

**DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION**

MA Journalism and Mass Communication  
[Choice Based Credit System (CBCS)]

Outcome Based Education [OBE]

REGULATIONS AND SYLLABUS (2023-2024 and thereafter)



PERIYAR UNIVERSITY (State University)  
(NAAC Reaccredited A++ Grade- -NIRF Rank 59, NIRF Innovation Band of 11-50  
**Salem-636 011**

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## **M A Journalism and Mass Communication OBE REGULATIONS AND SYLLABUS**

*(With effect from the academic year 2023-2024 and thereafter)*

### **1. Preamble**

The department of Journalism and Mass Communication is established in 2008, to fulfill the vision of Social Reformer, writer and journalist Periyar E. V. Ramaswamy by promoting equal opportunities to students across the country. The department carries vigor and vitality, providing students with excellent opportunities for personal growth and professional excellence. The program focuses to meet the challenges of journalistic profession in the areas of reporting, writing, editing in print, radio and TV; advertising, public relations, media laws and ethics and film studies. Students will become familiar with basic journalistic aspects and understand the various media and their characteristics to master their production and distribution for the development of society at large. The course would help the students to perform different roles, as writers both in print and broadcast media, media producers, media educators, media researchers, PR professionals, film industry professionals etc. The ethical codes that the students learn would help them to carry out their profession conforming to the established rules and regulations, with ethical standards of journalism.

### **2. General Graduate Attributes**

**GA 1:** Core Knowledge and Understanding the major concepts along with the theoretical and practical value of empirical research findings in historical perspective and be aware of the recent trends in the core topics of journalism.

**GA 2:** *Critical Thinking & Analysis*

Critically thinks about the theoretical as well as practical phenomenon from a cause and effect perspective by analyzing various factors that might lead to certain media products and outcome.

**GA 3:** *Research Methods / Project / Practical Knowledge*

Can carry out a research project by identifying the research need, formulate hypothesis, adopt appropriate research design, methods, statistical tools and infer the outcome and present it in an APA format.

**GA 4:** *Professionalism and Values*

Objectivity, fairness and unbiased ethical values reflect in the professional interaction in human as well as research context.

**GA 5:** *Communication Skills*

Listens and speaks effectively with intent knowledge of the subject matter and is convincing at individual, social and research setting.

**GA 6:** *Learning and the Application*

Learnt journalistic principles are applied to personal, social, and organizational issues, in the areas of media management, production and post production.

**GA 7:** *Entrepreneurship*

Theoretical, practical and production and professional skill sets are imparted to start an entrepreneurial venture like writing, reporting, editing and visual production as well as giving suitable employment.

### 3. Programme Specific Qualification Attributes

#### PSQA Vs Core attributes mapping

	GA 1	GA 2	GA 3	GA 4	GA 5	GA 6	GA 7
<b>Knowledge (K1)</b>	✓	✓	✓			✓	✓
<b>Understanding (K2)</b>	✓	✓	✓			✓	✓
<b>Application (K3)</b>		✓	✓		✓	✓	
<b>Analytical (K4)</b>		✓	✓			✓	✓
<b>Evaluation capability (K5)</b>		✓	✓	✓	✓	✓	✓
<b>Scientific or synthesis (K6)</b>	✓	✓	✓	✓	✓		✓

#### 4. 1.Vision

*To holistically develop students who would be contended and successful in dealing with the challenges at personal, professional and social level while practicing journalism.*

#### 4.2. Mission

To provide training to handle various challenges in the field of journalism

To conquer the heights of personal and professional excellence in media.

To develop students and scholars with competencies necessary to face the challenges in their fields and professional life, in turn they help others in society.

To initiate the process of creativity and imagination to reach their fullest potential.

To impart value-based knowledge through teaching and research.

### 5. Programme Objectives and Outcomes

#### Programme Educational Objectives (PEO)

**PEO 1** To develop fundamental understanding of the way media function

**PEO 2** To impart journalistic and media skills to perform in any context

**PEO 3** To train to intervene through consistent campaign to address social issues in order to mobilize public opinion for a common goal.

#### Programme Specific Objectives (PSOs)

**PSO 1** To develop mass media skills

**PSO 2** To impart conceptualizing and writing skills

**PSO 3** To coach pre and post production skills

**PSO 4** To train in organizing a media production and its packaging

**Programme outcome (MA Journalism and Mass Communication):**

*On successful completion of the MA Journalism and Mass Communication programme, the students will be able to:*

PO 1 professionally develop in rendering media related services

PO 2 become media professional psychologist capable of taking up an idea for conceptualization, writing and production for distribution in any media format

PO 3 develop research competency in media research

PO 4 enable students to reflect on their interest and aptitudes to become reporter, subeditor in newspapers and magazines; radio programme producer/radio journalist; television producer, programme director and TV journalist; advertising executive, PR executive and campaign planner; work in different capacities in film production; create and design web content; act as a development communicationist

PO 5 to follow ethical principles in their life and career

PO 6 develop inquisitive abilities to know the reasons behind the social happening

PO 7 makes aware of responsibilities to society and the specific communities in which they live

PO 8 analyze the worldly phenomenon from their perspectives for a media output

PO 9 to use scientific reasoning to interpret the problems and causes of phenomenon for better reporting

**PEO Vs PO**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
PEO1	✓	✓	✓	✓		✓		✓	✓
PEO2	✓	✓	✓	✓	✓	✓	✓		✓
PEO3	✓	✓		✓	✓	✓			

**PO Vs GA**

	GA1	GA2	GA3	GA4	GA5	GA6	GA7
PO1	✓	✓	✓	✓	✓	✓	✓
PO2	✓	✓	✓	✓	✓	✓	✓
PO3	✓	✓	✓	✓	✓	✓	

PO4	✓	✓	✓	✓	✓	✓	✓
PO5		✓	✓	✓	✓		✓
PO6	✓	✓	✓		✓	✓	✓
PO7				✓	✓		✓
PO8					✓		✓
PO9	✓	✓	✓		✓	✓	✓

## 6. Candidate's eligibility for admission

A candidate who has passed any UG (bachelors) degree [in 10+2+3 pattern] or in any pattern considered equivalent by this University or an examination of any other University accepted by the syndicate as equivalent shall be permitted to appear and qualify for the MA Journalism and Mass Communication.

## 7. Duration of the programme

The two-year full-time Master's Programme in Journalism and Mass Communication comprises of four semesters under Choice Based Credit System (CBCS).

## 8. Course structure for each semester as per course alignment

Course	Total number of credits and marks											
	No of courses	Core Theory	Core Practical	Discipline Specific Elective	Discipline Generic Elective	Ability Enhancement Course	Skill Enhancement Course	Internship / Core Industrial Activity	Extension Activity	Supportive/ Swayam / Non-Major Elective Compulsory/	No of credits	Total marks
Semester 1	6	8	4	3	3					2	20	600
Semester 2	8	8	4	3	3		2			4	24	800
Semester 3	8	12	8	3			2			2	27	800
Semester 4	9	8		3	3	4	2	4	1		25	900
<b>Grand total</b>	<b>31</b>	<b>36</b>	<b>16</b>	<b>12</b>	<b>9</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>8</b>	<b>96</b>	<b>3100</b>

## 9. Curriculum structure for each semester as per course alignment

### **M. A. (JOURNALISM AND MASS COMMUNICATION)**

UNIVERSITY DEPARTMENT: OBE-UNDER CHOICE BASED CREDIT SYSTEM (CBCS) - SEMESTER  
PATTERN

*[For the students admitted from academic year 2023-24 and thereafter]*

Curriculum structure (Scheme of Examinations) for different semesters shall be as follows

Semester I									
Subject Code		Subjects	Credit	Hours			Marks		
				L	T	P	CIA	End Sem	Total
23JMCC01	Core-I	Understanding Human Communication (Theory)	4	3	1		25	75	100
23JMCC02	Core-II	Introduction to Journalism (Theory)	4	4			25	75	100
23JMC P01	Core Practical-I	Digital Photography (Practical)	4	2	1	1	40	60	100
23JMC DSE 01	Elective-Discipline Specific (DSE)-1	Multi-Media Design and Content Production (Practical)	3		1	2	40	60	100
23 JMC DGE 01	Discipline Generic Elective ( DGE)- 2	Public Speaking (Practical)	3	1		2	40	60	100
		Chosen by the Students from SWAYAM	2	2			25	75	100
			20	12	03	05			600
Semester II									
Subject Code		Subjects	Credit	Hours			Marks		
				L	T	P	CIA	End Sem	Total
23JMCC04	Core-IV	Mediated Communication (Theory)	4	3		1	25	75	100
23JMCC05	Core- VI	Communication Research Methods (Theory)	4	3	1		25	75	100
23 JMC P02	Core Practical- II	News Gathering and Reporting (Practical)	4	3	1		40	60	100
23 JMC DSE 02	Elective - Discipline Specific (DSE)-2	Multi-Media News Packaging (Practical)	3		1	2	40	60	100
23 JMC DGE 02	Elective Generic (DGE)	Social Media Content Production (Practical)	3		1	2	40	60	100
23 JMC SEC 01	Skill Enhancement Practical -1	Writing Skills (Practical)	2	1		1	40	60	100
23 JMC NME1	Non- Major Elective	Data Visualization and Info Graphic Design (Practical)	2	1		1	40	60	100

	Compulsory	Human Rights	2	1		1	25	75	100
			24	12	04	08			800
<b>Print media Internship I for 4 weeks ( 30 days) duration to be undertaken by all the students during summer vacation for which evaluation (viva voce) will be conducted and marks will be included in the 3<sup>rd</sup> semester</b>									

Semester III									
Subject Code		Subjects	Credit	Hours			Marks		
				L	T	P	CIA	End Sem	Total
23JMCC06	Core VI	Critical Thinking and Fact Checking (Theory)	4	3	1		25	75	100
23JMCC07	Core VII	Media Laws and Ethics (Theory)	4	3	1		25	75	100
23JMCC08	Core VIII	Strategic Communication (Theory)	4	3	1		25	75	100
23 JMC P03	Core Practical - III	Development and Specialized Journalism (Practical)	4	1	1	2	40	60	100
23 JMC P04	Core Practical - IV	Audio Video Programme Production (Practical)	4	1	1	2	40	60	100
23 JMC DSE 03	Elective-Discipline Specific (DSE)-3	Public Relations and Corporate Communications (Theory)	3	2	1		25	75	100
23 JMC NME 2	Non Major Elective (NME-II)	News Anchoring and Compeering (Practical)	2	2			40	60	100
23 JMCS SEC 02	Skill Enhancement Course (SEC )2	Documentary/Short Film Making (Practical)	2	1		1	40	60	100
			27	16	06	05			800
<b>Lab Journal:</b> Begins in this semester and will run through to the fourth semester for evaluation at the end of the final year.									
<b>Electronic Media/Media Production House Internship -2</b> - for 4 weeks (30 days) duration to be undertaken by all the students during third semester vacation for which evaluation (viva voce) will be conducted and marks will be included in the 4 <sup>th</sup> semester of the final year.									

<b>Semester IV</b>
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Subject Code		Subjects	Credit	Hours			Marks		
				L	T	P	CIA	End Sem	Total
23JMCC09	Core XI	Media Entrepreneurship and innovation (Theory)	4	3	1		25	75	100
23JMCP01	Core XII	Core Project:: Dissertation/Capstone Research Project	4	1		3	40	60	100
23JMC P06	Ability Enhancement Course	Lab Journal	4	1		3	40	60	100
23 JMC DSE 04	Elective-Discipline Specific (DSE)-4	Advertising and Digital Marketing strategies	3	1	1	1	25	75	100
23 JMC DGE 03	Elective Generic (DGE) - 3	Event Management (Practical)	3	1		2	25	75	100
23 JMC SEC 03	Professional competency Skill /Enchancement Course (SEC)	Pod Cast and Video live streaming production (Practical)	2	1		1	40	60	100
23 JMC P07	Industrial activity -I	Internship- 1 - 30 days - Print Media	2	1		1	40	60	100
23 JMC P08	Industrial activity -	Internship -2 30 days- Electronic Media/Media Houses	2	1		1	40	60	100
23 JMC EA 01	Extension Activities	Field work / Hyper Local and Community Media (Practical)	1			1			100
			<b>25</b>	<b>10</b>	<b>2</b>	<b>12</b>			<b>900</b>
<b>Upto Semester ( 7 to 10 ) - Grand Total</b>			<b>96</b>						<b>3100</b>

### 10. Credit structure for each semester as per course alignment

Course	Total number of credits and marks											
	No of courses	Core Theory	Core Practical	Discipline Specific Elective	Discipline Generic Elective	Ability Enhancement Course	Skill Enhancement Course	Internship / Core Industrial Activity	Extension Activity	Supportive/ Swayam / Non-Major Elective Compulsory/	No of credits	Total marks
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Semester 2	8	8	4	3	3		2			4	24	800
Semester 3	8	12	8	3			2			2	27	800
Semester 4	9	8		3	3	4	2	4	1		25	900
<b>Grand total</b>	<b>31</b>	<b>36</b>	16	12	<b>9</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>8</b>	<b>96</b>	<b>3100</b>



## 11. Credit Calculation

Method of teaching	Lecture	Tutorial / Demonstration	Practical/Internship/ self-Learning
<b>Hours</b>	1	1	2
<b>Credits</b>	1	1	1

## 12. TANCHE Model Framework for Allocation of credits

Papers	No of Papers X Credits	Total Credits
Core Papers	11 X 4	44
	1 X 7 (Core paper Project)	07
	<b>Core Paper Total</b>	<b>51</b>
Discipline Specific Electives (DSE)	4 X3	12
Generic Electives	3 X2	06
Ability Enhancement Course	4 X2	08
Skill Enhancement Course (Soft Skills)	4 X 2	08
Core Industry Module	1 X 3	03
Internship	1 X 2	02
Extension Activity	1 X 2	01
	<b>Total Credits</b>	<b>91</b>

## 13. Examinations

Examinations are conducted in CBCS semester pattern. Continuous Internal assessment tests and end semester examinations are conducted during November/December for odd semesters and during April/May for even semesters. Candidates who fail to secure passing minimum marks in either theory or practical or project or internship will reappear as per university norms.

## 14. Scheme for Evaluation and Attainment Rubrics

The Continuous Internal assessment tests and end semester examination will be conducted adhering to the CBCS norms.

### *Attainment Rubrics for Theory Courses*

Internal (Max. Marks - 25) *(No Internal Minimum Evaluation of End Semester Examinations)*

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

### External (Max. Marks - 75) End Semester Question Paper Pattern (Theory)

Section	Approaches	Mark Pattern	K Level	CO Coverage
A	One word (Answer all questions)	20X1 = 20 (Multiple Choice Questions)	K1-K3	A
B	100 to 200 words (Answer any three out of five questions)	3 X 5 = 15 (Analytical type questions)	K4	B
C	500 to 1000 words	5X8 = 40 (Essay type questions)	K1 - K4	C

### 15. Grading System

Evaluation of performance of students is based on ten-point scale grading system as given below.

<b>Ten Point Scale</b>			
<b>Grade of Marks</b>	<b>Grade points</b>	<b>Letter Grade</b>	<b>Description</b>
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

### 16. Commencement of This Regulation

This CBCS Regulation shall take effect from the academic year 2015-16, i.e., for students who are to be admitted to the first year of the course during the academic year 2015-16 and the OBE syllabus from the academic year 2018-19 and thereafter.

### 17. Transitory Provision

Candidates who were admitted to the PG course of study before 2015- 16 shall be permitted to appear for the examinations under those regulations for a period of three years i.e., up to and inclusive of the examination of April/May 2018. Thereafter, they will be permitted to appear for the examination only under the current regulations in force

# **SEMESTER I**

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**M. A. (JOURNALISM AND MASS COMMUNICATION)**

Semester – I	Core – I	23 JMC C01	Understanding Human Communication (Theory)	25/75 Marks	Credit- 04
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## Course Description

This course on Human Communication is designed to provide students with a comprehensive understanding of the theories, concepts, and fundamentals of human communication. The course will cover the basic elements, functions, and purposes of communication, as well as the various barriers to communication that can arise. Additionally, students will explore the role of perception, emotion, and cognition in communication, and examine traditional models of human communication, such as the inferential model. One important topic that will be covered is evolutionary communication, including concepts such as cooperative behavior and reciprocal altruism. Students will also learn about the evolution of language and spoken communication, and explore the cultural and neurological bases of communication.

The course will delve into various modes of communication, including nonverbal communication, speech, visual communication, and written forms of communication. By the end of the course, students will have a strong understanding of the key concepts and theories in human communication, and will have developed important skills in effective communication and persuasion.

## Course Objectives

1. To provide an understanding of the foundations of human communication.
2. To sensitize learners to the evolutionary and biological basis of human communication.
3. To introduce learners to the nature, origin, evolution, and diffusion of communication across various levels of society.
4. To define various levels of communication and comprehend the differences between them.
5. To comprehend various modes of communication and techniques to analyze them.

## Detailed Syllabus

### Unit 1: Human Communication Theories and Concepts

1. Defining Communication- Basic Models and Levels of Communication.
2. Seven Traditions of Communication Theories.
3. Key Concepts in Message Processing.
4. Socio-Psychological Approach to Communication-Trait- Factor Model.
5. Argumentativeness - Communication Anxiety-Reticence.

### Unit 2: Evolutionary Communication

1. Embodiment-Biological and Neurological Basis of Communication.
2. Evolutionary Communication- Pointing as Communication and Signaling Theory.
3. Information Seeking Behavior and Information Foraging-Information Integration. Expectancy Value-Cognitive Dissonance.
4. Evolution of Language- Speech Community and Speech Act.
5. Communication in Cultural Evolution-Identity.

### Unit 3: Modes and Messages of Communication

1. Speech Communication.
2. Nonverbal Communication.
3. Nonverbal Codes Systems Digital.
4. Semiotics and Visual Communication.
5. Written Forms of Communication and Reading, Orality and Literacy.

### Unit 4: Conversations in Interpersonal and Group Context

1. Intrapersonal Communication- and Self.
2. Interpersonal Communication and Uncertainty Reduction.
3. Burgoon's Expectancy violation theory and Interpersonal deception theories.
4. Symbolic interactionism, symbolic convergence theory- Fantasy themes.
5. Rhetoric, Argumentation, Coordinated Management of Meaning (CMM).

### Unit 5: Relationships

1. Palo Alto Group on Relationships.
2. Bakhtin's Theory of Dialogics.
3. Dialectical Theory of Relationships.
4. Petronio's Communication Privacy Management (CPM) Carl Roger's Self-Theory.
5. Principles of Good Communication

### Key Text Books

- Beatty, M. J., McCroskey, J. C., & Valencic, K. M. (2001). *The Biology of Communication: A Communibiological Perspective*. Hampton Press.
- Edwards, A., Edwards, C., Wahl, S. T., & Myers, S. A. (2015). *The Communication Age: Connecting and Engaging*. SAGE Publications.
- Hargie, O. (2018). *The Handbook of Communication Skills*. Taylor & Francis.
- Braithwaite, D. O., & Schrod, P. (2014). *Engaging Theories in Interpersonal Communication: Multiple Perspectives*. SAGE Publications.
- Duck, S., & McMahan, D. T. (2011). *The Basics of Communication: A Relational Perspective*. SAGE Publications.
- Hickok, G. (2014). *The Myth of Mirror Neurons: The Real Neuroscience of Communication and Cognition*. W. W. Norton & Company.
- Mildner, V. (2010). *The Cognitive Neuroscience of Human Communication*. Psychology Press.
- Johannesen, R. L. (2002). *Ethics in Human Communication*. Waveland Press.

### References

- Littlejohn, S. W., & Foss, K. A. (2010). *Theories of Human Communication: Tenth Edition*.
- Waveland Press. Alberts, J. K., Martin, J. N., & Nakayama, T. K. (2018). *Communication in Society*. Pearson.
- DeVito, J. A. (2017). *Human Communication: The Basic Course*. Pearson.
- Lull, J. (2019). *Evolutionary Communication: An Introduction*. Routledge.

- Morreale, S. P., Spitzberg, B. H., & Barge, J. K. (2007). Human Communication: Motivation, Knowledge, and Skills. Wadsworth.

## Web Resources

- Communication Research - <https://journals.sagepub.com/home/crq>
- Journal of Communication - <https://onlinelibrary.wiley.com/journal/14602466>
- Human Communication Research - <https://onlinelibrary.wiley.com/journal/14682857>
- National Communication Association - <https://www.natcom.org/>
- International Communication Association - <https://www.icahdq.org/>
- Association for Education in Journalism and Mass Communication - <https://www.aejmc.org/>

## Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3



## The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S		S	S	S
CO 5					S	S	S	S	S

S-Strong    M-Medium    L-Low

## On the successful completion of the course, students will be able to:

		K1	K2	K3	K4	K5
PSO	Analyze different elements of communication and articulate principles of good	✓	✓	✓		
CO1	Analyze and interpret various features of human communication such as	✓	✓		✓	
CO2	Illustrate different modes of communication using principles of message design.	✓	✓		✓	✓
CO3	Differentiate multi-level flows of communication and identify criteria for appropriate message design.	✓	✓	✓		
CO4	Make presentations to a small audience on any topic and manage stage-fright and communication anxiety		✓		✓	

**TOOLS FOR ASSESSMENT**

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester – I	Core – II	23 JMC C02	Introduction to Journalism (Theory)	25/75 Marks	Credit -04
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## Course Description

This course on Journalism provides an in-depth understanding of the field of journalism, its purpose, scope, and contemporary status. It covers the basics of journalism as a profession, and the laws defining journalists in the age of digital media. Students will explore the genre of journalism, including multimedia, mobile, collaborative, innovation, solution, data, social, and computational journalism. The course covers the elements of journalism, including the canons of journalism, journalism of verification, and defining and measuring quality journalism. The course also covers theories of news, such as normative and classical approaches, public sphere, and the impact of social media on public opinion. It delves into the ethics of journalism, including codes of conduct for professional journalism, digital ethics, virtue ethics, and mindful journalism.

Lastly, the course covers the future of journalism, including the role of artificial intelligence, big data, surveillance and privacy, and deep fakes. This course aims to equip students with the necessary knowledge and skills to pursue a career in journalism or related fields.

## Course Objectives

1. To introduce learners to the practice of professional journalism and current challenges.
2. To introduce the learners to foundational principles and basic canons of professional journalism.
3. To provide critical insights into the historical context of the development of journalism.
4. To provide learners theoretically oriented empirical evidence for the functions of journalism in society.
5. To orient learners to best ethical practices and code of conduct and encourage them to strive to become ethical journalists.

## Detailed Syllabus

### Unit 1: Scope and Purpose

1. Basics of Journalism - Journalism as a Profession; Career in Journalism.
2. Field of Journalism Studies Academic Journalism.
3. Contemporary Status of Journalism- The New Rules of Engagement; News in a New Media Ecology
4. Genre of Journalism- Multimedia, Mobile; Collaborative, Innovation, Solution, Data, Social, and Computational Journalism and Others.
5. Collaborative Journalism and Cooperative Media.

### Unit 2: Elements of Journalism

1. Informing the News (Thomas Patterson)



2. Basic Canons of Journalism- Elements of Journalism
3. Journalism of Verification- Journalism Practice as Social Science. Epistemology of Journalism-Towards a Scientific Attitude in Journalism.
4. Defining and Measuring Quality Journalism.
5. McQuail Media Performance Theory and its Update

### **Unit 3: Engaged Journalism**

1. Journalistic Metamorphosis and The Networked Ecology-Participatory, Networked and Convergent Journalism
2. Audience-Centric Journalism- Active Audience. News as Conversation:Engagement Matters-Face-to-Face Engagement
3. Collaborative Journalism and User-Generated Content- Citizens Journalism.
4. Local and Hyperlocal Journalism- Digital Neighbourhood. Raise of Citizens Journalists, Lay Experts and Bloggers.
5. Alternative Journalism: Claims and Challenges. News Media Activism- Controversies in Use of Journalism for Activism

### **Unit 4: Ethical Journalist**

1. Codes of Conduct for Professional Journalism- Institutional Self-Regulation
2. Digital Ethics- Algorithmic Biases- Code of Conduct for Digital Journalists
3. Virtue Ethics and Journalism. Mind ful Journalism. Virtue Epistemology-Making of an Ethical Journalist.
4. Future of Journalism-Artificial Intelligence-Robot Journalism.
5. Big Data, AI, Surveillance and Privacy and Deep Fakes.

