SCHOOL OF JOURNALISM AND MASS COMMUNICATION

(SJMC)

Programme Handbook

(Programme Structure & Evaluation Scheme)

Bachelor of Arts (Honours / Honours with Research) in

Journalism and Mass Communication

Programme Code 218

FOUR YEAR UNDERGRADUATE PROGRAMME

As per National Education Policy 2020
(Multiple Entry and Exit in Academic Programmes)
(with effect from 2024-25 session)

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1. Preface

Introduction

The K.R. Mangalam Group has made a name for itself in the field of education. Over a period of time, the various educational entities of the group have converged into a fully functional corporate academy. Resources at KRM have been continuously upgraded to optimize opportunities for the students. Our students are groomed in a truly inter-disciplinary environment wherein they develop integrative skills through interaction with students from engineering, management, journalism and media study streams.

The K.R. Mangalam story goes back to the chain of schools that offered an alternative option of world-class education, pitching itself against the established elite schools, which had enjoyed a position of monopoly till then. Having blazed a new trail in school education, the focus of the group was aimed at higher education. With the mushrooming of institutions of Higher Education in the National Capital Region, the university considered it very important that students take informed decisions and pursue career objectives in an institution, where the concept of education has evolved as a natural process.

K.R. Mangalam University was founded in the year 2013 by Mangalam Edu Gate, a company incorporated under Section 25 of the Companies Act, 1956.

Uniqueness of KRMU

i. Enduring legacy of providing education to high achievers who demonstrate leadership in diverse fields.

ii. Protective and nurturing environment for teaching, research, creativity, scholarship, social and economic justice.

Education Objectives

i. To impart undergraduate, post-graduate and Doctoral education in identified areas of higher education.

ii. To undertake research programmes with industrial interface.

iii. To integrate its growth with the global needs and expectations of the major stake holders through teaching, research, exchange & collaborative programmes with foreign, Indian Universities/Institutions and MNCs.

iv. To act as a nodal center for transfer of technology to the industry.

v. To provide job oriented professional education to the student community with particular focus on Haryana.

2. NEP-2020: Important features integrated in the curriculum

K.R. Mangalam University has adopted the National Education Policy NEP-2020 to establish a holistic and multidisciplinary undergraduate education environment, aiming to equip our students for the demands of the 21st century. Following the guidelines of NEP-2020 regarding curriculum structure and duration of the undergraduate programme, we now offer a Four-Year Undergraduate Programme with multiple entry and exit points, along with re-entry options, and relevant certifications.

- **UG Certificate** after completing 1 year (2 semesters with the required number of credits) of study, and an additional vocational course/internship of 4 credits during the summer vacation of the first year.
- **UG Diploma** after completing 2 years (4 semesters with the required number of credits) of study, and an additional vocational course/internship of 4 credits during the summer vacation of the second year.
- **Bachelor's Degree** after completing 3-year (6 semesters with the required number of credits) programme of study.
- 4-year **Bachelor's Degree (Honours)** with the required number of credits after eight semesters programme of study.
- Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. Upon completing a research project in their major area(s) of study in the 4th year, a student will be awarded **Bachelor's Degree (Honours with Research)**.

Advantage of pursuing 4-year Bachelor's degree programme with Honours/Honours with Research is that the Master's degree will be of one year duration. Also, a 4-year degree programme will facilitate admission to foreign universities.

S. No.	Broad Categories of Courses	Minimum Credit Requirement for Four Year UG Programme
1	Major (Core)	80
2	Minor	32
3	Multidisciplinary	09

4	Ability Enhancement Course (AEC)	08
5	Skill Enhancement Course (SEC)	09
6	Value-Added Course (VAC)	06-08
7	Summer Internship	02-04
8	Research Project/Dissertation	12
9	Total	160

2.1 Categories of Courses

Major: The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline.

Minor: Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study.

Students have multiple minor streams to choose from. They can select one minor stream from the available options, which will be pursued for the entire duration of the programme.

Multidisciplinary (Open Elective): These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. These introductory-level courses may be related to any of the broad disciplines given below:

- Natural and Physical Sciences
- Mathematics, Statistics, and Computer Applications
- Library, Information, and Media Sciences
- Commerce and Management
- Humanities and Social Sciences

A diverse array of Open Elective Courses, distributed across different semesters and aligned with the aforementioned categories, is offered to the students. These courses enable students to expand their perspectives and gain a holistic understanding of various disciplines. Students can choose courses based on their areas of interest.

Ability Enhancement Course (AEC): Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and

communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity.

Skills Enhancement Courses (SEC): These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.

Value-Added Course (VAC): The Value-Added Courses (VAC) are aimed at inculcating Humanistic, Ethical, Constitutional and Universal human values of truth, righteous conduct, peace, love, non-violence, scientific and technological advancements, global citizenship values and life-skills falling under below given categories:

- Understanding India
- Environmental Science/Education
- Digital and Technological Solutions
- Health & Wellness, Yoga education, Sports, and Fitness

Research Project / Dissertation: Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

3. University Vision and Mission

3.1 Vision

K.R. Mangalam University aspires to become an internationally recognized institution of higher learning through excellence in inter-disciplinary education, research, and innovation, preparing socially responsible life-long learners contributing to nation building.

3.2 Mission

➢ Foster employability and entrepreneurship through futuristic curriculum and progressive

pedagogy with cutting-edge technology

➢ Instill notion of lifelong learning through stimulating research, Outcomes-based education, and innovative thinking

➢ Integrate global needs and expectations through collaborative programmes with premier universities, research centres, industries, and professional bodies.

➢ Enhance leadership qualities among the youth having understanding of ethical values and environmental realities

4. About School of Journalism and Mass Communication

School of Journalism and Mass Communication (SJMC) which started its journey in 2015, has now earned the distinction of being one of the top Media Schools in NCR. Our team comprises of experienced and qualified faculty members with tens of years of combined industry experience. Our students are center of our learning pedagogy and they get every opportunity to shape the learning spaces for new ways of learning. Students share their ideas, learn from the unlimited resources and critical thinking to express diverse perspectives of issues discussed in media. They have numerous opportunities to explore their talents in advertising, film making, TV and Radio anchoring, designing, digital marketing, social media writing, event management and many more. The key words at SJMC are hard work and innovation. We send students on field to experience real world to write and record about real people in real situations. By this, we produce professional media persons who can hit the ground as soon as they get into the job market. We ensure that learners must develop their own impressive portfolio of still photos, films bulletins video clips and different print media stories that they can showcase to prospective employers and hence gain an added advantage compared to their peers.

5. School Vision and Mission

Vision:

School of Journalism and Mass Communication aspires to become an internationally recognized Media School through excellence in interdisciplinary project-based student-centric media education. We aim to develop socially responsible life-long learners who contribute to nation building through research and innovation.

School Mission

➢ To provide excellence in education by focusing on futuristic curriculum, progressive, outcome based hands-on education.
➢ Foster employability and entrepreneurship through industry interface and live projects.
➢ Install the notion of lifelong learning through stimulating problem-solving skills, critical thinking, research and innovation.

- Integrate global needs and expectations through collaborative programmes with premier universities, research centres, industries and professional bodies.
- Enhance leadership qualities among the youth having understanding of ethical values and environmental realities.

6. About the Programme: Bachelor of Arts (Hons. / Hons. With Research) in Journalism and Mass Communication

Introduction:

The Bachelor of Arts (Hons. / Hons. With Research) in Journalism and Mass Communication is a four-year programme as per NEP 2020. It is designed to nurture students into well-rounded professionals in the field of media and communication. This comprehensive programme focuses on equipping students with both theoretical knowledge and practical skills essential for successful careers in journalism, mass communication, and related industries.

Nature of Bachelor of Arts in Journalism and Mass Communication Programme

The BA(JMC) programme spans three / four years and is a dynamic, multidisciplinary course that blends academic learning with hands-on experiences. It strives to cultivate a deep understanding of journalism, mass communication, and media ethics, while also encouraging critical thinking, creativity, and adaptability. Through a combination of classroom instruction, practical projects, internships, and exposure to cutting-edge technologies, this programme aims to produce media professionals who are not only well-informed but also socially responsible and media-savvy.

6.1 Definitions

- **Programme Educational Objectives (PEOs)**

Programme Educational Objectives of a degree are the statements that describe the expected achievements of graduates in their career, and what the graduates are expected to perform, achieve and how will they conduct professionally during the first few years after graduation.

➢ **Programme Outcomes (POs)**

Programme Outcomes are statements that describe what the students are expected to know and would be able to do upon the graduation. These relate to the skills, knowledge, and behavior that students acquire through the programme.

➢ **Programme Specific Outcomes (PSOs)**

Programme Specific Outcomes are statements about the various levels of knowledge specific to the given program which the student would be acquiring during the program.

➢ **Credit**

Credit refers to a unit of contact hours/tutorial hours per week or 02 hours of lab/practical work per week.

6.2 Programme Educational Objectives (PEO)

These are deferred outcomes measured few years after completion of the programme, where the graduates of this program will:

1. Become professionals and practitioners in careers related to Journalism, Mass Communication, and related fields, demonstrating expertise and adaptability.

2. Emerge as leaders, entrepreneurs, and managers, guiding media professionals and communication practitioners in the field of Journalism and Mass Communication.

3. Uphold ethical standards in their professional conduct, making responsible decisions that contribute to the integrity of the media landscape.

4. Advocate for and engage in environment-friendly and sustainable practices, promoting responsible media and communication initiatives.

5. Serve as good citizens and valuable members of society, demonstrating high human and professional values while contributing to societal well-being.

6.3 Programme Outcomes (PO)

At the end of the programme the students will be able to:

1. Demonstrate proficiency in communication, both verbal and non-verbal, in diverse professional settings.

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2. Solve complex problems related to the on-ground and daily challenges of the media landscape.

3. Exhibit strong critical thinking and reasoning abilities.

4. Showcase strong interpersonal skills that enable effective teamwork, collaboration, and networking in multidisciplinary environments.

5. Display an understanding of environmental concerns and integrate sustainable practices.

6. Learn high ethical standards and professionalism in decision-making, reflecting a commitment to truth, fairness, and responsibility.

7. Demonstrate entrepreneurial abilities like thinking, creativity, and leadership by taking initiative, managing projects, and addressing challenges.

8. Ability to generate required information for decision-making through use of scientific methods.

9. Use appropriate tools, frameworks, platforms and media technology for content creation best suited to the stakeholders needs.

6.4 Programme Specific Outcomes (PSO)

At the end of the program the students will be:

1. Understanding theories, models, frameworks, tools, and techniques related to journalism, media, and communication industries, and explaining their application in real-world scenarios.

2. Applying journalistic principles, multimedia tools, and communication strategies to create diverse content for traditional and digital media platforms.

3. Analysing media context and content, public opinion, and communication trends to assess their impact on society, culture, and politics.

4. Evaluating ethical standards, legal considerations, and the effectiveness of media campaigns, stories, or messages to ensure social and environmental responsibility.

5. Creating innovative, high-quality media content, such as articles, reports, videos, or social media campaigns, utilizing technical skills and creative storytelling.

6. Observing technical, ethical, cultural, and social cues in media practices, production and consumption.

7. Imitating and practicing the technical and professional standards and ethical norms of the media industry, gradually developing expertise through engagement and reflection.

6.5 Career Avenues

A Bachelor of Arts in Journalism and Mass Communication opens up a wide range of career avenues like the following but not limited to:

a) Journalist: Work as a reporter, editor, or correspondent for newspapers, magazines, TV channels or online news portals.

b) Anchor: Work as an anchor in TV, Events, Digital News Platforms and Shows, Video Podcasts.

c) Public Relations: Manage the public image of organizations, handle media relations and create communication strategies.

d) Advertising Industry: Develop and manage advertising campaigns for various media platforms.

e) Content Creator: Produce engaging content for digital platforms, including blogs, social media, and websites.

f) Radio Jockey (RJ): Host radio shows, interact with listeners, and present music and news.

g) TV Production: Oversee the production of TV programmes, from news shows to entertainment series.

h) Photographer: Work as professional photographer in different genres like photojournalism, products, events, wedding and more.

i) Film Making: Work as script writer, director, cinematographer, editor, sound recordist/ designer.

j) Corporate Communication: Handle internal and external communication for businesses, ensuring consistent messaging.

k) Graphic Designer: Create visual content for media, advertising, and corporate communication.

l) Digital Marketing and Marketing Communication: Develop marketing strategies and campaigns to promote products or services.

m) Academician: Teach journalism and mass communication at colleges and universities.

6.6 Duration – The duration of this programme is four years (eight semesters) with multiple entry/exit options.

6.7 Criteria for award of certificates and degree

BA(J&MC) Certificate – 45 Credits

BA(J&MC) Diploma – 45+43+2=90 Credits

BA(J&MC) - 45+43+43+2=133

BA (Hons. / Hons. With Research) (J&MC) - 45+43+43+38=2=171

7. Student's Structured Learning Experience from Entry to Exit in the Programme

➢ **Education Philosophy and Purpose**:
● **Learn to Earn a Living:**
  At KRMU we believe in equipping students with the skills, knowledge, and qualifications necessary to succeed in the job market and achieve financial stability. All the programmes are tailored to meet industry demands, preparing students to enter specific careers and contributing to economic development.

● **Learn to Live:**
  The university believes in the holistic development of learners, fostering sensitivity towards society, and promoting a social and emotional understanding of the world. Our aim is to nurture well-rounded individuals who can contribute meaningfully to society, lead fulfilling lives, and engage with the complexities of the human experience.

➢ University Education Objective: **Focus on Employability and Entrepreneurship through Holistic Education using Bloom's Taxonomy**

By targeting all levels of Bloom's Taxonomy—remembering, understanding, applying, analyzing, evaluating, and creating—students are equipped with the knowledge, skills, and attitudes necessary for the workforce and entrepreneurial success. At KRMU we emphasize on learners critical thinking, problem-solving, and innovation, ensuring application of theoretical knowledge in practical settings. This approach nurtures adaptability, creativity, and ethical decision-making, enabling graduates to excel in diverse professional environments and to innovate in entrepreneurial endeavours, contributing to economic growth and societal well-being.

> ## Importance of Structured Learning Experiences

A structured learning experience (SLE) is crucial for effective education as it provides a clear and organized framework for acquiring knowledge and skills. By following a well-defined curriculum, teaching-learning methods and assessment strategies, learners can build on prior knowledge systematically, ensuring that foundational concepts are understood before moving on to more complex topics. This approach not only enhances comprehension but also fosters critical thinking by allowing learners to connect ideas and apply them in various contexts. Moreover, a structured learning experience helps in setting clear goals and benchmarks, enabling both educators and students to track progress and make necessary adjustments. Ultimately, it creates a conducive environment for sustained intellectual growth, encouraging learners to achieve their full potential. At K.R. Mangalam University SLE is designed as rigorous activities that are integrated into the curriculum and provide students with opportunities for learning in two parts:

- Inside classroom teaching emphasizes a student-centric learning approach that prioritizes cognitive outcomes through active learning methods. Techniques such as discussions, presentations, demonstrations, use of web resources, group work, and use of multimedia tools foster engagement and critical thinking. By integrating diverse approaches, faculty members create an interactive environment that enhances understanding and retention of knowledge, preparing students for real-world applications.
- Outside classroom teaching enhances people skills and psychomotor skills through diverse activities in industry in terms of internships and apprenticeships, community outreach and programs, and outdoor and studio activities. Engaging in hands-on experiences, collaborative projects, and studio work fosters teamwork, communication, and practical application of knowledge. This experiential learning approach prepares students for real-world challenges and cultivates essential life skills.

➢ **Educational Planning and Execution: What, when and how learning will happen**

The Bachelor of Arts (Journalism and Mass Communication) programme is designed around the educational philosophy of "Learn to Earn Living" and "Learn to Live," providing a holistic learning experience from entry to exit.

Educational planning and execution in the Bachelor of Arts (Journalism and Mass Communication) program centers on the philosophies of "Learn to Earn Living" and "Learn to Live," fostering a holistic educational experience. At the beginning of each academic year, a comprehensive academic and event calendar is developed, outlining key activities and milestones for the semesters ahead. Faculty members are selected based on their expertise and alignment with course objectives, ensuring high-quality instruction. As the academic year unfolds, the planned curriculum is executed with attention to engagement and skill development. Continuous monitoring and review processes are implemented to assess student progress and the effectiveness of teaching methods. Following these evaluations, necessary corrections are identified and made, promoting adaptive learning. This iterative process of planning, execution, review, and improvement enhances both the academic experience and personal growth, preparing students for the challenges of the media landscape while instilling lifelong learning principles.

Entry Phase

Upon entry, students are introduced to the foundational principles of journalism and mass communication. Orientation sessions focus on understanding the media landscape and the ethical responsibilities of communicators. This initial phase emphasizes the importance of knowledge not just as a means to earn a living, but as a way to engage meaningfully with society.

Core Learning

As students advance, they dive deeper into both theoretical and practical aspects of the field. Courses on media ethics, digital storytelling, and audience analysis equip students with critical skills necessary for their future careers. Practical workshops and industry collaborations reinforce the idea of learning as a preparation for earning, while also nurturing a sense of civic responsibility and personal growth. We have a strong students' support system in terms of differential learning (slow & fast learning), mentor-mentee system and personal counseling thereby ensuring students move up on the learning curve.

Skill Development

The programme places a strong emphasis on developing versatile skills—research, writing, editing, radio, TV and multimedia production—essential for a successful career in media. Through collaborative projects, visit to industry, industry connect and networking students learn teamwork and communication, vital not just for professional success but also for fostering meaningful relationships in their personal lives.

Capstone and Exit Phase

In the final phase, students undertake capstone projects that integrate their learning and showcase their creativity and professionalism. This culminates in a portfolio that reflects their readiness to enter the workforce. Additionally, career services assist in job placements, reinforcing the "Learn to Earn Living" philosophy. However, the emphasis on personal values and lifelong learning remains a cornerstone, encouraging students to approach their careers as a means to contribute positively to society.

Co-Curricular and Extra-Curricular Activities

Students actively participate in 13 clubs and societies within the university, ranging from media production to cultural expression. These clubs facilitate peer interaction, teamwork, and leadership opportunities, helping students develop a well-rounded personality. Regular industry visits, guest lectures, and workshops by industry experts ensure that students remain connected to real-world media practices, bridging the gap between academic learning and professional expectations.

Community Connect

Community connect programmes enhance students' social awareness and responsibility, allowing them to engage with various societal issues. Participation in sports and cultural activities further contributes to a balanced lifestyle, promoting teamwork and resilience.

Ethics and Values

The programme places a strong emphasis on ethics, values, and a code of conduct. Students are encouraged to embody professionalism and integrity in their work, preparing them to be responsible communicators and active citizens.

Career Counselling and Entrepreneurship

Career counselling services provide guidance on job placements, internships, and skill development, helping students navigate their career paths. Additionally, the university's

incubation centre fosters entrepreneurial and leadership qualities, encouraging students to explore innovative ideas and start their ventures.

- ➢ **Course Registration**
  - ✦ Major and Minor Selection – Every student has to register at the beginning of each semester for the courses offered in the given semester. Major courses are registered centrally for the students. However, for other multidisciplinary courses (Minor, VAC, OE) the students have to register by themselves through ERP.
  - ● Internships/Projects/Dissertations/Apprenticeships – Students need to do summer internship after second and fourth semesters, which carries 2 credits each, duration being 4-6 weeks per internship, during the summer breaks. The same will be evaluated in the upcoming Odd semester. In the sixth and seventh semesters students will do Specialization Projects. In the eighth semester students of BA(JMC) Hons. will do an Industry Project and the students of BA(JMC) Hons. with Research will do Research Project (Dissertation). Projects are also mapped along with the Lab/ Practical Courses and Experiential Learning Activities.
  - ● **Co-curricular / Extracurricular activities:** The School proactively organizes the numerous co-curricular activities with a 360-degree exposure to various trends, helping to build diverse viewpoints. Participative Learning is inculcated through organising various co-curricular activities such as, guest lectures, webinars, seminars, Inter and Intra University competitions. Group discussions on social, national, and global issues. The university has 13 student lead societies/clubs like E-Yantra, Computer Society of India, Investment Club, Management Society, Mediaverse, Chetna Club, Model United Nations Club, DIA, Rhetoric Club, Cultural, Entrepreneurship, Sports club and 6 Centres of Excellence. Students are encouraged to become a part of these societies. These societies organize events year-round helping in overall development of the students. The university has sports, music, dance, dramatics, street play, art, photography and sports society to name a few allowing students an opportunity to explore their potential and pursue their interest. Presentations and Guest lectures by eminent and renowned national and international speakers from academia, industry and alumni are also conducted to provide opportunity exchange innovative ideas and for fostering analytical skills.
- ➢ Academic Support Services (Differential learning needs): Academic Support Services for Journalism and Mass Communication students are designed to cater to diverse learning needs, ensuring that every student fairs well. These services include:

- Personalized Tutoring: One-on-one sessions with experienced tutors focus on specific areas such as writing, radio/ podcast production, event management, photography, video production, digital marketing projects, research projects and others tailored to individual skill levels.

- Workshops and Seminars: Regular workshops on topics like digital storytelling, production, media ethics, other experiential learning activities and industrial connect help students enhance their practical skills and theoretical understanding.

- Peer Mentoring Programs: Advance learner students mentor the students by becoming team leaders, providing guidance on course components, assignments and projects, fostering a supportive system.

- Accessible Learning Resources: Online platforms offer access to a range of resources, including video lectures, articles, and interactive tools, accommodating different learning styles.

- Production and Outcome based activities: Students are encouraged to get more involved in practicals and hands-on based activities to come up with productivity which is showcased and appreciated. This way it gives a boost to the students.

- Diversity and Inclusion Initiatives: Programs aimed at promoting inclusivity ensure that all voices are heard and valued, enriching the learning environment.

- Feedback and Assessment: Continuous feedback mechanisms allow students to receive constructive review of their work, facilitating growth and improvement.

➤ **Student Support Services**

- **Mentor-Mentee:** The Mentor-Mentee Program is an essential component for fostering successful careers as it acts as a bridge between faculty and students. Mentor-mentee relationships often go beyond academic and professional growth at KRMU.

- **Counselling and Wellness Services:** Counselling and Wellness Services for Journalism and Mass Communication students are designed to support their mental health and overall well-being in a demanding academic environment. These services include confidential individual counselling sessions, where trained professionals provide guidance on stress management, time management and personal challenges. Group therapy sessions and workshops focus on topics such as resilience, coping strategies and mindfulness, promoting a sense of community and shared experiences. The school conducts sessions on mental health awareness from time to time. Wellness initiatives may include fitness programs, relaxation activities and access to

health resources that promote physical and mental health. By creating a supportive environment, these services help students navigate the pressures of their studies while fostering a balanced and healthy lifestyle.

- **Career Services and Training:** The Career Development Center (CDC) at KRMU provides comprehensive career services and training for Journalism and Mass Communication students, focusing on creating ample placement opportunities. In addition to inviting corporate recruiters to campus, the Centre hosts various counselling and training programs aimed at enhancing students' academic and professional skills. These programs equip students with the essential tools needed to secure lucrative careers in their field. Each year, prominent companies visit the KRMU campus, offering attractive job packages to emerging talent. The faculty members and the mentors also ensuring that students are well-prepared for the competitive job market.

➢ **Assessment and Evaluation**

- Grading Policies and Procedures for theory courses, practical courses, projects, Internships, Dissertation: As per university examination policy of K R Mangalam University, the Program Outcome assessments is done by aggregating both direct and indirect assessments, typically assigning 80% weightage to direct assessments and 20% to indirect assessments, to compute the final course attainment.

- **Feedback and Continuous Improvement Mechanisms:** Teaching-learning is driven by outcomes. Assessment strategies and andragogy are aligned to course outcomes. Every CO is assessed using multiple components. The attainment of COs is calculated for every course to know the gaps between the desired and actual outcomes. These gaps are analysed to understand where does the student lags in terms of learning levels. Thereafter each student's learning levels are ascertained, if found below desirable level, and intervention strategy is effected in the following semester to make necessary corrections. To cater to the diverse learning needs of its student body, K.R. Mangalam University employs a comprehensive assessment framework to identify both slow and advanced learners. Students' learning levels are continually assessed based on their performance at various stages. If a student's performance in internal assessments falls below or equal to 55%, they are categorized as slow learners. Conversely, if a student's performance score in internal assessments is greater than or equal to 80%, they are identified as advanced learners. Such students are encouraged to participate in advanced learning activities. Through periodic evaluations and the utilization of modern

management systems, the institution adeptly tracks students' performance across various courses, allowing for targeted interventions and support mechanisms.

- **Academic Integrity and Ethics:** The School of Journalism and Mass Communication places a strong emphasis on academic integrity and ethics, fostering a culture of honesty and responsibility among students. Clear guidelines are established to educate students about the importance of plagiarism prevention, proper citation practices, and ethical sourcing in their work. Regular workshops and seminars are conducted to discuss case studies and real-world scenarios, encouraging critical thinking about ethical dilemmas in journalism and media. Faculty members serve as role models, promoting transparency and accountability in their interactions and evaluations. By instilling these values, the school prepares students to uphold high ethical standards in their professional careers, emphasizing the critical role that integrity plays in journalism and mass communication.

