



B. A.

MASS COMMUNICATION

CURRICULUM STRUCTURE

First Semester Examination, November /December 2018

Second Semester Examination, March /April 2019

Third Semester Examination, November /December 2019

Fourth Semester Examination, March /April 2020

Fifth Semester Examination, November / December 2020

Sixth Semester Examination, March / April 2021

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Programme Outcome (Po)

The students graduating from the Mass communication program will be able to:

Po1 [Critical Thinking] - Develop a critical and epistemological thinking in national and international politics, economy, ethics, culture, religion, and social institutions.

Po2 [Effective Communication] - Clearly and coherently use spoken and written words for narrative, descriptive and analytical methods in informational, persuasive and creative purposes.

Po3 [Social Interaction] - Comprehend and apply social interactions in socio-political economy, cultural, and developmental diaspora from the grassroots level to the new media to embrace difference.

Po4 [Effective Citizenship] - serve media industry interests as a means toward the greater goal of serving the public, and to also directly promote news literacy

Po5 [Ethics] - Apply ethical communication, principles and practices in academic, journalistic, personal, vocational and civic situations.

Po6 [Environment and sustainability] - Understand the responsibility as a journalist and media student to improve the environment in which they operate and to engage in strategies and practices that promote sustainability.

Po7 [Self-directed and lifelong learning] - Education for life *not* living.

Programme Specific Outcome (Pso)

The students of the Mass communication program will be able to:

Pso1- Comprehend, synthesize and employ Communication theories, perspectives, principles, and concepts to create messages appropriate to the audience, purpose, and context

Pso2- Demonstrate the ability to critically analyze messages and apply rhetorical principles in a variety of creative, cinematic, organizational, professional and journalistic venues.

Pso3- Demonstrate the ability to accomplish communicative goals (self-efficacy) and engage in Communication inquiry

Pso4- Have life skills that create self-awareness and empower students, facilitating all-round development and influence public discourse

BA Mass Communication

CURRICULUM

2018

SEMESTER I

S.No.	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	18ENG102	English	English I	1 0 2	2
2.	-	Language	Language – Paper I	1 0 2	2
3.	18CMJ101	Core Module	Critical Orientation to Communication	4 0 0	4
4.	18CMJ102	Print Stream	Writing	1 1 2	3
5.	18CMJ103	Humanities	World History: Key Perspectives	3 0 0	3
6.	18CMJ110	Core Module	Current Affairs Analysis I	1 0 0	1
7.	18SSK101		Self Awareness and Personal Growth	1 0 0	1
8.	18CMJ181	New Media Stream	Computer and Web Application	0 1 4	3
9.	18CUL101		Cultural Education I	2 0 0	2
Total 21					

SEMESTER II

S.No.	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	18ENG111	English	English II	1 0 2	2
2.		Language	Language paper II	1 0 2	2
3.	18CMJ111	Core Module	Communication Theories	4 0 0	4
4.	18CMJ112	Core Module	Indian Constitution and Media Laws	3 0 0	3
5.	18CMJ113	Print Stream	Writing for Media	1 1 2	3
6.	18CMJ120	Core Module	Current Affairs Analysis: II	1 0 0	1
7.	18ENV300	Humanities	Environmental Science and Sustainability	3 0 0	3
8.	18CMJ185	New Media Stream	Web Design and Development: Lab I	0 1 4	3
9.	18CUL111		Cultural Education II	2 0 0	2
Total 23					

SEMESTER III

S.No.	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	18CMJ201	Core Module	Journalism Ethics	4 0 0	4
2.	18CMJ202	Core Module	Political Communication	3 0 0	3
3.	18CMJ203	Print Stream	Reporting and Editing	1 1 4	4
4.	18CMJ204	Broadcast Stream	Digital Photography and Videography	1 0 4	3
5.	18CMJ205	IMC Stream	Advertising and Communication	3 1 0	4
6.	18CMJ210	Core Module	Current Affairs Analysis III	1 0 0	1
7.	18ECO201	Humanities	Economics	3 0 0	3
8.	18CMJ281	New Media Stream	Web Design and Development Lab II	0 1 4	3
9.	18AVP201		Amrita Values Programme I	1 0 0	1
Total 26					