### **Unit 5: Theories of News**

1. Normative Approach to Journalism. Classical and Modern Approach-Roles and Function of News Media-Its Revisions
2. News and Public Sphere (Habermas). Market Vs public Sphere Models. News as Public Good-Fourth Estate-News Public Interest and Democracy. Propaganda Model-Computational Propaganda. Infotainment.
3. Theorizing Journalism- Gatekeeping theory. Public Opinion Agenda Setting and Framing Theory, Spiral of Silence. Impact of Social Media on public Opinion.
4. Third-Person Effects, Hostile Media Influence
5. Mediating the News- Hierarchical Model (Pamela Shoemaker)

### **Key Text Books**

- Calcutt, A., & Hammond, P. (2011). Journalism Studies: A Critical Introduction. Routledge.
- Patterson, T. E. (2013). Informing the News. Knopf Doubleday Publishing Group.
- Natarajan, J. (n.d.). History of Indian Journalism -History of Indian Journalism

- Rao, S. (2019). Indian Journalism in a New Era: Changes, Challenges, and Perspectives. Oxford University Press.
- Bonea, A. (2016, August 1). The News of Empire: Telegraphy, Journalism and the Politics of Reporting in Colonial India, c. 1830–1900. Oxford University Press.

## References

- Schudson, M. (2018). Why Journalism Still Matters. John Wiley & Sons.
- Kovach, B., & Rosenstiel, T. (2014). The Elements of Journalism, Revised and Updated 3rd Edition: What Newspeople Should Know and the Public Should Expect. Crown.
- Wahl-Jorgensen, K., & Hanitzsch, T. (2019). The Handbook of Journalism Studies. Taylor & Francis.
- Borden, S. (2013). Journalism as Practice: MacIntyre, Virtue Ethics and the Press. Routledge.
- Beaver, J., McDaniel, R., & Stanlick, N. A. (2019). Understanding Digital Ethics: Cases and Contexts. Routledge.

## Web Resources

- American Press Institute : <https://www.americanpressinstitute.org/>
- International News Services (INS) : <http://www.newsservice.org/>
- Poynter Institute : <https://www.poynter.org/>
- The International Center for Journalists (ICFJ) : <https://www.icfj.org/>
- The European Journalism Centre : <https://www.ejc.net/>
- Global Investigative Journalism Network : <https://gijn.org/>

## Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3



The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L				
CO 2		M	M	M	M				
CO 3				M	M	M	M		
CO 4					S	S	S	S	S
CO 5						S	S	S	S

S-Strong

M-Medium

L-Low

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

PSO		K1	K2	K3	K4	K5	K6
C01	Set personal and professional goals for acquiring skill sets for a career in journalism and allied industries.	√	√			√	
C02	Demonstrate respect for evidence and a scientific attitude towards journalism practice.	√	√	√		√	√
C03	Ability to identify key historical and news events and create interactive timeline charts using spread sheets and apps.	√		√		√	
C04	Explain the pros and cons of a normative perspective on the role of journalism in society.		√		√		√
C05	Make evidence-based ethical decision making and engage in mindful journalism practices.	√		√	√		

#### TOOLS FOR ASSESSMENT

CIA Test – I	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

<b>Semester – I</b>	<b>Core Practical – I</b>	<b>23 JMC P01</b>	<b>Digital Photography ( Practical)</b>	<b>40 / 60 Marks</b>	<b>Credit- 04</b>
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### **Course Description**

Digital Photography is an introductory course designed to provide students with the fundamental knowledge and skills necessary for capturing and editing high-quality digital photographs. Through a combination of theoretical concepts, practical assignments, and hands-on activities, students will develop a solid foundation in photography techniques, equipment usage, composition principles, and digital editing software. There are project requirements, but projects are open-ended enough for students to develop their own styles and modes of expression. The development of the portfolio is an ongoing process that uses informed and critical decision making to assemble a body of works. Work is expected to be of high quality in thought, process, and product.

### **Course Objectives**

1. Understand the history, basic concepts and ethical considerations related to digital photography.
2. Operate a digital camera proficiently, including settings and modes.
3. Compose visually appealing photographs using the principles of design and apply various techniques for capturing different subjects, such as landscapes, portraits, and still life.
4. Employ post-processing techniques using digital editing software.
5. Critically analyze and evaluate photographs to improve their own work.

### **Detailed Syllabus**

#### **Unit I: Introduction to Digital Photography**

1. History and evolution of photography
2. Nature, scope and functions of Digital Photography
3. Types of photography: Portrait, candid shot, news photo, photo feature, landscape, nature and wildlife, and sports.
4. Difference between analogue and digital photography.
5. Legal and ethical aspects of Digital Photography.

#### **Unit II: Understanding the camera and accessories**

1. Types of camera, lens, films and filters. Mobile camera- point and shoot, SLR, built in-digital and digital backs. Holding the camera using tripods and monopods. Digital cameras: types, components, and functionality
2. Understanding exposure: aperture, shutter speed, and ISO, Basic camera settings and operation. Composition and Visual Design

3. Principles of composition: rule of thirds, leading lines, framing, etc. [Perspective and focal length, Understanding depth of field and its creative applications]
4. Elements of visual design: color, shape, texture, and pattern.
5. Lighting sources – ambient/natural light; hard and soft lights; light fixtures and reflectors; indoor lights; functions of lighting, Artificial light.

### **Unit III: Capturing Techniques**

1. Techniques for capturing landscapes: composition, lighting, and perspective, Using filters and accessories for landscape photography.
2. Understanding exposure for landscapes, Practical exercises and field trips for landscape photography, Portraiture Photography.
3. Portrait photography techniques: posing, lighting, and composition, working with natural light and artificial lighting setups.
4. Environmental portraits vs. studio portraits, Post-processing considerations for portraits. Still Life and Product Photography.
5. Understanding the art of still life photography, Composing and lighting techniques for product photography, working with props, backgrounds, and textures.

### **Unit IV: Photo Editing and Post-Processing**

1. Introduction to popular photo editing software (e.g., Adobe Photoshop, Light room).
2. Basic editing techniques: cropping, adjusting exposure, color correction, etc.
3. Retouching and enhancing photographs.
4. Creating photo montages and composites.

### **Unit V: Portfolio Development and Final Projects**

1. Reviewing and evaluating students' work.
2. Creating a photography portfolio.
3. Presenting final projects and receiving feedback.
4. Ethical considerations in digital photography.

### **Recommended Books:**

- Digital photography, A Step- by- Step Guide and Manipulating Great Images by Tom and Mitchell Beazley.

- Practical photography – O.P. Sharma – Hind pocket books.
- The focal encyclopedia of photography (1993)– Richard Zakia, LeatieStroebeL – Focal press Baston, London. Third edition.
- Mastering Digital Photography & Imaging (2001) Peter K Burian, Publisher Sybex. USA. 1stedn.
- The Manual of Photography (2000) by Ralph E Jacobson/Geoffrey G Attridge/Sidney F Ray, Focal Press, Ninth Edition.
- Understanding Digital Photography by Joseph A . Ippolito, Thomson Delmar Learning, 2003. USA.
- Digital Portrait Photography and Lighting: Take Memorable Shots Every Time 2005. by Catherine.
- Freeman Patterson “The Art of Seeing” by Key Porter books. Tim Fitzharris "Landscape Photography" Firefly books.

### Recommended Web sites:

- Articles, pictures, videos, online learning - [www.canadiannaturephotographer.com](http://www.canadiannaturephotographer.com) Articles on composition - [photoinf.com](http://photoinf.com).
- The place to go and read before you buys a camera - [www.dpreview.com](http://www.dpreview.com).

### Suggested Practical & Suggested Exercises:

- **Outdoor Work I:** Learn how to hold the camera steadily, set exposure, focus, and other basic camera settings. - Discover effects of various exposure settings under identical lighting conditions. -To understand how various shutter speeds and apertures affect photos
- **Outdoor work II:** Use reflectors to illuminate a landscape, candid photos, and outdoor modeling using frontal and back lighting, Use macro lenses when taking close-up photos.
- **Practical indoor work:** Learn how to use a digital camera for basic photography, Elementary Lighting Angles - Studio flash features and add-ons, such as soft boxes, umbrellas, and snoots, - Portrait photography setup in a modeling studio with model lighting.
- **Practical and Record based on the following Subthemes. (40 Pictures).**
  - i. Portrait Photography
  - ii. Self- Portrait Photography
  - iii. Nature Photography-Landscape
  - iv. Advertising photography
  - v. Still-Life Photography-Freezing Movements [High Shutter]
  - vi. Aerial Photography/Drone/Gimble/ selfie stick /360 degree photography
  - vii. Architectural photography (Interior / Exterior )
  - viii. Street and Food Photography
  - ix. Travel Photography
  - x. Human Expressions

- xi. Photo Image Manipulation
- xii. Silhouette, long exposure and time lapse photography
- xiii. People Photography
- xiv. Human Expressionism
- xv. Product Photography
- xvi. Photo Feature and Portfolio
- xvii. Social Media and smart phone Photography
- xviii. Editorial photography (Photo Journalism) - 1.News Photo 2. No news photo
- xix. Abstract and Minimalist Photography
- xx. Sports Photography
- xxi. Music and fine arts Photography
- xxii. Events Photography
- xxiii. Fashion and fantasy Photography
- xxiv. Micro, Macro Photography
- xxv. Adventure Photography
- xxvi. Film Photography
- xxvii. Pin hole Photography
- xxviii. Family Photography
- xxix. New Born and Child Photography
- xxx. Animal and Birds Photography

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

### Course Outcomes (COs): On successful completion of the course, the students will be able to:

		K1	K2	K3	K4	K5	K6
C01	Demonstrate clear idea about history, basic concepts and ethical considerations related to digital photography.	✓		✓	✓		
C02	Demonstrate proficiency in using digital camera, including settings and modes.	✓	✓		✓		✓
C03	Evaluating principles of design and apply various techniques	✓	✓		✓		
C04	Analyze and identify the various post-processing techniques using digital editing			✓	✓		✓

C05	Map workflow in capturing photographs to improve their own work.	✓		✓		✓	
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#### TOOLS FOR ASSESSMENT

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks
Course Designed By		Checked by	Verified By HOD	Approved by
Names				
Signature				



<b>Semester – I</b>	<b>Discipline Specific Elective - 1</b>	<b>23 JMC DSE 01</b>	<b>Multimedia Design and Production (Practical )</b>	<b>40/60 Marks</b>	<b>Credit - 03</b>
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### **Course Description**

This Multimedia Design and Production course offers essential skills for multimedia journalism, encompassing five areas. The first explores multimedia journalism, media convergence, and online storytelling. The second covers photojournalism, including camera use, composition, image editing, and mobile photography. The third delves into graphic design, animation, and cartoons, teaching news graphic production, newsletter design, and animation techniques. The fourth emphasizes audio journalism, introducing sound recording fundamentals, podcast production tools, and audio editing. Lastly, the fifth focuses on audio reporting and photo voice, discussing audio-visual collection, news slide production, and audio mixing. Overall, this course equips students to excel as multimedia journalists in today's dynamic media landscape.

### **Course Objectives**

1. Identify the strengths and technologies of online storytelling for multimedia journalism.
2. Apply ethical principles in photojournalism and use mobile photography effectively.
3. Analyze and design professional news graphics and animations using open-source apps.
4. Produce high-quality audio recordings and apply audio editing techniques.
5. Create audio-visual news stories using photo voice and audio reporting techniques

### **Detailed Syllabus**

#### **Unit I: Overview of Multimedia Journalism**

1. Overview of Multimedia Journalism. Media Convergence.
2. Multimedia storytelling: The strengths of the online venue and each of its technologies, Power of Multimedia Journalism.
3. How Traditional Forms of News are Adapting to Multimedia-Common Values and Goals.
4. Keys to Effective Multimedia Journalism, Becoming a Multimedia Journalist.
5. Approaching the Story. Networked Journalists' Toolkit. Apps for Multimedia Journalist. Multimedia Authoring Tools.

#### **Unit II: Photo Journalism**

1. Photojournalism: Overview, History, Significance, Camera and Lenses Composition.
2. Shooting and Managing Digital Photos.
3. Image Editing, Photo Feature, Photo Gallery.
4. Ethics in Photo journalism.
5. Mobile and Smartphone Photography.

#### **Unit III: Graphic Design, Animation and Cartoons**

1. Principles of Graphics Design for News-Graphic Design Apps- Tools and Apps for Animation.
2. Open Source Apps Alternatives--User Guides, Producing Professional News Graphics-Visual Illustrations, Cartoons- Krita and its Alternatives.

3. Designing Newsletters and Distribution- Managing Design and Layout-DTP with Scribus and its Alternatives.
4. Animation for News Production- 2D Graphics and Animation- Whiteboard and Text Animation for News and infotainment.
5. Online Storyboarding Apps, Writing Captions, Subtitles, Rolling News, Briefs Explainer Videos and Other formats.

#### Unit IV: Audio Journalism Skills

1. From Radio to Audio Journalism, Advantages of Audio.
2. Writing for Audio-Podcast News-Writing to be Spoken, Digital Audio.
3. Elements of Audio Fundamentals of Sound Recording, Quality Audio Standards.
4. Tools for Podcast Production- Headphones, Mobile Apps-Mixer, Microphones, Amplifiers, Mixers, Stands, Filter, Acoustic Treatment.
5. Audio Editing Basics, Audacity and its Alternatives, Noise Reduction, Adding Audio Effects

#### Unit V: Audio Reporting and Podcast

1. Audio Reporting, Collecting Audio and Visuals in the Field Using Mobile Phones.
2. News Storytelling via Audio, Theory and Practice of Photo-voice-Audio Slideshow.
3. Producing News Slides with Sound.
4. Producing Podcast/Audio News Stories.
5. Mixing Photo-Features/Images with Audio

#### Suggested Exercises

1. **Creating a multimedia story:** Students will create a multimedia story using a combination of text, images, audio, and video. They will understand the importance of storytelling in multimedia journalism.
2. **Writing for audio journalism and podcasts:** Students will learn the differences between writing for print and audio journalism and practice writing scripts for podcasts and audio news stories.
3. **Setting up a podcast:** Students will learn about the equipment and software necessary for podcast production, including microphones, mixers, and audio editing tools. They will set up a basic podcast recording studio.
4. **Audio editing and production:** Students will learn the basics of audio editing using Audacity or its alternatives. They will practice recording, editing, and exporting a podcast episode or audio news story.
5. **Producing a multimedia news package:** Students will apply their multimedia journalism skills to create a comprehensive news package, including text, images, audio, and video. They will collaborate with classmates to produce and publish the final project.

#### Key Textbooks

- Briggs, M. (2019). Journalism Next: A Practical Guide to Digital Reporting and Publishing. CQ Press.
- Kolodzy, J. (2013). Practicing Convergence Journalism: An Introduction to Cross-media Storytelling. Routledge.
- Van Tassel, J., Murphy, M., & Schmitz, J. (2020). The New News: The Journalist's Guide to Producing Digital Content for Online & Mobile News. Routledge.
- Stewart, P. (2010). Essential Radio Skills: How to Present a Radio Show. A&C Black.
- Parrish, F. S. (2002). Photojournalism: An Introduction. Wadsworth/Thomson Learning.

## References

- Dunham, R. S. (2019). Multimedia Reporting: How Digital Tools Can Improve Journalism Storytelling. Springer.
- Burum, I., & Quinn, S. (2015). MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone or iPad. CRC Press.
- Various Authors (App Version Year). Multimedia Authoring Tools and User Manuals of Various Open Source Applications for Audio, Video, Image Production and Editing
- Kern, J. (2008). Sound Reporting - The NPR Guide to Audio Journalism and Production. University of Chicago Press.
- Quinn, S., & Filak, V. F. (Eds.). (2005). Convergent journalism: An introduction. Elsevier/Focal Press.

## Web Resources

- Journal of Multimedia - <http://www.jmm.org.cn/>
- National Press Photographers Association - <https://nppa.org/>
- Online News Association - <https://journalists.org/>
- The Society of Professional Journalists - <https://www.spj.org/>
- National Association of Broadcasters - <https://www.nab.org/>

## Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L	L			S
CO 2		M	M	M	M	M		S	
CO 3	S			M	M	S	M	S	
CO 4		S		S	S	S	S	S	S
CO 5	S			S	S	S	S	S	S

S-Strong

M-Medium

L-Low

**Course Outcomes (COs):** On successful completion of the course, the students will be able to:

		K1	K2	K3	K4	K5
C01	Apply multimedia storytelling techniques using various technologies to effectively convey a	√	√			
C02	Evaluate the ethical considerations and principles of photojournalism, applying Bloom's Taxonomy's evaluate level.	√	√		√	
C03	Demonstrate proficiency in using graphic design software and animation tools to create professional-looking news graphics and info graphics, applying Bloom's Taxonomy's creating level.	√		√		√
C04	Analyze and assess the effectiveness of audio journalism and podcast production, applying Bloom's Taxonomy's analyze level.	√		√	√	
C05	Synthesize audio and visual elements to produce multimedia news content, applying Bloom's Taxonomy's synthesis level.		√			√

#### TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

<b>Semester – I</b>	<b>Discipline Generic Elective - 1</b>	<b>23 JMC DGE 01</b>	<b>Public Speaking ( Practical)</b>	<b>40/ 60Marks</b>	<b>Credit - 03</b>
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### **Course Description**

This course is designed to help students develop effective public speaking skills through practical exercises and real-world applications. Students will learn the principles of effective communication, develop confidence in speaking, and enhance their ability to deliver engaging speeches in various contexts. The primary goal of this speech communication beginning course is on the practical aspects of public speaking, such as methods for reducing speaker nervousness and the use of visual aids to improve speaker presentations. The basis of this is communication that is respectful and moral. Course objective is to give students the fundamental skills of organization and research required for powerful presentations, as well as to prepare them for success in normal public speaking circumstances.

### **Course Objectives:**

1. Understand the principles of effective public speaking.
2. Demonstrate confidence and control while speaking in public and Use visual aids and technology effectively to support their speeches.
3. Apply persuasive techniques to influence and persuade audiences.
4. Use visual aids and technology effectively to support their speeches.
5. Analyze and evaluate their speaking performances.

### **Detailed Syllabus:**

#### **Unit I: Introduction to Public Speaking:**

1. Importance of public speaking skills.
2. Overcoming stage fright and anxiety, Speech Preparation and Organization.
3. Selecting a topic and purpose, identifying the target audience.
4. Understanding the audience. Organizing the facts.
5. Developing a clear and concise speech structure.

#### **Unit II: Vocal Techniques and Body Language:**

1. Importance of voice projection and articulation, Non-verbal communication and body language, Voice exercises and warm-ups.
2. Speech Delivery Skills, Effective use of gestures and facial expressions, Enhancing vocal variety and pace.
3. Practice sessions and feedback, Using Visual Aids.

4. Selecting and creating visual aids, Integrating multimedia and technology.
5. Guidelines for using visual aids effectively.

### **Unit III: Persuasive Speaking:**

1. Understanding persuasive techniques.
2. Crafting persuasive speeches.
3. Ethical considerations in persuasive communication.
4. Developing quick thinking and improvisation skills.
5. Articulate the goals of the speech.

### **Unit IV: Practice sessions and feedback:**

1. Special Occasion Speeches, Speeches for special events , Understanding the purpose and expectations.
2. Tailoring speeches to specific occasions, Informative Speaking, Researching and organizing information, presenting complex ideas clearly and concisely.
3. Using visual aids to support information, Group Presentations.
4. Collaborative speeches and group dynamics.
5. Dividing roles and responsibilities, delivering a cohesive and coordinated presentation

### **Unit V: Speech Analysis and Evaluation:**

1. Evaluating and providing constructive feedback.
2. Self-reflection and self-assessment, identifying areas for improvement.
3. Final Presentations, Individual persuasive speeches.
4. Application of all learned skills.
5. Final feedback and reflection.

### **Suggested Practical& Suggested Exercises:**

- **Impromptu Speeches:** Prepare a list of topics pertaining to your area of study for impromptu speeches. Each student should be assigned a subject at random and instructed to give a brief, spontaneous speech on that subject. The capacity to think quickly and articulate ideas clearly without much planning is developed through this activity.
- **Group Discussions:** Organize group conversations on particular study areas or current events. Each student will have a set amount of time to express their ideas or arguments. Students can practice stating their points clearly and constructively discussing with others with this activity.
- **Presentations with Visual Aids:** Give students a topic and instruct them to create a presentation using visual aids like slides or posters. Encourage them to successfully use imagery to support their points and draw the audience in. Students can use visual aids to support their speaking during this practice to hone their presentation design skills.
- **Mock Conference Presentations:** Ask students to prepare and make a presentation as they would at an academic conference to simulate a conference environment. In order to keep the

audience's attention, emphasize the value of clarity, conciseness, and effective communication. After the presentation, solicit comments and promote conversations on how to get better.

- **TED talks:** Assign students to do presentations in the style of TED talks on subjects related to their field of study that fascinate them. Encourage them to concentrate on storytelling, the use of stories, and developing an emotional connection with the audience. Through this activity, students can hone their public speaking skills and learn to captivate an audience with gripping stories.

### Reference Books:

- O'Hair, Dan, Rob Stewart, and Hannah Rubenstein. *Speaker's Guidebook: Text and Reference*. 3rd ed. New York: Bedford/St. Martin's, 2007.

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

**On successful completion of the course, the students will be able to:**

	P01	P02	P03	P04	P05	P06	P07	P08	P09
C01	L	L							
C02		M		M					
C03			M		M	M			
C04					S	S		S	S
C05					S	S	S	s	s

(H-High, S-Strong M-Medium, L-Low)

**On the successful completion of the course, students will be able to:**

		K1	K2	K3	K4	K5
C01	Understanding the importance of public speaking skills.	√	√			
C02	Confidence and Self-Assurance: Develop confidence in public speaking and overcome stage fright or speaking anxiety.	√	√	√		

C03	Persuasive Speaking: Develop persuasive techniques and strategies to influence and persuade audiences effectively	√	√	√		
C04	Speech Preparation and Delivery: Learn techniques for researching, organizing, and delivering speeches that engage and inform audiences.		√	√	√	√
C05	Personal Growth and Reflection: Engage in self-reflection, assess personal growth, and identify areas for improvement as a public speaker.		√	√	√	√

### TOOLS FOR ASSESSMENT

CIA-1	CIA-2	Assignment	Seminar	Attendance	Total
5	5	5	5	5	25

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signatures			



<b>Semester – I</b>	<b>Supportive</b>		<b>Chosen by the students from SWAYAM</b>	<b>25/ 75Marks</b>	<b>Credit - 02</b>
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## **SEMESTER II**

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**M. A. (JOURNALISM AND MASS COMMUNICATION)**

Semester – II	Core – IV	23 JMC C04	Mediated Communication (Theory)	CIA- 25 End Sem 75 Marks	Credit -04
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### Course Description

Mediated Communication is a course that explores the various forms of media and communication, with a focus on Computer Mediated Communication (CMC) and new media. The course offers an overview of the historical and theoretical background of mass and mediated communication, as well as the psychological effects of social and mobile media. Students will learn about the functions of media, uses and gratification of social media, expectancy-value theory, media richness, and competence models. Additionally, the course explores media and CMC effects theories such as personal influence, selective perception, limited effects, cultivation theory, and Marshall McLuhan's Medium Theory. Furthermore, students will gain an understanding of communication ecology perspectives, media and socialization, media dependency, Ball-Rokeach's Communication Infrastructure Theory, and the Media Multiplicity Theory. The course also covers the cognitive, memory, and emotional effects of media, social information processing theory, social cognitive theory, and the presentation of self-online.

Finally, the course delves into the social informatics approach to mediated communication, persuasive technology design, communication systems and networks, and the cybernetics and self-organization of social systems. Students will learn about media-influence diffusion of innovation and I theories, information flow models, Castells' and van Dijk's Network Society, and the spread of ideas through contagion, Jenkins' Spreadable Media Theory, mimetics, memes, virality, and infodemiology. This course is ideal for students interested in media studies, communication, and technology.