BA(JMC) Hons./Hons. With Research

Semester-I								
S. No.	**Category of Course**	**Course Code**	**Course**	**L**	**T**	**P**	**C**	**Multiple Entry and Exit**
1	**Major-I**	JMBJ101	Communication in Real World	3	1	0	4	
2	**Major-II**	JMBJ103	Reporting and Editing for Print	3	1	0	4	
3	**Major (Practical)-II**	JMBJ151	Reporting and Editing for Print (Lab)	0	0	2	1	
4	**Major-III**	JMBJ106	Graphic Design and Visualization	2	0	0	2	
5	**Major (Practical)-III**	JMBJ156	Graphic Design and Visualization (Lab)	0	**0**	**4**	**2**	**Award:** **UG Certificate** [after completing 1 year of study (2 semesters with credits as prescribed), and an additional vocational course/internship of 4 credits to be covered within 6-8 weeks during the summer vacation of the first year]
6	SEC - I	SEC022	Computer Application in Media (Lab)	2	0	4	4	
7	Minor - I	USO101	Indian Society: Myth and Reality	3	1	0	4	
8	VAC-I	--	VAC -01	2	0	0	2	
Total				15	3	10	23	

Semester-II								
S. No.	**Category of Course**	**Course Code**	**Course**	**L**	**T**	**P**	**C**	
1	**Major-IV**	JMBJ102	Media Ethics and Laws	3	1	0	4	
2	**SEC-II**	SEC024	Digital Photography and Imagery (Lab)	3	0	4	**5**	
3	**Major-V**	JMBJ403	Media Literacy and Analysis	3	1	0	4	
4	**Minor -II**	USO102	Sociology of Social Movements	3	1	0	4	

5	OE-I	OEC	Open Elective-01	3	0	0	3
6	VAC-II	--	VAC -02	2	0	0	2
7	Club/ Society Activities			0	0	0	1
Total				17	3	4	23
Summer Internship-I							

Semester-III								Multiple Entry and Exit
S. No.	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**	**Multiple Entry and Exit**
1	**Major-VI**	JMBJ201	Film Appreciation and Cinema Studies	3	1	0	4	**Award: UG Diploma** [after completing 2 years of study (4 semesters with credits as prescribed), and an additional vocational course/internship of 4 credits to be covered within 6-8 weeks during the summer vacation of the second year]
2	**Major-VII**	JMBJ203	Radio Programme Production	3	1	0	4	
3	**Major (Practical)-VII**	JMBJ251	Radio Programme Production (Lab)	0	0	2	1	
4	**Minor-III**	USO201	Social Psychology	3	1	0	4	
5	**AEC-1**	AEC006	Verbal Ability	3	0	0	3	**Entry:** The student who took exit after completion of the first year (UG Certificate) is allowed to enter the diploma programme within five years from the first entry in the programme, four years in case of degree program and three years in case of Hons. degree so as to complete the programme within the
6	**OE-II**	OEC	Open Elective -02	3	0	0	3	
7		SIBJ001	Evaluation of Summer Internship - I	0	0	0	2	
8	**Community Service**			0	0	0	1	
Total				15	3	2	22	

Semester-IV							
S. No.	**Category of Course**	**Course Code**	**Course**	**L**	**T**	**P**	**C**
1	**Major-VIII**	JMBJ202	Advertising and Integrated Marketing Communication	3	1	0	4

S. No.	Category of Course	Course Code	Course Title	L	T	P	C	Multiple Entry and Exit
2	Major (Practical)-VIII	JMBJ252	Advertising and Integrated Marketing Communication (Lab)	0	0	2	1	stipulated time period of seven years.
3	Major-IX	JMBJ204	Television Journalism and Production	3	1	0	4	
4	Major (Practical)-IX	JMBJ254	Television Journalism and Production (Lab)	0	0	2	1	
5	Minor-IV	USO202	Globalization and Sustainable Society	3	1	0	4	
6	AEC-II	AEC007	Communication & Personality Development	3	0	0	3	
7	OE-III	OEC	Open Elective -03	3	0	0	3	
8	VAC-III	--	VAC -03	2	0	0	2	
Total				17	3	4	22	
Summer Internship II								

Semester-V								
S. No.	Category of Course	Course Code	Course Title	L	T	P	C	Multiple Entry and Exit
1	Major-X	JMBJ301	Communication for Development	3	1	0	4	**Award:** **Bachelor's Degree** [after completing 3-year of study (6 semesters with credits as prescribed)]
2	Major-XI	JMBJ303	Public Relation and Corporate Communication	3	1	0	4	**Entry** The student who took exit after completion of two years of study (UG Diploma) are allowed to re-enter the degree programme within three years and
3	Major-XII (MOOC 1)	JMBJ305	Digital Media Marketing	3	1	0	4	
4	Major (Practical)-XII	JMBJ351	Digital Media Marketing (Lab)	0	0	4	2	
5	Minor-V	USO301	Social Problems in India	3	1	0	4	
6	AEC-III	AEC010	Arithmetic and Reasoning Skills-III	3	0	0	3	

S. No.	Category of Course	Course Code	Course	L	T	P	C	
7		SIBJ002	Evaluation of Summer Internship - II	0	0	0	2	complete the degree programme within the stipulated maximum period of seven years.
Total				15	4	4	23	

Semester-VI							
S. No.	Category of Course	Course Code	Course	L	T	P	C
1	Major-XIII (MOOC 2)	JMBJ302	Event Management	3	1	0	4
2	Major (Practical)-XIII	JMBJ352	Event Management (Lab)	0	0	4	2
3	Major-XIV	JMBJ304	Global Media Scenario	3	1	0	4
4	Major-XV	JMBJ306	New Media Technology	3	1	0	4
5	Minor-VI	USO302	Socio-Economic and Political Scenario	3	1	0	4
6	Major-XVI	JMBJ354	Project-I	0	0	4	2
Total				12	4	8	20

Bachelor's Degree (Honours) Semester-VII								
S. No.	Category of Course	Course Code	Course	L	T	P	C	Multiple Entry
1	Major-XVII	JMBJ401	Communication Research	3	1	0	4	**Entry** The student who took exit after completion of three years of study (UG degree) is allowed to re-enter the degree programme maximum within three years and complete the degree programme within the stipulated
2	Major-XVIII	JMBJ405	Mobile Technology and Journalism	3	1	0	4	
3	Major (Practical)-XVIII	JMBJ455	Mobile Technology and Journalism (Lab)	0	0	4	2	
	Major-XIX	JMBJ403	Media Literacy	2	0	0	2	
4	Minor-VII	USO401	Culture and Social Change	3	1	0	4	
5	Major-XX	JMBJ453	Project -II	0	0	4	2	

Total				9	3	8	18

Bachelor's Degree (Honours) Semester-VIII							
S. No.	Category of Course	Course Code	Course	L	T	P	C
1	Major-XXI (MOOC 3)	JMBJ402	Media Business Management	3	1	0	4
2	Minor-VIII	USO402	Indian Knowledge System and Sociological Traditions	3	1	0	4
3	Major-XXII	JMBJ452	Industry Project	0	0	24	12
Total				6	2	24	20

*Bachelor's Degree (Honours with Research) Semester-VII							
S. No.	Category of Course	Course Code	Course	L	T	P	C
1	Major-XVII	JMBJ401	Communication Research	3	1	0	4
2	Major-XXIII	JMBJ406	Research Methodology	3	1	0	4
3	Major-XXIV	JMBJ407	Data Analysis Tools	2	0	0	2
4	Major-XXV	JMBJ408	Research Publication and Ethics	2	0	0	2
5	Minor-VII	USO401	Culture and Social Change	3	1	0	4
6	Major-XXVI	JMBJ453	Project -II	0	0	4	2
Total				13	3	4	18

*Bachelor's Degree (Honours with Research) Semester-VIII							
S. No.	Category of Course	Course Code	Course	L	T	P	C
1	Major-XX (MOOC 3)	JMBJ402	Media Business Management	3	1	0	4
2	Minor-VIII	USO402	Indian Knowledge System and Sociological Traditions	3	1	0	4
3	Dissertation	JMBJ453	Research Project	-	-	-	12
Total				6	2	0	20

maximum period of seven years.

Entry The student who took exit after completion of three years of study (UG degree) is allowed to re-enter the degree programme maximum within three years and complete the degree programme within the stipulated maximum period of seven years.

Total Credits: 171

Minor Streams
A. Sociology

Semester	Course Title	Credits
I	Indian Society: Myth and Reality	4
II	Sociology of Social Movements	4
III	Social Psychology	4
IV	Globalization and Sustainable Society	4
V	Social Problems in India	4
VI	Socio-Economic and Political Scenario	4
VII	Culture and Social Change	4
VIII	Indian Knowledge System and Sociological Traditions	4

B. Psychology

Semester	Course Title	Credits
I	Foundations of Psychology	4
II	Fundamentals of Social Psychology	4
III	Developmental Psychology	4
IV	Counseling and Guidance	4
V	Health Psychology	4
VI	Environmental Psychology	4
VII	Positive Psychology	4
VIII	Media Psychology	4

C. Human Resource Management

Semester	Course Title	Credits
I	Foundations in Organizational Behaviour	4
II	Professional HRM Practices	4
III	Psychological Assessment in Organizations	4
IV	Learning and Development in Organizations	4
V	Leadership and Talent Development	4
VI	Counseling at Workplace	4
VII	Change Management and OD Interventions	4
VIII	Total Rewards Management	4

JMBJ101	Communication In Real World	L	T	P	C
Version 4.0		3	1	0	4
Total Contact Hours	50				
Pre-requisites/Exposure	Language Skills				
Co-requisites	--				

COURSE PERSPECTIVE

In the field of media and journalism, communication is so essential for good professional practice. The journalists and media professionals should have the ability to convey information effectively to diverse audiences. This course will enable the students develop skills in written communication, verbal communication, strengthen skills in broadcasts and speeches, alongside efficiently communicate by using modern technology through platforms like social media, online news, podcasts and video. These varied forms of communication are vital for staying relevant in the fast-paced media world. This is where this course will help students, as it equips them with the skills necessary to navigate and excel in these diverse communication modes. By combining theoretical knowledge with practical, real-world applications, the course prepares students to communicate effectively across platforms, ensuring they are ready to meet the demands of the modern media landscape and succeed in their professional careers.

COURSE OUTCOMES (CO)

On completion of the course the student will be:

CO1: Understanding communication theories, models, techniques and concepts that underpin effective communication across various contexts and platforms.

CO2: Applying communication theories, models, techniques for effective communication suitable for different media, including journalism and social media.

CO3: Analysing communication scenarios, situations, conditions in the real world for developing suitable communication strategies.

CO4: Evaluating options in the field of communication and decision making for execution for achieving communication objectives.

CO5: Creating a comprehensive communication plan for a specific audience or context, integrating theoretical knowledge.

COURSE CONTENT

Unit I: 12 Contact Hours

Introduction to Communication and Its Types

Communication: Definition, Concept and Functions, Elements and Processes of Communication, Types of Communication –Intrapersonal, Interpersonal, Group, Mass Communication, Brief history, evolution and the development of communication in the world with special reference to India, Reading newspapers and books on Communication on a regular basis

Unit II: 10 Contact Hours

Effective Communication Skills

Verbal Communication: Tone, Timbre, Pitch, Tempo, Volume, Non Verbal Communication: Body Language& Para Language, Effective Communication and Barriers to effective communication, Seven C's of Communication

Unit III: 11 Contact Hours

Mass Communication and Mass Media

Definition and Concept of Mass Communication, Introduction to Mass Media and Mass Culture, Functions and Role of Mass Communication in Society, Visual Communication: Photographs, Traditional and Folk Media, Films, Radio, Television & New Media

Unit IV: 15 Contact Hours

Theories and Models

Theories- Authoritarian Theory, Social Responsibility Theory, Democratic Media Theory, Development Theory, Libertarian Theory, Soviet Press Theory, Development Media Theory, Dependency Theory, Personal Influence Theory, Communication theories- Hypodermic Needle Theory, Multistep Theory, Selective Exposure, Selective Perception, Selective Retention, Play Theory, Uses & Gratification Theory, Cultivation Theory, Agenda Setting Theory Models of Communication - SMCR Model, Shannon & Weaver Model, Wilbur Schramm Model, Lasswell Model, Gate Keeping Model, Gerbner's Model, Dance Helical Model, Newcomb's model, Osgood Model

LEARNING EXPERIENCE (Inside and outside classroom)

Inside classroom:
- Lectures with a focus on communication principles and techniques
- Presentations demonstrating the principles and elements of communication
- Discussion on varied topics to clarify and refine concepts of communication in real world to improve understanding and skills.
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

TEXT BOOK

Kumar, K. J. (2020). *Mass communication in India* (5th ed.). Jaico Publishing House.

Reference Books

1. Narula, U. (2004). *Mass communication: Theory and practice*. Haranand Publication, New Delhi.

3. Baran, S. J., & Davis, D. K. (2014). *Mass communication theory: Foundations, ferment, and future.* Cengage Learning.

4. Andal, N. (2017). *Communication theories and models*. Himalaya Publishing House, Delhi.

Advanced Readings:

1. Hanson, R. E. (2016). *Mass communication: Living in a media world*. Sage Publications.

2. Aggarwal, V. B., & Gupta, V. S. (2001). *Handbook of Journalism and Mass Communication*. Concept Publishing Company.

3. Rayudu, C. S. (2010). *Communication*. Mumbai: Himalaya Publishing House.

4. McQuail, D. (1983). *McQuail's Mass Communication Theory*. London: Sage .

Open Educational Resources (OER) (Clickable links)-

- **CrashCourse - Communication**
- **Tedx Talks**
- **Communication Theory**
- **Communication Studies**
- **Improvemanship**
- **TED-Ed**
- **MindTools - Communication Skills**
- **SkillsYouNeed - Communication Skills**
- **MediaWise**
- **The Film Theorists**
- **Media Literacy Clearinghouse**
- **Media Education Foundation**
- **Cognitive Learning Theory**
- **Communication Theories**
- **Communication Studies - Theories**
- **Models of Communication**

Assessment & Evaluation

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	20	20	10	50

JMBJ103	Reporting and Editing for Print	L	T	P	C
Version 4.0		3	1	0	4
Eligibility	Senior Secondary/ XII				
Co-requisites	--				

COURSE PERSPECTIVE

This course will enable the students with strong foundational knowledge and practical skills essential for a career in journalism. By understanding the meaning and elements of news, identifying credible sources, and mastering various reporting techniques, students will develop the ability to gather, assess, and report information with integrity and accuracy. The course also hones editing skills, ensuring students can present clear, coherent, and engaging news content. These skills are highly relevant in real-world scenarios, such as working for news agencies, media outlets, or digital platforms. Students will learn to navigate ethical challenges in reporting and gain the expertise needed to cover diverse beats, from politics to entertainment. Mastery of these techniques prepares them for roles as reporters, editors, or communication professionals in the media industry.

Course Outcomes

On completion of the course student will be:

CO1: Understanding the meaning, nature, and elements of news, including news values and the inverted pyramid style, to grasp its significance in journalism.

CO2: Applying knowledge of news sources to identify credible sources and address ethical challenges like attribution and protection in reporting.

CO3: Analyzing different types of reporting and the responsibilities of reporters to understand how various city beats are covered.

CO4: Evaluating news stories through the application of editing principles, ensuring accuracy, clarity, and relevance in newspapers and magazines.

CO5: Creating news articles or reports that effectively incorporate credible sources, appropriate leads, and demonstrate professional editing skills.

Unit I:10 lectures

News: Meaning, definition, nature and qualities, elements of news, News value: Timeliness, Proximity, Size, Importance and personal benefit, Inverted pyramid style of writing – 5Ws and 1 H, Various Types of Leads

Unit II: 10 lectures

Sources of News

News sources: Types, credibility of sources, protection of sources, Pitfalls and problems in reporting: Attribution, off-the-record, on the record, embargo, News agency, role and functions of news agency

Unit III: 10 lectures

Reporter and Types of Reporting

Reporter: Functions, qualities, responsibilities, City Reporting Room in a daily: Set up, functions and distribution of beats, Coverage of various city beats-Political, health, lifestyle, parliament, crime, education, development, entertainment, sports, civic, food etc.

Unit IV: 10 lectures

Editing

Elements and Principles of Editing, Tool of Editing: its usage, editing for newspapers and Magazines, Jobs involved in editing.

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on reporting and editing
- Presentations demonstrating the principles and elements of reporting and editing for print
- Discussion on varied topics to clarify and refine concepts of reporting and editing for print to improve understanding and skills.
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book:

1. News Reporting and Writing" by Melvin Mencher

Reference Books:

1. Al., J. R. (2006). News reporting and editing.
2. Hohenberg, J. (1983). Undefined. Holt Rinehart & Winston.
3. Hough, G. A. (1988). News writing.
4. Joseph, M. K. (2006). Basic Source Material for News Writing. Anmol Publications PVT. LTD.
5. Kamath, M. V. (2009). Professional Journalism. Vikas Publishing House.
6. Saxena, A. (2007). Fundamentals of reporting and editing. Kanishka Publishers.
7. Stein, M. L., Paterno, S. F., & Burnett, R. C. (2006). Newswriter's handbook: An Introduction to Journalism. Wiley-Blackwell.

Open Educational Resources (OER) (Clickable links)

- Purdue OWL Editing and Proofreading
- The News Manual
- Poynter's NewsU
- Media College Editing and Proofreading
- Media Innovation and Entrepreneurship
- MIT OCW - Writing and Reading the Essay
- UC Berkeley - Digital Media and Self-Publishing
- API Ethics Guide
- Jisc OER Collection
- Wikibooks Journalism

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/Written Examination

Examination Scheme

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

JMBJ151	Reporting and Editing for Print Lab	L	T	P	C
Version 4.0		0	0	2	1
Eligibility	Senior Secondary/ XII				
Co-requisites	--				

COURSE PERSPECTIVE

This course is designed to enhance students' understanding of the core components of news writing and reporting. By identifying different types of news, credible sources, and learning how to write both hard and soft news, students will acquire the skills necessary to become effective journalists. In addition, the course focuses on beat reporting and creating professional layouts for newsletters and newspapers. These skills are essential for anyone pursuing a career in media or journalism, where the ability to gather, analyze, and present information in a visually appealing format is critical. Students will leave the course with practical knowledge they can apply in newsroom settings, media agencies, or independent journalism projects.

Course Outcomes:

On completion of the course student will be:

CO1: Understanding the characteristics of different types of news to accurately classify news stories.

CO2: Applying knowledge of news sources to identify and evaluate credible sources for journalistic reporting.

CO3: Analyzing the differences between hard and soft news stories to write accurate and contextually relevant news articles.

CO4: Evaluating reporting techniques for various types of beats (political, crime, sports, etc.) to deliver comprehensive coverage of events.

CO5: Creating professional newsletter and newspaper layouts, demonstrating editorial judgment and design skills.

Course Content

1. Assignment on identifying the type of news

2. Assignment on identifying the news sources

3. Assignment on identifying and writing hard and soft news stories

4. Assignment on reporting for various types of beats

5. Designing newsletter/newspaper layout

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on reporting and editing

- Presentations demonstrating the principles and elements of reporting and editing for print

- Discussion on varied topics to clarify and refine concepts of reporting and editing for print to improve understanding and skills.

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book

1. Al., J. R. (2006). News reporting and editing.

Suggested Readings:

1. Hohenberg, J. (1983). Undefined. Holt Rinehart & Winston.

2. Hough, G. A. (1988). News writing.

3. Joseph, M. K. (2006). Basic Source Material for News Writing. Anmol Publications PVT. LTD.

4. Kamath, M. V. (2009). Professional Journalism. Vikas Publishing House.

5. Saxena, A. (2007). Fundamentals of reporting and editing. Kanishka Publishers.

6. Stein, M. L., Paterno, S. F., & Burnett, R. C. (2006). Newswriter's handbook: An Introduction to

Journalism. Wiley-Blackwell.

Open Educational Resources (OER) (Clickable links)-

- https://www.spj.org/
- https://newslit.org/
- https://www.americanpressinstitute.org/

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

JMBJ106	Graphic Design and Visualization	L	T	P	C
Version 4.0		2	0	0	2
Eligibility	Senior Secondary/ XII				
Co-requisites	--				

COURSE PERSPECTIVE

This course provides a comprehensive understanding to the students by the exploration of design and graphics principles, focusing on the application in print and digital media. This will create a strong foundation for the students through a theoretical underpinnings of visual communication while developing practical skills essential for professional practice. A key academic focus is the critical analysis of visual elements in design, encouraging students to evaluate the impact of imagery on communication efficacy. The course also integrates technological proficiency, particularly in Desktop Publishing (DTP), ensuring students can translate theoretical knowledge into industry-standard digital workflows. Throughout the program, students will engage in project-based learning, developing analytical skills to assess design solutions in various print media contexts. They will explore the intersection of aesthetics and functionality, considering factors such as readability, information hierarchy and brand consistency.

COURSE OUTCOMES (CO):

After the completion of the course, students will be:

CO1: Understanding the fundamental concepts of design and graphics, including elements like line, color, and shape, and principles such as balance, contrast, and emphasis.

CO2: Applying the grammatical aspects of visuals in enhancing design communication and audience engagement in media.

CO3: Analyzing design elements and principles to create effective layouts for newspapers, magazines and books, ensuring visual coherence and audience appeal.

CO4: Evaluating the effectiveness of various design layouts and the balance between text, visuals and white space to enhance readability and engagement.

CO5: Creating a professional-level print and digital media layouts using DTP software, integrating advanced design techniques and technologies to meet industry standards.

COURSE CONTENT

Unit-I -12 Contact Hours
Fundamentals of Design and Graphics

Basics of Design and Graphics, Elements and principles of design, Typography: Physical form, aesthetics and classifications, Color: Physical forms, psychology, color scheme and production

Unit-II 10 Contact Hours
Layout Design and Planning

Components of layout and layout planning, Advertisement layout, Broadsheet and Tabloid layout, Magazine & Book Layout

Unit-III 11 Contact Hours
Visuals and Design

Visuals: Physical forms, functions & editing, Poster Design, Logo Design, Brochure Design

Unit-IV 15 Contact Hours
DTP and Printing

Basics of Desktop Publishing, Printing Process, Printing Methods - Letter Press, Screen, Offset, Paper and finishing

LEARNING EXPERIENCE

Inside classroom:

- Lectures with a focus on designing principles and visualization techniques
- Presentations demonstrating the principles and elements of designing and visualization
- Discussion on varied topics to clarify and refine design concepts and improve visual communication skills.
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's projects as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects, showcasing a variety of design styles and techniques.
- Students work on the school's and university publications implementing their learning and understanding of graphic designing and visualization
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources, tutorials, and design challenges to enhance skills and stay updated with industry trends.

TEXT BOOK

    1. N. N. Sarkar, Art and Production, Sagar Publishers, New Delhi, 2001

Suggested Readings:

1. K.S. Duggal, Book Publishing

2. A.K. Dhar, Printing and Publishing

3. The Graphic Design Reference & Specification Book Everything Graphic Designers Need to Know Every Day (PDFDrive.com).pdf,

4. the-fundamentals-of-graphic-design14387.pdf, Graphic Design School: The Principles and Practice of Graphic Design (PDFDrive).pdf,

5. The Language of Graphic Design: An Illustrated Handbook for Understanding Fundamental Design Principles (PDFDrive)_compressed.pdf

Advanced Readings:

1. N.N. Sarkar, Designing Print Communication, Sagar Publishers, New Delhi, 1998

Open Educational Resources (OER) (Clickable links)-
- • Coursera Graphic Design Specialization
- • Adobe Education Exchange
- • Canva

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	**30**	**20**	**50**

JMBJ156	Graphic Design and Visualization (Lab)	L	T	P	C
Version 4.0		0	0	4	2
Eligibility	Senior Secondary/ XII				
Co-requisites	--				

COURSE PERSPECTIVE

This course provides a comprehensive understanding to the students by the exploration of design and graphics principles, focusing on the application in print and digital media. This will create a strong foundation for the students through a theoretical underpinnings of visual communication while developing practical skills essential for professional practice. A key academic focus is the critical analysis of visual elements in design, encouraging students to evaluate the impact of imagery on communication efficacy. The course also integrates technological proficiency, particularly in Desktop Publishing (DTP), ensuring students can translate theoretical knowledge into industry-standard digital workflows. Throughout the program, students will engage in project-based learning, developing analytical skills to assess design solutions in various print media contexts. They will explore the intersection of aesthetics and functionality, considering factors such as readability, information hierarchy and brand consistency.

COURSE OUTCOMES (CO):

After the completion of the course, students will be:

CO1: Understanding the fundamental concepts of design and graphics, including elements like line, color, and shape, and principles such as balance, contrast, and emphasis.

CO2: Applying the grammatical aspects of visuals in enhancing design communication and audience engagement in media.

CO3: Analyzing design elements and principles to create effective layouts for newspapers, magazines and books, ensuring visual coherence and audience appeal.

CO4: Evaluating the effectiveness of various design layouts and the balance between text, visuals and white space to enhance readability and engagement.

CO5: Creating a professional-level print and digital media layouts using DTP software, integrating advanced design techniques and technologies to meet industry standards.

COURSE CONTENT

Practical/ Assignments

Software Requirements
1. Corel Draw
2. Adobe InDesign

Components

1. Logo Design
- Create an original logo for a fictional company or rebrand an existing one
- Develop multiple concepts and iterations
- Present final design with rationale and usage guidelines

2. Invitation Card Design
- Design a formal or informal invitation card for an event of your choice
- Focus on typography, color scheme, and appropriate imagery

3. Calendar Design
- Create a 12-month calendar with a cohesive theme
- Incorporate original artwork or photography
- Ensure practical functionality and aesthetic appeal

4. Book Cover Design
- Design a cover page for a book of your choice or a fictional title
- Include front cover, spine, and back cover designs

5. Poster Design
- Create a poster for a social cause, event, or product
- Focus on visual hierarchy, compelling imagery, and clear messaging

6. Magazine Layout
- Design a 16-page magazine layout including:
- Cover page
- Table of contents
- Feature articles
- Advertisements
- Consistent styling throughout

Portfolio

1. **Design Graphics Portfolio Guidelines**
- **Purpose**

The portfolio serves as a comprehensive showcase of your skills and growth throughout the course. It should demonstrate your proficiency in various design software, your understanding of design principles, and your creative problem-solving abilities.

- **Portfolio Contents**

  Your portfolio should include the following projects:
  - Logo Design
  - Invitation Card Design
  - Calendar Design
  - Book Cover Design
  - Poster Design
  - Magazine Layout

  Format and Presentation

  Physical Portfolio
  - Use a high-quality, professional portfolio case or binder.
  - Minimum size: A3 (11.7 x 16.5 inches)
  - Use high-quality paper for printing your designs
  - Include clear plastic sleeves to protect your work

  Digital Portfolio
  - Create a PDF document (maximum file size: 20MB)
  - Ensure all images are high-resolution (minimum 300 dpi)
  - Use a consistent layout throughout the document

  Structure
  - Cover Page
  - Your name
  - Course title
  - Academic year
  - A representative piece of your work or personal branding

  Table of Contents
  - Personal Statement (200-300 words)
  - Your design philosophy
  - Skills and software proficiency
  - Career goals

Project Pages For each project, include:

- Project title

- Software used

- Brief description of the project requirements

- Your design process (sketches, iterations)

- Final design

- Rationale for your design decisions (100-150 words)

Technical Specifications For each project, provide:

- Color codes used

- Fonts used

- Dimensions of the final piece

Reflection (300-400 words)

- What you learned from each project

- Challenges faced and how you overcame them

- Areas for future improvement

Submission Guidelines

- Submit both physical and digital versions of your portfolio

- Ensure all digital files are properly labeled with your name and project title

LEARNING EXPERIENCE

Inside classroom:

- Lectures with a focus on designing principles and visualization techniques

- Presentations demonstrating the principles and elements of designing and visualization

- Discussion on varied topics to clarify and refine design concepts and improve visual communication skills.

