DEPARTMENT OF JOURNALISM & MASS COMMUNICATION

Master of Arts in Journalism & Mass Communication (M.A JMC)

Learning Outcomes-based Curriculum Framework (LOCF)

M.A JMC (Two-Year) Programme

Syllabus (2021-22)

Progressive from Semester-1

(As per National Education Policy 2020)

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES, CENTRAL UNIVERSITY OF HARYANA MAHENDERGARH

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1. Background

Considering the curricular reforms as instrumental for desired learning outcomes, all the academic departments of the Central University of Haryana made a rigorous attempt to revise the curriculum of undergraduate and postgraduate programmes in alignment with National Education Policy-2020 and UGC Quality Mandate for Higher Education Institutions-2021. The process of revising the curriculum could be prompted with the adoption of ―Comprehensive Roadmap for Implementation of NEP-2020‖ in the 32nd meeting of the Academic Council of the University held on April 23, 2021. The Roadmap identified the key features of the Policy and elucidated the Action Plan with well-defined responsibilities and an indicative timeline for major academic reforms.

The process of revamping the curriculum started with a series of webinars and discussions conducted by the University to orient the teachers about the key features of the Policy, enabling them to revise the curriculum in sync with the Policy. Proper orientation of the faculty about the vision and provisions of NEP-2020 made it easier for them to appreciate and incorporate the vital aspects of the Policy in the revised curriculum focused on _creating holistic, thoughtful, creative and well-rounded individuals equipped with the key 21st-century skills for the development of an enlightened, socially conscious, knowledgeable, and skilled nation‘.

With NEP-2020 in background, the revised curricula articulate the spirit of the policy by emphasising upon— integrated approach to learning; innovative pedagogies and assessment strategies; multidisciplinary and cross-disciplinary education; creative and critical thinking; ethical and Constitutional values through value-based courses; 21st century capabilities across the range of disciplines through life skills, entrepreneurial and professional skills; community and constructive public engagement; social, moral and environmental awareness; Organic Living and Global Citizenship Education (GCED); holistic, inquiry-based, discovery-based, discussion based, and analysis-based learning; exposure to Indian knowledge system, cultural traditions and classical literature through relevant courses offering _Knowledge of India‘; fine blend of modern pedagogies with indigenous and traditional ways of learning; flexibility in course choices; student-centric participatory learning; imaginative and flexible curricular structures to enable creative combination of disciplines for study; offering multiple entry and exit points initially in undergraduate programmes; alignment of Vocational courses with the International Standard Classification of Occupations maintained by the International Labour Organization; breaking the silos of disciplines; integration of extra-curricular and curricular aspects; exploring internships with local industry, businesses, artists and crafts persons; closer collaborations between industry and higher education institutions for technical , vocational and science programmes; and formative assessment tools to be aligned with the learning outcomes, capabilities, and dispositions as specified for each course. In the case of UG programmes in Engineering and Vocational Studies, it was decided that the departments shall incorporate pertinent NEP recommendations while complying with AICTE, NBA, NSQF, International Standard Classification of Occupations, Sector Skill Council and other relevant agencies/sources. The University has also developed consensus on the adoption of Blended Learning with 40% component of online teaching and 60% face to face classes for each programme.

The revised curricula of various programmes could be devised with concerted efforts of the faculty, Heads of the Departments and the Deans of Schools of Study. The draft prepared by each department was discussed in a series of discussion sessions conducted at the

Department, School and University level. The leadership of the University has been a driving force behind the entire exercise of developing the uniform template and structure for the revised curriculum. The Vice-Chancellor of the University conducted series of meetings with Heads and Deans to deliberate upon the vital parameters of the revised curriculum to formulate a uniform template featuring Background, Programme Outcomes, Programme Specific Outcomes, Postgraduate Attributes, Structure of Masters Course, Learning Outcome Index, Semester-wise Courses and Credit Distribution, Course-level Learning Outcomes, Teaching-Learning Process, Blended Learning, Assessment and Evaluation, Keywords, References and Appendices. The experts of various Boards of Studies and School Boards contributed to a large extent in giving the final shape to the revised curriculum of each programme.

To ensure the implementation of curricular reforms envisioned in NEP-2020, the University has decided to implement various provisions in a phased manner. Therefore, the curriculum may be reviewed annually to gradually include all relevant provisions of NEP-2020.

The Guiding Principles adopted/adapted from the NEP 2020 to develop the Curriculum Framework for Master of journalism and mass communication program are:

G-1: Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment

G-2: Indian culture and values…Rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system

G-3: With the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand

G-4: With the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn but more importantly learn how to learn.

G-5: There must also be seamless integration and coordination across institutions and all stages of education

G-6: Facing and addressing these challenges will require high-quality interdisciplinary research across fields that must be done in India and cannot simply be imported; the ability to conduct one's research also enables a country to much more easily import and adapt relevant research from abroad much of the very best research in the world has occurred in multidisciplinary university settings.

2. Preamble

Learning Outcome-based Curriculum Framework is the need of the hour. This framework provides a paradigmatic shift from the traditional pattern of education to a choice-based credit system and includes enlightenment about the course aspects. The courses were introduced as per the course curriculum and the scheme and syllabi, but the LOCF format gives a detailed knowledge of what a student could learn from a course and how it will help him/her for better employment. Besides the main objectives of explicit description of the course, the LOCF format allows the students and teachers. Another hand extends based on asure the outputs in both qualitative and quantitative measures.

As per UGC, The fundamental premise of LOCF is to specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The LOCF approach makes the student an active learner, the teacher a good facilitator, and together they lay the foundation for lifelong learning.

The idea behind LOCF is to decide the desired outcome within the framework of the current Choice Based Credit System (CBCS) for undergraduate and postgraduate programmes and then design the curriculum to obtain these outcomes. The outcomes will be determined in terms of skills, knowledge, understanding, employability, graduate attributes, attitudes, values, etc., gained by students upon completing the course.

UGC wants to replace the marks or percentage-based evaluation system with CBCS, which "not only offers opportunities and avenues to learn core subjects but also exploring additional avenues of learning beyond the core subjects for holistic development of an individual. The Generic Elective (GE) course has to be compulsorily taken from an unrelated discipline/subject.

Hence, the new LOCF for Journalism and Mass Communication aims to impart more skill-based and practical training to the learners as per the nature of the field. This will enable the students to have a more holistic understanding of the subject and the ability to secure productive employment after completing their post-graduation.

In the current framework of M.A (MAJMC) in Journalism and Mass Communication, an effort has been made to offer more skill training and specialisation of the course fields. The course syllabus includes a varied mix of theoretical, practical, Skill-based, General elective, and Departmental elective courses. The students will choose and make a combination of subjects of their choice in each semester as per their desired interest areas. Each paper provides a complete description of what the learners will learn and the outcome after completing the particular course. It will help the students better understand and make the right choice with or without the help of others.

3. Introduction to Journalism and Mass Communication

Journalism and mass communication as an interdisciplinary subject touches almost all the branches of studies of human interest. Different departments of studies contribute equally to the development of humans and their world. Every branch shares a story with a large number of people and comes under journalism and mass communication.

The discipline Journalism and mass communication teach to create, manage and monitor the content that goes out to the masses. Mass Communication and Journalism both are the two sides of the same coin yet different. If the content is news, that mass communication function is called journalism. Other hands, there are many various forms of mass communication- Public Relations and marketing communication, Filmmaking, Photography, Radio and Television, Content Writing, Copywriting, digital media, information society and many more. From Information to entertainment, there are various platforms to practice Journalism and mass communication. It also accommodates new forms and technology to grow to all extents. Print to Digitization of mass media can be a great example. By practising this discipline, one can fulfil their passion for living things and contribute to humanity. As an academic discipline, it trains the fundamental practices and ethics of the domain.

In-depth research of different areas of journalism and mass communication is another facet of the discipline. It leads to contributing to the discipline itself and growing according to time and needs. There are ample opportunities to pursue independent research in the field of journalism and mass communication. At the same time, the discipline journalism and mass communication provides academic research at its full focus and strength and develops new academia in journalism and mass communication.

4. Programme Outcomes

On completing M. A. Programme, the students shall be able to realise the following programme outcome:

PO-1: Demonstrate holistic understanding of life in varied manifestations.

PO-2: Discuss and apply various social, political and literary trends in real-life situations.

PO-3: Understand and discuss contemporary socio-political, cultural and literary context through a multidisciplinary approach.

PO-4: Demonstrate an ability to use relevant theoretical concepts in real-life situations.

PO-5: Ability to integrate the traditional knowledge with the latest advances in social sciences and humanities.

PO-6: Formulate valid propositions on the basis of multidisciplinary and cross-disciplinary understanding of disciplines.

PO-7: Appreciate and analyse regional, national and international scenarios.

PO-8: Demonstrate the ability to interpret and analyse the realities of life from a social perspective.

PO-9: Propose solutions to the existing human problems as a well-informed and competent individual.

5. Programme Specific Outcomes

On completing M. A. in Journalism & Mass Communication, the students shall be able to realise the following outcomes:

PSO-1: Develop a critical understanding of communication and its varied forms.

PSO-2: Compare the trends in media produced in different contexts.

PSO-3: Exhibit Technical skill and competency for researching mass communication.

PSO 4: Enhancement soft skills and personality development

PSO 5: Enhance the ability to use language proficiently and correctly, both in speech and writing.

PSO 6: Develop understanding and competency on digital media

PSO 7: Command over various media Tools and techniques

PSO 8: Identify and apply an appropriate theoretical framework for media text.

PSO 9: Develop theoretical and practical capability on media Research

PSO 10: Hands-on training and field exposure

6. Semester wise structure

The programme is contenting of four semesters and required to achieve 104 credits are to be achieved through the various core, departmental electives, school level electives and open generic courses, demonstrated as below:

Course/Sem	Sem-1 (Credits)	Sem-2 (Credits)	Sem-3 (Credits)	Sem-4 (Credits)	Total
Master of Journalism and Mass Communication: 104 Credits					
Discipline Specific Courses Core (including practical training/dissertation)	20	25	15	20	80
Discipline Specific Elective Courses	4	4	8	0	16
Open Choice Courses/ GEC	4		4		8
Common Course(s) for Community Service/ Remembrance of University Kulgeet, National Anthem, National Song/ National Integration/Games and Sports/Campus Development					To be shown in the award list separately as per the University Guidelines
Total	**28**	**29**	**27**	**20**	**104**

7. Postgraduate Attributes

- Disciplinary Knowledge
- Creative and Critical Thinking
- Reflective Thinking
- Problem Solving
- Analytical Reasoning
- Communication Skills
- Research Skills
- Life Skills
- Multicultural Competence
- Moral and Ethical Values
- Life-long Learning
- Global Competency

8. Learning Outcome Index

Programme Outcomes and Programme Specific Outcomes

PO	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10
PO-1	X		X	X	X	X		X	X	X
PO-2		X	X		X	X	X	X		
PO-3	X		X	X		X	X	X	X	X
PO-4	X	X	X	X	X	X	X		X	X
PO-5	X	X	X	X	X		X	X	X	X
PO-6	X	X	X		X	X	X		X	X
PO-7	X	X	X		X	X	X	X	X	X
PO-8		X	X	X	X	X	X	X	X	X
PO-9				X	X	X	X		X	

Core Courses (CC):

PSO	CC 1	CC 2	CC 3	CC 4	CC 5	CC 6	CC 7	CC 8	CC 9	CC 10	CC 11	CC 12	CC 13	CC 14	CC 15	CC 16	CC 17
PSO-1	X			X	X	X	X	X		X	X	X	X	X			
PSO-2	X	X	X	X	X	X	X	X		X	X	X	X	X			
PSO-3	X				X			X	X	X	X	X	X	X	X	X	
PSO-4	X	X		X	X	X	X	X	X	X	X				X		
PSO-5	X	X	X		X	X	X	X	X	X	X				X		
PSO-6	X	X		X	X		X	X		X	X	X	X	X			
PSO-7				X				X	X	X	X	X	X	X		X	
PSO-8	X	X	X	X	X	X	X	X			X	X	X	X			
PSO-9	X	X			X	X		X							X		
PSO-10		X		X		X			X	X		X	X		X	X	

Elective Courses (EC):

PSO	EC-1	EC-2	EC-3	EC-4	EC-5	EC-6	EC-7	EC-8	EC-9	EC-10	EC-11	EC-12	EC-13	EC-14	EC-15	EC-16	EC-17
PSO-1	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
PSO-2	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
PSO-3				x	x		x		x	x	x		x	x	x		
PSO-4			x	x	x		x		x		x	x	x	x	x	x	x
PSO-5				x	x		x		x				x			x	x
PSO-6			x	x	x		x		x	x	x		x	x	x		
PSO-7				x	x	x	x		x	x	x		x	x	x		
PSO-8	x	x	x	x		x	x	x	x	x		x	x	x	x	x	x
PSO-9				x			x							x			
PSO-10							x		x		x				x		

9. Semester-wise Courses

Abbreviation/ Acronyms	Description
C	Core course
DCEC	Discipline Centric Elective Course
GEC	Generic Elective Course
SEC	Skill Enhancement Course
SEEC	Skill Enhancement Elective Course
SGEC	School-Based Generic Elective Course
L	Lecture
T	Tutorial/Presentation
P	Practical

Course Structure of Master of Journalism and Mass Communication (MAJMC) under Choice Based Credit System for the year 2021-22 and beyond

Total No. of Credits in Four Semesters = 104 (96 + 8) (MAJMC Course + Course offered by other Department)

Semester-I Total Credits: 24

The first semester shall consist of 24 credits with 4 core courses. There shall be a 4-credit GEC/MOOC course which students are required to choose from courses offered by any other department of the university or UGC approved MOOC courses. There shall be a 0 credit Soft skill course which will be evaluated in Grades (As per ordinance) and grades will not be included in aggregate.

