



Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Introduction to Communication: Principles, theories and models
Course Code	MJMC101

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Foundation core							
Pre-Requisite/s	N/A			Co-Requisite/s	N/A			
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to Recall and memorize the definitions and key concepts, theories, and historical events in mass communication(BL1-Remember)</p> <p>CO2- Students will be able to Explain the basic functions and models of mass communication(BL2-Understand)</p> <p>CO3- Students will be able to Apply mass communication theories to Design and execute a basic media campaign or message(BL3-Apply)</p> <p>CO4- Students will be able critically Evaluate the influence of media on public opinion and behaviour.(BL5-Evaluate)</p> <p>CO5- Students will be able to Enhance basic communication skills, including listening, speaking, writing, and nonverbal communication, essential for effective interpersonal and professional interactions.(BL4-Analyze)</p>							
Coures Elements	Skill Development ✕ Entrepreneurship ✕ Employability ✕ Professional Ethics ✕ Gender ✕ Human Values ✕ Environment ✕		SDG (Goals)	SDG4(Quality education) SDG11(Sustainable cities and economies) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Understanding Communication	<p>1.1 Defining Communication, Scope, Importance, Need, Functions, Elements and Process of Communication.</p> <p>1.2 Levels of Communication: Intrapersonal (Concept of Self and others, Johari Window), Interpersonal (Dyadic Communication and theories) and Group Communication (types of groups and their styles), Mass Communication(Media and their functions), Interactive Communication (Digital, Social, Mobile).</p> <p>1.3 Verbal (Oral and Written) and Non-verbal Communication (Body language, Sign language) : Types, Importance and uses; Semiotics and Semantics</p> <p>1.4. Barriers to Communication (Physical, Mechanical, Psychological); Effective Communication: 7 Cs of Communication</p> <p>1.5. Visual Communication: Concepts and Processes; Visual literacy and perception</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	10

Unit- 2 Theories & Models of Communication	<p>2.1. Aristotle's model, Lasswell's Model, Berlo's SMCR Model, Shannon-Weaver Model, Westley and MacLean's Conceptual Model.</p> <p>2.2. Wilbur Schramm's Interactive Model, Newcomb's Model, George Gerbner's Model, Dance's Helical Model, Spiral of Silence Model.</p> <p>2.3. Mass Society theory; Media Effects: Hypodermic Needle, Two-Step/Multi Step Flow</p> <p>Theory, Diffusion of Innovation, Gate keeping; Sociological Communication Theories: Agenda Setting, Use and gratification, Dependency Theory, Cultivation Theory, knowledge -gap theory.</p> <p>2.4. Behavioral Theories: Individual Difference Theory: Selective Exposure, Selective Perception & Selective Retention, Balance theory and Cognitive Dissonance theory.</p> <p>2.5. Critical and Cultural Theories: Media Hegemony; Structuralism; Cultural theory; Post Modernism; Feminist Media Theory; Frankfurt School</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	10
Unit- 3 Communication Theories	<p>3.1 Social Learning and Persuasion theories: Social learning theory, Attitude theory, ELM theory. Indian Communication Theories : Concept and Process (Sahridaya and Sadharanikaran)</p> <p>3.2 New Media theories: Interactivity, digitization and convergence, online media and network society: their application, uses and limitations.</p> <p>3.3 Audience: Concept and Characteristics; Audience as Public, as market; Media effects and Audience; Media Content and Audience: Audience types: Rural, Urban, local, regional national, international/global; Gender classification; Audience structure and formation</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.</p>	10
Unit 4: International Communication	<p>4.1 International Communication Theories: Propaganda, Public Sphere and Opinion: Manufacturing Consent/ Propaganda model (Chomsky & Herman)</p> <p>4.2 Asian Perspective of Communication: WimalDissanayake, Bhattayak, Chen and Miike</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.</p>	8

	<p>4.3 Media Imperialism, Mass Communication and Modernization, globalization, Mass Media and popular culture, Media Convergence and effects, issues, challenges and trends in developing nations.</p> <p>4.4 New World Information and Communication Order(NWICO), MacBride Commission Report</p>		
Unit 5: Theories of Press	<p>5.1 Normative Theories of Press</p> <p>5.2 Authoritarian theory , Soviet Media theory</p> <p>5.3libertarian theory, socialist, communitarian, social responsibility</p> <p>5.4 development media theory</p> <p>5.5democratic -participant theory.</p>	<p>T1 .Lectures and Interactive Sessions T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit-1	<p>Creating a Preseantation.</p> <ul style="list-style-type: none"> students has to develop a comprehensive presentation that explores key aspects of communication, its levels, barriers, and effectiveness. Outcome- Students will enhance their research skills by gathering information from diverse sources, synthesizing data, and distinguishing between credible and non-credible information. 	Experiments	BL2- Understand	2
Unit- 2	<p>Case Study Presentation.</p> <ul style="list-style-type: none"> Students need to present Theories & Models of Communication. Outcome- This Activity will encourage students to think critically about how these models and theories apply to current events or media. 	Case Study	BL4-Analyze	2
Unit- 3	<p>Application of Theory</p> <ul style="list-style-type: none"> Stuendts have to Analyze how your selected theory applies to a current event, media phenomenon, or personal experience. Outcome- Students will demonstrate a thorough understanding of the chosen communication theory, including its key concepts, historical context, and theoretical framework. 	Role Play	BL3-Apply	2
Unit- 4	<p>Research Requirements</p> <ul style="list-style-type: none"> Conduct a literature review of at least 5 scholarly sources related to your chosen topic of Internationqal Communication and Summarize key findings and insights. Outcome- Students will improve their ability to conduct thorough and effective research using academic databases, journals, and other credible sources. 	Research Paper Presentation	BL5-Evaluate	2

Unit-5	<p>Analysis and Application</p> <ul style="list-style-type: none"> • Real-World Application: Analyze how your chosen theory applies to a contemporary issue in media or journalism. Consider the following: • How does this theory help explain current media practices or public perceptions? • What are the implications for democracy, freedom of speech, or social change? • Include specific examples to illustrate your points. • Outcome- Students will gain a practical understanding of how theoretical concepts can be applied to real-world situations in media and journalism, enhancing their comprehension of the relationship between theory and practice. 	Simulation	BL5-Evaluate	2
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Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	<ol style="list-style-type: none"> 1. Dan Laughey Key Themes in Media Theories, Rawat Publication 2. Taylor, Rosegrant, Meyrs Communicating, Prentice Hall 3. Allan and Barbara Pease The Definitive Book of Body Language, Munjal publishing House 4. D.M. Silviere Personal Growth Companion, Classic Publishing 5. Daniel, Chandler Oxford Dictionary of Media and Communication
Articles	
References Books	<ol style="list-style-type: none"> 1. Edward De Bono How to Have a Beautiful Mind, Vermillion 2. De Fleur, M Theories of Mass Communication, 2nd Edition, New York; David Mc Kay 3. Siebert, Fred S. Peterson Four Theories of Press, Urbana University of IllionoisTheodire B. and Schramm W. Press, 1856
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	-	-	1	-	-	-
CO2	-	2	1	-	-	-	-	-	1	2	1	1	-	-	-
CO3	-	-	2	1	2	1	-	-	-	-	2	-	-	-	-
CO4	2	-	3	2	-	-	-	2	-	-	2	-	-	-	-
CO5	-	-	-	-	-	-	2	2	2	3	2	2	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Origin and Growth of Media
Course Code	MJMC102

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Foundation core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to Recall and memorize the definitions and key concepts, theories, and historical events of media industry in India and the world. (BL1-Remember)</p> <p>CO2- Students will be able to get thorough understanding of contribution of Indian press in the freedom struggle and able to share it. (BL2-Understand)</p> <p>CO3- Students will be able to analyse the global media and media content. (BL4-Analyze)</p> <p>CO4- Students will be able to explain origin and growth of India Press. (BL3-Apply)</p> <p>CO5- Students will be able to Understand the development of media systems, including the emergence of media organizations, regulatory frameworks, and industry structures over time. (BL2-Understand)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Early history of press in India (1780-1915)	<p>1.1. Origin of Indian press, colonial period, newspaper, characteristics and their effect in the society: Hickey's Bengal Gazette, the Madras Courier, the Bombay Herald, Bombay Courier, Udant Martand, Samachar Sudhavarshan,</p> <p>1.2. Brief history of prominent newspapers: The Hindu (276), Hindustan Times, Times of India (81), Amrit Bazar Patrika (208)</p> <p>1.3. Brief introduction and contribution of eminent journalists - Raja Rammohan Roy, Ishwarchand Vidyasagar, Balgangadhar Tilak, Jyotiba Phoolke, Bharatendu Babu Harish Chandra, Pandit Jugal Kishore Shukla, Mahatma Gandhi, Baburao Vishnu Paradhkar, Ganesh Shankar Vidyarthi, Makhanlal Chaturvedi, Madhavrao Sapre, Lokmanya Tilak</p> <p>1.4. Contribution of Indian media in social awakening (renaissance)/social reforms: Role of Press in Freedom Movement;</p> <p>1.5. Brief introduction of Newspapers who contributed in freedom struggle: Young India (379), Navjeevan, National Herald, Kesri (307), The Forward; Press and non-cooperation movement, civil disobedience, Satyagrah; Press during Quit India Movement.</p> <p>1.6. Printing press: History, origin in India; types of printing: letter press, lithography, flexography, gravure, offset.</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	10
Unit- 2 Media in independent India	<p>2.1. Role of language press in national development</p> <p>2.2. History of language press Hindi, Urdu, Bangala, Malayalam, Tamil, Marathi Eminent journalists of post-independence period: Prabhash Joshi, Rajendra Mathur, Dharmveer Bharati, Kuldeep Naiyar, Sham Lal, HK Dua, Rahul Barpute</p> <p>2.3. Broadcasting committees; Chanda, Veghese, PC Joshi, Nair, Prasar Bharti. Separation of AIR and Doordarshan. SITE experiment; Functions, working process and role of AIR and Doordarshan. Radio: History</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10

	<p>of AIR, Evolution of programming, privatization of radio broadcasting, FM, community radio</p> <p>2.4. Vernacular press, Registration of Newspapers, British policy for printing newspapers.</p> <p>2.5. Broadcasting Policy in India for Radio.</p> <p>2.6. Broadcasting Policy in India for TV.</p>		
Unit 3: Introduction to Global Media	<p>3.1. Role of News agencies in global media, Reuters, AP, AFP, TAAS, DPA, Xinhua.</p> <p>3.2. A short history of political propaganda, Nazi propaganda, Radio and international Communication, Media during World War-II.</p> <p>3.3. The Cold War, Diplomacy and Media, Media Hegemony and Homogenization,</p> <p>3.4. Radio Liberty, Voice of America,</p> <p>3.5Television origin and technological evolution; BBCand CNN.</p> <p>3.6. Role of UNESCO, New World Information and Communication Order, the Mac Bride</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	10
Unit 4: Media ownership and news agencies	<p>4.1. Ownership pattern in India: types and patterns, cross media ownership</p> <p>4.2. Ownership of newspapers, news channels and digital media in India</p> <p>4.3. Evolution and functions of news agencies in Indian press, establishment and its conflicts: News agencies- UNI, PTI, Univarta, Bhasha, Hindustan Samachar, ANI.</p> <p>4.4. Press in Asia, news pool.</p> <p>4.5. International News Agencies.</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	15

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Gandhi: The Master Communicator, Kusum Lata Chadda, Kanishka Publishers, distributors, New Delhi 2. The Press in India: Perspective in Development and Relevance, KS Pandey and RNSahu, Kanishka Publishers, distributors, New Delhi 3. Chaturvedi, Jagdish Prasad. Hindi Patrakarita Ke Kirtiman, Sahitya Sangam,Allahabad 4. Arvind M. Singhal & Everett M. Rogers (2001). India's Communication Revolution: 5. From Bullock Carts to Cyber Mart. Sage PublicationSarkar, NN. Art and Print Production, Oxford University Press 6. A History of the Press in India - Swaminath Natarajan` 7. History of Newspaper by Chander Mehras. 8. News Agencies from Pigeon to Internet byK. M. Shrivastava 9. Media ownership in India by Paranjoy Guha Thakurta.
Articles	
References Books	1. Natarajan, J. (2000) History of Indian Journalism. Publication divisionBrigs, A. (2008). 2. Social History of the Media: From Gutenberg to Internet. Polity Press 3. Jeffry, Robin. (2000). India's Newspaper Revolution: Capitalism, Technology and the 4. Indian-language Press (3rd edition), Oxford University Press BharatiyaPatrikarita Kosh, Shri Vijaydutt Shridhar, Vani Prakashan, New Delhi
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	1	1	1	2	1	1	-	1	-	-	1	-	-	-
CO3	-	-	-	-	-	-	-	1	2	-	1	2	-	-	-
CO4	2	-	-	2	-	-	2	2	-	-	2	-	-	-	-
CO5	-	-	2	-	-	-	-	3	-	2	3	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Media Language: Structure and Style
Course Code	MJMC103

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to Recall and memorize the definitions and key concepts, theories, and historical events of media industry in India and the world. (BL1-Remember)</p> <p>CO2- Students will be able to understand the knowledge of basic skills of News Editing and Editing for newspapers and Magazines. (BL2-Understand)</p> <p>CO3- Students will be able to get Techniques of writing different types of news stories in a creative way. (BL3-Apply)</p> <p>CO4- Students will be able to Identify and analyse structural elements in media texts, such as headlines, leads, captions, scripts, segments, and formats used in news, feature stories, documentaries, advertisements, and entertainment content. (BL4-Analyze)</p> <p>CO5- Students will be able to Review grammatical principles and stylistic conventions specific to media writing, editing, and production, focusing on clarity, accuracy, and readability. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
UNIT-I: Understanding of media language	<p>1.1. Importance of language in communicating, Growth and development of language</p> <p>1.2. Basics of grammar in English and Hindi, Selection and use of phrases and words</p> <p>1.3. Characteristics of writing for newspaper and magazines, Language for writing : word and sentence making, Headline writing (practice)</p> <p>1.4. Characteristics of writing for News Article and Editorial.</p> <p>1.5. The language of journalism- concrete, specific, active, clear, democratic, non-sexist, nonracist, non-violent, inclusive, variable, common language</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.	10
Unit- 2 Language for audio-visual	<p>2.1. Concept of audio-visual language, Basic difference between written and spoken language</p> <p>2.2. Basic characteristics of writing for radio</p> <p>2.3. Basic characteristics of writing for TV</p> <p>2.4. Use of other language words and its limitations in Hindi media</p> <p>2.5. Creative writing for photo feature, Caption writing, Cartoon and its language.</p> <p>2.6. Writing for different media and digital platforms</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	10
Unit- 3 Translation and Paraphrasing	<p>3.1. Importance of translation/Paraphrasing in media, effective and ineffective translation, Methods of paraphrasing, attribution and quoting. Translate</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology	10

	<p>(Paraphrase) at least 5 different news (English to Hindi)</p> <p>3.2. Translate (Paraphrase) at least 5 different news (Hindi to English)</p> <p>3.3. Translate (Paraphrase) at least 2 different Article (English to Hindi and Hindi to English)</p> <p>3.4. Preparing a glossary of 20 phrases in Hindi and English, generally used for the same Expression.</p>	T4: Peer review and Discussion. T8: Simulations and Role Playing	
Unit 4: Translating Journalistic Content	<p>4.1. Preparing a glossary of 50 words in Hindi-English from Business page</p> <p>4.2. Preparing a glossary of 25-25 Hindi-English words used in political news</p> <p>4.3. Translating at least 5 different news items from Business pages (Hindi-English)</p> <p>4.4. Translating at least 5 Political news items(Hindi-English)</p> <p>4.5. Translating at least one political and one business article(Hindi-English)</p> <p>4.6. Preparing a glossary of 25-25 words (Hindi-English) from Sports page</p> <p>4.7. Translating at least 5 different news items on five different sports (Hindi-English)</p> <p>4.8. Translating a column article of renown person on sport (at least 2 in both language)</p> <p>4.9. Translating at least 5 Science news items(Hindi-English)</p> <p>4.10. Translating at least 5 International news items (Hindi-English).</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	15

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <ul style="list-style-type: none"> • Introduction • Briefly introduce the topic. • Explain the significance of media language in communication and media studies. • Outcome- Students will enhance their ability to articulate complex ideas clearly and confidently, improving their verbal communication skills in a formal setting. 	Case Study	BL2-Understand	2
Unit- 2	<p>Scriptwriting Exercise</p> <p>Write a radio script (3-5 minutes long) based on your chosen topic. Your script should include:</p> <ul style="list-style-type: none"> • Title: A catchy title that reflects the content. • Introduction: A hook to grab the listener's attention. • Body: Clear and concise information, storytelling elements, and engaging language. • Conclusion: A strong closing statement that reinforces the main message. • Notes for Production: Indicate where sound effects or music should be included. • Outcome- Students will learn the essential components of a radio script, including the introduction, body, and conclusion, and how to organize their content effectively. 	Experiments	BL6-Create	2

Unit- 3	<p>Translation and Paraphrasing of News Articles (Hindi to English)</p> <ul style="list-style-type: none"> To practice translation and paraphrasing skills by converting Hindi news articles into English while maintaining the original meaning and context. Outcome- Students will improve their proficiency in both Hindi and English, particularly in reading comprehension and vocabulary usage. 	Simulation	BL5-Evaluate	2
Unit- 4	<p>Preparing a Glossary of Political Terms (Hindi-English)</p> <ul style="list-style-type: none"> To create a comprehensive glossary of political terms commonly used in news articles, enhancing vocabulary and comprehension of political discourse in both Hindi and English. Outcome- Students will expand their political vocabulary in both Hindi and English, gaining familiarity with terms commonly used in political discourse. 	Field work	BL6-Create	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Usha Raman, (2010). Writing For The Media, Oxford University Press-New Delhi 2. Simeon Lindstrom (2015). Creative writing – From Think to Ink, CreateSpaceIndependent Publishing Platform, Canada. 3. Bhawna Solanki (2022). A Textbook of the Science of Media Writing 4. AN Ahuja. Audio Video Journalism. 5. Bijay Kumar Das. A Handbook Of Translation Studies 6. Bhavna Solank. A Textbook of the Science of Media Writing
Articles	
References Books	1. Robert L. Hilliard (2010). Writing for Television, Radio, and New Media, WadsworthPublishing Company Inc, USA. 2. Andrew Bonime& Ken C. Pohlmann (1997). Writing for New Media: The Essential 3. Guide to Writing for Interactive Media, Wiley, United Stated 4. Robert M. Knight (2010). Journalistic Writing: Building the Skills, Honing the Craft,Marion Street Press, Portland 5. James G Stovall (2014). Writing for the Mass Media, Pearson, New York.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	2	1	-	-	-	-	-	1	-	-	1	1	-	-	-
CO3	-	-	-	-	-	-	1	-	-	-	1	2	-	-	-
CO4	-	2	2	1	1	2	1	2	-	1	2	-	-	-	-
CO5	3	-	3	-	-	-	-	-	-	2	3	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Print Journalism: Structure and Functions
Course Code	MJMC104

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					2	0	2	4
Course Type	Embedded theory and lab							
Course Category	Foundation core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recall the history and development of the print media industry in India and the world.(BL1-Remember)</p> <p>CO2- Students will be able to explain the processes involved in print media production, including writing, editing, and layout design.(BL2-Understand)</p> <p>CO3- Students will be able to demonstrate proficiency in copyediting and proofreading techniques for print media.(BL3-Apply)</p> <p>CO4- Students will be able to Identify biases and ethical considerations in print media content.(BL4-Analyze)</p> <p>CO5- Students will be to Design and produce a print media publication (newspaper, magazine, etc.) from concept to final product(BL5-Evaluate)</p> <p>CO6- Student will be able to develop newspaper and magazine with all contents(BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Print Media Industry	<p>1.1 Evolution of Newspaper publishing as an Industry.</p> <p>1.2 Prominent publication houses of India- Times of India, Hindustan Times, Deccan Herald. Dainik Jagran, Dainik Bhaskar, Patrika, Lokmat Samachar, Malyala Manorma, Daily Thanthi, Mathrubhumi, Daily Sakal, Gujrat Samachar, Sandeh, Anand Bazar Patrika, Dinakarn, Punjab Kesari.</p> <p>1.3 Types of Newspapers- area wise national, regional, local etc. production wise- Broadsheet Size, Berliner, Tabloid Size, Compact Size etc.</p> <p>1.4 Language newspapers industry in India- Tamil, Telugu, Malyalam, Marathi, Assemese, Oria, Urdu, Bangla etc.</p> <p>1.5 Future of print media Industry vis-as-vis digital emergence. Understanding of Readership Profile.</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	10
Unit- 2 Newspaper Organization and Magazine Journalism	<p>2.1 Structure and function of a Newspaper organization, Management, Circulation, Marketing & advt. HRD or Personnel, Finance & Accounts, editorial. Production of a newspaper and magazine- various stages.</p> <p>2.2 Editorial Department- Managing Editor, Editor or group Editor, Resident Editor, Asst. Editor, News Editor, Chief-Sub, Sub-Editor and Importance of a copy editor</p> <p>2.3 Newsroom: functions- command and control structure i. hierachy, Managing sections, allocation of resources.</p> <p>2.5 Magazine Journalism- Global and Indian scenario.</p> <p>2.6 Types of Magazine and Writing for Different types of Magazine</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	15

Unit 3: Writing for Media.	<p>3.1 Identify any five headlines and Intro and rewrite them</p> <p>3.2 Report and file story for each of the beats: Political, Entertainment, Business, Education and Crime</p> <p>3.3 Prepare a copy by using editing and proof - reading symbols</p> <p>3.4 Write photo captions and cutline</p> <p>3.5 Develop a Stylesheet for Newspaper</p> <p>3.6 Reedit Photo and finalize for printing in newspaper and magazine with the help of Photoshop software</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	10
Unit 4: Quark Express and Indesign Software	<p>4.1 Prepare s Dummy of newspaper and magazine with the help of Quark Express and Indesign Software</p> <p>4.2 Finalization of Newspaper and magazine</p> <p>4.3 Prepare a Advertisement for newspaper and magazine</p> <p>4.4 Prepare departmental Newspaper and magazine</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	10

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation:</p> <ul style="list-style-type: none"> • Prepare a presentation (10-15 slides) summarizing your report. Include: <ul style="list-style-type: none"> ◦ Title Slide: Title, your name, date. ◦ Key Findings: Highlight significant points from your research. ◦ Conclusion: Offer insights on the future of the print media industry. ◦ References Slide: List of sources. ◦ Outcome- Students will enhance their ability to communicate complex ideas clearly and confidently, improving their verbal presentation skills in an academic or professional setting. 	Experiments	BL3-Apply	2
Unit- 2	<p>Written Report</p> <ul style="list-style-type: none"> • Prepare a written report (1500-2000 words) about Newsroom: functions-command and control structure i.hierachy, Managing sections, allocation of resources. • Outcome- Students will gain a thorough understanding of how newsrooms function, including their command and control structures, hierarchies, and operational dynamics. 	Industrial Visit	BL2-Understand	2
Unit- 3	<p>Content Creation</p> <ul style="list-style-type: none"> • Choose three different formats from the following list to write content for: <ul style="list-style-type: none"> • News Article: Write a 500-word news article on a current event or issue. • Feature Story: Develop a 700-word feature story that provides in-depth coverage of a specific topic or individual. • Press Release: Create a press release for an upcoming event or announcement, following standard formatting (300-400 words). • Blog Post: Write a 600-word blog post that is engaging and informative, targeting a specific audience. 	Role Play	BL6-Create	4

	<ul style="list-style-type: none"> • Script for Radio/Podcast: Prepare a 5-minute script for a radio segment or podcast episode. • Outcome- Students will develop a range of writing skills tailored to different media formats, including news articles, feature stories, press releases, blog posts, and scripts. 			
Unit- 4	<p>Prepare s Dummy of newspaper</p> <ul style="list-style-type: none"> • Prepare s Dummy of newspaper and magazine with the help of Quark Express and Indesign Software. • Outcome- Students will develop basic design skills by utilizing design software or tools to create an aesthetically pleasing and functional newspaper format. 	Field work	BL6-Create	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	<ol style="list-style-type: none"> 1. Jereme Leslie (2013), The modern Magazine- Visual Journalism in the digital Era, Laurence King Publishing, United Kingdom. 2. Tim Holmes (2008), Mapping the Magazine, Routledge, Houghton 3. Aruna Zachariah Print Media Communication and Management: Elements
Articles	
References Books	<ol style="list-style-type: none"> 1. Art and Print Production- N.N.Sarkar, Oxford Higher Education. 2. Designing the Editorial Experience- SueApfelbaum- Juliette cezzar, Rockport Publishers, Suite, Beverly M.A. 3. Reporting - MCU BHOPAL - Prof. N.K.Trikha. 4. Magazine Editing and Production by Click & Baird.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	1	-	-	-	1	-	1	-	-	-	-
CO2	-	1	-	1	1	-	-	-	-	1	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-
CO4	2	-	-	-	2	-	-	1	2	-	-	-	-	-	-
CO5	3	2	-	2	-	-	1	2	2	2	2	-	-	-	-
CO6	-	3	-	3	-	-	2	3	3	-	3	2	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	A- Applications of computers in media
Course Code	MJMC105 A