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's projects as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-directed projects, showcasing a variety of design styles and techniques.

- Students work on the school's and university publications implementing their learning and understanding of graphic designing and visualization

- Students take up internships and project assignments to gain practical experience by applying

skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources, tutorials, and design challenges to enhance skills and stay updated with industry trends.

TEXT BOOK

2. N. N. Sarkar, Art and Production, Sagar Publishers, New Delhi, 2001

Suggested Readings:

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5. The Language of Graphic Design: An Illustrated Handbook for Understanding Fundamental Design Principles (PDFDrive)_compressed.pdf

Advanced Readings:

1. N.N. Sarkar, Designing Print Communication, Sagar Publishers, New Delhi, 1998

Open Educational Resources (OER) (Clickable links)-

- Coursera Graphic Design Specialization
- Adobe Education Exchange
- Canva

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Internal Marks (Practical) 50 Marks				End Term Examination
Weightage (%)	Conduct of Experiment 10	Lab Records 10	Lab Participation 10	Lab Project 20	**50**

SEC022	Computer Application in Media	L	T	P	C
Version 4.0		2	0	4	4
Eligibility	Senior Secondary/XII CLASS				
Co-requisites	--				

COURSE PERSPECTIVE

This course has been designed for journalism and mass communication students which is aligning closely with their academic and professional goals to equipping them with critical technological skills necessary to navigate seamlessly in today's digital landscape. Through tools like Microsoft Office, Google Suite and Adobe Creative Cloud, students learn to create engaging content, manage data effectively and enhance their digital presence. The curriculum also introduces basic HTML coding and emerging technologies, ensuring students are well-versed in web development and current industry trends. The course emphasizes the importance of understanding cyber laws and e-governance, fostering ethical media practices. The skills and knowledge gained are directly applicable in real-world situations, from data analysis and presentation to effective communication and content creation, making this course a vital component of their educational journey and a steppingstone for a successful careers in the media field.

COURSE OUTCOMES

After completion of the course students will be:

CO1: Remembering, identifying and will have the ability to describe key components of computer systems, including hardware, software, and peripheral devices, as well as the basic functions of applications like Microsoft Office and Google Suite.

CO2: Applying and demonstrating the ability to effectively utilize Microsoft Excel and Adobe Creative Cloud to create, edit, and present media content, applying basic functions and design principles in practical projects.

CO3: Analyzing data sets using Excel to generate descriptive statistics and create visual representations (graphs and tables), assessing how these tools enhance data storytelling in journalism.

CO4: Evaluating the effectiveness of different media formats and technologies, including the ethical implications of using various digital tools, and make informed recommendations for their use in real-world media projects.

CO5: Designing and producing a multimedia project that integrates written content, visual elements, and website, displaying their ability to create cohesive and engaging digital content.

Course Content:

Unit I: 10 lectures
Computer Basics

Computer: Generations and basics, Computer parts: Software, Hardware and Peripherals, Digitization, Digitalization, Digital Transformation, Internet, Intranet, WAN, LAN, Switch/ Router, IoT, difference between Web 1.0, Web 2.0, Web 3.0, Basic IT applications, colour theory, page layout, traditional vs. electronic vs. digital media, emerging trends in information technology

Unit II: 10 lectures
Working on Tools

Microsoft Office: Word, PowerPoint, excel, Office 360, Outlook, Google Suite, Canva, Adobe creative cloud, Basic Excel: rows and columns, inserting rows and columns, arranging the data, basic functions like summation, subtraction, multiplication, division, count, countif, statistical analysis, working with tables and graphs

Unit III: 10 lectures
Basics of Web

Website, Search engines, Domain name, URL, Hosting, Server, Blogging, Basic HTML Coding, HTML tags, writing the script, using the HTML editor, writing a script and running it on an editor, Google Alerts, Google Trends, working with AI tools, cyberlaws, e-governance

Practicals: 20 sessions

1. Using Google suite (creating email ID, docs, forms, slides)
2. Designing poster on Canva
3. Designing Ad on Canva
4. Designing creatives on Canva
5. Creating a site on blogger
6. Writing blogs
7. Making a Google survey form
8. Compiling data on Excel and making graphs
9. Writing HTML script on an editor and running it
10. Making a power point presentation

LEARNING EXPERIENCE

Inside classroom:

- Lectures with a focus on the various aspects covering computer application in media
- Presentations demonstrating the application of computer in media
- Discussion on varied topics to clarify concepts and improve understanding of computer application in media
- Conduct quizzes and tests to assess and engage the students
- Show the students each others projects as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects.
- Students work on the school's and university publications implementing their learning and understanding of graphic designing and visualization
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources, tutorials, and design challenges to enhance skills and stay updated with industry trends.

Text Book

1. Jaiswal. A. (2003). *Fundamentals of computer Information technology Today*. Wiley Dreamtech India Pvt Ltd.

Suggested readings:

1. Sarkar N. N. (1998). *Designing Print Communication*. New Delhi: Sagar Publishers.

2. Kelby, S. (2011). *The Adobe Photoshop CS5 book for digital photographers*. Berkeley, Calif.: New Riders.

3. Coburn, Foster D. *Corel Draw*, Tata Mcgraw Hill Publishing Co Ltd, 2007

4. Rajaraman V., *Fundamentals of computer*, Prentice Hall of India

Open Educational Resources (OER) (Clickable links)-

- Microsoft Digital Skills Center
- Khan Academy Computer Science
- Microsoft Office Training Center
- GCF LearnFree.org Office Tutorials
- Canva Design School
- Adobe InDesign Tutorials
- Color Matters - Color Psychology
- Desktop Publishing Basics

- Lynda.com - Graphic Design Courses
- Issuu Blog

Assessment and Evaluation

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	20	20	10	50

USO101	Indian Society: Myth and Reality	L	T	P	C
Version 4.0		3	1	0	4
Eligibility	Senior Secondary/XII CLASS				
Co-requisites	--				

COURSE PERSPECTIVE

1. Learning this course is essential for Journalism and Mass Communication students as it provides a deep understanding of the diverse cultural, social, and historical contexts that shape media narratives in India. This course fosters critical thinking and ethical reporting by challenging prevalent myths and stereotypes, enabling students to engage sensitively with complex societal issues. Additionally, it enhances their ability to connect with diverse audiences, empowering them to create content that resonates on both local and global scales. By integrating insights from various disciplines, the course equips future journalists with the knowledge and skills necessary to navigate the intricacies of Indian society, ultimately preparing them to contribute thoughtfully to public discourse.

Course Outcomes:

After completing this course the students will be

CO1: Understanding of the concepts of civilization and culture, including the significance of prehistoric cultures, the socio-economic conditions of ancient civilizations, and the foundational elements of Indian philosophy such as Dharma and Karma.

CO2: Applying the theoretical frameworks to real-world scenarios by analyzing case studies of different social structures in India, such as the caste system, family dynamics, and the impact of urbanization on rural communities.

CO3: Analysing the evolution of Indian society by critically examining historical events, such as invasions and colonization, and their effects on contemporary social issues like casteism, communalism, and gender inequality.

CO4: Evaluating various myths, superstitions, and ritualistic practices within Indian society, assessing their implications on social behavior and public policy, while also critiquing the effectiveness of social movements addressing issues like dowry, domestic violence, and youth tensions.

CO5: Creating informed and persuasive content that highlight the diversity and complexity of Indian society, utilizing multimedia platforms to address social problems and propose innovative solutions to contemporary issues such as cyber-crime and patriarchal structures.

SYLLABUS

UNIT I: 12 Lectures

Civilization and Culture

Meaning of Civilization and Culture, Prehistoric Culture - Palaeolithic Ages, Mesolithic Ages and Neolithic Ages, Dharma, Varna System, Ashram System, Purushartha, Karma, Sanskars, Socio - Economic and Culture of Indus Valley Civilization - Socio - Economic Condition of Ancient Tamil Civilization, Rise of New Religions Jainism, Buddhism, Sikhs, Arya Samajh, Bramha Samajh, Sanatan Dharma, Different Invasions in India, India as Colony, Post-Independence India

Unit II: 12 Lectures

Institutions and Processes

Early Vedic Period and Later Vedic Period - Caste System - Varnashrama Dharma, Medieval to present, Village India, Urban India, Language and Religion, Caste and Class, Tribe and Ethnicity, Family and Marriage, Kinship

Unit III: 12 Lectures
Social Structure

Structure of Indian Society, Village, City, Rural- Urban Continuum, Diversity of Indian Society – Demographic, Cultural, Religious, Linguistic, Myths, superstitions and ritualistic practices in the society.

Unit IV: 12 Lectures

Class, Power and Inequality

Family Problems – Dowry, Divorce, Domestic Violence, Problems of the elderly, Youth Tension. Social Problems – Casteism, Regionalism, Communalism, Resistance and Protest, Cyber-crime, Patriarchy and Gender Inequality.

LEARNING EXPERIENCE

Inside classroom:

- Lectures with a focus on Indian Society: Myth and Reality
- Presentations demonstrating the principles and elements of Indian Society: Myth and Reality
- Discussion on varied topics to clarify and refine design concepts and improve the

understanding.

- Conduct quizzes and tests to assess and engage the students
- Show the students each other's projects as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources, tutorials, and design challenges to enhance skills and stay updated with industry trends.

Text Book

1. Indian Society 4th Edition S.C Dube National Book Trust 1991

Suggested Readings

1. Social Problems in India, 37th Revised and Updated Edition Ahuja, Ram Rawat Publishing House 2014
2. Indian Village, 3rd Edition, S.C Dube, National Book Trust 2020
3. India's changing Villages, 20th Edition, S.C Dube, National Book Trust 2020
4. Kinship organisat ion in India 9th Edition Irawati Karve Mac Graw Hill Education 2017
5. Indian Social Problems 6th Edition G.R Madan Allied Publishers 2009
6. Marriage & the family 1st Edition G.D. Nass, Social Science Documentatio n Publishing House 1988

Advanced Readings:

1 Marriage and Family in India 8th Edition K.M. Kapadia Oxford University Press, Bombay 1999

2 Caste and race in India 5th Edition G.S. Ghurye Sage 2016

3 Rural Sociology in India 8th Edition A. R. Desai Bombay Popular Prakashan. 2011

4 Sociology of Indian Society 8th Edition C.N. Shankar Rao S. Chand 2012

5 Social Change Modern India 4th Edition M. N. Shrinivas Orient Longman. 1986

Open Educational Resources (OER) (Clickable links)

- MIT OCW - Introduction to Sociology
- Coursera - Sociology Courses
- National Digital Library of India
- IGNOU eGyanKosh
- Indian Polity by M. Laxmikanth
- SOI Digital Library

- Harvard University's Inequality Courses
- NLSIU Legal Education Resources
- Ethics Unwrapped

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	**10**	**10**	**20**	**10**	**50**

Students will be sent on Internship during the intervening period between II and III semesters. The internship Report will be submitted in III semester.

Open Elective for others: Media: The Fourth State

VAC for others: Successful Communication-Writing and Presentation

Required Bridge Course for Certificate: Graphic Designing (04Credit)

JMBJ102	**Media Laws and Ethics**	L	T	P	C
Version 4.0		3	1	0	4
Eligibility	**BA(JMC) I**				
Co-requisites	--				

COURSE PERSPECTIVE

This course will equip students with an in-depth understanding of the legal and ethical frameworks governing the media industry in India. Students will learn about critical legal terminologies, constitutional articles, and acts relevant to the press, including the Freedom of Speech and Expression under Article 19. The course also explores the historical contributions of committees and commissions in shaping media regulations. By studying case laws and real-world applications of acts like the Right to Information Act, students will develop practical skills to navigate the legal landscape of journalism. This knowledge is essential for a career in journalism, where legal acumen is as important as storytelling and reporting.

Course Outcomes

After completion of the course student will be:

CO1: Understanding the key legal terminologies and concepts related to the press, such as bills, ordinances, statutes, and regulations, and their role in journalism.

CO2: Applying knowledge of constitutional articles and press laws to analyze the relationship between media freedom and legal restrictions in India.
CO3: Analyzing the historical and legal frameworks of press commissions and committees to assess their impact on media regulation in India.

CO4: Evaluating the legal acts and case studies such as the Right to Information Act and defamation laws to understand their application in real-world journalism scenarios.

CO5: Creating ethical journalism practices by applying codes of ethics from various media regulatory bodies like the Press Council of India and NBA in the context of modern media.

COURSE CONTENT

Unit I: Familiarize with the courtroom   12 Contact Hours

Legal Terminology: Bills and Acts, Ordinance, Regulations, Statute, Code, Norms, Conventions, Affidavit, Accused, Acquittal, Bail, Conviction, Defendant, Evidence, Plaintiff, Prosecution, Prima Facie, Sub-Judice, Press Laws Before and After Independence, Bill to Act: Case Study of Lokpal, Freedom of the Press and the Indian Constitution, Freedom of Speech and Expression: Article 19(1) (a) and Reasonable Restrictions Article 19 (2)

Unit II: Constitutional and Legal Framework   12 lectures

Press Commissions and Press Council of India, Committees: Chanda Committee, P.C. Joshi Committee, Sengupta Committee and Verghese Committee, The State: Sedition-incitement to violence (section 124A IPC) Legislature: Parliamentary Privileges - Article 361A, Article 105 (Parliament), Article 194 (State Legislation), Judiciary: Contempt of Court 1971

Unit III: Regulations and Acts   12 lectures

Press & Registration of Books Act 1867 and 1955, Copyright Act 1957, Working Journalists Act 1955 & 1958, Young Persons Harmful Publications Act 1956, Prasar Bharati Act 1990 and Cinematograph Act 1952, Official Secrets Act 1923 and Right to Information Act 2005 (Case studies), Defamation, Libel & Slander (Case studies)

Unit IV: Associations   10 lectures

Defining Media Ethics: Social Responsibility of Press , Legal Rights and Responsibilities of Journalists, Code of Ethics: Editors' Guild, Press Council of India, AIR & Doordarshan Code, Regulatory Framework: TRAI, BCCC, News Broadcasters Association (NBA) and their functioning.

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book:

Media Law and Ethics" by M. Neelamalar

Suggested Reading:

- 1. Aggarwal, S. K. (1989). *Media credibility*. Mittal Publications.
- 2. Basu, D. D. (2018). *Introduction to the Constitution of India*. Prentice Hall.
- 3. Ghosh, K. (1973). *Freedom or Fraud of the Press*. Rupa & Co.
- 4. Mankekar, D. R. (1973). *The Press under Pressure*. Indian Book.
- 5. Iyer, V. (2000). *Mass media laws and regulations in India*. India Research Press.
- Rayudu, C. S., & B., N. R. (1995). *Mass Media Laws and Regulations.* Himalaya Publication House.
- Shrivastava, K. M. (2005). *Media Ethics: Veda to Gandhi & beyond*. Publications Division, Ministry of Information and Broadcasting, Government of India.
- Thakurta, P. G. (2011). *Media Ethics: Truth, Fairness, and Objectivity*. Oxford University Press.
- Venkateswaran, K. S. (1993). *Mass Media Laws and Regulations in India*. Asian Mass Communication Research and Information Centre.

Open Educational Resources (OER)

https://www.youtube.com/watch?v=VIDEO_ID

https://www.slideshare.net/USERNAME/legal-terminology-presentation

https://www.example.com/legal-terminology

https://www.youtube.com/watch?v=VIDEO_ID

https://www.youtube.com/watch?v=VIDEO_ID

https://www.slideshare.net/USERNAME/constitutional-framework-for-media

https://www.example.com/parliamentary-privileges

https://www.youtube.com/watch?v=VIDEO_ID

https://www.slideshare.net/USERNAME/copyright-act-1957

https://www.example.com/right-to-information-cases

https://www.youtube.com/watch?v=VIDEO_ID

https://www.slideshare.net/USERNAME/journalistic-code-of-ethics

https://www.example.com/press-council-functions

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Assessment & Evaluation:

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

SEC024	**Digital Photography and Imagery (Lab)**	L	T	P	C
Version 4.0		2	1	4	5
Eligibility	**BA(JMC) I**				
Co-requisites	--				

COURSE PERSPECTIVE

This course is integral to student learning, significantly enhancing academic, career, and professional development goals. As visual communication becomes increasingly essential across various fields such as marketing, journalism, and the arts, this course equips students with the technical and artistic skills necessary to convey messages effectively through imagery. Students will gain technical proficiency in operating digital cameras, manipulating settings, and utilizing editing software like Adobe Photoshop and Lightroom, ensuring they produce high-quality images that meet professional standards. The course encourages creative exploration, allowing students to develop their unique photographic styles, which is crucial for standing out in competitive job markets. Critical analysis through peer critiques will hone their ability to evaluate visual content, a vital skill in any visual communication field. By the end of the course, students will have a strong portfolio showcasing their work, essential for job applications and freelance opportunities. The knowledge gained is directly applicable in real-world situations, such as creating compelling visual content for marketing campaigns, capturing impactful stories in journalism, pursuing freelance photography projects, and producing art for exhibitions.

Course Outcomes

After completion of the course student will be:

CO1: Understanding the fundamental concepts of digital photography, including camera settings, composition, and lighting techniques.

CO2: Applying the principles of visual storytelling and using it in different types of photography, including photojournalism, portrait, landscape and product photography.

CO3: Analysing the techniques used in images that reflect the technical and artistic principles.

CO4: Evaluating the photographic works, including peer submissions, by assessing composition, techniques, and storytelling impact to provide constructive feedback.

CO5: Creating a portfolio of original photographic work that showcases a personal style and thematic focus, integrating learned techniques and concepts effectively.

COURSE CONTENT:

Unit I: Introduction to Photography

8 lectures

Brief History of photography, Photography as a medium of communication, How photography works? Principles of camera obscura, Different parts of camera and their function, Analog to Digital photography

Unit II: Functions of Camera

14 lectures

Types of Camera, Camera design- Pinhole camera, view camera, compact camera, TLR Camera, SLR Camera, Polaroid Camera, underwater camera, digital camera, camera in mobile phone, Telephoto Lens, Lenses- controlling image, Photographic lenses- prime and zoom lens, angle of view, Shutter speed, ISO, F-Stop, Aperture and Shutter, Depth of field, Lens care, Exposure - Meaning and definition of Exposure F-number and shutter speed relationship, equivalent exposure settings Camera accessories: Tripod, Lens hood, Flash unit, filters, close up attachment etc. Photographic Composition: Elements of composition, Rule of thirds, Placement of subject, Framing, Principles of composition, shots and camera angles,

Unit III: Types of Photography

12 lectures

Various types of photography- Event Coverage Photography, Wedding Photography, Ad photography, Street Photography, Portrait Photography, Wildlife Photography, Nature and Landscapes Photography, Food Photography, Fashion Photography, Product Photography and Night photography. Lighting- Sources of light: Natural & Artificial, Nature and physical properties of light, Direction & angle of light: Front, side, top & back, Lighting contrast and its control by fill in lights, One, two & three point lighting : Key, fill and back light.

Unit IV: Photo Journalism

12 lectures

Photo journalism- Role and impact of a photograph in print media, Review and analysis of some outstanding photographs, Photo editing- selection of photograph, cropping, caption writing. Digital Photo Editing- Introduction to Photoshop, creating a document and saving a file, Importing camera images, the tools palette, Selecting, cutting and pasting, Levels and Contrast, Photo Appreciation, Photo Stories, Photo Features and Photo Essays Legal and Ethical Issues.

LEARNING EXPERIENCE (Inside and outside classroom)

Inside classroom:
- Lectures with a focus on photography principles and techniques
- Presentations demonstrating the principles and elements of photography
- Discussion on varied topics to clarify and refine concepts of photography to improve understanding and skills.
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's works and assignments as a critical evaluation for improvement

Outside the Classroom
- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on photography.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text books:
1. Sharma, O. P. (2003). *Practical Photography*. Hind Pocket Books.

Reference Books:

1. Langford, M., Smith, R. S., & Fox, A. (2015*). Langford's basic photography: The guide for serious photographers*. Focal Press.

2. Folts, J. A., Lovell, R. P., & Zwahlen, F. C. (2006). *Handbook of photography*. Thomsan Learning.

Advanced Readings:

1. Frost, L. (2010). *The A-Z of creative photography*. Amphoto.

2. Ang, T. (2008). *Fundamentals of modern photography* (1st ed.). Octopus Publishing Group.

3. Aiyar, B. (2005). *Digital Photojournalism*. Authorpress.

4. Bilissi, E., & Langford, M. (2018). *Langford's advanced photography: The guide for aspiring photographers*. Focal Press.

Open Educational Resources (OER)

https://fstoppers.com/composite/art-digital-imaging-564512

https://www.all-things-photography.com/digital-photography-explained/

Assessment & Evaluation

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

USO102	Sociology of Social Movements	L	T	P	C
Minor-02		3	1	0	4
Eligibility	BA(JMC) I				
Co-requisites	--				

COURSE PERSPECTIVE

This course offers an in-depth exploration of social change and the critical role that social movements play in shaping societies. It is structured into four units: the first unit examines the concepts, meanings, and nature of social change, focusing on the factors influencing it and distinguishing between types such as evolution, development, progress, and revolution. The second unit introduces key theories of social change, including linear, cyclical, demographic, and economic perspectives, while addressing the impact of information technology. The third unit focuses on specific processes of social change in India, such as Sanskritization, Westernization, and modernization, alongside the implications of secularization and globalization. Finally, the fourth unit delves into the definitions, characteristics, and relationship between social movements and social change. Overall, this course equips participants with the analytical tools to understand and assess contemporary social issues through the lens of social movements and their transformative power.

Course Outcomes:

After completing this course the students will be:

CO1: Understanding of the concepts, meanings, and nature of social change, including its various types (evolution, development, progress, and revolution) and the factors that drive these changes.

CO2: Applying the concept of theoretical frameworks of social change to contemporary social movements, illustrating how processes like Sanskritization, Westernization, and modernization influence social dynamics in India in their work.

CO3: Analysing different theories of social change, such as linear, cyclical, demographic, and economic conflict theories, assessing their relevance and application to specific social movements and their outcomes.

CO4: Evaluating the impact of globalization and secularization on social movements, critically assessing how these forces shape societal norms, values, and collective actions within various communities.

CO5: Creating comprehensive research projects or multimedia presentations that highlight a specific social movement, articulating its goals, methods, and impact on social change while proposing innovative strategies for future advocacy and engagement.

COURSE CONTENT:

Unit-I   12 Contact Hours

Concept, Meaning & Nature of Social change, Factors of Social Change, Change in structure and Change of structure, Types of Social change: Evolution, Development, Progress and Revolution.

Unit-II   12 Contact Hours

Theories of Social Change: Linear, Cyclical, Demographic, and Economic (Conflict).
Information technology and Social Change.

Unit-III   12 Contact Hours

Processes of Social Change in India: Sanskritization, Westernization, Modernization.
Concept & Impact of Secularization and Globalization. Parochialisation and Universalization

Unit-IV   12 Contact Hours

Concept & Meaning of Social Movement, Nature, Definitions and Characteristics of Social Movements. Social Movement and Social Change.

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book

Social change :W F Ogburn

Suggested text books:

Theories of social change:A critical appraisal -Raymond Boudon
The theory of social change- John McLeish
Social change in India : Crisis and resilience - Yogendra Singh

Advanced Readings:

Social movement and Social Transformation -MSA Rao
Protest and change : Studies in social movement -T K Oommen
Social movements in india- Ghanshyam Shah

Open Educational Resources (OER)

https://www.youtube.com/watch?v=VIDEO_ID
https://www.slideshare.net/USERNAME/factors-of-social-change
https://www.example.com/types-of-social-change
https://www.youtube.com/watch?v=VIDEO_ID
https://www.slideshare.net/USERNAME/demographic-theories-of-social-change
https://www.example.com/it-and-social-change
https://www.youtube.com/watch?v=VIDEO_ID
https://www.slideshare.net/USERNAME/secularization-and-globalization-in-india
https://www.example.com/parochialisation-and-universalization
https://www.youtube.com/watch?v=VIDEO_ID
https://www.slideshare.net/USERNAME/characteristics-of-social-movements
https://www.example.com/social-movement-role

VAC for Others: Film Appreciation

Open Electives for others: Gender and Media Studies

JMBJ201	**Film Appreciation and Cinema Studies**	L	T	P	C
Version 4.0		3	1	-	4
Pre-requisites/Exposure	BA(JMC) II				
Co-requisites	-				

COURSE PERSPECTIVE

By introducing students to the diverse traditions of world cinema, film theory, and cinematic language, this course deepens their understanding of how visual storytelling influences audiences and society. This course enhances critical thinking, media literacy, and analytical skills, which are essential for careers in journalism, filmmaking, content creation, and media analysis. For students in the BA in Journalism and Mass Communication programme, learning this course is crucial as it broadens their cultural awareness and equips them with the ability to deconstruct films not only as entertainment but as powerful tools of communication, ideology, and representation in global media.

COURSE OUTCOMES (CO)

After completion of the course student will be:

CO1: Understanding key concepts of film theory, genre theory, and global cinematic traditions, including German Expressionism, Italian Neo-realism, French New Wave, and others, to appreciate the evolution of cinema as an art form.

CO2: Applying the knowledge of cinematic language and semiotics to critically interpret films across genres, such as action cinema, melodrama, and formalism, to analyze narrative structures, character development, and ideological elements.

CO3: Analysing different forms and functions of cinema, such as mythology in Indian cinema, parallel cinema, and postmodernism in cinema, to distinguish between artistic styles, thematic content, and socio-political influences.

CO4: Evaluating the significance of cinematic movements, remakes, sequels, and cult films by assessing their cultural impact, aesthetic values, and ideological messages within global and regional contexts.

CO5: Creating insightful film critiques or projects by integrating theoretical knowledge of cinematic language, traditions, and movements, demonstrating an informed understanding of how cinema can reflect and shape societal issues.

COURSE CONTENT

Unit I: 12 Contact Hours
Introduction to Cinema

Introduction, Film Theory, Genre Theory, traditions in world cinema-German Expressionism, Italian neo-realism, French new wave, British new wave, Chinese cinema

Unit II: 12 Contact Hours
Types of Cinema

Action cinema, Aspects of Cinema-melodrama, Formalism in Cinema, the language of cinema, city cinema

Unit III: 12 Contact Hours
Language of Cinema

Semiotics of cinema, studio cinema, mobile cinema, ideology in cinema, character in cinema

Unit IV: 12 Contact Hours
Film Appreciation

Mythology cinema in India, Parallel Cinema, Hindi music film, Hollywood musicals, Iranian cinema, postmodernism and cinema, sequels, remakes, and cult films.