### Course Objectives

1. To orient learners to classical and emerging theories of mediated communication.
2. To comprehend the role and function of media in public opinion formation.
3. To distinguish between various effects of mediated communication.
4. To help learners track and appraise emerging trends in communication theories and research.
5. To help learners understand theories of communication systems and how ideas spread in a media-rich world.

### Detailed Syllabus

#### Unit 1: Traditional Media and CMS Effects

1. Origins of Mass Communication-Mass Society, Power Effects Thesis, Propaganda Model, Passive and Active Audiences -Rise and Fall of Mass Communication.
2. Audience Fragmentation and Media Balkanization-Functions of Mass and Mediated Communication- Brief History of Computer Mediated Communication (CMC).
3. Characteristics of New Media-Uses and Gratification of Social Media. Transportation Mode-Expectancy-Value Theory-Media Richness. Competence Model.
4. Media and Channel Use Theories-Media and CMC Effects Theories-Personal Influence, Selective Perception, and Limited Effects- Cultivation theory.
5. Media Effects Research Tradition. An Overview of Psychological Effects of Social and Mobile Media.

#### Unit 2: Communication Ecology Perspectives

1. Media and Communication Ecology Perspective-Harold Inns Legacy and Marshall McLuhan's Medium Theory.

2. Media Ecology and Mediatization, Remediation-Media and Socialization.
3. Ball-Rokeach's Communication Infrastructure Theory.
4. Media Multiplicity Theory (Caroline Haythornthwaite)-Media and Cultural Production.
5. Presentation of Self Online (Ervin Goffman)-Critical Cultural Perspectives: Interpretations of Media Influences on and Society.

### **Unit 3: Cognitive, Memory, and Emotional Effects of Media**

1. Communication and Cognition- Relevance, Limited Capacity Model.
2. Social Information Processing Theory (Walther)-Cognitive Approach to Mass Communication.
3. Social Cognitive Theory-Memory and Emotional Effects of Mediated Communication.
4. Emergence of Media Neuroscience.
5. Information Processing Models

### **Unit 4: (Re) Emerging Theoretical Perspective**

1. Digital Play and Media Transference. Media Transformations (Mark Poster)-Theory of Interactive Media Effects.
2. Social Expectations Theory-Media Equations. Media Dependency. Media Transformations-Social Informatics Approach to Mediated Communication.
3. Communicating with Objects-Actor Network Theory-Jean Baudrillard's The Revenge of the Crystal-Approaches to Human.
4. Computer Interaction (HCI)-Affordances, Usability, UX.
5. Human Brain Interaction (BCI), AI and Communication-Persuasive Technology Design-Attention, Dependencies, and Distraction.

### **Unit 5: Communication Systems and Networks**

1. Social Systems Approach to Communication-Cybernetics and Self-organization. Latané's Dynamic Social Impact Theory.
2. Castells' and van Dijk's Network Society-Media-Influence Diffusion of Innovation, Differential Adaptation Theory and Contagion theories (Social, behavioural etc.).
3. Information Flow Models-Mimetics- Memes and Discursive Power of Memes.
4. How ideas Spread-Jenkins' Spreadable Media Theory, Virality, and Self.
5. Organization, Emergence Autopoiesis, Critical Mass, Tipping Point- Infodemiology.

### **Key Text Books**

1. ShyamSundar, S. (2015). *The Handbook of the Psychology of Communication Technology*. John Wiley & Sons.
2. Konijn, E. A., Utz, S., Tanis, M., & Barnes, S. B. (2008). *Mediated Interpersonal Communication*. Routledge.
3. Carr, C. T. (2021). *Computer-Mediated Communication: A Theoretical and Practical Introduction to Online Human Communication*. Rowman & Littlefield.
4. de Mooij, M. (2013). *Human and Mediated Communication around the World: A Comprehensive Review and Analysis*. Springer Science & Business Media.
5. Gunter, B. (2015). *The Cognitive Impact of Television News: Production Attributes and Information Reception* eBook: Gunter, B.: Amazon.in: Kindle Store

### **References**

1. Stacks, D. W., Salwen, M. B., & Eichhorn, K. C. (2019). *An Integrated Approach to Communication Theory and Research*. Routledge.
2. Sparks, G. G. (2015). *Media Effects Research: A Basic Overview*. Cengage Learning.
3. Siaper, E. (2017). *Understanding New Media*. SAGE.
4. Blumberg, F. C., & Brooks, P. J. (2017). *Cognitive Development in Digital Contexts*. Academic Press.
5. Donsbach, W. (2015). *The Concise Encyclopedia of Communication*. John Wiley & Sons
6. **Web Resources**
7. *Journal of Computer-Mediated Communication* - <https://onlinelibrary.wiley.com/journal/10836199>

8. New Media & Society - <https://journals.sagepub.com/home/nms>
9. Media, Culture & Society - <https://journals.sagepub.com/home/mcs>
10. Communication Research - <https://journals.sagepub.com/home/crx>
11. Mobile Media & Communication - <https://journals.sagepub.com/home/mmc>

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S	S	S	S	
CO 5					S	S	S	S	S

**S- Strong      M-Medium      L-Low**

**On the successful completion of the course, students will be able to:**

		K1	K2	K3	K4	K5
PSO	Analyses and internet systems of mediated communication.	✓	✓		✓	
CO1	Critically evaluate public opinion surveys and polls.	✓	✓	✓		✓
CO2	Outline and write a reflexive essay on the effects of media on self and the other.	✓	✓	✓		
CO3	Analyze and interpret developments in mediated communication using multiple theoretical lenses.	✓	✓		✓	
CO4	Identify key factors driving the spread of information and virality.		✓		✓	

### Tools of Assessment

CIA Test - 1	CIA Test - 2	Assignment	Seminar	Attendance	Total
5 Marks	5 Marks	5 Marks	5 Marks	5 Marks	25 Marks

Course	Checked by	Verified by	Approved by
Names			
Signature			

<b>Semester – II</b>	<b>Core – V</b>	<b>23 JMC C05</b>	<b>Communication Research Methods (Theory)</b>	<b>CIA- 25 End Sem 75 Marks</b>	<b>Credit -04</b>
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### **Course Description**

The Communication Research Methods course provides students with a comprehensive understanding of the foundational concepts and methods used in communication research. The course begins with an exploration of the foundations of research, including the nature of reality, modes of knowing, and the language of research. Students will learn about the research process and design, including social measurement and causal inferences, propositions and hypothesis development, and the overview of experimentation and randomized control trials (A/B testing). The course will also cover content analysis and text analytics, including developing coding schemes and frameworks, and computer-aided content analysis.

In addition, students will learn about the logic of qualitative research, theory in qualitative research, and methods for qualitative data collection, including grounded theory methodology and qualitative data analysis. The course will also explore survey methods, steps in survey research, audience survey design, and scales development, as well as sampling design, data cleaning, coding, and exploratory data analysis, and using computer-assisted quantitative data analysis software such as SPSS. By the end of the course, students will have gained a solid foundation in communication research methods, including both qualitative and quantitative approaches, allowing them to design and execute their research projects effectively.

### **Course Objectives**

1. To explain the nature of social reality and the role of communication research.
2. Explain the concept of social measurement and causal modeling in communication research.
3. To provide a detailed description of the method of content analysis of news.
4. To ground learners into the logic of qualitative research.
5. To understand major steps in survey methods.

### **Detailed Syllabus**

#### **Unit 1: Foundations of Research**

1. Need for Research. Nature of Reality. Epistemology and Modes of Knowing-Errors in Human Reasoning and Observations - Historical Overview of Communications Theory Research and Scholarship.
2. Defining Research Problems, Research Process. Literature Review - Online Search.
3. Formulating Research Questions - Research Designs for Communication Studies.
4. Qualitative, Quantitative, Mixed Methods -Types of Research Methods- Longitudinal Design.
5. Sources of Data - Tools for Data Collection.

#### **Unit 2: Social Measurement and Causal Inferences**

1. Language of Research-Theory, Concepts, Measurement Variables, Hypothesis - Role of Theory in Research - Logic of Induction and Deduction -Unit of Analysis and Ecological Fallacy.
2. False Positives and False Negatives - Causal Inferences and Modeling - Idiographic and Nomothetic Explanation - Language of Variables. Concepts and Constructs.

3. Types of Variables. Developing Hypothesis - Operationalization and Social Measurement-Conceptualization, Operationalization. Levels of Measurement. Index.
4. Measurement Validity and Reliability - Propositions and Hypothesis Development - Falsifiable Propositions and Research Hypothesis.
5. Logic of Hypothesis Testing and Tests of Significance - Building Models - Overview of Experimentation and Randomized Control Trials (A/B Testing).

### **Unit 3: Content Analysis and Text Analytics**

1. Foundations of Content Analysis-Definitions and Sampling Techniques - Content Analysis Methodology - Applications of Content Analysis.
2. Studying the Media Text - Steps in Content Analysis. Coding Framework. Inter-coder Reliability - Sampling in Content Analysis - Developing Coding Scheme and Framework.
3. Computer-Aided Content Analysis - Dictionary-based Coding. Diction Software - Text Analytics Basics-Text Corpus Bag-of-Words Analysis.
4. Stop Word/ Go Words. Lemmatization. Concordances. - Word Co-occurrence.
5. Keyword-in-Context (KWIC) - AntConc Software.

### **Unit 4: Logic of Qualitative Research**

1. Theory in Qualitative Research. Approaches of Qualitative Research. Reliability and Validity in Qualitative Research. - Methods for Qualitative Data Collection.
2. Tools for Data Collection Analysis-Interviewing Method - Participant Observation.
3. Unobtrusive Measures - Unstructured Surveys Grounded Theory Methodology - Coding Schemes. - Open and Axial Coding - Qualitative Content Analysis - Qualitative Data Analysis.
4. Using Computer Assisted Qualitative Data Analysis Software -
5. Visual Analysis - Methods and Techniques -Video and Image Analysis-An Overview.

### **Unit 5: Survey Method**

1. Steps in Survey Research and Opinion Polls. Questionnaire Design. Survey Administration-Survey Design-Scales Development-Types of Scales.
2. Specialized Scales. Attitude, Rating, Ranking Scale Development-Sampling Design-Probability and Non-Probability Sampling.
3. Data cleaning, coding and Recoding-Statistical Package for data Analysis- Descriptive Data Analysis.
4. Frequency and Cross-Tabulation Data Visualization-Role and Relevance of Statistics.
5. Working with a Statistician.

### **Key Text Books**

1. N, R. B. (2009). A Handbook of Poll Surveys in Media: An Indian Perspective (2009th edition). Gyan Publishing House.
2. Berger, A. A. (2018). Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches. SAGE Publications.
3. Croucher, S. M., & Cronn-Mills, D. (2018). Understanding Communication Research Methods: A Theoretical and Practical Approach. Routledge.
4. Scharrer, E., & Ramasubramanian, S. (2021). Quantitative Research Methods in Communication. Taylor & Francis Group.
5. Tracy, S. J. (2019). Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact. John Wiley & Sons.
6. Lindlof, T. R., & Taylor, B. C. (2017). Qualitative Communication Research Methods. SAGE Publication.

## References

1. Allen, M. (2017). The SAGE Encyclopaedia of Communication Research Methods. SAGE Publications.
2. Altheide, D. L., & Schneider, C. J. (2012). Qualitative Media Analysis (Second edition, Vol. 1). SAGE Publications Inc.
3. Baxter, L. A., & Babbie, E. R. (2003). The Basics of Communication Research (1 edition). Cengage Learning.
4. Krippendorff, K. H. (1981). Content Analysis: An Introduction to Its Methodology (Second Edition edition). SAGE Publications, Inc.
5. Neuendorf, K. A. (2016). The Content Analysis Guidebook (Second edition, Vol. 1). SAGE Publications, Inc.

## Web Resources

1. Communication Research - <https://journals.sagepub.com/home/crx>
2. Journal of Communication - <https://onlinelibrary.wiley.com/journal/14602466>
3. Human Communication Research - <https://onlinelibrary.wiley.com/journal/14682869>
4. Journalism & Mass Communication Quarterly - <https://journals.sagepub.com/home/jmq>
5. International Journal of Communication - <https://ijoc.org/index.php/ijoc/index>
6. International Association for Media and Communication Research (IAMCR) - <https://iamcr.org/>

## Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

## The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S	S	S	S	



CO 5					S	S	S	S	S
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**S- Strong      M-Medium      L-Low**

**On the successful completion of the course, students will be able to:**

		K1	K2	K3	K4	K5
PS0	Outline various steps involved in conducting communication research and identify a researchable topic.	✓	✓		✓	
CO1	Diagram a communication problem with causal model and present operational definitions of key constructs	✓	✓	✓		✓
CO2	Prepare a coding framework for analysis coverage of major current news events and apply CATA.	✓	✓	✓		
CO3	Apply qualitative methods like in-depth interviewing for journalism practices.	✓	✓		✓	
CO4	Design a questionnaire for opinion polls and audience measurement.		✓		✓	

### Tools of Assessment

CIA Test - 1	CIA Test - 2	Assignment	Seminar	Attendance	Total
5 Marks	5 Marks	5 Marks	5 Marks	5 Marks	25 Marks

Course	Checked by	Verified by	Approved by
Names			
Signature			

<b>Semester – II</b>	<b>Core Practical – II</b>	<b>23 JMC P02</b>	<b>News Gathering and Reporting (Practical)</b>	<b>CIA- 40 End Sem 60 Marks</b>	<b>Credit -04</b>
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### Course Description

This course on News Gathering and Reporting will equip students with the skills and knowledge needed to be successful journalists in the digital age. Students will explore the principles of news reporting, news values, and the 5W-1H model. They will also learn about digital news, news in the context of instant messaging and social media, mobile phones, and news sharing. The course will cover the role and responsibility of reporters, taking a mobile-first approach, and the personal characteristics of good journalists, such as curiosity, motivation, and truthfulness.

Students will learn how to find news and news sources, including brainstorming, story pitch, pool reporting, enterprise reporting, and explanatory journalism. They will explore different types of beats and news hotspots, including routine news assignments and breaking news. The course will cover the skill sets necessary for news gathering, including traditional techniques, preparation for covering news, gathering and recording evidence, note-taking, voice recording, mobile images, and screenshots. Students will learn interviewing skills, observation skills, and online scoping research and document sources.

Finally, the course will cover culture and sports reporting, including arts and culture reporting, popular culture, and lifestyle and leisure reporting. By the end of the course, students will be able to report on a variety of topics, understand the challenges and issues facing journalists today, and apply the principles of news reporting in the digital age.

### Course Objectives

1. To build the capacity of learners to acquire a sense of news and newsworthiness
2. To display the ability to identify potential news stories and various sources of preparing the news story
3. To train learners in various techniques of news reporting
4. To employ various fieldwork-based techniques of news reporting and writing across multiple platforms
5. To sensitize learners to the routine news assignments and beat systems and to engage in local, community-level issues for pitching for a story

### Detailed Syllabus

#### (Procedural Knowledge on News Gathering and Reporting for Viva and Practical Examination)

#### Unit 1: Principles of News Reporting

1. News Values and Newsworthiness-5W-1H Model-Digital News- News in the Context of Instant Messaging, and Social Media, Mobile Phones. News Sharing “Share worthiness”
2. Role and Responsibility of Reporters-Taking Mobile First Approach-Merits and Demerits. Principles of Reporting-What Makes a Good Journalist?
3. Personal Characteristics of Reporters-Curiosity, Motivation, Truthfulness-Changing Attitudes to Fit the Mobile and Social Media Landscape.
4. Mobile and social media – Two Sides of the Same Coin-Role of Metrics in Journalistic Practices.
5. Performance Indicators for Reporters and Workload.

## Unit 2: Finding News and News Sources

1. Finding Story Ideas-Brainstorming. Story Pitch- Pool Reporting - Pack journalism. Enterprise Reporting- Explanatory journalism.
2. News Sources- People, Experts, Stakeholders, News Releases- News Agencies- Follow Up Stories- Personal Social Networks.
3. Professional Networks-Reporter-Source and Owners Relationship- Trust -Non-Disclosure Principal vs Public Interest.
4. Reporter-Source Relationship-Using Social Media for Reporting.
5. Issues and Challenges- Best Practices- Tools for Tracking Social Media Handles and #Hashtags

## Unit 3: Skill Sets

1. Traditional Techniques for News Gathering. Preparation for Covering News.
2. Gathering and Recording Evidence-Note Taking, Voice Recording, Mobile Images, Screenshots- Interviewing Skills for Journalists.
3. Types of Interview-Questions-Guidelines-Interviewing Experts-Developing Conversation Skills- Observation Skills for Journalist-Reporter as Participant Observer.
4. Observational Techniques-Unobtrusive Measures-Listening Skills-Online Scoping Research and Document Sources.
5. Government and Statistical Documents and Reports-(Questioned Document Forensic)- Quick Checking Credibility.

## Unit 4: Reporting Fieldwork

1. Reporting for Convergent Media-Using Apps for Mobile.
2. First and Social First Approach -Risk and Opportunities.
3. Basic News Structure for Reporting for Multiple platforms.
4. Qualities of Good News Story-Reporters Perspective.
5. Getting the First Draft Quickly-Blip Culture: The Power of Brief News (Instant Messages, Posts, and Notifications).

## Unit 5: Routine Assignments and Culture, Lifestyle, and Sports Reporting

1. Beat System and News Routines. Different Types of Beats-Crime, Courts, Energy. Water, Corporation. Education, Health-News Hotspots-Pitfalls and Problems in Reporting.
2. Cultivating Source-Rapport Building-Common Traps In News Reporting, Censorship and Self-Censorship- Pitfalls and Problems in Reporting- Reporting Sensitive Story Leaks- Breaking News and Scoop-Types of Routine News Assignments.
3. Covering Speeches, Press Conferences, Meetings, Covering Special Events and Pseudo-events (Information Subsidy)- Doing Profiles and Obituaries- Civic Issues- Weather and Tragedies- Reporting.
4. Human Interest Stories-Arts, and Culture Reporting. Covering Film, Art and Aesthetics, Music, Leisure, Fashion, Tourism, Architecture, Literature, Food-Covering Popular Culture- Cultural Journalism.
5. Covering Creative and Entertainment Industries- Celebrity Interviews, Writing Profiles. Lifestyle and Leisure Reporting-Life Hacks- Alternative Health-Sports Journalism-Reporting on Gaming industry.

## Suggested Practical Exercises for News Gathering and Reporting

- Instructions: Students will work on any one exercise from each unit and present their work as records. The presentation can be in the form of print /Email newsletter, or video newsletter or

multimedia news package containing the chosen assignments. Out of the five, at least one assignment/exercise should be a Multimedia News Package containing all elements-text, images, audio, video, graphics/Illustrations. Students should choose appropriate format for presentations of the record (Digital or Print).

- Students will use Mobile Journalism tools (MoJo Kit: Gimbals, mobile rigs, selfie sticks, and other inexpensive accessories) and Open-Source software (Canva, InkSpace, GIMP, Krita etc.) to produce the multimedia packages. Technical and Procedural knowledge on these digital tools will be covered either in Multimedia Journalism (Theory) Paper or Multimedia Design and Production (Theory), depending on the PG Programs. Diversity in formats and content is encouraged)

### **Unit 1: Principles of News Reporting**

- Write a news article that addresses the role and responsibility of journalists in reporting fake news and disinformation on social media. Discuss the challenges faced by reporters and the best practices to ensure that they report only accurate and verified information.
- Conduct an interview with a veteran journalist who has covered wars and conflicts in different parts of the world. Discuss their experiences and the principles they followed to report on these dangerous situations.
- Investigate the impact of metrics on journalistic practices. Write a news report on how news organizations use metrics to measure the success of their stories and the impact of this on reporters' workload and editorial decision-making.
- Write a news article about the challenges of mobile-first reporting. Discuss the pros and cons of mobile-first reporting and how it affects journalistic practices.
- Write a feature story on what makes a good journalist. Discuss the personal characteristics of reporters and the importance of traits such as curiosity, motivation, and truthfulness in journalistic practices.

### **Unit 2: Finding News and News Sources**

- Investigate the impact of social media on news reporting. Write a news report on the challenges and opportunities of using social media for reporting, including the issues related to trust, credibility, and privacy.
- Write a news article on the ethics of reporter-source relationships. Discuss the importance of trust and non-disclosure principles in maintaining professional relationships with sources, while also ensuring the public interest is served.
- Conduct a series of interviews with experts and stakeholders on the impact of news releases on journalistic practices. Write a feature story that discusses how news releases can be used to shape the news and the challenges faced by reporters in navigating this.
- Write a news article on the challenges of investigative journalism. Discuss the difficulties of finding story ideas, cultivating sources, and following up on leads, and the strategies reporters use to overcome these challenges.
- Conduct a series of interviews with reporters who cover different beats, such as education, health, or crime. Write a news report that discusses the challenges and opportunities of covering these beats, and the strategies that reporters use to find and report stories.

### **Unit 3: Skill Sets**

- Write a news article on the importance of observation skills for journalists. Discuss the different observational techniques, such as unobtrusive measures and listening skills, and how they can be used to gather and report news.
- Conduct a series of interviews with experts in forensic science and questioned document analysis. Write a feature story that explores how these techniques can be used to verify the authenticity of documents and evidence used in news reporting.

- Write a news report on the importance of scoping research and document sources in news reporting. Discuss the different sources of government and statistical documents and reports, and the strategies reporters use to quickly check their credibility.
- Conduct a series of interviews with reporters who have covered different events, such as natural disasters or political protests. Write a news article that discusses the challenges and opportunities of covering such events, and the strategies that reporters use to stay safe while reporting on them.
- Write a news article on the importance of interviewing skills for journalists. Discuss the different types of interviews, such as structured and unstructured interviews, and the guidelines reporters follow to ask questions and develop conversation skills.

#### **Unit 4: Reporting Field work**

- Write a news article on the challenges of reporting for convergent media. Discuss the opportunities and risks of using mobile-first and social-first approaches to reporting, and the strategies reporters use to ensure accuracy and credibility in their reporting.
- Conduct a series of interviews with reporters who cover different topics, such as politics or business. Write a news report that discusses the different news structures used to report on multiple platforms, and the challenges of adapting stories for different media.
- Write a feature story on the power of brief news in the era of blip culture. Discuss the challenges of reporting news in short and concise formats, such as instant messages, posts, and notifications, and the strategies reporters use to ensure accuracy and clarity in their reporting.
- Conduct a series of interviews with reporters who cover different beats, such as crime or education. Write a news article that discusses the qualities of a good news story from a reporter's perspective, and the strategies reporters use to get the first draft quickly.
- Write a news article on the challenges of reporting on sensitive stories and leaks. Discuss the ethical and legal considerations of reporting on leaks and confidential information, and the strategies reporters use to protect sources and ensure the public interest is served.

#### **Unit 5: Routine Assignments and Culture, Lifestyle, and Sports Reporting**

- Conduct a series of interviews with reporters who cover different beats, such as crime or sports. Write a news article that discusses the challenges and opportunities of the beat system and news routines, and the strategies reporters use to find and report stories.
- Write a news article on the pitfalls and problems in reporting. Discuss the common traps and challenges faced by reporters, such as censorship and self-censorship, and the strategies reporters use to avoid them.
- Write a news report on the challenges of covering special events and pseudo-events. Discuss the strategies reporters use to navigate the information subsidy provided by event organizers and ensure that their reporting is accurate and credible.
- Conduct a series of interviews with reporters who cover different topics, such as art or fashion. Write a feature story that discusses the challenges and opportunities of covering culture, lifestyle, and sports, and the strategies reporters use to find and report stories in these areas.
- Write a news article on the challenges of reporting on sports and the gaming industry. Discuss the strategies reporters use to find and report stories in these areas, and the ethical considerations of reporting on athletes and gaming companies.