Winter Internship**

SEMESTER IV

S.No.	Course Code	Structural Framework	Courses Title	L-T-P	Credits
1.	18CMJ211	Core Module	Approaches to Media and Communication Research	4 0 0	4
2.	18CMJ212	Print Stream	Multi-media Reporting	1 1 4	4
3.	18CMJ213	Broadcast Stream	Broadcast Journalism: Radio and Television	2 0 2	3
4.	18CMJ214	IMC Stream	Corporate Branding and Event Management	2 1 0	3
5.	18CMJ215	New Media Stream	Multimedia Storytelling	2 1 0	3
6.	18CMJ220	Core Module	Current Affairs Analysis IV	1 0 0	1
7.			Open Elective A	1 1 2	3
8.	18CMJ285	New Media Stream	Web Application Architectures Lab	0 1 4	3
9.	18CMJ001		Data Analysis Techniques for Qualitative Research	0 0 2	1
10.	18AVP211		Amrita Values Programme II	1 0 0	1
Total					26

Summer Internship****SEMESTER V**

S.No.	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	18CMJ301	Core Module	Media, Technology and Society	3 0 0	3
2.	18CMJ302	Core Module	Sociology of Media Coverage	3 0 0	3
3.	18CMJ303	Print Stream	In Depth Journalism and Editing	1 1 4	4
4.	18CMJ304	Broadcast Stream	Programme Production: Radio and Television	1 1 4	4
5.	18CMJ305	IMC Stream	Visual Design in Media	1 0 4	3
6.	18CMJ306	IMC Stream	Corporate Social Responsibility	3 0 0	3
7.	18CMJ310	Core Module	Current Affairs Analysis V	1 0 0	1
8.			Open Elective B	1 1 2	3
9.	18CMJ002		Data Analysis Techniques for Quantitative Research	0 0 2	1
10.	18CMJ392	Industry Practice	internship		P/F
Total 25					

SEMESTER VI

S.No	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	18CMJ311	Core Module	Film Studies	2 0 2	3
2.	18CMJ312	Print Stream	Newspaper and Magazine Production	2 0 4	4
3.	18CMJ313	New Media Stream	Digital Content Marketing	3 1 0	4
4.	18CMJ320	Core Module	Current Affairs Analysis VI	10 0	1
5.	18CMJ398	Core Module	Media Project		4
6.	18CMJ399	Core Module	Research Project and Viva Voce		4
Total 20					

Total credits for the programme:141**** 30 days of Internship in a media organization is a requisite for qualifying the degree**

LANGUAGE – PAPER I

Course Code	Course Title	L – T – P	Credits	ES
18HIN102	Hindi I	1 0 2	2	B
18MAL102	Malayalam I	1 0 2	2	B
18TAM102	Tamil I	1 0 2	2	B

LANGUAGE – PAPER II

Course Code	Course Title	L – T – P	Credits	ES
18HIN112	Hindi II	1 0 2	2	B
18MAL111	Malayalam II	1 0 2	2	B
18TAM111	Tamil II	1 0 2	2	B

Open Elective A (IV Semester)

S.No	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	18OEL281		Documenting Social Issues	1 1 2	3
2.	18OEL293		Reporting Rural Affairs	1 1 2	3

Open Elective B (V Semester)

S.No	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	18OEL233		Citizen Journalism	1 1 2	3
2.	18OEL236		Development Journalism	1 1 2	3

EVALUATION SCHEME AND GRADING SYSTEM

R.13 Assessment Procedure

R.13.1 The academic performance of each student in each course will be assessed on the basis of Internal Assessment (including Continuous Assessment) and an end-semester examination.

Normally, the teachers offering the course will evaluate the performance of the students at regular intervals and in the end-semester examination.

In theory courses (that are taught primarily in the lecture mode), the weight for the Internal Assessment and End-semester examination will be 50:50. The Internal assessment in theory courses shall consist of at least two periodical tests, weekly quizzes, assignments, tutorials, viva-voce etc. The weight for these components, for theory-based courses shall be 20 marks for the Continuous assessment, comprising of Quizzes, assignments, tutorials, viva-voce, etc. and 15 marks each for both the Periodical Tests.

At the end of the semester, there will be an end-semester examination of three hours duration, with a weight of 50 marks, in each lecture-based subject.

R.13.2 In the case of laboratory courses and practical, the relative weight for internal assessment and End-semester examination will be 80:20. The weight for the components of internal assessment will be decided by the course committee/class committee at the beginning of the course.