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics

- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Books

Bordwell, D., Thompson, K., & Smith, J. (2022). *Film art: An introduction* (13th ed.). McGraw-Hill Education. https://doi.org/10.1036/9781264296095

Further Reading

- Ebert, R. (2003). The great movies. Broadway.
- Gilmour, D. (2008). The film club. Twelve.
- Harris, M. (2009). Pictures at a revolution. Penguin Random House.
- Bordwell, D., & Thompson, K. (1979). Film art: An introduction. McGraw-Hill Education.
- Giannetti, L. (2020). Understanding movies (Latest ed.). Pearson.

Open Educational Resources (OER) (Clickable links)-

https://onlinecourses.nptel.ac.in/noc20_hs63/preview

https://archive.org/details/movies

https://ocw.mit.edu/courses/film-and-media-studies/

https://www.khanacademy.org/partner-content/pixar

https://www.opensesame.com/courses/subject/film-studies

https://en.wikibooks.org/wiki/Film_Theory

https://www.oercommons.org/browse?f.general_subject=film-studies

Assessment & Evaluation

Components	Assignment 1	Assignment 2	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	**10**	**10**	**20**	**10**	**50**

JMBJ203	**Radio Programme Production**	L	T	P	C
Version 4.0		3	1	0	4
Pre-requisites/Exposure	BA(JMC) II				
Co-requisites	--				

COURSE PERSPECTIVE

Learning this course is essential for Journalism and Mass Communication students as it provides them with practical skills and theoretical knowledge necessary for creating engaging audio content. In a media landscape where radio remains a powerful medium, understanding program planning, scripting, recording, and editing is crucial for effective storytelling. This course enhances creativity and fosters teamwork, communication, and critical thinking skills, all of which are vital in the industry. By exploring various formats like news, interviews, and entertainment, students learn to adapt their content for diverse audiences. Ultimately, mastering radio production empowers students to utilize this versatile medium effectively, enabling them to contribute meaningfully to public discourse and media diversity in their future careers..

COURSE OUTCOMES (CO)

After completion of the course student will be able to

CO1: Understanding of radio as a medium of mass communication, including its historical evolution in India and the various types of radio stations and transmission technologies.

CO2: Applying knowledge of the radio production process by creating diverse radio formats such as news bulletins, interviews, features, and dramas, utilizing appropriate techniques and equipment for effective communication.

CO3: Analysing different elements of radio programming and their impact on audience engagement, evaluating the effectiveness of various radio formats in conveying messages and fostering community connection.

CO4: Evaluating the organizational structure and function of radio stations, assessing how both government and private entities operate and contribute to the broadcasting landscape, and applying measurement techniques to assess program success.

CO5: Creating original radio content, including advertisements and segments, demonstrating proficiency in editing, mixing, and incorporating sound effects, while troubleshooting common production challenges in both studio and outdoor settings.

COURSE CONTENT

Unit I: 15 Contact Hours
Introduction to Radio and radio Broadcasting

Radio as Medium of Mass Communication, Radio Broadcasting in India (pre and post-independence), Different Types of Radio Stations and Transmissions: a) On the Basis of Reach: National, Regional, Local and Community b) On the Basis of Transmission Technology: AM, SW, FM, Web, Organizational Structure and Functionaries of a Radio Station: Govt. and Private

Unit II: 15 Contact Hours
Various Radio Formats

Radio Announcement and Links, Radio Talk, Radio Interview and Discussion, Radio News, Radio Feature and Documentary, Radio Commentary, Radio Play/Drama, Radio Ads (Social and Commercial), Phone-in and Radio Bridge

Unit III: 10 lectures
Radio Production –I

Elements of Radio Programme, Radio News Bulletin, Radio Magazine, Radio Production Process, Equipment used in Radio Production: Types of Microphones, Headphones and Talk Backs, Audio Mixers and Transmitters, Recording, Broadcasting and Troubleshooting a. Indoor: Studio, Acoustics and Perspective b. Outdoor: Ambience and Noise

Unit IV: 10 lectures
Radio Production –II

Editing and Mixing, Adding Sound Effects and Music, Audio Filters: Types, Need and Importance, Evaluation: Process and Measurement Techniques

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics

- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book

Chantler, P., & Stewart, P. (2003). *Basic Radio Journalism*. Taylor & Francis.

Suggested Text Books

1. Chatterji, P. C. (1987). *Broadcasting in India*. Sage Publications Pvt.
2. Luthra, H. (1986*). Indian Broadcasting. Publications* Division Ministry of Information & Broadcasting.
3. McLeish, R., & Link, J. (2015*). Radio Production*. CRC Press.

Advanced Reading

1. Shrivastava, & M, K. (1989). *Broadcast Journalism*. Sterling Publishers Pvt.

2. Saxena, A. (2011). *Radio in new avatar AM to FM*. Kanishka Publishers.

3. Ravindran, R. (2005). *Handbook of Radio, T.V. and Broadcast Journalism*. Anmol Publications Pvt. Ltd.

Open Educational Resources (OER) (Clickable links)-

https://www.bbc.co.uk/academy/en/articles

https://www.communitymedia.se/en/radio-resources

https://kb.wisc.edu/helpdesk/page.php?id=80378

https://creativecommons.org/about/programme-areas/arts-culture/arts-culture-resources/legalmusicforvideos/

https://kb.wisc.edu/helpdesk/page.php?id=80378

https://training.prx.org/

Assessment & Evaluation

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

JMBJ251	Radio Programme Production Lab	L	T	P	C
Version 4.0		0	0	2	1
Eligibility	BA(JMC) II				
Co-requisites	--				

COURSE PERSPECTIVE

Learning this course is essential for Journalism and Mass Communication students as it provides them with practical skills and theoretical knowledge necessary for creating engaging audio content. In a media landscape where radio remains a powerful medium, understanding program planning, scripting, recording, and editing is crucial for effective storytelling. This course enhances creativity and fosters teamwork, communication, and critical thinking skills, all of which are vital in the industry. By exploring various formats like news, interviews, and entertainment, students learn to adapt their content for diverse audiences. Ultimately, mastering radio production empowers students to utilize this versatile medium effectively, enabling them to contribute meaningfully to public discourse and media diversity in their future careers.

COURSE OUTCOMES (CO)

After completion of the course student will be able to

CO1: Understanding of radio as a medium of mass communication, including its historical evolution in India and the various types of radio stations and transmission technologies.

CO2: Applying knowledge of the radio production process by creating diverse radio formats such as news bulletins, interviews, features, and dramas, utilizing appropriate techniques and equipment for effective communication.

CO3: Analysing different elements of radio programming and their impact on audience engagement, evaluating the effectiveness of various radio formats in conveying messages and fostering community connection.

CO4: Evaluating the organizational structure and function of radio stations, assessing how both government and private entities operate and contribute to the broadcasting landscape, and applying measurement techniques to assess program success.

CO5: Creating original radio content, including advertisements and segments, demonstrating proficiency in editing, mixing, and incorporating sound effects, while troubleshooting common production challenges in both studio and outdoor settings.

COURSE CONTENT

Unit I: 15 Contact Hours

Scripting

a. Listen, identify and discuss various radio programme formats
b. Writing Radio talk script,
c. Writing Radio feature script,
d. Writing Radio drama script etc
e. Writing Radio News Bulletin

Unit II: 15 Contact Hours

Recording

a. Computer based recording of programmes
b. Recording Vox pop on contemporary issues
c. Presentation of radio programmes
d. News-reading and voice casting
e. Radio Jockeying

Unit III: 10 Contact Hours

Studio Production

1. Production of field based Radio features.
2. Preparing a radio jingle for FM channel
3. Prepare a production book including:
   a. Audio brief
   b. Programme objective (s)
   c. Synopsis
   d. Treatment
   e. Script
   f. Crew list
   g. Technical requirements

Unit IV: 10   Contact Hours

Editing

  a. Computer based editing of programmes

  b. Create phone-in for news bulletin

  c. Learning of audio editing software

LEARNING EXPERIENCE

Inside classroom:
  ● Lectures with a focus on the topics

  ● Presentations demonstrating the principles and elements related to the topics

  ● Discussion on varied topics to clarify and refine concepts related to the topics

  ● Conduct quizzes and tests to assess and engage the students

  ● Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

  ● Students work on their projects and come up with creative output

  ● Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

  ● Students work on the school's and university publications implementing their learning and understanding.

  ● Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

  ● Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book

1. Chantler, P., & Stewart, P. (2003). *Basic Radio Journalism*. Taylor & Francis.

Reference Books

2. Saxena, A. (2011). *Radio in new avatar AM to FM*. Kanishka Publishers.

3. Ravindran, R. (2005). *Handbook of Radio, T.V. and Broadcast Journalism*. Anmol Publications Pvt. Ltd.

4. "The Radio Station: Broadcast, Satellite & Internet" by Michael C. Keith

5. "Radio Production" by Robert McLeish

Advanced Reading

1. "Sound Reporting: The NPR Guide to Audio Journalism and Production" by Jonathan Kern
2. "The Producer's Business Handbook" by John J. Lee Jr. and Anne Marie Gillen
3. "The Sound Effects Bible: How to Create and Record Hollywood Style Sound Effects" by Ric Viers
4. "The NPR Manual of Style and Usage"
5. "Podcasting for Dummies" by Tee Morris and Chuck Tomasi

Open Educational Resources (OER) (Clickable links)-

https://www.audacityteam.org/

https://www.pro-tools-expert.com/

https://www.youtube.com/results?search_query=Adobe+Audition+tutorials

https://www.soundonsound.com/

https://transom.org/

https://radio.co/blog/

https://www.bbc.co.uk/academy/en/collections/radio-production

https://www.radioworld.com/

Assessment & Evaluation

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	20	20	10	50

USO103	Social Psychology	L	T	P	C
Minor-03		3	1	0	4
Pre-requisites/Exposure	**BA(JMC) II**				
Co-requisites	--				

COURSE PERSPECTIVE

This ourse provides a comprehensive examination of how individual behaviors, thoughts, and feelings are shaped by social contexts and interactions. It begins with an introduction to the scope and nature of social psychology, its methodologies, and its significance in understanding human behavior. The course then explores personality and culture, analyzing various personality types and traits while examining how cultural influences shape personality, alongside phenomena such as crowds, mobs, and riots. The focus shifts to leadership, where participants will investigate the characteristics and types of effective leaders, their functions, and the roots of aggression and prejudice. Finally, the course addresses attitudes, public opinion, and propaganda, exploring how attitudes are formed, the dynamics of public opinion, and the impact of mass media, along with the principles and techniques of propaganda and its social effects. Overall, this course equips participants with valuable insights into social behavior, enhancing their ability to critically analyze social phenomena and improve their understanding of interpersonal dynamics in an increasingly interconnected world.

COURSE OUTCOME

Upon completion of the course, students will be:

CO1: Understanding of the scope and nature of social psychology, including its methods and the importance of studying social behavior and interpersonal dynamics.

CO2: Applying concepts of personality types and traits to real-world scenarios, illustrating how culture influences personality development and social interactions among individuals and groups.

CO3: Analysing the dynamics of crowds, mobs, and riots by examining the psychological mechanisms at play, identifying factors that contribute to group behavior and collective actions.

CO4: Evaluating different leadership styles and functions, assessing their effectiveness in various social contexts and how they influence group dynamics, attitudes, and public opinion.

CO5: Creating strategies for addressing social issues such as prejudice and aggression, utilizing principles and techniques of propaganda to shape public opinion and foster positive social change.

COURSE CONTENT

Unit I: 12 Contact Hours

Introduction

• Scope and nature of social psychology

• Methods of social psychology

• Importance of social psychology

Unit II: 12 Contact Hours

Personality and culture

• Personality types and traits

• Influence of culture on personality

• Crowd

• Mobs

• Riots

Unit III: 12 Contact Hours

Leadership

• Characteristics of Leadership

• Types of leader

• Functions of leader

• Types and causes of aggression

• Types and causes of prejudice

Unit IV: 12 Contact Hours

Attitude, Public Opinion and Propaganda

• Attitudes and formation of attitudes

• Dynamics of public opinion

• Mass media and public opinion

• Principles and Techniques of propaganda

• Social effects of propaganda

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics

- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book

1. Bhatia Hansraj. (1974) Elements of social psychology, somaiya publications, bombay.

Reference Books

2. Kimball Young (1963) Handbook of social psychology, routledge and kegan paul, Londan.

3. Lindgren, Henry Clay (1998) Social Psychology, Wiley Eastern Publications, New Delhi-1998.

Advanced Reading

1. Adinarayanan, S.P., Social Psychology, Longman, India.

2. Aronson. Elliot, Wilson D. Timothy and Akery M. Robert (1997) Social Psychology, Longman Publishers.

3. Baron, A. Robert Boon Byrne (1998) Social Psychology, Prentice Hall of India, India.

Open Educational Resources (OER) (Clickable links)-

https://openstax.org/details/books/psychology

https://nobaproject.com/modules/social-psychology

https://psychwiki.com/wiki/Main_Page

https://ocw.mit.edu/courses/brain-and-cognitive-sciences/9-00-introduction-to-psychology-fall-2011/

https://www.coursera.org/

https://archive.org/

Assessment & Evaluation

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

AEC	**New Age Life Skills-I**	L	T	P	C
Version 1.0		3	0	0	3
Eligibility	**BA(JMC) II**				
Co-requisites	--				

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics

- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

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Assessment & Evaluation

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

SIBJ001	Internship Report-I	L	T	P	C
Version 4.0		-	-	-	2
Eligibility	BA(JMC) II				
Co-requisites	--				

COURSE PERSPECTIVE

Internships are essential for students of Journalism and Mass Communication as they provide invaluable real-world experience that enhances academic learning. By applying theoretical concepts in practical settings, students bridge the gap between classroom knowledge and industry practices, building essential skills in reporting, editing, and media production. Internships also offer networking opportunities, allowing students to connect with industry professionals and gain insights into career pathways while exposing them to the challenges of the fast-paced media environment. This experience not only boosts confidence but also enhances resumes and portfolios, making graduates more competitive in the job market. Ultimately, internships equip students with the skills, experience, and connections necessary for successful careers in the media landscape.

Course Outcomes:

On completion of this course the students will be:

CO1: Understanding of the professional environment and organizational culture within media and communication settings, including the roles and responsibilities of various job functions.

CO2: Applying theoretical knowledge and practical skills acquired in coursework to real-world tasks, effectively engaging in activities such as reporting, editing, production, or public relations.

CO3: Analysing the processes and challenges faced by media organizations, identifying key factors that impact the production and dissemination of information in a rapidly evolving media landscape.

CO4: Evaluating the effectiveness of different communication strategies and media content, providing constructive feedback based on industry standards and audience engagement metrics.

CO5: Creating original content for various media platforms, demonstrating creativity and professionalism while adhering to ethical standards and best practices in journalism and mass communication.

LEARNING EXPERIENCE

Inside classroom:

- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Components	Quiz I	Presentation/ Assignment/ etc.	Viva	Progressive Evaluation	End Term Exam
Weightage (%)	–	20	20	10	50

OEC028	**Storytelling Through Photographs**	L	T	P	C
Version 4.0		3	0	0	3
Eligibility/Exposure	**BA(JMC)**				
Co-requisites	--				

Course Perspective

By learning this course the undergraduate students across disciplines will benefit in terms of enhancing their visual literacy, a crucial skill in today's media-rich environment. This course enables students to delve into the art of content construction, allowing them to communicate complex ideas and emotions effectively through imagery. It fosters creativity and critical thinking, empowering students to present their work in engaging ways, whether in business, education, or the arts. Mastering this skill can elevate their professional profiles and improve their ability to connect with diverse audiences.

Course Outcomes

After completion of the course student will be

CO1: Understanding of fundamental photographic concepts, including camera functions, exposure settings, and the rules of composition, by explaining these principles in both written and verbal formats.

CO2: Applying technical skills in photography, including the use of different camera techniques and lighting techniques, to capture images that effectively convey a narrative or emotion in a variety of contexts.

CO3: Analyzing visual narratives by interpreting and critiquing the work of master photographers, identifying key elements of composition and storytelling techniques that contribute to effective photography.

CO4: Evaluating the effectiveness of their own and others' photographic work by assessing how well images communicate a story, considering factors such as emotional impact, composition, and adherence to visual storytelling principles.

CO5: Creating a cohesive photo series that demonstrates mastery of visual storytelling techniques, incorporating elements such as symbolism, narrative arcs, and effective editing, culminating in a polished presentation of their work.

Course Content

Unit I – 8 lectures
Fundamentals of Photography

Introduction to Photography-Theoretical context of Photography, Different types of Cameras, Parts of camera and their function, Rules of Composition, Introduction to the works of master photographers, Photography as a medium of communication

Unit II – 12 lectures
Functions of Camera and Light

Types of camera Lenses- controlling image, prime and zoom lens, angle of view, Shutter speed, ISO, F-Stop, Aperture, Depth of field, Lens care, Exposure - Meaning and definition of Exposure F-number and shutter speed relationship, equivalent exposure settings, Camera accessories etc. Lighting- Sources of light: Natural & Artificial, Nature and physical properties of light, Direction & angle of light: Front, side, top & back, Lighting contrast and its control by fill in lights, One, two & three point lighting : Key, fill and back light.

Unit III – 12 lectures
Visual Story Telling techniques

Introduction to visual Story Telling, Elements of Visual Story Telling, Narrative arc in photo series, Conveying emotion and context, Documentary Photography, Techniques for capturing candid moments, conceptual Photography, Planning and executing conceptual shoots, Symbolism and Metaphors in storytelling, Art of Analysing Images, Visual reading of images, Visual interpretation of images and writing essays, Brainstorming and ideation, relationship between text and images, Contextual contrast, Visual stories using people, animals and objects, Experiment with Selfies.

Unit IV- 8 lectures
Photo Editing and Presentation

Introduction to Photo editing software- Adobe Light room, Basic Photo editing- selection of photograph, cropping, caption writing. Digital Photo Editing- Introduction to Photoshop, creating a document and saving a file, Importing camera images, the tools palette, Selecting, cutting and pasting, preparing images for Print and digital, Legal and Ethical Issues.

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book

- Sharma, O. P. (2003). *Practical Photography*. Hind Pocket Books.

Suggested Readings:

- Langford, M., Smith, R. S., & Fox, A. (2015*). Langford's basic photography: The guide for serious photographers*. Focal Press.
- Folts, J. A., Lovell, R. P., & Zwahlen, F. C. (2006). *Handbook of photography*. Thomsan Learning.
- Frost, L. (2010). *The A-Z of creative photography*. Amphoto.
- Ang, T. (2008). *Fundamentals of modern photography* (1st ed.). Octopus Publishing Group.
- Aiyar, B. (2005). *Digital Photojournalism*. Authorpress.
- Bilissi, E., & Langford, M. (2018). *Langford's advanced photography: The guide for aspiring photographers*. Focal Press.
- *Camera Chronicles of Homai Vyarawalla*; *Sabeena Gadihoke*

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	**10**	**10**	**20**	**10**	**50**

JMBJ202	Advertising and Integrated Marketing Communication	L	T	P	C
Version 4.0		3	1	0	4
Eligibility	BA(JMC) I				
Co-requisites	--				

Course Perspective

This course is designed to introduce students to the dynamic field of advertising, focusing on both theoretical and practical aspects. It covers the evolution of advertising, its role in society and the economy, and the various forms it takes in modern media. Students will gain insight into advertising as a communication process and how it fits within the broader context of marketing. They will also learn to develop advertising campaigns, from setting objectives to media planning and budgeting, with a focus on both traditional and digital platforms. Additionally, the course will provide an understanding of the structure and functioning of advertising agencies, preparing students for careers in ad agencies, media planning, and marketing communications. methods and study effectiveness

Course Outcomes-

After completion of the course students will be:

CO1: Understanding the fundamental concepts, history, and role of advertising in media, the economy, and society to distinguish between various types of advertising based on purpose and audience.

CO2: Applying the principles of marketing, such as market segmentation, the 7 Ps of marketing, and sales promotion strategies to effectively identify target consumers and position products.

CO3: Analyzing advertising campaign processes and theories, including DAGMAR and AIDA, to plan and execute comprehensive ad campaigns across traditional and digital platforms.

CO4: Evaluating advertising media types, media planning, and budgeting to optimize media buying and assess the return on investment (RoI) for advertising campaigns.

CO5: Creating effective advertising strategies by understanding the organizational structure of ad agencies, developing pitch presentations, and adhering to legal and ethical standards in advertising.

Course Content

Unit I – 10 lectures
Introduction to Advertising

Advertising: concepts, definitions, needs, Development of advertising in India and World, Importance and role of advertising in media, economy and society, Types of advertising on the basis of consumers, geography, space and purpose, Advertising as a communication process: Stern's model of advertising communication, Institutional/Corporate advertising

UNIT II – 8 lectures
Concept of Marketing

Market segmentation, Marketing Mix, 7 Ps of marketing, Sales promotion, Marketing vs Publicity, Identification of target consumer, Marketing Strategies, Positioning, USP, Product Life Cycle

UNIT III – 12 lectures
Concepts in Advertising

Ad campaign: Meaning and types, Setting Objectives, Theories in advertising (DAGMAR and AIDA approach), Understanding digital ad campaign, Budgeting, Process of planning and executing the ad campaign, Pretesting, concurrent and post testing a campaign, Pitch Presentations: format and style, Types of ad media: above the line and below the line media vehicles, Media planning - media mix, media selection, media buying, and media analysis, RoI

UNIT IV – 15 lectures
Organisational structure of Ad Agencies

Organization structure, pattern, definition, Types of advertising agencies, Function of different departments of ad agencies, Services rendered by modern ad agency, Agency compensation, Market research, Laws related to Advertising, Code of Ethics

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book:
Advertising Principles and Practices" by William Wells, John Burnett, and Sandra Moriarty

Advanced Readings:
1. Aaker, D. A., & Mayers, J. G. (1992). *Advertising Management.* Prentice Hall of India.
2. Batra, M., & Aaker. (1992). *Advertising Management.* New Delhi: Prentice Hall of India
3. Jefkins, F. (1991). *Advertising.* New Delhi: Tata Mcgraw Hill.
4. Jethwaney, J., & Jain, S. (2006). *Advertising Management.* Oxford University Press.
5. O'Guinn, A., & Semenik. (2016). *Advertising and Integrated Brand Promotion.* New Delhi: Vikas Publication House.
6. Vilanilam, V. K., & Verghese, A. K. (2004). *Advertising Basics.* New Delhi: Response Books.
7. Wilmshurst, J., & Mackay, A. (1999). *The Fundamentals of Advertising.* Routledge.

Open Educational Resources (OER) (Clickable links)-
1. https://academy.hubspot.com/courses/social-media-advertising
2. https://www.khanacademy.org/college-careers-more/consumer-finance/marketing
3. https://academy.hubspot.com/courses/social-media-advertising
4. https://aaf.org/
5. https://www.aef.com/

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

JMBJ252	Advertising and Integrated Marketing Communication Lab	L	T	P	C
Version 4.0		0	0	2	1
Eligibility	BA(JMC) I				
Co-requisites	--				

Course Perspective

This course is designed to introduce students to the dynamic field of advertising, focusing on both theoretical and practical aspects. It covers the evolution of advertising, its role in society and the economy, and the various forms it takes in modern media. Students will gain insight into advertising as a communication process and how it fits within the broader context of marketing. They will also learn to develop advertising campaigns, from setting objectives to media planning and budgeting, with a focus on both traditional and digital platforms. Additionally, the course will provide an understanding of the structure and functioning of advertising agencies, preparing students for careers in ad agencies, media planning, and marketing communications. methods and study effectiveness

Course Outcomes-

After completion of the course students will be:

CO1: Understanding the fundamental concepts, history, and role of advertising in media, the economy, and society to distinguish between various types of advertising based on purpose and audience.

CO2: Applying the principles of marketing, such as market segmentation, the 7 Ps of marketing, and sales promotion strategies to effectively identify target consumers and position products.

CO3: Analyzing advertising campaign processes and theories, including DAGMAR and AIDA, to plan and execute comprehensive ad campaigns across traditional and digital platforms.

CO4: Evaluating advertising media types, media planning, and budgeting to optimize media buying and assess the return on investment (RoI) for advertising campaigns.

CO5: Creating effective advertising strategies by understanding the organizational structure of ad agencies, developing pitch presentations, and adhering to legal and ethical standards in advertising.

Course Content:

1. Analyse three different types of advertisements on the basis of idea/concept, copy, design and layout

i. Plan Ad Campaign for a product/service/an idea as per the following steps:

A. Setting objectives a. Objective of the Advertising Campaign: Overall and Specific b. Market Analysis: SWOT Analysis and Competitor Analysis

B. Strategy Ad Campaign a. Creative Strategy b. Advertising Budget Appropriation c. Media Strategy and Plan

C. Implementation a. Advertising message design and production: Display ads/hoarding/internet ads/TVC b. Media scheduling

D. Evaluation Plan a. Pre-Testing of the Media Material b. Audience Feedback and Analysis

E. Production and presentation of Ad Campaign

1. Digital Ads

2. Multi-channel Ad campaign

3. Drip Campaign

4. Digital inclusion

5. Insights and Analytics

6. Competitor Analytics

7. RoI

LEARNING EXPERIENCE

Inside classroom:

- Lectures with a focus on the topics

- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book

Jefkins, F. (1991). *Advertising.* New Delhi: Tata Mcgraw Hill.

Suggested readings:

1. Aaker, D. A., & Mayers, J. G. (1992). *Advertising Management.* Prentice Hall of India.

2. Batra, M., & Aaker. (1992). *Advertising Management.* New Delhi: Prentice Hall of India

3. Jethwaney, J., & Jain, S. (2006). *Advertising Management.* Oxford University Press.

Advanced Readings:

4. O'Guinn, A., & Semenik. (2016). *Advertising and Integrated Brand Promotion.* New Delhi: Vikas Publication House.

5. Vilanilam, V. K., & Verghese, A. K. (2004). *Advertising Basics.* New Delhi: Response Books.

6. Wilmshurst, J., & Mackay, A. (1999). *The Fundamentals of Advertising.* Routledge.

Open Educational Resources (OER) (Clickable links)-

1. MIT OCW Marketing

2. OpenStax Marketing

3. Khan Academy Business and Economics

4. IAB Education

5. LinkedIn Learning Marketing

6. Google Scholar

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

JMBJ204	**Television Journalism and Production**	L	T	P	C
Version 4.0		3	1	0	4
Eligibility	BA(JMC) I				
Co-requisites	--				

Course Perspective

This course equip students with fundamental concepts, frameworks, techniques, and methods essential for effective television journalism and production. Understanding the dynamics of television as a medium is crucial for creating engaging content that resonates with audiences. The quality of news reporting and programming is influenced by the accuracy, timeliness, and completeness of the information gathered, underscoring the importance of rigorous research and ethical reporting practices.