#### **Key Text Books**

1. M.V, K. (2009). *The Journalist's Handbook*. Vikas Publishing House Pvt Limited.
2. Rich, C. (2015a). *Bundle: Writing and Reporting News: A Coaching Method, Loose-leaf Version, 8th + MindTap Communication, 1 term (8th edition)*. Cengage Learning.
3. Keeble, R., & Reeves, I. (2014). *The Newspapers Handbook*. Routledge.
4. Trujillo, T. (2017). *Writing and Reporting - News You Can Use*. Focal Press.
5. Usher, B. (2020). *Journalism and Celebrity*. Routledge.

- Morrison, J., & James (Reader in Journalism Morrison, Reader in Journalism Robert Gordon University Aberdeen). (2019). Essential Public Affairs for Journalists. Oxford University Press.

### References

- Filak, V. F. (2021). Dynamics of News Reporting and Writing: Foundational Skills for a Digital Age. SAGE Publications.
- Harcup, T. (2009). Journalism: Principles and Practice. SAGE.
- Batsell, J. (2015). Engaged Journalism: Connecting with Digitally Empowered News Audiences. Columbia University Press.
- Bender, J., Davenport, L., Drager, M., & Fedler, F. (2011). Reporting for the Media (10 edition). Oxford University Press.
- Mencher, M. (2010). Melvin Mencher's News Reporting and Writing (12th edition). McGraw- Hill Education.

### Web Resources

- Society of Professional Journalists (SPJ) (<https://www.spj.org/>)
- Investigative Reporters and Editors (IRE) (<https://www.ire.org/>)
- Reporters Without Borders (RSF) (<https://rsf.org/>)
- International Center for Journalists (ICFJ) (<https://www.icfj.org/>)
- Tow Center for Digital Journalism (<https://towcenter.columbia.edu/>)

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S	S	S	S	
CO 5					S	S	S	S	S

S- Strong      M-Medium      L-Low

**On the successful completion of the course, students will be able to:**

		K1	K2	K3	K4	K5
PS0	Identify newsworthiness of a set of information using the established criteria of news value and relevance	✓	✓		✓	
C01	Develops a story idea or research question and appropriate sources of information	✓	✓	✓		✓
C02	Conduct interviews for reporting, make careful observations, and use appropriate apps for news gathering	✓	✓	✓		
C03	Create short news stories based on first-hand field experience and adapt the content to various media platforms	✓	✓		✓	
C04	Gather and report news from routine news sources using established procedures		✓		✓	

**Tools of Assessment**

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course	Checked by	Verified by	Approved by
Names			
Signature			

Semester – II	Discipline Specific Elective – II	23 JMC DSE 02	Multimedia (Practical)	News Packaging	CIA- 40 End Sem 60 Marks	Credit -03
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## Course Description

This hands-on course delves deeply into the world of multimedia storytelling and how it has evolved from Flash to mobile apps. Throughout the course, participants will learn about the taxonomy/classification of an online news package and explore new forms of journalism. Guidelines for producing news stories, features, and in-depth packages will be provided, along with tips for audio and visual storytelling to increase appeal. Best practices for multimedia news packaging will be shared, including choosing and prioritizing each medium and platform. Technical skills and equipment for video production will be taught, including camera basics, stands, and other accessories, as well as video production fundamentals such as exposure, composition, and sequences. Participants will also learn professional video editing fundamentals and how to work with technicians and crews.

In addition to video production, the course includes a focus on radio journalism, including producing a radio news capsule and feature talk show, audio field recording, and panel discussions. The course also covers professional television and video journalism, including writing for broadcast and narrowcasting, TV news reading and anchoring, and guidelines for writing broadcast news in a conversational style. Participants will complete a multimedia project, including podcasting, long-form documentaries, and podcast production. By the end of the course, participants will have gained a comprehensive understanding of multimedia news packaging and the skills to produce high-quality multimedia news content.

## Course Objectives

1. To understand the appeal and power of multimedia storytelling.
2. Give hands-on training in producing in-depth multimedia news packaging.
3. Demonstrate procedural knowledge in using tools of audio, visual, and podcast production.
4. Generate professional standard content for multimedia news projects.
5. Distribute multimedia news content through digital publishing platforms.

## Detailed Syllabus

### Unit 1: In-Depth Multimedia News Package

1. Evolution of Digital News Packages-From Flash to Mobile Apps.
2. Taxonomy/Classification of an Online News Package.
3. New Forms of Journalism-Guidelines for Producing News Stories, Features, and In-depth Packages.
4. Audio and Visual Storytelling-Appeal of Digital Audio and Video News and Commentaries.
5. Best Practices Multimedia News Packaging- Choosing and Prioritizing Each Medium and Platforms.

### Unit 2: Technical Skills and Equipment for Video Production

1. Elements of Video. Essential Elements of Video News.



2. Equipment-Camera Basics, Stands, and Other Accessories-Video Production Fundamentals Understanding Exposure, Composition, and Sequences.
3. Professional Video Editing Fundamentals- Editing and Presenting Video News.
4. Working with Technicians and Crew-Understanding Industry Parlance.
5. Equipment Needed for Gathering Multimedia Content-Becoming a Backpack Journalist

### **Unit 3: Lessons from Radio Journalism**

1. Radio News Production Process-Lessons From All India Radio- Radio News Genres and Story Formats- Planning and Producing a Radio News Capsule and Feature Talk Show.
2. Professional Audio Field Recording- Recording Interviews News Reading/ Presentation Skills- Announcing- Panel Discussion-Advanced Writing for Radio-Rules for Readability.
3. Rules for Understandability- Radio News Bulletins in Regional Language-Best Practices From Radio Journalism Era.
4. Skills of Speaking Over the Radio as Reporter, Presenter, Interviewing, Narrating, Conversation.
5. Outside Broadcasts and Radio Conferencing.

### **Unit 4: Professional Television and Video Journalism**

1. Planning and Producing a Television News. Genres News-Story Formats-News Bulletin, Capsule Television News Talk Show-Panel Discussion-Writing for Broadcast and Narrowcasting.
2. Writing for Visuals and Sound-TV News Reading and Anchoring-Voice Over with Sound on Tape (VOSOT)/ VO/bite-Guidelines for Writing Broadcast News (Conversational Style).
3. Broadcast Studio Workflow-Reporters and Anchors- Multicamera Studio Set-up-Producing Videos for YouTube.
4. Newsroom Team (Assignment Editor (AE), Broadcast News Producer, Digital Content Producer, Reporter/MMJ, Photographer, Editor, News Anchor, Weather Anchor, Sports Anchor, Director/Production Crew, News Director).
5. Live reporting from various places-Working in Teams-Cameraperson and Assistants- Working with Studio- YouTube Live Streaming- Reporting live.

### **Unit 5: Completing a Multimedia Project**

1. Podcasting-Audio and Video Distribution Systems.
2. Podcast Hosting Provider.
3. Long Form Documentaries and Podcast Production-Steps to Complete Multimedia Package Project.

4. Division of Labor.
5. Rough Cuts and Finishing Up.

### Key Text Books

1. Stewart, P. (2010). Essential Radio Skills: How to Present a Radio Show. A&C Black.
2. Briggs, M. (2019). Journalism Next: A Practical Guide to Digital Reporting and Publishing. CQ Press.
3. Kolodzy, J. (2013). Practicing Convergence Journalism: An Introduction to Cross-media Storytelling. Routledge.
4. Van Tassel, J., Murphy, M., & Schmitz, J. (2020). The New News: The Journalist's Guide to Producing Digital Content for Online & Mobile News. Routledge.
5. Duffy, A. (2020). Smartphones and the News. Routledge.

### References

1. Dunham, R. S. (2019). Multimedia Reporting: How Digital Tools Can Improve Journalism Storytelling. Springer.
2. Burum, I., & Quinn, S. (2015). MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone or iPad. CRC Press.
3. Various Authors (App Version Year). Multimedia Authoring Tools and User Manuals of Various Open Source Applications for Audio, Video, Image Production and Editing
4. Kern, J. (2008). Sound Reporting - The NPR Guide to Audio Journalism and Production. University of Chicago Press.
5. Quinn, S., & Filak, V. F. (Eds.). (2005). Convergent journalism: An introduction. Elsevier/Focal Press.

### Web Resources

1. ACM Transactions on Multimedia Computing, Communications, and Applications - <https://dl.acm.org/journal/tomm>
2. Journal of Visual Communication and Image Representation - <https://www.journals.elsevier.com/journal-of-visual-communication-and-image-representation/>
3. Multimedia Tools and Applications - <https://www.springer.com/journal/11042>
4. Interactive Multimedia and Collaborative Communications Alliance (IMCCA) - <https://www.imcca.org/>
5. Multimedia and Entertainment Industry Alliance (MEIA) - <http://www.meia.net>

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S	S	S	S	
CO 5					S	S	S	S	S

**S- Strong      M-Medium      L-Low**

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

		K1	K2	K3	K4	K5
PS0	Identify newsworthiness of a set of information using the established criteria of news value and share ability	✓	✓		✓	
CO1	Develops a story idea or research question and appropriate sources of information	✓	✓	✓		✓
CO2	Conduct interviews for reporting, make careful observations, and use appropriate apps for news gathering	✓	✓	✓		
CO3	Create short news stories based on first-hand field experience and adapt the content to various media platforms	✓	✓		✓	
CO4	Gather and report news from routine news sources using established procedures		✓		✓	

#### Tools of Assessment

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course	Checked by	Verified by	Approved by
Names			
Signature			

Semester – II	Discipline Generic Elective – II	23 JMC DGE 02	Social Media Content Production (Practical)	CIA- 40 End Sem 60 Marks	Credit -03
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### Course Description

This course provides the knowledge of social media content developed and brand promotion. Social media advertising is a key component to generating exposure of brands. Social media content production is the art of creating content for social media channels. Wikimedia Foundation provides all types of multimedia content through their products. The contribution of educational content provided by Wikimedia is notable one. This course will provide the tools and techniques of social media e-content.

### Course Objectives

1. To understand the dynamics of various social media contents.
2. Give hands-on training to produce social media contents.
3. Demonstrate procedural knowledge in using tools of audio, visual, and podcast production.
4. Generate professional standard content for multimedia news projects.
5. Distribute multimedia news content through digital publishing platforms.

### Detailed Syllabus

1. Social media content file and formats
2. Projects of wiki-media and open culture
3. Publishing techniques of Word press
4. Publishing articles in Wikipedia
5. Publishing structured data in Wiki-data
6. Publishing media content in commons.wikimedia.org
7. Development of multimedia dictionaries
8. Monitoring techniques of Social Media
9. Social Media Optimization (SMO) tools
10. Search Engine Optimization (SEO) tools
11. Product promotion techniques
12. Meta tag development and tools
13. Conducting outreach campaigns
14. Photo walk for Social Media Content Production

### Key Text Books

1. John Broughton, (2008), Wikipedia: The Missing Manual: The Missing Manual, O'Reilly Media.
2. Tracy L. Tuten and Michael R. Solomon, (2018) Social Media Marketing, SAGE Publications Ltd.
3. Dave Chaffey, Fiona Ellis-Chadwick, (2019), Digital Marketing, Pearson.

### References

1. Jay Daniel Thompson , John Weldon (2022), Content Production for Digital Media, Springer.
2. Influencer: Building Your Personal Brand in the Age of Social Media (2018), Brittany Hennessy, Citadel

3. Social Media Marketing Workbook: How to Use Social Media for Business, (2022 ) Jason McDonald.
4. Steven Lloyd Wilson, (2022) Social Media as Social Science Data, Cambridge University Press.
5. Paul A. Thomas, (2022) Inside Wikipedia: How It Works and How You Can Be an Editor, Rowman& Littlefield Publishers

### Web Resources

1. Wikipedia - <https://www.wikipedia.org/>
2. Commons.wikimedia - <https://commons.wikimedia.org/>
3. Wikidata - <https://www.wikidata.org>
4. Sociallyin - <https://blog.sociallyin.com/the-guide-to-social-media-content-production>
5. MyDictionary - <https://mydictionary.in/>

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S	S	S	S	
CO 5					S	S	S	S	S

**S- Strong      M-Medium      L-Low**

**On the successful completion of the course, students will be able to:**

		K1	K2	K3	K4	K5
PSO	Understand the dynamics of various social media contents	✓	✓		✓	
CO1	Produce social media contents.	✓	✓	✓		✓
CO2	Use tools of audio, visual, and podcast production.	✓	✓	✓		
CO3	Generate professional standard content for multimedia news projects.	✓	✓		✓	
CO4	Distribute multimedia news content through digital publishing platforms.		✓		✓	

**Tools of Assessment**

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course	Checked by	Verified by	Approved by
Names			
Signature			

Semester – II	Skill Enhancement Course – SEC	23 JMC SEC 01	Writing Skills (Practical)	CIA- 40 End Sem 60 Marks	Credit -02
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### Course Description

This course has been designed to give you the fundamental knowledge you will need to be successful in your employability skills. We will work to improve your writing fluency, and basic grammatical skills while also focusing on grade level curriculum. Practical Writing helps learners who need to use their written English in studies, work and personal life. During the course of the upcoming year, we will focus on writing skills for fluency.

### Course Objectives

1. To understand the basics of grammar.
2. Give hands-on training in effective writing skills
3. Give hands-on training in media writing skills
4. Felicitate to publish various writings in blog
5. To train learners in various techniques of news writing

### Detailed Syllabus

1. Basic grammar exercises
2. Understanding tense
3. Comprehension practice
4. Identifying Common Errors in writing
5. Television script writing
6. Radio script writing
7. Print media content development
8. Print media editing practice
9. Publishing articles in blog
10. Film review writing
11. Book review writing
12. Report writing

### Key Text Books

1. UshaPandit, (2014), Writing With Ease – Writing Skills, Creative Writing In English, Mindsprings Publishing LLP
2. D.S. Paul , (2022), Advanced Writing Skills, Goodwill Publishing House.
3. Fundamentals of Journalism: Reporting, Writing and Editing. Berner, R. Thomas. Marquette Books; Paperback edition. March 2007
4. Raman Usha, Writing for the Media, Oxford Higher Education, 2009.

### References

1. Thomas S. Kane, (2000 )The Oxford Essential Guide to Writing, Berkley
2. N.P.Sudharshana and C.Savitha, (2018) English for Engineers by Cambridge University Press.

3. Gajendra Singh Chauhan and Et al,(2019) Technical Communication, Cengage learning India Pvt Limited.
4. Meenakshi Raman and Sangeetha Sharma, (2017.) Technical Communication – Principles and Practice, Third Edition by Oxford University Press
5. M Ashraf Rizvi, (2017) Effective Technical Communication, McGraw Hill Education (India) Private

### Web Resources

1. Grammarly - <https://www.grammarly.com/>
2. The Purdue Writing Lab - <https://www.instituteforwriters.com/>
3. Writers Digest University - <https://www.writersonlineworkshops.com/>
4. Grammar Book - <https://www.grammarbook.com/>
5. Readability-Score - <https://readable.com/>
6. Grammar Monster - <https://www.grammar-monster.com/>

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

7.

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S	S	S	S	
CO 5					S	S	S	S	S

**S- Strong      M-Medium      L-Low**

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

		K1	K2	K3	K4	K5
PSO	Understand the basics of grammar	✓	✓		✓	
CO1	Get effective writing skills	✓	✓	✓		✓
CO2	Get media writing skills	✓	✓	✓		
CO3	Publish various writings in blog	✓	✓		✓	
CO4	Write good quality Reports		✓		✓	



**Tools of Assessment**

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course	Checked by	Verified by	Approved by
Names			
Signature			

Semester – II	Non- Major Elective	23 JMC NME 01	Data Visualization and Info Graphic Design (Practical)	CIA- 40 End Sem 60 Marks	Credit -02
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### Course Description

This course on Data Visualization and Infographics is designed for professionals who want to enhance their skills in visualizing and communicating data effectively. The course comprises of fifteen practical exercises divided into five units, covering a wide range of topics related to data visualization and infographics. In this course, you will learn to create various types of visualizations such as bar charts, scatter plots, pie charts, heatmaps, and more using tools like Tableau and D3.js. You will also learn to prepare and analyze data, identify trends and insights, and communicate your findings through interactive dashboards, infographics, and other data visualization techniques.

Throughout the course, you will learn the principles of effective design, including color theory, typography, layout, and hierarchy. You will also gain hands-on experience with advanced techniques such as 3D visualization, network graphs, virtual reality environments, and interactive infographics. This course is suitable for professionals from a variety of backgrounds, including data analysts, marketers, researchers, and business professionals who want to improve their data visualization skills. No prior experience with data visualization or infographics is required, but familiarity with basic statistical concepts and data analysis tools would be beneficial.

Upon completing this course, you will have a solid understanding of how to create effective data visualizations and infographics, analyze and prepare data for visualization, and communicate insights through a variety of visualization techniques. You will also have a portfolio of practical projects that demonstrate your skills in data visualization and infographics.

### Course Objectives

1. Analyze complex data sets and identify trends and insights that can be effectively communicated through data visualization and infographics.
2. Create a variety of interactive and engaging data visualizations and infographics using industry-standard tools such as Tableau and D3.js.
3. Apply principles of effective design, such as color theory, typography, layout, and hierarchy, to create compelling and impactful data visualizations and infographics.
4. Evaluate and critique data visualizations and infographics based on their effectiveness in communicating data and insights to various audiences.
5. Synthesize data from multiple sources and create comprehensive, multi-layered data visualizations and infographics that effectively communicate complex information to diverse audiences.

### Detailed Syllabus

#### Unit 1: Introduction to Data Visualization and Infographics

1. History and Evolution of Data Visualization and Infographics.
2. Principles of Data Visualization and Infographics.
3. Importance and Applications of Data Visualization and Infographics.
4. Types of Data Visualization and Infographic.
5. Using GapMinder

#### Unit 2: Data Analysis and Preparation for Data Visualization and Infographics

1. Data Collection and Management.
2. Data Cleaning and Pre-processing.
3. Data Transformation and Aggregation.
4. Data Visualization Tools and Techniques.

### **Unit 3: Designing Effective Data Visualization and Info-graphics**

1. Understanding the Audience and Context.
2. Choosing the Right Visualization Type.
3. Designing for Clarity and Effectiveness.
4. Best Practices for Layout and Formatting.

### **Unit 4: Advanced Techniques for Data Visualization and Info-graphics**

1. Interactive and Dynamic Data Visualization.
2. Storytelling with Data Visualization and Infographics.
3. Data Visualization for Big Data and Machine Learning.
4. Spatial and Temporal Data Visualization

### **Unit 5: Applications of Data Visualization and Infographics**

1. Data Visualization for Business Analytics and Intelligence.
2. Data Visualization for Social Sciences and Humanities.
3. Data Visualization for Journalism and Media.
4. Data Visualization for Science and Technology

## **Detailed Practical Exercise for Data Visualization and Info-graphics:**

### **Unit 1: Introduction to Data Visualization and Info-graphics**

1. Creating a timeline info graphic depicting the history of data visualization.
2. Designing a bar chart to represent the distribution of a given dataset.
3. Creating a scatter plot to analyze the correlation between two variables.
4. Designing a pie chart to show the percentage breakdown of a given dataset.
5. Creating an interactive data visualization using a tool like Tableau or D3.js.

### **Unit 2: Data Analysis and Preparation for Data Visualization and Info graphics**

1. Collecting and cleaning data from a given dataset.
2. Preparing data for a specific visualization type (e.g., transforming data for a stacked bar chart).
3. Analyzing data to identify trends and insights.
4. Using data visualization tools to create visualizations for given datasets.
5. Creating a dynamic dashboard to showcase multiple visualizations in one place.

### **Unit 3: Designing Effective Data Visualization and Info graphics**

1. Creating a heatmap to visualize the density of data.

2. Designing a tree map to show the hierarchical relationships between data points.
3. Creating a choropleth map to show geographic patterns in data.
4. Designing an infographic to communicate a complex concept or process.
5. Redesigning an existing data visualization to improve its clarity and effectiveness.

#### **Unit 4: Advanced Techniques for Data Visualization and Infographics**

1. Creating an animated data visualization to show changes over time.
2. Designing a data visualization for virtual or augmented reality environments.
3. Creating a network graph to show relationships between multiple data points.
4. Creating a 3D data visualization to add depth and dimension to data.
5. Creating an interactive info-graphic to engage and educate audiences.

#### **Unit 5: Applications of Data Visualization and Info-graphics**

1. Creating a data visualization to inform business decision-making.
2. Designing a visualization to communicate research findings in social sciences or humanities.
3. Creating an infographic to highlight news or current events.
4. Designing a visualization to showcase scientific or technical data.
5. Creating a data visualization for a specific industry or domain (e.g., healthcare, finance, sports).

#### **Detailed Project Work for Data Visualization and Infographics using GapMinder:**

1. **Global Health Trends:** Using Gap Minder data on health indicators such as life expectancy, infant mortality, and disease prevalence, create a series of interactive visualizations and infographics to explore global health trends over the past 50 years. Identify key drivers of positive health outcomes and areas for improvement, and develop a set of recommendations for policymakers and public health officials.
2. **Income Inequality and Economic Growth:** Using Gap Minder data on income distribution, economic growth, and poverty, develop a set of interactive data visualizations and infographics that examine the relationship between income inequality and economic growth. Explore the impact of government policies such as tax reform, social safety nets, and education investment on income distribution, and identify strategies for reducing poverty and promoting economic growth.
3. **Climate Change and Environmental Sustainability:** Using GapMinder data on carbon emissions, energy consumption, and environmental degradation, create a set of interactive data visualizations and infographics that explore the impact of climate change and environmental degradation on global ecosystems and human health. Develop a set of recommendations for policymakers and private industry to promote environmental sustainability and reduce the impact of climate change.
4. **Education and Human Development:** Using GapMinder data on literacy rates, educational attainment, and gender equity, create a set of interactive visualizations and infographics that explore the relationship between education and human development. Identify strategies for improving access to quality education and promoting gender equity, and develop a set of recommendations for policymakers and education advocates.

- Population Dynamics and Migration: Using GapMinder data on population growth, migration patterns, and urbanization, develop a set of interactive data visualizations and infographics that examine the impact of population dynamics on social and economic development. Explore the impact of migration on urbanization and economic growth, and identify strategies for promoting sustainable development and reducing poverty.

### Key Textbooks

- Cairo, A. (2020). *How Charts Lie: Getting Smarter about Visual Information*. W. W. Norton & Company.
- Krum, R. (2016). *Cool Infographics: Effective Communication with Data Visualization and Design*. John Wiley & Sons.
- Steele, J. S., & Iliinsky, N. (2021). *Designing Data Visualizations: Representing Information on Modern Web*. O'Reilly Media.
- Few, S. (2019). *Show Me the Numbers: Designing Tables and Graphs to Enlighten*. Analytics Press.
- Yau, N. (2021). *Data Points: Visualization That Means Something*. John Wiley & Sons.
- Knaflig, C. N. (2015). *Storytelling with Data: A Data Visualization Guide for Business Professionals*. John Wiley & Sons.

### References

- Segaran, T., & Hammerbacher, J. (2012). *Beautiful Data: The Stories Behind Elegant Data Solutions*. O'Reilly Media.
- Rothman, N. (2014). *Storytelling in Data: A Guide for Data Analysts and Researchers*. SAGE Publications.
- Fry, B. (2021). *Data-Driven Graphic Design: Creative Coding for Visual Communication*. CRC Press.
- Tufte, E. R. (2001). *The Visual Display of Quantitative Information*. Graphics Press.