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					2	0	2	4
Course Type	Embedded theory and lab							
Course Category	Discipline Electives							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recall and define basic of MS office and Photoshop and tools. (BL1-Remember)</p> <p>CO2- Students will be able to Understanding the tools of Adobe Photoshop for Photo Editing. (BL2-Understand)</p> <p>CO3- Student will be able to classify the terminology for different medium of communication. (BL3-Apply)</p> <p>CO4- Students will be able critically Evaluate the influence of media on public opinion and behaviour. (BL4-Analyze)</p> <p>CO5- Students will be able to determine their work related to editing and able to defend it. (BL5-Evaluate)</p> <p>CO6- Students will be able to Creating Page Layouts for News Papers in Adobe InDesign. (BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Basic Computer Skills & Applications – I	<p>1.1 Definition, Basic Components, Hardware and Software, Input/output devices.</p> <p>1.2 Introduction to Windows Operating System, Desktop, Accessories, Files & Folders.</p> <p><u><i>1.3 Introduction to MS Office, Application of MS Office, Importance of MS Office and Features of MS Office.</i></u></p> <p><u><i>1.4 Document Editing - Text Formatting & Page Layout Setting, Mail Merge.</i></u></p> <p><u><i>1.5. Preparing and Delivering of Presentations, Qualities of a Good Presentation.</i></u></p> <p>1.3 Navigating the desktop and file management</p> <p>1.4 Customizing system settings</p> <p>1.5 Installing and uninstalling software</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10
Unit- 2	<p>2.1 Introduction to MS Office, Application of MS Office, Importance of MS Office and Features of MS Office.</p> <p>2.2 Document Editing - Text Formatting & Page Layout Setting, Mail Merge.</p> <p>2.3 Preparing and Delivering of Presentations, Qualities of a Good Presentation.</p> <p>2.4 Importance and Basic features of MS excel</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	8

Unit 3:- Digital Graphics - Adobe Photoshop	<p>3.1 Introduction to Adobe Suite and Adobe Photoshop Software</p> <p>3.2 Pixels, Resolution, Colour Modes and Models.</p> <p>3.3 Use of Tools, Palettes and Panels.</p> <p>3.4 Use of Layers & Filters.</p> <p>3.5 Exporting to Various File Formats & Saving in Different File Formats</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	7
Unit 4: Designing Page Layouts - Quark Xpress	<p>4.1 Introduction to Quark Xpress; Creating and Editing Documents.</p> <p>4.2 Tools and its use, Linking & Unlinking, Text and Picture Boxes, Palettes.</p> <p>4.3 Text Formatting, Runaround, Importing, Creating & Resizing of Pictures.</p> <p>4.4 Various Page Layouts and Designs for Newspapers & Magazines.</p> <p>4.5 Exporting and Web Publishing features of Quark Xpress</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10
Unit 5: Designing Page Layouts – Adobe InDesign	<p>5.1 Introduction to InDesign; Creating Document.</p> <p>5.2 InDesign Tools. Text Formatting.</p> <p>5.3 Importing, Creating & Resizing of Pictures.</p> <p>5.4 Page Layouts and Designs in InDesign for Publishing.</p> <p>5.5 Text Over Images, Wrap Text Around Image/box.</p>	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation Task</p> <ul style="list-style-type: none"> Develop a 5-10 slide presentation on a topic of your choice, incorporating visuals and proper slide design. Outcome- By structuring their presentation logically, students will develop skills in organizing information in a way that is coherent and easy for the audience to follow. 	Experiments	BL2-Understand	2
Unit- 2	<p>Practical Exercises:</p> <p>Complete the following tasks to apply your knowledge:</p> <ul style="list-style-type: none"> Text Formatting Task: Create a document (1-2 pages) on a chosen topic. Apply various text formatting techniques (bold, italics, bullet points, etc.) and ensure proper alignment and spacing. Page Layout Task: Modify the document created in the text formatting task to include appropriate page layout settings. Adjust margins, add headers/footers, and include page numbers. Mail Merge Task: Create a mail merge document. <ul style="list-style-type: none"> Outcome- Students will demonstrate an understanding of various text formatting options, effectively using features like bold, italics, bullet points, and font adjustments to enhance the readability and visual appeal of documents. 	Simulation	BL3-Apply	2
Unit- 3	<p>Graphic Design Project</p> <ul style="list-style-type: none"> Create a digital poster (A3 size) on a theme of your choice (e.g., event promotion, social awareness). The poster should include: <ul style="list-style-type: none"> A background image or color Text elements (title, date, details) Any additional graphics or design elements (shapes, icons). Outcome- Students will gain hands-on experience using Adobe Photoshop 	Virtual Labs	BL6-Create	4

	tools and features, including text manipulation, layering, and image editing, resulting in improved technical skills.			
Unit- 4	<p>Designing Page Layouts</p> <ul style="list-style-type: none"> • Magazine Spread: Design a two-page magazine spread (A4 size) on a topic of your choice. Include: <ul style="list-style-type: none"> • A striking headline and subheading. • Images and captions. • A well-structured layout that demonstrates balance and visual hierarchy. • Outcome- Students will demonstrate an understanding of key design principles (balance, alignment, contrast, repetition, and proximity) by effectively applying them to their page layouts. 	Role Play	BL6-Create	4
Unit- 5	<p>Brochure Design</p> <p>Create a tri-fold brochure for an event, product, or service. The design should feature:</p> <ul style="list-style-type: none"> • Attractive graphics and images. • Clear sections with headings and relevant text. • A cohesive color scheme and branding elements. • Outcome- Through their brochure designs, students will learn to select appropriate fonts, sizes, and styles to enhance readability and convey the desired message effectively. 	Simulation	BL6-Create	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	• Andrew Faulkner, Adobe Photoshop CC Classroom in a Book, Adobe Press, 2017. • Bill Bruck, The Essential office 2000 Book The Get it Done Tutorial, BPB Publications1999. • Complete Course For DTP, PrakharPublications, Ahmedabad, 2013. • Dan Gookin, Word 2010 For Dummies, John Wiley & Sons, 2010. • G. MANJUNATH B.E. COMPUTER BASICS • Bittu Kumar. Adobe Photoshop
Articles	
References Books	• Elaine Weinmann, Peter Lourekas, QuarkXPress 7 for Windows and Macintosh: Visual QuickStart Guide Peachpit Press, 2006. • FaitheWempen, Office 2016 For Seniors For Dummies, John Wiley & Sons, 2015. • Galen Gruman, InDesign CS5 For Dummies, John Wiley & Sons, 2010. • Jay J. Nelson, QuarkXPress For Dummies, John Wiley & Sons, 2016. • Kelly Kordes Anton, John Cruise, Adobe InDesign CC Classroom in a Book , Adobe Press, 2016.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	-	-	-	-	-	-	1	1	-	-	-	-
CO2	-	1	-	1	-	-	-	-	-	1	-	-	-	-	-
CO3	2	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	2	2	1	-	-	1	1	-	-	-	-	-	-
CO5	3	2	3	-	2	1	2	2	-	2	2	1	-	-	-
CO6	-	3	-	3	-	-	-	-	-	3	3	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	B- Professional Communication and soft skills
Course Code	MJMC 105 B

Part A

Year	1st	Semester	1st	Credits	L	T	P	C	
					2	0	2	4	
Course Type	Embedded theory and lab								
Course Category	Discipline Electives								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the keywords, types and communication process during public speaking(BL1-Remember)</p> <p>CO2- Student will be able to explain process and types of public speaking and also able to speak in public.(BL3-Apply)</p> <p>CO3- Student will be able to use various elements and medium of communication during speaking in public (BL3-Apply)</p> <p>CO4- Student will be able to differentiate between public speaking and speaking in mass and identify the main issues occurs during communication(BL4-Analyze)</p> <p>CO5- Student will be able to determine that which medium will be more suitable for public speaking(BL5-Evaluate)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)					

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Professional Communication	<p><u>1.1 Meaning, Importance, Process, Models and types, barriers to effective communication, verbal and non – verbal communication, cross-cultural communication, ethics in business communication</u></p> <p>1.1 Understanding professional communication, its</p> <p>Importance in the workplace</p> <p><u>1.2 Importance of Grammar: Parts of speech and their uses</u></p> <p>1.2 Verbal Communication: Effective speaking skills, Presentation techniques, Public speaking and speech delivery</p> <p>1.3 Non-Verbal Communication: Body language, Facial expressions, Eye contact, Gestures and posture</p> <p><u>1.4 Mind your Language and Expressions: Bias, Prejudices etc, Language and dialects: regional influence and standardized pronunciation</u></p> <p>1.4 Modern forms of communication: Email, Video conference and Conference calls</p> <p><u>1.5 Vocabulary: Homonyms, Homophones, Synonyms, Antonyms, Idioms & Phrases, Collocations, Technical words</u></p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	10
Unit- 2: Professional & Official Writing, Listening Skills	<p><u>2.1. Application Writing</u></p> <p><u>2.2. Resume Writing</u></p> <p><u>2.3. Letter Writing</u></p> <p><u>2.4. Essay Writing</u></p> <p><u>2.5. Precis writing, Paraphrasing's</u></p> <p><u>2.6. Agenda and minutes of meeting</u></p> <p><u>2.7. Proposal writing</u></p> <p><u>2.8. Report Writing</u></p> <p><u>2.9. Notice Writing</u></p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	10

	<p><u>2.10. Summary Writing</u></p> <p>2.1 Written Communication: Professional email etiquette, Report writing, Business letters and memos</p> <p>2.2 Creating impactful resumes and cover letters</p> <p>2.3 Listening Skills: Active listening, Barriers to effective listening</p> <p>2.4 Improving listening skills.</p>		
Unit 3: Presentation skills Interpersonal and Teamwork Skills	<p><u>3.1 Public Speaking: Meaning, Importance and Preparations</u></p> <p><u>3.2 Listening skills</u></p> <p><u>3.3 Observation</u></p> <p><u>3.4 Interview</u></p> <p><u>3.5 Use of technology in Presentation</u></p> <p>3.1 Building rapport: Effective interpersonal communication techniques</p> <p>3.2 Emotional intelligence in communication</p> <p>3.3 Teamwork and Collaboration: Dynamics of effective teams, Roles and responsibilities in a team</p> <p>3.4 Collaborative tools and techniques, Conflict management in teams</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10
Unit 4: Soft Skills Leadership Skills and Conflicts	<p><u>4.1 Self and Self-development: Meaning and Techniques</u></p> <p><u>4.2 Building Confidence</u></p> <p><u>4.3 Role of body posture and gestures</u></p> <p><u>4.4 Anger management: Meditation, Writing to Self, etc.</u></p> <p><u>4.5 Dream and Success</u></p> <p>4.1 Leadership styles and theories</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	8

	<p>4.2 Conflict Resolution: Types of workplace conflicts</p> <p>4.3 Conflict resolution strategies and Negotiation skills, Mediation techniques</p>		
Unit 5: Soft Skills	<p>5.1 Business Etiquette: Professionalism in the workplace, Dress code and appearance, Meeting etiquette, Dining etiquette</p> <p>5.2 Networking Skills: Building a professional network, Networking strategies, Using social media for professional networking</p> <p>5.3 Interview Skills: Preparing for interviews, Common interview questions, Mock interviews and feedback</p> <p>5.4 Stress and Time Management: Stress management techniques, Time management tools and strategies, Balancing work and personal life</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Practical Exercises</p> <ul style="list-style-type: none"> Prepare a short presentation (5-10 minutes) on a topic relevant to your field of study or future career. Focus on effective verbal communication techniques and use visual aids to support your points. Outcome- Students will gain experience in preparing and delivering presentations, developing their ability to engage an audience and convey information effectively using verbal communication techniques. 	Experiments	BL2-Understand	2
Unit- 2	<p>Creating impactful resumes and cover letters</p> <ul style="list-style-type: none"> Resume Creation: Develop a professional resume tailored for a specific job posting of your choice.Cover Letter Writing: Write a cover letter addressing the same job posting. Outcome- Students will demonstrate knowledge of various resume formats (chronological, functional, combination) and identify which format best suits their personal experiences and career goals. 	Simulation	BL6-Create	4
Unit- 3	<p>Role-Playing Scenario</p> <ul style="list-style-type: none"> In small groups, create a role-playing scenario that involves building rapport in a specific context (e.g., job interview, networking event, team meeting). Each group will present their scenario and demonstrate effective techniques. Outcome- Students will gain exposure to different interpersonal scenarios (e.g., networking events, job interviews, team meetings), preparing them to navigate similar situations in real life with confidence. 	Role Play	BL5-Evaluate	2
Unit- 4	Case Study Analysis	Case Study	BL4-Analyze	2

	<ul style="list-style-type: none"> Analyze a case study of a well-known leader who faced a significant conflict. Discuss the leadership style employed, the resolution strategy used, and the outcomes of the situation. Outcome- Students will apply relevant leadership theories and conflict resolution techniques to the case study, reinforcing their understanding of how these concepts function in practice. 			
Unit- 5	<p>Mock Interviews</p> <ul style="list-style-type: none"> Pair up with a classmate to conduct mock interviews. One student will act as the interviewer and the other as the candidate. Rotate roles and provide constructive feedback on performance. Outcome- Students will demonstrate their ability to apply effective interview techniques learned in class, including preparation strategies, questioning methods, and active listening. 	Seminar	BL4-Analyze	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Davidson, Jeff. The complete guide to public speaking. Breathing Space Institute, 2003. 2. Goleman, Daniel. Working with Emotional Intelligence. London: Bantam Books. 1998. 3. Hall, Calvin S. et al. Theories of Personality. New Delhi: Wiley. rpt. 2011. 4. Holtz, Shel. Corporate Conversations. New Delhi: PHI. 2007. 5. Amna Shamim. Professional Communication. 6. How India Works by Aarti Kelshikar for public speaking. 7. Soft Skill. Seema Gupta. 8. Leadership Skills. S Sriranjani Mokshagundam, Rachit Parashar, Ms. Preeti Manan, Aatish I. Patel.
Articles	
References Books	1. King, Dale. Effective Communication Skills: The Nine-Key Guidebook for Developing the Art of Persuasion through Public Speaking, Social Intelligence, Verbal Dexterity, Charisma, and Eloquence. Hamatea Publishing Studio, 2020. 2. Kumar, Sanjay and Pushp Lata. Communication Skills. New Delhi: OUP. 2011
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	-	-	-	-	-	1	-	-	-	-	-
CO2	-	2	-	2	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	3	-	-	-	1	-	1	-	-	-	-	-
CO4	2	-	2	-	1	1	1	2	1	2	1	1	-	-	-
CO5	-	3	-	-	2	-	-	-	-	3	2	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	A- Gandhi & Gandhian Way
Course Code	MJMC106A

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Discipline Electives							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to outline significant contributions and movements associated with Gandhi's philosophy. (BL2-Understand)</p> <p>CO2- Students will be able to explain the fundamental principles and values of Gandhian philosophy, such as non-violence, truth, and self-reliance (BL2-Understand)</p> <p>CO3- Students will be able to Critically examine the relevance of Gandhi's ideas in the modern world. (BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✓		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) SDG11(Sustainable cities and economies) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
UNITS	<p>Unit- 1 Contextualizing Gandhi and his contributions</p> <p>Unit- 2 Reading 'Hind Swaraj' and My experiments with Truth.</p> <p>Unit- 3 Citizenship and character-building ('EkadashVrat')</p> <p>Unit- 4 Nation-building and the Constructive Program- somecase studies- BhoodanAndolan, Chipko movement, SampurnaKrantiAndolan</p> <p>Unit- 5 Global Impact of the Gandhian Way- Civil rights in USA,Antiapartheid in South Africa, Tibet movement, Green Movement and peace movement.</p> <p>Unit- 6 UNO's Sustainable Development Goals (17 SDGs) and the Gandhian way</p> <p>Unit- 7 Icons of the Gandhian way- Martin Luther king Junior, Nelson Mandela, Abdul Gaffar khan' the Dalai Lama, Aung Sang Suu kiji , Lohia and Jay Prakash Narayan.</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	25

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Case Study</p> <p>Students will analyze the contextual significance of Mahatma Gandhi and his contributions to Indian society, focusing on his philosophies of non-violence, civil disobedience, and social reform. They should evaluate his impact on the independence movement and contemporary social issues.</p> <p>Result: Students developed a deeper understanding of Gandhi's relevance in historical and modern contexts, enhanced their analytical skills through critical engagement with his ideas, and fostered discussions about the application of his principles in today's world.</p>	Case Study	BL4-Analyze	4
Unit- 2	<p>Reading</p> <p>Students will read "Hind Swaraj" and "My Experiments with Truth," focusing on Gandhi's philosophies, principles of self-rule, and personal reflections on truth and ethics. They should analyze the themes and their relevance to contemporary issues.</p> <p>Result: Students gained valuable insights into Gandhi's ideological framework, enhanced their critical thinking skills through textual analysis, and engaged in meaningful discussions about the implications of his thoughts for modern society and personal ethics.</p>	Experiments	BL2-Understand	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. The Story of my Experiments with Truth' by Mahatma Gandhi 2. 'Gandhi before India' by Ramachandra Guha 3. Hind Swaraj' by Mahatma Gandhi 4. Mahesh Vikram Singh. Gandhi in Movement. 5. "Gandhi and Globalisation" edited by Sitanshu Das
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	-	-	-	-	1	-	-	-	-	-	-	-
CO2	2	-	2	-	-	-	-	2	1	-	-	1	-	-	-
CO3	-	2	-	2	1	-	2	3	2	1	1	2	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	B-Sociology of Development
Course Code	MJMC106B

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Discipline Electives							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to identify the key concepts and theories related to the sociology of development, such as modernization, globalization, and dependency theory. (BL1-Remember)</p> <p>CO2- Students will be able Summarize the theories and perspectives on development, including modernization, dependency, and post-development theories. (BL2-Understand)</p> <p>CO3- Students will be able to differentiate the political movements and social movements. (BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Perspectives on Development	1.1 Modernization 1.2 Liberal Perspective on Development 1.3 Marxian Perspective on Development 1.4 Gandhian Perspective on Development	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology	7
Unit – 2: Critics of Development	2.1 Dependency Theory of Underdevelopment 2.2 Social and Human Development 2.3 Gender Perspective on Development 2.4 Ecology, Environment and Development and Population and Development	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.	7
Unit – 3 Development, Displacement and Social Movements	3.1 Dam and Displacement 3.2 Green Peace Movement 3.3 People Science Movement 3.4 Civil Society Movements and Grassroots Initiatives	T1: Lecture and interactive session T2: Case studies and real-world examples T4: Peer review and Discussion. T8: Simulations and Role Playing	5
Unit – 4: Comparative Experience of Development	4.1 Development in the context of India, Canada, Brazil 4.2 Liberalization and Structural Adjustment Program 4.3 Changing Roles of Media and ICTs on Employment 4.4 WTO, GATT, GATS: Capital and Human Flows	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	6

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Case Study Examination</p> <ul style="list-style-type: none"> Select a country or region that exemplifies a specific development perspective. Analyze its development policies, outcomes, and challenges, and propose recommendations based on your analysis. Outcome- Students will demonstrate a comprehensive understanding of the selected country's or region's specific development context, including historical, economic, social, and political factors that influence development outcomes. 	Case Study	BL4-Analyze	2
Unit- 2	<p>Comparative Analysis</p> <ul style="list-style-type: none"> Select two or more development theories (e.g., modernization theory vs. dependency theory) and compare their critiques. Discuss how these critiques influence current development practices. Outcome- Students will demonstrate a comprehensive understanding of the key principles and critiques of various development theories, such as modernization theory, dependency theory, and post-development theory. 	Simulation	BL4-Analyze	2
Unit- 3	<p>Field Research</p> <ul style="list-style-type: none"> If feasible, conduct interviews or surveys with local communities affected by a development project or analyze existing interviews to understand their experiences and perspectives on displacement and social movements. Outcome- Students will gain firsthand insights into the lived experiences of communities affected by development projects and displacement, fostering a deeper understanding of their challenges and resilience. 	Industrial Visit	BL5-Evaluate	2
Unit- 4	<p>Case Study Comparison</p>	Case Study	BL4-Analyze	4

	<ul style="list-style-type: none"> • Select two or more countries with differing developmental paths (e.g., a developed country vs. a developing country) and compare their economic, social, and political contexts. Analyze the factors that contributed to their respective developmental experiences. • Outcome- Students will demonstrate a comprehensive understanding of the socio-economic and political contexts of the selected countries, highlighting the unique factors that influence their development paths. 			
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Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Sociology of Development: Sheobahal Singh. 2. Modernization of Indian Tradition. Yogendra Singh. 3. Anta Kumar Giri.A Moral Critique of Development: In Search of Global Responsibilities 4. Social Movements in India: A Review of Literature. Ghanshyam Shah 5. "Sociology of Development: Indian Perspectives" by R. Ramanujam 6. "Understanding Social Movements in India: A Sociological Perspective" by Ghanshyam Shah 7. "GATT to WTO: The Evolution of an Obsession" by Bhagirath Lal Das 8. "India and the WTO" edited by Aaditya Mattoo and Robert M. Stern
Articles	
References Books	Development and Social Change: A Global Perspective" by R. Parthasarathy 2. "WTO and India: A Blueprint for Trade Reform" by Arvind Panagariya
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	1	-	1	-	-	-	-	-	-	-
CO2	2	-	1	1	-	-	-	2	-	1	-	-	-	-	-
CO3	3	1	2	2	1	2	1	-	1	2	1	1	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	C- Indian Constitution and Human Values
Course Code	MJMC 106 C

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Discipline Electives							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- To understand the historical background and development of the Indian Constitution. (BL1-Remember)</p> <p>CO2- To analyse the key features and provisions of the Indian Constitution. (BL2-Understand)</p> <p>CO3- To comprehend the importance of human values in personal and professional life. (BL4-Analyze)</p> <p>CO4- To evaluate the relationship between the Constitution and human values. (BL5-Evaluate)</p> <p>CO5- To understand the role of different media in promoting constitutional values. (BL3-Apply)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗			SDG (Goals)	SDG1(No poverty) SDG3(Good health and well-being) SDG4(Quality education) SDG17(Partnerships for the goals)			

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction to the Indian Constitution	<p>1.1 Historical background and development</p> <p>1.2 Constituent Assembly Debates</p> <p>1.3 Preamble and its Significance</p> <p>1.4 Fundamental Rights and Duties</p> <p>1.5 Directive Principles of State Policy</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	8
Unit – 2: Structure of the Government	<p>2.1 The Executive: President, Vice-President, Prime Minister, Council of Ministers</p> <p>2.2 The Legislature: Parliament, State Legislatures</p> <p>2.3 The Judiciary: Supreme Court, High Courts, Subordinate Courts</p> <p>2.4 Federalism in India</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	7
Unit- 3 Constitutional Amendments and Emergency Provisions	<p>3.1 Procedure for Constitutional Amendments</p> <p>3.2 Important Amendments and their Impacts</p> <p>3.3 Emergency Provisions: National Emergency, State Emergency, Financial Emergency.</p>	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	8
Unit: 4 Human Values and Ethics	<p>4.1 Definition and Importance of Human Values</p> <p>4.2 Role of Ethics in Personal and Professional Life</p> <p>4.3 Ethical Theories and Approaches</p> <p>4.4 Indian Ethical Traditions and Cultural Values</p>	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Case Study Analysis</p> <ul style="list-style-type: none"> Select a landmark Supreme Court case that has interpreted the Constitution. Analyze the case, its implications, and how it has shaped constitutional law in India. Outline the specific learning objectives for the students, such as developing critical thinking skills, applying theoretical concepts, or understanding complex real-world issues. 	Case Study	BL4-Analyze	2
Unit- 2	<p>Simulation:</p> <ul style="list-style-type: none"> Legislative Session: Conduct a mock legislative session where students present their proposals, debate, and negotiate solutions. Voting Process: After discussion, conduct a vote to pass the proposed legislation. Judicial Review: Include a segment where the judicial branch reviews the legislation for constitutionality, providing a brief explanation of their decision. Outcome- Evaluate students' ability to articulate the importance of checks and balances and how their branch interacts with others. 	Simulation	BL4-Analyze	2
Unit- 3	<p>Presentation:</p> <ul style="list-style-type: none"> Prepare a presentation (10-15 minutes) summarizing your research findings. Use visual aids (slides, infographics) to enhance your presentation. Students demonstrate a deeper understanding of constitutional amendments and emergency provisions, including their historical context, significance, and implications. 	Experiments	BL6-Create	2
Unit- 4	<p>Case Study or Examples</p> <ul style="list-style-type: none"> Analyze specific examples or case studies related to your topic. Discuss 	Role Play	BL4-Analyze	4

	<p>the ethical implications and the role of human values in those situations.</p> <ul style="list-style-type: none"> • Include relevant theories or frameworks to support your analysis. • Out come- Students develop stronger analytical skills by evaluating different perspectives and potential outcomes of ethical decisions. 			
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Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. M.P. Jain, Indian Constitutional Law 2. Granville Austin, The Indian Constitution: Cornerstone of a Nation 3. R. Venkata Rao, Human Rights and Human Values 4. B.P. Singh Sehgal, Human Rights in India: Problems and Perspectives 5. Arvind Rajagopal, Politics After Television: Hindu Nationalism and the Reshaping of the Public in India 6. P.K. Ravindranath, Media and Constitutional Values 7. "Introduction to the Constitution of India" by Durga Das Basu 8. "Our Constitution: An Introduction to India's Constitution and Constitutional Law" by Subhash C. Kashyap 9. "Media and the Constitution of India" by V.K. Ohri
Articles	
References Books	10 Media Laws and Constitution of India" by Surendra Malik and Sudeep Malik 11. "Human Rights in India: Historical, Social, and Political Perspectives" by Subrata Sankar Bagchi 12. "Human Rights and the Indian Constitution" by Usha Ramanathan 13. "Social Justice and Human Rights in India" by S.N. Mishra 14. Constitutional Amendments: Policy, Practice and Politics in India" by Sujit Choudhry and Madhav Khosla 15. "The Emergency and Indian Democracy" by Nayantara Sahgal
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	2	1	1	1	1	-	-	-	-	-	-	-
CO3	-	-	-	3	2	-	2	-	1	1	1	-	-	-	-
CO4	2	-	2	-	-	-	-	2	2	-	-	-	-	-	-
CO5	3	-	3	-	-	-	-	-	3	2	-	2	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Basics of Reporting and Editing
Course Code	MJMC201