Participants will learn to identify the types of stories that need to be told, applying various methods for gathering and analyzing information, including interviews and field reporting. Mastering the principles of scripting and production is vital for crafting compelling narratives, whether in news or entertainment formats. The ability to evaluate and critique one's work is also a central focus, enabling participants to refine their skills continuously and adapt to the evolving media landscape. Ultimately, this course prepares aspiring journalists and producers to navigate the complexities of television, fostering the creation of informative, ethical, and impactful media content.

Course Outcomes: -

After the completion of the course, students will be:

CO1: Understanding the fundamental concepts and language of television journalism, including various program formats and scripting techniques, by understanding the basics of television program production.

CO2: Applying ethical reporting practices and effective interview techniques in real-world scenarios to gather and present accurate news stories, demonstrating professional journalistic standards.

CO3: Analyzing various television program formats and scripting techniques to identify the key elements that contribute to effective storytelling and audience engagement.

CO4: Evaluating the effectiveness of television news packages and programs by applying industry standards for quality and audience engagement, using critical analysis to provide constructive feedback.

CO5: Creating engaging scripts and video production for both fictional and non-fictional television programs, utilizing a variety of storytelling techniques and production methods.

COURSE CONTENT

Unit I: 12 Contact Hours
TV as a medium

1. Understanding the medium - Nature and Language of TV
2. Formats and types for TV Programmes
3. TV News script format
4. Scripting for Fiction/Non Fiction

Unit II: 10 Contact Hours
TV News Gathering

1. Fundamentals of TV reporting – Reporting skills, Ethics for TV reporting
2. Writing and Reporting for TV : Finding the story and Developing the sources, Gathering the facts (Getting right visuals, facts and figures, establishing the scene, cut away)
3. Interview – types of news interview, art of conducting a good interview
4. Anchoring - Live shows
5. Packaging

Unit III: 11 Contact Hours
TV Programme Production

1. Steps involved in production & utilisation of a TV Programme
2. Stages of production- pre-production, production and post-production
3. The production personnel – Single camera and Multi camera production
4. Use of graphics and special effects
5. Developing a video brief

Unit IV: 15 Contact Hours

Basics of video editing and Programme Evaluation

1. Aesthetic Factor of video editing.

2. Types of video editing- Non-Linear editing ,Cut to cut, assemble & insert, on line, off line editing

3. Designing, Evaluation and field testing of programme

Practical Assignments:

1. News Package Production
2. TV Talk Show Production
3. Commercial Advertisement Production
4. TV News Reporting

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics

- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text book:

Jan R. Hakemulder, Ray AC de Jonge, PP Singh, Broadcast Journalism, Anmol Publications,New Delhi

Suggested Readings:

1. Janet Trewin Presenting on TV and Radio, Focal Press, New Delhi

2. Stuart W. Hyde TV & Radio Announcing, Kanishka Publishers

3. Andrew Boyd Techniques of Radio and Television News Publisher: Focal Press, India.

4. Ralph Donald and Thomas Spann Fundamentals of Television Production Surjeet Publications,New Delhi.

Advanced Readings:

1. Herbert Zettl Handbook of Television Production,Publisher: Wadsworth

2. Thomas D Burrows & Lynne S.   Video Production Publisher: MC Graw Hill

3. Ralph Donald, Thomas SpannFundamentals of TV Production, Surjeet Pubications, New Delhi

4. Lynn S Gross, Larry W. Ward   Electronic Movie making Wadsworth Publishing

5. Neill Hicks Screen Writing, Michael Wiese Productions

Open Educational Resources (OER) (Clickable links)-

BBC Academy Journalism Training

OER Commons - Communication and Media Studies

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	**10**	**10**	**20**	**10**	**50**

JMBJ254	TELEVISION JOURNALISM AND PRODUCTION LAB	L	T	P	C
Version 4.0		0	0	2	1
Eligibility	BA(JMC) I				
Co-requisites	--				

Course Perspective

This course equip students with fundamental concepts, frameworks, techniques, and methods essential for effective television journalism and production. Understanding the dynamics of television as a medium is crucial for creating engaging content that resonates with audiences. The quality of news reporting and programming is influenced by the accuracy, timeliness, and completeness of the information gathered, underscoring the importance of rigorous research and ethical reporting practices.

Participants will learn to identify the types of stories that need to be told, applying various methods for gathering and analyzing information, including interviews and field reporting. Mastering the principles of scripting and production is vital for crafting compelling narratives, whether in news or entertainment formats. The ability to evaluate and critique one's work is also a central focus, enabling participants to refine their skills continuously and adapt to the evolving media landscape. Ultimately, this course prepares aspiring journalists and producers to navigate the complexities of television, fostering the creation of informative, ethical, and impactful media content.

Course Outcomes: -

After the completion of the course, students will be:

CO1: **Understanding** the fundamental concepts and language of television   journalism, including various program formats and scripting techniques, by understanding the basics of television program production.

CO2: **Applying** ethical reporting practices and effective interview techniques in real-world scenarios to gather and present accurate news stories, demonstrating professional journalistic standards.

CO3: **Analyzing** various television program formats and scripting techniques to identify the key elements that contribute to effective storytelling and audience engagement.

CO4: **Evaluating** the effectiveness of television news packages and programs by applying industry standards for quality and audience engagement, using critical analysis to provide constructive feedback.

CO5**: Creating** engaging scripts and video production for both fictional and non-fictional television programs, utilizing a variety of storytelling techniques and production methods.

Exercises/Assignments

1. Preparation of a video brief
2. Idea generation – fiction and non-fiction
3. Developing an idea into story
4. Script and story board
5. Production schedule
6. Budget
7. Floor plan
8. Lighting plan
9. Shooting script
10. Production of a programme
11. Post production

At the end students will produce a programme [fiction/nonfiction]

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text book:

Jan R. Hakemulder, Ray AC de Jonge, PP Singh, Broadcast Journalism, Anmol Publications,New Delhi

Suggested Readings:

5. Janet Trewin Presenting on TV and Radio, Focal Press,

New Delhi

6. Stuart W. Hyde TV & Radio Announcing, Kanishka Publishers

7. Andrew Boyd Techniques of Radio and Television News Publisher: Focal Press, India.

8. Ralph Donald and Thomas Spann Fundamentals of Television Production Surjeet Publications,New Delhi.

Advanced Readings:

6. Herbert Zettl Handbook of Television Production,Publisher: Wadsworth

7. Thomas D Burrows & Lynne S.   Video Production Publisher: MC Graw Hill

8. Ralph Donald, Thomas SpannFundamentals of TV Production, Surjeet Pubications, New Delhi

9. Lynn S Gross, Larry W. Ward   Electronic Movie making Wadsworth Publishing

10. Neill Hicks Screen Writing, Michael Wiese Productions

Open Educational Resources (OER) (Clickable links)-

BBC Academy Journalism Training

OER Commons - Communication and Media Studies

 Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	10	10	20	10	50

USO104	Globalization and Sustainable Society	L	T	P	C
Version 4.0		3	1	-	4
Eligibility	BA(JMC) I Year				
Co-requisites	--				

COURSE PERSPECTIVE:

Learning about Globalization and Sustainable Society is crucial for journalism and mass communication students as it equips them to understand and report on the interconnectedness of global issues. This course helps students delve into how globalization affects social, economic, and environmental dynamics, fostering a nuanced perspective that is essential for responsible reporting. Ultimately, it prepares them to address critical challenges like climate change and social justice, enhancing their role as informed communicators in an increasingly globalized world.

Course Outcomes:

Upon compilation of this course the students will be:

CO1: Understanding key concepts of globalization and sustainable development, including their principles and goals.

CO2: Applying their knowledge to assess the interplay between globalization and sustainable development, illustrating real-world examples.

CO3: Analyzing the impact of globalization on poverty, inequality, labor markets, and migration, identifying key trends and consequences.

CO4: Evaluating the roles of governments, multinational corporations, and civil society in promoting sustainable practices and addressing challenges.

CO5: Creating innovative sustainable models and practices that address the issues of resource depletion, climate change, and biodiversity loss, demonstrating a comprehensive understanding of the interconnectedness of these factors.

<h1 style="text-align:center"><u>Course Content</u>:</h1>

<h2 style="text-align:center">Unit I: 12 Contact Hours</h2>

<h2 style="text-align:center">Introduction to Globalization and Sustainable Development</h2>

Definition and key concepts of globalization

Principles and goals of sustainable development

Interplay between globalization and sustainable development

<h2 style="text-align:center">Unit 2: 10 Contact Hours</h2>

<h2 style="text-align:center">Globalization and Social Implications</h2>

Impact of globalization on poverty and inequality

Effects of globalization on labor markets and employment

Social consequences of global migration

<h2 style="text-align:center">Unit 3: 11 Contact Hours</h2>

<h2 style="text-align:center">Globalization and Environmental Implications</h2>

Globalization and climate change

Resource depletion and environmental degradation

Biodiversity loss and ecosystem degradation

<h2 style="text-align:center">Unit 4: 15 Contact Hours</h2>

<h2 style="text-align:center">Actors and Strategies for Sustainable Development</h2>

Role of governments in promoting sustainable development

Engagement of multinational corporations in sustainability

Contributions of civil society organizations and grassroots movements

Sustainable business models and practices

LEARNING EXPERIENCE

Inside classroom:

- Lectures with a focus on the topics

- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book:

1. Globalization and Sustainable Development: Issues and Implications" by Dr. M. K. Ramesh and Dr. J. N. Reddy

Reference Books

2. Globalization: A Multidimensional System" by Dr. Bhagaban Das

3.

4. Globalization and Sustainable Development: An Indian Perspective" by Dr. Raj Kumar

5. Globalization and Sustainable Development: A Critical Appraisal" by Dr. R. N. Ghosh

6. Globalization and Diversity: Geography of a Changing World" by Lester Rowntree, Martin Lewis, and Marie Price

Advanced Readings:

1. Globalization, Development, and Sustainability in India" by Dr. Dibyendu Maiti

2. Sustainability, Environment, and Ecology: Insights from India and the Global South" edited by Dr. G. Gopakumar and Dr. P. N. Sudhakaran

3. Globalization and Sustainable Development: Environmental, Social, and Economic Implications" edited by Nicholas A. Ashford and Ralph P. Hall

4. Globalization and Sustainable Development: Challenges and Opportunities" by Dr. Rajendra Prasad and Dr. Rakesh Kumar

Open Educational Resources (OER) (Clickable links)-

News Channels:

1. **NDTV (New Delhi Television)**
2. **CNN-News18**
3. **Times Now**
4. **Republic TV**
5. **India Today**

Newspapers:

1. **The Times of India**
2. **The Indian Express**
3. **Hindustan Times**
4. **The Hindu**
5. **The Telegraph**

Magazines:

1. **India Today Magazine**
2. **Outlook India**
3. **The Week**
4. **Frontline**
5. **Open Magazine**

Digital News Platforms:

1. **The Quint**
2. **Scroll.in**
3. **The Wire**
4. **Firstpost**
5. **Moneycontrol**

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	10	10	20	10	50

Students will send on Internship during intervening period between IV and V semester.

Internship Report will be submitted in V semester.

JMBJ301	Communication for Development	L	T	P	C
Version 4.0		3	1	-	4
Eligibility	BA (JMC) II Year				
Co-requisites	--				

COURSE PERSPECTIVE

This course provides a comprehensive overview of development communication, emphasizing its theoretical frameworks and practical applications in various contexts. It explores the definitions, indicators, and processes of development, along with the complexities faced by underdeveloped economies. Students will engage with key theories of development communication and understand the role of media in facilitating developmental messages. Focusing on India's diverse socio-economic landscape, the course examines communication strategies tailored for rural, urban, and tribal contexts, highlighting the importance of participation, cultural conservation, and empowerment in development efforts. By integrating theory and practice, this course prepares students for careers in development communication, social work, policy-making, and community engagement.

Course Outcomes

After completion of the course student will be:

CO1: Understanding the fundamental concepts of development, including its definitions, indicators, and processes, as well as the characteristics of underdeveloped economies and their developmental needs.

CO2: Applying knowledge of economic and social indicators, such as the Human Development Index and the Physical Quality of Life Index, to evaluate development conditions and reporting in various contexts.

CO3: Analyzing different paradigms and theories of development communication, including modernization, dependency, and sustainable development goals, to understand their implications for development practice.

CO4: Evaluating the role of various media—print, radio, TV, and traditional forms—in disseminating development messages and promoting effective communication strategies for development.

CO5: Creating effective communication strategies tailored for rural, urban, and tribal development, incorporating principles of participation, empowerment, and cultural conservation.

COURSE CONTENT
Unit I-12 Lectures
Concept and Indicators of Development

1.1 Definition, meaning and process of development

1.2 Characteristics of underdeveloped economics and development

1.3 Ingredients (5Ms) of development and money generation, MNCs and foreign aid

1.4 Economic and social indicators of development, Human development Index, physical quality of life index

1.5 Development Reporting

Unit II- 12 Lectures
Development Communication: Concept and Theories

2.1 Dominant Paradigms- (i)Modernization Approach (ii) Big Push (iii) Theory of Unbalanced Growth

2.2 Structuralist Paradigms- (i) Dependency theory (ii) Theory of Raul Prebisch (iii) Paulo Freire Approach

2.3 Non-Unilinear Approach – (i) Approaches of Gandhi and Schumacher (ii) Neo Marxist Paradigm (iii) Basic Needs Model

2.4 Development Communication Approaches – (i) Diffusion of Innovation (ii) Empathy (iii) Magic multiplier (iv) Localized approach

2.5 Sustainable Development Goals

Unit III- 8 Lectures
Media and Development

3.1 Role of communication in development process, Development message design and communication

3.2 Print, Radio, TV, Outdoor publicity in Indian perspective

3.3 Cyber media and communication of development messages

3.4 Traditional media - music, drama, dance, puppetry, street play, fairs, festivals and their role in Development Communication

Unit IV- 8 Lectures

Communication in Indian perspective

4.1 Communication for rural development – (i) Strengthening Panchayati Raj, (ii) Enhancing people's participation, (iii) Advancement in farming and alternative employment,

(iv) Conservation of rural culture - tradition

4.2 Communication for urban development – (i) Urban sanitation (ii) Consumer awareness

(iii) Slum development (iv) Consumption pattern of water, electricity, fuel

4.3 Communication for Tribal development – (i) Wild life and forest conservation (ii) Joint forest management (iii) Forest based cottage industries (iv) Conservation of tribal culture-tradition

4.4 Development support communication - Extension Approach

(i)Health and Family Welfare (ii) Women empowerment (iii) Literacy & Education

(iv) Unemployment

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics

- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book:

Development Communication: Theory and Practice" by A. D. R. S. Rao

Advanced Readings:

1. Narula Uma: Development Communication- Theory and Practice, Har Anand, 1999
2. Gupta, V S: Communication and Development Concept, New Delhi, 2000
3. Joshi Uma: Understanding Development Communication, Dominant Publications, New Delhi, 2001
4. Singhal, Arvind: India's Information Revolution, Sage, New Delhi, 1989
5. Tiwari, IP: Communication Technology and Development, Publication Division, Govt. of India, New Delhi, 2001
6. Thirwall A.P.: Growth and Development –With Special Reference to Development Economics, ELBS/Macmillan, New York, 2006
7. Rogers Everett M: Communication and Development: Critical Perspective, Sage, New Delhi, 2000
8. Ostman, Ronalds E: Communication and Indian Agriculture, Sage, New Delhi, 1989
9. Dreze Jean and Sen Amartya: Indian Development: Selected Regional Perspective, Oxford, Delhi, 1997
10. Jonson Kirk: Television and Social Change in India, Sage, New Delhi, 1999
11. Mody, Bella: Designing Message for Development Communication, Sage, New Delhi, 1991

Open Educational Resources (OER) (Clickable links)-

https://en.unesco.org/themes/communication-development
https://openknowledge.worldbank.org/handle/10986/22255
https://www.worldbank.org/en/topic/communication
https://www.iicd.org/

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	20	20	10	50

JMBJ303	Public Relations and Corporate Communication	L	T	P	C
Version 4.0		3	1	-	4
Eligibility	BA(JMC) II Year				
Co-requisites	--				

COURSE PERSPECTIVE

This course is designed to provide students with a thorough understanding of Public Relations (PR) as a strategic management function. It covers the fundamental concepts of PR, its operations, and the application of various tools in managing both internal and external communication. Students will gain practical knowledge about PR practices in different sectors such as corporate, political, and NGO settings. Additionally, the course emphasizes the importance of ethics, legal frameworks, and strategic planning in PR. By the end of the course, students will be able to design and execute PR campaigns that effectively manage organizational reputation and communication with various publics. These skills are essential for careers in corporate communication, media relations, and PR consultancy.

Course Outcomes

After completion of the course student will be:

CO1: Understanding the fundamentals of Public Relations (PR) and its distinction from advertising, publicity, and marketing to grasp its objectives and role in corporate communication.

CO2: Applying knowledge of PR operations by utilizing tools such as press releases, press conferences, and corporate identity management to handle internal and external communications effectively.

CO3: Analyzing the various PR practices in different sectors, such as government, corporate, and NGO PR, and understanding the ethical and legal frameworks governing PR operations.

CO4: Evaluating PR strategies, campaign planning, and budgeting to measure the effectiveness of PR campaigns and their alignment with organizational goals.

CO5: Creating comprehensive PR campaigns by integrating strategic planning, market research, and evaluation methods to meet the communication needs of diverse publics.

Course Content

Unit I – 10 lectures

Fundamentals of PR

PR as distinguished from advertising, publicity and marketing, Public Relation: Objectives and need, Functions of PR, Management function, Publics in public relations, PR planning process

and basic public relation strategies. Definitions, concept and genesis of Corporate Communication, Difference and similarities between PR , Types and Nature of Publics

Unit II – 10 lectures

PR Operations

Functions of PR department, News release - seven point formula, Press conference, press briefing, Press tours, get-togethers, Tools of internal PR: House journal, annual report, Writing speech, minutes and official memo, Lobbying, Corporate Identity, Corporate reputation, Use of technology and data analytics

Unit III – 10 lectures

PR Practices

Government PR, Political PR, Advocacy, Corporate PR, NGO PR , PR consultancy - Professional PR organizations, Understanding of laws required in practicing PR, Trademark and copyright, Defamation, Ethics in PR, IPRA code of professional conduct and ethics, PRSI and ethics in public relations.

Unit IV- 10 lectures

PR Strategy and Planning

PR Strategies, PR campaign: Programme planning, analysis, Budgeting implementation evaluation, Measuring effectiveness of PR campaign ,Role of market research in PR, Budgeting - implementation – evaluation, Measuring effectiveness of PR campaign ,Role of market research in PR

1. J Jethwaney : Public Relations, Sterling, 2000
2. Cutlip S. M. & A. H. Effective Public Relations, Prentice Hall, New Delhi Center
3. Tom Means: Business communication, Thomson
4. Pitman Jackson: Corporate Communication for Managers, Pitman Publishing
5. Clow E Kenneth: Integrated Advertising, Promotion and Marketing Communication, New Jersy, Prentice Hall
6. Sam Black: Practical Public Relations, Universal Book Stall, Delhi
7. Suresh Gaur: Public Relation 4 You: A Guide to PR Theory & Practice

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book:

Public Relations: Principles and Practices" by Iqbal Sachdeva

Advanced Readings:

8. J Jethwaney and Shruti Jain : Advertising Management, Oxford Uni. Press, 2006
9. Mehta D. S.: Handbook of Public Relations in India, Allied Publishers Pvt. Ltd. Mumbai
10. Scott and Cutlip : Effective Public Relations

Open Educational Resources (OER) (Clickable links)-
- **https://www.prsa.org/**
- **https://instituteforpr.org/**
- **https://www.khanacademy.org/college-careers-more/consumer-finance/public-relations**
- **https://academy.hubspot.com/courses/public-relations**

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

JMBJ305	Digital Media Marketing	L	T	P	C
Version 4.0		3	1	0	4
Eligibility	BA(JMC) II Year				
Co-requisites	--				

COURSE PERSPECTIVE

Learning Digital Media Marketing is vital for students of journalism and mass communication. It provides essential skills for reaching out to the audience promoting content across various online platforms, helping students effectively reach and engage with diverse audiences. Understanding digital marketing also involves analyzing audience behavior and interpreting data, which is crucial for developing targeted communication strategies and measuring their success. The course encourages creativity by teaching students to create content apt for the digital medium, great storytelling, visually appealing content that captures attention in a crowded digital landscape. Knowledge of digital marketing aids in personal branding which is an important aspect of career development in the competitive media industry. As the media landscape continually evolves, familiarity with digital marketing tools and techniques prepares students to adapt to new trends and media technologies. Skills in digital marketing empowers journalism and mass communication students to enhance their storytelling capabilities and connect more meaningfully with their audiences.

Course Outcomes

After completion of the course student will be

CO1: Understanding the role of digital media, social media and digital marketing.

CO2: Applying proficiency in specific uses of various types of digital and social media platforms for reaching out to the audience and for marketing

CO3: Analysing others content and own presence on social media professionally.

CO4: Evaluating best practices for Digital Media Marketing.

CO5: Creating digital marketing and social media strategies that achieve desired marketing goals of products/services/places/firms/ideas

Unit I – 10 lectures

Introduction to Social Media

Social Media & Social Network: Brief history, Meaning and definition, Features of Social Media and Social Network, Types of Social Networking Sites, The Role of Social Media Marketing, Goals and Strategies, Usage of Social Media, Impact of Social Media, Social Media: Risks and Challenges, citizen journalism, news, content formats

Unit II – 10 lectures

Social Media Functions

Audience Research and Identifying Target Audiences, Rules of Engagement for SMM, Building Brand on Digital Media, Storytelling and User Generated Content on Digital Media Network, SEO, SEM, Keywords, Viral Marketing. Social Media Marketing, creating ad campaigns, PPC, PPM, Facebook business, Twitter business, LinkedIn business

Unit III – 10 lectures

Marketing and E-Commerce

E-Commerce & Start-ups: Ideation, Plan and Management, Lead Generation and Personal Branding, Building a Multi-platform Social Media Marketing Strategy, Social media management tools, Social media analytic tools, Content Creation and Sharing: Blogging, Streaming Video, Podcasts, and Webinars, Microblogging, social listening, ORM, softwares for ORM, Influencer marketing, online reputation management platforms

Unit IV- 10 lectures

Monetization and Analytics

Data Mining for Digital Media: Website Audience Measurement (WAM), Monetizing Social Media: ROI, Role of Social Media in Marketing Research, Cyber laws, Ethics and social media

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on digital media marketing principles and techniques
- Presentations demonstrating the principles and elements of digital media marketing

- Discussion on varied topics to clarify and refine concepts of digital media marketing to improve understanding and skills.
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book

1. Stephanie Diamond (2020), *Digital Marketing All-In-One*

Reference Books:

1.Rogers, E. M. (1986). *Communication technology: The new media in society*.

2. Wilson Dizard, J., & Dizard, W. P. (1997). *Old media/new media: Mass communications in the Information Age*. Addison Wesley Longman.

3. Blom, W. R., Karvonen, E., Melin, H., Nordenstreng, K., Puoskari, E., Webster, F., & Webster, P. F. (2020). *The information society reader*. Routledge.

4. Mandiberg, M. (2012). *The social media reader*. NYU Press.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	**10**	**10**	**20**	**10**	**50**

JMBJ351	Digital Media Marketing Lab	L	T	P	C
Version 4.0		-	-	4	2
Pre-requisites/Exposure	BA(JMC) II Year				
Co-requisites	--				

COURSE PERSPECTIVE

Learning Digital Media Marketing is vital for students of journalism and mass communication. It provides essential skills for reaching out to the audience promoting content across various online platforms, helping students effectively reach and engage with diverse audiences. Understanding digital marketing also involves analyzing audience behavior and interpreting data, which is crucial for developing targeted communication strategies and measuring their success. The course encourages creativity by teaching students to create content apt for the digital medium, great storytelling, visually appealing content that captures attention in a crowded digital landscape. Knowledge of digital marketing aids in personal branding which is an important aspect of career development in the competitive media industry. As the media landscape continually evolves, familiarity with digital marketing tools and techniques prepares students to adapt to new trends and media technologies. Skills in digital marketing empowers journalism and mass communication students to enhance their storytelling capabilities and connect more meaningfully with their audiences.

Course Outcomes

After completion of the course student will be

CO1: Understanding the role of digital media, social media and digital marketing.

CO2: Applying proficiency in specific uses of various types of digital and social media platforms for reaching out to the audience and for marketing

CO3: Analysing others content and own presence on social media professionally.

CO4: Evaluating best practices for Digital Media Marketing.

CO5: Creating digital marketing and social media strategies that achieve desired marketing goals of products/services/places/firms/ideas

Syllabus

Exercises

1. Introduction to Internet, Web 2.0 and Web 3.0

2. Insight into social network and social media

3. Social media platforms and creating accounts

4. Introduction to Content Management System - CMS

5. Introduction to Blogging

6. Introduction to Content creation

7. Introduction to Content generation

8. Introduction to Wordpress, Shopify, Woocommerce

9. Entrepreneurship, brand creation, brand name and brand profile

10. Logo designing, layout and format

11. User generated content

12. Influencer Marketing

13. Social Media Marketing

14. Mobile and App Marketing

15. E-commerce

16. Affiliate marketing

17. AdSense

18. AdWords

19. Analytics

20. Digital portal creation

LEARNING EXPERIENCE

Inside classroom:

- Lectures with a focus on digital media marketing principles and techniques
- Presentations demonstrating the principles and elements of digital media marketing
- Discussion on varied topics to clarify and refine concepts of digital media marketing to improve understanding and skills.
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book

1. Stephanie Diamond (2020), *Digital Marketing All-In-One*

Reference Books:

1.Rogers, E. M. (1986). *Communication technology: The new media in society*.

2. Wilson Dizard, J., & Dizard, W. P. (1997). *Old media/new media: Mass communications in the Information Age*. Addison Wesley Longman.

3. Blom, W. R., Karvonen, E., Melin, H., Nordenstreng, K., Puoskari, E., Webster, F., & Webster, P. F. (2020). *The information society reader*. Routledge.