Evaluation pattern for course having both Theory and Lab components:

Courses having only one hour per week for lecture/tutorial, be treated as a Lab. course, for evaluation purposes; and evaluation pattern will be 80 marks for continuous assessment of lab work and 20 marks for end-semester lab examination.

Courses having two hours per week for theory and/or tutorials, be given a weight of 60 marks and 40 marks for the Theory and Lab components, respectively; The Lab. component evaluation will be based on continuous evaluation, without any end-semester practical evaluation. 10 marks will be for continuous assessment of the theory portion, 10 marks for each of the two periodical tests, 30 marks for the theory end-semester examination and 40 marks for continuous assessment of lab work and

Courses having three hours per week for theory and/or tutorials, be given a weight of 70 marks and 30 marks for the Theory and Lab components, respectively; The Lab component evaluation will be based on continuous evaluation, without any end-semester practical evaluation. 15 marks will be for continuous assessment of the theory portion, 10 marks for each of the two

periodical tests, 35 marks for the theory end-semester examination and 30 marks for continuous assessment of lab work.

R.13.3 It is mandatory that the students shall appear for the end-semester examinations in all theory and weight courses, for completion of the requirements of the course. Those who do not appear in the end-semester examinations will be awarded 'F' grade, subject to meeting the attendance requirement.

At the end of a semester, examinations shall be held for all the subjects that were taught during that semester and those subjects of the previous semester s for which the student s shall apply for supplementary examination, with a prescribed fee.

R.13.4 PROJECT WORK: The continuous assessment of project work will be carried out as decided by the course committee. At the completion of the project work, the student will submit a bound volume of the project report in the prescribed format. The project work will be evaluated by a team of duly appointed examiners.

The final evaluation will be based on the content of the report presentation by student and a viva-voce examination on the project. There will be 40% weight for continuous assessment and the remaining 60% for final evaluation.

If the project work is not satisfactory he/she will be asked to continue the project work and appear for assessment later.

R.14 PUBLICATION / INTERNSHIP

R.14.1 All students, if they are to be considered for award of the Degree at the time of graduation, are required to have published ONE paper in Scopus-indexed Journal/Conference.

R.14.2 Additional 5-10 marks will be awarded for each Publication, subject to a maximum of ONE paper per semester.

The additional marks shall be awarded in the semester in which the paper is published or accepted for publication, if applied for, within 10 days of the publication of results of the concerned semester. The additional marks can be awarded to any course(s) where the student has to improve his/her grade.

R.14.3 All publications shall be in Scopus-indexed Journals/Conferences and shall be as per the guidelines prescribed by the University.

R.14.4 Students who have undergone Internship at reputed organizations or National / International Institutions, with the prior approval of the concerned Departmental Chairperson and the Head of the School, may be considered for waiver of the requirement of publication, for the award of Distinction. However, the decision of the Departmental Chairperson and the Head of the School, in this regard, shall be final.

Students of the UG PROGRAMMES IN Fine Arts, Visual Media and Corporate Communication, who have produced a Project-output like Video Production/ Animation/Portfolio/Graphic Output/Feature/Documentary/Programme etc. at the end of the programme, can be considered for waiver of the requirement of one publication for the award of the Degree, provided these outputs are judged and approved by a panel consisting of at least one industry / Academic External Expert identified by the Department.

R.16 Grading

R.16.1 Based on the performance in each course, a student is awarded at the end of the semester, a letter grade in each of the courses registered.

Letter grades will be awarded by the Class Committee in its final sitting, without the student representatives.

The letter grades, the corresponding grade points and the ratings are as follows:

Letter Grade	Grade Points	Ratings
O	10.00	Outstanding
A+	9.50	Excellent
A	9.00	Very Good
B+	8.00	Good
B	7.00	Above Average
C	6.00	Average
P	5.00	Pass
F	0.00	Fail
FA	0.00	Failed due to insufficient attendance
I	0.00	Incomplete (awarded only for Lab courses/ Project / Seminar)
W		Withheld

R.16.2 'FA' grade once awarded stays in the record of the student and is replaced with the appropriate grade when he/she completes the course successfully later.

Students who have secured an 'FA' in a course must re-register for the course or register for the course, if offered, under run-time re-do mode.

R.16.3 A student who has been awarded 'I' Grade in a Lab course, due to reasons of not completing the Lab., shall take up additional Lab. whenever offered next and earn a pass grade, which will be reflected in the next semester's grade sheet.