S. No.	Course Code	Course Title	Type	L	T	P	Total Credit	Class Hours per week	Theory (Mark)	Practical (Mark)	Internal Mark	Total Mark
1	SHSS DJMC 010101 C 3205	Introduction to Communication-I	C	3	2	0	5	5	70	0	30	100
2	SHSS DJMC 010102 C 3115	Writing Skills	C	3	1	1	5	6	50	20	30	100
3	SHSS DJMC 010103 C 3205	Media Laws and Ethics	C	3	2	0	5	5	70	0	30	100
4	SHSS DJMC 010104 C 3205	Introduction to Media	C	3	2	0	5	5	70	0	30	100
5	SHSS DJMC 010105SEEC 2200	Soft Skills*	SEEC	2	2	0	0	4	70	0	30	0
6	**To be taken from other Department/MOOC ***		GEC	-	-	-	4	4	-	-	-	100
	Total						24	29				500

1 Credit Theory = 16 hours in a semester
*A student has to take 4 credits General Elective Course(GEC) from other departments / MOOC approved by C.U.H/ U.G.C
*Soft skill course evaluation will be in Grading (As per ordinance) and will not be included in aggregate.
Course Code offered to other Department students in Semester I is presented in the list of GEC Courses offered by DJMC (Table: 1)
Skill Enhancement Elective Course (SEEC),Core courses (C) , Generic Elective Courses(GEC)
L: Lectures T: Tutorial P: Practical Cr: Credits

(Table:1)List of GEC Courses offered by the DJMC to other Departments in Semester-I (Anyone to be chosen)

S. No.	Course Code	Course Title	Type	L	T	P	Total Credit	Class Hours per week	Theory (Mark)	Practical (Mark)	Internal Mark	Total Mark
1	SHSS DJMC 010106 GEC 3104	Media Literacy	GEC	3	1	0	4	4	70	0	30	100
2	SHSS DJMC 010107 GEC 3104	Marketing and Promotion	GEC	3	1	0	4	4	70	0	30	100
3	SIAS LIS 01 03 GEC 3104	Media and Information Literacy*	GEC	3	1	0	4	4	70	0	30	100

- **With the department of library and information science , the course would be available only with the approval of the BOS of LIB.I.Sc Department and readiness of joint offering of the course.**

Semester-II Total Credits: 29

The Second semester shall consist of 29 credits with 5 core papers including a 4-week internship and a 4-credit Discipline Centric Elective Course to be chosen out of the list.

S. No.	Course Code	Course Title	Category Code	L	T	P	Total Credit	Class Teaching/ Field-Based Activity Hours per week	Theory (Mark)	Practical (Mark)	Internal Mark	Total Mark
1	SHSS DJMC 010208 C 3205	Documentary film theory	C	3	2	0	5	5	70	0	30	100
2	SHSS DJMC 010209 C 3205	Communication Research	C	3	2	0	5	5	70	0	30	100
3	SHSS DJMC 010210 C 3205	Communication for Development	C	3	2	0	5	5	70	0	30	100
1	SHSS DJMC 010211 C 3115	Digital Media	C	3	1	1	5	6	50	20	30	100
5	SHSS DJMC 010212 C 0005	Internship (4-Weeks)	C	0	0	0	5	30	50	20	30	100
6		**Discipline Centric Elective Course (DCEC)***	DCEC				4	4	70	0	30	100
	Total						29	54				500

1 Credit Theory = 16 hours in a semester
*Anyone Discipline Centric Elective Course(DCEC) may be chosen from the list of DCEC Courses offered by DJMC(Table: 2)
*GEC Course offered to other Department in Semester II is presented in list of GEC offered by DJMC (Table: 3)
* With the end of the Second Semester End Exam, all students are required to go for a 4- weeks internship with a Media house/organization of their choice and/or in consultation with concerned teachers. They are also required to submit a Performance Assessment Report (PRA) in prescribed Proforma (Performa will be provided by the Department) and a performance Assessment Report to be submitted by the organization in which a student has completed the internship.

(Table: 2) List of Discipline Centric Elective Courses (DCEC) * offered by the DJMC in Ist Year (Semester II)

S. No.	Course Code	Course Title	Category Code	L	T	P	Total Credit	Class Teaching/ Field-Based Activity Hours per week	Theory (Mark)	Practical (Mark)	Internal Mark	Total Mark
4	SHSS DJMC 010213 C 3104	Contemporary Issues and Mass Media	DCEC	3	1	0	4	4	70	0	30	100
2	SHSS DJMC 010214 C 2204	Cross-Cultural Communication	DCEC	2	2	0	4	4	70	0	30	100

S. No.	Course Code	Course Title	Category Code	L	T	P	Total Credit	Class Teaching/ Field-Based Activity Hours per week	Theory (Mark)	Practical (Mark)	Internal Mark	Total Mark
	(Table: 3) List of GEC Courses offered by the DJMC to other Departments in Semester-II											
1	SHSS DJMC 010215 C 3104	Media and Society	GEC	3	1	0	4	4	70	0	30	100

The third semester shall consist of 27 credits with 3 core papers and two 4-credit Discipline Centric Elective Course (DCEC I & II) to be chosen out of the list. There shall be a 4-credit GEC/MOOC course which students are required to choose from courses offered by any other department of the university or UGC approved MOOC courses.

S. No.	Course Code	Course Title	Category Code	L	T	P	Total Credit	Class Teaching/ Field-Based Activity Hours per week	Theory (Mark)	Practical (Mark)	Internal Mark	Total Mark
1	SHSS DJMC 010316 C 3115	Reporting and Editing	C	3	1	1	5	6	50	20	30	100
1	SHSS DJMC 010317 C 3115	Advertising	C	3	1	1	5	6	50	20	30	100
1	SHSS DJMC 010318 C 3115	Audio Visual Production	C	3	1	1	5	6	50	20	30	100
4	**Discipline Centric Elective Course(DCEC) - I***		DCEC	-	-	-	4	4	-	-	-	100
5	**Discipline Centric Elective Course(DCEC) - II***		DCEC	-	-	-	4	4	-	-	-	100
6	**To be taken from other Department/MOOC ***		GEC	-	-	-	4	4	-	-	-	100
	Total						27	30				600

1 Credit Theory = 16 hours in a semester
Discipline Centric Elective Course (DCEC) I and II* shall be chosen from the List of DCEC offered by DJMC. (Table: 4)
*GEC Course offered to other Department in Semester III is presented in List of GEC offered by DJMC (Table: 5)

Table-4: List of Discipline Centric Elective Courses (DCEC) * offered by the DJMC in 2nd Year (Semester III)

S. No.	Course Code	Course Title	Category Code	L	T	P	Total Credit	Class Teaching/ Field-Based Activity Hours per week	Theory (Mark)	Practical (Mark)	Internal Mark	Total Mark
1	SHSS DJMC 010319 DCEC 2204	Media Marketing Management	DCEC	2	2	0	4	4	70	0	30	100
2	SHSS DJMC 010320 DCEC 2204	Public Relation writing	DCEC	2	2	0	4	4	70	0	30	100
3	SHSS DJMC 010321 DCEC 2204	Portfolio	DCEC	2	2	0	4	4	70	0	30	100
4	SHSS DJMC 010322 DCEC 2204	Cinema Studies	DCEC	2	2	0	4	4	70	0	30	100
5	SHSS DJMC 010323 DCEC 2204	Sports Journalism	DCEC	2	2	0	4	4	70	0	30	100

(Table: 5) List of GEC Courses offered by the DJMC to other Departments in Semester-III

S. No.	Course Code	Course Title	Category Code	L	T	P	Total Credit	Class Teaching/ Field-Based Activity Hours per week	Theory (Mark)	Practical (Mark)	Internal Mark	Total Mark

1	SHSS DJMC 010324 GEC 3104	Film Appreciation	GEC	3	1	0	4	4	70	0	30	100
2	SHSS DJMC 010325 GEC 3104	Event Management	GEC	3	1	0	4	4	70	0	30	100

Semester-IV Total Credits: 24

The fourth semester shall consist of 25 credits with 4 core papers. There shall be a 4-credit compulsory Discipline Centric Elective Course (DCEC) to be chosen out of 2 papers. There shall be a Non-Credit but compulsory Skill enhancement Elective paper of Communication Skills.

S. No.	Course Code	Course Title	Category Code	L	T	P	Total Credit	ClassTeaching/ Field-Based Activity Hours per week	Theory (Mark)	Practical (Mark)	Internal Mark	Total Mark
1	SHSS DJMC 010426 C 3105	Photography	C	3	1	1	5	6	50	20	30	100
3	SHSS DJMC 010427 C 3105	Advertising and Public Relations Writing	C	3	1	1	5	6	50	20	30	100
4	SHSS DJMC 010428 C 3105	Dissertation	C	3	1	1	5	6	50	20	30	100
5	SHSS DJMC 010429 C 3105	Internship (4-Weeks)	C	0	0	0	5	30	50	20	30	100
6	SHSS DJMC 010430C 3105	Communication Skills*	SEEC	3	2	0	0	5	70	0	30	100
7	**Discipline Centric Elective Course(DCEC) - II***		DCEC	-	-	-	4	4	-	-	-	100
							24					

1 Credit Theory = 16 hours in a semester
Discipline Centric Elective Course(DCEC) I* and II* choose from the List of DCEC offered by DJMC. (Table: 6)
GEC Course offered to other Department in Semester IV presented in List of GEC offered by DJMC (Table: 7)
* Before the end of the fourth Semester End Exam all students are required to go for a 4- week internship with a media house/organization of their choice and/or in consultation with concerned teachers. They are also required to submit a Performance Assessment Report (PRA) in prescribed Proforma (Performa will be provided by the Department). Performance Assessment Report to be submitted by the organization in which a student has completed the internship.

 (Table: 6) List of Discipline Centric Elective Courses (DCEC) * offered by the DJMC in 2nd Year (Semester IV)

S. No.	Course Code	Course Title	Category Code	L	T	P	Total Credit	Class Teaching/ Field-Based Activity Hours per week	Theory (Mark)	Practical (Mark)	Internal Mark	Total Mark
1	SHSS DJMC 010431 DCEC 2204	Gender and Media Sensitivity	DCEC	2	2	0	4	4	70	0	30	100
2	SHSS DJMC 010432 DCEC 2204	Art, Culture and Entertainment Reporting	DCEC	2	2	0	4	4	70	0	30	100
2	SHSS DJMC 010433 DCEC 2114	Graphic and Design	DCEC	2	1	1	4	4	50	20	30	100

 (Table: 7) List of GEC Courses offered by the DJMC to other Departments in Semester-IV

S. No.	Course Code	Course Title	Category Code	L	T	P	Total Credit	Class Teaching/ Field-Based Activity Hours per week	Theory (Mark)	Practical (Mark)	Internal Mark	Total Mark
1	SHSS DJMC 010434 GEC 3104	Social media Marketing	GEC	3	1	0	4	4	70	0	30	100

"Dissertation " deals with minor research work. Students have to submit a dissertation, completed with the guidance of assigned supervisors who shall guide students in completing their dissertation.

· Soft skill course evaluation will be in Grading (As per ordinance) and will not be included in aggregate.