4. Mandiberg, M. (2012). *The social media reader*. NYU Press.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	**10**	**10**	**20**	**10**	**50**

USO105	Social Problems in India	L	T	P	C
Version 2.0		3	1	-	4
Eligibility	BA(JMC) II Year				
Co-requisites	--				

COURSE PERSPECTIVE

Studying Social Problems in India is vital for journalism and mass communication students as it helps them understand the complexities of societal issues such as poverty, inequality, caste dynamics, and gender discrimination. This knowledge enables them to delve into nuanced narratives, fostering empathy and informed reporting. Ultimately, it prepares them to effectively communicate critical social challenges, empowering them to advocate for change and raise awareness in a diverse and rapidly evolving society.

Course Outcomes:

Upon completion of this course the students will be:

CO1: Understanding social problems in the Indian context and explain their significance, along with key sociological perspectives such as Anomie, Differential Association, and Labeling.

CO2: Applying sociological theories to contemporary social issues in India, demonstrating how these perspectives can inform understanding and reporting on specific problems.

CO3: Analyzing the structural issues of caste, class, gender, and ethnicity, evaluating their roles in contributing to social problems and their implications for various communities.

CO4: Evaluating the effectiveness of current policies and interventions addressing social problems like female feticide, domestic violence, and drug addiction, critiquing their successes and limitations.

CO5: Creating comprehensive awareness campaigns or journalistic pieces that address specific social problems, proposing informed solutions and advocating for social change based on research and analysis.

Course Content
UNIT – I

Social Problem: Meaning and Definition; Importance of the Study of Social Problems; Sociological Perspectives on Social Problem-Anomie (Durkheim), Differential Association (Sutherland), Labeling (Becker).

UNIT – II

Structural Issues: Inequality of Caste, Class Gender and Ethnicity; Communalism; Problems of Minorities.

UNIT – III

Problems and Issues: Female Feticide, Dowry, Domestic Violence, Divorce; Problems of Aged.

UNIT – IV

Social Disorganization: Crime and Juvenile Delinquency, Corruption, Drug Addiction, Suicide, Prostitution and AIDS

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book

Ahuja, Ram (2000): **Social Problems in India,** New Delhi: Rawat Publications.

Readings:

Beteille, Andre (1992): **Backward Classes in Contemporary India**, New Delhi: OUP

Beteille, Andre (1974): **Social Inequality**, New Delhi: OUP

Bereman, G.D. (1979): **Caste and Other Inequalities: Essay in Inequality**, Meerut: Folklore Institute.

Dube, Leela (1997): **Women and Kinship, Comparative Perspectives on Gender in South and Southeast Asia**, New Delhi: Sage Publication.

Desai, Neera & Usha Thakkar (2007): **Women in Indian Society,** National Book Trust, India. Gadgil, Madhav and Ramchandra Guha (1996): **Ecology and Equality: The use and Abuse of Nature in Contemporary India,** New Delhi: OUP.

Gill, S.S. (1998): **The Pathology of Corruption**, New Delhi: Harper Collin Publishers.

Lewis, Oscar (1966): **Culture of Poverty "Scientific American"** Vol-II and V No.IV PP-19-25.

Satya Murty, T.V. (1996): **Region, Religion, Caste, Gender and Culture in Contemporary India,** New Delhi: OUP.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	10	10	20	10	50

SIBJ002	Internship Report-II	L	T	P	C
Version 4.0		-	-	-	2
Total Contact Hours					
Pre-requisites/Exposure	BA (JMC) II Year				
Co-requisites	--				

COURSE PERSPECTIVE

Internships are essential for students of Journalism and Mass Communication as they provide invaluable real-world experience that enhances academic learning. By applying theoretical concepts in practical settings, students bridge the gap between classroom knowledge and industry practices, building essential skills in reporting, editing, and media production. Internships also offer networking opportunities, allowing students to connect with industry professionals and gain insights into career pathways while exposing them to the challenges of the fast-paced media environment. This experience not only boosts confidence but also enhances resumes and portfolios, making graduates more competitive in the job market. Ultimately, internships equip students with the skills, experience, and connections necessary for successful careers in the media landscape.

Course Outcomes:

On completion of this course the students will be:

CO1: Understanding of the professional environment and organizational culture within media and communication settings, including the roles and responsibilities of various job functions.

CO2: Applying theoretical knowledge and practical skills acquired in coursework to real-world tasks, effectively engaging in activities such as reporting, editing, production, or public relations.

CO3: Analysing the processes and challenges faced by media organizations, identifying key factors that impact the production and dissemination of information in a rapidly evolving media landscape.

CO4: Evaluating the effectiveness of different communication strategies and media content, providing constructive feedback based on industry standards and audience engagement metrics.

CO5: Creating original content for various media platforms, demonstrating creativity and professionalism while adhering to ethical standards and best practices in journalism and mass communication.

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme

Components	Quiz I	Presentation/ Assignment/ etc.	Viva	Progressive Evaluation	End Term Exam
Weightage (%)	–	20	20	10	50

JMBJ302	Event Management	L	T	P	C
Version 4.0		3	1	-	4
Eligibility	BA(JMC) II Year				
Co-requisites	--				

COURSE PERSPECTIVE

Learning Event Management is essential for journalism and mass communication students as it equips them with practical skills in planning, organizing, and promoting events. Understanding event logistics, audience engagement, and communication strategies enhances their ability to cover events effectively and create compelling narratives. This course also fosters collaboration and networking skills, which are crucial in the media industry. By mastering event management, students can broaden their professional opportunities, whether in journalism, public relations, or marketing, ultimately enhancing their versatility and marketability in a competitive field.

Course Outcomes

After completion of the course student will be able to:

CO1: Understanding the key concepts in event management, including different types of events and their roles as communication and marketing tools.

CO2: Applying event management principles to develop a comprehensive plan for organizing various types of events, demonstrating an understanding of logistical and operational requirements.

CO3: Analyzing the elements of successful event management, including the roles of organizers, sponsors, and the infrastructure necessary for effective event execution.

CO4: Evaluating the effectiveness of different event strategies, assessing their impact on audience engagement and the overall success of the event through methods such as feedback surveys and attendance metrics.

CO5: Creating a detailed event proposal that includes a strategic plan, budget, and risk management strategies, showcasing their ability to integrate various aspects of event management into a cohesive project.

COURSE CONTENT

Unit I: 10 lectures
Events and Event Management

Events and Event Management: What are events, Types of Events & Event Management, Understanding Events (i) Events as a communication tool (ii) Events as a marketing tool, The Need: Why do we need events; Growing importance of events like exhibitions, seminars and conventions worldwide, Elements of Event Management: Event Infrastructure, Organizers, Sponsors, Logistics, Role of events in promotion

Unit II: 10 lectures
Conceptualization and Planning

Conceptualization and Planning: (i) The Nature of Planning, Project Planning, Planning the Setting, Location and Site (ii) The Operations Plan, The Business Plan, Developing the Strategic Plan, Organization: (i) Setting up an Event Organization structure (ii) The Committee Systems, Committee and Meeting Management, Programming and Service Management: (i) Programme Planning, The Elements of Style, Developing a Programme Portfolio (ii) The Programme Life Cycle, Scheduling

Unit III: 10 lectures
HR Management

HR Management: Need Assessment, policies and procedures, Finalizing job descriptions, recruitment and motivation, Revenue Generation: Fund raising, grants, sponsorship, Financial and Risk Management, Budget and cost-revenue management, Cash flow management, accounting, Financial statements, measures of financial performance, Financial controls for reducing risk

Unit IV: 10 lectures
Research and Evaluation

Research to find out people's orientation for events, Consumer research on events Visitors surveys, attendance counts and estimates, Market area surveys, Communications Mix for reaching the customer, Developing and communicating a positive image, Evaluation and

impact assessment, Evaluation concepts, observation techniques, Evaluation of costs and benefits

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Books:

1. Sanjay Singh Gaur & Sanjay Saggere: Event Marketing and Management Revised Edition, Vikas Publishing

Reference Books:

2. Bruce E Skinner, Vladimir C Sponsorship, Publisher Wiley 2002, ISBN 0471126012

3. Anton Shene, Bryn Parry Successful Event Management Thomson Learning ISBN 1844800768, 2004

Advanced Readings:

1. Judy Alley: Event Planning, John Wiley and Sons ISBN 0471644129, 2000

2. Jaishri N Jethwaney: Public Relations, ND: Sterling

3. Pitman Jackson: Corporate Communication for Managers, Pitman Publishing

Open Educational Resources (OER) (Clickable links)-

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	10	10	20	10	50

JMBJ352	**Event Management Lab**	L	T	P	C
Major Practical		-	-	4	2
Eligibility	BA(JMC) II Year				
Co-requisites	--				

COURSE PERSPECTIVE

Learning Event Management is essential for journalism and mass communication students as it equips them with practical skills in planning, organizing, and promoting events. Understanding event logistics, audience engagement, and communication strategies enhances their ability to cover events effectively and create compelling narratives. This course also fosters collaboration and networking skills, which are crucial in the media industry. By mastering event management, students can broaden their professional opportunities, whether in journalism, public relations, or marketing, ultimately enhancing their versatility and marketability in a competitive field.

Course Outcomes

After completion of the course student will be able to:

CO1: Understanding the key concepts in event management, including different types of events and their roles as communication and marketing tools.

CO2: Applying event management principles to develop a comprehensive plan for organizing various types of events, demonstrating an understanding of logistical and operational requirements.

CO3: Analyzing the elements of successful event management, including the roles of organizers, sponsors, and the infrastructure necessary for effective event execution.

CO4: Evaluating the effectiveness of different event strategies, assessing their impact on audience engagement and the overall success of the event through methods such as feedback surveys and attendance metrics.

CO5: Creating a detailed event proposal that includes a strategic plan, budget, and risk management strategies, showcasing their ability to integrate various aspects of event management into a cohesive project.

Exercises/Assignments

1. Design a project plan for organizing an event

2. Design publicity material [poster, brochure, invitation and print advertising]

3. Filing a final report about the success of event

4. Write a proposal for potential sponsor for the event

5. Develop activity chart

6. Develop minute-to-minute programme

7. Develop crisis management plan

8. Undertake a survey of target audience for pre event planning process

Note: The faculty In-Charge can ask the students to organize an event as per the guidelines given.

Internal Assessment: Students should be evaluated on the basis of the event organized and the jobs performed by him/her. Students should maintain a file & soft copy of their assignments/jobs done duly checked and signed by the concerned faculty.

LEARNING EXPERIENCE

Inside classroom:

- Lectures with a focus on the topics

- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book

R1. James C. Monroe, Art of the Event: Complete Guide to Designing and Decorating Special Events, John Wiley & Sons

Reference book:

R2. Peter E. Tarlow, Joe Goldblatt, Event Risk Management and Safety, Joe Goldblatt

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	10	10	20	10	50

JMBJ304	Global Media Scenario	L	T	P	C
Version 4.0		3	1	-	4
Eligibility	Basic knowledge of World Politics				
Co-requisites	--				

COURSE PERSPECTIVE

This course provides a comprehensive understanding of global communication trends, focusing on how media has been used by power blocs and superpowers, especially during and after the Cold War. It delves into the challenges faced by developing nations in the struggle for equitable news flow, and the demand for a new world information and communication order. Students will also explore the role of international organizations and the importance of multilateral information cooperation. By examining the role of Indian media in the global context, the course enables students to understand the country's influence in international communication and the challenges posed by global media moguls. The course equips students with the knowledge needed to critically evaluate global media dynamics, preparing them for careers in international journalism, communication policy, or media diplomacy.

Course Outcomes

After completion of the course student will be:

CO1: Understanding the historical trends in world communication post-World War II and their influence on global power dynamics, particularly in the context of Cold War and the emergence of Third World countries.

CO2: Applying knowledge of transnational news agencies and barriers to the flow of news to critically assess the unequal distribution of global information.

CO3: Analyzing the struggles between developed and developing nations in shaping the world information and communication order, with an emphasis on international media practices and cooperation.

CO4: Evaluating the role of international organizations like the UN in regulating media-related issues and promoting multilateral information cooperation.

CO5: Creating informed perspectives on the role of Indian media in international communication, focusing on its impact in raising Third World issues and its relationship with global media powers.

COURSE CONTENT

Unit I: 10 Lectures
World Communication

1. Trends in World communication: An overview since World War II

2. Cold War Days. Emergence of Third World countries and the Non-Aligned Block

3. Use of media by power blocs, super powers

4. Integration between information, armament/military and media

Unit II: 10 Lectures
Word Information and Communication Order

1. Domination of the transnational news agencies

2. Barriers to the flow of news

3. Struggle for news between developed and developing countries

4. Demand for new world information and communication order

Unit III: 10 Lectures
Information cooperation and Organisations

1. Bilateral, multilateral and regional information cooperation

2. Role of International organizations – UN resolutions on Media related issues

3. International practices on visual coverage and regulation in media exchange

4. Benefits of information cooperation to India

Unit IV: 10 Lectures
Role of Indian media

1. The Gandhian approach

2. International Mergers/Media Moghuls

3. Presence of international media organizations in India

4. Role of Indian media in raising issues of the third world

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics

- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book:

International Communication: Continuity and Change" by Daya Kishan Thussu

Advanced Readings:

1. Bride, S. M. (1986). Many Voices One World. UNESCO Publications.
2. Hamelink, C. Trends in World Communication.
3. Nordenstreng, K. Politics of News.
4. "Global Communication and International Relations" by H. O. Schildt
5. "Globalization and Media: Global Village of Babel" by Jack Lule
6. "The Globalization of World Politics: An Introduction to International Relations" edited by John Baylis, Steve Smith, and Patricia Owens
7. "The History of Media and Communication Research: Contested Memories" by David W. Park and Jefferson Pooley
8. "Communication and Empire: Media, Markets, and Globalization, 1860–1930" by Dan Schiller

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Assignment	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

JMBJ306	New Media Technology	L	T	P	C
Version 1.0		3	1	-	4
Eligibility	BA(JMC) II Year				
Co-requisites	--				

COURSE PERSPECTIVE

Learning New Media Technology is crucial for journalism and mass communication students as it equips them with the skills and knowledge to navigate the rapidly evolving digital landscape. Understanding new media platforms, tools, and trends enhances their ability to create, distribute, and engage audiences effectively. This course fosters critical thinking about the ethical implications of digital communication and the role of technology in shaping public discourse. By mastering new media technologies, students can adapt to industry changes, improve their storytelling techniques, and develop innovative strategies to connect with diverse audiences in a multimedia world.

Course Outcomes-

After completion of the course students will be:

CO1: Understanding the history and evolution of the Internet and identify key characteristics that differentiate new media from traditional media.

CO2: Applying their knowledge of web technologies and tools to create and publish content across various platforms, including blogs, vlogs, and social media.

CO3: Analyzing the impact of new media technologies on society, including issues related to the digital divide, the role of social media in political campaigns, and the influence of AI on communication.

CO4: Evaluating the effectiveness of different new media platforms for news dissemination, assessing their credibility, audience engagement, and ethical considerations in comparison to traditional media.

CO5: Creating a comprehensive digital media project that includes writing for web newspapers and portals, utilizing appropriate web publishing tools and applications to enhance audience reach and engagement.

COURSE CONTENT

Unit I: 14 lectures

History of Internet, Internet Technology, Web Search engines, types of search engines, Websites, portals, blogs, vlogs, New Media and its Characteristic, Traditional Media vs New Media, Convergence of technologies, Types of technology, Convergence and contemporary media, Global Village, Digital divide

Unit II: 14 lectures

Electronic and cyber media, Blogs and vlogs- emerging online tools, Penetration of Internet, E Governance: Types and scope, Internet for political campaigns, Use of internet for social cause, Cultural aspects and regulation of internet, Policy making, Good-governance and use of internet, cyber laws, IT act and other regulations of digital media

Unit III: 10 lectures

Social Networking, Social Networks: Individuals, groups and organisations, Social networking websites: Online community of internet users, Social media as alternate source of News, Use of AI in social media, impact of social media and society, hashtags and trending concepts

Unit IV: 10 lectures

Web Publishing-tools and Applications, Types of websites, Writing for web newspapers and portals, Writing news contents, Purpose and rationale of writing, Difference and similarities with print media, writing for mobile journalism

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book:

1. Preston, P. (2001). *Reshaping communications: technology, information and social change*. Sage Publications.

Reference Books:

2. Chakravarthy, J. (2005). *Cyber media journalism: emerging technologies*. AuthorsPress.

3. Gupta, O., & Jasra, A. S. (2020). *Information technology in journalism*. Kanishka Publishers, Distributors.

4. Wolk, R. D. (2001). *Introduction to online journalism: publishing news and information*. Allyn and Bacon.

Advanced Readings:

1. Mattern, J. (2002). *From radio to the wireless Web*. Enslow.

2. Craig, R. (2007). *Online journalism: reporting, writing, and editing for new media*. Thomson/Wadsworth.

3. Lievrouw, L. (2005). *The handbook of new media*. Sage.

4. Filak, V. F. (2020). *Convergent journalism: an introduction: writing and producing across media*. Routledge, Taylor et Francis Group.

Open Educational Resources (OER) (Clickable links)-

Assessment & Evaluation

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	10	10	20	10	50

USO106	Socio-Economic and Political Scenario	L	T	P	C
Minor-06		3	1	0	4
Eligibility	BA(JMC) II Year				
Co-requisites	--				

COURSE PERSPECTIVE:

Studying Socio-Economic and Political Scenario is vital for journalism and mass communication students as it provides them with a comprehensive understanding of the context in which they report. This course helps them delve into the complexities of social issues, economic trends, and political dynamics, enabling them to produce informed and relevant content. By grasping these interconnected elements, students can better analyze events, interpret data, and engage audiences effectively. Ultimately, this knowledge empowers them to become responsible journalists who can contribute meaningfully to public discourse and advocate for social change.

Course Outcomes

On completion of this course students will be:

CO1: Understanding the key components of socio-economic and political systems in India, including the various power structures and their societal influences.

CO2: Applying their understanding of globalization to assess its impact on Indian economies, cultures, and political dynamics, illustrating specific examples from contemporary scenarios.

CO3: Analyzing the relationships between social, economic, and political inequalities in India, examining factors such as poverty, unemployment, and migration trends.

CO4: Evaluating the effectiveness of various political ideologies and governance models in addressing issues of inequality and citizen participation, critiquing their successes and shortcomings.

CO5: Creating a comprehensive report or multimedia presentation that synthesizes their knowledge of socio-economic and political issues, proposing informed solutions to challenges such as social exclusion, urbanization, and political change.

COURSE CONTENT:

Unit 1: 11 Hours

Understanding Socio-Economic and Political Systems

Overview of socio-economic and political systems

Analysis of power structures and their influence on society

Examination of social, economic, and political inequality

Unit 2: 11 Hours

Globalization and its Impact

The impact of globalization on economies, cultures, and political dynamics

Effects of globalization on labor markets, trade, and development

Challenges and opportunities of globalization for nations and individuals

Unit 3: 11 Hours

Contemporary Socio-Economic Issues

Poverty, inequality, and social exclusion

Unemployment and underemployment

Migration, urbanization, and demographic changes

Unit 4: 11 Hours

Political Dynamics and Governance

Political ideologies and their impact on society

Democracy, governance, and citizen participation

Power struggles, social movements, and political change

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics

- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Books:

▪ "India Unbound" by Gurcharan Das

Reference Books:

▪ "The Argumentative Indian: Writings on Indian History, Culture, and Identity" by Amartya Sen

▪ "An Uncertain Glory: India and its Contradictions" by Jean Drèze and Amartya Sen

Advanced Readings:

▪ "Capital in the Twenty-First Century" by Thomas Piketty

▪ "Globalization and Its Discontents" by Joseph E. Stiglitz

▪ "The Political Economy of Development and Underdevelopment" by Robert Bates

Open Educational Resources (OER) (Clickable links)-

- edx.org
- oercommons.org
- ocw.mit.edu
- about.jstor.org/oa-and-free
- coursera.org
- unesdoc.unesco.org

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	**10**	**10**	**20**	**10**	**50**

JMBJ354	Specialization Project-I	L	T	P	C
Major Practical		-	-	4	2
Eligibility	BA(JMC) II Year				
Co-requisites	--				

COURSE PERSPECTIVE

Engaging in a Specialisation Project is crucial for journalism and mass communication students as it allows them to apply theoretical knowledge to real-world scenarios, enhancing their practical skills and expertise in a specific area of interest. This project fosters critical thinking, creativity, and problem-solving abilities, enabling students to conduct in-depth research and produce high-quality work. Moreover, it provides an opportunity for students to build a professional portfolio, showcasing their capabilities to potential employers. Ultimately, the Specialisation Project equips students with the confidence and experience needed to navigate the complexities of the media landscape, making them more competitive in their future careers.

Course Outcome

On completion of the project the students will be:

CO1: Understanding the key concepts and methodologies relevant to their chosen area of specialization within journalism and mass communication.

CO2: Applying research and reporting techniques to develop a focused project that addresses a specific issue or topic in their field of specialization.

CO3: Analyzing the context and impact of their project, critically evaluating relevant literature, media practices, and audience responses related to their specialization.

CO4: Evaluating the effectiveness of their project outcomes, assessing the quality of their work in terms of research rigor, creativity, and alignment with industry standards.

CO5: Creating a comprehensive project report or presentation that synthesizes their findings and insights, showcasing their ability to communicate effectively within their specialization and contribute to the field.

Conduction: The students will conceptualize in the area of their interest and will prepare a detailed project report. There will be a presentation and Viva Voce based on their submitted project report.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	**10**	**10**	**20**	**10**	**50**

JMBJ401	Communication Research	L	T	P	C
Version 2.0		3	1	-	4
Eligibility	BA(JMC) III Year				
Co-requisites	--				

COURSE PERSPECTIVE

Studying Communication Research is vital for journalism and mass communication students as it equips them with essential skills to gather, analyze, and interpret data relevant to media practices. Understanding research methodologies enables students to critically evaluate media content, audience behavior, and the effectiveness of communication strategies. This knowledge fosters informed decision-making and enhances their ability to produce evidence-based journalism. Additionally, learning about research helps students identify trends and issues in society, allowing them to create more relevant and impactful stories. Ultimately, this course empowers future journalists to engage with audiences thoughtfully and contribute to meaningful discourse in a rapidly changing media landscape.

Course Outcomes

After completion of the course student will be able to:

CO1: Understanding the meaning and objectives of communication research, including its significance and the various types of research methodologies.

CO2: Applying appropriate research approaches—quantitative, qualitative, and mixed methods—to develop a research design tailored to specific communication questions or problems.

CO3: Analyzing data collection methods such as surveys, interviews, and content analysis, evaluating their effectiveness in gathering relevant primary and secondary data.

CO4: Evaluating the research process, including data processing, analysis, and interpretation, assessing the validity of results and the implications of findings for communication practices.

CO5: Creating a comprehensive research report that includes research design, data analysis, and interpretation, following ethical guidelines and APA style conventions while addressing issues of plagiarism and publication ethics.

Course Content

Unit I-10 Lectures

Communication Research: Types and Process

1. Meaning and objectives of communication research

2. Types of research

3. Significance of Research

4. Research Approaches – quantitative and qualitative, Mixed method approach

5. Research Process – the steps involved

Unit II- 10 Lectures

Research Design and Sampling

2.1 Defining the research design

2.2 Types of research design

2.3 Sampling – Steps in sampling design, sampling procedure,

2.4 Types of sampling – Probability and Non-Probability

2.5 Hypothesis – its characteristics, testing of hypothesis

Unit III- 10 Lectures

Tools of Data Collection

3.1 Primary and secondary data

3.2 Observation method, Interview method, Collection of data through questionnaire and schedule

3.3 Content Analysis, Case Study Method

3.4 Survey

Unit IV-10 Lectures

Data Analysis and Report Writing

4.1 Processing of data – editing, coding, classification, tabulation

4.2 Analysis of data

4.3 Measures of central tendency – Mean, median and mode

4.4 Variables-types and measurement of variables

4.5 Interpretation of data – inferences drawn from the study

4.6 Report writing – steps involved, layout of the research project

4.7 APA Style Sheet

4.8 Research Ethics, Plagiarism, Publication Ethics

LEARNING EXPERIENCE

Inside classroom:

- Lectures with a focus on the topics

- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book

Kothari, C R: Research Methodology: Methods & Techniques, Wishwa Prakashan, New Delhi, 2004

Suggested Readings:

1. Hansen Andero, Cottle Simon: Mass Communication Research methods Negrine Ralph, Newbold Chris McMillan Press Ltd., London 2004

2. Jensen Hlaus Brush ed. A Handbook of Media and Communication Research, Routledge, London 2002

3. Judith Bell Doing Your Research Project, Viva Books Private Limited, 1999

4. Wimmer Roger D, Dominick Mass Media Research, Thompson, Joseph R New York, 2004

Advanced Readings:

1. Uma Josh Media Research- Cross Sectional Analysis, Authors Press, 2002
2. G K Parthasarthy Electronic Media and Communication Research Methods, Authors Press, New Delhi, 2006

3. Allen T Harrell New Methods in Social Science Researches, Praeger Publishers, New York

4. Ghosh, B N Scientific Methods and Social research, Sterling Publishers, New Delhi

5. Broota, K D Experimental Designs in Behavioural Research, New Age International

Open Educational Resources (OER) (Clickable links)-

• Purdue OWL

• The Research Manual

• Media Research

• MIT OCW - Writing and Reading the Research

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	**10**	**10**	**20**	**10**	**50**

JMBJ403	MEDIA LITERACY AND ANALYSIS	L	T	P	C
Version 4.0		2	0	0	2
Eligibility					
Co-requisites	--				

COURSE PERSPECTIVE

Media Literacy and Analysis is crucial course for students of journalism and mass communication as it fosters critical thinking, enabling them to evaluate sources and discern fact from opinion. Understanding how media shapes public perception and influences societal norms is vital for responsibly reporting on issues. In an era filled with misinformation, media literacy equips students with tools to identify credible information and navigate digital landscapes. The course emphasizes ethical journalism practices, preparing students to handle dilemmas they may encounter in their careers. Additionally, it encourages engagement with diverse perspectives, fostering inclusivity in reporting. With rapid advancements in technology and media, those who grasp media literacy can adapt to new tools and trends, ensuring they remain relevant in a dynamic field. Mastering media literacy allows journalism and mass communication students to become effective communicators, responsible journalists, and informed citizens.

Course Outcomes

After the completion of the course, students will be:

CO1: Understanding the concepts, nature, and significance of media literacy for consumers, producers, and policymakers.