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Foundation core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recall the fundamental principles of print media writing, including news values, storytelling techniques, and journalistic ethics. (BL1-Remember)</p> <p>CO2- Students will be able to Explain the purpose and significance of different genres and styles of print media writing. (BL2-Understand)</p> <p>CO3- Students will be able to apply journalistic principles and techniques to create well-structured and engaging print media articles. (BL3-Apply)</p> <p>CO4- Students will be able to Analyse and evaluate the effectiveness of different print media writing styles and techniques. (BL4-Analyze)</p> <p>CO5- Students will be able to evaluate the impact and influence of print media writing on public opinion and decision-making. (BL5-Evaluate)</p> <p>CO6- Students will be able to develop original and compelling print media content across different genres and formats. (BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG11(Sustainable cities and economies) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Basics of Reporting.	<p>1.1 News Reporting: Role and Importance, Tools and Techniques, Art and Science</p> <p>1.2 Researching for News Stories: Library, Documents, Reports, Internet, Collecting and Managing information, Dealing with official Records, Data, numbers</p> <p>1.3 Field Visit: Observation and eyewitnesses, Follow up, Embargo and Dealing with Press Release</p> <p>1.4 Bureau chief/chief reporter/Special correspondent/Principal correspondent Reporter/Correspondent/Stringer</p>	T1: Lecture and interactive session T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion T8: Simulations and Role Playing	10
Unit- 2: Types of reporting	<p>2.1 Types of reporting: Based on Beats and Bureau</p> <p>2.2 Local Reporting: Crime Reporting</p> <p>2.3 Business Reporting, Lifestyle Reporting, Sports Reporting</p> <p>2.4 Political Reporting: Political parties and Elections, Investigative Reporting</p> <p>2.5 Specialized Reporting: Development, Parliamentary, Defence, Foreign Affairs, Science/Technology, Health and Environment</p>		
Unit- 3 Interview Method	<p>3.1 Interview: Meaning, objectives and importance of Journalistic Interview</p> <p>3.2 Types of interview</p> <p>3.3 Preparation and process of interview: Types of Questions, Listening and Note Taking</p> <p>3.4 Important points for interview: Off the Record and On the Record</p>	T1: Lecture and interactive session T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion T8: Simulations and Role Playing	10

	<p>3.5 Covering Press Conferences, Meetings and Speeches</p>		
Unit 4: TV Newsroom	<p>4.1 News room, news flow and editing system, News room Structure of Newspapers, magazines and news agencies, Re-organization of News Room: Input, Output and Assignment, Editorial functionaries: Chief Editor/Editor/Executive editor</p> <p>4.2 Structure of TV news room, Structure of radio news room, Structure of News portal/website news room</p> <p>4.3 Role and responsibility of Gatekeepers, Integrated News Room: Multi-tasking</p> <p>4.4. Editorial Desk: Managing editor/Assistant editor/Resident editor, News editor/Feature editor, Chief sub editor/Sub editor/copy editor</p> <p>4.5. News Editing: Copy, Language, Spelling and Grammar, translation</p> <p>4.6. Style sheet/book, Headline Writing: Art and Science of Headline writing</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	8
Unit 5: Advance Reporting Skills	<p>5.1 <i>Techniques for uncovering hidden information</i></p> <p>5.2 <i>Developing and working with confidential sources</i></p> <p>5.3 <i>Case studies of significant investigative reports</i></p> <p>5.4 <i>Tools and software for data visualization (e.g., Tableau, Flourish)</i></p> <p>5.5 <i>Designing effective and informative visualizations</i></p> <p>5.6 <i>Incorporating interactive elements in online stories</i></p>	<p>T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Write the News Report:</p> <ul style="list-style-type: none"> • Compose a news article that is 500-800 words long. Ensure that your writing is clear, concise, and free of bias. Follow journalistic standards, including: <ul style="list-style-type: none"> ◦ Use of AP Style (or another style guide as instructed) ◦ Objectivity and balance ◦ Attribution of sources • Include subheadings and bullet points where appropriate to enhance readability. • Outcome- Students gain a deeper understanding of key journalism concepts, including the importance of accuracy, objectivity, and the structure of news articles. 	Field work	BL6-Create	2
Unit- 2	<p>Reflection</p> <ul style="list-style-type: none"> • Reflect on which type of reporting interests you the most and why. Consider how understanding these different styles can impact your perspective as a consumer of news or as a future journalist. • Outcome- Students develop a nuanced understanding of various types of reporting, recognizing the specific purposes and techniques associated with each style. 	Simulation	BL5-Evaluate	2
Unit- 3	<p>Conduct the Interview:</p> <ul style="list-style-type: none"> • Schedule and conduct the interview, either in person, over the phone, or via video call. Keep the following tips in mind: <ul style="list-style-type: none"> ◦ Create a comfortable environment for the interviewee. ◦ Be an active listener, showing genuine interest in their responses. ◦ Take notes and/or record the interview (with permission) for accuracy. ◦ Outcome- Students practice identifying key themes and insights from their interviews, 	Role Play	BL6-Create	2

	honing their analytical skills in synthesizing information.			
Unit- 4	<p>Write an Editorial Note:</p> <ul style="list-style-type: none"> • Compose a brief (1-2 pages) editorial note explaining your editing process. Include: <ul style="list-style-type: none"> ◦ The rationale behind major changes ◦ Challenges you faced during the editing process ◦ Your thoughts on the original article's strengths and weaknesses. ◦ Outcome- Students gain a better grasp of how to structure articles effectively, learning the importance of logical flow and clarity in news writing. 	Field work	BL4-Analyze	2
Unit- 5	<p>Write the Report:</p> <ul style="list-style-type: none"> • Compose a comprehensive news report (1,200–1,500 words) that includes: <ul style="list-style-type: none"> ◦ Introduction: Introduce the topic and its significance. Provide context for the reader. ◦ Key Findings: Present insights from your research and interviews. Use direct quotes from your interviewees to enhance the narrative. ◦ Analysis: Discuss the implications of your findings. Analyze how the various perspectives contribute to understanding the issue. ◦ Outcome- Students develop skills in assessing the credibility and relevance of sources, which is crucial for producing accurate and reliable journalism. 	Experiments	BL3-Apply	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. M V Kamath Modern Journalism, Vikas Publishing House, New Delhi 2. M L Stein and Susan F. Peterno The News Writers' Handbook, Surjeet Publication, New Delhi 3. "News Reporting and Editing" by Rangaswami Parthasarathy 4. "Journalism: Ethics, Standards, and News Reporting" by S. Nihal Singh 5. "Handbook of Journalism and Media: India, Bharat and the World" edited by P. N. Vasanti 6. "Mastering the Interview: Tips and Techniques to Get the Job" by Sujatha Srinivasan 7. "The Art of Interview: Techniques for Success" by Surabhi Mathur Gandhi 8. "The Indian Newsroom: Studying the Media" edited by Arvind Rajagopal and Usha M. Rodrigues 9. "Newsroom Management: A Guide to Theory and Practice" by Vinod Mehta
Articles	
References Books	1. Jan R. Hakemulder, Ray Ac De News Reporting and Editing, Anmol Publications Pvt. Ltd. New Delhi 2. George A Hough News Writing, Kanishka Publication, New Delhi 3. "The Newsroom Mafia" by Oswald Pereira 4. "The Indian Media Business" by Vanita Kohli-Khandekar
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	-	-	1	1	-	-	-	-	-	-
CO2	-	1	1	2	2	-	-	1	-	1	-	-	-	-	-
CO3	-	2	-	3	-	-	-	-	-	2	-	-	-	-	-
CO4	2	-	2	-	3	-	-	2	2	-	-	-	-	-	-
CO5	-	3	3	-	-	-	1	3	3	-	-	-	-	-	-
CO6	-	-	-	2	-	2	-	-	-	2	2	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Development Communication
Course Code	MJMC202

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Foundation core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to translate/convert the acquired theoretical and technical knowledge into practice(BL3-Apply)</p> <p>CO2- Incapacitation to apply analytical and critical thinking for writing on national and international issues(BL4-Analyze)</p> <p>CO3- Ability to demonstrate acquired skills of reporting and editing in the media organization(BL3-Apply)</p> <p>CO4- Capable to promote and publish his/her own original creation (fiction and nonfiction) through own enterprise(BL6-Create)</p> <p>CO5- Students will be able to determine the Assess the limitations of research studies and suggest potential areas for improvement(BL5-Evaluate)</p> <p>CO6- Students will be able to Generate new insights and ideas for research and conduct original research studies that address specific research questions or problems.(BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1Fundamental Concepts of Development	<p>1.1Development: Meaning, Concept and Approaches. Sustainable Development: Concept and Process, Economic, Social, Psychological and Political aspects of Development</p> <p>1.2 Indexes of Development, Millennium Development Goals, Sustainable Development Goals, Characteristics of Under Developed and Developed Societies, Development and five-year and seven year plans of India</p> <p>1.3 Components of Communication for Development, Role of Media in Development-The Mass Media-Print, Electronic Media</p> <p>1.4 Development and Social Marketing, Social Advertising, Social Activism.</p> <p>1.5 Understanding medium, Message and Target for Development and Writing on Various Issues for Development.</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	10
Unit- 2:Development communication	<p>2.1 Development Communication: Concept and Process, Modernization Theory.</p> <p>2.2 Development Models: Daniel Lerner, Evert M Rogers, Wilbur Schramm., Dependency, Inter-dependency, Stages of Growth, Balanced Verses Unbalanced Growth.</p> <p>2.3. Marxist theory of Development, Gandhian theory of Development and alternative models.</p> <p>2.4 Development Support Communication: Concept, Definition, Philosophy and Process</p> <p>2.5 Folk/Traditional and Other Alternative Modes of Development,</p> <p>2.6 Growth of Development Communication: Nora Quebral, and Rozario Braid, Diffusion of Innovation.</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10

<p>Unit 3: ICT and Development</p>	<p>3.1 Use of ICTs and Emerging Technologies in Development, Digital Divide</p> <p>3.2 Satellite Instructional Television Experiment (SITE)</p> <p>3.3 Kheda Communication Project (KCP), Jhabua Development Communication Project (JDCP)</p> <p>3.4 Concept, Philosophy and Policy of Community Radio (CR), Role of CR in Development, Tools and Techniques of Community Video (CV)</p> <p>3.5 E-Governance, Empowerment and Development Communication Systems; Communication Audit</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	<p>10</p>
<p>Unit4: THE ALTERNATIVE APPROACH TO DEVELOPMENT</p>	<p>4.1 Need for an Alternative Approach to Communication and Development, Cultural Identity and cultural imperialism</p> <p>4.2 Participatory Communication for Social Change, Need for peoples, participation, Factorshindering peoples Participation, Panchayati Raj.</p> <p>4.3 Agricultural issues - High Quality Seeds, Hybrid Seeds, Genetically Modified Crops (BTseeds) and Fertilizers, Organic Farming, Food Security in India.</p> <p>4.4 Development Issues-Health, Nutrition and family welfare; Women Empowerment andGender sensitization, LGBT; Rural-Urban Migration, Climate Change.</p> <p>4.5 Critical Appraisal of Efforts by Government and NGOs in Economic up</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	<p>8</p>

	liftment of Rural areas, Flagship Development Schemes of Govt. of India		
UNIT 5: Media and Development.	<p>5.1 Media literacy and its role in development</p> <p>5.2 Case studies of media impact</p> <p>5.3 Media ownership and its impact on development</p> <p>5.4 Media landscapes in developed vs. developing countries</p>	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Case Study</p> <ul style="list-style-type: none"> Choose a specific country or region and analyze its development progress in relation to the concepts discussed. Outcome- Students gain a comprehensive understanding of the specific context they are studying, including cultural, economic, and social factors. 	Case Study	BL6-Create	2
Unit- 2	<p>Write a Comprehensive Report</p> <p>Your report should include the following sections:</p> <ul style="list-style-type: none"> Introduction: Introduce the concept of development communication and its relevance in today's world. Theoretical Framework: <ul style="list-style-type: none"> Discuss key theories related to development communication (e.g., diffusion of innovations, social marketing). Outcome- Students will develop a thorough understanding of development communication, including its definitions, significance, and various approaches. 	Research Paper Presentation	BL4-Analyze	4
Unit- 3	<p>Literature Review</p> <ul style="list-style-type: none"> Research existing literature on effective teaching strategies and educational interventions. Identify key theories, models, and previous experiments related to teaching effectiveness. Summarize your findings in 1-2 pages, highlighting gaps in the current research that your experiment could address. Outcome- Students will gain a deep understanding of the key concepts, theories, and models related to teaching effectiveness and educational interventions. 	Research Paper Presentation	BL5-Evaluate	2
Unit- 4	Comparative Analysis	Simulation	BL4-Analyze	2

	<ul style="list-style-type: none"> Compare and contrast the alternative approaches you've researched. Consider their effectiveness, applicability in different contexts, and their alignment with current global challenges. Outcome- Students will develop skills to critically assess the effectiveness of various approaches in achieving development goals. 			
Unit- 5	<p>Case studies of media impact</p> <ul style="list-style-type: none"> Choose a specific country or region and analyze its development progress in relation to the concepts discussed. Outcome- Students gain a comprehensive understanding of the specific context they are studying, including cultural, economic, and social factors. 	Experiments	BL4-Analyze	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	1	1	1	-	-	1	1	1	1	-	-	-
CO2	-	2	1	2	-	-	-	1	-	2	-	-	-	-	-
CO3	2	-	-	3	2	-	1	2	-	-	2	-	-	-	-
CO4	-	3	-	-	3	-	-	-	2	-	3	-	-	-	-
CO5	-	-	-	-	-	2	-	3	-	-	-	-	-	-	-
CO6	-	-	3	-	1	3	-	1	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Public Relations: Principles and Practices
Course Code	MJMC203

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the terminology, history, Models and theories and tools of PR (BL1-Remember)</p> <p>CO2- Student will be able to explain the process, tools, structure, roots, planning, to develop the PR.(BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge to solve the various issues of PR agencies to develop the relationship with corporate agencies.(BL3-Apply)</p> <p>CO4- Student will be able to criticize the role of PR in digital age and also the management process to manage the crisis communication of corporate organization (BL4-Analyze)</p> <p>CO5- Student will be able to justify the role of mass media and NGO's to make the relationship with organization and their impact values.(BL5-Evaluate)</p> <p>CO6- Student will be able to prepare report of any Event related to PR organization.(BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1Introduction to Public Relations	<p>1.1 Public Relations: Concept, Meaning, Definitions, Role of PR</p> <p>1.2 Public Relations: Nature, Function and Scope</p> <p>1.3 Understanding Public Relations, Advertising, Propaganda and Publicity: Concept, Dimensions and Distinctions</p> <p>1.4 Media and Public Relations: Different Media used for PR; Print. Electronic, Digital,Functions of Different Media</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	10
Unit- 2: Development in Public Relations	<p>2.1 History and Growth of PR: Evolution of PR in Indian and Global Context, Edward Bernays, Ivy Lee's role in Establishing PR</p> <p>2.2 Professionalism in PR: Professionalism before the British rule and after the British rule, Growth of Public Sector.</p> <p>2.3 Professional Bodies: PRSI, IPRA, PRSA; Structure, Function and Role</p> <p>2.4 Recent Trends in PR: Digital PR, Social Media, Internet tools for PR, Digital PRCampaigns</p> <p>2.5 Ethics of PR: IPRA, PRSI Code of Conduct</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	10
Unit- 3Public Relations: Practice and Process	<p>3.1 Process of Public Relations: RPCE (Research, Planning, Communication, Evaluation) Model, PEST Analysis, SWOT Analysis</p> <p>3.2 Tools of Public Relations, Publics of Public Relations, Importance of Communicating with the Publics</p> <p>3.3 Public Relations in Public and Private Sector: Difference between Public and Private Sector, Growth and Need for PR in Public and Private</p> <p>3.4 Public opinion, Campaign, Advocacy</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.</p>	10

<p>Unit 4: Corporate Communication & Crisis Management</p>	<p>4.1 Corporate Communication, Difference between PR and Corporate Communication, Corporate Communication tools for Internal Communication, Corporate Advertising, Social Advertisements & Advertorials/ Infomercials</p> <p>4.2 Lobbying for Corporate, Corporate Identity & Image, Using Mass Media for Image building and Reputation</p> <p>4.3. Corporate Social Responsibility: Program Design and Planning</p> <p>4.4 Crisis management: Definition, types of Crises, Crisis Management & Planning, Contingency Planning for Crisis.</p> <p>4.5 media planning and evaluation during crisis.</p> <p>4.6 Case Studies of PSUs/ Corporates/Government Crisis Management.</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.</p>	<p>8</p>
<p>UNIT 5: Ethics and Legal Issues in PR</p>	<p>5.1 Ethical Issues in Corporate communication, Laws and Code of Conduct</p> <p>5.2 Ethical principles and dilemmas in PR</p> <p>5.3 Legal considerations and regulations</p> <p>5.4 Case studies of ethical and legal issues</p> <p>5.5 Managing misinformation and disinformation</p> <p>5.6 Case studies of false or misleading PR</p>	<p>T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	<p>7</p>

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Case Studies:</p> <ul style="list-style-type: none"> Identify and analyze at least two case studies where media played a significant role in shaping public relations outcomes. Consider both successful and unsuccessful examples. Outcome- Students will see how theoretical concepts of media and public relations are applied in real-world scenarios, bridging the gap between theory and practice. 	Case Study	BL4-Analyze	2
Unit- 2	<p>Write a Comprehensive Report</p> <p>Your report on Ethics of PR: IPRA, PRSI Code of Conduct should include the following sections:</p> <ul style="list-style-type: none"> Introduction: <ul style="list-style-type: none"> Define public relations and explain its significance in contemporary society. Briefly outline the key areas you will cover in your report. Outcome- Students will gain a thorough knowledge of the historical development of public relations, recognizing key figures, milestones, and shifts in practice over time. 	Simulation	BL5-Evaluate	2

Unit- 3	<p>Formation of Public Opinion</p> <ul style="list-style-type: none"> • Discuss the key factors that contribute to the formation of public opinion: <ul style="list-style-type: none"> ◦ Media Influence: Examine how traditional and social media shape perceptions and attitudes. ◦ Socialization: Analyze the role of family, education, and peers in shaping individual opinions. ◦ Demographics: Consider how age, gender, race, and socioeconomic status influence public opinion. ◦ Outcome- Students will gain a clear understanding of what public opinion is and why it is essential in a democratic society. 	Role Play	BL6-Create	2
Unit- 4	<p>Case Studies of PSUs</p> <ul style="list-style-type: none"> • analyze selected Public Sector Undertakings (PSUs) to understand their role in the economy, their operational strategies, challenges faced, and overall impact. • Outcome- Students will develop a thorough understanding of the roles and functions of selected PSUs within the economy, including their historical context and operational frameworks. 	Experiments	BL2-Understand	2
Unit- 5	<p>Case studies of ethical and legal issues</p> <ul style="list-style-type: none"> • Identify and analyze at least two case studies where media played a significant role in shaping public relations outcomes. Consider both successful and unsuccessful examples. • Outcome- Students will see how theoretical concepts of media and public relations are applied in real-world scenarios, bridging the gap between theory and practice. 	Case Study	BL4-Analyze	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Balasubramaniam, T.; English Phonetics for Indian Students: A Work Book; Macmillan 2. Bansal; Harrison, R. K. J. B; Spoken English: A Manual of Speech and Phonetics; Sangam Publishers 3. "Public Relations: Principles, Cases, and Problems" by C.S.H. Rao 4. "Public Relations: Concepts, Practice and Critique" by Krishnamurthy Sriramesh and Dejan Vercic 5. "Public Relations: Strategies and Tactics" by Pragyan Rath 6. "Public Relations: Concepts and Practices" by Sameer Mathur 7. "Public Relations: Theory and Practice" by S. K. Khanna 8. "Corporate Communication: Principles and Practice" by J.S. Panwar 9. "Corporate Communication: A 21st Century Primer" by Sunil Pareek 10. "Strategic Corporate Communication: A Guide to Leadership" by Neeti Bhatia 11. "Effective Corporate Communication: A Practical Guide to Success" by M.S. Muthuswamy 12. "Crisis Communication: Theory and Practice" by Ranjit Roy Choudhury
Articles	
References Books	1. Waterhouse, Keith; English Our English: And How To Sing It ;Penguin Books 2. Truss, Lynne; Eats, Shoots & Leaves; HarperCollins UK 3. "Strategic Corporate Communication: A Guide to Leadership" by Neeti Bhatia
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	1	-	-	-	-	1	-	-	-	-	-
CO2	-	1	1	1	-	1	1	-	1	-	-	1	-	-	-
CO3	-	-	1	2	-	-	2	-	1	-	1	-	-	-	-
CO4	2	-	2	-	2	-	-	1	2	-	-	-	-	-	-
CO5	-	2	-	-	-	-	-	-	2	2	2	-	-	-	-
CO6	3	-	-	-	-	2	3	2	-	3	-	2	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Radio Journalism and Production Technique
Course Code	MJMC 204

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					2	0	2	4
Course Type	Embedded theory and lab							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the history, keywords, terminology and working structure of radio(BL1-Remember)</p> <p>CO2- Student will be able to explain the concept and working style of (Private or Public), reporting and editing for radio.(BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge to write for radio in proper format (BL3-Apply)</p> <p>CO4- Student will be able to differentiate between working process of radio and other medium of communication. (BL4-Analyze)</p> <p>CO5- Student will be able to determine that which medium is useful to share the knowledge to mass and the presentation of news in all media.(BL5-Evaluate)</p> <p>CO6- Student will be able to create own radio program and able to do all the editing process(BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Evolution & Growth of Radio	<p>1.1History and growth of Radio in India, Radio as a medium of mass communication public broadcasting: All India Radio (AIR) as an institution.</p> <p>1.2Radio: Evolution as a Medium, Role of Sound, Characteristics of Audio Medium, Strength and Limits of Radio</p> <p>1.3Three Modes of transmission: AM, SW and FM, The radio revolution in India: Private Players Different types of Radio stations</p> <p>1.4Concept of Community Radio and its importance, Role of Prasar Bharati corporation.</p> <p>1.5Target Audience of Radio: Interests, Habits, Needs and its Social, Economic, Cultural Background</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	10
Unit- 2 Formats of radio Programs	<p>2.1Radio features and documentaries, Radio ads/commercials, Phone-ins and radio bridges, Music on radio, Radio News- Radio News defined, Main characteristics of Radio</p> <p>2.2News as against news in other media, Technical Skills required for working in a Radio Station.</p> <p>2.3Anchoring and news reading skills: general awareness, presence of mind; clarity, pronunciation etc. interview for news gathering, Vox-pop,</p> <p>2.4Structuring interview Programmes: personality, informative, issue based, Skills of an interviewer: personality, language, knowledge, curiosity, communication skills; research, Interview; from planning to production.</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10
Unit 3: Editing for radio	<p>3.1Editing and Presentation of Radio News</p> <p>3.2Editing of Radio Copy: Preparation of a Copy for Broadcasting on Radio, Making Radio Bulletin: Compilation and Bunching, Headline Writing</p> <p>3.3Radio Programme: Different Formats of Radio Programmes: News and Entertainment</p>	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10

	<p>Programme Presentation: Contemporary and FM Entertainment</p> <p>3.4Programme Presentation: Live and Recorded</p>		
Unit-4 Radio Production	<p>4.1 Listen, identify and discuss various radio programme formats</p> <p>4.2 Hands-On: Work on studio recording and edit using digital audio equipment, Work on Outdoor recordings: Vox-Pop/Interview</p> <p>4.3 Prepare a production book including: a. Audio brief b. Program objective (s) c. Synopsis d. Treatment e. Script f. Crew list g. Technical requirements h. Budget</p> <p>4.4 Produce a 30 sec. public service announcement/radio commercial (individual activity)</p> <p>4.5 Produce a five minute radio news/documentary /feature/drama/interview/discussion (small group activity)</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	8
UNIT 5: Newsroom Operations and Workflow	<p>5.1 Overview of radio newsroom operations</p> <p>5.2 Roles and responsibilities within a radio news team</p> <p>5.3 Managing newsroom workflow and deadlines</p> <p>5.4 Emerging technologies and their impact on newsroom operations</p>	<p>T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Creative Writing</p> <ul style="list-style-type: none"> Write a fictional short story set during a significant moment in radio history (e.g., the launch of a new station, a famous broadcast). Focus on the characters' experiences and the impact of radio on their lives. Outcome- Students can create captivating stories that immerse readers in a specific era of radio history, using vivid descriptions and authentic dialogue to bring characters to life. 	Field work	BL6-Create	2
Unit- 2	<p>Program Proposal</p> <ul style="list-style-type: none"> Students create a proposal for a new radio program, detailing its format (talk show, music program, news segment, etc.), target audience, content structure, and marketing strategies. They can also include sample scripts or segments. Outcome- Students often come up with unique concepts for radio programs, showcasing creativity in formats that may not be widely represented, such as niche interest shows or community-focused content. 	Role Play	BL6-Create	4
Unit- 3	<p>News Script Editing</p> <ul style="list-style-type: none"> Provide students with a set of raw news articles. They will edit these articles down to a concise radio script, focusing on clarity, audience engagement, and adherence to a time limit (1-2 minutes). Outcome- Students often demonstrate an ability to distill complex information into clear, concise scripts, enhancing the listener's understanding. 	Experiments	BL5-Evaluate	2
Unit- 4	<ul style="list-style-type: none"> Create a Radio Show: <ul style="list-style-type: none"> Students will plan, script, and produce a complete radio show, including segments such as news, interviews, and music. 	Industrial Visit	BL6-Create	8