Skill Enhancement Elective Course (SEEC),Core courses (C) , Generic Elective Courses(GEC)

Core Papers

First Year (Semester I)

1	SHSS DJMC 010101 C 3205	Introduction to Communication-I
2	SHSS DJMC 010102 C 3115	Writing Skills
3	SHSS DJMC 010103 C 3205	Media Laws and Ethics
4	SHSS DJMC 010104 C 3205	Introduction to Media

Semester II

5	SHSS DJMC 010208 C 3205	Documentary film theory
6	SHSS DJMC 010209 C 3205	Communication Research
7	SHSS DJMC 010210 C 3205	Communication for Development
8	SHSS DJMC 010211 C 3205	Digital Media
9	SHSS DJMC 010212 C 0005	Internship (4- Weeks)

Second Year (Semester III)

10	SHSS DJMC 010316 C 3115	Reporting and Editing
11	SHSS DJMC 010317 C 3115	Advertising
12	SHSS DJMC 010318 C 3115	Audio Visual Production

Semester IV

13	SHSS DJMC 010426 C 3105	Photography
14	SHSS DJMC 010427 C 3105	Advertising and Public Relations Writing
15	SHSS DJMC 010428 C 3105	Dissertation
16	SHSS DJMC 010429 C 3105	Internship (4- Weeks)

Elective Courses (EC)

Discipline Specific Elective Papers

Semester II

1	SHSS DJMC 010213 C 3104	Contemporary Issues and Mass Media
2	SHSS DJMC 010214 C 2204	Cross Cultural Communication

Semester III

3	SHSS DJMC 010319 DCEC 2204	Media Marketing Management

2	SHSS DJMC 010320 DCEC 2204	Public Relation writing
4	SHSS DJMC 010321 DCEC 2204	Portfolio
5	SHSS DJMC 010322 DCEC 2204	Cinema Studies
6	SHSS DJMC 010323 DCEC 2204	Sports Journalism

Semester IV

7	SHSS DJMC 010431 DCEC 2204	Gender and Media Sensitivity
8	SHSS DJMC 010432 DCEC 2204	Art, Culture and Entertainment Reporting
9	SHSS DJMC 010433 DCEC 2114	Graphic and Design

III. Generic/Interdisciplinary Course

Semester I

01	SHSS DJMC 010106 GEC 3104	Media Literacy
02	SHSS DJMC 010107 GEC 3104	Marketing and Promotion
03	SIAS LIS 01 03 GEC 3104	Media and Information Literacy*

Semester II

04	SHSS DJMC 010215 C 3104	Media and Society

Semester III

05	SHSS DJMC 010324 GEC 3104	Film Appreciation
06	SHSS DJMC 010325 GEC 3104	Event Management

Semester IV

07	SHSS DJMC 010434 GEC 3104	Social Marketing

IV. Skill Enhancement Course

Semester I

01	SHSS DJMC 010105SEEC 2200	Soft Skills*

Semester IV

02	SHSS DJMC 010430C 3105	Communication Skills*

10. Teaching-Learning Process

The MAJMC Programme is designed to encourage the acquisition of disciplinary knowledge, understanding, skills, attitudes and ethical values required for media and information-based professions and jobs. Keeping this in mind the teaching-learning experiences should be designed and implemented to enable active/participative learning of the students. Librarianship being a practice-oriented service profession, the development of practical skills constitutes an important aspect of the Programme's teaching-learning process. To provide knowledge, develop understanding and impart required skills in the students, a variety of teaching-learning approaches would be adopted. These include

- Expert Lectures from eminent Media Professionals
- Seminars, Discussions and debates
- Brainstorming sessions
- Case studies
- Demonstrations
- Practical
- Tutorials
- Group/ Peer teaching and learning
- Project-based learning
- Field-based learning
- Open-ended project work
- Quiz and games
- Technology-enabled learning, etc.

A teaching-learning process suitable to impart problem-solving, reasoning and analytical skills may also be adopted. Internship and/or industrial training in Media and other information organizations will be a value-adding teaching-learning opportunity. Modes of study are flexible, being offered on both, the student's traditional face-to-face experience is enriched with the support of an e-learning portal, i.e. CUH LMS.

11. Blended Learning

Blended learning is a combination of face-to-face and online learning in a way that one compliments the other. It provides individuals with the opportunity to enjoy the best of both worlds. For example, a student might attend classes in a real-world classroom setting and then supplement the lesson plan, activities, and resource-based learning that can take place online. The students can use the course of the CUH LMS portal using login and password.

The department employs a blended approach in teaching all the courses some way or the other but, the broad metrics of blended learning is presented in the following table:

The programme is contenting of four semesters and required to achieve 104 credits are to be achieved through the various core, departmental electives, school level electives and open generic courses, demonstrated as below:

Master of Journalism and Mass Communication: 104 Credits				
Course/Sem	Mode	Face to face	Online	Total
Core Courses /Practical/Dissertation	Blended	60	20	80
Discipline-Specific Elective Courses	Blended	10	6	16
Open Choice Courses/ GEC	Blended	3	1	8
Total		73	27	104

While actual delivery of knowledge the use of ICT enabled teaching-learning may slightly vary according to the knowledge and exposure of the individual faculty.

Integration of MOOCs with the Courses: The students are encouraged to take up the MOOCs. It would further help the students to understand the newer trends both in the area of the MOOC/ Study and also teaching-learning pedagogies. These courses may be described as self-study courses to attain some skills but will not be required to be passed/ qualified. It's solely up to the student how much of the content they would use, complete the course or not, and attain the certificate or not from the SWAYAM course after the examination.

10. Assessment and Evaluation

Assessment is within each unit, including the dissertation. Assessment methods vary according to the nature of the content and material. Individual written assignments and exercises are the norms, but some units may use other methods, including individual practical exercises, group work projects and unseen examination papers or compiling resources and bibliographies. Most assessments have an element of choice, allowing you to focus on aspects of interest. Assessment Criteria are descriptions, based on the intended learning outcomes, of the skills, knowledge or attitudes that you need to demonstrate to complete an assessment successfully, providing a mechanism by which the quality of an assessment can be measured. Grade- Related Criteria are descriptions of the level of skills, knowledge or attributes that you need to demonstrate to achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks. Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These may be provided in programme Statutes and Ordinances, unit specifications, on the virtual learning environment or attached to a specific assessment task.

The assessment activities may broadly be categorised as below:

• Continuous Comprehensive Evaluation (online or otherwise) at regular after the achievement of
each Course-level Learning Outcomes
• Formative Assessment based on activities of a learner throughout the programme instead
of one-time assessment
• Oral Examinations to test presentation and communication skills
• Open Book Examination for better understanding and application of the knowledge acquired
• Group Examinations on Problem solving exercises
• Seminar Presentations
• Review of Literature
• Collaborative Assignments
• Practical examination
• Evaluation of dissertation and project report

Students are encouraged to exchange thoughts, develop ideas and learn from one another. Assessment is by individual or group assignments aimed at developing self-reliance and autonomy and foster the capacity for lifelong continuing self-development and learning. The dissertation is a substantial component of the degree offering an opportunity to demonstrate a comprehensive understanding of a particular specialism and a systematic and professional approach to research. It is a substantive task that requires an investigation of a relevant chosen area under the supervision of a faculty.

11. Key Features

- ❖ NEP-2020 based Syllabus
- ❖ Wide range of core and elective courses
- ❖ Multi-disciplinary academic subject knowledge
- ❖ Properly spelt out measurable outcomes for each course
- ❖ Latest ICT tools and techniques incorporation in courses
- ❖ Opportunities for sustained Professional Growth
- ❖ Incorporation of professional values and Indian ethos
- ❖ Research-based practices through information, data and research literacies
- ❖ Technology-enabled teaching-learning practices
- ❖ Focus on Indian Knowledge System

12. References:

- Blended Mode of Teaching and Learning: Concept Note available on UGC website (Draft), available at: https://www.ugc.ac.in/pdfnews/6100340_Concept-Note-Blended-Mode-ofTeaching-and-Learning.pdf
- National Education Policy-2020. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Semester – I

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010101 C 3205	Introduction to Communication-I	C	3	2	0	5	5	70	0	30	100

Learning Outcomes

The learning outcomes of this paper are:

- The students will learn about different facets of communication.
- They will learn about the designing part of communication.
- They will also learn about communication techniques.
- The students will learn about the functioning of mass communication.

UNIT I Communication

- Communication: Meaning, Nature and Process
- Features of Human Communication
- Functions, Types and Forms of Communication
- Barriers to Communication
- Role of Communication in Society

UNIT II Communication Models

- Aristotle's model, Shannon & Weaver's mathematical model, Berlo's SMCR model, Lasswell's model, Osgood and Schramm's Circular model, Gerbner's Model, Schramm's Field of experience model

UNIT III Communication Situation

- Group dynamics, Dyad and Triad
- Peer pressures; Reference Group
- Groupthink; Communicative Action
- The cultural context of communication

UNIT IV Mass Communication

- Mass Communication: Concept, Features and Functions
- Concept and Characteristics of Mass Broadcasting and Narrowcasting
- Global Village and Retribalization
- Manufacturing consent: Propaganda, and Hegemony

Suggested Readings

- Baran and Davis. Introduction to Mass Communication Theory 5th Edition (Wadsworth, 2005) Berlo, David. The Process of Communication (1960)
- DeVito Joseph A. Interpersonal Communication Book (Pearson Education US, 2006) Fiske, John. Introduction to Communication Studies (Routledge, 1990)
- Kumar, J. Keval. Mass Communication in India, (Jaico, 2010) McLuhan, M. Understanding Media 2nd ed. (Taylor and Francis,2005) McQuail, Denis. Mass Communication Theory, 6th ed., (Sage, 2010)

- Narula, Uma. Handbook of Communication Models, Perspectives, Strategies(Atlantic, 2006) Narula, Uma. Mass Communication Theory and Practice (HarAnand, 2008)
- Rogers M. Everett. A History of Communication Study (Free Press, 1997)
- Sontag, Susan. et al. The Medium is the Massage: An Inventory of Effects (Penguin, 2008) Williams, Raymond. Communication (Penguin, 1976)

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010102 C 3115	Writing Skills	C	3	1	1	5	6	50	20	30	100

Learning Outcomes

- The learning outcomes of this paper are:
- The students will learn about the historical importance of writing.
- They will learn about the various kinds of writing.
- They will also learn about bilingual writing skills.
- The students will learn about the writing for media

UNIT I Basics of Writing

- Evolution of writing
- Importance of Writing
- Essentials of Good writing
- Language Skills and Media

UNIT II Writing for Communication

- Formal writing
- Writing for Self
- Writing for an individual and short group
- Writing for mass

UNIT III Translation in Writing

- Translation- Definition, significance and types
- Vocabulary- the importance of right words.
- Words & Phrases, synonyms & antonyms
- Writing for bilingual

UNIT IV Writing and Media

- Basic features of media writing
- Media Terminology
- Various forms of writing
- Style and structure of writing

Practical

- Multilingual translation (Minimum 5)
- Article writing (Minimum 5)
- News, editorial and feature writing (Minimum 5)
- Media writing (Minimum 5)

Suggested Readings

- Usha Raman, Writing for the Media, Oxford University Press, 2009
- Bruce Bartlet, Et. AL, Writing for Visual Media, Focal Press, 2013
- Basic Media Writing by Melvin Mencher

- Writing for the Mass Media (8th Edition) by James Glen Stovall
- Nortran, William Van, Media Writers Guide
- Dixit Surya Prasad, Media Writing Process

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010103 C 3205	Media Laws and Ethics	C	3	2	0	5	5	70	0	30	100

Learning Outcomes

- The students will learn about the history of media laws.
- They will learn about the different media laws.
- They will also learn about the different rules for safeguarding journalists.
- The students will learn about journalistic ethics.

Unit I

- History of Media Regulations in India; Need for media regulation; Press and Registration of Books Act; Press Council Act, 1978; Copyright Act-1957; Obscenity law; media regulators: IBF, NBA

Unit II

- Indian Cinematograph Act, 1952; Cable Television Regulation Act; 1995 Drugs and Magical Remedies (Objectionable Advertising) Act,1954, Parliamentary regulation, Prasar Bharati Act.

Unit III

- Right to Freedom of Speech and Expression, Article 19(a); Official Secrets Act, 1923; RTI Act, 2006; Defamation law; The Contempt of Court Act (as amended); Intellectual Property Rights; Privacy laws; The Information Technology Act, 2000 (as amended)

Unit IV

- Press Council of India's norms of Journalistic Conduct; NBA's Code of Ethics and Broadcasting Standards; Difference between Ethical vs legal; Press and accountability in Democracy; Ethical issues in Journalism, Regulation of social media

Suggested Readings

- C.S. Rayudu& S.B. NageswarRao Mass Media Laws and Regulations (Himalaya Publishing House, 2013)
- DD Basu. Law of the Press, (Prentice Hall, New Delhi, 2006) Rao, M. C. The Press, National Book Trust (1974)
- Menon, P. K. Journalistic Ethics (Pointer Publishers, Jaipur, 2005) Thakurta, P.G. Media Ethics (Oxford University Press, 2009)

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010104 C 3205	Introduction to Media	C	3	2	0	5	5	70	0	30	100

Learning Outcomes

- The students will learn about the overall understanding of the emergence of print media.
- They will learn about the different facets of Radio.
- They will also learn about the evolution of Television as a medium of mass communication.
- The students will learn about the emergence of Cinema, the Internet and digital convergence.