CO2: Appling knowledge of media literacy in real time scenarios and journalistic practices.

CO3: Analysing the role of alternate media like citizen journalism, blogs, community media and mainstream media in relation to media literacy.

CO4: Evaluating media output in print, radio, TV, and web media's impact on society, media pressures, activism, regional journalism, and media trial.

CO5: Creating reports and awareness campaigns related to fact checking, media and information literacy.

Course Content

Unit-I [Media Literacy] 10 Lectures

Definition, Concept, Nature, Significance, Process, Media literacy for Media Consumers, Media Producers and Policy Makers.

Unit-II [Media Education] 10 Lectures

Media education, types, Philosophy of Media Education, demand and supply, Gap between Industry and education, Media Institutions, Media Education, Media Seminars and Conferences.

Unit-III [Alternate Media] 15 Lectures

Citizen Journalism, Books, Blogs, websites, Community Media, Cartoon Journalism, Selfie Journalism, Drone Journalism, Alternate Media and Mainstream Media

Unit-IV [Media Analysis] 10 Lectures

Media analysis for Print, Radio, TV and Web, Society and Mass Media, Pressure on Media, Activism in Journalism , Regional and Local Journalism.Media Trial, Changing equations in media business- merger & acquisition, cross media holdings, Media Planning and Buying, Media Entrepreneurship. New trends.

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the various aspects covering media literacy
- Presentations demonstrating the application of media literacy
- Discussion on varied topics to clarify concepts and improve understanding of media literacy
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's projects as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources, tutorials, and design challenges to enhance skills and stay updated with industry trends.

Reference Books:

1. H.R. Ghosal, An outline History of Indian People
2. A.L. Basham , A Cultural History of India: The Wonder that is India: Volume-1 & 2

3. A.N. Aggarwal Indian Economy

4. Rajni Kothari Caste in Indian politics

5. Ministry of I &B Facts about India

6. Shukla V.N.Constitution of India, Eastern Book Company, Lucknow

Advanced Readings:

1. D. D. Basu An introduction to the Constitution of India

2. J.C. Johri Indian Political System

Open Educational Resources (OER) (Clickable links)-

1. Newspapers The Hindu, The Indian Express, The Times of India,

2. Magazines The Quest, India Today, Frontline, The Outlook

3. TV News Channels Times Now, NDTV, CNBC, Aajtak

4. News Websites

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	10	10	20	10	50

JMBJ453	Media Literacy Project	L	T	P	C
Version 4.0		-	-	4	2
Eligibility	BA(JMC) III Year				
Co-requisites	--				

COURSE PERSPECTIVE

Learning about the Media Literacy Project is crucial for journalism and mass communication students as it empowers them to critically analyze and navigate the complex media landscape. This course equips students with essential skills to evaluate the credibility of information, understand media bias, and recognize the impact of media on public perception and behavior. By fostering critical thinking and informed consumption of media, students become more responsible communicators and advocates for ethical journalism. Ultimately, this knowledge enhances their ability to engage audiences meaningfully and contribute positively to public discourse in an era of information overload.

Course Outcome

CO1: Understanding media literacy and explain its significance in the context of today's digital age, including its impact on information consumption.

CO2: Applying their media literacy skills to analyze various media forms, assessing their messages, construction techniques, and potential biases across platforms like print, television, and social media.

CO3: Analyzing the influence of media on culture, politics, and social issues, identifying how media shapes public perceptions and societal norms.

CO4: Evaluating the credibility, accuracy, and reliability of different media sources, using critical thinking to discern quality journalism from misinformation.

CO5: Creating a comprehensive media project that demonstrates their understanding of media literacy concepts, employing ethical considerations and regulatory frameworks in their analysis and presentation.

Curriculum:

Unit-I

Exploration of the concept of media literacy and its significance in today's digital age.

Analysis of various media forms, including print, television, film, social media, and online platforms.

Unit-II

Examination of media messages, their construction, and potential biases.

Development of critical thinking skills to assess the credibility, accuracy, and reliability of media sources.

Unit-III

Understanding the influence of media on culture, politics, and social issues.

Identification and deconstruction of media techniques and persuasive strategies.

Unit-IV

Discussion of ethical considerations and media regulation.

Application of media literacy skills through hands-on projects and assignments.

LEARNING EXPERIENCE

Inside classroom:

- Lectures with a focus on the topics

- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-

directed projects on communication.

- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	10	10	20	10	50

JMBJ405	**Mobile Technology and Journalism**	L	T	P	C
Version 4.0		3	1	0	4
Eligibility	Basic Knowledge of Journalism				
Co-requisites	--				

COURSE PERSPECTIVE

Learning about Mobile Technology and Journalism is crucial for journalism and mass communication students as it equips them with the skills necessary to thrive in a rapidly evolving media landscape. Mobile devices have transformed how news is produced, consumed, and shared, making it essential for students to understand the implications of mobile technology on journalism practices. This course enables students to explore innovative storytelling techniques, engage with audiences in real-time, and utilize mobile tools for research and reporting. Ultimately, it prepares them to adapt to emerging trends and challenges, enhancing their effectiveness as modern journalists in a digital world.

Course Outcomes

After completion of the course student will be able to:

CO1: Understanding the history of journalism, from print to online formats, and identify key milestones in the evolution of mobile journalism and the World Wide Web.

CO2: Applying their knowledge of mobile journalism techniques to create and publish news content using various mobile tools and equipment, demonstrating effective digital reporting methods.

CO3: Analyzing the impact of mobile technology and media convergence on news presentation, user behavior, and the overall media business, assessing how these changes affect journalistic practices.

CO4: Evaluating the effectiveness of different news delivery methods and multimedia components, determining their appropriateness for various audiences and reporting contexts.

CO5: Creating a comprehensive mobile journalism project that integrates text, graphics, audio, and video, showcasing their ability to produce engaging, multimedia content tailored for digital platforms.

Course Content

Unit I- 10 Lectures
Introduction to Mobile Journalism

History of Journalism- Global and Indian, Print to Online: Major milestones and learning's, Evolution and Development of Mobile Journalism, History of World Wide Web, Computer Assisted Journalism, Equipment required for Mobile Journalism: their needs and specifications, Recent trends, tools and techniques in the discipline

Unit II- 10 Lectures

Digital News Production

Multimedia News on the web: Its impact and user behavior, Mobile revolution: ease of access, Media Convergence and its effects on the news presentation and media business, digital workflow, News websites, News portals and their presentation, Methods of news delivery and its important components

Unit III- 10 Lectures

Technical Aspects of Mobile Journalism

Role of browsers and plug-ins, searching tools and tips for better search in digital era for journalists, content creation and uploading on the go, using online reporting sources, internet and email as news sources, web page-based sources, specialized sources for journalists

Unit IV- 10 Lectures

Mobile Reporting Techniques

Approach to mobile journalism, writing in the digital world, digital reporting techniques, Using multimedia components: texts, graphics, audio, video and animation, content generation and writing: Blog and Social Platforms, Tools and operating systems, Convergence and Citizen Journalism.

Practical/Projects/Assignments:

• Create a blog and publish content on it.

• Develop and build your own news websites using word press.

• Capture, Process and publish a news/ programme through mobile using applications

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics

- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book

Foust, J. (2011). *Online Journalism: Principles and Practices of News for the Web.* Routledge.

Suggested Readings:

1. Jihoon , K. (2004). *Between Film, Video And The Digital.* Bloomsbury.
2. Ray, T. (2011). *Online Journalism.* Cambridge University Press.

Advanced Reading:

1. Rosales, R. G. (2006). *The Elements of Online Journalism.* Universe.
2. Agarwal Aditi (2023) Mobile Journalism: Empowering Media Landscape, Integrity Media

Open Educational Resources:

1. edX

2. Coursera

3. https://www.bbc.co.uk/academy/en/articles/art20180313142317697

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	**10**	**10**	**20**	**10**	**50**

JMBJ451	Mobile Technology and Journalism Lab	L	T	P	C
Version 4.0		-	-	4	2
Eligibility	BA(JMC) III Year				
Co-requisites	--				

COURSE PERSPECTIVE

Learning about Mobile Technology and Journalism is crucial for journalism and mass communication students as it equips them with the skills necessary to thrive in a rapidly evolving media landscape. Mobile devices have transformed how news is produced, consumed, and shared, making it essential for students to understand the implications of mobile technology on journalism practices. This course enables students to explore innovative storytelling techniques, engage with audiences in real-time, and utilize mobile tools for research and reporting. Ultimately, it prepares them to adapt to emerging trends and challenges, enhancing their effectiveness as modern journalists in a digital world.

Course Outcomes

After completion of the course student will be able to:

CO1: Understanding the history of journalism, from print to online formats, and identify key milestones in the evolution of mobile journalism and the World Wide Web.

CO2: Applying their knowledge of mobile journalism techniques to create and publish news content using various mobile tools and equipment, demonstrating effective digital reporting methods.

CO3: Analyzing the impact of mobile technology and media convergence on news presentation, user behavior, and the overall media business, assessing how these changes affect journalistic practices.

CO4: Evaluating the effectiveness of different news delivery methods and multimedia components, determining their appropriateness for various audiences and reporting contexts.

CO5: Creating a comprehensive mobile journalism project that integrates text, graphics, audio, and video, showcasing their ability to produce engaging, multimedia content tailored for digital platforms.

Course Description:

1. Study and analysis of the role of mobile technology in modern journalism.

2. Examination of mobile journalism techniques, including mobile reporting, mobileediting, and mobile storytelling.

3. Exploration of mobile apps and tools used by journalists for content creation, curation, and dissemination.

4. Hands-on experience with mobile journalism equipment, such as smartphones, tablets, microphones, and mobile editing software.

5. Development of mobile journalism skills through practical assignments and projects.

6. Ethical considerations and challenges associated with mobile technology in journalism.

7. Discussion of emerging trends and future prospects in mobile journalism.

LEARNING EXPERIENCE

Inside classroom:

● Lectures with a focus on the topics

● Presentations demonstrating the principles and elements related to the topics

● Discussion on varied topics to clarify and refine concepts related to the topics

● Conduct quizzes and tests to assess and engage the students

● Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

● Students work on their projects and come up with creative output

● Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

● Students work on the school's and university publications implementing their learning and understanding.

● Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book

Foust, J. (2011). *Online Journalism: Principles and Practices of News for the Web.* Routledge.

Suggested Readings:

1. Jihoon, K. (2004). *Between Film, Video, And The Digital.* Bloomsbury.

2. Ray, T. (2011). *Online Journalism.* Cambridge University Press.

Advanced Reading:

1.Rosales, R. G. (2006). *The Elements of Online Journalism.* Universe.

2. Agarwal Aditi (2023) Mobile Journalism: Empowering Media Landscape, Integrity Media

Open Educational Resources:

1. **edX**

2. **Coursera**

3. **https://www.bbc.co.uk/academy/en/articles/art20180313142317697**

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	**10**	**10**	**20**	**10**	**50**

USO107	Culture and Social Change	L	T	P	C
Version 4.0		3	1	0	4
Eligibility	BA(JMC) III Year				
Co-requisites	--				

COURSE PERSPECTIVE:

Studying Culture and Social Change is essential for journalism and mass communication students as it provides them with insights into the dynamic relationship between media, culture, and societal transformations. This course helps students understand how cultural narratives shape public discourse and influence social movements. By exploring various cultural contexts and the forces driving change, students can create more informed, sensitive, and impactful content. This knowledge enhances their ability to engage with diverse audiences and report on issues that matter, fostering a deeper understanding of the role of media in shaping and reflecting societal values.

Course Outcomes:

On completion of this course the students will be:

CO1: Understanding key concepts related to society and culture, distinguishing between types of societies (tribal, rural, urban, industrial, and post-industrial) and identifying the nature of material and non-material culture.

CO2: Applying their understanding of socialization processes to analyze how individuals navigate different stages of social development within various societal contexts.

CO3: Analyzing the processes of social change, including industrialization, modernization, globalization, and secularization, assessing their characteristic features and impacts on society.

CO4: Evaluating the concept of social stratification, examining its bases and forms, including caste, class, power, and gender, to understand their influence on social dynamics and inequality.

CO5: Creating a project that synthesizes their knowledge of culture and social change, proposing informed strategies to address contemporary social issues influenced by these dynamics.

COURSE CONTENT

UNIT – I

Societies: Types and Characteristics- Tribal, Rural, Urban, Industrial and Post-Industrial**.**

UNIT – II

Culture: Definition and Nature; Types- Material and Non- Material. Socialization: Its importance, Process and Stages. Social Control: Its Types and Means.

UNIT – III

Processes of Social Change: Characteristic Features of Industrialization, Modernization, Globalization and Secularization.

UNIT – IV

Social Stratification: Concept and Bases; Forms- Caste, Class, Power & Gender

Suggested Readings:

1. Bottomore, T.B. (1972): **Sociology: A Guide to Problems and Literature,** Bombay: George Allen and
2. Unwin (India).
3. Fulcher & Scott (2003: **Sociology,** New York: Oxford University Press.
4. Giddens, Anthony (2005): **Sociology,** Polity Press.
5. Gordon Marshall (1998): Oxford Dictionary of Sociology, New York: Oxford University Press.

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Advanced Readings:

1. Harlambos, M. (1998): **Sociology: Themes and Perspective,** New Delhi: Oxford University Press.
2. Harlambos & Holborn (2000): **Sociology,** London: Harper-Collins.
3. Inkeles, Alex (1987): **What is Sociology?** New Delhi: Prentice-Hall of India.
4. Johnson, Harry M. (1995): **Sociology: A Systematic Introduction,** New Delhi: Allied Publishers.

Open Educational Resources:

1. **https://ocw.mit.edu/courses/literature/21l-448j-cultural-studies-and-comparative-literature-spring-2007/index.htm**
2. **https://ocw.mit.edu/courses/literature/21l-448j-cultural-studies-and-comparative-literature-spring-2007/index.htm**
3. **https://openstax.org/details/books/introduction-sociology**
4. **https://www.lib.umn.edu/socialchange/culture**
5. **https://oer.galileo.usg.edu/arts-textbooks/2/**

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	10	10	20	10	50

JMBJ402	Media Business Management	L	T	P	C
Version 4.0		3	1	-	4
Total Contact Hours	40				
Eligibility	BA(JMC) III Year				
Co-requisites	--				

COURSE PERSPECTIVE

This course is essential for anyone aspiring to enter the media industry, as it provides a comprehensive understanding of the intricate dynamics of media business management. By equipping students with the conceptual frameworks, methodologies, and practical skills necessary for managing media organizations, this course fosters both theoretical knowledge and real-world application.

Effective media management requires a blend of science and art. Students will explore foundational principles of management and their specific application to various media entities. Success in this field critically involves a comprehensive understanding the reasons behind various management practices choices (the philosophy), the strategies that will be implemented (the organizational structure and operations), the execution of these strategies (various management techniques), and the measurement of success (evaluation methods).

A successful media manager must bring alignment among these elements to achieve overarching goals, such as sustainability and audience engagement. The course emphasizes the importance of a student-centered approach, encouraging learners to actively participate in discussions, case studies, and project work that simulate real-world media challenges.

Furthermore, students will develop their own managerial style—balancing analytical skills with creativity, motivation, and effective communication. They will learn how to design comprehensive business plans, make strategic decisions, and implement management practices that resonate with their organizational culture and target audiences.

In conclusion, this course not only imparts vital knowledge about the media business landscape but also cultivates the skills needed to navigate its complexities successfully. By integrating

theoretical insights with practical experiences, students will emerge as well-rounded professionals capable of driving innovation and excellence in the media industry.

Course Outcomes (CO):

On completion of the course, the student will be

CO1: Understanding the fundamental principles of media economics and management, demonstrating comprehension of the core manner of functioning of any media organization

CO2: Applying management and economic concepts to identify effective editorial and advertising strategies that address target audience needs across media.

CO3: Analyzing the organizational setup and functions of editorial and advertising management, assessing the impact of these roles on the overall performance and effectiveness of a media organization.

CO4: Evaluating human resource management strategies within a media context, assessing their effectiveness in fostering employee engagement and addressing the challenges of personnel management.

CO5: Creating a comprehensive media business plan for a hypothetical media organization, integrating strategies for editorial management, advertising, circulation, and human resource management, while addressing potential challenges in the contemporary media landscape.

Course Content

Unit I: Contact Hours 10

Understanding Newspaper Business

Business aspect of a newspaper, Commencing Newspaper Publication, Pre-Publication Exercises, Organizational Set up of Newspaper/ Magazine and Electronic channel, Ownership Pattern: Individual, Partnership & Company.

UNIT II: Contact Hours 10

Media & Management

Management in Media: Definition & Concept, Basic Principal of management, Need and Importance of Management, Changing Management Concepts, Functions of Various Key Management Authorities, Production & Storage Management, Need and function of Stores', Deptt. Library Management: Concept, Need and Functions.

Unit III: Contact Hours 10

Editorial & Circulation Management

Editorial management: Organizational Set up of Editorial Deptt, Functions of Editor: Editor in Chief, Resident Editor Associate Editor, News Editor, Chief Sub Editor, Sub Editor etc. Advertising Management: Organizational Set up of Advertising Management, Advertising Department Functioning, Circulation Management, Financial Management.

Unit IV: Contact Hours 10

Personnel Management & HR

Personnel Management, Concept of Personnel Management, Role of Personnel manager, Human Resource Management, Human Resource Planning, Functions of HR/ Personnel manager. Media Management & PR

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Books
1. Handbook of Media Management and Economics E Edited By Alan Albarran, Bozena Mierzejewska, Jaemin Jung

Reference books

1. Roger B. Baron, Jack Z. Sissors, Advertising Media Planning, Tata McGraw - Hill Education

2. Peter E. Tarlow, Joe Goldblatt, Event Risk Management and Safety, Joe Goldblat

Open Educational Resources (OER) (Clickable link

Assessment & Evaluation

Components	Assignments	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

USO108	Indian Knowledge System and Sociological Traditions	L	T	P	C
Version 4.0		3	1	-	4
Total Contact Hours	40				
Eligibility	BA(JMC) III Year				
Co-requisites	--				

COURSE PERSPECTIVE

Studying Indian Knowledge System and Sociological Traditions is essential for journalism and mass communication students as it provides them with a rich understanding of India's diverse cultural, historical, and philosophical contexts. This knowledge enhances their ability to report accurately and sensitively on social issues, traditions, and community dynamics. By exploring indigenous knowledge systems and sociological theories, students can delve deeper into the complexities of Indian society, allowing them to create more nuanced narratives. Ultimately, this course equips them to engage with diverse perspectives, fostering responsible journalism that reflects the richness of India's heritage and contemporary realities.

Course Outcome

On completion of this course the students will be:

CO1: Understanding key concepts of the Indian knowledge system and its historical development, including significant philosophical and sociological ideas from ancient thinkers.

CO2: Applying their understanding of sociological concepts such as Dharma, Karma, and Ashrama to analyze contemporary social issues within the Indian context.

CO3: Analyzing the caste system and its implications for social stratification, hierarchy, and order, assessing its significance in modern Indian society.

CO4: Evaluating the relevance of Indian sociological traditions in addressing contemporary challenges, critiquing their potential contributions to social development, justice, and equality.

CO5: Creating a comparative analysis that examines Indian sociological traditions alongside Western theories, highlighting similarities and differences in theoretical frameworks and their influence on global thought.

<h1 align="center">Course Content:</h1>

<h2 align="center">Unit 1: Contact Hours 10</h2>

<h2 align="center">Foundations of Indian Knowledge System and Sociological Traditions</h2>

- Introduction to the Indian knowledge system and its historical development
- Exploration of ancient Indian philosophical and sociological ideas
- Examination of the contributions of early Indian thinkers to sociological thought

<h2 align="center">Unit 2: Contact Hours 10</h2>

<h2 align="center">Key Concepts and Themes in Indian Sociological Traditions</h2>

- Study of key sociological concepts and themes in Indian traditions, such as Dharma, Karma, and Ashrama
- Analysis of caste system and its significance in Indian society
- Discussion on concepts of social stratification, hierarchy, and social order in Indian sociological tradition

<h2 align="center">Unit 3: Contact Hours 10</h2>

<h2 align="center">Contemporary Applications of Indian Sociological Traditions</h2>

- Relevance of Indian sociological traditions in addressing contemporary social issues
- Examination of the role of ethics, spirituality, and social responsibility in Indian social thought
- Analysis of the application of Indian sociological perspectives to social development, justice, and equality

<h2 align="center">Unit 4: Contact Hours 10</h2>

<h2 align="center">Comparative Perspectives: Indian and Western Sociological Traditions</h2>

- Comparative analysis of Indian sociological traditions with Western sociological theories
- Exploration of similarities and differences in theoretical frameworks and approaches
- Critical examination of the influence of Indian sociological traditions on global sociological thought

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Books:

1. "Indian Knowledge Systems: Past and Present" by Kapil Kapoor

Reference Books

2. "Sociology in India: Intellectual Traditions and Institutional Practices" edited by Yogendra Singh
3. "Culture and Society: An Introduction to Indian Sociology" by Dipankar Gupta

Advance Reading:

1. "Indian Philosophy and Sociology: Explorations in Social Theory and Postcolonial Critique" edited by Chhanda Gupta
2. "Indian Sociological Thought" by A.R. Desai

Open Educational Resources (OER) (Clickable links)

1. **Indian Knowledge System**

2. Schools of Indian Philosophy

3. Indian Society and Ways of Living

4. Sociology of Indian Tradition and Tradition of Indian Sociology

Assessment & Evaluation

Components	Assignments	Mid Term Examination	Progressive Evaluation	End Term Examination
Weightage (%)	**20**	**20**	**10**	**50**

JMBJ452	Research Project	L	T	P	C
Version 4.0		4	-	16	12
Total Contact Hours	40				
Eligibility	BA(JMC) III Year				
Co-requisites	--				

COURSE PERSPECTIVE (CO):

1. To develop research skills and methodologies.
2. To foster critical thinking and analytical abilities.
3. To enhance the understanding of the research process and its applications.
4. To apply various research methods to solve media research problems.
5. To write Research Dissertation

Curriculum:

Unit-I: Contact Hours 10
1. Introduction to the research process, including problem identification, research questions, and objectives.
2. Exploration of various research methodologies, such as quantitative, qualitative, and mixed methods.

Unit-II: Contact Hours 10

1. Development of skills in literature review, including searching for relevant sources, evaluating their credibility, and synthesizing information.
2. Training in data collection techniques, including surveys, interviews, observations, and data analysis.

Unit-III: Contact Hours 10

1. Understanding ethical considerations in research, such as informed consent, confidentiality, and data protection.
2. Hands-on experience in data analysis using appropriate tools and software.

Unit-IV: Contact Hours 10

1. Interpretation and presentation of research findings.
2. Writing and formatting a research report or thesis.

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students work on the school's and university publications implementing their learning and understanding.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book
1. Kothari, C R: Research Methodology: Methods & Techniques, Wishwa Prakashan, New Delhi, 2004

Reference Books
1. Uma Josh Media Research- Cross Sectional Analysis, Authors Press, 2002
2. G K Parthasarthy Electronic Media and Communication Research Methods, Authors Press, New Delhi, 2006
3. Allen T Harrell New Methods in Social Science Researches, Praeger Publishers, New York
4. Ghosh, B N Scientific Methods and Social research, Sterling Publishers, New Delhi
5. Broota, K D Experimental Designs in Behavioural Research, New Age International

Advance Reading:
1. Hansen Andero, Cottle Simon: Mass Communication Research methods Negrine Ralph, Newbold Chris McMillan Press Ltd., London 2004

2. Jensen Hlaus Brush ed. A Handbook of Media and Communication Research, Routledge, London 2002

3. Judith Bell Doing Your Research Project, Viva Books Private Limited, 1999

4. Wimmer Roger D, Dominick Mass Media Research, Thompson, Joseph R New York, 2004

Open Educational Resources (OER) (Clickable links)

1. **How to do a research project for your academic study**
2. **Basic Steps in the Research Process**
3. **Dissertations and major projects**
4. **Research Methods for the Social Sciences: An Introduction**

Assessment & Evaluation

Components	Mid Term	Presentation	Viva	**Project Portfolio**
Weightage (%)	**20**	**20**	**10**	**50**

JMBJ401	Communication Research	L	T	P	C
Version 4.0		3	1	0	**4**
Pre-requisites/Exposure	Language Skills				
Co-requisites	--				

Course Perspective

Students should learn Communication Research to enhance their storytelling with solid data, understand audience demographics, and develop critical thinking skills that help assess sources and identify biases. This knowledge enables them to analyze media trends, uphold ethical standards in reporting, and increases their professional competence, making them more competitive in the job market. Ultimately, mastering research methods enriches their work and prepares them for successful careers in the field.

The Course Outcomes (COs)

On completion of the course the students will be:

CO1: Understanding the fundamental concepts of media and communication research, including the significance of research and the scientific method, demonstrating a clear comprehension of research terminology and principles.

CO2: Applying various research methodologies to identify and formulate research problems, develop research questions, and create appropriate hypotheses, showcasing their ability to design a basic research framework.

CO3: Analyzing different types of research (qualitative, quantitative, descriptive, and analytic) to determine their suitability for specific research objectives and contexts, demonstrating the ability to differentiate between methodologies and their applications.

CO4: Evaluating the effectiveness of various data collection methods, including questionnaires, interviews, and observational techniques, to assess their strengths and weaknesses in gathering relevant information for research studies.

CO5: Creating a comprehensive research proposal that includes a clearly defined research problem, objectives, literature review, methodology, and sampling strategy, integrating their knowledge and skills acquired throughout the course.

Syllabus

Unit 1

Introduction to Media & Communication Research, Introduction to Research - Concept and Meaning of Research, Research and Scientific Method, Objective and Significance of Research

Unit 2

Types of Research, Applied and Basic Research & Conceptual and Empirical Research, Descriptive and Analytic Research, Qualitative and Quantitative Research.

Unit 3

Research Process, Identifying Research Problem and Review of Literature, Research questions, Hypothesis and Research Design, Sampling, Types of Sampling.

Unit 4

Data in Research, Types and Instruments of Data Collection – Primary Data and Secondary Data; Questionnaire and Schedule, Methods of collecting data – Field Observation, Focus Groups, Feed forward, Feedback studies and Intensive Interviews, Methods of collecting data - Content Analysis and Survey and Case Studies.