	<p>They should focus on structuring the show for flow and audience engagement.</p> <ul style="list-style-type: none"> • Outcome- Students often produce engaging and innovative content that reflects their interests and creativity, ranging from informative segments to entertaining features. 			
Unit- 5	<p>Newsroom Simulation:</p> <ul style="list-style-type: none"> • Organize a mock newsroom environment where students take on various roles (news director, reporter, audio engineer, etc.). They will work together to produce a live news segment, experiencing the dynamics of a real newsroom. • Outcome- The simulation provides students with firsthand experience of the newsroom workflow, from story brainstorming to production and broadcasting, highlighting the fast-paced nature of radio news. 	Simulation	BL4-Analyze	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. The Radio Career Book: From Programming to Performance by Sayed Mohammad Amir 2. IGNOU BHDS-184 RADIO LEKHAN GUIDE HINDI MEDIUM by Neeraj publication 3. Radio Broadcasting: A History of the Airwaves. By Gordon Bathgate 4. "Broadcast Journalism: Techniques of Radio and TV News" by K. M. Shrivastava 5. "Radio Broadcasting: A Handbook for Prospective Broadcasters" by M.V. Kamath and H.Y. Sharada Prasad 6. "Radio Journalism in India: A Historical Perspective" by N. Radhakrishnan 7. "Broadcast Journalism: Techniques of Radio and TV News" by K. M. Shrivastava
Articles	
References Books	1. Ham Radio Exam Prep: A License Manual and Study Guide for the Amateur Radio General Class and Radio Technician Tests with 100 Test Questions by Ham radio team 2. Radio Kosi by pushyamitra 3. Radio for the Millions by Isabel Huacuja Alonso 4. Radio Programme Production by M. Neelamalar 5. Community Radio in India by Pooja Murada R. Sreedher 6. Community Radio for Women Empowerment by Arpita Sharma 7. "The Radio Station: Broadcast, Satellite & Internet" by Michael C. Keith
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	1	-	-	1	1	-	1	-	1	-	-	-
CO2	-	1	-	1	-	1	-	1	1	-	1	-	-	-	-
CO3	-	2	-	2	1	-	-	2	-	2	2	2	-	-	-
CO4	2	-	2	-	2	2	-	-	2	-	-	-	-	-	-
CO5	-	-	-	3	-	-	2	3	-	3	-	3	-	-	-
CO6	-	3	-	3	-	-	-	-	-	3	3	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	A- Art of Photography
Course Code	MJMC 205 A

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					2	0	2	4
Course Type	Embedded theory and lab							
Course Category	Discipline Electives							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recite and identify the different types of lenses, technical settings, and functions of a camera, such as aperture, shutter speed, and ISO. (BL1-Remember)</p> <p>CO2- Students will be able to develop the knowledge DSLR and Video Camera, Sound and Light Equipment. (BL2-Understand)</p> <p>CO3- Students will be able to understand the Handling and functioning of various video and photo production equipment. (BL3-Apply)</p> <p>CO4- Students will be able to Record or produce programs related to TV and films. (BL4-Analyze)</p> <p>CO5- Students will be able to Gain a thorough understanding of camera equipment, including digital cameras, lenses, and accessories, and learn to use them effectively to achieve desired photographic effects (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit-1 Development of photography	<p>1.1 Photography: Meaning and Scope,</p> <p>1.2 Photography as a medium of Communication</p> <p>1.3 History of photography, Technological Development of photography</p> <p>1.4 Prominent photographers</p> <p>1.5 Types of Photography and techniques.</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	10
Unit- 2: Digital camera and techniques	<p>2.1 Digital Camera: Types of Camera, DSLR camera and Working Principle, Parts and Functions of DSLR camera</p> <p>2.2 Mirrorless cameras, Difference between mirrorless and DSLR</p> <p>2.3: Techniques: Exposure: shutter speed, aperture, ISO, depth of field, white balance, understanding histograms</p> <p>2.4: Types of shots: distance, angle and movement; Digital image basics: image format, resolution, aspect ratio, Pixels, DPI and PPI</p> <p>2.5 Composition and aesthetics: Golden rule of third, Point of Interest, and guidelines; visual element and principles; timing and decisive moment; photo critique</p> <p>2.6 Photography techniques: soft focus, long exposure, short exposure, multiple exposures, time-lapse photography</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	10
Unit 3: Lens and Light	<p>3.1 Understanding lenses: wide angle lenses, telephoto lenses, and macro lenses</p> <p>3.2 Image sensor: types of image sensors, size and aspect ratios, image formats.</p> <p>3.3 Natural vs artificial lights, the characteristics of light, colour temperature</p>	<p>T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	10

	<p>3.4 Direction of light, intensity of light, hard and soft lighting, direct light,</p> <p>3.5 Diffused light, high key lighting, low key lighting, inverse square law, 3-point light</p>		
Unit 4: Photo Editing	<p>4.1 Photoshop software: Features</p> <p>4.2 Art of Cropping, Tool of Photoshop</p> <p>4.3 Photo editing tools</p> <p>4.4 Tools for photo finishing</p> <p>4.5 Digital Photography</p>	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing T6:Filed Visit and Industry Exposure	7
UNIT 5: Portrait and Landscape Photography	<p>5.1 Working with natural and studio lighting</p> <p>5.2 Posing and directing subjects</p> <p>5.3 Techniques for capturing landscapes and natural scenes</p> <p>5.4 Composition tips for outdoor photography</p>	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing T6:Filed Visit and Industry Exposure	8

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Case Studies:</p> <ul style="list-style-type: none"> Identify and analyze at least two case studies where media played a significant role in shaping public relations outcomes. Consider both successful and unsuccessful examples. Outcome- Students will see how theoretical concepts of media and public relations are applied in real-world scenarios, bridging the gap between theory and practice. 	Experiments	BL2-Understand	2
Unit- 2	<p>Practical Photography Assignment:</p> <ul style="list-style-type: none"> Take a series of photographs using a digital camera, applying various techniques (e.g., rule of thirds, leading lines, depth of field). Present the images with a short write-up explaining the techniques used in each shot. Outcome- Students often demonstrate improved understanding and mastery of their camera settings, including aperture, shutter speed, and ISO, allowing them to make informed choices based on lighting conditions. 	Internships	BL6-Create	4
Unit- 3	<p>Photo Assignment: "Chiaroscuro":</p> <ul style="list-style-type: none"> Study the technique of chiaroscuro (the contrast of light and shadow). Take a series of photographs that emphasize this technique, and write a brief analysis of how light and shadow interact in your images. Outcome- Students often demonstrate a clear understanding of the chiaroscuro technique, showcasing their ability to use strong contrasts between light and dark to create depth and drama in their images. 	Virtual Labs	BL5-Evaluate	2
Unit- 4	<p>Photo Portfolio:</p> <ul style="list-style-type: none"> Compile a portfolio of edited photographs that showcases a range of editing techniques learned throughout the course. Students 	Field work	BL5-Evaluate	4

	<p>should include a written reflection discussing their growth as editors and the themes or styles they explored.</p> <ul style="list-style-type: none"> • Outcome- Students often present a varied selection of images, showcasing their ability to work across different styles and genres (e.g., portraits, landscapes, macro, street photography). 			
Unit- 5	<p>Environmental Portraits:</p> <ul style="list-style-type: none"> • Capture a portrait of someone in their natural environment (e.g., a musician in a studio, a chef in a kitchen). Students should focus on how the background enhances the story of the subject. Provide a written explanation of the choices made during the shoot. • Outcome- Students often demonstrate a deeper understanding of their subjects by capturing them in their natural environments. This approach reveals more about the person's life, interests, and personality. 	Simulation	BL5-Evaluate	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. The Filmmaker's Eye: Learning (and Breaking) the Rules of Cinematic Composition, Book by Gustavo Mercado 2. The Shut Up and Shoot Documentary Guide: A Down & Dirty DV Production, Book by Anthony Q. Artis 3. "The Magic of Making Images: A Guide to Artistic Photography" by Sudhir Shivaram 4. "The Unseen: A History of Indian Photography" by Radhika Singh and Pramod Kumar KG 5. "The Art of Composition: A Simple Approach to Seeing and Shooting Digital Photographs" by Udayan Sankar Pal 6. "Digital Photography: A Practical Approach" by S. R. Mahadeva 7. "Digital Photography and Image Editing" by Shobha P. and S. L. Savitha 8. "The Complete Photoshop Manual" by Imagine Publishing
Articles	
References Books	9. The Camera Assistant's Manual, Book by David E. Elkins 10. Voice & Vision: A Creative Approach to Narrative Film and DV Production, Book by Mick Hurbis-Cherrier 11. Cinematic Storytelling, Book by Jennifer Van Sijll 12. "Digital Photography: An Introduction" by Tom Ang 13. "Digital Camera Techniques" by Jon Tarrant 14. "Mastering Digital Photography: Jason Youn's Essential Guide to Understanding the Art & Science of Aperture, Shutter, Exposure, Light, & Composition" by Jason Youn 15. "Photo Editing: Basics to Advanced Techniques" by Jack Dunne
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	-	-	-	-	-	1	-	-	-	-	-
CO2	-	2	-	1	1	-	-	-	-	1	1	-	-	-	-
CO3	-	-	-	2	-	-	1	1	-	2	2	-	-	-	-
CO4	2	-	-	-	-	-	1	-	-	3	3	-	-	-	-
CO5	3	-	-	-	2	1	-	2	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	B- Creative Writing
Course Code	MJMC 205 B

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					2	0	2	4
Course Type	Embedded theory and lab							
Course Category	Discipline Electives							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to translate/convert the acquired theoretical and technical knowledge into practice(BL3-Apply)</p> <p>CO2- Incapacitation to apply analytical and critical thinking for writing on national and international issues(BL4-Analyze)</p> <p>CO3- Ability to demonstrate acquired skills of reporting and editing in the media organization(BL3-Apply)</p> <p>CO4- Capable to promote and publish his/her own original creation (fiction and nonfiction) through own enterprise(BL6-Create)</p> <p>CO5- Students will be able to determine the Assess the limitations of research studies and suggest potential areas for improvement(BL5-Evaluate)</p> <p>CO6- Students will be able to Generate new insights and ideas for research and conduct original research studies that address specific research questions or problems.(BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Basic Writing Concepts	<p>1.1 How to write consistently and clearly</p> <p>1.2 Grammar Rules, Punctuation</p> <p>1.3 Types of Sentences</p> <p>1.4 Clauses, Voice and Mood</p> <p>1.5 Reading Skills</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.	10
Unit- 2: Short Story Writing	<p>2.1 Genre- Science Fiction, Adventure</p> <p>2.2 Genre-Horror, Romance</p> <p>2.3 Theme, Plot, Character, Point of View</p> <p>2.4 Setting, Tone, Symbolism</p> <p>2.5 Converting Short Stories into Screen Play</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10
Unit- 3 Writing Verse and Persuasive Writing	<p>3.1 Diction, Theme, Imagery, Figure of Speech</p> <p>3.2 Metre, Rhythm and Sound, Structure and Form</p> <p>3.3 Converting Narrative into Poem, Converting Poems into Narrative</p> <p>What is Persuasion, Why Write persuasively</p> <p>3.4 Brochures, Handouts, Pamphlets and Posters</p> <p>3.5 Speeches, Writing Advertising Copy</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10
Unit 4: Drama	<p>4.1 The basics of drama and Theatre</p> <p>4.2 Theme, Developing Characters and Relationship with other Characteristics</p> <p>4.3 Plot, Form, Exploring Situations, Scene Building</p> <p>4.4 Dialogue Writing</p> <p>4.5 In-depth Analysis of a classic Play</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	7
Unit 5: Screenplay		T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of	8

<p>Structure and Technique</p>	<p>5.1 Overview of Screenplay Structure and Technique</p> <p>5.2 Understanding three-act structure and screenplay format</p> <p>5.3 Developing plots, subplots, and character arcs</p> <p>5.4 Writing exercises focusing on scene development and dialogue</p> <p>5.5 Scriptwriting exercises and formatting practice</p>	<p>Technology T4: Peer review and Discussion</p>	
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Paragraph Structure Exercise:</p> <ul style="list-style-type: none"> • Compose a well-structured paragraph on a specific topic. Ensure it includes a clear topic sentence, supporting details, and a concluding sentence. Include annotations explaining the purpose of each component. • Outcome- Students typically demonstrate the ability to write strong topic sentences that clearly convey the main idea of the paragraph, establishing a solid foundation for their writing. 	Experiments	BL2-Understand	2
Unit- 2	<p>Dialogue-Focused Story:</p> <ul style="list-style-type: none"> • Craft a short story that relies heavily on dialogue to convey the plot and character dynamics. Focus on making the dialogue sound natural and revealing character relationships. • Outcome- Students often demonstrate an understanding of how to write realistic and engaging dialogue that reflects the way people actually speak. This includes using contractions, interruptions, and varying speech patterns based on character backgrounds. 	Role Play	BL6-Create	4
Unit- 3	<p>Haiku Creation:</p> <ul style="list-style-type: none"> • Write a series of five haikus (three-line poems with a 5-7-5 syllable structure) that explore a particular theme, such as nature, emotions, or a season. Encourage students to focus on imagery and evoke feelings through concise language. • Outcome- students excel at using vivid imagery and sensory details to evoke emotions and create a strong sense of place or feeling. Their haikus often paint a clear picture in the reader's mind. 	Field work	BL6-Create	5
Unit- 4	Dialogue Writing	Simulation	BL6-Create	4

	<ul style="list-style-type: none"> • Write a scene between two characters who are having a conflict. Focus on how their dialogue reveals their personalities and motivations. Include body language and emotional cues to enhance the interaction. • Outcome- Students often demonstrate an ability to write natural and believable dialogue that mirrors how people actually speak. This includes the use of informal language, contractions, and variations in speech patterns based on character backgrounds. 			
Unit- 5	<p>Character Development and Arcs:</p> <ul style="list-style-type: none"> • Develop a character profile for your protagonist and antagonist, detailing their backgrounds, motivations, and character arcs. Write a scene that highlights their conflicts and how they evolve throughout the story. • Outcome- Students often provide thorough character profiles that include background information, motivations, strengths, weaknesses, and goals. This depth helps them understand their characters more fully. 	Field work	BL6-Create	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. "Writing Skills in English" by Kamlesh Kumar 2. English Grammar and Composition" by Wren and Martin 3. "Theatre and Drama" by P. C. Jha
Articles	
References Books	1. Gandhi: The Master Communicator, Kusum Lata Chadda, Kanishka Publishers, Distributors, New Delhi. 2. The Press In India: Perspective In Development And Relevance, Ks Pandey And R. 3. "An Introduction to Indian Drama" by M.K. Naik
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	1	-	-	1	-	1	-	1	-	-	-
CO2	-	1	2	1	-	-	-	2	-	-	-	-	-	-	-
CO3	-	2	-	2	2	1	1	-	1	1	1	-	-	-	-
CO4	2	3	-	3	3	-	-	-	-	-	2	-	-	-	-
CO5	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-
CO6	3	-	3	-	-	2	-	3	-	-	3	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	AI & JOURNALISM
Course Code	MJMC 205 C

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					2	0	2	4
Course Type	Embedded theory and lab							
Course Category	Discipline Electives							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to Gain a foundational knowledge of artificial intelligence, including key concepts and technologies relevant to journalism. (BL1-Remember)</p> <p>CO2- Students will be able to evaluate how AI is used in various aspects of journalism, from content creation to data analysis and audience engagement. (BL4-Analyze)</p> <p>CO3- Students will be able to Identify and critically analyze the ethical considerations and challenges associated with AI in journalism. (BL4-Analyze)</p> <p>CO4- Students will be able to Acquire practical skills in using AI tools and technologies for journalistic purposes. (BL3-Apply)</p> <p>CO5- Students will be able to Investigate emerging trends and technologies in AI and their potential impact on the future of journalism. (BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
UNIT-I: Introduction to AI	<p>1.1. Definition, history and key concepts of AI</p> <p>1.2. Exploration of the impact of AI on news gathering, content creation, and delivery Session</p> <p>1.3 Overview of AI-generated video, sound and multimedia content</p> <p>1.4 Analysis of the benefits, limitations, and implications of automated video, sound and multimedia generation in journalism</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10
Unit- 2 AI-Assisted News Delivery	<p>2.1 Overview of AI-driven data analysis and visualization in news</p> <p>2.2 Examination of AI-driven techniques for personalized news delivery, subscription gathering and audience engagement</p> <p>2.3 Case studies on the use of chatbots, recommendation systems, subscribers' tracking and user analytics in journalism</p> <p>2.4 Examination of case studies highlighting the ethical challenges in using AI for news production</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10
Unit- 3 AI Tools for News Gathering	<p>3.1. Introduction to AI-powered tools for data mining, sentiment analysis, and news monitoring 3.2. Hands-on practice with tools to extract and analyze news data from various sources</p> <p>3.3 Introduction to AI-powered tools for data mining, sentiment analysis, and news monitoring</p> <p>3.4 Hands-on practice with tools to extract and analyze news data from various sources</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10
Unit-4 : Practical	<ol style="list-style-type: none"> Building a Basic News Aggregator using AI that pulls in articles from various sources and categorizes them by topic. Implement a sentiment analysis using AI tools (e.g., VADER or TextBlob) to analyze the sentiment of news headlines from different sources. Use AI-powered fact-checking tools to verify claims made in recent news 	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	10

articles.

4. Utilize AI tools to summarize long-form articles or reports. Compare the summaries with the original content to evaluate how well the AI captures key points.
5. Develop a basic chatbot that provides news updates or answers questions about current events.
6. Analyze a dataset related to a news topic using AI-driven data analysis tools. Create visualizations (graphs, charts) to present the findings in a compelling way.
7. Conduct a research project or debate on the ethical implications of AI in journalism.
8. Use AI tools to analyze social media trends or search engine queries related to a specific news topic. Create a report on emerging trends and public interest.
9. Create a short video news segment using AI tools for video editing and content generation. Include automated voiceovers or AI-generated scripts.
10. Create a recommendation system that suggests news articles based on user behavior and preferences using AI.

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>AI Overview Presentation:</p> <ul style="list-style-type: none"> Prepare a presentation that outlines the basics of artificial intelligence, including its definition, types (narrow vs. general AI), and common applications in various industries (e.g., healthcare, finance, entertainment). Students typically provide a solid definition of artificial intelligence, distinguishing between narrow AI (task-specific) and general AI (human-like intelligence). 	Experiments	BL2-Understand	2
Unit- 2	<p>Case studies on the use of chatbots</p> <ul style="list-style-type: none"> Choose a specific industry (e.g., healthcare, retail, customer service) and research a case study that highlights the use of chatbots. Analyze how the chatbot was implemented, its impact on operations, and the challenges faced. Outcome- Students typically deliver thorough analyses of selected case studies, demonstrating their ability to evaluate the implementation, effectiveness, and challenges of chatbots in real-world scenarios. 	Case Study	BL4-Analyze	3
Unit- 3	<p>Ethical Considerations in AI Journalism:</p> <ul style="list-style-type: none"> Write a reflective essay discussing the ethical implications of using AI tools in news gathering. Consider issues such as accuracy, bias, transparency, and the potential impact on journalistic integrity. Outcome- Students commonly identify major ethical concerns, such as bias in AI algorithms, misinformation, privacy issues, and the potential for erosion of journalistic integrity. 	Role Play	BL4-Analyze	2
Unit- 4	<p>Fact-Checking Exercise:</p> <ul style="list-style-type: none"> Choose a controversial topic currently in the news and gather various claims from different sources. Fact-check these claims using reputable fact- 	Seminar	BL5-Evaluate	5

	<p>checking websites. Present your findings in a report or presentation.</p> <ul style="list-style-type: none"> • Outcome- Students typically demonstrate a keen ability to identify false claims or misleading information. They present examples of misinformation and articulate why these claims are inaccurate. 			
Unit- 5	<p>Discussion on the role of AI in combating disinformation in journalism</p> <ul style="list-style-type: none"> • Organize a panel discussion with classmates, where each student presents a specific AI tool or technology used in journalism to combat disinformation. Encourage debate on the effectiveness, limitations, and ethical implications of these technologies. • Outcome- Students demonstrate a solid grasp of various AI technologies used in journalism, such as machine learning algorithms, natural language processing, and automated fact-checking tools. They can explain how these technologies function and their applications. 	PBL	BL2-Understand	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Mitchell, M. (2019). Artificial intelligence: A guide for thinking humans. Farrar, Straus and Giroux. 2. Zuboff, S. (2019). The age of surveillance capitalism: The fight for a human future at the new frontier of power. PublicAffairs. 3. Herron, K. R. L. (2017). Data journalism: A handbook for researchers, writers, and editors. Routledge. 4. Gray, J., Chambers, L., & Bounegru, L. (Eds.). (2012). The data journalism handbook: How journalists can use data to improve the news. O'Reilly Media. 5. Marconi, F. (2021). Machine learning for journalists: A guide to understanding and using AI tools. Routledge. 6. Perry, D. K. (2020). Journalism ethics at the crossroads of fake news: Democracy, fake news, and the news crisis. Routledge.
Articles	
References Books	1. Schwab, K. (2016). The fourth industrial revolution. Crown Business. 2. Lee, K.-F. (2018). AI superpowers: China, Silicon Valley, and the new world order. Houghton Mifflin Harcourt. 3. Diakopoulos, N. (2019). Automating the news: How algorithms are rewriting the media. Harvard University Press. 4. Webb, A. (2019). The big nine: How the tech titans and their thinking machines could warp humanity. PublicAffairs. 5. O'Neil, C. (2016). Weapons of math destruction: How big data increases inequality and threatens democracy. Crown Publishing Group.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	1	-	-	-	-	-	1	-	-	-	-
CO2	-	-	1	-	1	-	-	1	-	-	-	-	-	-	-
CO3	2	-	2	-	2	-	-	1	1	-	-	-	-	-	-
CO4	-	-	-	2	2	-	-	-	-	1	2	-	-	-	-
CO5	3	-	3	-	-	-	-	-	2	-	3	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Introductory Rural Sociology: Continuity and Change Technique
Course Code	MJMC206A

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Discipline Electives							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to define the main concepts, theories and debates of Rural society and Peasants.(BL1-Remember)</p> <p>CO2- Student will be able to understand changing agrarian structure and Rural developmental Concerns in Rural society.(BL2-Understand)</p> <p>CO3- Student will be able to appropriately apply different theories and methodologies in different contexts relevant to Rural Sociology.(BL3-Apply)</p> <p>CO4- Students will be able to evaluate policies and practices concerning Rural poverty and Rural Development initiatives(BL5-Evaluate)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Introduction to Rural society and Peasants	<p>1.1 Emergence of Rural Sociology</p> <p>1.2 Village Studies in India</p> <p>1.3 Sociological analysis of rural phenomena</p> <p>1.4 Conceptualizing peasantry</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	5
Unit – 2: Theorizing peasantry	<p>2.1 Debating Peasantry</p> <p>2.2 Agrarian capitalist development & Theory of peasant economy</p> <p>2.3 Economic aspects of peasantry</p> <p>2.4 Moral economy of peasantry</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.	5
Unit – 3 Peasant movement in India	<p>3.1 Moplah rebellion</p> <p>3.2 Tebhaga revolt</p> <p>3.3 Telangana movement</p> <p>3.4 Naxalbari movement</p> <p>3.5 New farmer's movement</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.	5
Unit – 4: Rural developmental Concerns in Rural society	<p>4.1 Changing agrarian structure – Rural family, rural Religion and agrarian classes</p> <p>4.2 Rural poverty and Rural Development initiatives</p> <p>4.3 Rural Cooperatives and Panchayati Raj Institutions</p> <p>4.4 Green revolution and Land reforms in India</p> <p>4.5 Farmer's suicide in rural India</p> <p>4.6 Changing Occupational structure in rural India</p> <p>4.7 Globalization and Agriculture</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.	5
Unit – 5: Rural Culture and Identity	<p>5.1 Cultural practices and traditions</p> <p>5.2 Identity formation in rural contexts</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and	4

5.3 Sustainable practices and rural environments

5.4 Factors contributing to continuity in rural life

5.5 Case studies of rural communities experiencing change

Discussion. T8: Simulations and Role Playing

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Village Studies in India</p> <ul style="list-style-type: none"> Conduct a field study in a chosen village. Collect data on demographics, socio-economic conditions, cultural practices, and local governance. Present your findings in a detailed report, including photographs and interviews with villagers. Outcome- Students typically produce detailed field study reports that capture various aspects of village life, including demographics, socio-economic conditions, and cultural practices. These reports often include qualitative data from interviews and quantitative data from surveys. 	Industrial Visit	BL4-Analyze	8
Unit- 2	<p>Research Paper:</p> <ul style="list-style-type: none"> Write a research paper exploring various theoretical frameworks that have been applied to understand peasantry, including Marxist, Weberian, and post-colonial perspectives. Analyze how these frameworks interpret the socio-economic and cultural roles of peasants in different historical contexts. Outcome- Students typically demonstrate a strong understanding of key theoretical frameworks, such as Marxist, Weberian, and post-colonial perspectives. They articulate how these theories apply to the study of peasantry and its historical evolution. 	Research Paper Presentation	BL6-Create	9
Unit- 3	<p>Case Study Report:</p> <ul style="list-style-type: none"> Select a specific case study of a peasant movement (e.g., the Bihar Land Reforms movement) and provide a detailed report on its background, key events, leadership, and legacy. Include primary and secondary sources to support your analysis. Outcome- Students typically provide a comprehensive background of the peasant movement, including the socio-economic conditions, historical 	Case Study	BL4-Analyze	6

	events, and key figures involved. They effectively contextualize the movement within broader historical narratives.			
Unit- 4	<p>Field Study Report:</p> <ul style="list-style-type: none"> Conduct a field study in a rural area to assess current developmental concerns. Gather data through surveys, interviews, and observations. Present your findings in a detailed report that highlights key issues and potential solutions. Outcome- Students demonstrate a comprehensive understanding of the specific rural community studied, including its demographics, culture, and socio-economic conditions. Their reports often provide rich contextual details. 	Industrial Visit	BL3-Apply	5
Unit- 5	<p>Cultural Mapping Project:</p> <ul style="list-style-type: none"> Create a cultural map of a rural community, identifying key cultural landmarks, practices, and events. Include descriptions and significance of each element, and analyze how they contribute to the community's identity. Outcome- Students provide a thorough overview of the cultural elements that define the rural community, including festivals, traditions, rituals, and daily practices. This often includes detailed descriptions of various cultural landmarks. 	Role Play	BL3-Apply	3