### Web Resources

- Journal of Information Visualization - <http://www.palgrave-journals.com/iv/>
- Data Visualization Society - <https://www.datavisualizationsociety.com/>
- Information is Beautiful - <https://informationisbeautiful.net/>
- Information Design Association - <https://www.informationdesign.org.uk/>
- Visualoop - <https://visualoop.com/>
- United Nations Statistics Division - <http://unstats.un.org/unsd/dnss/gpBref.do?class=2>
- Global Partnership for Sustainable Development Data - <https://www.data4sdgs.org/>
- World Bank Open Data - <https://data.worldbank.org/>
- OECD Data Visualization Tool - <https://www.oecd-ilibrary.org/content/data-visualization-tool/en>
- USA.gov Data and Statistics - <https://www.usa.gov/statistics>
- Pew Research Center - <https://www.pewresearch.org/>
- Data & Society Research Institute - <https://datasociety.net/>
- Open Knowledge Foundation - <https://okfn.org/>
- Center for Data Innovation - <https://datainnovation.org/>
- Urban Institute - <https://www.urban.org/>

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3

PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

**The mapping of course outcomes with programme outcomes is tabulated as follows**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S	S	S	S	
CO 5					S	S	S	S	S

**S- Strong      M-Medium      L-Low**

**On the successful completion of the course, students will be able to:**

		K1	K2	K3	K4	K5
PS0	Analyze complex data sets and identify trends and insights that can be effectively communicated through data visualization and infographics.	✓	✓		✓	
CO1	Create a variety of interactive and engaging data visualizations and infographics using industry-standard tools such as Tableau and D3.js	✓	✓	✓		✓
CO2	Apply principles of effective design, such as color theory, typography, layout, and hierarchy, to create compelling and impactful data visualizations and infographics.	✓	✓	✓		
CO3	Evaluate and critique data visualizations and infographics based on their effectiveness in communicating data and insights to various audiences.	✓	✓		✓	
CO4	Synthesize data from multiple sources and create comprehensive, multi-layered data visualizations and infographics that effectively communicate complex information to diverse audiences.		✓		✓	

#### **Tools of Assessment**

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course	Checked by	Verified by	Approved by
Names			
Signature			

<b>Semester – II</b>	<b>Compulsory Paper for all Students</b>		<b>Human Rights</b>	<b>CIA- 25 End Sem 75 Marks</b>	<b>Credit -02</b>
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Print Media Internship I- for 4 weeks( 30days)  
duration to be undertaken by all the students during  
summer vacation for which evaluation ( Viva- Voce)  
will be conducted and marks will be evaluated in the  
3<sup>rd</sup> semester.



## **SEMESTER III**

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**M. A. (JOURNALISM AND MASS COMMUNICATION)**

<b>Semester – III</b>	<b>Core - VI</b>	<b>23 JMC C06</b>	<b>Critical Thinking and Fact Checking ( Theory)</b>	<b>25 Marks / End Sem. 75 Marks</b>	<b>Credit 04</b>
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## Course Description

This course is designed to equip students with the skills needed to identify and combat misinformation in the digital age. The course covers a wide range of topics including Medium, Message, and Misinformation, News industry Transformation, Combatting Disinformation and Fake News, and Truth- Default Hypothesis. Students will learn about the sources of biases and misinformation and how to identify errors in thinking and reasoning. The course also examines the consequences of filter bubbles and Janis' Groupthink Theory, as well as eyewitness and memory errors. Students will explore cognitive biases and heuristics, including the varieties of cognitive biases such as Confirmation Bias, and learn how to contend with bias and noise.

In addition, the course provides an overview of tools for critical thinking, such as the Hierarchy of Evidence and the Nomological Network of Cumulative Evidence, and techniques for evaluating science and health information. Students will also learn about finding and evaluating sources, journalistic verification skills, and guidelines for evaluating information. The course covers techniques for verifying news, including text, images and provides an overview of digital forensic and deep fakes. By the end of the course, students will be able to assess and evaluate arguments, apply critical thinking to sources of information, and be equipped with the necessary skills to combat misinformation in the digital age.

## Course Objectives

1. To strongly emphasize the importance of news media literacy and critical concepts in evaluating information.
2. To develop a deep understanding of recent scientific findings on sources of biases at an individual level.
3. To develop a scientific attitude, critical thinking, reasoning, and argumentative skills.
4. To enable learners to evaluate the credibility of various sources of information.
5. To provide learners with skills and tools for fact-checking news using standardized methods.

## Detailed Syllabus

### Unit 1: Medium, Message, and Misinformation

1. News industry Transformation-Terminological Clarification (Avoiding the Term Fake News).
2. Formats and Evolution of Media Misinformation, Disinformation, and Mal-information (MDM).
3. Misinformation and Propaganda, 'Information Disorder', Post-truth Politics, Media and Information Literacy.
4. Need for Critical Thinking, Skepticism, Rationality - Bounded Rationality - Gap Minder Exercise.
5. Savvy Media Consumers - Information Literacy Competency Standards for Journalism, Fact-checking Sector.

## Unit 2: Sources of Biases and Misinformation

1. Filter Bubbles, Eco-chambers, Psychological facts and effects of Misinformation and Mass Audiences.
2. Eyewitness and Memory Errors, Truth- Default Hypothesis, Deception.
3. Rumours, Gullibility and Idea Pathogens, Errors in Thinking and Reasoning.
4. Logical Fallacies, Varieties of Cognitive Biases and Heuristics (E.g., Confirmation Bias, Availability Heuristics). Sources of Errors.
5. Brain Functions, Motivated Reasoning, Judgements Under Uncertainty, Prevalence Induced Concept Change, Janis's Groupthink Theory, Thinking Fast and Slow-Cognitive Biases and Heuristics, Noise and Biases.

## Unit 3: Contending with Bias

1. Building Cognitive Empathy, Resilience, Critical Thinking and Decision Making.
2. Cognitive Behavioural Therapy, Cultivating Intellectual Virtues.
3. Developing Scientific Attitude.
4. Normative Models of Rationality (Steven Pinker)-By Sean and Probalistic Reasoning.
5. GapMinder Approach, Factfulness Model - Searching Diversity of Information Sources.

## Unit 4: Finding and Evaluating Sources

1. Basics of Fact-checking and Journalistic Verification Skills.
2. Creating and Managing information Workflow Search Engine Works.
3. Strategies, Detailed Notes, Attributing Sources, Licensing. Searching Diversity of Information Sources.
4. (e.g., Wikipedia, Open Data. Market Research. Digital Archives). Evaluating Information.
5. Vigour-Source Credibility-Cues and Evidence- Credibility Network- Web of Trust. People and Expert Search, Collaborative Search.

## Unit 5: Tools for Fact-Checking Journalism

1. Social Media Verification: Sources, Visual Content.
2. Fake Images, Bots, Fake Accounts, Fake Reviews, Fake Chats, Trolling, Online Abuse.
3. Digital Forensic and Working with Experts. Open-Source Digital Forensic Tools Techniques, News Guard
4. Approach to Identifying Credible News Sources.
5. Google News Fact-Checking Initiative. Emerging Tools and Technique

## Key Text Books

1. Hirst, M. (2018). Navigating Social Journalism: A Handbook for Media Literacy and Citizen Journalism. Routledge.
2. Southwell, B. G., Thorson, E. A., &Sheble, L. (2018). Misinformation and Mass Audiences. University of Texas Press.
3. Damico, A. M. (2019). Media, Journalism, and "Fake News": A Handbook. ABC-CLIO.
4. Bowell, T., & Kemp, G. (2014). Critical Thinking: A Concise Guide. Routledge.
5. Groarke, L., &Tindale, C. W. (2004). Good Reasoning Matters!: A Constructive Approach to Critical Thinking. Oxford University Press.

## References

1. Hunter, D. A. (2014). A Practical Guide to Critical Thinking: Deciding What to Do and Believe. John Wiley & Sons.
2. Sinha, P., Shaikh, S., & Sidharth, A. (2019). India Misinformed: The True Story. Harper Collins.
3. Bose, D. (2016). Media trials and the dark side of broadcast media in India: Do we really need to believe what's on TV?
4. Cottrell, S. (2017). Critical Thinking Skills: Effective Analysis, Argument and Reflection. Macmillan International Higher Education.
5. Christian, S. E. (2019). Everyday Media Literacy: An Analog Guide for Your Digital Life. Routledge.

### Web Resources

1. The Journal of Critical Thinking <https://www.criticalthinking.org/resources/Journal-Archive-Summer-1981-Summer-2005/29>
2. Thinking Skills and Creativity <https://www.journals.elsevier.com/thinking-skills-and-creativity>
3. Inquiry: Critical Thinking Across the Disciplines <https://scholarworks.iu.edu/journals/index.php/inquiry>
4. MediaWise <https://www.poynter.org/mediawise/>
5. FactCheck.org <https://www.factcheck.org/>

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

The mapping of course outcomes with programme outcomes is tabulated as follows:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S		S	S	S
CO 5					S	S	S	S	S

S-Strong                      M-Medium                      L-Low

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

PSO		K1	K2	K3	K4	K5
	Create a presentation on personal encounters with misinformation and fake news.	✓	✓	✓		
CO1	Create a podcasting style presentation based on personal experience with any one of the major sources of bias.	✓	✓		✓	
CO2	Demonstrate critical thinking and logical reasoning ability through standardized tests and debating techniques.	✓	✓		✓	✓
CO3	Assess the risk of bias in different sources of information and synthesize results.	✓	✓	✓		

C04	Demonstrate competency in using online tools to fact-check potential misinformation.		√		√	
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#### Tools for Assignment

CIA TEST 1	CIA TEST 2	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	TOTAL
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course designed by	Checked by	Verified by HOD	Approved by
Name			
Signature			

Semester – III	Core - VII	23 JMC C07	Media Laws and Ethics (Theory)	25 Marks/ End Sem. 75 Marks	Credit 04
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### Course Description

This course provides an in-depth understanding of the Indian Constitution and its impact on communication laws. The course begins by exploring the foundations of the Indian Constitution, including its salient features, and their importance. Then it delves into the Fundamental Rights and Duties, focusing on Article 19 1 (A) and various freedoms, as well as reasonable restrictions. The course also covers media-related acts and regulations, including the Press Council of India, the Cinematograph Act, and the Official Secrets Act along with landmark cases related to media and content regulation in broadcast news. The course concludes with a focus on intellectual property rights and internet governance, including the concept of innovation, invention, and discovery. It also covers laws related to information, such as cyber laws and legal and ethical aspects related to new technologies, the IT Act 2000 and its amendments, and the Right to Information Act. Finally, it explores media and privacy, the Privacy Bill in India and the Right to be Forgotten.

### Course Objectives

1. To introduce students about the basic structure of the Indian constitution.
2. To familiarize students on the various laws governing media.
3. To teach students about the provisions of some important press laws.
4. To enable students to have an understanding of ethical issues involved in the practice of journalism.
5. To give a clear vision to the students about the various journalistic practices in the process of news and information gathering.

### Detailed Syllabus

#### Unit 1: Indian Constitution

1. Origin and evolution of Indian constitution.
2. Preamble, Basic Structure & Salient features of Indian constitution.
3. Fundamental rights and duties, Directive principles of State policy.
4. Four pillars of Indian democracy.
5. Ministry of Information and Broadcasting.

#### Unit 2: Press Freedom

1. Freedom of Speech & Expression, Reasonable Restrictions
2. Article 19 (1) a & 19 (2), Indian Telegraph Act 1885.
3. Press and Registration of Books Act 1867, PrasarBharati Act 1990, Working Journalists Act 1955, Cinematography Act 1952, Cable T.V. Networks (regulation) Act 1995, Press Commission I & II, Copyright Act 1957.
4. Contempt of Courts Act 1971, Defamation- Libel and Slander, Press Council of India Act 1978, Officials Secrets Act 1923.
5. Indecent Representation (prohibition) Act, 1986, Drugs and Magic Remedies (objectionable) Act 1954.

#### Unit 3: Information Laws

1. Cyber laws- Legal and Ethical aspects, Social Media and Internal Regulations.

2. IT Act 2000, Right to Information Act (RTI).
3. Serial Digital Interface (SDI) Rules.
4. Protection of Personal Information (IP).
5. Sensitive Personal Data and Information (SPDI), OTT regulations.

#### Unit 4: Media & Privacy

1. Intellectual Property Rights (IPR) .
2. Trademarks, Patent, Geographical Instructor.
3. Secret and Confidentiality in IPR, Internet Governance.
4. Copyrights and Fairuse, Net-neutrality, Right to privacy.
5. Sting Journalism, Yellow Journalism, Paid news.

#### Unit 5: Media Ethics

1. Journalistic code of conduct, Self-Regulation, Alternative Censorship.
2. Pros & cons of Media Activism, Journalistic Ethics.
3. Ethical issues: Notions and Debates, Resolving Ethical Dilemmas-Different Methods.
4. Self-Regulation vs Legal regulation, Media & Human Rights Issues.
5. Media net pressures (political, market, legal and professional), Ombudsman.

#### Key Text Books

1. M Neelamalar, Media Laws and Ethics, Philearning 2<sup>nd</sup> Edition, 2019.
2. Devesh Kishore & G. S. Gard, Media Law: Its Ethics and Ethos, Haran and PublicationsPvt Ltd. 2016.
3. D.D. Basu., Introduction to the Constitution of India, Lexis Nexis First Edition. 2014.
4. ParanjyGuhaThakurta, Media Ethics: Truth Fairness and Objectivity, OUP India, First Edition, 2011.
5. Juhi P. Pathak, Introduction to Media Laws and Ethics, Shipra Publications, 2014.

#### Reference Books

1. Roy L Moore, Media Laws and Ethics, Routlege, Sixth Edition, 2021.
2. NouredineMiladi, Global Media Ethics and Digital Revolution, Rouledge, 2021.
3. Stephen JA Ward, Ethics and the Media: An Introduction, Cambridge University Press, 2020.
4. David A Mackey & Kathryn M Elvey, Society, Ethics & the Law, Jones & Bartlet, 2020.
5. Lee Wilkins, Media Ethics: Issues and Cases, Rowman&Littlefiel, 10th Edition, 2011.

#### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

**The mapping of course outcomes with programme outcomes is tabulated as follows:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L					
CO 2			M	M	M	M	M		
CO 3				M	M	M	M		
CO 4				S	S	S	S	S	
CO 5				S	S	S	S	S	S

S-Strong    M-Medium    L-Low

**Course Outcomes (COs): On successful completion of the course, the students will be able to:**

		K1	K2	K3	K4	K5
C01	To introduce students about the basic structure of the Indian constitution	√	√	√		
C02	To familiarize students on the various laws governing media	√		√		
C03	To teach students about the provisions of some important press laws		√	√	√	
C04	To enable students to have an understanding of ethical issues involved in the practice of journalism		√	√	√	
C05	To give a clear vision to the students about the various journalistic practices in the process of news and information gathering		√	√		√

### TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			



<b>Semester – III</b>	<b>Core - VIII</b>	<b>23 JMC C08</b>	<b>Strategic Communication ( Theory)</b>	<b>CIA 25 Marks/ End Sem. 75 Marks</b>	<b>Credit 04</b>
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## Course Description

Strategic Communication is an essential course for individuals seeking to develop advanced communication skills in various fields such as public relations, corporate communication and digital marketing. In this course, students will learn about the nature, scope, and definition of strategic communication along with an understanding of planned communication and the basic conceptual tools for it. Additionally, the course will explore the application of strategic communication in different areas, involving mediated communication, sender/communicator perspectives, and audience effects. Students will also learn about various communication models, theories and approaches to communication planning, and how to use these models to design, develop, and implement communication campaigns. The course will cover crisis and risk communication, theories of risk communication, and the role of information & communication campaigns in mitigating risk. Furthermore, students will learn about online communication strategies, message design guidelines, and evidence-based communication planning. The course will also cover social marketing campaign planning and advances in social marketing in the digital era including online advertising and promotional campaign strategies. Overall, this course provides students with a comprehensive understanding of strategic communication and how to apply it effectively in various communication settings.

## Course Objectives

1. To describe the nature, scope, and basic terminology in strategic communication.
2. To review basic concepts employed in risk assessment and identify key elements of risk communication.
3. To review various models and toolkits for communication planning.
4. To compare and contrast different strategies for communication campaigns.
5. To understand the digital marketing perspectives on communication campaigns and identify performance metrics.

## Detailed Syllabus

### Unit 1: Overview of Strategic Communication

1. Nature, scope, and definition of Strategic Communication.
2. Understanding Planned and Strategic Communication; Basic Conceptual Tools.
3. Overview of Planned Communication; Nature of Communication Planning & Categorization of Basic Strategies.
4. Application of Strategic Communication in Public Relations.
5. Corporate Communication and Digital Marketing.

### Unit 2: Elements of Mediated Communication

1. The Sender/Communicator Perspectives; Westley and MacLean Model- Co-orientation and System; The Maletzke Model - A Social Psychological view. Understanding the Message - Analyzing Message Content-A Model, The Communicator–Message Relationship, Intentions and Functions, Messages as Messages - The Message / Receiver Relationship, Message Comprehension.

2. The Medium- Mediation Theory, Channel Selection, Fast Media vs. Slow Media, Use of Entertainment Media in Communication Planning.
3. The Audiences- Defining Audience, Functions of Audiences, Mass Society view of the Audience, The Obstinate Audience, The Uses and Gratifications Approach, Reception Theory, Receiving Mass Communications: Active or Passivity.
4. The Effects- A Short History of Media Effects Research; Effects and the Time Dimension, Direct and Indirect Effects, Level, Time, and the Sources of Effects, A Model, Effects and Change, 'Enlargement Effects', Cognitive Complexity Effects, Reciprocal, Boomerang, Spillover, and Third Person Effects.
5. The Agenda-Setting Effect of Communication; Knowledge/Information Gap Theories; Theory of Cultivation Effects, Communication as Communication Effects, Post-exposure Communication, A Contingency Approach to Effects; Varieties of Communication Models & Using Communication Models.

### **Unit 3: Approaches to Communication Planning**

1. Multi-Step Flow Approaches. The Two-Step Flow of Information Model- The Adoption Process, Stages and Channels, Degree of Innovativeness: From Innovators to Laggards, Nature of Innovation, Course of Adoption, Change Agents
2. Diffusion of Preventive Innovations, The Innovation Process in Organizations.
3. Network and Systems Approach, Communication Networks, The Convergence Model, Network Analyses, Networking as a Strategy and a Means of Analysis, the Spiral of Interaction
4. Using Communication Models to Design, Develop, and Implement Communication Campaigns, A Communication Campaign Model, A Traditional Model.
5. Communication Campaign Planning- Dimensions of Campaign objectives and effects, Communication Campaigns as application of different approaches-Toolbox Thinking, Using Models of Communication for Campaign Planning.

### **Unit 4: Crisis and Risk Communication**

1. An overview of Crisis Communication; Theories of Crisis Communication.
2. Reputation Management, Issue Management. Image Repair Theory.
3. Risk Communication- Understanding the concept of risk, safety, hazard, vulnerability, resilience, anti-fragile, mitigation, crisis-impact.
4. Theories of Risk Communication- outrage factors, psychological correlates of risk perceptions and risk characteristics.
5. Cultural Cognition approach to Risk, Approach to Risk Communication and Messaging, Early Warnings.

### **Unit 5: Communication Strategies**

1. Guidelines for Message Design (Appeals), Evidence-based Communication Planning, McGuire's Classic Input-Output Framework for constructing persuasive messages.
2. Strategic and Persuasive Writing, Guidelines for Information and Communication Campaigns.
3. Social Marketing Campaign Planning, Advances in Social Marketing in the Digital Era.
4. Online Advertising and Promotional Campaign Strategies. Strategic Use of Social Media.
5. Strategic Online Campaigns across Platforms-Planning, Development, and Execution.

### **Key Text Books**

1. James, M. (2014). Positioning Theory and Strategic Communication: A new approach to public relations research and practice. Routledge.
2. Sellnow, T. L., & Seeger, M. W. (2013). Theorizing Crisis Communication. John Wiley & Sons.

3. Lannutti, P. J., & Dainton, M. (2020). Strategic Communication Research (First Edition). Cognella Academic Publishing.
4. Mcquail, D., & Windahl, S. (2015). Communication Models for the Study of Mass Communications. Routledge.
5. Allen, M. (2015). Strategic Communication for Sustainable Organizations: Theory and Practice. Springer.

## References

1. Windahl, S., Signitzer, B., & Olson, J. T. (2008). Using Communication Theory: An Introduction to Planned Communication. SAGE.
2. Holtzhausen, D., & Zerfass, A. (2014). The Routledge Handbook of Strategic Communication. Routledge.
3. Boyle, M., & Schmierbach, M. (2020). Applied Communication Research Methods: Getting Started as a Researcher. Routledge.
4. Brennan, L., Binney, W., Parker, L., Aleti, T., & Nguyen, D. (2014). Social Marketing and Behaviour Change: Models, Theory and Applications. Edward Elgar Publishing.
5. Oliveira, E., Melo, A. D., & Goncalves, G. (2019). Strategic Communication for Non-Profit Organisations: Challenges and Alternative Approaches. Vernon Press.

## Web Resources

1. Journal of Strategic Communication: <https://www.tandfonline.com/toc/hjsc20/current>
2. International Journal of Strategic Communication: <https://www.tandfonline.com/toc/hstc20/current>
3. Strategic Communication: <https://www.tandfonline.com/toc/rstr20/current>
4. Public Relations Review: <https://www.sciencedirect.com/journal/public-relations-review/issues>
5. Communication Research Reports: <https://www.tandfonline.com/toc/hcrr20/current>

## Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

The mapping of course outcomes with program outcomes is tabulated as follows:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L					
CO 2			M	M	M	M	M		
CO 3				M	M	M	M		
CO 4				S	S	S	S	S	
CO 5				S	S	S	S	S	S

S-Strong      M-Medium      L-Low

**On successful completion of the course, the students will be able to:**

		K1	K2	K3	K4	K5
C01	Outline the scope of strategic communication through slideshow presentation.	√	√	√		
C02	Analyze and interpret social issues from a risk communication perspective.	√		√		
C03	Formulate evidence-based communication goals and objectives for a given social issue.		√	√	√	
C04	Explain the strength and weakness of different communication campaign approaches for a given social issue.		√	√	√	
C05	Prepare a communication plan for a specific social issue indicating message design, channel choice, and target audiences.		√	√		√

### **Tools for Assignment**

CIA TEST I	CIA TEST 2	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	TOTAL
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course designed by	Checked by	Verified by HOD	Approved by
Name			
Signature			

Semester – III	Core Practical - III	23 JMC P03	Development and Specialist Journalism (Practical)	40 Marks/ End Sem. 60 Marks	Credit 04
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### Course Description

Development and Specialist Journalism is a course that explores the role of journalism in promoting socio-economic development, with a focus on reporting on social issues. This course will cover the emergence of development journalism, its nature, need, and scope, and how it has evolved from development journalism to solution journalism. Students will learn about social science reporting, covering human development indicators from UN agencies such as UNDP, and tip sheets for reporting.

The course will also cover reporting on gender issues, human development, human rights, poverty, rural development, agriculture, urban affairs, waste management, and e-waste issues. Students will learn how to cover international development issues and peace journalism, as well as laws that mandate risk communication, fire services, food adulteration, pharmacological risk, labels, occupational risk, insurance, and compensations.

Additionally, students will learn about risk assessment basics for journalists, exposure, toxicity assessment, epidemiology basics, assessing a study's validity before reporting, and covering pandemics. The course will also cover environmental journalism, public awareness for environmental management, water issues, and types of environmental pollution, environmental impact assessment (EIA), energy issues, and lessons from major environmental disasters. It will provide students with the necessary skills to cover problems, solutions, and trade-offs in development journalism, and how to avoid science denialism when reporting on climate change. Students will learn all the major development journalism coverage area and choose one area to specialize.

### Course Objectives

1. To understand the nature and scope of development journalism.
2. To explain the major problems in rural development.
3. To explain the major problems and trade-offs in urban development.
4. To demonstrate an in-depth understanding of reporting on risk.
5. To explain various challenges to the quality of the environment and outline mitigation strategies.

### Practical list

- Find a recent social issue that is affecting your community; Report it using the solutions journalism approach. Investigate the root causes of the problem and highlight initiatives or programs that are addressing it.
- Investigate a poverty-related issue in your community and write an in-depth report that explores the factors that contribute to poverty, its impact on people's lives, and potential solutions to reduce it.
- Choose an international development issue, such as aid effectiveness or debt relief, and report on it from a local perspective. Investigate how the issue affects your country and the challenges and opportunities it presents.