LEARNING EXPERIENCE

Inside classroom:
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- Conduct quizzes and tests to assess and engage the students
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Outside the Classroom
- Students work on their projects and come up with creative output
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Text Book:
Kothari, C R: Research Methodology: Methods & Techniques, Wishwa Prakashan, New Delhi, 2004

Reference Books:

1. Hansen Andero, Cottle Simon: Mass Communication Research methods Negrine Ralph, Newbold Chris McMillan Press Ltd., London 2004

2. Jensen Hlaus Brush ed. A Handbook of Media and Communication Research, Routledge, London 2002

3. Judith Bell Doing Your Research Project, Viva Books Private Limited, 1999

2. Wimmer Roger D, Dominick Mass Media Research, Thompson, Joseph R New York, 2004

3. Uma Joshi Media Research- Cross Sectional Analysis, Authors Press, 2002

4. G K Parthasarthy Electronic Media and Communication Research Methods, Authors Press, New Delhi, 2006

5. Allen T Harrell New Methods in Social Science Researches, Praeger Publishers, New York

6. Ghosh, B N Scientific Methods and Social research, Sterling Publishers, New Delhi

7. Broota, K D Experimental Designs in Behavioural Research, New Age International

Online Reference(s) [OR]:

1. https://shodhganga.inflibnet.ac.in/https://blog.ipleaders.in/challenges-faced-indian-media-respect-media-laws-ethics/
2. https://srmps.academia.edu/NeerajKhattri
3. https://www.researchgate.net/
4. https://vidwan.inflibnet.ac.in/
5. https://publons.com/wos-op/

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	10	10	20	10	50

JMBJ406	Research Methodology	L	T	P	C
Version 4.0		3	1	0	4
Pre-requisites/Exposure	Language Skills				
Co-requisites	--				

Course Perspective

Students should learn Research Methodology because it equips them with essential skills to conduct thorough investigations and produce well-informed content. Understanding research methods allows students to gather, analyze, and interpret data effectively, ensuring their work is credible and impactful. It enhances their ability to critically evaluate sources and identify biases, fostering responsible reporting. Moreover, knowledge of various methodologies helps students tailor their approaches to different storytelling needs, whether qualitative or quantitative. Ultimately, mastering research methodology not only strengthens their journalistic integrity but also prepares them for diverse career opportunities in a rapidly evolving media landscape.

The Course Outcomes (COs)

On completion of the course the students will be:

CO1: Understanding the key concepts of research design, including the formulation of research problems, types of research designs (exploratory, descriptive, experimental), and the importance of hypothesis formulation and sample design.

CO2: Applying descriptive statistics techniques to process and present data effectively, including editing, coding, tabulating, and using graphic representation methods to summarize findings meaningfully.

CO3: Analyzing relationships within data using correlation and regression techniques, distinguishing between simple, partial, and multiple regression methods, and interpreting results through various statistical measures.

CO4: Evaluating the effectiveness of different statistical tests, including parametric and non-parametric tests, to assess hypotheses in both large and small sample contexts, determining their appropriateness for specific research scenarios.

CO5: Creating a comprehensive research project that includes a clearly defined research problem, data collection instruments, statistical analysis, and interpretation of results, demonstrating an integrated understanding of research methodology and data analysis techniques.

Syllabus

Unit I

Research Design: Literature Review - Identification and Formulation of Research Problem – Types of Research Design; Exploratory, Descriptive and Experimental Research – Formulation of Hypothesis - Sample Design - Types of Data – Data Sources – Methods of Data Collection - Construction of Schedules and Questionnaire – Pilot Study.

Unit-II

Descriptive Statistics: Processing Data - Editing, Coding and Tabulating Presentation of Data; Diagrammatic and Graphic Representation of Data. Analysis of Data; Mean, Median, Mode Weighted Average and its Merits and Demerits – Dispersion; Range, Standard Deviation, Co-efficient of Variation, Lorenz Curve and Gini Ratio.

Unit-III

Analytical Statistics: Correlation; Simple, Partial and Multiple – Pearson's Coefficient of Correlation and Rank Correlation – Regression; Simple, Linear and Non-linear Regression – Multiple Regression; Probit Model and Logit Model - Time Series Analysis;

Unit-IV

Components and Uses – Methods of Estimating Trend and Seasonal Variations - Testing of Hypotheses; Large and Small Samples - Parametric and Non-Parametric Tests.

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output
- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.
- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.
- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book:

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1. Hansen Andero, Cottle Simon: Mass Communication Research methods Negrine Ralph, Newbold Chris McMillan Press Ltd., London 2004

2. Jensen Hlaus Brush ed. A Handbook of Media and Communication Research, Routledge, London 2002

3. Judith Bell Doing Your Research Project, Viva Books Private Limited, 1999

8. Wimmer Roger D, Dominick Mass Media Research, Thompson, Joseph R New York, 2004

9. Uma Joshi Media Research- Cross Sectional Analysis, Authors Press, 2002

10. G K Parthasarthy Electronic Media and Communication Research Methods, Authors Press, New Delhi, 2006

11. Allen T Harrell New Methods in Social Science Researches, Praeger Publishers, New York

12. Ghosh, B N Scientific Methods and Social research, Sterling Publishers, New Delhi

13. Broota, K D Experimental Designs in Behavioural Research, New Age International

Online Reference(s) [OR]:

1. https://shodhganga.inflibnet.ac.in/https://blog.ipleaders.in/challenges-faced-indian-media-respect-media-laws-ethics/
2. https://srmps.academia.edu/NeerajKhattri
3. https://www.researchgate.net/
4. https://vidwan.inflibnet.ac.in/
5. https://publons.com/wos-op/

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	10	10	20	10	50

JMBJ406	Data Analysis Tools	L	T	P	C
Version 4.0		2	0	0	2
Pre-requisites/Exposure	Language Skills				
Co-requisites	--				

Course Perspective

Data analysis tools are essential for journalism and mass communication students as they enhance storytelling by uncovering trends and insights, enable evidence-based decision-making, and are crucial for investigative reporting. Familiarity with these tools allows for the creation of engaging, data-driven content that meets audience expectations and increases competitiveness in the job market. Additionally, learning data analysis fosters critical thinking skills necessary for evaluating sources and understanding biases, ultimately preparing students to navigate the complexities of a rapidly evolving media landscape.

The Course Outcomes (COs)

On completion of the course the students will be:

CO1: Understanding various data analysis tools, including quantitative tools (MS Excel, IBM SPSS, IBM AMOS, Smart PLS, Origin Pro) and qualitative tools (Sentiment Analysis, Content Analysis, NVivo, Atlas Ti, Prisma), and their applications in research.

CO2: Applying appropriate data analysis and processing techniques, including interpreting SPSS outputs relevant to multivariate analysis and logit models, to derive meaningful insights from datasets.

CO3: Analyzing complex datasets to build statistical models, accurately estimating key metrics and utilizing software applications for in-depth analysis.

CO4: Evaluating the effectiveness of different data visualization methods and tools, assessing their clarity and impact in conveying research findings and insights to diverse audiences.

CO5: Creating compelling data visualizations, including various types of graphs and tables, and produce systematic interpretations of data to support research narratives and enhance communication in journalism and mass communication.

<h1 style="text-align:center">Syllabus</h1>

Unit 1: Introduction to Data Analysis and Tools

Computer Application and Data Analysis

Quantitative Analysis Tools:

MS Excel

IBM SPSS

IBM AMOS

Smart PLS

Origin Pro

Qualitative Analysis Tools:

Sentiment Analysis

Content Analysis

NVivo

Atlas Ti

Prisma

Unit 2: Data Mining and Processing

Data Mining and Processing

Interpretation of SPSS Package Output Relevant for Multivariate Analysis and Logit Models

Unit 3: Model Building and Analysis

Model Building

Estimation

Software Application in Analysis

Unit 4: Data Visualization and Interpretation

Use of different types of graphs and tables, writing systematic interpretations

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics
- Presentations demonstrating the principles and elements related to the topics
- Discussion on varied topics to clarify and refine concepts related to the topics
- Conduct quizzes and tests to assess and engage the students
- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom
- Students work on their projects and come up with creative output

- Students work on building their portfolio and create a personal portfolio through self-directed projects on communication.

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book:
Kothari, C R: Research Methodology: Methods & Techniques, Wishwa Prakashan, New Delhi, 2004

Reference Books:

6. Hansen Andero, Cottle Simon: Mass Communication Research methods Negrine Ralph, Newbold Chris McMillan Press Ltd., London 2004

7. Jensen Hlaus Brush ed. A Handbook of Media and Communication Research, Routledge, London 2002

8. Judith Bell Doing Your Research Project, Viva Books Private Limited, 1999

14. Wimmer Roger D, Dominick Mass Media Research, Thompson, Joseph R New York, 2004

15. Uma Joshi Media Research- Cross Sectional Analysis, Authors Press, 2002

16. G K Parthasarthy Electronic Media and Communication Research Methods, Authors Press, New Delhi, 2006

17. Allen T Harrell New Methods in Social Science Researches, Praeger Publishers, New York

18. Ghosh, B N Scientific Methods and Social research, Sterling Publishers, New Delhi

19. Broota, K D Experimental Designs in Behavioural Research, New Age International

Online Reference(s) [OR]:

1. https://shodhganga.inflibnet.ac.in/https://blog.ipleaders.in/challenges-faced-indian-media-respect-media-laws-ethics/
2. https://srmps.academia.edu/NeerajKhattri
3. https://www.researchgate.net/
4. https://vidwan.inflibnet.ac.in/
5. https://publons.com/wos-op/

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	10	10	20	10	50

JMBJ408	Research Publication and ethics	L	T	P	C
Version 4.0		2	0	0	2
Pre-requisites/Exposure	Language Skills				
Co-requisites	--				

Course Perspective

Knowledge of research publication and ethics is essential for journalism and mass communication students as it equips them with the skills to conduct and present high-quality, evidence-based research that supports credible storytelling. Knowledge of ethical considerations, such as plagiarism and proper citation practices, fosters integrity in their work, which is vital in a field where trust is paramount. Familiarity with the research publication process, including navigating peer review and using publication software, prepares students for academic and professional environment.

The Course Outcomes (COs)

On completion of the course the students will be:

CO1: Understanding research writing principles and ethical considerations in media and communication, including the significance of plagiarism and ethical research practices.

CO2: Applying effective planning strategies for structuring a research report, including the development of a comprehensive literature review and appropriate report layout.

CO3: Analyzing research data to draw meaningful conclusions and evaluate the implications of findings in the context of existing literature and ethical standards.

CO4: Evaluating various citation practices, including the use of footnotes, endnotes, and bibliographies, assessing their importance in maintaining academic integrity and clarity in research.

CO5: Creating a well-structured research report that incorporates all elements of effective writing, citation practices, and ethical considerations, culminating in a polished and final thesis presentation.

<h1 style="text-align:center"><u>Syllabus</u></h1>

Unit 1: Foundations of Research Writing and Ethics

Research Writing & Ethics

Ethical Perspectives of Media & Communication Research

Plagiarism

Unit 2: Planning and Structuring a Research Report

Planning of a Research Report

Presenting Literature Review

Stages of Writing Report

Layout of the Research Report

Unit 3: Writing Techniques and Citation Practices

Preparation and Writing a Research Report and Related Techniques

Citations, Footnotes, Endnotes, and Bibliography

Proof Correction and Finalization of Thesis

Unit 4: Analysis, Interpretation, and Impact of Research

Analysis, Interpretation, and Conclusion of the Data

h-index, i10-index, Impact Factor, and Citation Index of Journals

Publication Software like LaTeX

LEARNING EXPERIENCE

Inside classroom:
- Lectures with a focus on the topics

- Presentations demonstrating the principles and elements related to the topics

- Discussion on varied topics to clarify and refine concepts related to the topics

- Conduct quizzes and tests to assess and engage the students

- Show the students each other's assignments as a critical evaluation and improvement

Outside the Classroom

- Students work on their projects and come up with creative output

- Students take up internships and project assignments to gain practical experience by applying skills in a professional environment.

- Students are encouraged self-directed learning as they explore online resources and tutorials to enhance skills and stay updated with the latest trends.

Text Book:
Kothari, C R: Research Methodology: Methods & Techniques, Wishwa Prakashan, New Delhi, 2004

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1. Hansen Andero, Cottle Simon: Mass Communication Research methods Negrine Ralph, Newbold Chris McMillan Press Ltd., London 2004

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3. Judith Bell Doing Your Research Project, Viva Books Private Limited, 1999

4. Wimmer Roger D, Dominick Mass Media Research, Thompson, Joseph R New York, 2004

5. Uma Joshi Media Research- Cross Sectional Analysis, Authors Press, 2002

6. G K Parthasarthy Electronic Media and Communication Research Methods, Authors Press, New Delhi, 2006

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1. https://shodhganga.inflibnet.ac.in/https://blog.ipleaders.in/challenges-faced-indian-media-respect-media-laws-ethics/
2. https://srmps.academia.edu/NeerajKhattri
3. https://www.researchgate.net/
4. https://vidwan.inflibnet.ac.in/
5. https://publons.com/wos-op/

Components	Quiz I	Presentation/ Assignment/ etc.	Mid Term Exam	Progressive Evaluation	End Term Exam
Weightage (%)	10	10	20	10	50

AEC-I	Verbal Ability	L	T	P	C
Version 4.0		3	0	0	3
Pre-requisites/Exposure	Language Skills				
Co-requisites	--				

COURSE PERSPECTIVE.

The course aims to improve language proficiency in three key areas: grammar, vocabulary and identification of grammatical errors in writing. Language proficiency enables students to comprehend lectures, understand course materials and enhances students' ability to express themselves clearly and effectively. In many professions, strong language skills are a prerequisite. Whether in business, medicine, law, or science, being able to communicate fluently and accurately is essential for collaboration, negotiation, and advancement. A strong command of verbal abilities can significantly impact job interviews. It allows candidates to answer questions confidently, demonstrate their qualifications effectively and leave a positive impression on potential employers.

The Course Outcomes (COs).

On completion of the course the participants will be:

CO 1. Understanding the grammar rules and word meaning (Vocabulary).
CO 2. Applying grammar rules and vocabulary in different contexts & purposes
CO 3. Analyzing situations/ context of communication and selecting appropriate grammar and words.
CO 4. Developing sentences and paragraphs to describe and narrate a situation

Syllabus

Unit Number: 1 Vocabulary Development and Application   10 hrs

Content Summary: Understanding the concept of root words, Prefix and suffix, Ways to enhance Vocabulary, Crosswords and word quizzes, Confusing words, One word substitution, Odd one out, Synonyms and Antonyms, Commonly misspelt words, Idioms and Phrases

Unit Number:2 Fundamentals of Grammar and Sentence Structure   8 hrs
Content Summary: Introduction to Parts of Speech, Tenses and its 'rules, Sentences (Simple, Compound and Complex), Subject Verb Agreement, Pronoun Antecedent agreement, Phrases and Clauses

Unit Number: 3
Mastering Sentence Accuracy and Completion Skills   **12hrs**

Content Summary: Spot the error (grammatical errors in a sentence), Sentence Correction (Improvement of sentences based on Grammar rules), Sentence Completion, Cloze Tests

Unit Number: 4
Enhancing Sentence Structure and Reading Comprehension Skills   **6 hrs**
Logical Arrangement of Sentences, Comprehending passages, Contextual questions, Anagrams, Analogies

Term – End Project (Blog): Guidelines

The project would be undertaken individually.

The student would essentially include the following in the Blog project : -

1. **Address a compelling topic**- The topic should fit the blog's area of focus and writing skills learned during the Semester should be put to work to craft the blog post.

2. **Come up with a great post title**. Come up with a catchy title that will hook readers and make them want to read the article.

3. **Outline your post**. It's important to outline the post.

4. **Explain your connection to the topic**. Bloggers connect with their audience and produce great content by making their blog writing personal and demonstrating a connection with their blog content.

5. **Use a clear layout.** Make sure the post is laid out in a clear and visually clean way to help readers follow along with the blogger's thoughts.

6. **Write from the heart**. Writing blog posts that one feel's passionately about will help readers connect with the work.

7. **Proofread.** The student should ensure that their posts are free from typos and careless errors.

References

R1. Norman Lewis – Word Power Made Easy
R2. Wren & Martin – High School English Grammar & Composition
R3. R.S. Agarwal & Vikas Agarwal – Quick Learning Objective General English
R4. S.P. Bakshi - Objective General English
R 5. Praxis Groups -Campus Recruitment Complete Reference

J. Additional Readings:

https://www.indiabix.com/online-test/aptitude-test/

https://www.geeksforgeeks.org/aptitude-questions-and-answers/

Evaluation Scheme: Faculty led Continuous Evaluation

        Assignment -1   **10 %**   **(Middle of the semester)**

        Project   **10%**   **(01 week before last day of class)**

        Assignment -2   **10 %**   **(after Mid- term)**

        Mid -term   **20%**   **(Refer Academic Calendar)**

        End Term Exam   **50%**   **(Refer Academic Calendar)**

AEC-II	Communication & Personality Development	L	T	P	C
Version 4.0		3	0	0	3
Pre-requisites/Exposure	Language Skills				
Co-requisites	--				

Course Perspective

The course enhances public speaking and presentation skills, helps students confidently convey ideas, information & build self-reliance and competence needed for career advancement. Personality assessments like the Johari Window and Myers & Briggs Type Indicator (MBTI) provide frameworks to enhance self-understanding, helps people increase their self-awareness, understand and appreciate differences in others and apply personality insights to improve their personal and professional effectiveness. Interpersonal skills included in the course deal with important topics like communication, teamwork and leadership, vital for professional success.

Course Outcomes (COs)

CO1: Improve public speaking and presentation abilities to confidently convey ideas and information.
CO2: Understand the framework of Communication to augment oratory skills and written English
CO3: Cultivate essential soft skills required at the different workplaces.

Syllabus

Unit 1: Developing self and others   8 hours
Content Summary: Self Awareness, Personality Concepts (Personality Assessments -Johari Window, Myers & Brigg), Self-Management, Self Esteem, Self-Efficacy, Interpersonal skills, mindset, grit and working in teams.

Unit 2: Enhancing Reading and Writing Skills   6 hours
Content Summary: Speed reading and its importance in competitive examinations, techniques for speed reading, note-taking, and critical analysis. Paragraph Writing, Essay and Summary writing, Business Letter, Email writing

Unit 3: Effective Communication and Public Speaking   7 **hours**
Content Summary: Communication Framework, barriers & overcoming these barriers, Group Discussions, Extempore & Public Speaking drills, to manage stage fright and anxiety. Structuring and organizing a presentation (Oral & PPT), Etiquettes, Grooming, Body Language and Conversation starters, TMAY.

Unit 4:   Career Guide and readiness   15 hours

Cover Letter, ATS friendly resume, Elevator Pitch, Video Resume (Visume), Networking, Group Discussion, Mock Interviews. Capstone Project

End-Term Project (VIDEO RESUME): Guidelines

Each student has to create 60- 90 seconds video resume The video will then be uploaded on a shared drive by the candidate. Based on the video resume, candidate's performance will be rated and evaluated on parameters of relevance of content, industry specific keywords, project and assignments, body language, and language proficiency. The project should hold merit on demonstration of the below mentioned points**.**

I. Professionalism: The video should maintain a professional tone throughout. This includes your appearance, language, and demeanor.

II. Clarity and Conciseness: Information should be clear, concise, and directly relevant to the job or academic program you are applying for.

III. Relevance: Focus on highlighting skills, experiences, and qualities that are directly applicable to the position or program. Tailor your content to match the requirements and expectations of the target audience.

IV. Creativity and Engagement: While maintaining professionalism, your video should also be engaging and memorable. Use creativity to showcase your personality and make a positive impression.

V. Visual and Audio Quality: Ensure the video and audio are of high quality. Use proper lighting, a stable camera setup, and clear audio to enhance the viewing experience.

VI. Structure and Organization: Organize your video resume logically with a clear introduction, main points (such as education, skills, and experience), and a strong conclusion that reinforces your interest and suitability for the opportunity.

VII. Call to Action: Include a call to action at the end of your video, such as encouraging viewers to contact you for more information or to visit your LinkedIn profile.

VIII. Authenticity: Be genuine and authentic in your presentation. Show enthusiasm for the opportunity and let your personality shine through while maintaining professionalism.

IX. Accessibility: Ensure your video resume is easily accessible to your target audience. This might involve uploading it to a suitable platform and providing the link in your application materials.

XI. Compliance: Make sure your video resume complies with any guidelines or requirements set by the organization or employer. This includes length restrictions, content guidelines, and privacy considerations.

References

R1 Talking to Strangers – Malcom Gladwell

R2 Fierce Conversation - Scot Susan

R3 Public Speaking - William S. Pfeiffer, Pearson

R4 Soft Skills for Everyone – Jeff Butterfield

R5 Business Communication – Rajendra Pal, J S Korlahalli

R6 The power of Positive Attitude -Roger Fritz

R7   Believe in Yourself – Dr. Joseph Murphy

Additional Readings

- **Websites & MOOCs**

  www.16personalities.com

  www.tonyrobbins.com

- **Specific Research Papers**

  GALLUP PRESS RESEARCH

  FRANKLIN COVEY LEADERSHIP CENTRE

- **Videos**

  The 7 Habits of Highly Effective People, Dr. Stephen R. Covey

  I Am Not Your Guru, Tony Robbins

- **Podcast**

  The Tim Ferriss Show

- **Magazines**

  SUCCESS Magazine

- **Journals**

  The IUP Journal of Soft Skills

Evaluation Scheme: Faculty-led Continuous Evaluation

Presentation	**10%**	**(Middle of the semester)**
Mid - Term	**20 %**	**(Middle of the semester)**
Assignment	**10%**	**(1 week before last day of Class)**
Extempore	**10 %**	**(After Mid- Term)**
Viva - Voce	**20%**	**(Refer Academic Calendar)**
Project – Video Resume	**30%**	**(Refer Academic Calendar)**

AEC-III	Arithmetic and Reasoning Skills	L	T	P	C
Version 4.0		3	0	0	**3**
Pre-requisites/Exposure	Language Skills				
Co-requisites	--				

COURSE PERSPECTIVE.

The course aims to improve basic arithmetic skills, speed, and accuracy in mental calculations, and logical reasoning. These abilities are essential for a strong math foundation, helping students succeed in academics and various practical fields.

The Course Outcomes (COs).

On completion of the course the participants will be:

CO 1: Understanding arithmetic algorithms required for solving mathematical problems**.**

CO 2: **Applying arithmetic** algorithms **to improve proficiency in calculations.**

CO 3: **Analyzing cases, scenarios, contexts and variables, and understanding their interconnections in a given problem.**

CO 4: Evaluating & deciding approaches and algorithms to solve mathematical & reasoning problems.

Syllabus

Unit I: Mathematical Essentials   12 Hrs
Traditional Indian Calculation methods, Number types and divisibility principles, Practical uses of Percentage in calculating changes and discount, understanding Ratio and Proportion in everyday context.

Unit II: Fundamentals of Logical Reasoning   9 hrs
Blood Relations, Direction Sense, Coding Decoding

Unit III: Elementary Quantitative Skills   13 hrs
Simple and Compound Interest in everyday situations like loans, investment, Practical problems involving Averages, Real life examples and scenarios involving Partnership

Unit IV: Reasoning Skills   11hrs
Introduction to reasoning, logical reasoning, Analytical reasoning, deductive reasoning, Inductive reasoning, Abductive reasoning, Reasoning in Communication, reasoning in decision making, Reasoning in Research and analysis

Project: **Impact Analysis of a Major Event or Trend**

Project Overview

Students will analyze how a significant event or trend has impacted their field of study. This project will help them develop skills in data collection, analysis, and presentation while applying their disciplinary perspectives to a common subject.

Project Steps

Step 1: Define Objectives and Scope

1. **Identify Major Event or Trend:** Select a significant event or trend relevant to each discipline. For example:
    a. Psychology: Impact of remote work on mental health
    b. Political Science: Effects of social media on election outcomes
    c. English: Influence of digital media on contemporary literature
    d. Design: Impact of sustainable practices on design trends
    e. Law: Effect of recent legal reforms on case outcomes
2. **Determine Time Frame:** Decide the period for analysis related to the event or trend (e.g., pre- and post-event analysis, quarterly updates).

Step 2: Gather and Prepare Data

1. **Data Collection:** Collect relevant data from various sources:
    a. Psychology: Surveys, interviews, or existing research studies
    b. Political Science: Election data, social media statistics, or public opinion surveys
    c. English: Literary works, reviews, or author interviews
    d. Design: Design projects, industry reports, or user feedback
    e. Law: Case law, legal documents, or legislative records
2. **Data Cleaning:** Clean the data by removing inaccuracies, handling missing values, and ensuring consistency.
3. **Data Structuring:** Organize data into a structured format suitable for analysis, such as tables, charts, or text summaries.

Step 3: Prepare Report

1. **Summary of Findings:** Summarize key insights related to the impact of the event or trend on the field. Include trends, patterns, and significant changes.
2. **Visual Aids:** Create visualizations like charts, graphs, and infographics to support the

findings.

3. **Recommendations:** Provide recommendations based on the analysis. This could include strategic adjustments, areas for further research, or practical applications.

Step 4: Present Findings

1. **Create Presentation:** Develop a presentation that includes key findings, visual aids, and recommendations. Tailor the content to the specific perspective of each discipline.

2. **Discussion and Feedback:** Present the findings to peers or faculty, engage in discussions about the implications, and gather feedback for further refinement.

Example Application:

1. **Psychology:** Analyze how remote work trends have affected mental health and propose interventions or support systems.
2. **Political Science:** Investigate how the rise of social media has influenced election strategies and voter behavior.
3. **English:** Examine how the proliferation of digital media has changed literary styles and reader engagement.
4. **Design:** Assess how the emphasis on sustainability is shaping current design trends and practices.
5. **Law:** Evaluate the impact of recent legal reforms on case outcomes and the justice system
6. **References**
7. R1. Guha Abhijit: Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill Publication
8. R2. Quantitative Aptitude by R.S. Aggarwal
9. R3. Verbal & Non-Verbal Reasoning by R.S. Aggarwal
10. **J. Additional Readings:**
11. **https://www.indiabix.com/online-test/aptitude-test/**
12. **https://www.geeksforgeeks.org/aptitude-questions-and-answers/**
13. **https://www.hitbullseye.com/**

Evaluation Scheme: Faculty-led Continuous Evaluation

Assignment -1	**10 %**	**(Middle of the semester)**
Project	**10%**	**(01 week before last day of class)**
Assignment -2	**10 %**	**(after Mid-term)**
Mid-term	**20%**	**(Refer Academic Calendar**
End-Term Exam	**50%**	**(Refer Academic Calendar)**