UNIT I Media evolution

- Evolution of print media: The World Context
- Folk media
- Pre and Post Indian Independence Journalism; Press during Emergency
- Major News Agencies: Indian and Foreign
- Press Commissions in India; Committees: Chanda, Verghese, Joshi
- MacBride Commission and NWICO

UNIT II Radio

- Beginning of Radio: India and World
- The emergence of All India Radio
- Radio Ceylon and BBC in Indian Radio scenario
- Commercial broadcast: FM Radios
- Non-commercial broadcast: Community Radio

UNIT III Television

- History of broadcasting
- Genesis and evolution of Television: India and World
- Doordarshan and Private Channel eras
- Educational Television in India- SITE, Edusat

UNIT IV Internet and Cinema

- Evolution of the Internet in India; Digital revolution; Digital convergence
- Cinema in India: Genesis, Evolution and Response
- Bollywood: Commercial, Parallel and Multiplex Cinema

Suggested Readings

- Adorno.T. The Culture Industry (Psychology Press, 2001)
- Asa Briggs, Peter Burke, Social History of the Media (Wiley, 2010) H.R.LuthraIndian Broadcasting (Publication Division, 1986)
- KC Sharma, & JN Sharma, Journalism in India: History Growth Development (Oscar, 2008) Kumar, Keval, J. Mass Communication in India, 4th Edition (Jaico, 1994)

- Mazumdar, Aurobindo, Indian Press and Freedom Struggle, (Orient-Longman, 1993), Natarajan, J, History of Indian Journalism, (Publications Division, 1955) R.ParthaSarathi. Journalism in India, (Sterling, 2001)
- S C Bhatt. Indian Press since 1955 (Publication Division, 1997)
- Vilanilam, J. Mass Communication in India: A Sociological Perspective (Sage, 2005)

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010105SEEC 2200	Soft Skills*	SEEC	2	2	0	0	4	70	0	30	0

Learning Outcomes
- Students would be familiar with the language and grammar for communication.
- Students would be trained in attractive presenting skills.
- Students will learn official communication skills.
- familiarize the different modern platforms of official communication.

Unit I

- Language Proficiency
- Difference between Written and Oral Communication
- Pronunciation: Clarity and Standardization, Intonation and Accent

Unit II

- Personality traits; Dressing: Formal and Casual
- Principles of good Listening; Body language

Unit III

- Writing letters: Official and Demi Official
- Writing official e-mails and SMS
- Social media and Netiquette

Unit IV

- Time management; Developing Leadership traits;
- Public speaking Cultural assimilation, Personal Virtues: Honesty,
- Keeping promises, Dedication Developing a sharp memory,
- Motivation for self-growth

Suggested Readings

Fredrick H. Wentz ,Soft Skills Training – A workbook to develop skills for employment

Barun K. Mitra, Personality Development and Soft skills , Oxford University Press

Semester II

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010208 C 3205	Documentary film theory	C	3	2	0	5	5	70	0	30	100

Learning Outcomes

- The students will learn about the rules and regulations of the media.
- The students will learn different laws and rules governing various reporting aspects.
- The students would be acquainted with the technical and legal aspects of the media field.

UNIT-1

- Introduction to documentary
- Documentary film movement in the world
- Documentary film development in India
- Important personality in documentary film making in India

UNIT -2

- Film theory
- Concept of non-fiction
- Realism in film
- Film semiotic
- Small screen and documentary

UNIT-3

- Copyright and intellectual rights issues
- Understanding of documentation
- Documentary for socio-culture development
- Propaganda and Campaign

UNIT-4

- Diegetic and Non diegetic
- Importance of sound in documentary
- Pre-production, Production and post-production
- 5-minute documentary filmmaking on any topic

Suggested Readings

- Reardon Nancy and Flynn Tom, On Camera: How to Report, Anchor and Interview, Focal Press
- Holman Tomlinson, Sound for Digital Video, Elsevier Publication
- Proffers Nicholas T, Film Directing Fundamentals, Focal Press
- Aufderheide Patricia, Documentary Film- A Very Short Introduction, Oxford Publication.
- Directing Documentary, Focal Press
- Mollison Martha, Production Video, Viva Books Private Ltd.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010209 C 3205	Communication Research	C	3	2	0	5	5	70	0	30	100

Learning Outcomes

- Enhance your understanding and appreciation of the study of communication and how knowledge is derived in the Communication discipline as a whole,
- Increase your knowledge of the principles, objectives, and limitations of different approaches to research and scholarship,
- Translate your research methods knowledge and skills into varying practical career fields.

Unit I

- Research and Research Perspective:
- Research and Research types;
- Social Research and Communication Research;
- Functional, Positivist, and Interpretive perspectives;
- Deductive and Inductive approaches;
- Theory and Method.

Unit II

- Research Design and Methodological approaches:
- Research Design;
- Meaning and types – Experimental, Descriptive and Exploratory;
- Quantitative and Qualitative Research and others, Mixed Method approach;
- Variables and Hypothesis – Types and Role of Communication Research.

Unit III

- Sampling and Data Collection: Sampling types and methods;
- Data collection tools – Observation, Interview, Schedule and Questionnaires, Focus Group; Presentation of data;
- Averages, Dispersion, Correlation and Association of attributes with exercises;
- Case study and Content Analysis; Test of Hypothesis;
- Validity and Reliability.

Unit IV

- Specified Methods for Communication Research:
- Semiology and Linguistics,
- Ethnography,
- Deconstruction, Discourse analysis,
- Textual and Intertextual reading.

Reading list:

- Reinard, J.; Introduction to Communication Research, (McGraw Hill, 2001)
- Sarantakos, S.; Social Research, (Palgrave, New York, 1988)
- Gillian Rose; Visual Methodologies, (New Delhi, Sage Publications, 2007)

- Young, P.V; Scientific Social Surveys and Research, (Prentice Hall of India Pvt. Ltd., 1984) Kothari, CR; Research Methodology, Methods and Techniques Calcutta, (Wiley Eastern Ltd.,
- 1985).
- Hansen, Anders & et al. ; Mass Communication Research Methods London, (Mc Millan, 1988)
- Paneerselvam; Research Methodology, (New Delhi, Prentice Hall of India, 2007).
- Watt, James H; Research Methods for Communication Science, (Sydney, Alliyn& Bacon, 1995).
- Churton, Mel; Theory and Method, (Hampshire, Mc Millan, 2000).

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010210 C 3205	Communication for Development	C	3	2	0	5	5	70	0	30	100

Learning Outcomes

- Upgrade human resources with specialized knowledge and skills on communication for social change.
- Expand the knowledge base of theories around development, and its interrelation to
- Culture, behaviour change, social transformation and; human rights principles.
- Understand the newer approaches to C4D concepts, methods and techniques.
- Impart skills on carrying out research, design, development, implementation, monitoring & evaluation of C4D interventions
- facilitate on the field exposure to techniques of designing and developing effective C4D strategies, interventions for social transformation.

Unit I Development and Development Communication :

- Definition, Dimensions and indicators of Development;
- India's Development Scenario; Under development Syndrome, Development Communication: Definition, Features and Theoretical Perspective – Modernization, Critical and Liberation Perspective;
- Approaches to Development Communication, Idea of Happiness
- Five-year Planning, Cleanliness and Development, Skill education and Development

Unit II Modes and Strategy of Development Communication :

- Development Communication as Social Action for Directed Change;
- Modes of DC – Diffusion of Innovation, Advocacy and National campaigns, Social Marketing; Specific Varieties – Health Communication, Educational Communication for lifelong learning, Development Support Communication (UNDP);
- Extension Services in India, Social Marketing, Empathy

Unit III Mass Media and Development :

- Mass Media and Development Communication; Media and Nation Building;
- Communicative Action (Habermas); Participatory democracy through Community Radio and Leadership communication role;
- RTI provisions in India; Minimal effect hypothesis, Development journalism, Development and Change, Development Reporting, Media Advocacy

Unit IV ICT and Social Media for Development :

- Digital divide, Access and use of ICT in India;
- Network Society and Expansion of Contacts;
- Social Media and Self Development;
- E-governance; Globalisation of Culture.

Reading list:

- Kapoor, I. The Postcolonial Politics of Development. (London and New York: Routledge,2008)

- Melkote, S. R. and Steeves, H. L. Communication for Development in the Third World: Theory and Practice for Empowerment, 2nd Edition. (London: Sage,2001)
- Mody, B. (ed.) International and Development Communication: A 21st Century Perspective, 2nd Edition, (Thousand Oaks, CA: Sage Publications, 2003)
- Roy, S. Globalisation, ICT and Developing Nations: Challenges in the Information Age, (New Delhi: Sage,2005)
- Manyozo, L. Media, Communication and Development: Three Approaches. (London: Sage,2012)

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010211 C 3205	Digital Media	C	3	1	1	5	6	50	20	30	100

Learning Outcome:

- demonstrate substantial in-depth knowledge about the meaning of digital media, information technologies and their uses in contemporary mediatized societies and cultures.
- Be aware of the current research in the area of digital media, culture and society.
- Adopt an independent and critical approach to information and research in the field of digital media and society.
- Demonstrate the writing skills required in the field of digital communication.
- Gain employment opportunities in the field of digital media and communication landscape.

Unit I Digital Media

- Digital Media: Definitions and Concept;
- Features of New Media;
- History of New Media; New vs Old media;
- World Wide Web: Concept and evolution

Unit II New Media Technologies

- Wearable technologies;
- Technological determinism;
- New Media Marketing;
- New Media Economy; Hyper-textuality;
- Digital Divide;
- Clouds technology

Unit III Society and New Media

- The Rise of Information Society;
- New Media Movements and Campaigns, Democratisation of Media/information;
- The phenomenon of YouTube Celebrities;
- New Media Literacy, Social Networking Sites & platforms, Netizens and Cyborgs,
- Internet addiction, Virtual World vs the Real-world

Unit IV Cyber Journalism

- Blogs,
- Microblogging sites like Twitter,
- Narrowcasting and Broadcasting Ethics of Cyber-journalism,
- Merits and Demerits of Cyber journalism,
- Effects of cyber journalism on society,
- Cybercrime and society

Practical

- Write content for different social media platforms
- Blogs, Web page, Digital poster
- Manage social media profile (like facebook, linkedin)
- Microblogging

Reading list:

- Lister, Martin, Jon Dovey, Seth Giddings, Iain Grant and Kieran Kelly. New Media: A Critical Introduction. 2nd ed. (Routledge, 2008)
- Manovich, Lev. The Language of New Media. Cambridge, (MIT press,

    2001) Papacharissi, Zizi, ed. A Networked Self: Identity, Community,

    and Culture on Social Network Sites. (New York: Routledge, 2011)

- Rettberg, Jill Walker. Blogging. Cambridge, (UK: Polity P, 2008)
- Bell, David and Barbara Kennedy, eds. The CyberCultures Reader. 2nd ed. (New York: Routledge, 2007)

Practical:

- Making a Blog.
- Use of social networking sites
- Selection of Content for New Media.
- Use of E-Mail

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010212 C 0005	Internship (4- Weeks)	C	0	0	0	5	30	50	20	30	100

At the end of the second semester and after Term-end Exams, all students are required to undergo a 4-week internship with a media house/organization of their choice and/or in consultation with concerned teachers. They are also required to submit a Performance Assessment Report (PRA) in prescribed Proforma (Performa will be provided by the Department). Performance Assessment Report to be submitted by the organization in which a student has completed the internship.

The PRA shall contain details of the internship (work/duties/tasks performed, copies of work done, assignment details etc.) is to be submitted within a month of commencement of the third semester or as per the deadline decided by the department/school.

Based upon this report Internal Examiner evaluate and power-point presentation, External Examiner shall conduct the viva-voce.

Learning Outcome:

The expected learning outcomes of this paper are as follows:

- Discuss the application of classroom theory in the context of the student's work experience
- Apply appropriate skills in the techniques of getting a job
- Recognize knowledge and skills that relate to the technical aspects of their discipline
- Demonstrate in a written work report a broad understanding of the organization for which the student worked
- Practice good work habits
- Establish interpersonal relationships through personal contacts on the job and employer evaluations

All of these goals and objectives are parts of the Internship program. For some students, some of the objectives may

be more important than others. However, the Internship is designed to be an individual course of study flexible

enough to meet the special individual needs of students and employers.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010213 C 3104	Contemporary Issues and Mass Media	DCEC	3	1	0	4	4	70	00	30	100

Learning Outcome:

- Understand and analyse some of the present-day environmental, political, economic and social concerns and issues.
- Highlight the importance of human rights and their implementation in India.
- Understand the present-day problems and challenges and their implications on development.

Unit–I

Ecology and its related concerns:

- Climate change and Global warming- causes, consequences and remedial measures · Deforestation- causes, consequences and remedial measures
- Coastal regulatory Zone- need and importance, CRZ Act
- Sustainable development- concept, need and significance
- Movements related to environmental protection

Unit- II

Human Rights
- UDHR and its significance
- CRC and CEDAW
- DRD

Legislative measures concerning India.