The 'I' grade, awarded in a Project/Seminar course, will be subsequently changed into appropriate grade, when the student completes the requirement during the subsequent semester. If he/she does not complete it in the next semester, it will be converted to 'F' grade.

R.16.4 A student is considered to have successfully completed the course and earned the credit, if he/she scores a letter grade 'P' or better in that course.

R.21 Semester Grade Point Average (SGPA)

On completion of a semester, each student is assigned Semester Grade Point Average (SGPA) which is computed as below for all courses registered by the student during that semester.

$$\text{Semester Grade Point Average} = \sum (C_i \times G_{pi}) / \sum C_i$$

where C_i is the credit for i th course in that semester and G_{pi} is the grade point for that course.

The summation is over all the courses registered by the student during the semester, including the failed courses. The SGPA is rounded off to two decimals.

R.22 Cumulative Grade Point Average (CGPA)

The overall performance of a student at any stage of the Degree programme is evaluated by the Cumulative Grade Point Average (CGPA) up to that point of time.

$$\text{Cumulative Grade Point Average} = \sum (C_i \times G_{pi}) / \sum C_i$$

where C_i is the credit for i th course in any semester and G_{pi} is the grade point for that course.

The summation is over all the courses registered by the student during all the semesters up to that point of time, including the failed courses. The CGPA is also rounded off to two decimals.

R.23 Ranking

The ranking of the students in a batch at any intermediate or final stage is based on CGPA. Only those students who have passed all courses up to that stage in the first attempt are considered for ranking. Students are eligible for final ranking, only if the programme is completed within the normal duration, i.e., within two years from joining the programme.

R.24 Classification of successful candidates:

R.24.1 A student shall be considered to have successfully completed the programme, if he/she has:

- i) registered and successfully completed all the core courses, electives and projects as mentioned in the curriculum;
- ii) earned the required minimum number of credits as specified in the curriculum corresponding to the programme, within the stipulated time;
- iii) published a paper at a Scopus-indexed Journal/Conference.

R.24.2 Candidates who have successfully completed the programme, within a period of four semesters from entering the programme, shall be classified as follows:

Candidates securing a CGPA of 8.00 and above – FIRST CLASS WITH DISTINCTION *

Candidates securing a CGPA between 6.50 and 7.99 – FIRST CLASS

and the same be mentioned in the Degree certificate;

(*subject to satisfying the condition mentioned at R.14.1 and having passed all the courses, in the first attempt, in four semesters, from the date of joining the programme)

If the programme is completed after four semesters of study, the candidates securing even a CGPA of 8.00 and above, shall be classified to have completed the programme, only with FIRST CLASS.

SYLLABI

18ENG102

English I

1 0 2 2

Course Objective: Get students acclimatized to rudiments of English for Journalism.

Course Outcome: *By the end of the course the students will be able to:*

1. Read critically and interpret texts with attention to form and genre
2. Understand the approach towards a deliberate writing process with emphasis on inquiry, audience, and revision.
3. Differentiate between genres of writing, understand the formal elements of language use in those genres, and write for varied audiences, in print and/or digital contexts (blogs).
4. To read works of criticism and theory, situating their own readings of primary and secondary texts in relation to larger critical debates.
5. Demonstrate the ability to prepare, organize, and deliver their work to the public

UNIT 1

Vocabulary and Spelling: Importance of short & plain words. Choosing the right/precise word from words having similar meanings/synonyms. Ways of expanding one's active vocabulary. Levels of vocabulary usage: spoken & written.

Spellings: basic principles, common errors, UK and US spellings

UNIT 2

Paragraph and Punctuation: Principles of organizing & developing a paragraph, Topic sentence, Argument- Counter argument, Explanation & illustration, Reiteration, Variation of length, Unity. Punctuations.

UNIT 3

Critical Reading: Analyzing the choice of vocabulary, the sentence structure, the sentence-connectors, the structure of paragraphs and the stylistic features; checking the material for simplicity and precision of expression of the intended meaning.

UNIT 4

Writing: Essay, Precis writing.

UNIT 5

Spoken language: pronunciation, intonation, inflection, stress. Comprehension through listening, listening to various programmes and analysing them for their language and presentation.

References:

Cutts, Martin. The plain English Guide - How to write Clearly & Communicate Better. Oxford University Press.

Seely John. The Oxford Guide to Writing & Speaking.
Evans, Harold. 1972. Newsman's English, Heinmann Publication.
Menon k.S.R.. 1990. Stylebook for Journalists & Writers. Konark Publishers 7. Hicks,
Wynterd. 1993. English for Journalists. Routledge Publication.