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Pai, Sudha. 2010. 'Farmer's movements' in Niraja Gopal Jayal & Pratap Bhanu Mehta (eds.) Politics in India, New Delhi: OUP 2. Patnaik, U. 1987. 1987. Peasant Class Differentiation, New Delhi: OUP. 3. Scott, James C. 1976. The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia. New Haven and London: Yale University Press. 4. Shanin, T. 1972. The Awkward Class, Oxford: Oxford University Press 5. Shiva Vandana and Gitanjali Bedi (2002), Sustainable Agriculture and Food Security: The Impact of Globalisation, , Sage Publications. New Delhi 6. Shiva, Vandana. 2001. Patents . Myths and Reality. New Delhi: Penguin Books India 7. SinghaRoy. Debal K.. 2005. 'Peasant Movements in Contemporary India: Emerging Forms of Domination and Resistance', Economic and Political Weekly, Vol. 40, No. 52 (Dec. 24-30, 2005), pp. 5505-5513. 8. Wolf, Eric R. 1966. Peasant, New York: Prentice Hall.
Articles	
References Books	<ul style="list-style-type: none"> • Beteille, A 1965. Caste, Class and Power. Berkeley: University of California Press. • Beteille, Andre.1974. Six Essays in Comparative Sociology, New Delhi: OUP • Brass, Tom (ed.). 1995. New Farmers' Movements in India. Essex: Frank Cass & Co. • Chauhan, Brij.Raj.1974. "Rural Studies: A Trend Report", in ICSSR (ed) A Survey of Research in Sociology and Social Anthropology, Vol.I, Bombay: Popular Prakashan. • Daniel Thorner (1966). The Theory of Peasant Economy, In D Thorner et al (ed) A.V Chayanov.s Theory of Peasant Economy, New Delhi: OUP. • Desai A. R. ed. 1978. Rural Sociology in India, Bombay: Popular Prakashan. • Desmarais, A.A. 2007: Globalisation and the Power of Peasants. Delhi: Daanish Books. • Dhanagare, D N. 1983. Peasant Movements in India 1920-1950, New Delhi.: Oxford University Press, • Harris, J. (ed.). 1982. Rural Development. Theories of Peasant Economy and Agrarian Change, Hutchinson: London • Joshi P.C. 1976. Land Reforms in India. Delhi: Allied Publisher Ltd. • Madan, V. (ed) 2002: The village in India, New Delhi: Oxford University Press.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	-	1	1	1	-	1	1	1	1	-	-	-
CO2	2	-	-	-	-	2	-	1	-	-	-	-	-	-	-
CO3	2	-	2	1	-	3	-	-	-	-	-	-	-	-	-
CO4	1	-	-	2	2	3	-	2	2	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Environmental Sociology
Course Code	MJMC206B

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Discipline Electives							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to explain the main concepts, theories, debates and empirical practices on the interaction between environment and society.(BL2-Understand)</p> <p>CO2- Students will be able to differentiate between different paradigms and discourses on nature and its use by society(BL4-Analyze)</p> <p>CO3- Students will be able to describe current theoretical and empirical debate on environmental movements and sustainable resource management practices(BL2-Understand)</p> <p>CO4- Students will be able to appropriately apply different theories and methodologies of research in different contexts relevant to environment and sustainable development (BL3-Apply)</p> <p>CO5- Students will be able to evaluate policies and practices concerning environmental governance and sustainable development.(BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✓		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG11(Sustainable cities and economies) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1 Environment and sociology	<p>1.1 Sociology's Response to Environmental Issues;</p> <p>1.2 Recent Trends in Environmental Sociology</p> <p>1.3 An Ecological Critique of Sociology</p> <p>1.4 Paradigms and Perspectives in Environmental Sociology</p> <p>1.5 New Directions in Environmental Sociology</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	6
Unit – 2	<p>2.1 Environment in Classical Sociological Tradition</p> <p>2.2 Environmental Sociology in India</p> <p>2.3 Introduction to Theoretical Approaches in</p> <p>2.4 Environmental Sociology</p> <p>2.5 Realism vs. Constructivism Debate</p> <p>2.6 The Environmental Discourse</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	6
Unit – 3	<p>3.1Eco-Philosophies: Deep, Social and Feminist</p> <p>Treadmill of Production</p> <p>3.2Ecological Modernization Theory</p> <p>3.3Ecological Modernization as Social Theory</p> <p>3.4The Risk Society Thesis</p> <p>3.5Living and Coping with World Risk Society</p>	T1: Lecture and interactive session T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	6
Unit – 4:	<p>4.1Environmentalism Around the World: Past and Present</p> <p>4.2Multiple Environmentalisms: Material and Post-material concerns</p> <p>4.3Contemporary Environmental Movements</p>	T1: Lecture and interactive session T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	7

	<p>Environmental Movements in Global and Local Perspectives</p> <p>4.4New Social Movements and the Environmental Concerns</p> <p>4.5Political Ecology and Environmental Movements</p> <p>Environmentalism and Environmental Movement in India;</p> <p>4.6Ideological Trends in Indian Environmentalism</p>		
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Field Study Report:</p> <ul style="list-style-type: none"> • Conduct a field study in a community affected by environmental issues (e.g., industrial pollution, resource depletion). Gather data through interviews and observations, and present a report detailing the social implications of these environmental challenges. • Outcome- Students typically provide a comprehensive overview of the community studied, including its demographic, socio-economic, and environmental context. This helps set the stage for understanding the specific issues being examined. 	Field work	BL5-Evaluate	7
Unit- 2	<p>Realism vs. Constructivism Debate</p> <ul style="list-style-type: none"> • Organize a structured debate in which students represent either the Realist or Constructivist perspective. Provide them with guidelines to research and prepare arguments on a specific topic (e.g., the role of international organizations, the impact of norms, or security dilemmas). • Outcome- Students typically demonstrate a solid grasp of the core principles of both Realism and Constructivism, including their historical origins, key theorists, and fundamental assumptions about international relations. 	Simulation	BL4-Analyze	2

Unit- 3	<p>Media Analysis:</p> <ul style="list-style-type: none"> Analyze how the media portrays risk in contemporary society. Choose a set of articles, news segments, or social media posts and discuss how they reflect the principles of the Risk Society thesis. Outcome- Students typically demonstrate a nuanced understanding of how media narratives shape public perceptions of risk. They analyze the framing techniques used in articles or broadcasts, such as sensationalism or downplaying certain risks. 	Seminar	BL2-Understand	5
Unit- 4	<p>Creative Project:</p> <ul style="list-style-type: none"> Develop a creative project (e.g., a video, podcast, or art piece) that highlights the messages and goals of a new environmental movement. Include a written explanation of your creative choices and how they relate to the movement's objectives. Outcome- Students typically demonstrate creativity through various mediums (e.g., video, art, podcasts). They effectively use their chosen format to express their understanding of environmental movements, making complex issues accessible and engaging. 	Case Study	BL2-Understand	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	<ul style="list-style-type: none"> • Hanningan, John. 1996. Environmental Sociology. Oxan: Routledge. • Hanningan, John. 2006. Environmental Sociology: A Social Constructionist Perspective. Oxan: Routledge. • Barry, John. 1999. Environment and Social Theory. Oxan: Routledge • "Environmental Sociology: Indian Perspectives" by V.K. Srivastava • "Environment and Society: Socio-Cultural Perspectives" edited by S. Rajamanickam and V. Suresh Babu • "Environmental Sociology" by Dharam Vir • "Ecology and Environment: Environmental Sociology in a Changing World" by J.P. Singh • "Understanding Environment: An Indian Cultural Perspective" by Mahesh Rangarajan and K. Sivaramakrishnan • "Environmental Sociology: Indian Perspectives" edited by Jayanta Bandyopadhyay and Ranjan Basu
Articles	
References Books	<ul style="list-style-type: none"> • Bell, Michael Mayerfeld. 2004. An Invitation to Environmental Sociology. Thousand Oaks, California: Pine Forge Press. • Gould, Kenneth Alan and Tammy L Lewis. 2009. Twenty Lessons in Environmental Sociology. New York: Oxford University Press. • Dunlap, R.; Frederick H. Buttel, Peter Dickens and August Gijswijt. (Ed.) 2002. Sociological Theory and the Environment: Classical Foundations, Contemporary Insights. Boston: Rowman & Littlefield.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	-	1	-	-	1	-	-	-	-	-	-
CO2	2	-	1	1	-	-	-	1	2	-	-	-	-	-	-
CO3	-	-	2	-	-	-	-	2	2	-	-	-	-	-	-
CO4	3	2	-	-	1	1	1	-	-	1	1	1	-	-	-
CO5	-	-	-	-	-	-	-	3	3	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Film and Visual Communication
Course Code	MJMC301

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Foundation core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to Identify various styles and Genres of Film. (BL1-Remember)</p> <p>CO2- Student will be able to Demonstrate clear understand of Film and its Business. (BL2-Understand)</p> <p>CO3- Students will be able to analysis Films and Comments as a Critics. (BL4-Analyze)</p> <p>CO4- Student will be able to like on Films in Feature, Article and Review Formats. (BL3-Apply)</p> <p>CO5- Student will be able to Understanding the working of various Film Institutions and to use them strategically. Classified script and able to simplify the concept of script writing, their tools and techniques. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Film as communication media	<p>1.1 Film as a medium: Characteristic - Film perception: levels of understanding</p> <p>1.2 Film theory and semiotics, formalism and neo formalism– film language, film and psycho-analysis</p> <p>1.3 Film and cultural identity: hermeneutics, reception aesthetics and film interpretation</p> <p>1.4 Film forms: narrative and non-narrative - Acting, costume and music</p> <p>1.5 Film and post modernism- post structuralism and deconstruction. Impressionism, expressionism, and surrealism</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	10
Unit- 2: Film Genres and Evolution	<p>2.1 Fiction: realism, symbolic simulation</p> <p>2.2 Typology of genres of fiction - Subjectivity, causality and time</p> <p>2.3 Concepts of national cinema- Issues in world and Indian cinema.</p> <p>2.4 National cinema movements: Soviet Montage cinema, German Expressionistic cinema, Italian Neo-Realistic cinema, French New Wave cinema, British New Wave cinema</p> <p>2.5 Indian New Wave cinema, Period cinema. Cinema in the new millennium.</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10

Unit- 3 prominent Film makers	<p>3.1 Prominent Filmmakers of National Cinema Movements: Shyam Benegal, Mani Kaul, Govind Nihalani,</p> <p>3.2 Lev Kuleshov, Sergei M. Eisenstein, Fritz Lang, Vittorio De Sica, Roberto Rossellini. Etc</p> <p>3.3 Bollywood Filmmakers of 21st Century</p> <p>3.4 Growth of Regional cinema in India</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	10
Unit- 4 Film production	<p>4.1 Film production: Visualisation, script-writing, characterization</p> <p>4.2 Storyboard - tools and techniques.</p> <p>4.3 Continuity style: composing shots - spatial (mise en scene) - temporal (montage) –</p> <p>4.4 Camera shots: pan, crane, tracking, and transition. Sound in cinema: dimensions and functions – Film editing and special effects - Film audience - Review and appreciation of film.</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	8
Unit 5: Film Business	<p>5.1 Film festival, Film awards, Film institute's censorship certification</p> <p>5.2 Cinema theatres and Projections.</p> <p>5.3 Film business and Industry, Economic-finance and business of film</p>	T6: Field Visit and Industry Exposure T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	7

	5.4 Film distribution -import and export of films		
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit-1	<p>Film Theory and Semiotics, Formalism and Neo-Formalism</p> <ul style="list-style-type: none"> • Activity: Semiotic Analysis of a Film <ul style="list-style-type: none"> ◦ Students will analyze a short film to decode symbols, motifs, and hidden meanings using formalist and semiotic methods. ◦ Outcome: Understand how film language conveys meaning beyond dialogue and plot. 	Experiments	BL2-Understand	2
unit-2	<p>2.1 Fiction: Realism and Symbolic Simulation</p> <ul style="list-style-type: none"> • Activity: Create a Symbolic Simulation in Film <ul style="list-style-type: none"> ◦ Students will shoot a short fiction film that uses symbolic elements to represent larger societal issues, focusing on realism. ◦ Outcome: Understand the balance between realism and symbolism in visual storytelling. <hr/> <p>2.2 Typology of Genres of Fiction</p> <ul style="list-style-type: none"> • Activity: Genre Film Comparison <ul style="list-style-type: none"> ◦ Compare two films from different genres (e.g., horror and comedy) and discuss how subjectivity, causality, and time are used in each. ◦ Outcome: Identify genre-specific storytelling techniques. <hr/> <p>2.3 Concepts of National Cinema</p> <ul style="list-style-type: none"> • Activity: Analyze National Cinema <ul style="list-style-type: none"> ◦ Choose a film from a specific national cinema (e.g., Iranian cinema) and analyze its issues and characteristics, focusing on themes of national identity. 	PBL	BL6-Create	4

	<ul style="list-style-type: none"> ○ Outcome: Explore the influence of cultural and political contexts on national cinema. <hr/> <p>2.4 National Cinema Movements</p> <ul style="list-style-type: none"> • Activity: Presentation on Cinema Movements <ul style="list-style-type: none"> ○ Students will research and present a case study on a major national cinema movement (e.g., Soviet Montage, Italian Neo-Realism). ○ Outcome: Understand the historical and cultural conditions that shape cinema movements. <hr/> <p>2.5 Indian New Wave Cinema and Period Cinema</p> <ul style="list-style-type: none"> • Activity: Film Screening and Discussion <ul style="list-style-type: none"> ○ Watch an Indian New Wave or Period Cinema film and discuss its significance within the movement and Indian cinema as a whole. ○ Outcome: Gain an appreciation for India's evolving cinematic landscape. 			
unkt-3	<p>Bollywood Filmmakers of the 21st Century</p> <ul style="list-style-type: none"> • Activity: Bollywood Case Study <ul style="list-style-type: none"> ○ Analyze the work of a 21st-century Bollywood filmmaker (e.g., Anurag Kashyap) to understand contemporary Bollywood's evolution. ○ Outcome: Learn how modern Bollywood balances tradition and innovation. 	Experiments	BL4-Analyze	4
unit-4	<p>Cinema Theatres and Projections</p> <ul style="list-style-type: none"> • Activity: Visit a Cinema Projection Room <ul style="list-style-type: none"> ○ Visit a cinema's projection room and understand how film is 	Industrial Visit	BL4-Analyze	8

	<p>projected onto the screen. Virtual options can also be considered.</p> <ul style="list-style-type: none"> ◦ Outcome: Learn about the technical aspects of film projection. 			
unit-5	<p>Film Business and Industry: Economics, Finance, and Business of Film</p> <ul style="list-style-type: none"> • Activity: Case Study on Film Financing <ul style="list-style-type: none"> ◦ Analyze a case study of film financing, focusing on how a movie's budget is allocated and the economic considerations involved. ◦ Outcome: Understand the economic aspects of the film industry, from production to distribution. 	Case Study	BL5-Evaluate	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Agrawal, V. B., & Gupta, V. S. (2001). Handbook of Journalism and mass Communication. 2. New Delhi: Concept Publishing Company. 3. ayapalann.(2001) Journalism, Atlantic. 4. Fleming and Hemmingway(2005), An Introduction to Journalism, Vistaar Publications 5. Frost, C.(2001). Reporting for Journalists, London, Routledge. 6. Garrison, B.(2000). Advanced Reporting, LEA. 7. "Indian Cinema: A Visual Journey" by Firoze Rangoonwalla 8. "Indian Cinema: A Very Short Introduction" by Ashish Rajadhyaksha 9. "The Indian Media Business" by Vanita Kohli-Khandekar 10. "Great Masters of Indian Cinema" by D.P. Mishra 11. "The Indian Cinema Book" edited by M. K. Raghavendra 12. "Bollywood: A History" by Mihir Bose
Articles	
References Books	1. Itule& Anderson (2002). News Writing and reporting for today's media, McGraw Hill Publication. 2. Trikha, N.K, Reporting, Bhopal: Makhanlal Chaturvedi National University of Journalism and Communication. 3. सुभाषधूलया, आनंदप्रधान (2004); समाचारअवधारणाऔरलेखनप्रक्रया, भारतीयजनसंचारसंस्थान, नईदिल्ली 4. Shrivastava K.M (2003). News Reporting and Editing, Sterling Publishers, India. 5. Melvin Mencher (2010). News Reporting and Writing, McGraw-Hill Education, United States. Saxena Sunil
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	-	-	-	1	-	1	-	-	-	-	-
CO2	-	1	-	-	1	1	1	-	1	-	1	1	-	-	-
CO3	2	2	2	-	2	-	-	2	2	-	-	-	-	-	-
CO4	-	-	3	-	3	-	-	2	-	-	2	-	-	-	-
CO5	3	-	-	2	-	-	-	-	-	2	3	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	New media and Digital Journalism
Course Code	MJMC302

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Foundation core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- • Bell, Michael Mayerfeld. 2004. An Invitation to Environmental Sociology. Thousand Oaks, California: Pine Forge Press. • Gould, Kenneth Alan and Tammy L Lewis. 2009. Twenty Lessons in Environmental Sociology. New York: Oxford University Press. • Dunlap, R.; Frederick H. Buttell, Peter Dickens and August Gijswijt. (Ed.) 2002. Sociological Theory and the Environment: Classical Foundations, Contemporary Insights. Boston: Rowman & Littlefield. (BL1-Remember)</p> <p>CO2- Student will be able to Demonstrate clear understand of Film and its Business. (BL2-Understand)</p> <p>CO3- Students will be able to analysis Films and Comments as a Critics. (BL4-Analyze)</p> <p>CO4- Student will be able to like on Films in Feature, Article and Review Formats. (BL3-Apply)</p> <p>CO5- Student will be able to Understanding the working of various Film Institutions and to use them strategically. Classified script and able to simplify the concept of script writing, their tools and techniques. (BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit-1 Understanding Internet	<p>1.1 Internet: History and basic features</p> <p>1.2 Prominent browsers: Explorer, Firefox, Chrome etc.</p> <p>1.3 Internet in India: development, future and challenges</p> <p>1.4 Internet in Hindi: limitations and possibilities</p> <p>1.5 Prominent news portal and search engines</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.	10
Unit- 2: Introduction to New Media	<p>2.1 New Media: Concept, Characteristics and Nature of medium</p> <p>2.2 Evolution of New Media and its relationship with IT and Telecommunication</p> <p>2.3 New Media and Media Convergence</p> <p>2.4 New Media and future of traditional Mass Media</p> <p>2.5 The Phenomenon of WikiLeaks</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10
Unit- 3 : Digital Journalism Basics	<p>3.1 Digital Journalism: Concept and Development</p> <p>3.2 Digital News: News Sites/Portal, Audio and Video in Web, Podcasting</p> <p>3.3 Writing for Web, Difference of writing for print and web: Use of hyperlink</p> <p>3.4 Digital Journalism in India, Economy of Digital Journalism</p> <p>3.5 Management of Digital Journalism: basic structure, content, news flow, Security, ethics, law and credibility</p> <p>3.6 Fake News, Tools for Detecting Fake news in Digital media</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	10
Unit 4: Social Media	<p>4.1 Blogging: Concept, development and basic features, Ethical issues, Importance of comments and controversies of anonymous comments</p> <p>4.2 Role of blogging in alternative journalism</p>	T6: Field Visit and Industry Exposure T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	8

	<p>4.3 Social networking sites and journalism: Facebook, Twitter, Instagram etc.</p> <p>4.4 Social Messaging and Journalism: Twitter and WhatsApp phenomenon</p> <p>4.5 Data Journalism, Mobile Journalism</p>		
UNIT 5: Citizen Journalism	<p>5.1 Citizen Journalism: Concept and models, Development, Limitations and possibilities</p> <p>5.2 Experiments of Citizen Journalism in India: Future of Citizen Journalism</p> <p>5.3 <i>The role of citizen journalism in the media ecosystem Case</i></p> <p>5.4 <i>studies of influential citizen journalism projects</i></p>	<p>T6: Field Visit and Industry Exposure T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit-1	<p>Impact Assessment:</p> <ul style="list-style-type: none"> Assess the impact of the Internet on a specific aspect of society (e.g., education, politics, healthcare). Provide examples and discuss both positive and negative effects. Outcome- Students typically provide a comprehensive analysis of how the Internet has transformed specific sectors, such as education, healthcare, commerce, and social interactions. 	Simulation	BL4-Analyze	2
Unit-2	<p>Creative Project:</p> <ul style="list-style-type: none"> Create a new media campaign (e.g., a social media strategy for a cause, a blog, or a podcast) that addresses a social issue. Include an explanation of your target audience, messaging, and chosen platforms. Outcome- Students typically produce original content (e.g., videos, podcasts, social media campaigns) that demonstrates a solid understanding of new media principles and tools. The creativity and originality of their projects often stand out. 	Case Study	BL5-Evaluate	4
Unit- 3	<p>Research Paper:</p> <ul style="list-style-type: none"> Write a research paper discussing the evolution of journalism in the digital age. Explore how technology has transformed reporting, storytelling, and audience engagement. Outcome- Students usually demonstrate a solid grasp of key concepts related to digital journalism, including its evolution, characteristics, and differences from traditional journalism. 	Research Paper Presentation	BL6-Create	6
Unit- 4	<p>Social Media Campaign Project:</p> <ul style="list-style-type: none"> Develop a comprehensive social media campaign for a cause or organization. Outline your objectives, target audience, content strategy, and 	Role Play	BL3-Apply	2

	<p>how you plan to measure the campaign's success.</p> <ul style="list-style-type: none"> • Outcome- Students typically articulate specific, measurable goals for their campaign, such as increasing awareness of a cause, driving engagement, or promoting an event. These objectives guide their overall strategy. 			
Unit- 5	<p>Digital Portfolio:</p> <ul style="list-style-type: none"> • Create a digital portfolio showcasing various forms of citizen journalism, such as blog posts, videos, or social media updates. Include reflections on the process of creating and disseminating this content. • Outcome- Students usually include a variety of content types, such as blog posts, articles, videos, podcasts, and social media updates, demonstrating their versatility in different formats. 	Field work	BL6-Create	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Agrawal, V. B., & Gupta, V. S. (2001). Handbook of Journalism and mass Communication. 2. New Delhi: Concept Publishing Company. 3. ayapalann.(2001) Journalism, Atlantic. 4. Fleming and Hemmingway(2005), An Introduction to Journalism, Vistaar Publications 5. Frost, C.(2001). Reporting for Journalists, London, Routledge. 6. Garrison, B.(2000). Advanced Reporting, LEA. 7. "Indian Cinema: A Visual Journey" by Firoze Rangoonwalla 8. "Indian Cinema: A Very Short Introduction" by Ashish Rajadhyaksha 9. "The Indian Media Business" by Vanita Kohli-Khandekar 10. "Great Masters of Indian Cinema" by D.P. Mishra 11. "The Indian Cinema Book" edited by M. K. Raghavendra 12. "Bollywood: A History" by Mihir Bose
Articles	
References Books	1. Itule& Anderson (2002). News Writing and reporting for today's media, McGraw Hill Publication. 2. Trikha, N.K, Reporting, Bhopal: Makhanlal Chaturvedi National University of Journalism and Communication. 3. सुभाषधूलया, आनंदप्रधान (2004); समाचारअवधारणाऔरलेखनप्रक्रया, भारतीयजनसंचारसंस्थान, नईदिल्ली 4. Shrivastava K.M (2003). News Reporting and Editing, Sterling Publishers, India. 5. Melvin Mencher (2010). News Reporting and Writing, McGraw-Hill Education, United States. Saxena Sunil
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	1	-	1	1	1	1	1	1	-	-	-
CO2	1	-	-	-	-	-	-	-	-	1	1	-	-	-	-
CO3	2	-	-	1	-	1	-	-	-	2	2	-	-	-	-
CO4	-	-	-	2	2	-	-	-	-	-	3	-	-	-	-
CO5	3	2	-	3	-	-	-	-	-	3	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Advertising Planning and Management
Course Code	MJMC303

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the types of advertisement, tools and techniques, typography, paper and measurement scale for advertisement (BL1-Remember)</p> <p>CO2- Student will be able to explain the process to develop the advertisement and importance of typography in advertisement. (BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge to select proper font, colour and typography to create banner or poster for advertisement. (BL3-Apply)</p> <p>CO4- Student will be able to simplify the advertisement work to interact the consumer to our advertisement (BL4-Analyze)</p> <p>CO5- Student will be able to choose proper mass media to promote their work in the public (BL5-Evaluate)</p> <p>CO6- Student will be able to create any consumer research on the assigned topic (BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit-1 Advertising: An Introduction	<p>1.1 Definition, Need, Scope, Role & Importance, Evolution and Growth, Advertising and Indian Culture</p> <p>1.2 Advertising as a Tool of Communication, difference between Propaganda, Publicity, PR Role of Advertising in Marketing Mix, Advertising vs Personal Selling & Sales Promotion,</p> <p>1.3 Advertising vs Public Relations & Advertising vs Marketing and Types of Advertising: Consumer, Business Advertising, Commercial vs Social Advertising, Corporate Advertising, Action vs Awareness Advertising.</p> <p>1.4 Understanding Media & It's Creative Co-ordination with other Marketing functions.</p> <p>1.5 Types of Media: Print Media, Broadcast Media, Outdoor, Transit, Traditional, Direct Mail & Internet, Their characteristics, Benefits & Drawbacks, New Media</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.	10
Unit- 2: Advertising Media and Creativity	<p>2.1 Understanding Consumer: Demographic, Psychographic Profile.</p> <p>2.2 Media Planning Methods: Media Strategies & Media Mix. Understanding Media Coverage, ABC, IRS, INS, ILT, OAS TRP (Circulation & Readership); DAGMAR, Agency on Record (AOR).</p> <p>2.3 Creativity: Concept & Role in Advertising</p> <p>2.4 Copywriting: Role & Importance of a Copywriter, How to Develop an Effective Copy, AIDA (Copy Writer's Pyramid). Copy Elements-Headline, Subhead, Body Copy, Logos & Slogans.</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10