- **Women:** Constitutional Rights and legal safeguards, Domestic and Family Violence Act of 2012, Sexual Harassment Act at the Work Place 2013, The Criminal Law (Amendment) Act of 2013
- **Child**: Protection of Children from sexual offence Act -2012 (POCSO), ChildLabour Act with new amendments, Juvenile Justice (Care and Protection of Children Act) 2000.
- **Education**: Right to Education Act 2009
- **Health**: National Health Policy of 2015, Transplantation of Human organs Act of 2002, Prenatal Diagnostic Technique Regulation and prevention of Misuse amendment rules of 2003, Prohibition of sale of cigarettes and other tobacco products around educational institutions 2004.

Unit-III

Political concerns and challenges

- Crime and Politics
- Corruption: Causes and remedial measures. RTI Act, Lokpal Bill.

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- Whistle-Blowers- WhistleBlowers protection act 2011.
- Anti- State violence- Naxalism and its Impact.
- Insurgency concerning North-East – Issues involved, ULFA, Nagas, Manipur issue, AFSPA and its impact.
- Terrorism- causes, consequences and remedial measures

Unit- IV

Economic development and challenges:

- The Role of MIDC in the economic development of Maharashtra
- Special Economic Zone: Its role and significance in Maharashtra
- Food Security Act 2013
- Agrarian issues: rural indebtedness, farmers' suicides and its implications.

Social development and challenges:

- Tribal Issues: Marginalisation of the Tribals, Forest Rights Act, Land Acquisition Act. ∙ Police reforms: Problems faced by Police and the Need for Reforms
- Illegal immigration from Bangladesh: Challenges and impact
- Developmental Issues: Displacement and rehabilitation

Suggested Readings

- Rush Ramona, Oukrop Carole, CreedonPamola (2013), 'Seeking equity for women in Journalism and Mass Communication Education: A 30-year Update', Taylor and FrancisRanganathan Maya; Rodrigues Usha: (2010) Indian media in a Globalised World, Sag Publications
- Bareh Hamlet, (2001), Encyclopedia of North-East India: Assam, Mitthal Publications. Uma Kapila(ed) (2013)Indian Economy: performance and policies,14th edition Academic Foundation.
- V. K Puri and S.K Misra (ed) (2013)Indian Economy,31stedition.Himalaya Pub House.
- Asha Bajpai, (2011) Child Rights in India: Law, policy, and practice.
- Dr B Ramaswamy and Nitin Shrirang Mane, (2013) Human Rights: Principles and practices, Alfa Publication.
- R P Kataria and Salah Uddin (2013) Commentary on Human Rights Orient Publishing Company.
- J.Shivanand, Human Rights: Concepts and Issues,
- Ram Ahuja, (2012), Indian social Problems, Rawat Publications.
- Ghanashyam Shah, (2011) Social Movements in India, Sage Publications. ∙ A. R Desai, Rural Sociology.

Magazines and journals

- Down to Earth: Science and Environment Fortnightly
- Economic and Political Weekly
- Yojana

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010214 C 2204	Cross-Cultural Communication	DCEC	2	2	0	4	4	70	0	30	100

Learning Outcomes :

- Differentiate nuances of communication practices in different cultural contexts to recognize differences between different styles of communication across cultures.
- Analyze the challenges and opportunities of cross-cultural communication to make decisions informed by cultural cues.
- Apply theories of differences in communication styles across cultures to case studies of cross-cultural communication experiences.
- Reflect critically on individual communication strengths and growth areas to set professional goals for working in international, intercultural settings.

UNIT I Theoretical backdrop of Intercultural Communication

Culture; concept and definition, Indus Culture, Western Culture, Mixed Culture, Clothing, food and culture; Inter-region Migration; World Capitalistic System; Clash of Civilizations; Culture shock; Melting pot; Composite culture; East-West parallelism; Indian diversity

UNIT II Concepts and Definitions

Culture and Civilization, Intercultural Communication; Human Communication, Identities; Socio-linguistic exchange, Ethos and Values; Subcultures; Religious and Spiritual discourses; Global culture

UNIT III Process of Intercultural Communication

Cultural negotiations; understanding similarities and differences in cultures Experiencing with empathy, Cultural Acquisition and Blending, Skills of adaptation

UNIT IV Facilitating Factors and Barriers of Intercultural Communication

Facilitating Factors: Globalization, Internationalizing Media, UNESCO activities, Colonialism, Great Literature, Business pressures and interests

Restricting Forces: Civilizational and Ethnic Clashes, Social Prejudices and Stereotypes, Identity preservation, Fundamentalism, Food culture

Suggested Readings

- Edwin R. et al. Specifications of Intercultural Communication: A Reader (Cengage Learning, 2014) Hutington, S.The Clash of Civilizations and the Remaking of World

Order (Penguin, 1997) James W. CareyCommunication as Culture: Essays on Media and Society (Psychology Press, 1989)

- Martin, J.N. & Nakayama, T.K. Intercultural Communication in Contexts 5th Edition(McGraw- Hill, 2009)
- Martin, J.N. & Nakayama, T.K. (2002). Readings in Intercultural Communication. Experiences and contexts (McGraw- Hill, 2001)
- Samovar, Porter, Understanding Intercultural Communication: The Working Principles (2009).
- Thombre, A, Ramesh N. Rao Specifications of Intercultural Communication: The Indian Context (SAGE Publications India Pvt Ltd, 2015)

Celluloid Reference

- La Haine by Mathieu Kassovitz

Semester III

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010316 C 3115	Reporting and Editing	C	3	1	1	5	6	50	20	30	100

Learning Outcomes:
- Students would understand the significance of reporting.
- Students will be able to inculcate the news values and basics of news writing.
- Students would know the different styles of reporting for different mass media.
- Students will have an understanding of different types of reporting and reporting beats.
- Students would be familiarized with the basics of reporting, editing and recent trends in the field.

Unit - I

- News: Concept and definition, types of news, sources of news, the structure of news report
- Reporting: Concept, methods and techniques of news gathering, recent trends in reporting
- Techniques of news writing: Straight, Quoting, Interpretation, Comment, Analysis etc.
- Types of Reporting: Political, Economic, Crime, Science, Sports, Culture, Legislature, Judicial, Disaster, Accident, Travelogue, Conference, Environmental, Health, Developing follow-up, News Agency Reporting

Unit – II

- Newsgathering process and flow
- Reporting staff and their personalities and responsibilities; Reporters, Correspondents, Stringers, Freelancers, Citizen Journalists
- Approaches to Reporting: Objective, Interpretive, Investigative.
- Reporting Beats, Scoops, Ground Reporting, Web Reporting

Unit – III

- Reporting and Editing for Radio
- Structuring Radio Copy, Editing Agency Copy, and Illustrating copy with sound effects.
- Interview techniques and skills for Radio
- Field reporting, reporting specialised areas, investigative reporting, voice dispatches, and writing headlines.

Unit – IV

- Reporting and Editing for Television
- Reporting and editing a news package and news bulletin
- Interview techniques and skills for television
- Do's and Don'ts of Television reporting
- Writing for Broadcast News, Digital Media

Practical

- Collect news and write news for Print, Television, Radio, and Digital Media.
- Prepare a News Bulletin for Radio
- Prepare a news bulletin for Television
- Prepare 10 news reports of different beats.
- Record and Edit Interviews for Radio and Television.

Suggested Readings

- Parthasarthy, Rangaswami: Journalism in India, Sterling Publishers Pvt. Ltd., 1997.
- N N Sarkar: Art and Production, Sagar Publishers, New Delhi, 2001
- J K Sharma: Print Media and Electronic Media, Authors Press, 2003
- Paul De Maeseneer: Here is the News: A Radio News Manual, UNESCO
- Harrower, T.: The Newspaper Designer's Handbook. McGraw-Hill, 2005.
- Herbert Strentz, News Reporters and News Sources, Prentice Hall of India, 1992.
- Jan R. Hakemulder, Fay A.C. de Jonge and P.P. Singh, News Reporting and Editing, Anmol Publications, New Delhi, 1998.
- M L Stein and Susan F. Peterno. The News Writers' Handbook, Blackwell, 2006.
- Natarajan J: History of Indian Journalism, Publications Division, Ministry of Information & Broadcasting, Govt. of India, 1997
- Trikha, N.K.: Reporting, Makhanlal Chaturvedi Rashtriya Patrkarita Avam Sanchar Vishawvidyalya.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010317 C 3115	Advertising	C	3	1	1	5	6	50	20	30	100

Learning Outcomes:

1. Students would understand the meaning and significance of advertising.

2. Students would be familiarised with the structure and recent trends in the advertising industry.

3. Students would be able to identify, analyze, and understand the advertising environment.

4. Students would inculcate the creative process of preparing advertising messages for various mass media.

5. Students would be familiarized with identifying, understanding, and applying for integrated brand promotion.

Unit – I

- Advertising: Concept, Meaning and Definition, Features and functions
- Types of Advertising
- Growth of Advertising- World and India
- Advertising models: AIDA, DAGMAR

Unit – II

- Principles and Appeals in Advertising
- Components of Advertisement- Ad copy, Slogans, Body, Logo, Layout and Illustrations
- Planning and Designing advertisement for different media
- Marketing Mix, Advertising Campaigns, Consumer Segmentation, Target Audiences
- Leaflets, Brochures, Pamphlets, Coffee Table Book

Unit – III
- Advertising Agency: Meaning, Structure, and functions
- Advertising Budget- Planning and Coordinating
- Media Planning- Choosing appropriate media for advertising
- Advertising as a Branding strategy
- Growth and recent trends in the advertising sector

Unit – IV
- Advertising Regulatory Mechanism
- Code and Ethics of Advertising
- Advertising regulatory bodies: ASA, ASCI
- Research and Advertising
- Major Laws related to Advertising

Practical

- Prepare five advertisements for print media
- Prepare five advertisements for Radio
- Prepare Leaflet, Brochure, Pamphlets, and Coffee Table Book
- Prepare five advertisements for Television
- Prepare two advertisements for Web Media

Suggested Readings

1. Tellis, Gerard J. Effective Advertising; New Delhi, Response books, 2006.
2. Blythe, Jins; *Marketing Communications*, (New York; PHI; 2000)
3. Kotler, Philip and Gary Armstrong; *Principles of Marketing*, (New Delhi, Pearson Education, 2004).
4. Jib Fowles, *Advertising and popular culture*, (Sage Publications, 1996)
5. Mary Cross; *Advertising and Culture,* (Prentice Hall, 2001).
6. Chunawalla SA & Sethia KC, *Foundations of Advertising Theory and Practice*, Himalaya Publishing House, Delhi.
7. Batra Rajeev et.al. *Advertising Management (Fifth Edition)*; Prentice Hall of India, New Delhi, 2000.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010318 C 3115	Audio Visual Production	C	3	1	1	5	6	50	20	30	100

Learning Outcomes

1. Students would understand the basics of electronic media productions.

2. Students would be trained for audio-visual productions.

3. Students will learn different audio-video production equipment and software for editing.

4. Students would inculcate the skills required for AV (Audio-visual productions) industry.

5. Students would be familiarized with audio-visual productions for different formats and media.

Unit – I

● TV studio and production: structure and working
● Video Camera: Parts, working, features and effects: optical zoom, digital zoom, focal length, focus, depth of field, aperture, neutral density filter, shutter speed, white balance, image distortion, shooting frame rate, aspect ratio.
● Advanced video cameras
● Basics of audio: properties of sound, types of program sounds, the concept of sound, functions of sound, types of microphones
● Terms used in the audio recording: Fade-in, Fade-out, fade under, sweetening, phase cancellation; Audio Faders and Mixers, Audio Formats
● Editing: Introduction, Elements: Motivation, Information, Composition, Sound, Camera angle, Continuity; Transitions: Cut, Dissolve, Fade, Wipe, Editing Modes, Linear Editing, Non-Linear Editing.

Unit – II

● Role and responsibilities of personnel for video production
● Role and responsibilities of personnel for News
● Production process: Pre-Production, Production, and Post-Production

Unit – III

● Various genres of TV programmes, TV news copy
● Audio-visual documentary: Scripting, Elements of a documentary, writing a documentary proposal
● Scripting Fiction: Basic Concept, Developing plot, character development and dialogue.
● Lighting and Audio-Video Productions: Properties of Light- intensity, colour, quality, dispersion, direction factors that influence light, lighting surface, lighting objects, lighting different situations, lighting ratio

Unit – IV
- Production for Print, Advertising, and Digital Media
- Producing advertisements, Photo production and editing for print, Digital Media Production
- Do's and Don'ts of Audio-video production
- Basics of audio-video production for the web especially social media

Practical

- Write for different types of programs.
- Anchoring with using Teleprompter
- Recording and editing voice-over for different programs.
- Moderating studio news program.
- Record and Edit Documentary.
- Prepare audio-visual assignments as per recent times and trends.