- Visit a rural community in your country and report on the challenges they face in terms of development, agriculture, environment or healthcare issues. Highlight successful initiatives or programs that have improved their situation.
- Cover a Panchayat Raj institution meeting or municipality meeting in your area and report on the issues discussed, decisions made, and challenges faced. Analyze the effectiveness of these institutions in promoting rural development and citizen participation.
- Visit a slum area in your city and report on the living conditions, challenges, and opportunities for improvement. Highlight successful initiatives or programs that have improved the situation of slum dwellers.
- Select a pharmacological risk issue, such as drug pricing or access to medicines, and write a report that explores the challenges and potential solutions. Highlight successful initiatives or programs that have improved access to safe and affordable medicines.
- Research the occupational risks faced by workers in a specific industry, such as mining or construction, and write a report that explores the challenges and potential solutions. Highlight successful initiatives or programs that have improved working conditions and reduced occupational hazards.
- Visit a local ecosystem, such as a forest or river, and report on the biodiversity and conservation issues it faces. Investigate potential solutions to protect and restore the ecosystem and promote sustainable use.
- Write a report that explores the competing narratives around climate change, such as environmental movements and eco-modernism. Investigate the role of science denialism and the challenges of reporting climate change accurately and responsibly. Highlight successful initiatives or programs that have promoted climate action and awareness.

### Key Text Books

1. Servaes, J., Jacobson, T., & White, S. A. (Eds.). (1996). *Participatory Communication for Social Change* (First edition). SAGE Publications Pvt. Ltd.
2. Hansen, A. (2019). *Environment, Media and Communication*. Routledge.
3. Acharya, K., & Noronha, F. N. J. (Eds.). (2009). *The Green Pen: Environmental Journalism in India and South Asia* (1st edition). Sage Publications Pvt. Ltd.
4. Pinto, J., Gutsche, R. E., Jr., & Prado, P. (2019). *Climate Change, Media & Culture: Critical Issues in Global Environmental Communication*. Emerald Group Publishing.
5. Dakers, D. (2018). *Environmental Journalism*. Crabtree Publishing Company.

### References

1. Ghosh, A. (2005). *Communication Technology and Human Development: Recent Experiences in the Indian Social Sector*. SAGE Publishing India.
2. Jayaweera, N., & Amunugama, S. (1987). *Rethinking Development Communication*. Asian Mass Communication Research and Information Centre.
3. Melkote, S. R., & Steeves, H. L. (2015). *Communication for Development: Theory and Practice for Empowerment and Social Justice*. SAGE Publications India.
4. Murthy, D. V. R. (2006). *Development Journalism: What Next? An Agenda For The Press*. Kanishka Publishers.
5. Peet, R., & Hartwick, E. (2009). *Theories of Development, Second Edition: Contentions, Arguments, Alternatives*. Guilford Press.

### Web Resources

1. *Development in Practice* - <https://www.tandfonline.com/toc/cdip20/current>
2. *The Journal of Development Studies* - <https://www.tandfonline.com/toc/cjds20/current>
3. *World Development* - <https://www.journals.elsevier.com/world-development/>
4. *Third World Quarterly* - <https://www.tandfonline.com/toc/ctwq20/current>

5. Development and Change - <https://onlinelibrary.wiley.com/journal/14677660>
6. United Nations Development Programme (UNDP) - <https://www.undp.org/>
7. International Development Research Centre (IDRC) - <https://www.idrc.ca/>

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3
PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S		S	S	S
CO 5					S	S	S	S	S

S-Strong                      M-Medium                      L-Low

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

PSO	Course Outcomes	K1	K2	K3	K4	K5
C01	Identify themes and issues for development reporting and prepare a pitch for a news story.	√	√	√		
C02	Prepare a news story based on field visits on any one topic in rural development.	√	√		√	
C03	Create an audio-visual presentation and a follow-up story on any major urban development issues.	√	√		√	√
C04	Create an audio-visual presentation and a news story on physical safety.	√	√	√		
C05	Create an audio-visual presentation and a news story based on the local angle to climate change.		√		√	

### Tools for Assignment

CIA TEST I	CIA TEST 2	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	TOTAL
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course designed by	Checked by	Verified by HOD	Approved by
Name			
Signature			

Semester – III	Core Practical - VI	23 JMC P04	Audio Video Program Production (Practical)	CIA 40 Marks	End Sem. 60 Marks	Credit 04
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### Course Description

This practical course is designed to provide students with the knowledge and skills required to create compelling Audio/ Video making. Over the course of the program, students will explore the creative process involved in audiovisual production including ideation, scripting, pre-production, production, post-production, and distribution. Through a combination of lectures, workshops, and hands-on projects, students will learn about key aspects of audio and video production, including story structure, character development, visual storytelling, cinematography, sound design, editing, and marketing strategies. In addition to technical skills, the course will also cover essential professional skills, such as project management, collaboration, communication, and pitching. By the end of the course, students would have developed a comprehensive understanding of the audiovisual production process and would have created a professional-quality programs that they can add to their portfolio to launch their careers in the industry.

### Course Objectives

1. To enable the students to understand the various stages of audiovisual production.
2. To become aware of the significance of writing for audiovisual production.
3. To acquire photography skills and lighting knowledge for indoor and outdoor shooting.
4. To make the students familiar with story boarding and shooting procedures.
5. To learn both audio & video editing software's.

### Practical List

- Produce a segment of any kind of “*Television Talk show*” not exceeding 10 minutes.
- Produce a segment of any “*Sports event*” not exceeding 10 minutes.
- Produce a segment of any “*Cultural event*” not exceeding 10 minutes.
- Produce a segment of any “*Government Program*” not exceeding 10 minutes.
- Produce a minimum “*Public Service Advertisement*” not exceeding one minute.
- Produce a segment of any “*College event*” not exceeding 10 minutes.

**Students should submit a record in bound book form along with the audiovisual programs in a DVD.**

#### The Record should contain:

1. Script Development
  - Title
  - Concept (log line, one liner)
  - Synopsis
  - Treatment
  - Step outline
2. Screenplay Development
  - Slug line
  - Action (Video Description)
  - Character Name
  - Dialogue
3. Script with storyboard



- Shooting Script
- Editing Script
- Scheduling
- Approximate Budget details

**\*All the above sub activities will carry marks evidenced from the record work submitted by the student.**

**The mapping of course outcomes with programme outcomes is tabulated as follows**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S		S	S	S
CO 5					S	S	S	S	S

S-Strong                  M-Medium                  L-Low

**On the successful completion of the course, students will be able to:**

PSO		K1	K2	K3	K4	K5
C01	Learn about audiovisual production from concept to execution.	√	√	√		
C02	Become familiar with writing for various audiovisual programs.	√	√		√	
C03	Acquire photographic and lighting skills.	√	√		√	√
C04	Become familiar with shooting procedures.	√	√	√		
C05	Gain knowledge about audio editing and sound mixing.		√		√	

**Tools for Assignment**

CIA TEST 1	CIA TEST 2	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	TOTAL
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course designed by	Checked by	Verified by HOD	Approved by
Name			

Semester – III	Discipline Specific Elective - 3	23 JMC DSE 03	Public Relations and Corporate Communications (Theory)	CIA 25 Marks	End Sem. 75 Marks	Credit 03
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### Course Description

This course provides a comprehensive overview of the principles and practices of Public Relations. It covers the historical origins of public relations and the worldwide expansion of PR in the twenty first century. The course explores the relationship between public relations and the media and the role of PR in democracy, including its contribution to democracy and the potential conflicts between PR and democratic values. Students will learn about the role of the PR practitioner, the skills required for success in the field, and the ethical codes that guide PR practice. The course also covers various PR theories and concepts, including communication, relationship, social influence, and mass communication theories. Students will learn about the importance of strategic planning and management in PR, including how to plan and evaluate PR campaigns and programs. Other topics include internal and community relations, external PR, sponsorship, and the future of PR.

### Course Objectives

1. Understand the evolution and importance of Public Relations
2. Understand the different methods of PR followed by Government & private Sector
3. Learn the abilities to engage various stakeholders
4. Conduct campaigns and research in Public Relations
5. Handle crisis situations and resolve them using Public Relations

### Detailed Syllabus

#### Unit 1: The Context of Public Relations

1. Public relations origin, definitions and history; Traditional definition of PR.
2. Growth and Development of modern PR, Integrating PR into the Promotion Mix.
3. Marketing Public Relations (MPR), Functions of Public Relations.
4. Merits and limitations of Public Relations, Role and Skills of the PR practitioner.
5. Public Relations and media, Professionalism.

#### Unit 2: PR Theories and Concepts

1. Public relations theories: Communication theories in PR, Relationship theories of PR.
2. Social influence theories, Mass communication theories, Rhetoric and engagement in PR.
3. Feminism and public relations, Strategic public relations planning and management.
4. Intercultural and multicultural context, Social media and activists in the global village.
5. Uneven globalization, Public diplomacy.

#### Unit 3: Media Relations

1. Integrated Marketing Communication (IMC), Strategic public relations programs and campaigns.

2. Importance of Planning, Underpinning theories of Planning, PR program research and evaluation. Barcelona Principles Valid metrics guidelines.
3. Quantification, Objective setting, Research, Outcome evaluation, Output evaluation, Content analysis.
4. Social media Analytics for PR, propaganda and the psychology of persuasion, Lasswell Model, Media relations, Evaluating media coverage, Publicity and public relations.
5. Advertising or editorial: Origins and development, Influencer Marketing and PR: Influencer relations, content marketing and brand journalism. PR under Media fragmentation.

#### **Unit 4: Internal and Community Relations**

1. Internal communication: Perspectives and definitions. IC planning and evaluation.
2. Professionalisation: attributes, competencies and skills in internal communication, Corporate community involvement (CCI) programmes. Employees and community programmes.
3. Cause-related marketing (CRM). Developing and Evaluating community programmes, Non-government organisations (NGOs) and pressure groups.
4. The power of the website, Advocacy and campaigning, Getting donations, Brand, reputation and identity.
5. NGOs as corporations and super brands.

#### **Unit 5: External PR**

1. Public relations and the consumer. Public relations and marketing, Core activities.
2. Business-to-business public relations (B2B), role of public affairs and an organization.
3. Lobbying. Private sector and Public sector, Sponsorship, Celebrity PR.
4. Campaigning and pressure groups, Technology. Education.
5. Future trends and issues for public relations.

#### **Key Textbooks**

1. Tench, R., & Yeomans, L. (2017). *Exploring Public Relations*. 4th Edition. Pearson.
2. Vilanilam, J. V. (2011). *Public Relations in India: New Tasks and Responsibilities*. SAGE.
3. Cutlip, S. M., Center, A. H., & Broom, G. M. (2015). *Effective public relations*. Pearson.
4. Bowen, S. A., & Winkler, R. C. (2018). *Public relations and communication management in Europe: A nation-by-nation introduction to public relations theory and practice*. Routledge.
5. L'Etang, J. (2018). *Public relations: Critical debates and contemporary practice*. Routledge.
6. Cornelissen, J. (2017). *Corporate communication: A guide to theory and practice*. Sage Publications.
7. Kunsch, P. L. (2020). *Corporate communication: An international and interdisciplinary perspective*. Palgrave Macmillan.

#### **References**

1. Hsu, W.-L., & Lin, K.-Y. (2015). How corporate social responsibility influences employee organizational commitment: An empirical study in Taiwan. *Public Relations Review*.
2. Jin, Y., Liu, B. F., & Austin, L. L. (2017). Examining the effects of transparency on public trust in an organization's social media sites.
3. Kim, J. N., & Rhee, Y. (2018). From social media to mainstream news: The information flow of the Occupy Wall Street movement.
4. Liao, H.-M., & Chen, K.-T. (2020). The impact of interactive social media features on dialogic communication, engagement, and trust in corporate communication.

5. Zhang, W., & Cameron, G. T. (2022). Corporate social responsibility and employee advocacy behavior in China: The mediating role of employee trust.

### Web Resources

1. Public Relations Review - <https://www.journals.elsevier.com/public-relations-review/>
2. Journal of Public Relations Research - <https://www.tandfonline.com/toc/hpr20/current>
3. Public Relations Society of America (PRSA) - <https://www.prsa.org/>
4. Institute for Public Relations (IPR) - <https://instituteforpr.org/>
5. United Nations Development Programme (UNDP) - <https://www.undp.org/>
6. International Association of Public Relations (IPRA) - <https://www.ipra.org/>
7. Public Relations and Communications Association (PRCA) - <https://www.prca.org.uk/>
8. International Public Relations Association (ICCO) - <https://iccopr.com/>
9. International Committee of the Red Cross (ICRC) - <https://www.icrc.org/>
10. The Public Relations Strategist - <https://prstrategist.com/>

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	3	3	3	3
PSO 2	3	3	3	3	3
PSO 3	3	3	2	3	3
PSO 4	3	1	3	2	3
PSO 5	2	3	3	3	2

The mapping of course outcomes with program outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S		S	S	S
CO 5					S	S	S	S	S

S-Strong

M-Medium

L-Low

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

PSO	Course Outcomes	K1	K2	K3	K4	K5
C01	Understand PR evolution and current trends	√	√	√		
C02	Expose students to a wide range of tools and techniques in the PR industry.	√	√		√	
C03	Use tools to engage communication methods for various publics	√	√		√	√
C04	Plan and execute PR campaigns	√	√	√		
C05	Resolve Crisis using PR		√		√	

## Tools for Assignment

CIA TEST I	CIA TEST 2	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	TOTAL
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course designed by	Checked by	Verified by HOD	Approved by
Name			
Signature			

Semester – III	Non- Major Elective	23 JMC NME 02	News Anchoring and Compeering (Practical)	CIA 40 Marks	End Sem. 60 Marks	Credit 02
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## Course Description

This practical course is designed to provide students with the knowledge and skills required to create compelling news anchoring and compeering. Over the course of the program, students will explore the creative process involved in good communication skills, presentation, knowledge regarding political, entertainment, environment, ect., Through a combination of lectures, workshops, and hands-on projects, students will learn about key aspects of News Anchoring and Compeering. In addition to technical skills, the course will also cover essential professional skills. By the end of the course, students will have developed a comprehensive understanding of the News Anchoring and Compeering process and will have created a professional-quality short film that they can use to launch their careers in the industry.

## Course Objectives

- 1 Understand the various elements of television anchoring.
- 2 Develop presentation skills for news reading and weather forecasting.
- 3 Develop the skills necessary for moderating various kinds of television programs.
- 4 Provide hands-on training on different genres of tv shows.
- 5 Learn the nuances of non-verbal communication.

## Practical List

1. **News Reading** for Five minutes. The exercise should highlight the importance of pronunciation, voice modulation, dress code, make up and the right body language.
2. **Celebrity Interview** for Five minutes. The exercise should highlight the significance of background research, questioning skill, listening skill, language fluency, dress code and right body language.
3. **Moderating a debate** on any social issue for five minutes. The exercise should highlight the significance of background research, questioning skill, listening skill, language fluency, dress code and right body language.
4. **Weather report** for Two minutes. The exercise should contain info graphics, and other graphic symbols for various terms related to weather/climate.
5. **Movie Review** for Five minutes. The exercise should highlight the significance of critical thinking, knowledge on movie making, information regarding directors/technicians etc., language fluency and right body language.
6. **Anchoring for a Reality Show** (Five minutes). The exercise should highlight the significance of high energy level, good presence of mind, language fluency, dressing sense and right body language.
7. **Anchoring for Game Show** (Five minutes). The exercise should highlight the significance of high energy level, quick wit, language fluency, dressing sense and right body language.
8. **Anchoring for an event like Award function**, audio launching, etc (Five minutes). The exercise should highlight the significance of good command over language, knowledge on the subject, presence of mind, good dressing and right body language.

9. **Anchoring for a Teleshopping** program (Five minutes). The exercise should highlight the significance of high energy level, language fluency, and knowledge about the product/service.
10. **Anchoring for an audience interactive** program (Five minutes). The exercise should highlight the significance of language fluency, listening skill, presence of mind, patience and correct voice modulation.

### Text Books

1. Goodlander, Gary M. 2015. Creative Anchoring: Everything About Anchors and Anchoring. CreateSpace Independent Publishing Platform.
2. Mdoe, Swaleh. 2019. TV News Anchoring: A Guide to Professional Newscasting. SwalehMdoe.
3. Schielke, Hugo J., Bethany L. Brand, and Ruth A. Lanius. 2022. The Finding Solid Ground Program Workbook: Overcoming Obstacles in Trauma Recovery. Oxford University Press.
4. Sinha, Surya. 2016. How To Become A Good Speaker: Polish Your Communication Skills. Diamond Pocket Books Pvt Ltd.
5. Vikaram Singh Meha, NeelimaKhetan, Anchoring Change: Seventy five years of Grassroots Intervention that made a Difference, Harper Collins India, 2022

### References

1. Mdoe, Swaleh. 2019. TV News Anchoring: A Guide to Professional Newscasting. SwalehMdoe.
2. Schielke, Hugo J., Bethany L. Brand, and Ruth A. Lanius, The Finding Solid Ground Program Workbook: Overcoming Obstacles in Trauma Recovery. Oxford University Press. 2022.
3. Sinha, Surya. 2016. How To Become A Good Speaker: Polish Your Communication Skills. Diamond Pocket Books Pvt Ltd.

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

Course Objectives (CO)	Program Specific Objectives (PSO)						
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	1	3	3
CO2	2	2	2	2	1	2	2
CO3	3	3	3	3	1	3	3
CO4	3	3	3	3	1	3	3
CO5	3	3	3	3	1	3	3
3=Strong. 2=Medium. 1=Low							

**On the successful completion of the course, students will be able to:**

PSO		K1	K2	K3	K4	K5
C01	Learners will gain knowledge about the do's and don'ts of media news presentation.	√	√	√		
C02	They will present media programs with language fluency and confidence.	√	√		√	
C03	They will develop research skills and knowledge on various socio, political and economic issues.	√	√		√	√
C04	They will be to present themselves in appropriate ways depending on the genre in terms of their dressing, speaking style, voice modulation and other non-verbal cues.	√	√	√		
C05	They will be able to handle technical devices simultaneously along with their presentation.		√		√	

### Tools for Assignment

CIA TEST I	CIA TEST 2	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	TOTAL
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course designed by	Checked by	Verified by HOD	Approved by
Name			
Signature			



Semester – III	Skill Enhancement Course (Sec/ NME) – 2	23 JMC SEC 02	Documentary / Short Film Making ( Practical)	40/ 60 Marks	Credit 03
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## Course Description

This practical is ideal for anyone interested in pursuing a career in the film industry or wanting to enhance their skills in producing factual and documentary content. The course is divided into five sections, each containing four lessons, and one section on Documentary Film Making - Theory and Ethical Considerations. It focuses on production and post-production including the functions of sound, lighting, camera, and editing. Also, it covers documentary & film making history, documentary and film language, ethical considerations, and world documentary analysis. Throughout the course, students will work on practical projects, receive feedback from industry professionals, and gain a comprehensive understanding of factual and documentary film making. Upon completion of the course, students will have the skills and knowledge required to produce factual and documentary content for various platforms.

### Course Objectives:

1. Students will be aware of the evolution of documentaries and its origin & status in India.
2. Learners will gain an understanding of the skills necessary to produce interesting and creative documentary films.
3. Learners will become skilled in executing all aspects of documentary production.
4. Learners will experience how to critically analyze contemporary documentary films and will engage in debate over content, style and subject matter.
5. To enable Learners in Documentary making from scripting to finished product.

### Detailed Syllabus

1. Students should write original Documentary/Short film scripts (at least **three**) for a duration not exceeding 10 minutes inclusive of credit lines. Concepts may be of about environmental issues, Social Issues, any particular place etc.
2. They should shoot one of the best scripts among the three concepts as the Documentary / Short film project.
3. Each student should do an individual project containing the record and the program. The script record should be in the book bounded form and Documentary/Short film must be submitted in DVD.
4. Each script in the Record should contain.

### Script Development

- Title
- Concept (log line, one liner)
- Synopsis

Treatment

Mention the type of approach opted

Narration

Voice over Script

Shooting Script (if it is planned approach)

Screenplay Development

- Slug line
- Action (Video Description)
- Character Name
- Dialogue

Sample script with storyboard

Editing Script

Scheduling

Approximate Budget details

Photographs of Documentary / Short film Making

All the above sub activities will carry marks evidenced from the record work submitted by the student.

### References

1. Clifford Thurlow, Making Short Films: The Complete Guide from Script to Screen, Berg Publishers, 2<sup>nd</sup> Edition.2008.
2. AlecsNastoiu, The Short film Year Book (Vol. – I,2021).
3. Rabiger, M. Directing the Documentary, Routledge.(2014).
4. Rosenthal, A. Writing, directing, and producing documentary films and videos,SIU Press. (2007).
5. Sheila Curran Bernard, Documentary Storytelling: Creative Non-fiction on Screen, 5<sup>th</sup> Edition 2022.Taylor & Francis Ltd.,

### Web Sources

1. <https://www.filmcompanion.in/features/have-you-made-a-short-film-here-are-14-platforms-to-help-you-find-an-audience>
2. <https://www.wikihow.com/Make-a-Short-Documentary-Film>
3. <https://www.indieshortsmag.com/tutorials/post-production/2018/08/10-websites-to-get-royalty-free-music-for-short-films-documentaries/>
4. [https://www.imdb.com/search/title/?title\\_type=short&genres=documentary](https://www.imdb.com/search/title/?title_type=short&genres=documentary)
5. <https://guides.library.georgetown.edu/c.php?g=75854&p=488425>

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	2	3	3	3	2
PSO 2	3	3	1	3	3
PSO 3	3	2	3	2	3
PSO 4	3	3	3	3	3
PSO 5	3	3	3	3	3

The mapping of course outcomes with program outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L						
CO 2		M	M	M					
CO 3				M	M	M			
CO 4					S		S	S	S
CO 5					S	S	S	S	S

S-Strong                  M-Medium                  L-Low

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

PSO		K1	K2	K3	K4	K5
C01	Understand the concept of documentary and short film making and its nuances.	√	√	√		
C02	Distinguish between, and critically evaluate, the principle 'modes' of documentary making.	√	√		√	
C03	Be able to read a documentary text closely and write about how it communicates meaning.	√	√		√	√
C04	They will familiarize themselves with the systematic development of a documentary/ short and the various stages involved in it.	√	√	√		
C05	Produce their own short film, making informed and creative decisions at every stage of production process.		√		√	

### Tools for Assignment

CIA TEST I	CIA TEST 2	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	TOTAL
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course designed by	Checked by	Verified by HOD	Approved by
Name			
Signature			

Lab Journal Work begins in the 3<sup>rd</sup> semester and will run through to the 4<sup>th</sup> semester for evaluation at the end of the final year

Internship II- Electronic Media/ Media Production Houses for 4 weeks( 30days) duration to be undertaken by all the students during summer vacation for which evaluation ( Viva- Voce) will be conducted and marks will be evaluated in the 4<sup>th</sup> semester.

## **SEMESTER IV**

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**M. A. (JOURNALISM AND MASS COMMUNICATION)**

Semester – IV	Core - IX	23 JMC C09	Media Entrepreneurship and Innovation ( Theory)	CIA- 25 END SEM 75 Marks	Credit - 04
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### Course Description

Media Entrepreneurship and Innovation is a course designed for individuals who want to start their own media businesses or advance their careers in the media industry. The course will provide an in-depth understanding of the changing media landscape and emerging opportunities in digital media business. Students will learn about the concepts of entrepreneurship, media entrepreneurship, and creative industries. They will also gain an understanding of the economics of information and media and explore the new economics of journalism and the business of networked journalism. The course will cover media market analysis, media sustainability, and the economics of new media and creative industries. Students will also examine the political economic perspective on digital media and digital labor. The course will provide critical business and entrepreneurial skills for success, including collaboration, innovation, and strategic media management. The course will explore the no-code apps development process and the types of apps that are popular in the media industry, including embedding social media, app stores, digital editions, news aggregators, and apps for wearable. Students will learn about project management for digital media, including security risks, copyright, creative commons license royalties, and contracts. The course will also cover financial management for media enterprises, revenue models and revenue streams, crowd sourcing, fund-raising, monetization, block chain, crypto currency, and non-fungible tokens (NFT). Finally, students will learn about marketing and promoting media enterprises. Upon completion of this course, students will be equipped with the knowledge and skills necessary to establish and operate a successful media enterprise.

### Course Objectives

1. To prepare learners to become independent media entrepreneurs.
2. To understand the economic and financial aspects of the news media business.
3. To explain the attitude and approaches required to become a media entrepreneur.
4. To describe and identify the requirements for establishing a media business.
5. To locate sources of capital and revenue models for media enterprise.