	<p>2.5Layout-Definition, Steps & its Importance; Principles of a good layout. Visuals vs Illustrations, Graphics-Role and Importance, Preparation of Art Work.</p>		
<p>Unit 3: Advertising Agency and Advertising Media</p>	<p>3.1 Ad Agency and its types – Definition, Role and Functions of Various Departments, Structure of an Advertising Agency</p> <p>3.2Types of Ad Agencies, Agency revenue sources, Client-Agency Relationship.</p> <p>3.3 Selection of an Advertising Agency,</p> <p>3.4 Indian Advertising Agencies</p> <p>(3.3 Advertising Ethics & Social Responsibility, Regulation of Advertising: Govt. & Non-Govt. Regulations</p> <p>3.4Advertising Statutory Bodies in India - Role of AAI, ASCI, INS, DAVP.</p> <p>3.5Ethics of advertising developed by various regulatory bodies.)</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.</p>	10

<p>UNIT-4 Advertising Campaign Planning</p>	<p>4.1 Ad Campaign – Concept and Importance</p> <p>4.2 Brand versus Social Ad campaigns</p> <p>4.3 Overview of Campaign Planning, Its components</p> <p>4.4 Role of Research in Advertising, Types of Research – Pre-Testing & Post-Testing</p> <p>4.5 Developing Creative Brief</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	<p>7</p>
<p>UNIT-5 Ethics of Advertising</p>	<p>5.1 Advertising Ethics & Social Responsibility,</p> <p>5.2 Regulation of Advertising: Govt. & Non-Govt. Regulations</p> <p>5.3 Advertising Statutory Bodies in India - Role of AAAI, ASCI, INS, DAVP.</p> <p>5.4 Ethics of advertising developed by various regulatory bodies.</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	<p>8</p>

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Creative Brief Development:</p> <ul style="list-style-type: none"> • Create a creative brief for a fictional product launch. Include details such as target audience, key messaging, campaign objectives, and suggested media channels. This will help students practice planning and strategic thinking. • Outcome- Students usually articulate specific, measurable goals for the advertising campaign, such as increasing brand awareness, driving sales, or promoting a new product launch. 	Experiments	BL6-Create	4
Unit- 2	<p>Creative Ad Campaign Design:</p> <ul style="list-style-type: none"> • Design a comprehensive advertising campaign for a product or service, including visuals, taglines, and copy. Students should create mockups of ads across various media platforms (e.g., social media, print, outdoor). • Outcome- Students usually present a clear and compelling campaign concept that aligns with the product or service's brand identity. The concept often includes a unique angle or storytelling approach. 	Simulation	BL4-Analyze	2
Unit- 3	<p>Ad Campaign Case Study:</p> <ul style="list-style-type: none"> • Analyze a successful advertising campaign created by an agency. Discuss the campaign's objectives, target audience, creative strategy, media channels used, and overall effectiveness. Highlight key takeaways. • Outcome- Students usually provide a comprehensive overview of the chosen ad campaign, including its objectives, target audience, and the context in which it was launched (e.g., market conditions, competition). 	Case Study	BL2-Understand	2
Unit- 4	Developing Creative Brief	Role Play	BL6-Create	4

	<ul style="list-style-type: none"> • Create a comprehensive template for a creative brief that includes sections for the campaign's objectives, target audience, key messages, tone of voice, media channels, budget, and timeline. Provide examples for each section. <p>Outcome- Students usually present well-organized briefs with distinct sections, such as objectives, target audience, key messages, tone, media channels, budget, and timeline. This clarity enhances the brief's usability.</p>			
Unit- 5	<p>Research Paper:</p> <ul style="list-style-type: none"> • Write a research paper examining the ethical considerations in advertising. Topics could include misleading advertisements, the portrayal of gender and diversity, and the responsibility of advertisers to society. • Outcome- Students usually demonstrate extensive research on the topic, citing a variety of sources, including academic articles, industry reports, and case studies that address ethical issues in advertising. 	Research Paper Presentation	BL6-Create	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. "Advertising Management: Concepts and Cases" by Rajeev Batra, John G. Myers, and David A. Aaker 2. "Advertising: Principles and Practice" by Sandra Moriarty, Nancy Mitchell, and William Wells 3. "Advertising and Integrated Brand Promotion" by Thomas O'Guinn, Chris Allen, and Richard J. Semenik 4. "Advertising and Sales Promotion" by S.A. Chunawalla and K.C. Sethia 5. "Advertising Media Planning" by Jack Z. Sissors and Roger B. Baron 6. "Advertising and Media Planning" by S. Ramesh Kumar 7. "Advertising Ethics in India" by Gurudas Sengupta 8. "Advertising and Ethical Practices: A Critical Analysis" by Meenakshi Gupta 9. "Advertising Ethics and Social Responsibility" by B. S. Bedi 10. "Ethical Issues in Marketing and Advertising" by Archana Tyagi
Articles	
References Books	1. Designing with type, 5th edition: the essential guide to typography, 1 May 2006, Watson-Guptill; 5th revised edition. 2. Advertising campaign paperback by Louis Rubin, Create Space Independent Pub (12 January 2018). 3. Advertising campaign strategy a guide to marketing communications plans 5ed (pb 2015): a guide to marketing communication plans, Parente D, Cengage Sp; 5th edition 4. Design is storytelling by Ellen Lupton, 1 January 2017, Cooper Hewitt. 5. Thinking with type, 2nd revised and expanded edition: a critical guide for designers, writers, editors, & students (design briefs), 6 October 2010, Princeton Architectural Press; 2nd edition
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	1	-	-	-	-	-	1	-	-	-	-	-
CO2	1	1	-	2	-	-	-	1	-	1	-	-	-	-	-
CO3	-	-	-	2	-	-	-	-	-	2	-	-	-	-	-
CO4	-	2	-	2	-	1	1	-	1	2	-	-	-	-	-
CO5	2	-	1	-	1	2	2	2	-	-	1	1	-	-	-
CO6	-	-	2	-	2	-	-	-	2	-	2	2	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Television Journalism and Production
Course Code	MJMC 304

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					2	0	2	4
Course Type	Embedded theory and lab							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the keywords, technology, process and history of TV Journalism.(BL1-Remember)</p> <p>CO2- Student will be able to Explain the importance, process of TV writing, formats and term of TV journalism(BL2-Understand)</p> <p>CO3- Student will be able to solve the problems and issues in formatting of news and writing of news, programme for TV (BL3-Apply)</p> <p>CO4- Student will be able to Analysis the production work to broadcast on TV and prepare a report to enhance the quality of work(BL4-Analyze)</p> <p>CO5- Student will be able to compare the working process of TV and other media.(BL5-Evaluate)</p> <p>CO6- Student will be able to develop own production work and able to create a documentary.(BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 TV: Features and technique	<p>1.1Television: Evolution as medium, Main features, Strength and Weaknesses</p> <p>1.2Television Broadcasting in India: Evolution, Main Characteristics and Trends, Government Policy and Regulations for TV</p> <p>1.3Techniques of TV Broadcasting: Terrestrial, Satellite, Conditional Access System, DTH, IPTV, TV on Mobile</p> <p>1.4Broadcast standards-- NTSC, PAL, HDTV, Fundamentals of TV</p> <p>1.5Major Indian and international news channels, regional language Indian channels: their role, importance and impact</p> <p>1.6: Stages of Programme Production</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	10
Unit- 2 TV News: Concepts and Writing	<p>2.1TV News: Key Concept and Basic Features, TV News Writing: Research and Production</p> <p>2.2Different Types of TV News Writing: Anchor (STD) Read, Anchor (STD) VO, Anchor (STD) Byte, Anchor (STD)-Graphics, Anchor (STD)-Package etc.</p> <p>2.3Headline, Lead in, Promo, Coming UP (Teaser) Writing, Voice Over and Anchoring, Use of Teleprompter, Importance of pronunciation in TV</p> <p>2.4 Scripting a Programme: Story Boarding and Script Breakdown</p> <p>2.5 Maintaining Continuity, Make-up, Set-designs, Costumes, Props, Floor Plan , Budgeting</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10

Unit- 3 Different Types of TV Programmes	<p>3.1Structure and Functions of TV News Room</p> <p>3.2TV Reporting: Areas for TV Reporting, Source, Agencies and Bureau</p> <p>3.3Format: Live, Phone in, OB, DSNG</p> <p>3.4Interview Technique, Peace to Camera</p> <p>3.5TV Documentary, Reporting for Documentary</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	10
Unit- 4TV Production	<p>4.1 Reporting for TV news</p> <p>4.2 Prepare a Script for TV News programme</p> <p>4.3Video Editing: Concept and process, Basics of Continuity Editing, Idea to Screen</p> <p>4.4. Process of Editing: Cut, Mix, Dissolve, Jump, AB Roll etc. Production: Online and Post Production</p> <p>4.5Organizing Studio and Outdoor Recording, Single, Double and Multi-Camera Production</p> <p>4.6 Prepare a TV program</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	7
UNIT 5: Editing for TV	<p>5.1 Introduction to video editing software (e.g., Adobe Premiere, Final Cut Pro)</p> <p>5.2 Techniques for editing video and audio for broadcast</p> <p>5.3 Hands-on practice with editing news segments</p>	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing T6: Field visit and industry exposure	8

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Scriptwriting Exercise:</p> <ul style="list-style-type: none"> Develop a short script for a TV scene, focusing on the techniques used to convey emotion and story. Pay attention to dialogue, pacing, and stage directions that enhance the narrative. Outcome- Students usually present scripts that follow standard formatting conventions, including scene headings, action descriptions, character names, and dialogue. This adherence to format reflects professionalism and attention to detail. 	Experiments	BL6-Create	2
Unit- 2	<p>News Package Script:</p> <ul style="list-style-type: none"> Develop a script for a TV news package, including video descriptions, voiceovers, and soundbites. Focus on how to convey information visually and aurally to enhance audience understanding. Outcome- Students usually present scripts that follow a logical structure, including an engaging lead, supporting details, and a conclusion. This organization helps guide viewers through the story effectively. 	Field work	BL6-Create	2
Unit- 3	<p>Audience Research Survey:</p> <ul style="list-style-type: none"> Design and conduct a survey to gather data on viewers' preferences regarding different types of TV programs. Analyze the results and present your findings in a report, discussing trends and implications for TV programming. Outcome- The survey often reveals the demographics of the respondents, such as age, gender, location, and income level. This information helps identify which segments of the population prefer specific types of TV programs. 	Role Play	BL4-Analyze	7
Unit- 4	<p>Prepare a TV program</p> <ul style="list-style-type: none"> Program Concept: 	Virtual Labs	BL6-Create	8

	<ul style="list-style-type: none"> • Title: Choose a catchy and relevant title for your TV program. • Genre: Identify the genre (e.g., drama, comedy, documentary, reality, talk show) and justify your choice. • Premise: Write a brief synopsis of the program's central idea. What is the main focus or theme? • Outcome- Students often create engaging and relevant titles that capture the essence of their programs. 			
Unit- 5	<ul style="list-style-type: none"> • Project Selection: <ul style="list-style-type: none"> ◦ Choose a raw video project to edit (this could be footage from a student film, a news segment, a documentary, or any other pre-recorded material). Alternatively, provide a selection of raw footage for students to choose from. • Outcome- Students often select a range of projects, such as narrative short films, documentary clips, news segments, or promotional videos, showcasing their interests and understanding of different genres. 	Field work	BL5-Evaluate	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	1	1	-	1	1	-	1	1	-	-	-	-
CO2	-	2	1	-	2	1	-	-	1	-	-	1	-	-	-
CO3	-	-	-	2	-	-	2	-	-	-	2	-	-	-	-
CO4	1	-	2	-	2	-	-	2	2	-	-	2	-	-	-
CO5	2	1	-	3	-	-	-	-	-	2	-	-	-	-	-
CO6	3	2	-	-	-	-	-	-	-	3	3	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	A- Specializing Reporting
Course Code	MJMC 305 A

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C	
					2	0	2	4	
Course Type	Embedded theory and lab								
Course Category	Discipline Electives								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recall the fundamental principles of media writing, including news values, storytelling techniques, and journalistic ethics. (BL1-Remember)</p> <p>CO2- Students will be able to Explain the purpose and significance of different genres and styles of media writing. (BL2-Understand)</p> <p>CO3- Students will be able to apply journalistic principles and techniques to create well-structured and engaging media articles (BL3-Apply)</p> <p>CO4- Students will be able to Analyse and evaluate the effectiveness of different print media writing styles and techniques. (BL4-Analyze)</p> <p>CO5- Students will be able to evaluate the impact and influence of different media writing on public opinion and decision-making. (BL5-Evaluate)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)					

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 City/Civic Reporting	<p>1.1 Knowing the City: Evolution, Culture, Demographics, Socio-economic Growth and key Issues</p> <p>1.2 City Governance, key Institutions and Functionaries</p> <p>1.3 Understanding the Civic Issues: Water, Electricity, Education, Health, Transport, WasteManagement, Environment, Public Places, Policing and Crime Control, EmergencyServices.</p> <p>1.4 Tools and Techniques of City/Civic Reporting</p> <p>1.5 Reporting Events and Routine stories, Crisis and Emergencies, Civic Issues</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	5
Unit- 2: Crime and political Reporting	<p>2.1 Reporting: (Crime and Politics): objective and importance</p> <p>2.2 Crime and Political Reporting: Source, Tools, Techniques, Process, Interview. Arts, Research, Investigation, Follow up, Ethics</p> <p>2.3Understanding the Police system, IPC and Cr.PC, Criminal Investigative system, Judicial, Election, Political Parties and Leaders, Government, system and Procedure</p> <p>2.4 Role of Reporter: (Crime and Politics): Do's and Don'ts for reporter</p> <p>2.5Political parties' beat: Knowing Party system, Developing Sources</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	5
Unit- 3 Political Reporting	<p>3.1 Reporting Politics: Understanding its nature and functioning</p> <p>3.2 Political parties' beat: Knowing Party system, Developing Sources</p> <p>3.3 Interviewing Political leaders (Off the Record and On the Record), Art of Questioning, Reading Between the lines, Context and Background</p> <p>3.4 Election reporting: Understanding Electoral system, Role and functions of Election Commission, Historical Context,</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	5

	<p>Election Data, Dynamics of Election Reporting</p> <p>3.5 Ethics of Economic and Business Reporting</p>		
Unit 4: Sports and Business Reporting	<p>4.1 Reporting: Understanding of Sports, Rules and regulations,</p> <p>4.2 Understanding of Business and Market: Sources of Economic and Business News Stories, Interpreting Data, Covering important Economic and Business Events: Budget</p> <p>4.3 Source of Reporting: (Sports and Business), Share Market, Commodities Market, Bullion Market and Money Market</p> <p>4.4 Writing style and language of Economic and Business Stories: Writing technique of Business News and Features</p> <p>4.5 Analyzing: Sports: Covering sports events: Observation, public mood, analyzing match, performance of players. Business: Economic Issues, Data and Developments,</p> <p>4.6 Challenges: Sports: Live coverage, interviewing sportsperson, writing for Sports. Business: Writing Economic and Business Stories</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	5
Unit 5: Reporting Rural Affairs and Agriculture	<p>5.1 Understanding Rural and Agricultural scene in India: Issues of rural development and Agricultural crisis</p> <p>5.2 Changing patterns of Indian Agriculture, Farmers distress and questions of livelihood</p> <p>5.3 Methods and tools of Rural and Agriculture Reporting</p> <p>5.4 Writing and presenting Rural and Agriculture Stories</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>City/Civic Reporting</p> <ul style="list-style-type: none"> Choose a relevant civic issue in your city or community. Possible topics may include local government decisions, community services, urban development, public health, or social justice initiatives. Outcome- Students often choose a wide range of relevant civic issues, such as housing development, public transportation, community health initiatives, environmental concerns, or local government policies. This variety reflects their engagement with pressing local matters. 	Field work	BL5-Evaluate	2
Unit- 2	<p>Writing Style:</p> <ul style="list-style-type: none"> Write the article in a clear, concise, and objective journalistic style. Pay attention to: <ul style="list-style-type: none"> The balance of facts and human interest. The importance of accuracy and fairness, especially when discussing sensitive topics Outcome- Students generally demonstrate clarity in their writing, presenting information in a straightforward manner. Many reports are concise, avoiding unnecessary jargon and complex sentence structures that could confuse readers. 	Simulation	BL6-Create	2
Unit- 3	<p>Writing Style:</p> <ul style="list-style-type: none"> Write the article in a clear, concise, and objective journalistic style. Key points to consider: <ul style="list-style-type: none"> Maintain neutrality and fairness in reporting on different political viewpoints. Use accessible language to explain complex political concepts to a general audience. Outcome- Students usually include relevant direct quotes from interviews, enhancing the authenticity of their reports. 	Field work	BL6-Create	2

	These quotes often provide personal insights and emotional weight to the political narrative.			
Unit- 4	<p>Legal and Ethical Considerations:</p> <ul style="list-style-type: none"> • Be mindful of the ethical and legal responsibilities in sports and business reporting, including: <ul style="list-style-type: none"> ◦ Accuracy in reporting financial data and the implications of sponsorship or business practices. ◦ Sensitivity to potential biases in reporting on athletes and teams. ◦ Outcome- Students generally demonstrate a solid understanding of the legal aspects relevant to sports and business reporting, such as copyright issues, defamation laws, and the implications of reporting financial information. 	Seminar	BL4-Analyze	2
Unit- 5	<p>Research:</p> <ul style="list-style-type: none"> • Conduct comprehensive background research on the selected topic. This should include: <ul style="list-style-type: none"> ◦ Reviewing news articles, academic papers, and reports from agricultural organizations. ◦ Analyzing statistics and data related to the topic, such as crop yields, market prices, or rural demographics. ◦ Understanding the historical context and significance of the issue. ◦ Outcome- <ul style="list-style-type: none"> ▪ Students often demonstrate a thorough understanding of their chosen topic by conducting extensive research. They generally utilize a variety of sources, including academic articles, news reports, government publications, and industry reports. ◦ 	Research Paper Presentation	BL6-Create	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. M V Kamath Modern Journalism, Vikas Publishing House, New Delhi 2. M L Stein and Susan F. Peterno The News Writers' Handbook, Surjeet Publication, New Delhi 3. "Specialized Journalism" by Nalini Rajan 4. "Specialized Reporting in Journalism" by K. M. Shrivastava 5. "Reporting and Writing for Specialized Media" by R. Balasubramanian 6. "Investigative Journalism in India" by K. Hariharan 7. "City Beats: A Street-Level View of Local Reporting" by Subir Bhaumik 8. "Crime Reporting: The Indian Context" by R.K. Raghavan 9. "Political Reporting in India" by N. Ram 10. Sports Journalism: A Practical Guide" by Utpal K. Banerjee 11. Business Journalism: Challenges and Opportunities" edited by Sundeep Khanna and Aman Malik 12. "Reporting on Rural Development: A Practical Guide" by G.N. Devy 13. "Agricultural Journalism in India" by K.V. Prasad
Articles	
References Books	5 Jan R. Hakemulder, Ray Ac De News Reporting and Editing, Anmol Publications Pvt. Ltd. New Delhi 6 George A Hough News Writing, Kanishka Publication, New Delhi 7 "Urban Journalism: Perspectives on Indian Cities" edited by Nirmala Menon
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	-	-	-	-	1	1	-	-	-	-
CO2	-	1	1	1	1	1	-	1	1	-	-	-	-	-	-
CO3	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	2	-	2	-	-	-	2	-	-	-	-	-	-	-
CO5	2	-	2	-	2	-	-	3	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	B- Art of Anchoring
Course Code	MJMC 305 B

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C	
					2	0	2	4	
Course Type	Embedded theory and lab								
Course Category	Discipline Electives								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recall and define the basic terms and terminology of anchoring. (BL1-Remember)</p> <p>CO2- Students will be able to Understanding the difference in different type of reporting. (BL2-Understand)</p> <p>CO3- Students will be able to apply theories and knowledge of public speaking and reporting (BL3-Apply)</p> <p>CO4- Students will be able to Develop effective presentation techniques, including voice modulation, articulation, and body language, to engage and captivate an audience. (BL4-Analyze)</p> <p>CO5- Students will be able to Acquire skills to handle unexpected situations, live broadcasts, breaking news scenarios, and unscripted interactions with guests or audience members. (BL5-Evaluate)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)					

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Skills of an Anchor	1.1 Anchoring art or techniques 1.2 Qualities of an anchor 1.3 Importance in TV Channels 1.4 Role and Responsibilities of an Anchor 1.5 Sociality of an Anchor	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	10
Unit- 2:Anchor'sVoice and Presentation Technique	2.1 Voice Culture, Voice Modulation and Moderation with Guest: Articulation, Diction, Pronunciation (Hindi, Urdu, English) 2.2 Voice Quality during Piece to camera: Pitch, Volume, Tempo, vitality, Tone and Limitations of live Anchoring. 2.3 Programme Presentation Technique and Do's and Don'ts for an Anchor 2.4 Articulation problems during anchoring	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	10
Unit 3: Anchor and Glamour	3.1 Awareness about Studio Working: Camera facing Technique, Warm-up techniques 3.2 Use of Multi prompter, Earphone Etc 3.3 Cues and Commands of Studio 3.4 Backdrops and LED Panels 3.5 Lighting and Makeup Basics	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10
Unit 4: Role of Anchor	4.1 News programme: Breaking News 4.2 Interview based programmes 4.3 Panel Discussion and Chat shows 4.4 Reality show and Travelogue 4.5 Crime show	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	7
Unit 5: Production	5.1 Prepare and present a news bulletin 5.2 Take an Interview of a prominent personality	T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	8

5.3 Conduct a panel discussion on any relevant issue.

5.4 Prepare and record a feature story on any relevant topic

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Live Reporting Simulation:</p> <ul style="list-style-type: none"> Participate in a simulated live reporting scenario where students must present news on a current event in real-time. Outcome- Students often demonstrate clear and articulate speech, effectively conveying information to the audience. They typically use appropriate pacing and tone, making their delivery engaging. 	Field work	BL6-Create	2
Unit- 2	<p>Recording and Self-Review:</p> <ul style="list-style-type: none"> Record a short news segment (2-3 minutes) while applying vocal and presentation techniques. After recording: <ul style="list-style-type: none"> Watch the playback and evaluate your performance. Take notes on strengths and areas for improvement regarding voice and presentation. Outcome- Students often demonstrate noticeable improvement in vocal clarity, projection, and modulation. Many showcase enhanced diction and pronunciation, leading to clearer delivery. 	Role Play	BL5-Evaluate	2
Unit- 3	<p>Practical Exercise:</p> <ul style="list-style-type: none"> Create a short news segment (2-3 minutes) where students must anchor while consciously incorporating elements of glamour. Consider: <ul style="list-style-type: none"> Wardrobe choices that enhance the presentation. Makeup and grooming techniques suitable for on-camera work. Body language and expressions that convey confidence and engagement. Outcome- Students often demonstrate improved confidence and poise while anchoring. Many show greater comfort in front of the camera, 	PBL		

	which translates to a more engaging delivery.			
Unit- 4	<p>Interview Media Professionals:</p> <ul style="list-style-type: none"> • Conduct interviews with local news anchors, producers, or media experts. Prepare questions to understand: <ul style="list-style-type: none"> ◦ Their perspectives on the role of glamour in news presentation. ◦ The pressures and expectations surrounding appearance in broadcasting. ◦ How they balance personal style with professionalism. ◦ Outcome- Students often collect a range of viewpoints from different media professionals, including news anchors, producers, and media experts. This diversity enriches their understanding of how glamour is perceived and utilized in broadcasting. 	Role Play	BL6-Create	5
Unit- 5	<p>Written Reflection:</p> <ul style="list-style-type: none"> • Write a reflection (1-2 pages) discussing: <ul style="list-style-type: none"> ◦ What you learned about the intersection of glamour and journalism. ◦ How the assignment influenced your views on appearance in broadcasting. ◦ Personal experiences during the practical exercise and insights gained. ◦ Outcome- Students often articulate significant self-discovery regarding their perspectives on appearance in broadcasting. Many express how their views on glamour have evolved through the assignment. 	Case Study	BL4-Analyze	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. Anchoring Change: Seventy-Five Years of Grassroots Intervention That Made a Difference 2021 2. "Television Anchoring: A Practical Guide" by Dr. Preeti Maheshwari 3. "Anchoring: The Art and Craft of Television News" by Richa Jain
Articles	
References Books	4. The complete book of Anchoring and Mooring 1986 5. Anchoring Change: Seventy-Five Years of Grassroots 6. The Adlard Coles Book of Anchoring 2012 7. "The Craft of TV Presentation: Techniques for Video and Television" by Eric Morris
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	-	1	1	-	-	1	-	1	-	-	-	-	-
CO3	-	2	1	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	2	-	-	-	-	-	2	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Socialism in India Yesterday Today and Tomorrow
Course Code	MJMC306 A