Suggested Readings

1. Television Production Handbook, Herbert Zettl, Wadsworth, Belmont, 2003
2. Shooting TV News: Views from Behind the Lens, Rich Underwood, Focal Press, Oxford, 2007
3. Nonlinear Editing: Storytelling, Aesthetics and Craft, Bryce Button, CMP Books, Berkley, 2002
4. Video Editing: A Post Production Primer, Steven E. Browne, Focal Press, Amsterdam, 2002.
5. How Video Works: From Analog to High Definition, Focal Press, Oxford, 2007
6. The Economic Regulation of Broadcasting Markets: Evolving Technology and Challenges for Policy, Ed. Paul Seabright and Jurgen Von Hagen, Cambridge, 2007
7. Broadcast Management in India: Major Guidelines and Policy Frameworks, Angela Wadia, Kanishka Publishers, New Delhi, 2007.
8. Indian Television and Video Programmes: Trends and Policies, Mridula Menon, Kanishka Publishers, New Delhi, 2007

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010319 DCEC 2204	Media Marketing Management	DCEC	2	2	0	4	4	70	0	30	100

Learning Outcomes:
- Students would understand the basics of Media management.
- Students would know different marketing aspects and models of marketing management.
- Students would learn crisis management and conflict management in Marketing Management.
- Students would inculcate the skills required for Management and Marketing field.
- Students would be familiarized with Media organisations, ownership patterns, structures and working.

Unit – I

- Media Management- Definition, Concept and Scope
- Principles of Management - Taylor, Fayol, Mayo
- Functions of Media Management
- Role of Media in Marketing
- Regional, National, and International Marketing

Unit – II

- Media ownership
- Structure of a Media Organization
- Crisis Response in Media Organization
- Staff selection in Media Organizations

Unit – III
- Media Marketing: Definition, Concept and Scope
- Media Products and Media Markets
- Different Marketing Models: Mckinsey model, Ansoff matrix
- The BCG matrix, Diffusion of Innovation, DRIP, 7 P of Marketing Mix, Push and Pull Marketing, HTP model, SWOT analysis
- Digital Media Marketing
- Instruments of Media Marketing Measurement- TRP, TAM, RAM, ABC, IRS Revenue-Expenditure in Media

Unit – IV
- Organizational Behaviour: Definition, Importance and Scope
- Types of Conflict- Intrapersonal, Interpersonal and Organizational Conflict Management
- Stress Management- Definition and Causes of Stress, Porter 5 forces

Suggested Readings

- Koontz, H. (2010). Essential of Management. New Delhi: Tata McGraw-Hill Education.
- Saxena, S.C. (2000). Principles and practices of management. Africa Beyond: Pratiyogita Sahitya.
- Kotler, P. and Armstrong G. (2008). Principles of Marketing (12th Edition). India: Prentice-Hall.
- Ramaswamy, V.S. and Namakumari, S. (2002). Marketing Management. Macmillan India Limited.
- Rucker, F.W. and Williams, H.L. (1969). Newspaper Organization and Management. Iowa State University Press.
- Singhal, M. (2014). Media Management. New Delhi: Random Publication.
- Marketing Management - A South Asian Perspective:: Philip Kotler, Keller, Koshy and Jha, Published by Pearson Education
- The Practice of Management: Peter Drucker, published by Elsevier Ltd.
- Media Management: A Casebook Approach (Routledge Communication Series) by George Sylvie, Jan Wicks LeBlanc, C. Ann Hollifield, Stephen Lacy
- Handbook of Media Management and Economics by Alan B. Albarran, Sylvia M. Chan-Olmsted, Michael O. Wirth 6. Strategic Management in the Media: Theory to Practice by Lucy Keung, SAGE

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010320 DCEC 2204	Public Relation writing	DCEC	2	2	0	4	4	70	0	30	100

Learning Outcomes:
- Students would understand the basics of Public Relations.
- Students would know about publicity, propaganda, advertising, Digital PR, Corporate communications etc.
- Students will learn different tools and methods of Public Relations.
- Students will inculcate the writing skills for PR writing.
- Students would be familiarized with the laws and ethics of Public Relations.

Unit – I

- Definition and Concept of Public Relations, Publicity, Propaganda, Advertising
- Fundamentals of Writing
- Functions of Public Relations
- PR Writing- Features and functions
- Writing aspects: Lucidity and Directness, Authenticity and credibility, Authorial voice

Unit – II

- Writing for Print Media
- Basics of Reporting and Editing
- Writing Features, Articles, Blogs, Backgrounders, News Analysis
- Writing for PR- Basics

Unit – III
- Different PR writing styles
- Writing for Crisis Management
- Writing Press Release, Difference between news, story and press release
- Writing Minutes, Memos, Report, Letter

Unit – IV
- Three models of PR: Propaganda, Publicity, and two-way public relations
- Latest trends in PR and PR writing
- Writing for different PR tools

Suggested Readings

- Public Relations in India by J. M. Kaul, Kolkata: Naya Prokash.
- Public Relations: The Profession and the Practice by Baskin W.Otis, AronoffE. Croig and Lattimore Dan. Dunique: Brown & Benchmark.
- Vigyapan aur Jansampark by Jaishri Jethwaney, Ravi Shanker and Narender Nath Sarkar. New Delhi: Sagar Publications.
- Basic Media Writing by Melvin Mencher.
- Writing for the Mass Media (8th Edition) by James Glen Stovall.
- Writing for Digital Media by Brian Carroll: Taylor & Francis.
- Journalism: Principles and Practice by Tony Harcup.
- Scholastic Journalism, 12th Edition by C. Dow Tate, Sherri A. Taylor.
- Writing for Visual Media by Anthony Friedmann: Taylor & Francis.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010321 DCEC 2204	Portfolio	DCEC	2	2	0	4	4	70	0	30	100

Learning Outcomes :
- Students would be trained for journalistic works.
- Students would be able to write and produce for different mass media.
- Students will have practical training along with academics.
- Students will inculcate the skills for writing and working in the media field.
- Students would be familiarized with the media environment through these practical works.

In this course, each student shall prepare a portfolio containing the productions carried out during the course. A minimum number of productions mentioned against each item must be part of the portfolio. Here, Portfolio refers to the class note in which the concerned teacher assigns work, corrects, and needs to be asked to rewrite and puts his signature on every work assigned with a date. The portfolio is for 40 marks. An external examiner will take a test giving three practical questions and students need to answer any two. That will be 30 marks. A student who does not have a portfolio will not be allowed to appear for the examination.

Practical:

- News Report of the events around-07
- Article -05
- Feature -05
- News analysis -05
- Press Release —05
- Development story-03
- Development article -02
- Backgrounder -02
- Caption writing for photographs ---05
- Newspaper Page make up-1
- Magazine Page design-1
- Newsletter -1
- Leaflets/Brochures/Posters/Coffee Table Book- 3

In addition to the above, as assigned by the concerned teacher.

Suggested Readings
- Feature Writing for Journalists, Sharon Wheeler, Routledge, New York.

- George, A.H. (1990). News Writing, Kanishka Publications.
- Stein, P. & Burnett (2000). News Writer's Handbook: An Introduction to Journalism, Blackwell Publishing.
- Intule & Anderson (2002). News Writing and Reporting for today's media, MCGraw Hill Publication.
- Julian, Harris, Kely Leiter, Stanley, Johnson, 'The Complete Reporter, Macmillan Publishing Co, New York.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010322 DCEC 2204	Cinema Studies	DCEC	2	2	0	4	4	70	0	30	100

Learning Outcomes:
- Students would be familiar with the glorious journey of cinema.
- Students would be trained in motion picture productions.
- Students will learn operating production equipment and software for editing.
- Students would inculcate the skills required for the Cinema industry.
- Students would be aware of producing motion pictures for different formats and media.

Unit – I

- Introduction to Indian Motion Picture Industry
- Research in motion picture production
- History of Cinema, Screen Grammar
- Film Theory
- The golden period of Cinema
- Regional Cinema vs. Bollywood
- FTII, Cinema as Industry

Unit – II

- The Art of Storytelling
- Motion picture: Production and Management
- Motion Picture Censor Certification, Distribution and Exhibition
- Production of Short Film: Writing, Shooting, Editing and directing narrative
- Single screen vs. multiplex cinema
- Liberalisation and Cinema

Unit – III
- Dynamics of picture and sound
- Types of sound in film production
- Creative, technical, and business aspects of motion picture production
- Current status, challenges and opportunities in the entertainment industry, OTT platforms

Unit – IV
- Basics of Composition of static shots
- Basics of Composition of moving shots
- Recording and editing shots and soundtracks for moving picture
- Film as an Art: Perspective and Descriptive theories
- Films and Culture, Films and Society, Film and the observer

Suggested Readings

- B. D. Garga, So Many Cinemas- The Motion Picture in India, Bombay, Eminence Design Pvt. Ltd 1996.
- Erik Barnouw and S. Krishnaswamy: Indian Films, New Delhi, Oxford, 1986.
- Rajadhyaksha, A., & Willemen, P. (Eds.). (2014). *Encyclopedia of Indian cinema*. Routledge.
- Saran, R. (2014). *History of Indian cinema*. Diamond Pocket Books Pvt Ltd.
- Ray, S. (2017). *Deep Focus: Reflection On Indian Cinema*. HarperCollins.
- Chaki, S. (2015). *A Journey Through 100 Years of Indian Cinema: A Quizbook on Indian Cinema*.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010323 DCEC 2204	Sports Journalism	DCEC	2	2	0	4	4	70	0	30	100

Learning Outcomes:
- Students would be acquainted with the general understanding of Sports Journalism.
- Students would be trained for covering sports news, events and various games.
- Students would learn different aspects of Sports reporting, Writing, rules, laws and others.
- Students would inculcate the skills required for Sports Journalism.
- Students would be familiarized with Sports personalities, Sports Journalists, Experts etc.

Unit – I

- Concept and Definition of Sports Journalism
- Basics of Sports Journalism
- Types of Sports Reporting
- Reporting vs. Commentary

Unit – II

- Basics of Sports Reporting for Print Media
- Basics of Sports Reporting for Radio
- Basics of Sports Reporting for Television
- Basics of Sports Reporting for Web Media

Unit – III
- Rules and Regulations of Olympic games reporting, CommonWealth games
- Reporting various games: Cricket, Football, Hockey, Athletics, Tennis and Other Sports Events
- Do's and Don'ts of Sports Journalism
- Technical terminology in the field of Sports Journalism
- Selecting Photos and Photo caption writing for Sports Journalism

Unit – IV

- Rules governing Sports Journalism
- Studio vs. Field Interview
- Ethics of Sports Journalism
- Recent trends in Sports Journalism

Suggested Readings

- Lambert, C. M. (2018). *Digital sports journalism*. Routledge.
- Washburn, P. S., & Lamb, C. (2020). *Sports Journalism: A History of Glory, Fame, and Technology*. University of Nebraska Press.
- Kian, E., Schultz, B., Clavio, G., & Sheffer, M. L. (2019). *Multimedia Sports Journalism: A Practitioner's Guide for the Digital Age*. Oxford University Press.
- MacNeill, M. (1995). Women, Media and Sport: Challenging Gender Values. *Canadian Woman Studies*, *15*(4).
- Fleming, C. (Ed.). (2006). *Introduction to Journalism*. Sage.

Semester IV

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010426 C 3105	Photography	C	3	1	1	5	6	50	20	30	100

Learning Outcomes:

- The students will learn Professional photography skills.
- They will learn different techniques of photography.
- They will also learn about societal and cultural expressions through photography.
- From the practical component, they will learn how to use cameras, equipment, and software efficiently for photography.

Unit I

- Evolution of Photography
- Types of Camera: Film-based and digital
- Parts and Functioning of a camera
- Types of Camera Lenses; Micro and Macro photography

Unit II

- Exposure Triangle: Aperture, ISO and Shutter Speed.
- Basic Composition of shots
- Types of Camera angles and Shots
- Concept of Focus and Depth of Field

Unit III:

- Types of Camera Lenses
- Equipment of photography: Flash, tripods, battery, flash memory, lighting meter, filters Light: Characteristic and Types
- Lighting sources and types and modifiers

Unit IV:

- Types of Photography: Portrait, Landscape, Sports, Wild-life Photography, Nature Photography, Candid Photography, Street Photography
- Studio and Outdoor Photography
- Basic working in Photoshop
- Layers, Brushes, filters and tools of Photoshop

Practical:-

- Creating 5 photos each in the following categories
- Portrait
- Street
- Landscape

- Rural
- Concept shoot

References

- Kelby, S. (2006).The Digital Photography.San Francisco: Peachpit Press.
- Barnbaum, B. (1994).The Art of Photography. Korea: Rocky Nook.
- Long, Ben. (2012). Complete Digital Photography. Delmar Cengage Learning.
- Peterson, B. (2010). Understanding Exposure. Amphoto Books.
- Gustavson, T. (2009). Camera: A History of Photography from Daguerreotype to Digital. New York: Sterling Innovation.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010427 C 3105	Advertising and Public Relations Writing	C	3	1	1	5	6	50	20	30	100

Learning Outcomes:

● The students will learn about creating a better relationship between the organisation and society.