### Detailed Syllabus

#### Unit 1: Emerging Opportunities in Digital Media Business

1. Changing Media Business Landscape-Sharing Economy- How News Organizations Build Digital Loyalty and Generate Revenue through the “Original Platform.”
2. Concepts of Entrepreneurship, Media Entrepreneurship, and Creative Industries- Creator Economy and the Battle for Talent.
3. Freelancing and building your brand. Blockers to Innovation.
4. Entrepreneurial Journalism. Publishing Platforms-Sub stack and Medium Models.
5. Publishing using Face book Instant Articles and YouTube- Digital Media Brands.

#### Unit 2: Economics of Information and Media

1. Economics of Information and Media- New Economics of Journalism
2. Business networked Journalism. - Media Market Analysis.

3. Media sustainability.
4. Economics of New Media and Creative Industries
5. Political Economic Perspective on Digital Media-Digital Labor.

### **Unit 3: Entrepreneurship and Innovation**

1. Digital Entrepreneurship- Start-up Ecosystem in India.
2. Media Enterprise as Social Entrepreneurship.
3. Becoming a Media Entrepreneur.
4. Critical Business and Entrepreneurial Skills for Success-Collaboration.
5. Innovation in Media Business-AI Driven Business Models.

### **Unit 4: Building Online Media Business**

1. Establishing online and Social Media Business. Key Issues and Challenges.
2. Preparing a Business Plan Media Enterprise.- No-code Apps Development Process.
3. News apps, App users, App Development, Design, coding and testing Embedding social media, App stores, Digital editions, News aggregators, Apps for wearable's.
4. Project Management for Digital Media-Workflows, Pipeline, and Collaboration.
5. Strategic Media Management-Security Risks. Copyright, Creative Commons License Royalties, Contracts.

### **Unit 5: Financing Online Media Business**

1. Financial Management for Media Enterprise.
2. Revenue Models and Revenue Streams.
3. Crowd sourcing and Fund Raising. Monetization.
4. Financial Management for Media Enterprise.- Block chain, Crypto-currency.
5. Non-Fungible Tokens (NFT) for Media enterprise.- Marketing and Promoting Media Enterprises.

### **Key Text Books**

1. Ann Hollifield, C., Wicks, J. L., Sylvie, G., &Lowrey, W. (2015). Media Management: A Casebook Approach. Routledge.
2. Ferrier, M., & Mays, E. (2017). Media Innovation and Entrepreneurship. Rebus Foundation.
3. Johnston, K. A., & Taylor, M. (2018). The Handbook of Communication Engagement. John Wiley & Sons.

### **References**

1. Bygdås, A. L., Clegg, S., & Hagen, A. L. (2019). Media Management and Digital Transformation. Routledge.
2. Abernathy, P. M., &Sciarrino, J. (2018). The Strategic Digital Media Entrepreneur. John Wiley & Sons.
3. Küng, L. (2015). Innovators in Digital News. Bloomsbury Publishing.
4. Rohn, U., & Evens, T. (2020). Media Management Matters: Challenges and Opportunities for Bridging Theory and Practice. Routledge.
5. Albarran, A., Mierzejewska, B., & Jung, J. (2018). Handbook of Media Management and Economics. Routledge.

### **Web Resources**



1. Journal of Entrepreneurship and Innovation in Emerging Economies - <https://www.emeraldgrouppublishing.com/journal/jeice>
2. Journal of Innovation and Entrepreneurship - <https://innovation-entrepreneurship.springeropen.com/>
3. International Journal of Entrepreneurship and Innovation - <https://journals.sagepub.com/home/jei>
4. Entrepreneurship Theory and Practice - <https://onlinelibrary.wiley.com/journal/1540627x>
5. Journal of Business Venturing - <https://www.journals.elsevier.com/journal-of-business-venturing>
6. Global Entrepreneurship Network - <https://www.genglobal.org/>

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	3	3	2	3
PSO 2	3	3	3	3	2
PSO 3	3	3	3	3	3
PSO 4	2	3	3	3	3
PSO 5	3	1	2	3	3

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L	L	M	M	M
CO 2	M	M	M	M	M	M	S	M	S
CO 3	S	S	S	M	M	M	S	S	S
CO 4	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

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

		K1	K2	K3	K4	K5
PSO	Identify business opportunities and platforms for entrepreneurial Journalism.	✓	✓	✓		
CO1	Critically appraise the opportunities and economic risks in media entrepreneurship.	✓	✓		✓	
CO2	Develop a business plan and online collaboration workspace for media startups.	✓	✓		✓	✓
CO3	Prepare a detailed proposal and strategic vision for establishing a media startup.	✓	✓	✓		
CO4	Prepare a low-cost budget and revenue model for a multimedia news package for a freelance assignment.		✓		✓	

### TOOLS FOR ASSESSMENT

CIA Test – 1	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			

Signature			
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Semester – IV	Core Project	23 JMC PP01	Core Project: Dissertation/ Capstone Research Project ( Practical)	CIA- 40/ END SEM 60 Marks	Credit - 04
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### Course Objectives

1. To develop skills necessary to undertake academic research and media and communication.
2. To familiarize students on the various steps in the process of identifying a research problem and developing theoretical framework .
3. To construct an outline of a thesis using for review relevant literature, conduct data collection and determine a suitable methodology for undertaking referencing, citation, and note-taking and to enhance competency in source-based academic writing skills in media research.
4. To describe criteria for evaluating standard methods of performing data analysis in social research.
5. To engage in ethical practices and intellectual virtues for undertaking academic research.

Every student has to work on a research project under the supervision of faculty member. Research Proposal usually of about a page in synoptic form for discussion with the supervisor is approved for pursuance after a thorough discussion. The research is conducted supervised by the guide; data collected, analyzed situated in a theoretical framework and the results are discussed for logical conclusion. The following part discusses each of these in turn, and gives more detailed advice about how to prepare and write each one. The dissertation will usually consist of the following chapters:

1. **Introduction** - Using Academic Sources- (Thinking Critically About Research- background of the Literature Search of early research
2. **Literature Review** (Traditional Reviews and Systematic Reviews- Other Types of Literature Review- Literature Mapping and Reviews and Styles)- Avoiding Plagiarism
3. **Methodology** – Methods of Data collection, presentation and analysis
4. **Data Analysis:** Developing and Evaluating Research Argument on [Experimental Research, Quantitative Research, Survey Research, Qualitative Research] - Research Ethics-Key Issues and Guidelines for Responsible Research Best Practices- Publication Process, Metrics and Publication Ethics
5. **Recommendation and Conclusions** –Results, Findings and Discussions
6. **Referencing and Citation** (Using Reference Manager Apps- Annotated Bibliography and Academic Style Guides(APA, MLA
7. **Appendices**-An appendix contains relevant/supplementary material/document that is not an essential part of the text itself but which may be helpful in providing a more comprehensive understanding of the research problem or it is information that is too cumbersome to be included in

the body of the paper. The Appendices should follow the References/Bibliography unless your Appendices include citations or footnotes. Appendices can consist of figures, tables, maps, photographs, raw data, computer programs, musical examples, interview questions, sample questionnaires, etc.

### **Formats of the Research Paper and Thesis**

Outlining Literature Reviews- Writing Literature Reviews- Publish or Perish App) The report/ Dissertation/ Thesis will necessarily have 100 pages of content.

### **Presentation of Thesis**

The research must be about or related to the subject matter of journalism or mass communication. A written dissertation of about 80-100 pages must be submitted by the end of the semester. The thesis will be typed in Times Roman 12 pts with 1.5 line space following APA style manual. The report will also have certificate, declaration, acknowledgement, contents page and a one page abstract in hard binding finish. Dissertations generally follow a fairly standard structure.

### **Evaluating Research**

The written dissertation will be evaluated by the research guide and External Examiner, appointed by Periyar University for 60 marks with continuous internal assessment by the research supervisor for 40 marks. Based on dissertation Viva-voce will be conducted by the External Examiner and the research guide.

### **References**

1. Efron, S. E., & Ravid, R. (2018). Writing the Literature Review. Guilford Publications.
2. Mugambi, A. M. (2020). A Practical Guide to Academic Writing: A Guide to Research Proposal Writing, Data Collection and Analysis, and Final Research Report. Independently Published.
3. Ridley, D. (2012). The Literature Review: A Step-by-Step Guide for Learners . SAGE.
4. Lampert, L. (2014). Combating Student Plagiarism: An Academic Librarian's Guide. Elsevier.
5. Hempel, S. (2019). Conducting Your Literature Review. American Psychological Association. Katz, M. J., Kennedy, D., & Kane, T. S. (2015). From research to manuscript: A guide to scientific writing | Michael J. Katz
6. Gough, D., Oliver, S., & Thomas, J. (2017). An Introduction to Systematic Reviews. SAGE.
7. Higgins, J. P. T., Thomas, J., Chandler, J., Cumpston, M., Li, T., Page, M. J., & Welch, V. A. (2019). Cochrane Handbook for Systematic Reviews of Interventions. John Wiley & Sons.
8. A, R. C. M. (2020). Academic Writing Survival Guide: What the Purists
9. Krause, S. D. (2020). The Process of Research Writing.

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

Course Objectives (CO)	Program Specific Objectives (PSO)						
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	S	S	S	S	L	S	S
CO2	S	S	S	S	M	S	S
CO3	S	S	S	S	M	S	S
CO4	S	S	S	S	M	S	S
CO5	S	S	S	S	S	S	S

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L	M	L	M	M
CO 2	S	M	M	M	S	S	S	S	S
CO 3	S	M	S	M	M	M	S	S	S
CO 4	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

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

		K1	K2	K3	K4	K5
PSO	Perform literature search and scoping study on selected topics	✓	✓	✓		
CO1	Set-up digital workspace for research using applications like Zotero and Qiqqa	✓	✓		✓	
CO2	Prepare an annotated bibliography following the APA style guide	✓	✓		✓	✓
CO3	Read and summarize academic research articles and evaluate quality based on	✓	✓	✓		
CO4	Produce a news story based on academic research following best practices in academic journalism		✓		✓	

### TOOLS FOR ASSESSMENT

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester – IV	Ability Enhancement Course	23 JMC P06	Lab Journal	CIA - 40 / END SEM 60 Marks	Credit - 04
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#### Course Objective (CO):

1. To introduce students about the basic features of a lab journal
2. To familiarize students on the various aspects of news gathering
3. To teach students about the need for news editing
4. To enable students to have an understanding of pagination and designing of the journal
5. To give a clear vision to the students about the various journalistic practices in the process of news, editing, designing and production of the journal

#### Lab Journal:

- All the student will bring out one issue of **KANNADI** the bilingual student practice journal of the Department of Journalism and Mass Communication. 8 pages in A3 size.
- The student editor will assign stories edited them paginated and bring out the issue.
- The students will cover all the events happening inside Periyar University campus.
- They should not resort to cut and paste job from the net.
- All the photography will be caption and all stories headlined.
- The lab journal will be evaluated for the quality of timeliness makeup reporting, sub editing, proof-reading and overall tone and value.

#### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

Course Objectives (CO)	Program Specific Objectives (PSO)						
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	S	S	S	S	M	S	S
CO2	S	M	S	S	M	S	S
CO3	S	M	S	S	S	S	S
CO4	S	S	M	S	S	S	S
CO5	S	S	S	S	S	S	S

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	M	L	L	M	L	M
CO 2	M	M	M	M	M	M	S	S	S

CO 3	M	S	S	M	M	M	S	S	S
CO 4	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

**Course Outcomes (COs):** On successful completion of the course, the students will be able to:

		K1	K2	K3	K4	K5
C01	To introduce students about the basic features of a lab journal	√	√		√	
C02	To familiarize students on the various aspects of news gathering	√		√	√	
C03	To teach students about the need for news editing		√	√		√
C04	To enable students to have an understanding of pagination and designing of the journal			√	√	√
C05	To give a clear vision to the students about the various journalistic practices in the process of news, editing, designing and production of the journal			√	√	√

#### TOOLS FOR ASSESSMENT

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester – IV	Discipline Specific Elective - 4	23 JMC DSE 04	Advertising and Digital Marketing Strategies (Theory)	25/75 Marks	Credit - 03
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### Course Description

Advertising Strategies is a comprehensive course that explores the world of advertising and the strategies used in this field. The course begins with an introduction to advertising, its definition, history, and its role in the marketing mix. Students will learn about the changing nature of advertising in the digital era, including the difference between conventional and online advertising and data-driven advertising. The course also examines the social and economic issues related to traditional and online advertising. Students will learn about the various advertising approaches, including target audiences, positioning, native advertising, and content and brand strategies. The course covers the dynamics of creating and executing complete campaign strategies, including branding and creative strategies such as print layout, television and video advertising, web advertising, and the critical aspects of advertising such as cultural differences and values in advertising. Finally, the course explores the challenges and trends in advertising, including cross-platform distribution, online advertising as an intrusion, ad-blockers, and strategies for non-invasive advertising. Students will also gain an overview of advertising research, traditional and digital methods, and emerging approaches such as programmatic and computational advertising. By the end of the course, students will have a thorough understanding of advertising strategies and their application in the real world.

### Course Objectives

1. To provide a contemporary and comprehensive understanding of the of Advertising
2. To elucidate the importance of knowing the target audience
3. To outline the Creative Aspects of Advertising
4. To illustrate the new horizons in online Advertising
5. To portray certain areas in Digital Transformation

### Detailed Syllabus

#### Unit 1 Advertising- An Introduction

1. History of Advertising- Is Advertising Scientific Field? Definition and Types; Role and Functions of Advertising- Role of Advertising in Marketing Mix.
2. Changing Nature of Advertising in Digital Era-Conventional Vs Online Advertising. Data-driven Advertising.
3. Agency Practitioners Perspective about Advertising. Future of Advertising. Is Advertising Different from Communication-Paid attention
4. From Audience Segmentation to Audience Engagement-Target Audiences, Positioning- Traditional and Digital Approaches. Native Advertising
5. Social and Economic Issues Related to Traditional and Online Advertising.

#### Unit 2 Content and Brand Strategies

1. Content- Practitioner Perspectives of Advertising.
2. The Content Matrix: Magnetic, Immersive, Smart and Practical.
3. Advertising Dynamics of Creating and Executing the Complete Campaign Strategy
4. Branding: Identity And Image Strategy. Brand Identity Elements.



5. Projecting A Unified Message. Projecting Brand Identity. The Identity Strategy

### Unit 3 Creative Strategies

1. Creativity and Ad Theory. The Person Individual Oriented Theories of Creativity. The Process Theories of Creative Idea Generation.
2. Place Environment Place Based Creativity Theories. The New Creative Inspiration. Inspiration from Consumers. The Creative Challenges
3. Print Layout: Functions of Design. Design Principles. Gestalt Theory. Negative, or White ,Space
4. Television and Videos Advertising: Telling stories. Visual Elements. PSA
5. Web Advertising. Various Types of Online Advertising -Native Ads, Display Advertising/ Banners Pop-Up Ads, Mobile Advertising, Social Ads Retargeting and Remarketing, Digital Signage.

### Unit 4 Critical Aspects of Advertising

1. Advertising across cultural borders. Convergence or Divergence- Cultural Differences and Values in Advertising.
2. Cultural Differences and Values in Advertising-Brand Perceptions Across Cultures. Advertising Culture and Values. Diverse Cultures within Nations
3. Advertising in Traditional and Non-traditional Environments.
4. What Is Involvement? Involvement and Learning Theory. Rational and Emotional Involvement and Learning. Involvement and Message Strategy. Involvement Situational or Enduring.
5. Enduring Involvement with the Brand The Case of Brand Communities. Relationships Amongst Types of Involvement. Involvement with the Medium. Is Involvement Always Positive. Extreme Involvement Social Implications

### Unit 5 Challenges and Trends

1. Designing Advertising for Cross-platform Distribution.
2. Maintaining Consistency across Divergent Media
3. Online Advertising as Intrusion and Adblockers and strategies for non-invasive advertising
4. Overview of Advertising Research-Traditional and Digital Methods
5. Emerging Approaches. Programmatic and Computational Advertising–Google Analytics.

### Key Textbooks

1. Ogilvy, D. (2015). Confessions of an advertising man. Vintage Books.
2. Weinberger, D. (2017). Everyday advertising: From the absurd to the sublime. Basic Books.
3. Berger, J. (2016). Contagious: How to build word of mouth in the digital age. Simon & Schuster.
4. Heath, C., & Heath, D. (2017). The power of moments: Why certain experiences have extraordinary impact. Simon & Schuster.
5. Thaler, R. H., &Sunstein, C. R. (2017). Nudge: Improving decisions about health, wealth, and happiness. Penguin Books.

## References

1. Advertising Concept and Copy, George Felton, W.W. Norton and Company, New York. London
2. Strategic Advertising Management, Richard Rosenbaum-Elliott · 2021
3. Creative Strategy in Advertising, Bonnie L., Drewniany & A. Jerome Jewler,
4. Management Association, and Information Resources. 2021. Research Anthology on Strategies for Using Social Media as a Service and Tool in Business. IGI Global.
5. Reillier, Laure Claire, and Benoit Reillier. 2017. Platform Strategy: How to Unlock the Power of Communities and Networks to Grow Your Business. Taylor & Francis.
6. Semerádová, Tereza, and Petr Weinlich. 2019. Impacts of Online Advertising on Business Performance. IGI Global.
7. Yang, and C. C. Kenneth. 2017. Multi-Platform Advertising Strategies in the Global Marketplace. IGI Global.
8. Rodgers, S., & Thorson, E. (2019). Advertising Theory. Routledge.
9. Rodgers, S., & Thorson, E. (2017). Digital Advertising: Theory and Research. Taylor & Francis.

## Web Resources

1. Journal of Advertising: <https://www.tandfonline.com/toc/ujoa20/current>
2. Journal of Marketing: <https://journals.sagepub.com/home/jmk>
3. American Advertising Federation: <https://aaf.org/home>
4. Interactive Advertising Bureau: <https://www.iab.com/>
5. Advertising Research Foundation: <https://thearf.org/>
6. Association of National Advertisers: <https://www.ana.net/>
7. World Federation of Advertisers: <https://wfanet.org/>
8. Advertising Standards Authority (ASA) - UK: <https://www.asa.org.uk/>
9. International Advertising Association: <https://www.iaaglobal.org/>
10. Marketing Science Institute: <https://www.msi.org/>
11. Wharton Marketing Analytics: <https://marketing.wharton.upenn.edu/>
12. Advertising Educational Foundation (AEF): <https://aef.com/>
13. The Advertising Council: <https://www.adcouncil.org/>

## Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	1	3	3	3	2
PSO 2	3	3	2	3	3
PSO 3	3	2	3	3	3
PSO 4	3	3	3	3	3
PSO 5	3	3	3	2	3

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L	L			
CO 2		M	M	M	M	M			
CO 3				M	M		M		
CO 4							S	S	S
CO 5						S	S	S	S

S-Strong M-Medium L-Low

**Course Outcomes (COs):** On successful completion of the course, the students will be able to:

		K1	K2	K3	K4	K5
C01	Apply creative strategies to develop a brand promotion plan	✓	✓			
C02	Interpret data and conduct audience analysis for a advertising campaign	✓	✓		✓	
C03	To produce an original public service advertising for cross platform distribution	✓		✓		✓
C04	Design banner advertising for websites and embed them a website or a blog	✓		✓	✓	
C05	Demonstrate procedural knowledge on online advertising strategies		✓			✓

#### TOOLS FOR ASSESSMENT

CIA Test – I	CIA Test – 2	Assignment	Seminar	Attendance	Total
5 marks	5 marks	5 marks	5 marks	5 marks	25 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester – IV	Discipline Specific Elective - 3	23 JMC DSE 03	Event Management ( Practical)	CIA- 40/ END SEM- 60 Marks	Credit - 03
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### Course Description

Events create opportunities for people to connect with an area, spend time together, celebrate and experience the diversity of cultures and foster creativity and innovation. They allow a community to come alive and provide an opportunity for a destination to showcase its tourism experience and increase economic activity. Events contribute significantly to community building, lifestyle and leisure enhancement, cultural development, tourism promotion and increased visitation, volunteer participation, fundraising and economic development. Most importantly, events create a sense of fun and vibrancy, resulting in a strong sense of community connectivity, pride and a sense of place.

### Course Outcome

1. Analyze the role of events in image building
2. Explain all the steps of planning and organizing an event
3. Plan and organize events
4. Discuss ways of strategic marketing and media planning for events
5. Demonstrate knowledge and ability to identify risk areas, evaluate safety measures

**Students should be allowed to organize the programme in the university campus / Department and practice the followings during the arrangement of the event as practical and submit the record for the following activities.**

- **Principles Of Event Management**
  - [Historical Perspective, Introduction to event Management, Size & type of event, Event Team, Code of ethics - Principles of event Management, concept & designing. Analysis of concept, Logistics of concept. - Feasibility, Keys to success, SWOT Analysis]
- **Event Planning & Team Management**
  - [ Aim of event, Develop a mission, Establish Objectives Preparing event proposal, Use of planning tools- Protocols, Dress codes, staging, staffing - Leadership, Traits and characteristics ]
- **Event Marketing And Advertising**
  - [Nature of Marketing, Process of marketing Marketing mix, Sponsorship - Image, Branding, Advertising Publicity and Public relations]
- **Event Leadership & Communication**

- Leadership skills , Managing team , Group development, Managing meetings- Written communications, (Official, demi-official, Invoice). Verbal communications ]
- **Event Safety And Security**
  - [Security, Occupational safety, Crowded management - Major risks and emergency planning, Incident reporting, emergency procedures ]
- **Event Accounting**
  - [Budget, breakeven point, cash flow analysis, Profit & loss statement, balance sheet, panic payments, financial control system]

**Both arrangement / Management of the programme and record will be evaluated by the Internal and External Examiners.**

**Suggested Reading:**

1. Tulsian P C – Business Organisation& Management
2. Prasad L.M.- Principle of management
3. Successful Event Management By Anton Shone & Bryn Parry
4. UdaiPareek, Understanding Organisational /Behaviour, Oxford
5. Mishra : Organizational BehaviourBikas
6. Luthans, Fred : Organizational Behaviour
7. MirzaSaiyadain : Organizational Behaviour, TH
8. Chandan : Organizational Behaviour, Vikas
9. Helga Drummond : Organizational Behaviour, Oxford
10. Senge, Peter : The Learning Organization
11. Harriss&Martman : Organizational Behaviour, Jaico.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

Course Objectives (CO)	Program Specific Objectives (PSO)						
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	S	S	S	S	M	S	M
CO2	S	S	S	S	M	S	S
CO3	M	M	S	S	S	S	S
CO4	S	S	M	S	S	S	S
CO5	S	S	S	S	S	S	S

**Course Outcomes (COs):**On successful completion of the course, the students will be able to:

		K1	K2	K3	K4	K5
C01	Analyze the role of events in image building		√	√	√	
C02	Explain all the steps of planning and organizing an event		√	√	√	
C03	Plan and organize events			√	√	√
C04	Discuss ways of strategic marketing and media planning for events and Demonstrate knowledge and ability to identify risk areas, evaluate safety			√	√	√
C05	Demonstrate knowledge and ability to review, analyze events and relate to case studies			√	√	√

#### TOOLS FOR ASSESSMENT

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester – IV	Skill Enhancement Course	23 JMC SEC 03	Podcast and Video streaming Production ( Practical)	CIA- 40 END SEM- 60 Marks	Credit - 02
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### Course Description

This practical course on Video and Podcast Live Streaming is designed to provide students with a comprehensive understanding of the techniques and tools needed to produce professional-quality live streams. The course is ideal for professionals in the fields of media, marketing, and entertainment, as well as anyone interested in learning about the latest trends and best practices in live streaming. Over the course of twenty lessons, students will learn about the fundamentals of video and podcast live streaming, including equipment, planning, and distribution. They will also gain a deep understanding of technical production techniques for live streaming, such as camera, audio, lighting, and post-production.