Evaluation Pattern R.13 & R.16

18CMJ101	Critical Orientation to Communication	4 0 0 4
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Course Objective: Orienting students to the various aspects of communication and media in democracies.

Course Outcome: *By the end of the course the students will be able to:*

1. Understand the process, functions, types and need for communication and will get oriented with respect to logic, evidence and critical thinking in communication studies.
2. Comprehend the early models of communication developed out of the work of the various schools of thought and will be able to relate theory to media context.
3. Identify the basic conceptualization, categorization, positioning and themes of theories based on the different classifications of media system.
4. Relate theory to practical situations, especially in the media context.
5. Redefine the context of media system analysis in new democracies with respect to media-state intervention and will also be aware of the different formats, size, scope, commercial orientation, media consumption and media access pertaining to the development of Media Industry.

UNIT 1

Introduction to Journalism/Mass Communication. Overview of everyday communication (verbal, non-verbal). Defining types (intrapersonal, interpersonal group and mass) and functions of Communication. Orientation to logic, evidence and critical thinking in communication studies. Introduction to the criteria necessary to deliver individual and group presentations and analyse case studies related to topics learnt.

UNIT 2

Analysis of media practices and media influence on individuals, organizations and social levels: Early theories of media effects- Magic Bullet, Propaganda, Agenda setting, Persuasion and Reinforcement, Semiotics, Encoding-decoding. Elements of media systems, global information flow.

UNIT 3

Classification of media systems and critique: Four Theories of Press (Siebert), Authoritarian, Paternalistic, Commercial and Democratic (Williams), Democratic Participation model (McQuail), Blum's six models, Hallin and Mancini's three models, Yin and Gunaratne's Asian

models of Press. Redefining context of media system analysis in new democracies: Political- Political Regime, Political Structure, Political parallelism, Political culture, freedom of speech.

UNIT 4

Redefining context of media system analysis in new democracies: Cultural - Rational-secular values, self-expression, distance from power, individualism vs collectivism, masculinity vs. femininity.

UNIT 5

Redefining context of media system analysis in new democracies : Media- State intervention- nationalization, privatization, development of media industry – formats, size, scope, consumption, access, commercial orientation, levels of independence in journalistic field and professionalization – autonomy, attitudes and values, regulations of freedom of press.

REFERENCES

1. Hallin, D. C. and Mancini, P. (2004) *Comparing Media Systems: Three Models of Media and Politics*, Cambridge University Press.
2. Hallin, D. C. and Mancini, P. (2011) *Comparing Media Systems beyond the Western World*, Cambridge University Press.
3. Duck, S. and McMahan, D.T. (2010) *Communication in Everyday Life*, Sage.
4. Ivey, A. (2010) *Perfect Presentations: How You Can Master the Art of Successful Presenting*, Ventus Publishing.
5. McKenzie, R. (2007) *Comparing Media from Around the World*, Pearson Education India.
6. Müller, L. (2014) *Comparing Mass Media in Established Democracies: Patterns of Media Performance*, Palgrave Macmillan.
7. Robin L. N and Oliver, M. B (2009) *The SAGE Handbook of Media Processes and Effects*, Sage.
8. Stephen W. L and, Foss, K.A (2010) *Theories of Human Communication*. Tenth Edition, Waveland Press.

Evaluation Pattern R.13 & R.16

18CMJ102	Writing	1	1	2	3
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Course Objective: To train students in basic writing styles appropriate to context.

Course Outcome: By the end of the course the students will be able to:

1. Understand the rhetorical context of writing, elements of good writing and stages of writing.
2. Distinguish between different types of writing and utilize their skills in writing narrative essays with proper usage of figurative language.
3. Apply the writing style appropriate to descriptive essays with respect to places, persons and objects.
4. Demonstrate basic style in writing explanatory essays with respect to comparison and contrast, process essays, cause and effect, definition and problem and solution.
5. Develop their writing skills required for argumentative writing and will be able to present good argumentative essays with all the principles applied.

UNIT 1

Writing for an audience: professionalism in writing – the difference between journal entry, interpersonal communication and writing for an audience. Getting ideas – brainstorming and clustering. Nuances of writing - thinking and writing process-approaches to translation.