● They will learn to express the creative aspects of the product.

● They will also learn about how to convince the target audience through the media.

● From the practical component, they will learn about different tools for creating and disseminating advertising messages effectively.

Unit I

● Public Relations Writing

● Fundamentals of PR writing
● Creativity in PR writing
● Press Release, News, feature, PR writing, House Journal Writing
● Photo caption Writing
● Crisis management writing

Unit II

● Writing for Internal and External Public
● Writing for Digital media, Blog, Email, SMS
● Ethics in Public Relations; PRSI code
● PR Campaign Writing

Unit III

● Writing for Advertising
● Classified, Display Ads, Special target Audience writing
● Advertising campaign writing

● Creativity in Advertising

● The different advertising writing style

Unit IV

● Advertising appeals
● Corporate identity for image building
● PR and corporate advertising
● Case Studies: Corporate Communication

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- Case Study Writing
- Media writing in crisis (Covid 19 pandemic)

Practical:

- Writing Press Release-5
- Preparing PR Case Study-2
- Writing PR feature-5
- Developing PR Campaign-2
- Preparing Press Kit (Organization's brief, press release)-1

References

- Paul, B. (1966). *Corporate Public Relations*. New York: Reinhold.
- Philips, L. (). *Lesley's Handbook of PR and Communication*. New York: American Management Association.
- Jetwani, Varma, and Sarkar (1994). *PR concept and strategies tools*.New Delhi: Sterling.
- Frazier, M. and Carfield (1977). *Public Relations Principles, Cases and problems*. Richard Irwin (Seventh Edition).
- Burton, P. (1966). *Corporate Public Relations*. New York: Reinhold.
- Reddi, N.(2015). *C.V. Public Relations Society of India - An introduction*.Hyderabad: PRSI.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010428 C 3105	Dissertation	C	3	1	1	5	6	50	20	30	100

Learning Outcomes:

- The students will learn the basics of research.
- They will learn about the different methods and techniques of research.
- They will also learn about how to identify research problems.
- From the practical component, they will learn how to generalise research results in society.

A dissertation shall be written by students under guidance from department faculty or guide after mutually discussing and agreeing upon. The dissertation may also cover topics of interdisciplinary nature.

References:

- Baran and Davis. *Introduction to Mass Communication Theory* 5th Edition (Wadsworth, 2005)

- Berlo, David. The Process of Communication (1960)

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010429 C 3105	Internship (4-Weeks)	C	0	0	0	5	30	50	20	30	100

Learning Outcomes :

- The students will have practical exposure.
- They will learn about the different methods and techniques of working in the mass media.
- They will also learn about how to identify news and how to cover it.

- From the practical component, they will learn how to produce for different program genres and mass media.

At the end of the 3rd semester and after Term-end Exams, all students are required to undergo a 4-week internship with a media house/organization of their choice and/or in consultation with concerned teachers. They are also required to submit a Performance Assessment Report (PRA) in prescribed Proforma (Performa will be provided by the Department). Performance Assessment Report to be submitted by the organization in which a student has completed the internship.

The PRA shall contain details of the internship (work/duties/tasks performed, copies of work done, assignment details etc.) to be submitted within a month of commencement of the third semester or as per the deadline decided by the department/school.

Based upon this report Internal Examiner evaluate and power-point presentation, External Examiner shall conduct the viva-voce.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010430C 3105	Communication Skills*	SEEC	3	2	0	0	5	70	0	30	100

Learning Outcomes:
- To develop the skills for professional communication.
- To train the students for developing communication skills for different contexts in the profession.
- To learn different writing techniques for professional communication.
- To inculcate the skills required for expressing through Resume and Curriculum Vitae.
- To familiarize me with creativity and different communication activities.

Note: As it is non -credit course, there will be two lectures and two practicals every week. There will be four units in this course. The students shall be required to submit practical assignments before the term-end examination based on paper. The examination of the course shall be conducted as a theory and practical exam both.

Unit-1

- Communication as Process
- Motives for Communication
- Effective Communication And its benefits
- Barriers to effective communication

Unit-2

- Formal writing and literary writing
- Writing Styles
- Writing CV
- Formal Letters
- JAM (Just a minute talk)
- Minute Memo
- Letter Writing

Unit-3

- Spoken language: Accent and Vocabulary
- Greetings and Introduction
- Public Speaking, Group Discussion, Extempore
- Presentation skills

Unit 4

- Personality traits
- Dressing Code
- Communicating through body language: Gestures, Postures, kinesis,
- Mannerisms and Etiquettes
- Listening with empathy

Suggested Readings

- Sethi, J & etal. A Practice Course in English Pronunciation. New Delhi: Prentice-Hall of India.
- Pal, R. and Suri, P.L. (2011). English Grammar and Composition.New Delhi: Sultan Chand Publication& Sons.
- Leena, S. (2009).Communication Skills, New Delhi: Prentice-Hall of India.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010431 DCEC 2204	Gender and Media Sensitivity	DCEC	2	2	0	4	4	70	0	30	100

Learning Outcomes:
- To acquaint students with the basics of Women rights.
- To train the students for covering women related issues in the media.
- To learn different aspects of reporting for women empowerment.
- To inculcate the skills required for Women Journalism.
- To familiarize with famous personalities and reporting in the field.

Unit 1

- Status of Women and Mass Media
- Urban and Rural attitudes towards women prevailing in the society 1.3 Commodification of women
- Projection of women's image by the media
- Women Rights
- Women Reporting
- Prominent Women Media Journalist of India and abroad
- Prominent women personalities in the current times

Unit 2

- Gender and Media Sensitivity
- Transgender
- Theoretical perspectives on Women studies
- Classical
- Marxist
- Feminism, Emerging trends

Unit 3

- Role of Media in Women development & welfare.
- Women professionals in Media
- Women & Media : Opportunities & Challenges
- National Commission for Women-structure, role, Important Women organizations

Unit 4

- Media & Gender consciousness, Gender Sensitization.
- Media projection on Domestic Violence & Sexual Harassment 4.3 Image of Women in Advertisements
- Communalism riots, conflict situation & Women.

Suggested Reading

- Carter, C., Steiner, L., & Allan, S. (Eds.). (2019). *Journalism, gender and power*. Routledge.
- De Bruin, M., & Ross, K. (Eds.). (2004). Gender and newsroom cultures: Identities at work. Hampton Press (NJ).
- Segal, M. T., & Demos, V. (Eds.). (2018). *Gender and the Media: Women's Places*. Emerald Group Publishing.
- O'Brien, A. (2019). *Women, Inequality and Media Work*. Routledge.
- Andrews, M., & McNamara, S. (Eds.). (2014). *Women and the Media: Feminism and Femininity in Britain, 1900 to the Present*. Routledge.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010432 DCEC 2204	Art, Culture and Entertainment Reporting	DCEC	2	2	0	4	4	70	0	30	100

Learning Outcomes:
- To acquaint students with the basics of Art, Culture and Entertainment Reporting
- To train the students for covering different aspects of life in different cultures.
- To learn different aspects of Society.
- To inculcate the skills required Cultural Reporting.
- To familiarize with the main aspects of different cultures of the society.

Unit-I

- Reporting on Art, Culture and Literature
- Indian Literature, Foreign Literature, Drama, Music, Mushaira, Indian and International Culture, Movies reporting Review, Criticism

Unit-II

- Reporting on Fashion & Lifestyle
- Fashion shows of different brands

Unit-III

- Film and Entertainment Reporting
- Review, Criticism, Brand promotion

Unit-IV

- Reporting on Community, Celebrations, Local Festivals and Religious Celebrations
- Regional, National, and International Festivals Covering special audience festivals and functions, reporting for Press and broadcast media, Digital Media, Festivals and markets, Festivals and branding, Current Festival scenario

Suggested Readings

- Kristensen, N. N. (2019). Arts, Culture, and Entertainment Coverage. *The International Encyclopedia of Journalism Studies*, 1-9.
- Reporting, C. All media guide to fair and cross cultural reporting
- Bolívar, M. P. R., Pérez, C. C., & Hernández, A. M. L. (2006). Cultural contexts and governmental digital reporting. *International Review of Administrative Sciences*, *72*(2), 269-290.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010433 DCEC 2114	Graphic and Design	DCEC	2	1	1	4	4	50	20	30	100

Learning Outcome:
- To acquaint students with the different tools and techniques of Graphics Designing
- To train the students as per the industry requirements.
- To learn different professional techniques for the graphic design field
- To inculcate the skills required for expressing products or ideas through Graphics Designing.
- To familiarize with the creativity and different aspects of Design for different media and purposes.

Unit-1

- Introduction to Graphics
- Meaning and Definition
- Concept of graphics design, importance and its applications
- Principles of design

Unit-2

- Visual illusions
- Balance in design
- Elements of Art: Line, Shape, Space, Color, Tone, Texture,

  Pattern Introduction to Layout and its types

Unit-3

- Types and tools of Graphics
- Designing Logo
- Importance and purpose of a logo
- Poster design

Unit-4

- Basic graphics creation InDesign
- Editing in InDesign
- Basic graphics creation in Photoshop
- Editing in Photoshop

Practical

- Designing logo-5
- Creating Newspaper layouts-5
- Designing Poster-5
- Creating Advertising layouts-5
- Basic photo edits-5

References

- Sarkar, N.N. (2008). Art and Production. USA: Oxford University Press.

- Lidwell, W. (2003). *Universal Principal of Designing*. Singapore: Rockport Publishers.

- Bringhurst, R. (1996). *The Elements of typographic style*. Canada:Hartley& Marks Inc., U.S.; 2nd edition.

Generic Elective Courses offered to other Departments

Semester- I

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010106 GEC 3104	Media Literacy	GEC	3	1	0	4	4	70	0	30	100

Learning Outcomes

- Students would be familiar with every facet of media literacy.
- Students would be trained in reading the media messages.
- Students will learn to create the message. Understand the media messages and their creators, and recognise bias, spin, misinformation, false information.
- Know the various kinds of literacies relevant in the present age and the need for information and media literacy in particular.
- To know various channels of information and media and know various types of information sources and evaluate information and media sources.

UNIT I Introduction to Media Literacy

- Definition of Media Literacy
- Media Literacy: Nature, Scope and Importance
- Definition of key concepts (media, information, technology literacy, digital literacy and media information literacy)
- Meaning and development of traditional and new media, types and characteristics of tradition and new media, Fusion between traditional and new media

UNIT II Media Messages & Critical thinking

- Skills in Media Literacy, Interpreting media messages: Semiotics, Ideology
- Media as Text, Commercial messages
- Basic principles such as freedom of expression and information; reflections on learning, metacognition;
- Critical thinking pluralism of ideas/respect of others' opinions, tolerance, respect of authorship, social responsibility, Wise use of information

UNIT III Media Messages Reception & Sources of information

- Process of Message Generation and Communication
- Media Vehicles for messages and their types, Media stereotypes
- Nature of media messages; Media Exposure and Filters
- Sources of information; mass media, libraries, archives, internet, etc.
- Select appropriate sources; evaluating sources; sharing and publishing avenues

UNIT IV Media Ecosystem in Globalization and Legal, Ethical, and Societal Issues

- Media Ecosystem, Media Empires and Ownership patterns;
- Media markets, Propaganda and Hegemony
- Copyright, plagiarism, computer addiction and cyberbullying
- Fake news, information overload, an obsession with information, media and social issues

Readings:

Dill, K. How Fantasy Becomes Reality: Seeing Through Media Influence, 1st ed. (OUP, 2009)

Hodkinson, P. Media, Culture and Society: An Introduction (Sage, 2010)

John.V. The Media of Mass Communication (PHI, 2012)

Mackey, M. Literacies Across Media: Playing the Text (Taylor and Francis, 2004)

Pike, D.M. Media Literacy: Seeking Honesty, Independence, and Productivity in Today's Mass Messages (IDEA, 2013)

Potter, W.J. Theory of Media Literacy: A cognitive approach (Sage, 2004)

W.J. Potter, Media Literacy, 7th ed. (Sage,2013)

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010107 GEC 3104	Marketing and Promotion	GEC	3	1	0	4	4	70	0	30	100

Learning Outcomes

- Students would be familiar with marketing and promotion skills.
- Students would be trained in branding and ethics.
- Students will learn marketing strategies.
- Students would be trained for designing part of marketing and weakness.