In addition to these foundational skills, students will explore specialized techniques for remote live streaming, multi-camera live streaming, and live streaming events. They will also gain exposure to advanced audio and visual techniques, as well as business and marketing strategies for monetizing live streams. Upon completion of the course, students will have a deep understanding of Video and Podcast Live Streaming, and will be equipped to produce professional-quality live streams that engage audiences and generate revenue.

### Course Objectives:

1. Develop foundational knowledge and understanding of the concepts and principles of Video and Podcast Live Streaming.
2. Acquire and apply technical skills in camera, audio, lighting, and post-production techniques for Video and Podcast Live Streaming.
3. Evaluate and select appropriate equipment and software tools for producing professional-quality live streams.
4. Analyze and troubleshoot technical challenges that arise during live streaming events, including remote live streaming and multi-camera setups.
5. Synthesize and integrate business and marketing strategies for monetizing live streams, including subscription-based models, ad-based models, and e-commerce strategies.

### Detailed Syllabus

#### Unit 1: Fundamentals of Video and Podcast Live Streaming

1. Introduction to Video and Podcast Live Streaming, Overview of Video and Podcast Live Streaming.
2. History and evolution of Video and Podcast Live Streaming, Different types of Video and Podcast Live Streaming.
3. Applications of Video and Podcast Live Streaming- Equipment for Video and Podcast Live Streaming, Cameras and lenses, Audio equipment.

4. Lighting equipment, Tripods and stabilizers, Computers and software- Planning and Pre-production, Developing a concept and storyboarding.
5. Writing a script, Planning the set and location, Scheduling and budgeting- Live Streaming Platforms and Distribution

### **Unit 2: Technical Production for Video and Podcast Live Streaming**

1. Camera Techniques for Live Streaming, Understanding camera angles and framing, Using movement and depth of field, Choosing the right shot for the right moment.
2. Managing camera settings for live streaming- Audio Techniques for Live Streaming, Choosing the right microphone for the job, Setting up and testing audio equipment.
3. Handling audio challenges during a live stream, Mixing and mastering audio for live streaming- Lighting Techniques for Live Streaming
4. Understanding lighting concepts and principles, setting up and testing lighting equipment, dealing with common lighting challenges during a live stream.
5. Creating a professional look and feel with lighting- Post-Production for Live Streaming, Overview of post-production workflow for live streaming, Editing and enhancing live streams after the fact, Creating highlights and recaps, Adding titles, graphics, and effects to a live stream

### **Unit 3: Specialized Techniques for Video and Podcast Live Streaming**

1. Remote Live Streaming, Overview of remote live streaming, Tools and platforms for remote live streaming, Techniques for managing remote guests.
2. Troubleshooting and avoiding common issues with remote live streaming- Multi-Camera Live Streaming, Setting up and managing multiple cameras for a live stream, Techniques for switching between camera feeds during a live stream.
3. Integrating graphics and effects into multi-camera live streams, Best practices for multi-camera live streaming- Live Streaming Events, Planning and producing live streaming events, Techniques for live streaming concerts, conferences, and other events.
4. Managing the logistics and challenges of live streaming events, Promoting and distributing live streaming events- Advanced Audio and Visual Techniques, Advanced audio techniques for live streaming, including binaural and 3D audio.
5. Advanced visual techniques for live streaming, including virtual reality and 360-degree video, Best practices for creating immersive live streaming experiences, Challenges and considerations for advanced audio and visual techniques

### **Unit 4: Business and Marketing for Video and Podcast Live Streaming**

1. Business Planning and Management, Overview of business planning and management for Video and Podcast Live Streaming, Understanding budgets and revenue streams.
2. Legal considerations for Video and Podcast Live Streaming, Developing a marketing and branding strategy for Video and Podcast Live Streaming.
3. Monetization Strategies, Overview of monetization strategies for Video and Podcast Live Streaming, Subscription-based models, Ad-based models, Sponsored content and product placements.
4. Merchandising and e-commerce strategies- Analytics and Metrics, Overview of analytics and metrics for Video and Podcast Live Streaming
5. Understanding audience engagement and behaviour, Tracking and analyzing viewers

### **Unit 5: Hands-on Training**



### Detailed Practical Exercises for Podcast and Video Live Streaming:

- Setting Up a Live Stream, Choose a topic or theme for your live stream, Develop a concept and storyboard, Select appropriate equipment and software tools, Test and troubleshoot your setup
- Planning a Remote Live Stream, Identify potential remote guests or contributors, Select appropriate tools and platforms for remote live streaming, Develop a communication plan for coordinating remote guests, Test and troubleshoot your remote setup
- Audio Techniques for Live Streaming, Set up and test different microphones and audio equipment, Record and mix a sample audio track for a live stream, Troubleshoot common audio issues during live streaming, Enhance audio quality using post-production tools and techniques
- Lighting Techniques for Live Streaming, Set up and test different lighting equipment and techniques, Experiment with different lighting setups and effects, Troubleshoot common lighting issues during live streaming, Enhance lighting quality using post-production tools and techniques
- Distribution and Promotion of Live Streams, Develop a marketing and branding strategy for your live stream, Choose appropriate platforms and channels for distribution, Utilize social media and other promotional tools to build audience engagement, Analyze and evaluate the success of your distribution and promotional strategies
- Camera Techniques for Live Streaming, Set up and test different cameras and lenses, Experiment with different camera angles and movements, Troubleshoot common camera issues during live streaming, Enhance visual quality using post-production tools and techniques
- Multi-Camera Live Streaming, Set up and test multiple cameras and angles for a live stream, Experiment with different camera switching techniques and effects, Troubleshoot common multi-camera issues during live streaming, Enhance visual quality using post-production tools and techniques
- Post-Production for Live Streaming, Edit and enhance a recorded live stream, Add titles, graphics, and effects to a live stream, Create highlights and recaps of a live stream, Analyze and evaluate the effectiveness of your post-production techniques
- Virtual and Augmented Reality Live Streaming, Set up and test equipment and software tools for virtual and augmented reality live streaming, Develop a concept and storyboard for a virtual or augmented reality live stream, Troubleshoot common issues and challenges with virtual and augmented reality live streaming, Enhance visual quality and user experience using post-production tools and techniques
- Advanced Audio and Visual Techniques, Experiment with advanced audio techniques such as binaural and 3D audio, Experiment with advanced visual techniques such as virtual reality and 360-degree video, Troubleshoot common issues and challenges with advanced audio and visual techniques, Enhance audio and visual quality using post-production tools and techniques
- Live Streaming Events, Plan and produce a live streaming event, such as a concert, conference, or other event, Utilize appropriate techniques and tools for managing logistics and challenges of live streaming events, Troubleshoot common issues and challenges during live streaming events, Analyze and evaluate the effectiveness of your live streaming event production
- Monetization Strategies, Develop a monetization strategy for a live stream, including subscription-based models, ad-based models, and e-commerce strategies, Implement and test your monetization strategy, Analyze

and evaluate the effectiveness of your monetization strategy, Optimize your monetization strategy for maximum revenue generation

### Key Textbooks

1. Frank, L. (2019). Screens Producing & Media Operations: Advanced Practice for Media Server and Video Content Preparation. CRC Press.
2. Brewer, J., Ruberg, B., Cullen, A. L. L., &Persaud, C. J. (2023). Real Life in Real Time: Live Streaming Culture. MIT Press.
3. Herling, J. (2014). Advanced Real-Time Manipulation of Video Streams. Springer.
4. Richards, P. (2020). The Virtual Ticket: The Event Manager's Guide to Live Streaming Engaging Virtual Events. StreamGeeks.

### References

1. Frank, L. (2019). Screens Producing & Media Operations: Advanced Practice for Media Server and Video Content Preparation. CRC Press.
2. Brewer, J., Ruberg, B., Cullen, A. L. L., &Persaud, C. J. (2023). Real Life in Real Time: Live Streaming Culture. MIT Press.
3. Herling, J. (2014). Advanced Real-Time Manipulation of Video Streams. Springer.
4. Richards, P. (2020). The Virtual Ticket: The Event Manager's Guide to Live Streaming Engaging Virtual Events. StreamGeeks.
5. Ubell, R. (2016). Going Online: Perspectives on Digital Learning. Routledge.
6. Vai, M., &Sosulski, K. (2015). Essentials of Online Course Design: A Standards-Based Guide. Routledge.
7. Brewer, J., Ruberg, B., Cullen, A. L. L., &Persaud, C. J. (2023). Real Life in Real Time: Live Streaming Culture. MIT Press.
8. Herling, J. (2014). Advanced Real-Time Manipulation of Video Streams. Springer.
9. Richards, P. (2020). The Virtual Ticket: The Event Manager's Guide to Live Streaming Engaging Virtual Events. StreamGeeks.
10. Ubell, R. (2016). Going Online: Perspectives on Digital Learning. Routledge.

### Web Resources

1. Journal of Virtual Reality and Broadcasting - <https://www.jvrb.org/>
2. IEEE Transactions on Visualization and Computer Graphics - <http://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=2945>
3. Journal of Computer Graphics Techniques - <https://jcgt.org/>
4. Virtual Worlds Research - <http://vwresearch.org/>
5. ACM Transactions on Graphics - <https://dl.acm.org/journal/tog>
6. Virtual Production Industry Forum - <https://virtualproduction.com/>
7. VR/AR Association - <https://www.thevrara.com/>
8. Digital Production Partnership - <https://www.digitalproductionpartnership.co.uk/>
9. Visual Effects Society - <https://www.visualeffectssociety.com/>
10. Interactive Multimedia & Collaborative Communications Alliance - <http://www.imcca.org/>

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	3	2	3	3

PSO 2	3	1	3	2	3
PSO 3	2	3	3	3	2
PSO 4	3	3	3	3	3
PSO 5	3	3	3	3	3

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L	L	M	L	L
CO 2	S	S	M	M	L	M	S	M	M
CO 3	M	S	S	S	M	M	S	S	S
CO 4	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

**Course Outcomes (COs): On successful completion of the course, the students will be able to:**

		K1	K2	K3	K4	K5
CO1	Demonstrate a comprehensive understanding of the fundamental concepts and principles of Video and Podcast Live Streaming, including equipment, planning, and distribution.		√	√	√	
CO2	Apply technical production skills in camera, audio, lighting, and post-production to produce high-quality live streams that engage audiences and meet industry standards.		√	√	√	
CO3	Evaluate and select appropriate equipment and software tools for producing professional-quality live streams in a variety of settings, including remote live streaming and multi-camera setups.	√		√	√	√
CO4	Analyze and troubleshoot technical challenges that arise during live streaming events, and develop effective strategies for minimizing technical issues and ensuring smooth production			√	√	√
CO5	Synthesize and apply business and marketing strategies for monetizing live streams, including subscription-based models, ad-based models, and e-commerce strategies, to maximize audience engagement and generate revenue.	√		√	√	√

#### TOOLS FOR ASSESSMENT

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course Designed By	Checked by	Verified By HOD	Approved by
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Names			
Signature			

Semester – IV	Industrial Activity – I	23 JMC P07	Internship – 1- Print Media Training – Industrial Activity	CIA- 40 END SEM 60 Marks	Credit - 02
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### Course Objective:

1. Gain practical experience in the field of print media by working in a professional setting.
2. Develop a solid understanding of the print media industry, its functions, and its role in journalism and mass communication.
3. Acquire skills in news reporting and writing, including researching, interviewing, and crafting engaging news articles.
4. Learn the art of feature writing and storytelling to create compelling and impactful narratives for print media.
5. Gain hands-on experience in print media layout and design, including using software tools to create visually appealing publications.

To be undertaken for a period of minimum period of four weeks during the inter semester vacation for 30 days/4weeks/1 month/150 Hours of Work experience. Students will be attached to Newspapers, Magazines and other Print media on an internship basis, with the objective to expose them to actual situations and day to day functioning of the media industry. The Interns will be exposed to the particular area of specialization already chosen. The faculty of the department in coordination will closely monitor progress of the interns with the guides in the media industry. A report and a viva voce will be complete the process of evaluation. Project reviews will be conducted during the internship project on regular intervals which should consist of

- Daily work diary and Weekly report
- Final Internship Presentation
- Internship Record

All the internship records will be evaluated independently along with an external expert in the fourth semester. The students demonstrate their skills acquired in the training and provide explanation to queries made by external examiners. The internship should enable the students to secure job placement at the end of the successful completion of their training.

### Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

Course	Program Specific Objectives (PSO)
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Objectives (CO)	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	L	L	M	M	S	S	S
CO2	M	M	S	S	M	S	S
CO3	M	M	S	S	S	S	S
CO4	S	S	M	S	S	S	S
CO5	S	S	S	S	S	S	S

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L	M	M	M	M
CO 2	M	S	M	M	S	S	S	S	S
CO 3	M	M	S	S	M	M	S	S	S
CO 4	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

**Course Outcomes (COs): On successful completion of the course, the students will be able to:**

		K1	K2	K3	K4	K5
CO1	To introduce students about the organizational climate of a print media		√	√	√	
CO2	To familiarize students on the tools and techniques of news gathering		√	√	√	
CO3	To teach students about the need for familiarization of the journalistic work culture in electronic media and production houses			√	√	√
CO4	To enable students to have an understanding of journalistic practices			√	√	√
CO5	To give a clear vision to the students about the staff pattern, media environment and field exposure to journalistic practices in the process of news, editing, designing			√	√	√

#### TOOLS FOR ASSESSMENT

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

Semester – IV	Industrial Activity – II	23 JMC P08	Internship – 2- Electronic Media Training – Industrial Activity	CIA - 40 END SEM- 60 Marks	Credit - 02
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**Course Objective:**

1. To introduce students about the organizational climate of a electronic media organization[Radio, TV, New Media and Production Houses]
2. To familiarize students on the tools and techniques of news gathering and programme production
3. To teach students about the need for familiarization of the journalistic work culture in electronic media and production houses
4. To enable students to have an understanding of journalistic practices in electronic media
5. To give a clear vision to the students about the staff pattern, media environment and field exposure to journalistic practices in the process of news, editing, designing and /production of media content

To be undertaken for a period of minimum period of four weeks during the inter semester vacation for 30 days/4weeks/1 month/150 Hours of Work experience. Students will be attached to radio, television, new media and AV production houses on an internship basis, with the objective to expose them to actual situations and day to day functioning of the media industry. The Interns will be exposed to the particular area of specialization already chosen. The faculty of the department in coordination will closely monitor progress of the interns with the guides in the media industry. A report and a viva voce will be complete the process of evaluation. Project reviews will be conducted during the internship project on regular intervals which should consist of

- Weekly report and daily work diary
- Final Internship Presentation
- Internship Record

All the internship records will be evaluated independently along with an external expert in the fourth semester. The students demonstrate their skills acquired in the training and provide explanation to queries made by external examiners. The internship should enable the students to secure job placement at the end of the successful completion of their training.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

Course Objectives (CO)	Program Specific Objectives (PSO)						
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	S	S	S	S	M	S	M
CO2	S	S	S	S	M	S	S
CO3	M	M	S	S	S	S	S
CO4	S	S	M	S	S	S	S

<b>C05</b>	S	S	S	S	S	S	S	S
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**The mapping of course outcomes with programme outcomes is tabulated as follows**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L	L	M	L	L
CO 2	S	S	M	M	L	M	S	M	M
CO 3	M	S	S	S	M	M	S	S	S
CO 4	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

**Course Outcomes (COs):On successful completion of the course, the students will be able to:**

		K1	K2	K3	K4	K5
C01	To introduce students about the organizational climate of a electronic media organization. [Radio, TV, New Media and Production Houses]		√	√	√	
C02	To familiarize students on the tools and techniques of news gathering and programme production		√	√	√	
C03	To teach students about the need for familiarization of the journalistic work culture in electronic media and production houses			√	√	√
C04	To enable students to have an understanding of journalistic practices in electronic media			√	√	√
C05	To give a clear vision to the students about the staff pattern, media environment and field exposure to journalistic practices in the process of news, editing, designing and /production of media content			√	√	√

### TOOLS FOR ASSESSMENT

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course Designed By	Checked by	Verified By HOD	Approved by
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Names			
Signature			

<b>Semester – IV</b>	<b>Extension Activity</b>	<b>23 JMC EA 01</b>	<b>Field Work/ Hyper Local and Community Media ( Practical)</b>		<b>Credit - 01</b>
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### Course Description

This course introduces hyper local and community journalism. Students will explore the role of community media for empowering citizens and strengthening neighbourhood connections. Through an overview of the power dynamics and infrastructure shaping local communication, students will develop an understanding of how to map and sustain community networks. The course outlines best practices and responsibilities for practicing hyper local journalism. Students will learn skills essential for newsgathering, digital storytelling, and content creation within local contexts. Topics covered include interviewing, observation, writing, photography, audio and video editing using mobile tools. Techniques for developing and packaging news content as blog posts, slideshows, and multimedia alongside standards of ethics and quality will be addressed.

Students will gain experience with the full workflow of hyper local reporting from generating story ideas to publishing and building community engagement. They will navigate the promises and pitfalls of covering news, events and issues in their local area. Through field assignments, students will practice deciding what information is most important and interesting to those around them. Upon completion, students will understand how to launch and operate their own hyper local media initiative using skills to share news and information, drive change, and strengthen connections within their community. They will have opportunities to work individually as well as in teams to serve local needs for news, resources, and bringing people together, ultimately gaining a sense of shared belonging and civic responsibility.

The course description provides an overview of how the units progress to equip students with an understanding of community media and practical skills for hyper local journalism. The key concepts, learning outcomes and field experiences are highlighted to demonstrate how students can build competence through theory and practice.

### Course Objectives

1. Explain the role of community media and dynamics influencing local communication.
2. Apply newsgathering techniques through field assignments reporting on events, issues, and stories within your local community.
3. Demonstrate skills for content creation including interviewing, writing, photography, audio and video editing.
4. Analyze ethics and quality standards to produce multimedia packages that inform and engage community members.
5. Design a hyperlocal media initiative to share news and strengthen connections between neighbours.

### Detailed Syllabus:



### **Unit 1: Overview of Hyper local and Community Media**

1. Defining community, community media and Hyper local Media.
2. The Power of Global Community Media- History of Community Media.
3. Community Radio Experience- Online Communities and social media.
4. Citizen's journalism and Hyper local Reporting- What Gets Covered in Local Media?
5. News Information, Infotainment- Needs of Community-Information, Services, Connections

### **Unit 2: Understanding Community Media**

1. Mapping Communication Infrastructure in Local Communities.
2. Community, Communication and Neighbourhood.
3. Village Effect and Sense of Belonging, Geo-social media.
4. Urban Communities and Local Communication Networks.
5. Sustaining hyper local journalism-Freelancing, Solopreneur

### **Unit 3: Practising Hyper local Journalism**

1. Defining and Differentiating News, Information, and entertainment?
2. Hyper Local Journalism-Authenticity, Reciprocity and Storytelling.
3. Promises and Pitfalls in Reporting Local News-Getting the Facts Right.
4. Best Practices and Guidelines-Ethics and Law.
5. Responsibilities and Characteristics of Citizens Journalists

### **Unit 4: News Reporting Basics**

1. Interviewing Skills, Observation Skills, Writing skills Digital Fluency.
2. Tools for Covering Hyper local Media-Mobile Journalism, Mojo Kit.
3. Taking Pictures, Recording Sound and Voce and Editing (e..gInsta reels).
4. Developing and Packaging Content-Photo Voice, Slideshows and Posts.
5. Qualities of Good Writing and Multimedia Packaging-Standards- News and Content Making as Decision Making-A Model

### **Unit 5: Assignments and Fieldwork**

1. Story Ideas, Getting the Story, Telling the Story, Editing the Story.
2. Publishing the Story, Working with Teams, Workflow, Deadlines.
3. Engaging and Building Community through Hyper local Media.
4. Local Topics that can be covered. Deciding what is important and interesting.
5. Special Assignments: News, Information, Infotainment, Services, Social Work.

### **Key Textbooks**

1. Knight, M., & Cook, C. (2013). Social Media for Journalists: Principles and Practice. SAGE.

2. Hall, H. L., Fromm, M., & Manfull, A. (2015). *Student Journalism & Media Literacy*. The Rosen Publishing Group, Inc.
3. Adornato, A. (2021). *Mobile and Social Media Journalism: A Practical Guide for Multimedia Journalism*. Routledge.
4. Dowd, C. (2020). *Digital Journalism, Drones, and Automation: The Language and Abstractions behind the News*. Oxford University Press.
5. Filak, V. F. (2019). *Convergent Journalism: An Introduction: Writing and Producing Across Media*. Routledge.
6. Gitner, S. (2022). *Multimedia Storytelling for Digital Communicators in a Multiplatform World*. Taylor & Francis.
7. Hill, S., & Bradshaw, P. (2018). *Mobile-First Journalism: Producing News for Social and Interactive Media*. Routledge.
8. Mueller, M. E., & Rajaram, D. (2022). *Social Media Storytelling*. Taylor & Francis.
9. Burum, I., & Quinn, S. (2015). *MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone or iPad (1 edition)*. Focal Press.
10. Duffy, A. (2020). *Smartphones and the News*. Routledge.

## References

1. Ali, C. (2017). *Media Localism: The Policies of Place*. University of Illinois Press.
2. Baker, M., Blaagaard, B. B., Jones, H., & Pérez-González, L. (2020). *The Routledge Encyclopedia of Citizen Media*. Routledge.
3. Buckley, S. (2011). *Community media: A good practice handbook*. UNESCO.
4. Downman, S., & Murray, R. (2017). *Hyperlocal Journalism and Digital Disruptions: The journalism change agents in Australia and New Zealand*. Routledge.
5. Gordon, J. (2009). *Notions of Community: A Collection of Community Media Debates and Dilemmas*. Peter Lang.
6. Gulyas, A., & Baines, D. (2020). *The Routledge Companion to Local Media and Journalism*. Routledge.
7. Nielsen, R. K. (2015). *Local Journalism: The Decline of Newspapers and the Rise of Digital Media*. Bloomsbury Publishing.
8. Peters, C. (2018). *The Places and Spaces of News Audiences*. Routledge.
9. Harte, D., Howells, R., & Williams, A. (2018). *Hyperlocal Journalism: The decline of local newspapers and the rise of online community news*. Routledge.

## Web Resources

1. Journal of Community Informatics <http://www.ci-journal.net/>
2. Community Media Association <https://www.commedia.org.uk/>
3. International Association for Media and Communication Research <https://iamcr.org/>
4. National Association of Broadcasters <https://www.nab.org/>
5. Society of Professional Journalists <https://www.spj.org/>
6. Local Media Association <https://www.localmedia.org/>
7. International Center for Journalists <https://www.icfj.org/>
8. Association of Alternative Newsmedia <https://aan.org/>
9. Radio Television Digital News Association <https://www.rtdna.org/>
10. World Association of Community Radio Broadcasters <https://www.wacr.org/>

## Mapping Course Objectives (CO) and Program Specific Objectives (PSO)

PSOs/COs	CO1	CO2	CO3	CO4	CO5
PSO 1	3	1	3	3	3
PSO 2	2	3	3	3	3
PSO 3	3	3	3	2	3

PSO 4	3	3	2	3	2
PSO 5	3	3	3	3	3

The mapping of course outcomes with programme outcomes is tabulated as follows

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	L	L	L	L	L	L	M	L	L
CO 2	S	S	M	M	L	M	S	M	M
CO 3	M	S	S	S	M	M	S	S	S
CO 4	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

**Course Outcomes (COs):** On successful completion of the course, the students will be able to:

		K1	K2	K3	K4	K5
CO1	Explain the infrastructure, tools and responsibilities for sustaining community journalism.		√	√	√	
CO2	Employ observation, listening, and questioning skills to identify topics of local importance.		√	√	√	
CO3	Demonstrate storytelling and digital fluency through the creation of blog posts, slideshows, photos, audio and video	√		√	√	√
CO4	Apply an understanding of community needs to publish content and build engagement.			√	√	√
CO5	Create a hyper local media project to serve residents through news, resources, and bringing people together.	√		√	√	√

### TOOLS FOR ASSESSMENT

Class observation	Record work	Assignment	Attendance	Total
10 marks	20 marks	5 marks	5 marks	40 marks

Course Designed By	Checked by	Verified By HOD	Approved by
Names			
Signature			