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Discipline Electives							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to identify the key concepts and theories related to the sociology of development, such as modernization, globalization, and dependency theory. (BL1-Remember)</p> <p>CO2- Students will be able to Summarize the theories and perspectives on development, including modernization, dependency, and post-development theories. (BL2-Understand)</p> <p>CO3- Students will be able to differentiate the political movements and social movements. (BL3-Apply)</p>							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✓		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
WEEKS	<p>Week 1:</p> <p>1: Legacy and influence of the past on Modern Indian Political Thought</p> <p>2: Colonial Modernity and the Nationalist Response</p> <p>3: Dialectical interaction between ideas and contexts: Socio-historical contexts and the socio-political changes that the ideas aimed</p> <p>4: Influence on articulation of Nationalism and freedom struggle</p> <p>Week 2:</p> <p>1: European Enlightenment and Raja Ram Mohan Roy: A Liberal Thinker</p> <p>2: Brahmo Samaj and Social Reforms: Abolition of Sati and Struggle against Anti-feudal Ideas</p> <p>3: Freedom of Press</p> <p>4: Criticism and Conclusion</p> <p>Week 3:</p> <p>1: Making of an Indian social reformer: From Arya Mahila Samaj to Mukti Mission (renamed Ramabai Mukti Mission)</p> <p>2: On Woman's Place in Religion and Society</p> <p>3: On Women's education and Emancipation</p> <p>4: Criticism and Conclusion</p> <p>Week 4:</p> <p>1: Swami Vivekananda: Background and the Context</p> <p>2: Interpretation of the Vedanta Philosophy</p> <p>3: The Real and the Apparent Man</p> <p>4: On Nationalism</p> <p>Week 5:</p> <p>1: Criticism and Conclusion</p> <p>2: Making of the Mahatma: Background and the Context</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	25

3: On Satyagraha: Power of the Soul

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <ol style="list-style-type: none"> 1. European Enlightenment and Raja Ram Mohan Roy: Students will explore the impact of the European Enlightenment on Raja Ram Mohan Roy's liberal thinking, highlighting his advocacy for social reforms and rationalism. 2. Brahmo Samaj and Social Reforms: Students will examine the role of the Brahmo Samaj in promoting social reforms, specifically the abolition of Sati and its struggle against anti-feudal ideas. 3. Freedom of Press: Students will analyze the significance of press freedom in the context of social reform movements in India, discussing its role in shaping public opinion and political discourse. <p>Result: Students developed a nuanced understanding of the interplay between Enlightenment thought and Indian reform movements, enhanced their research and presentation skills, and engaged in discussions about the lasting impact of these ideas on modern society.</p>	Experiments	BL4-Analyze	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Appadorai, A., Political Thought in India, 400 BC.–1980, Delhi: Khama Publishers, 2018. 2. Prasad, Beni, The Theory of Government in Ancient India, Allahabad: The Indian Press. 1927. 3. Pantham, Thomas and Deutsch, Kenneth L. (eds.), Political Thought in Modern 4. "Socialism in India" by B.R. Ambedkar 5. "Socialism in India: A Study in Socialist Thought and Action" by K.P. Singh 6. "Socialism: Past and Future" by Michael Harrington 7. "India's Struggle for Independence" by Bipan Chandra
Articles	
References Books	8. India, New Delhi: Sage Publications, 1986. 9. Guha, Ramachandra, Makers of Modern India, New York & London: Penguin Viking, 2010. 10. 5. Jha, Mitra Nandan, Modern Indian Political Thought: Ram Mohan Roy to Present Day, Meerut: Meenakshi Prakashan, 1975. 11. 6. Chakrabarty, Bidyut and Rajendra Kumar Pandey, Modern Indian Political Thought: Text and Context, New Delhi: Sage, 2020. 12. 7. Chatterjee, Partha, Nationalist Thought and the Colonial World: A Derivative Discourse. New Delhi: Oxford University Press, 1986. 13. 8. Singh, Aakash and Mohapatra, Silika (eds.), Indian Political Thought: A Reader, New York: Routledge, 2010..
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	-	-	1	1	1	1	-	-	-	-
CO2	2	2	2	-	-	1	-	1	2	-	-	1	-	-	-
CO3	3	-	-	2	2	2	-	2	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Consumer Phycology
Course Code	MJMC306 B

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to recall and memorize the basic concepts and steps of Consumer psychology. (BL1-Remember)</p> <p>CO2- Students will be able to Analyse how psychological, social, and cultural factors Influence consumer decision-making. (BL4-Analyze)</p> <p>CO3- Students will be able to Apply consumer behavior theories to real-world marketing Situations and consumer research. (BL3-Apply)</p> <p>CO4- Students will be able to identify and analyses the stages of Consumer Decision-Making. (BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
UNIT	<p>Module 1: Introduction to Consumer Psychology</p> <p>Overview of foundation of consumer behaviour</p> <p style="text-align: center;"><i>Role of Consumer Psychology</i></p> <p style="text-align: center;"><i>Evolution of Consumer Psychology</i></p> <p style="text-align: center;"><i>Scope of Consumer Psychology</i></p> <p>Module 2 : Consumer Decision Making</p> <p style="padding-left: 40px;">Need and Information</p> <p>Search</p> <p style="padding-left: 40px;">Alternate Evaluation and</p> <p>Choice</p> <p style="padding-left: 40px;">Consumption and Post-Purchase Behaviour</p> <p>Module 3 : The Individual Consumer</p> <p style="padding-left: 40px;">Consumer perceptions</p> <p style="padding-left: 40px;">Memory and Learning</p> <p style="padding-left: 40px;">Mood, Emotion and</p> <p>Involvement</p> <p style="padding-left: 40px;">Consumer Attitude</p> <p style="padding-left: 40px;">Marketing</p> <p>communications</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	25

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation : Students will prepare a presentation on consumer psychology, exploring how psychological factors influence buying behavior, decision-making processes, and brand loyalty. They should incorporate relevant theories and real-world examples to illustrate their points.</p> <p>Outcome: Students developed a comprehensive understanding of the psychological underpinnings of consumer behavior, improved their analytical and presentation skills, and engaged in insightful discussions about how these insights can inform marketing strategies.</p>	Experiments	BL4-Analyze	3
Unit- 2	<p>Survey</p> <p>Students will design and conduct a survey on consumer psychology, focusing on factors that influence purchasing decisions, brand perception, and customer satisfaction. They should analyze the collected data and present their findings.</p> <p>Outcome: Students gained hands-on experience in data collection and analysis, enhanced their understanding of consumer behavior, and developed critical insights into the psychological aspects that drive purchasing patterns.</p>	Case Study	BL5-Evaluate	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	Henry Assael, Consumer Behavior and Marketing Action, Cengage Learning 2. Jay Lindquist, Consumer Behavior, Cengage Learning 3, Leon Schiffman, Consumer Behavior, Pearson Press 4. "Consumer Behavior in Indian Perspective" by Suja R. Nair 5. "Understanding Consumer Behavior: Insights from Indian Market" edited by S. Ramesh Kumar 6. "Consumer Behavior: An Indian Perspective" by N.S. Anand 7. "Consumer Psychology: Understanding Human Behavior in Markets" by R. Srinivasan. 8. "Consumer Behavior and Marketing Strategy: Indian Context" by S. Ramesh Kumar and C. Rajan
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	-	-	-	1	1	-	-	-	-	-	-
CO2	-	1	-	-	1	1	1	-	-	1	1	1	-	-	-
CO3	2	-	2	2	2	2	-	-	-	2	2	-	-	-	-
CO4	3	2	3	3	3	3	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Communications Research methods
Course Code	MJMC401

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					4	0	0	4
Course Type	Theory only							
Course Category	Foundation core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall the origin, process, tool and techniques of research, methods, types, statical tools for analysis and format of bibliography in research(BL1-Remember)</p> <p>CO2- Student will be able to explain the process and stapes of research, data collection process and analysis process of data in research. (BL2-Understand)</p> <p>CO3- Student will be able to use their knowledge to identify the types of research, data and able to select sampling process and appropriate methods to evaluate the data(BL3-Apply)</p> <p>CO4- Student will be able to analysis the work of various research project to develop their own research work which will be differ from others projects.(BL4-Analyze)</p> <p>CO5- Student will be able choose proper method, tools, techniques to do the quality of research (BL5-Evaluate)</p> <p>CO6- Student will be able to design a research project on any topic(BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1: Foundations of Research	<p>1.1 Meaning, Definition, Nature and Importance of Research, Origin of Research in Communication;</p> <p>1.2 Scientific Research, Source and modes of Knowledge: Pre-Scientific sources and modes of knowledge vs the Scientific method.</p> <p>1.3 Areas of Communication Research (Source analysis, Channel analysis, Message analysis, Audience analysis), New trends in Communication Research, Status of Communication Research in India, Overview of Research Problem and Objective; Deduction, Induction, Experiment and Generalization; Universal and Immutable laws of nature.</p> <p>1.4 Steps of Research process; Characterizes and requirements: The operational steps for carrying out Research</p> <p>1.5 Review of Literature; Functions of the Literature Review in Research, Develop Theoretical and Conceptual Frameworks, Searching for the Existing Literature.</p> <p>1.6 Hypothesis: Concept; Function of Hypothesis and Types: Hypothesis formulation: The logic of Hypothesis testing.</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	10
Unit- 2: Framework of Research	<p>2.1 Concepts, Constructs and Variables: Independent vs Dependent variables, Extraneous variables, Intervening variables;</p> <p>2.2 Scales and measurement; Nominal, Ordinal, Interval and Ratio; Attitude measurement, Likert, Semantic differential scales.</p> <p>2.3 Types of Research (Longitudinal studies, Action, Panel, Cohort, Pre-Poll, Exit Poll, Quasi- Experimental studies, Trend studies etc.)</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10

	<p>2.4 Research Design (Descriptive, Exploratory, Experimental).</p> <p>2.5 Pre & Post Research methods and Application in Advertising Research (Copy Research, Media Research and Campaign Assessment Research)</p> <p>2.6 Pre & Post Research methods and Application in Public Relation</p>		
Unit- 3 Techniques and Methods of Research	<p>3.1 Definition of Sampling terminology, Sampling techniques and its types: Probability versus Non- Probability Sampling, Sampling error.</p> <p>3.2 Audience Research; Online Research Qualitative Techniques in Advertising Research</p> <p>3.3 Research Methods: Survey, Types of Surveys: Steps of Survey, Content Analysis, Methods of Content Analysis, Limitations of Content Analysis, Other Methods: Focus Group Study, Feedback – Feed Forward, Impact study, Effect, Study, Case Study.</p> <p>3.4 Types of Data: Primary and Secondary data, Data collection tools: Observation, Interview, Questionnaire and Schedules. Reliability and Validity of tools: Concepts and its types.</p> <p>3.5 Research (Environmental Monitoring Program, Public Relation Audits) Discourse Analysis.</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	10
UNIT-4: Application of Statistics in Communication Research & Report Writing	<p>4.1 Descriptive Statistics (Measures of Central Tendency and Measures of Dispersion)</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer</p>	8

	<p>4.2 Graphical Representation of Data; Tabulation of Data; Data Interpretation.</p> <p>4.3 SPSS and its application in Research</p> <p>4.4 Methodology of Report writing: Indexing, Citation and Bibliography.</p> <p>4.5 Ethical issues in Research</p>	<p>review and Discussion. T8: Simulations and Role Playing</p>	
<p>UNIT5: Developing a Research Proposal</p>	<p>5.1 Creating a research proposal for a communications study</p> <p>5.2 Developing research questions, hypotheses, and methodology</p> <p>5.3 Preparing a proposal for peer review and feedback</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	<p>8</p>

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>presentation : Each student will select a type of research and create a presentation.They should incorporate key elements such as clarity, engagement, and visual appeal.</p> <p>Result: Students demonstrated improved understanding of their chosen format, showcasing creativity and effective communication skills in their presentations.</p>	Experiments	BL2-Understand	2
Unit- 2	<p>Write a Literature Review</p> <p>Students will write a literature review on a specific topic, summarizing key findings, methodologies, and gaps in existing research. They should critically analyze the sources and synthesize information coherently.</p> <p>Result: Students developed stronger analytical skills, gained deeper insights into their topics, and enhanced their ability to connect research findings, resulting in well-structured and informative reviews.</p>	Field work	BL4-Analyze	2
Unit- 3	<p>Questionnaire</p> <p>Students will create a questionnaire on a chosen research topic, including open and closed-ended questions to gather relevant data. They should ensure clarity and relevance in their questions to effectively capture responses.</p> <p>Result: Students learned to design effective data collection tools, demonstrated improved understanding of survey methodology, and engaged in critical thinking about how to elicit meaningful information from participants.</p>	Simulation	BL6-Create	2
Unit- 4	<p>Survey</p> <p>Students will conduct a survey on a relevant topic, collecting responses from peers or the community using their previously designed questionnaire. They should analyze the data and present their findings in a report.</p>	Virtual Labs	BL4-Analyze	4

	<p>Result: Students gained practical experience in data collection and analysis, improved their understanding of survey methodologies, and developed skills in interpreting and presenting quantitative results.</p>			
Unit- 5	<p>Create a Research Proposal</p> <p>Students will draft a research proposal on a topic of their choice, outlining their research question, objectives, methodology, and expected outcomes. They should emphasize the significance of their research and review relevant literature.</p> <p>Result: Students enhanced their ability to formulate clear research questions, structured their proposals logically, and demonstrated a greater understanding of the research process, leading to more focused and viable research plans.</p>	Role Play	BL6-Create	7

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Media Research Methods: Understanding Metric and Interpretive Approaches by James A. Anderson 2. Qualitative Research Methods for Media Studies by Bonnie Brennen 3. "Research Methods in Communication" by N. K. Aggarwal 4. "Research Methods in Mass Communication" by Seema Hasan 5. "Communication Research: Techniques, Methods, and Applications" by N. R. Madhava Menon 6. "Research Methods for Media and Communication" by Niranjana Vanalli 7. "Research Methodology: Methods and Techniques" by C.R. Kothari 8. "Research Methodology: A Step-by-Step Guide for Beginners" by Ranjit Kumar 9. "ResearchMethodology: Methods and Approaches" by P.V. Kulkarni 10. "Statistics for Research" by C.R. Kothari 11. "Research Methodology in Mass Communication" by S.M. Mathur
Articles	
References Books	1. Research Methodology (Methods and Techniques) By C. R. Kothari. 2. Statistical Methods by S. P. Gupta 3. "Methods of Social Research" by S.N. Ghosh
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	-	1	1	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-
CO3	2	-	-	1	2	2	-	-	-	-	-	-	-	-	-
CO4	2	-	1	2	-	3	-	1	-	-	-	-	-	-	-
CO5	-	-	2	3	3	-	-	2	-	-	-	-	-	-	-
CO6	3	-	3	-	-	-	-	3	-	2	2	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Internship
Course Code	MJMC402

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C	
					0	0	8	8	
Course Type	Project								
Course Category	Internships								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Student Will be able to work in media industry according to their ability. They will learn how to cover any news, write news and finalize it. (BL3-Apply)</p> <p>CO2- Student will be able to do the survey of industry and after the collection of data; they will be able to finalize the report. (BL4-Analyze)</p> <p>CO3- Students will be able to write a research proposal on any topic according to their interest. (BL6-Create)</p> <p>CO4- Students will Gain practical experience working in a media organization or specific media-related role, such as journalism, broadcasting, digital media, or public relations. (BL3-Apply)</p> <p>CO5- Students will Gain a deeper understanding of how media organizations operate, including their structure, workflow, editorial processes, and audience engagement strategies. (BL2-Understand)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)					

Part B

Modules	Contents	Pedagogy	Hours
Course Content	A month long internship with a news media or communication (PR/Advertising agency, media unit of a public sector undertaking or in the NGO sector will be taken by the students which will be assessed and evaluated. Student will submit a report on his/her internship experience and will be evaluated through viva-voce and portfolio of work.	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	A month long internship with a news media or communication (PR/Advertising agency, media unit of a public sector undertaking or in the NGO sector will be taken by the students which will be assessed and evaluated. Student will submit a report on his/her internship experience and will be evaluated through viva-voce and portfolio of work.	Internships	BL6-Create	15

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
0	0	0	0	0	0
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	0	0	0	0

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	1	-	-	-	1	1	-	-	-	-
CO2	1	1	1	-	1	-	-	1	1	-	-	1	-	-	-
CO3	-	-	-	2	2	2	-	2	-	-	-	-	-	-	-
CO4	2	-	2	1	-	2	-	2	-	-	-	-	-	-	-
CO5	-	-	-	2	2	3	-	-	-	-	-	-	-	-	-
CO6	3	2	-	-	-	-	2	-	2	2	2	2	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Dissertation
Course Code	MJMC403

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					0	0	8	8
Course Type	Project							
Course Category	Projects and Internship							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to be a responsible and accountable scholar. (BL2-Understand)</p> <p>CO2- Students will be able to Write the report on the internship and training programs. (BL3-Apply)</p> <p>CO3- Students will be able to Understand the industry functioning and better relate it to the academics. (BL2-Understand)</p> <p>CO4- Students will be able to Adhere to human values. (BL4-Analyze)</p> <p>CO5- Students will be able to be a responsible and accountable scholar. (BL4-Analyze)</p> <p>CO6- Students will be able to be a responsible and accountable scholar. (BL4-Analyze)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Course Content	A month long internship with a news media or communication (PR/Advertising agency, media unit of a public sector undertaking or in the NGO sector will be taken by the students which will be assessed and evaluated. Student will submit a report on his/her internship experience and will be evaluated through viva-voce and portfolio of work.	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	N/A

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	A month long internship with a news media or communication (PR/Advertising agency, media unit of a public sector undertaking or in the NGO sector will be taken by the students which will be assessed and evaluated. Student will submit a report on his/her internship experience and will be evaluated through viva-voce and portfolio of work.	Research Paper Presentation	BL6-Create	16

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16

Part E

Books	
Articles	
References Books	
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	1	1	-	-	1	1	-	-	-	-	-	-
CO2	-	1	1	-	1	1	1	-	-	1	1	1	-	-	-
CO3	2	-	-	2	-	-	-	-	1	1	1	-	-	-	-
CO4	-	-	-	-	2	-	2	2	1	-	-	2	-	-	-
CO5	2	2	-	-	2	2	-	2	2	-	-	-	-	-	-
CO6	3	3	-	3	-	-	2	-	3	-	2	-	-	-	-



Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Media law and Ethics
Course Code	MJMC404

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C	
					4	0	0	4	
Course Type	Theory only								
Course Category	Discipline Core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to define and utilize key concepts, terminology, and theoretical frameworks related to Freedom of the Press and the Law(BL1-Remember)</p> <p>CO2- Students will be able to understand and analyse Media laws pertaining to the State, Citizens, Judiciary, Legislature and Parliament(BL2-Understand)</p> <p>CO3- Students will be able to apply Acts and Laws to their own life experiences and the world around them.(BL3-Apply)</p> <p>CO4- Students will be able to Examine regulatory agencies and bodies responsible for overseeing media industries, including their roles in licensing, content regulation, and enforcement of media laws.(BL4-Analyze)</p> <p>CO5- Students will Study professional codes of ethics and guidelines adopted by media organizations and industry associations to uphold ethical standards and best practices. (BL2-Understand)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)					

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Freedom of the Press and the Law	<p>1.1 Salient Features of Indian Constitution: Relevance of Fundamental Rights and Directive Principles</p> <p>1.2 Article 19(1)(a) of the Indian Constitution-Freedom of speech and expression</p> <p>1.3 Article 19(2) reasonable restrictions to freedom of speech and expression.</p> <p>1.4 First Press Commission and Second Press Commission.</p> <p>1.5 The Press Council Acts, National Emergency.</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	10
Unit – 2: Media laws pertaining to the State, Citizens, Judiciary, Legislature and Parliament	<p>2.1 Difference between IPC and CRPC.</p> <p>2.2 The State: Sedition-incitement to violence (section 121 IPC) IPC 121 read with 511 inflammatory writing (IPC 353) and CRPC</p> <p>2.3 Citizens: Defamation (IPC (499) 500) civil and criminal defamation-libel</p> <p>2.4 Legislature: Parliamentary privileges / Articles 105 (Parliament) Article 194 (State Legislation)</p> <p>2.5 Judiciary: Contempt of Court, Covering and reporting court proceedings (Article 361A)</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	10

	<p>2.6 Common court terminology -Plaintiff, defendant, affidavit, evidence, prosecution, conviction, accused, acquittal, bail, prima facie, sub Judice, Summon, Warrant.</p>		
Unit – 3 Acts and Laws	<p>3.1 Press and Registration of Books Act. 1867/1955 role of RNI</p> <p>3.2 Role and functions of the Registrar of Newspapers</p> <p>3.3 Intellectual Property Rights: Design and Patent Act, Copyright Act 1957, Official Secrets Act 1923 and Right to Information Act 2005, Working Journalist Act 1955</p> <p>3.4 Right to Privacy, Press & Privilege of Parliament and state Legislature</p> <p>3.5 Prasar Bharti Act, ASCI commercial code, Editor Guild.</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	10
Unit – 4: Electronic and New Media Laws	<p>4.1 The Commercial and Broadcasting Codes of AIR & Doordarshan</p> <p>4.2 Cable Television Act and Cinematography Act</p> <p>4.3 Cyber Law: IT Act of 2000; Amendment of IT Act in 2008; Measures against digital piracy; Social Media and OTT self-regulation</p> <p>4.4 Advertising Standards Council, PRA code of ethics for PR practitioners and</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	8

	<p>DAVP'S code of advertising</p> <p>4.5Joshi Committee, Vardhan Committee, Sengupta Committee, MacBride Commission</p>		
<p>UNIT-5 New Media Ethics</p>	<p>5.1 Definition of New Media Ethics, Rights and Ethical Responsibilities of Content creators,</p> <p>5.2 Understanding Digital Rights and Creative Commons, Ownership Issues,</p> <p>5.3 Copyright infringement, Open Content vs. Free Content,</p> <p>5.4 Content Curation and Limits to Sharing, privacy and other ethical issues, News related ethical issues, ethics for online marketers</p> <p>5.5 Rights and Ethics of Online Readers, Do's and Don'ts's of New Media Ethics, Dealing with Ethical Violations</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	<p>7</p>

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Students will prepare a presentation on the salient features of the Indian Constitution, highlighting key aspects such as fundamental rights, the structure of government, and the role of the judiciary. They should use visual aids to enhance understanding and engagement.</p> <p>Outcome: Students developed a comprehensive understanding of constitutional principles, improved their presentation skills, and fostered lively discussions about the significance of each feature in contemporary governance.</p>	Experiments	BL2-Understand	3
Unit- 2	<p>Assignment: Students will research and present the differences between the Indian Penal Code (IPC) and the Code of Criminal Procedure (CrPC), focusing on their purposes, scopes, and key provisions. They should include examples to illustrate their points clearly.</p> <p>Outcome: Students gained a clearer understanding of criminal law in India, enhanced their analytical skills by comparing legal frameworks, and demonstrated improved ability to communicate complex legal concepts effectively.</p>	Case Study	BL4-Analyze	3
Unit- 3	<p>Assignment: Students will explore the role and functions of the Registrar of Newspapers in India, detailing responsibilities such as the registration of newspapers, monitoring compliance with the Press and Registration of Books Act, and maintaining official records.</p> <p>Outcome: Students developed a thorough understanding of media regulation, improved their research and analytical skills, and demonstrated the importance of the Registrar's role in promoting press freedom and accountability.</p>	Simulation	BL5-Evaluate	4
Unit- 4	<p>Investigate</p>	Role Play	BL3-Apply	4

	<p>Students will investigate the laws governing electronic and new media in India, focusing on key legislation, regulatory frameworks, and issues related to digital rights and online content management.</p> <p>Outcome: Students enhanced their understanding of the evolving legal landscape, critically assessed the implications of these laws on freedom of expression, and demonstrated improved research and analytical skills in contemporary media issues.</p>			
Unit- 5	<p>Case Study:</p> <p>Students will analyze a case study related to ethics in new media, focusing on issues such as misinformation, privacy, or content regulation. They should assess the ethical dilemmas involved and propose solutions based on ethical principles.</p> <p>Outcome: Students gained a deeper understanding of ethical challenges in the digital landscape, enhanced their critical thinking and problem-solving skills, and engaged in thoughtful discussions about the responsibilities of media practitioners in the age of new media.</p>	Case Study	BL4-Analyze	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	24	40	16
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	1. Prabhakar, Manohar and Bhanawat, Sanjeev, (1999), Compendium of Codes of Conduct for Media 2. Professionals, University Book House, Jaipur Trikha, N.K, (1986), The 3. "Media Ethics: Principles and Practices" by Uma Narula 4. "Media Law in India" by Arpan Banerjee 5. "Mass Communication and Journalism in India: Legal and Ethical Concerns" by Kavita S. Karan 6. "Ethics in Media Communication: Cases and Controversies" by Anand Pradhan 7. "Journalism Ethics: A Philosophical Approach" by Christopher Meyers 8. "Cyber Laws and IT Protection" by Pavan Duggal 9. "Media Laws: Mass Communication, Privacy, and Defamation" by S. R. Myneni 10. "Ethics in New Media: A Practical Guide" by Nupur Tiwari 11. "Digital Media Ethics" edited by B.P. Sanjay 12. "Ethical Dimensions of Digital Media" by Shiju Joseph
Articles	
References Books	13. Press Council – A Self-Regulatory Mechanism for the Press, Somaiya Publications, N.D. 14. Olen, Jeffrey, (1988), Ethics in Journalism, Prentice Hall, New Jersey 15. Padhy, K.S, (1984), Indian Press: Role and Responsibility, Ashish Publishing House, N.D 16. Bandyopadhyay, P.K and Arora, Kuldip. S. (1998), Practitioners' Guide to Journalistic Ethics, D.K Publishers 17. Ravindran, R.K., (1999), Handbook of Press Laws and Ethics, Anmol Publications,
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	-	-	1	-	1	-	1	-	-	-	-	-
CO2	-	-	1	1	1	-	-	2	1	-	-	-	-	-	-
CO3	2	-	2	2	1	-	-	-	2	-	1	-	-	-	-
CO4	2	-	-	2	2	-	-	2	3	-	-	-	-	-	-
CO5	3	2	-	3	3	-	-	3	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	A- Media Management
Course Code	MJMC 405 A