UNIT-1

- The Concept & Philosophy of Marketing
- Consumer Behavior models
- Marketing mix- Product, Price, Place & Promotion, Media mix
- Indian Marketing Scenario

UNIT-2

- Branding‑ introduction
- Situation analysis, market research
- C SR, Social marketing and Cause-related marketing
- Ethics and social responsibility of campaigns

UNIT-3

- Corporate marketing strategies: ambush, viral, buzz and guerrilla marketing
- Marketing Strategy‑ SWOT analysis, Strategic planning process and
- Consumer Behavior
- Personal selling, advertising, public relations, sales promotion
- Database marketing, Online and mobile marketing

UNIT-4

- Mass Communication and personal communication in marketing
- Media and Marketing strategy
- Designing marketing communication
- Major marketing weaknesses

References

- Kotler, Philip, and Armstrong, Gary, Principles of Marketing, Prentice-Hall of India, New Delhi.
- Etzel, Michael, Walker, Bruce J., and Stanton, W. J., Marketing, McGraw Hill, New York.
- Sharma, K., & Swati Aggarwal. (2018). Principles of Marketing. Taxmann's.
- Saxena, Rajan, Marketing Management, Tata McGraw Hill, Publishing Co., New Delhi.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
IAS LIS 01 03 GEC 3104	Media and Information Literacy*	GEC	3	1	0	4	4	70	0	30	100

Learning Outcomes

On studying this course, students shall be able to:

1. Know the various kinds of literacies relevant in the present age and the need for information and media literacy in particular.

2. Understand the media messages and their creators, and recognise bias, spin, misinformation, false information.

3. To know various channels of information and media and know various types of information sources and evaluate information and media sources.

4. Understand the legal rights to information and media structures of media ownership, legal, ethical, and societal issues in Media and Information

Unit-1: Introduction

- Definition of Media, Information, Technology,
- Digital Literacy; Media and Information literacy:
- Meaning and Development of Traditional and New Media;
- Types and Characteristics of Tradition and New Media, Fusion between Traditional and New media

Unit-2: Information Sources/ Resources

- Sources of Information;
- Mass Media, Libraries, Archives, Internet, etc.;
- Role of various Information Source/Providers;
- Locating the Sources; Retrieve sources from a Variety of Information Systems;
- Evaluate / Analyse / Relate/Interpret Sources, Messages and Information; select Appropriate Sources; Evaluating Sources; Sharing and Publishing Avenues

Unit-3:Media and Information Literacy

- Knowledge of available Communication and Information Resources, Media Communication, Information Chain;
- Basic Principles such as Freedom of Expression and Information;
- Reflections on Learning, Metacognition;
- Enquiring and Engaging in Research Skills and Processes, Critical Thinking, Pluralism of Ideas/Respect of others' Opinions, Tolerance, Respect of Authorship, Social Responsibility, Wise use of Information

Unit-4: Legal, Ethical, and Societal Issues in Media and Information

- Copyright, plagiarism, computer addiction,
- cyberbullying, dangers of internet use, 'Fake news,
- information overload,
- obsession of information, media and social issues

Recommended Readings:

1. Agosto, D. E. (Ed.). (2018). Information literacy and libraries in the age of fake news. ABC-CLIO.

2. Christian, S. E. (2019). Everyday media literacy: an analogue guide for your digital life. Routledge.

3. Frau-Meigs, D., Velez, I., & Michel, J. F. (Eds.). (2017). Public policies in media and information literacy in Europe: Cross-country comparisons. Taylor & Francis.

4. Hobbs, R. (2021). Media literacy in action: Questioning the media. Rowman & Littlefield Publishers.

5. Kellner, D., & Share, J. (2019). The critical media literacy guide: Engaging media and transforming education. Brill.

6. Leaning, M. (2017). Media and information literacy: An integrated approach for the 21st century. Chandos Publishing.

7. Lloyd, A. (2021). The Qualitative Landscape of Information Literacy Research: Perspectives, Methods and Techniques, Facet Publishing

8. Oberg, D., &Ingvaldsen, S. (Eds.). (2016). Media and information literacy in higher education: Educating the educators. Chandos Publishing.

9. American Association of School Librarians and Associations for Educational Communications and Technology. (1998).Information Standards for Student Learning. Chicago: American Library Association.

10. Armstrong, S. (2008). Information Literacy: Navigating & evaluating today's Media. California: Shell Education.

11. Blanchett, H., Powis, C. & Webb, J. (2012). A Guide to Teaching Information Literacy: 101 Practical Tips. London: Facet Publishing.

12. Ercegovac, Z. (2008). Information literacy: Search strategies, tools & resources for high school students and college freshmen (2nd ed.). Ohio: Linworth.

13. Herring, J. (2011). Improving Students' web use and information literacy: A guide for teachers and teacher librarians. London: Facet Publishing.

14. Koltay, T., Špiranec, S. &Karvalics, L. Z. (2016). Research 2.0 and the Future of Information Literacy. London: Chandos Publishing.

15. Neely, T. Y. (2006). Information Literacy Assessment: Standards-Based Tools and Assignments. Chicago: American Library Association.

16. Radcliff, C. J., et. al. (2007). A Practical Guide to Information Literacy Assessment for Academic Librarians. Westport: Libraries Unlimited.

17. Sales, D. & Pinto, M. (Eds.) (2017) Pathways into Information Literacy and Communities of Practice: Teaching Approaches and Case Studies. London: Chandos Publishing.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010215 C 3104	Media and Society	GEC	3	1	0	4	4	70	0	30	100

Learning Outcomes

The expected learning outcomes of this paper are as follows:

- To make students aware of contemporary media development and challenges in India.
- To help students develop the capability to assess, criticize and appreciate the role of media in fulfilling the aspirations of people.

UNIT I Perspectives on Media & Society

Merton (Functions –Dysfunctions); Gramsci (Hegemony); Adorno (Culture Industry); Baudrillard (Hyperreality); Fiske (Understanding Pop Culture); Dube (Cultural Development)

UNIT influence of Media on Society

Media structure, Media and Culture, production of Mass Society, Media and Morality, Media and Religious order, Women's representation in media; Media and lifestyle

UNIT III Indian Social Changes & Media

Modernization, Westernization, Sanskritisation; Globalising Culture and Resistance, Indian Social Structure and Digital Divide

UNIT IV Media Effects on Groups & Sub Cultures

Social Deviance & Crimes, Generation of SubCultures,

TV effects on Children and Youth, Social Media Uses,

Cognitive Dissonance, Media and Nationalism

Readings

Adorno, T, Culture Industry (Routledge, 2001

Baudrillard, J. Simulations (Semiotext(e), Inc., 1983)

Dube, S.C. Indian Society (National Book Trust, 2005)

Fiske, J. Television Culture (Methuen, London, 1987) --Understanding Popular Culture (Routledge,1989)

Gramsci, A. Selections from Prison Notebooks (International Publishers, 1971) Krik, J. Television and Social Change in Rural India (Sage, 2000)

McQuail, D. Sociology of Mass Communication, ed. (Penguin,1972)

Merton, R.K. Social Theory and Social Structure (McMillan Co. New York,1968) Natalie, F. Mass Media in Sociology: Issues and Debates (ed.) (Palgrave Macmillan, 2000) Ritger, G. Sociological Theory (Rawat, 2011)

Sriniwas, M.N. Caste in Modern India & other Essays(Media promoters and Publishers Ltd. 1962) Tester, K. Media, Culture and Morality (Routledge, 1994)

Semester III

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010324 GEC 3104	Film Appreciation	GEC	3	1	0	4	4	70	0	30	100

Learning Outcomes

- Students would develop a basic understanding of films, their genres and their interpretation.
- Students would be trained in the basics of shooting and editing films.
- Students would learn different aspects of Film: Shooting, editing, writing, censorship, broadcasting etc.
- Students would inculcate the skills required for understanding and producing films.
- Students would be familiarised with the history of films, current trends, different approaches to understanding films etc.

Unit – I

- Film as a medium of expression; Film Genres
- Approaching Films: Semiotics, Psychoanalysis, Linguistics
- Film forms: Narrative and Non-Narrative

Unit – II

- Film Aesthetics
- Regional and National Cinema in India, Bollywood, World Cinema
- Film movements; The rise of Multiplex Cinema

Unit – III

- Basic Camera Shots and movements
- Film editing Principles: Mise-en-scene and montage
- Diegetic and Non-diegetic elements in a film

Unit – IV

- Major Film festivals and awards: Indian and Global
- Writing film reviews
- Film certification categories

Suggested Readings

- Khwaja Ahemad Abbas, *How films are made* (National Book Trust, 1977).
- MaricSetton; *Film as an art and appreciation*, (NCERT, New Delhi).
- *Cinematography Censorship rules*, (Govt. of India Press, Nasik, 1969).

- Eric Baranenn &Krishnaswamy; *Indian Film (*OVP, 2nd Edition, 1980).
- Monaco, J. (1981). *How to read a film: The art, technology, language, history, and theory of film and media*. New York: Oxford University Press.

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010325 GEC 3104	Event Management	GEC	3	1	0	4	4	70	0	30	100

Learning Outcomes
● Students would be acquainted with the basics of Events- organising, technicalities, and execution.
● Students would be trained for organising various level events.
● Students would learn different aspects of the event and its management.
● Students would inculcate the skills required for Crisis management.
● Students would be familiarized with Media management for any event.

Unit – I

● Concept of Event; Types of Events
● Need for Professional Event Management
● Scope of Event Management
● The event industry in India

Unit – II

● Event Management: Planning and Steps
● Preparing Event Proposal, pitching for the event
● Permissions and licenses for various events
● Event Operations; Event technology and Logistics

Unit – III
● Marketing Mix, Preparing event proposal, pitching for event sponsorships,
● Branding through events
● Media Relations, Briefing Journalists

Unit – IV

● Various risk and risk assessments in events
● Crowd Management
● Preparing Contingency Plan
● Communication in Event Crisis

Suggested Readings

1. Goldblatt, J. &Supovitz, F.; Dollars & Cents. How to Succeed in the Special Events Business. (John Wiley & Sons: New York, 1999).

2. Goldblatt, J. & Nelson, K.; The International Dictionary of Event Management. (Second Edition. John Wiley & Sons, Inc.: New York, 2001).
3. Hoyle, L. Event Marketing, (John Wiley & Sons, Inc.: New York, 2002).
4. Malouf, L. Behind the Scenes at Special Events. (John Wiley & Sons: New York, 1999).
5. Amsborg, G. and et al.; Professional Convention Management Association. Professional Meeting Management – Comprehensive Strategies for Meetings, Conventions and Events. (5th Edition. Dubuque Iowa, 2008)
6. Rutherford-Silvers, J. (2012). Professional Event Coordination. John Wiley & Sons Inc.: New York, NY

Semester-IV

Course Code	Course Title	Category	L	T	P	Total Credit	Hours	Theory	Practical	Internal	Total Mark
SHSS DJMC 010434 GEC 3104	Social Marketing	GEC	3	1	0	4	4	70	0	30	100

Learning Outcomes

The learning outcomes of this paper are:

- The students will learn about "Social marketing" and Design social products.
- They will learn about the techniques of Social marketing.
- They will also learn about the scope of Social marketing in different areas.
- They would also learn to develop social marketing campaigns and programs.

Unit I

- Principles of Social Marketing
- Introduction to Social marketing
- Designing social products
- Distributing social packages
- Pricing consideration in Social marketing and managing the cost of adoption
- CSR, Social Marketing model

Unit II

- Major social issues in India:

Family Welfare, Immunization, Health and Sanitation, Prohibition and De-addiction, AIDS, Literacy, environment and pollution, Human Rights, Children's issues, communal harmony, gender bias, Social Harmony

Unit III

- Strategies of Social marketing
- Role of Social marketing in changing public behaviour
- Social marketing environment
- Identifying the target market
- Types of social marketing
- Need and Importance of Social Marketing

Unit IV

- Organizing and implementing a social programme
- Monitoring and evaluating social marketing programmes
- Popular social marketing examples in India

Suggested Readings

- Zarrella, D. (2009). *The social media marketing book*. " O'Reilly Media, Inc.".
- Tuten, T. L. (2020). *Social media marketing*. Sage.
- Evans, D. (2010). *Social media marketing: the next generation of business engagement*. John Wiley & Sons.
- Saravanakumar, M., & SuganthaLakshmi, T. (2012). Social media marketing. *Life science journal*, *9*(4), 4444-4451.
- Evans, D., Bratton, S., & McKee, J. (2021). *Social media marketing*. AG Printing & Publishing.
- Constantinides, E. (2014). Foundations of social media marketing. *Procedia-Social and behavioural sciences*, *148*, 40-57.
- Barker, M., Barker, D. I., Bormann, N. F., & Neher, K. E. (2012). *Social media marketing: A strategic approach*. CENGAGE Learning.