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C	
					2	0	2	4	
Course Type	Embedded theory and lab								
Course Category	Discipline Electives								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to gain Conceptual knowledge about growth of the Media industry.(BL2-Understand)</p> <p>CO2- Students will be able to develop understanding about Mass Media Industry(BL2-Understand)</p> <p>CO3- Students will be able to analyse the problems and prospects of the Media Industry. (BL4-Analyze)</p> <p>CO4- Students will be able to develop keen observation about working with different Media Channels.(BL4-Analyze)</p> <p>CO5- Student will be able to justify the working process of media organization (BL5-Evaluate)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)					

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1 Media Management	<p>1.1 Management: Principles, scope, Overview of media landscape in India— Print, Radio, Television, Present Media Scenario, explanation of media in India</p> <p>1.2 Emergence of Digital Media, Regional Media, etc. Media as a Corporate Entity, Media as an Industry, media economy with special reference to Indian market.</p> <p>1.3 Media- Mission, or Profession, emerging trends & challenges</p> <p>1.4 Indian media consumer. - Principles of media management and their significance</p> <p>1.5 Sources of Revenue for Print, Electronic and Digital Media</p> <p>1.6 Foreign equity in Indian media (including print media) New challenges.</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion	10
Unit- 2: Advertisement and management	<p>2.1 Strategy to boost advertisements – competition with other media – management of advertisement department – advertisement manager responsibilities</p> <p>2.2 Apex bodies: DAVP, INS and ABC.</p> <p>2.3 Print Media Management—Ownership patterns, structure of newspaper organization & functions of various departments & personnel.</p> <p>2.4 H.R. Policies of Media personnel, wage board etc</p> <p>2.5 FDI in Media; Strategy to boost circulation – circulation department – functions – circulation manager – need of all round ability – coordination with other departments.</p> <p>2.6 Brand Building for media, Customer Relationship Management (CRM) in print</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10
Unit- 3 Broadcast Management	<p>3.1 Broadcast Management – TV & Radio: Ownership Pattern-: Organizational Structure.</p> <p>3.2 Structural Hierarchy, Functions of various departments and personnel.</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10

	<p>3.3 Programming considerations, Audience research, Programming strategies, ProgrammePromotion, Marketing programmes.</p> <p>3.4 FM radio in India. The market and the audiences,</p> <p>3.5 CBS; an analysis, issues of broadcast management</p>		
Unit-4 Radio and Management	<p>4.1 Management of community radio: principles and scope.</p> <p>4.2 Production and Scheduling, Commercial Marketing policies for revenue generation, Creativity in marketing</p> <p>4.3 Media Audience and Content Consumption</p> <p>4.4 Media Diversity and Representation: Impact of digital technologies on media industries, Convergence of media platforms and content creation, audience behaviour, Rise of social media platforms, User-generated content and participatory culture</p> <p>4.5 Global Media Systems and structures: Globalization of media industries, Cross-border media operations, Cultural hegemony, content control, Challenges and opportunities of media globalization</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	10
Unit 5: Production	<p>5.1 Organize a press conference</p> <p>5.2 Prepare Press release for event</p> <p>5.3 Design a media campaign for Print, Tv, Radio and new Media</p> <p>5.4 Design a media campaign for public awareness</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Students will prepare a presentation on the emergence of digital media, covering its historical evolution, key technologies, and the impact on communication and society. They should highlight significant milestones and trends in digital media development.</p> <p>Outcome: Students developed a comprehensive understanding of digital media's evolution, improved their research and presentation skills, and engaged in discussions about the transformative effects of digital media on information dissemination and cultural practices.</p>	Experiments	BL2-Understand	2
Unit- 2	<p>Create advertisement for Print Media</p> <p>Students will design a print media advertisement for a product or service, focusing on effective messaging, visuals, and layout to attract the target audience. They should incorporate persuasive techniques and adhere to branding principles.</p> <p>Outcome: Students enhanced their creative and marketing skills, gained practical experience in advertising design, and demonstrated an understanding of how to communicate effectively through print media to engage consumers.</p>	Role Play	BL6-Create	8
Unit- 3	<p>Create advertisement for Electronic Media</p> <p>Students will create a video advertisement for electronic media, focusing on storytelling, visual elements, and sound to effectively promote a product or service. They should emphasize clarity and audience engagement throughout the ad.</p> <p>Outcome: Students developed skills in video production and editing, improved their ability to convey messages creatively, and gained insights into the impact of electronic</p>	Role Play	BL6-Create	6

	media on consumer behavior and brand communication.			
Unit- 4	<p>Create advertisement for Radio</p> <p>Students will craft a radio advertisement script for a product or service, focusing on compelling audio elements, catchy slogans, and effective storytelling to engage listeners. They should consider pacing and tone to maximize impact.</p> <p>Outcome: Students enhanced their writing and auditory communication skills, learned to create engaging content for radio, and gained a deeper understanding of how audio elements influence audience perception and response.</p>	Field work	BL6-Create	6
Unit- 5	<p>Press Conference</p> <p>Students will organize a mock press conference on a relevant topic, preparing press releases, coordinating logistics, and practicing responses to potential questions from journalists. They should focus on effective communication and presentation skills.</p> <p>Result: Students gained practical experience in media relations, improved their organizational and public speaking skills, and developed confidence in addressing the press, enhancing their understanding of how to manage public communications effectively.</p>	Seminar	BL4-Analyze	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. James, Redmond; Trager, Robert; Balancing on the Wire– The Art of Managing Media Organizations; Cengage Learning 2. Cranberg, Gilbert; Taking Stock – Journalism and the Publicly Traded Newspaper; Iowa State Press 3. Roberts, Gene; Breach of Faith – A Crisis of Coverage in the Age of Corporate Newspapering; University of Arkansas Press 3. Robert, Gene; Leaving Readers Behind –The Age of Corporate Newspapering; University of Arkansas Press 4. "Media Management: A Casebook Approach" by Arvind Singhal and Everett M. Rogers 5. "Media Management: Text and Cases" by N. Bhaskara Rao 6. "Management of Media and Communication Enterprises" by Amita Batabyal 7. "Media Planning and Management" by Sushil Bahl
Articles	
References Books	8. Albarran, Alan B.; Management of Electronic Media; Wadsworth Publications 9. Herrik, F.Dennis; Media Management in the age of Giants; Surjit Publication 10. Chaturvedi P.D., Business Communication: Skills, Concepts, and Applications, Pearson Education, United States, (2013). 11. KohliKhandekar and Vanita, The Indian Media Business, Sage Publications, (2013). 12. Kothari Gulab, Newspaper Management in India, Bhartiya Book Corporation
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	-	-	-	-	1	-	1	-	-	-	-
CO2	-	1	-	-	1	-	1	-	-	1	-	1	-	-	-
CO3	2	-	1	1	1	-	-	-	2	-	2	-	-	-	-
CO4	-	-	-	-	-	2	-	1	-	1	-	-	-	-	-
CO5	3	2	2	-	2	-	2	-	3	2	-	2	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	B - Entrepreneurship
Course Code	MJMC 405 B

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					2	0	2	4
Course Type	Embedded theory and lab							
Course Category	Discipline Electives							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Student will be able to recall key concepts and principles related to entrepreneurship, such as business planning, market analysis, and opportunity identification. (BL1-Remember)</p> <p>CO2- Student will be able to explain the importance of entrepreneurship in economic development and job creation. (BL2-Understand)</p> <p>CO3- Student will be able to utilize entrepreneurial tools and techniques, such as business model canvas and feasibility analysis, to assess the viability of a business venture. (BL3-Apply)</p> <p>CO4- Student will be able to analyse and evaluate the competitive landscape and market potential for a new business idea. (BL5-Evaluate)</p> <p>CO5- Student will be able to compare the working process of different organization and working process (BL4-Analyze)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit- 1: Introduction to Entrepreneurship	<p>1.1 Meaning and concept of entrepreneurship</p> <p>1.2 History and evolution of entrepreneurship development</p> <p>1.3 Role of entrepreneurship in economic development</p> <p>1.4 Myths about entrepreneurs, agencies in entrepreneurship management and future of Entrepreneurship</p> <p>1.5 Types of entrepreneurs</p> <p>1.6 Barriers to entrepreneurship</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	10
Unit- 2:The Entrepreneur	<p>2.1 Why to become entrepreneur, the skills/ traits required to be an entrepreneur,</p> <p>2.2 Creative and Design Thinking, the entrepreneurial decision process, skill gap analysis,</p> <p>2.3 role models, mentors and support system, entrepreneurial success stories</p> <p>2.4 Decision making and Problem solving</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	10
Unit- 3 Theories of Entrepreneurship	<p>3.1 Models of Entrepreneurship Maslow's theory, Herjuburg's theory, McGragor's theory</p> <p>3.2 Emerging Models of Corporate Entrepreneurship</p> <p>3.3 Meaning and concepts of E- cells, advantages and significance of E-cell</p> <p>3.4 Various activities conducted by E-cell</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	10

Unit 4: Entrepreneurial Culture	<p>4.1 Importance of communication, barriers and gateways to communication,</p> <p>4.2 Listening to people, the power of talk, personal selling, risk taking & resilience, Negotiation.</p> <p>4.3 Entrepreneurial Culture & Society, Women entrepreneurship, Rural Entrepreneurship</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	8
Unit-5: Dimensions of Entrepreneurship	<p>5.1 Entrepreneurial Culture</p> <p>5.2 Entrepreneurial Society</p> <p>5.3 Women Entrepreneurship</p> <p>5.4 Rural Entrepreneurship</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Students will prepare a presentation on the role of entrepreneurship in economic development, exploring how startups and small businesses drive innovation, create jobs, and stimulate growth. They should include case studies and examples to illustrate their points.</p> <p>Outcome: Students developed a comprehensive understanding of the impact of entrepreneurship on economies, enhanced their research and presentation skills, and engaged in discussions about the challenges and opportunities facing entrepreneurs in today's market.</p>	Experiments	BL2- Understand	3
Unit- 2	<p>Analyze</p> <p>Students will analyze decision-making and problem-solving processes, exploring various models and strategies for effective outcomes in personal and professional contexts. They should provide real-life examples to illustrate their understanding.</p> <p>Outcome: Students improved their critical thinking and analytical skills, gained insights into structured approaches to decision-making, and engaged in discussions about the importance of effective problem-solving in everyday life and leadership.</p>	Case Study	BL4-Analyze	4

Unit- 3	<p>Explore</p> <p>Students will explore models of entrepreneurship through the lens of Maslow's Hierarchy of Needs, examining how entrepreneurs' motivations align with the different levels of the theory. They should analyze case studies to illustrate these connections.</p> <p>Outcome: Students gained insights into the psychological drivers behind entrepreneurial behavior, improved their analytical skills, and fostered discussions on how understanding these motivations can enhance entrepreneurial success and innovation.</p>	Role Play	BL5-Evaluate	4
Unit- 4	<p>Research</p> <p>Students will research and present on personal selling techniques, focusing on the sales process, building customer relationships, and effective communication strategies. They should include role-playing scenarios to demonstrate key concepts.</p> <p>Outcome: Students developed practical sales skills, improved their ability to engage with customers, and gained confidence in applying personal selling techniques, leading to a deeper understanding of the sales process and its importance in business.</p>	Research Paper Presentation	BL6-Create	4
Unit- 5	<p>Investigation</p> <p>Students will investigate the role of women in entrepreneurship, examining barriers they face, success stories, and the impact of women-led businesses on the economy. They should present their findings using data and case studies.</p> <p>Result: Students gained a deeper understanding of the challenges and contributions of women entrepreneurs, enhanced their research and presentation skills, and engaged in discussions about promoting gender equality in the entrepreneurial landscape.</p>	Virtual Labs	BL4-Analyze	3

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8

Part E

Books	1. "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries. 2. "Zero to One: Notes on Startups, or How to Build the Future" by Peter Thiel and Blake Masters. 3. "The Art of the Start 2.0: The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything" by Guy Kawasaki.
Articles	
References Books	1. "The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company" by Steve Blank and Bob Dorf. 2. "Disciplined Entrepreneurship: 24 Steps to a Successful Startup" by Bill Aulet. "The Four Steps to the Epiphany" by Steve Blank. 3. "Venture Deals: Be Smarter Than Your Lawyer and Venture Capitalist" by Brad Feld and Jason Mendelson.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	1	-	-	-	-	-	-	-	-	-
CO2	-	-	-	1	-	1	-	-	-	-	1	-	-	-	-
CO3	2	-	-	2	-	-	-	-	-	-	2	-	-	-	-
CO4	2	-	2	3	2	-	-	-	-	-	3	-	-	-	-
CO5	3	-	-	-	-	-	2	-	-	2	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Development Research Methods
Course Code	MJMC406A

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Discipline Electives							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to identify the overall process of designing a research study from its inception to its report. (BL2-Understand)</p> <p>CO2- Students will be able to understand development research design, and be able to choose rigorous and practical research methods to address a problem focused research question(s) (BL3-Apply)</p> <p>CO3- Students will be able to distinguish a purpose statement, a research question or hypothesis and a research objective. (BL4-Analyze)</p> <p>CO4- Students will be able to link between quantitative research question and data collections and how research question are operationalised in educational practice. (BL4-Analyze)</p> <p>CO5- Students will be able to design a good qualitative/quantitative purpose statement and a good central question in qualitative/quantitative research. (BL6-Create)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1:	<p>1.1 Different types of Development Studies: forms of studies and typical research questions; development research-development work continuum</p> <p>1.2 Development Research Methods: Ethics and Values</p> <p>1.3 Understanding the 'field' and the 'fieldworker'</p> <p>1.4 Qualitative development research methods (interviews, focus groups, participatory methods and approaches, diaries and case studies)</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	7
Unit – 2:	<p>2.1 Research methods and possible combinations: quantitative methods; mixed methods;</p> <p>2.2 Interdisciplinary perspectives; problem analysis in logical framework approach</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	5
Unit – 3	<p>3.1 Selected development issues and approaches: evolving approaches in poverty evaluation;</p> <p>3.2 Gender analysis and approaches to gender mainstreaming;</p> <p>3.3 Challenges of implementing rights-based approaches; social capital assessments</p>	T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing	7

Unit – 4	<p>4.1 Interpretation of Data and Paper Writing- Layout of a Research Paper, Journals, Impact factor of Journals,</p> <p>4.2 When and where to publish? Ethical issues related to publishing, Plagiarism and Self-Plagiarism.</p> <p>4.3 Use of Encyclopedias, Research Guides, Handbook etc.,</p> <p>4.4 Academic Databases for Computer Science Discipline.</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion. T8: Simulations and Role Playing</p>	
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Students will prepare a presentation on the ethics and values in development research methods, covering topics such as informed consent, confidentiality, and the impact of research on communities. They should highlight best practices and ethical guidelines.</p> <p>Outcome: Students developed a nuanced understanding of ethical considerations in research, improved their ability to critically assess the implications of their work, and fostered discussions on the importance of integrity and responsibility in development research.</p>	Experiments	BL2- Understand	4
Unit- 2	<p>literature review</p> <p>Students will write a literature review on a specific topic, summarizing key findings, methodologies, and gaps in existing research. They should critically analyze the sources and synthesize information coherently.</p> <p>Outcome: Students developed stronger analytical skills, gained deeper insights into their topics, and enhanced their ability to connect research findings, resulting in well-structured and informative reviews.</p>	Role Play	BL4-Analyze	3
Unit- 3	<p>create a questionnaire</p> <p>Students will create a questionnaire on a chosen research topic, including open and closed-ended questions to gather relevant data. They should ensure clarity and relevance in their questions to effectively capture responses.</p> <p>Outcome: Students learned to design effective data collection tools, demonstrated improved understanding of survey methodology, and engaged in critical thinking about how to elicit meaningful information from participants.</p>	Field work	BL6-Create	3

Unit- 4	<p>Research Proposal Assignment</p> <p>Students will draft a research proposal on a topic of their choice, outlining their research question, objectives, methodology, and expected outcomes. They should emphasize the significance of their research and review relevant literature.</p> <p>Outcome: Students enhanced their ability to formulate clear research questions, structured their proposals logically, and demonstrated a greater understanding of the research process, leading to more focused and viable research plans.</p>	Research Paper Presentation	BL6-Create	8
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Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	14	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	<p>1. Sumner, A. and Tribe, M. (2008), International Development Studies: Theories and Methods in Research and Practice, Sage London. 2. M. N. Srinivas, (1979), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, Oxford India. 3. "Research Methods in Development Studies: A Handbook for Students and Practitioners" by Vivek Srinivasan 4. "Research Methodology in Development Studies" by S. Gopalakrishnan 5. "Methods for Development Work and Research: A New Guide for Practitioners" by Brigitte Jordan and Stuart W. Shulman 6. "Development Studies: A Reader" edited by A.R. Desai 7. "Understanding Development: People, Markets and the State in Mixed Economies" by R.K. Mishra 8. "Research Methodology: Methods and Techniques" by C.R. Kothari</p>
Articles	
References Books	<p>• Mikkelsen, B. (2005), Methods for Development Work and Development Research, second ed., SAGE. • Desai, V. and Potter Robert B. (2006), Doing Development Research, SAGE. • Thomas A. and Mohan G. (2007), Research Skills for Policy and Development. How to find out fast, Sage Publications.</p>
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	1	-	1	-	1	1	1	1	-	-	-
CO2	-	-	-	1	1	1	-	1	-	-	-	-	-	-	-
CO3	1	1	2	2	-	2	-	-	-	-	-	-	-	-	-
CO4	2	-	2	2	-	1	-	2	-	-	-	-	-	-	-
CO5	3	-	-	3	-	-	-	-	-	2	2	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2024-2025

(SOJMC)(MA_JMC)

Title of the Course	Indian Political Thoughts
Course Code	MJMC406B

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Discipline Electives							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Students will be able to categorize the political thoughts and the key characteristics of various Indian political ideologies. (BL4-Analyze)</p> <p>CO2- Students will be able to Explain the philosophical foundations of different Indian political schools of thought. (BL2-Understand)</p> <p>CO3- Students will be able to Apply the concepts from Indian Political Thought to analyse and discuss contemporary political issues. (BL3-Apply)</p> <p>CO4- Students will be able to Analyse the impact of historical Indian political thought on the present-day political landscape. (BL4-Analyze)</p> <p>CO5- Students will be able to Evaluate the relevance of traditional Indian political concepts in the context of global politics and governance (BL5-Evaluate)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit – 1: Modern Indian Political Thought	<p>1.1 Legacy and influence of the past on Modern Indian Political Thought</p> <p>1.2: Colonial Modernity and the Nationalist Response and Perspective.</p> <p>1.3: Dialectical interaction between ideas and contexts: Socio-historical contexts and the socio-political changes that the ideas aimed and Influence on the articulation of Nationalism and freedom struggle</p> <p>1.4 Liberal Thinker: European Enlightenment and Raja Rammohan Roy.</p> <p>1.5 Making of an Indian social reformer: From Arya Mahila Samaj to Mukti Mission (renamed Ramabai Mukti Mission)</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.</p>	7
Unit – 2: Gandhi and women education in India	<p>2.1 Women's Education and Emancipation in India</p> <p>2.2 Woman's Place in Religion and Society</p> <p>2.3 Swami Vivekananda's Philosophy and Interpretation of the Vedanta Philosophy</p> <p>2.4 mahatma Gandhi's perspective of Swaraj.</p> <p>2.5 Characteristics of Swaraj: Complementariness of negative and positive characteristics of Swaraj in Gandhian formulation</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion.</p>	7
Unit – 3 Ambedkar's	<p>3.1 B.R. Ambedkar as a social reformer and constitutionalist and the leader of the</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia</p>	6

<p>perspective and social democracy</p>	<p>Depressed Classes.</p> <p>3.2 Ambedkar's Critique of the Hindu SocialSystem.</p> <p>3.3 Social Democracy as a basis of Social Justice: Centrality of Liberty, equality and fraternity</p> <p>3.4 State Socialism as a means to achieve Social Justice</p> <p>3.5 Tagore's perception of the dual role nationalism: Spirit of the West and the Nation of the West</p>	<p>Presentations and Use of Technology T4: Peer review and Discussion.</p>	
<p>Unit – 4: Savarkar, lohia and Nehruvian thoughts</p>	<p>4.1 Savarkar philosophy of Hinduism and theory of cultural nationalism.</p> <p>4.2 Hindutva, as a political philosophy and the perspective of 'Hindu rashtra'</p> <p>4.3 Nehruvian thoughts on socialism and the vision of India and need for secularism.</p> <p>4.4 Lohias thoughts of Socialism and his Critique of Western Ideologies.</p> <p>4.5 New Socialism: Infusing the spirit of Gandhism into western understanding of socialism and economic system rooted in the small machine technology.</p>	<p>T1: Lecture and interactive session T2: Case studies and real-world examples T3: Multimedia Presentations and Use of Technology T4: Peer review and Discussion</p>	<p>5</p>

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit- 1	<p>Presentation</p> <p>Students will create a presentation on Indian political thought, exploring key philosophers, their ideologies, and the historical context of their contributions to Indian politics. They should highlight the relevance of these ideas in contemporary governance.</p> <p>Outcome: Students deepened their understanding of influential political theories, enhanced their analytical skills by connecting historical thought to modern issues, and engaged in stimulating discussions about the impact of these ideas on current political practices.</p>	Experiments	BL2-Understand	3
Unit- 2	<p>Case Study</p> <p>Students will analyze the role of Mahatma Gandhi in promoting women's education in India, examining his philosophies, initiatives, and their impact on society. They should include historical context and evaluate the lasting effects of his efforts.</p> <p>Outcome: Students gained insights into the intersection of gender and education, improved their research and analytical skills, and developed a greater appreciation for Gandhi's contributions to social reform and women's empowerment in India.</p>	Case Study	BL4-Analyze	4
Unit- 3	<p>Analyze</p> <p>Students will analyze B.R. Ambedkar's perspective on social democracy, focusing on his views regarding caste, equality, and the importance of social justice in the Indian context. They should critically evaluate how his ideas influenced democratic principles and policies.</p> <p>Result: Students developed a deeper understanding of Ambedkar's contributions to social justice, enhanced their analytical skills through critical engagement with his writings, and recognized the relevance of his ideas in contemporary discussions on equality and democracy.</p>	Role Play	BL5-Evaluate	5

Unit- 4	<p>Comparison</p> <p>Students will compare and contrast the political thoughts of Vinayak Savarkar, Ram Manohar Lohia, and Jawaharlal Nehru, examining their ideologies on nationalism, social justice, and governance. They should highlight key differences and similarities in their visions for India.</p> <p>Result: Students gained a nuanced understanding of diverse political ideologies in Indian history, improved their comparative analysis skills, and fostered engaging discussions about how these thoughts continue to shape contemporary Indian politics.</p>	Experiments	BL4-Analyze	5
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Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	20	30	12	20	8
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	Appadorai, A., Political Thought in India, 400 B.C.–1980, Delhi: Khama Publishers, 2018. 2. Prasad, Beni, The Theory of Government in Ancient India, Allahabad: The Indian Press. 1927. 3. Pantham, Thomas and Deutsch, Kenneth L. (eds.), Political Thought in Modern India, New Delhi: Sage Publications, 1986. 4. "Modern Indian Political Thought" by V.R. Mehta 5. "Indian Political Thought: Themes and Thinkers" by K. Srinivas Rao 6. "Political Ideas in Modern India: Thematic Explorations" by V. R. Mehta 7. "Indian Political Thought: A Reader" edited by A. Raghuramaraju 8. "Gandhi and Women" edited by A.R. Nanda 9. "Gandhi and Women's Empowerment: Gender and Development in India" by Gita Dharampal-Frick 10. "Dr. Ambedkar's Vision of Social Justice" edited by Shyam Chand 11. "Ambedkar and Indian Democracy" by Sukhadeo Thorat and Narender Kumar 12. "V.D. Savarkar: Myths and Facts" by Dhananjay Keer 13. "Ram Manohar Lohia: The Man and His Mind" by Kusum Lata 14. "Nehru: A Political Biography" by Michael Brecher
Articles	
References Books	Guha, Ramachandra, Makers of Modern India, New York & London: Penguin Viking, 2010. 2. Jha, Mitra Nandan, Modern Indian Political Thought: Ram Mohan Roy to Present Day, Meerut: Meenakshi Prakashan, 1975. 3. Chakrabarty, Bidyut and Rajendra Kumar Pandey, Modern Indian Political Thought: Text and Context, New Delhi: Sage, 2020. 4. Chatterjee, Partha, Nationalist Thought and the Colonial World: A Derivative Discourse. New Delhi: Oxford University Press, 1986. 5. Singh, Aakash and Mohapatra, Silika (eds.), Indian Political Thought: A Reader, New York: Routledge, 2010.
MOOC Courses	
Videos	

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	-	-	-	1	1	-	-	-	-	-	-
CO2	-	1	-	1	1	1	1	-	-	1	1	1	-	-	-
CO3	2	-	1	-	-	-	-	2	2	-	1	-	-	-	-
CO4	2	2	-	2	-	-	-	-	-	-	-	-	-	-	-
CO5	3	-	2	-	2	-	-	3	3	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