UNIT 2

Narrative Writing – Writing anecdotes- narrating an incident. Analyzing narrative non-fiction – examples from newspapers. Difference between fiction and non-fiction narratives.

UNIT 3

Descriptive Writing – Descriptive anecdotes- examples from local and national newspapers. Setting a scene - covering an event.

UNIT 4

Explanatory Writing – picture, object, story from local newspapers – examples of explanatory writing – writing about processes.

UNIT 5

Developing arguments: logic and reason - basics of rhetoric. Appreciating literature – reviewing plays, short stories.

REFERENCES

1. Burack, S. K. (2000) *The Writer's Handbook 2001*, Wisconsin: Kalmbach Publishing.
2. Flaherty, F. (2010) *The Elements of Story – Field notes on Nonfiction Writing*, New York: Harpercollins.
3. Macmillan Literature Series (1987) *Appreciating Literature* New York: Macmillan Publishing Company.
4. Raimes, R (2004) *Grammar Troublespots*, London: Cambridge University Press.
5. Winkler, A. C and Mccuen – Metherell, J. R (2009) *Writing Talk: Writing Sentences and Paragraphs with Readings with NEW MyWritingLab, 5/E*, London: Longman Publishing.

Evaluation Pattern R.13 & R.16

Course Objective: Understand the significance of key turning points in world history and relate it to journalistic events

Course Outcome: *By the end of the course the students will be able to:*

1. Interpret human experiences during various periods in relationship to the place and time in which they occurred in multiple areas of the world.
2. Students will offer multi-causal explanations of major historical developments based on a contextualized analysis of interrelated political, social, economic, cultural and intellectual processes and also demonstrate knowledge of the chronology, narrative, major events, personalities and turning points of the history of world nations like the USA, France, Great Britain, Germany, USSR and so on
3. Able to understand, analyze, and evaluate both evidence and arguments to connect with past with present to have an overview on the future while writing articles or doing research.
4. Able to explain how and why important events happen and change over time occurs.
5. Also gain knowledge on key perspectives of world history and able to communicate it to others both orally and in writing

UNIT 1

Overview of world history, how modern is the nation, facts of history or modern myth? Explanatory Traditions in International Relations: Realism, Liberalism, and Social Constructivism, Theories of Strategic Interaction, International relations in an age of imperialism [1871-1918]-The scramble for Africa-Emergence of USA as a World War power-China and Japan as World Power-Alliance system in Europe-Colonial rule in India, International relations in an age of Uncertainty 1919-33-The peace settlements of 1919-20-Attempts to improve International relations-Problems in Europe 1919-33-American Foreign policy

UNIT 2

International relations in an age of Extremism 1919-39 – Mussolini's Foreign policy-Civil War in Spain-Hitler's Foreign policy-The road to War-Cause and Consequences of World Wars 1 and II:1st and 2nd World Wars as Total Wars: Societal implications; Emergence of two power ;Third World and non-alignment; UNO and the global disputes, China and Japan in an age of development 1919-45 – Implications of the World war era in China-The Kuomintang and its aims-Support for Communism in China-Japan and military dictatorship during 1930-Rapid development and Modernisation

UNIT 3

International Peace and Security 1919-45– The origin and aim of League of Nations-Organisation of League of Nations- Success and failure of the League Nations-origin and aim of the United Nations. International alliances and Institutions for relations- success or failure.

UNIT 4

Post 1945 – Terrorism and warfare - The Cold War, Vietnam War, Islamic revolution, Israeli-Palestinian conflict, Great Recession, Arab Spring, Fukushima Disaster, **The Emergence of Modern Southeast Asia**, African Colonialism, India and its Foreign relation, Domestic politics and international conflict, Dealing with neighbouring countries, socio- economic problems (terrorism, economic sanctions, trade etc)

UNIT 5

Brief overview of secularism in the context of traditional cultures in the developing world, interface of religion, secularism and gender, social movements in gender.

REFERENCES

1. Anderson.M.S. (2003) *The Ascendancy of Europe*, London, UK,Longman.
2. Brogan H (2001) *The Penguin History of the USA*, London, UK,Penguin.
3. Culpinic E., and Henig R (1997), *Modern Europe 1870-1945*, London, UK, Longman.
4. Duiker, W.J (2014) *Contemporary World History*, Cengage Learning.
5. Laqueur, W and Rubin, B.(eds.) (2008). *The Israel-Arab Reader*. New York: Penguin Books (7th, updated edition).
6. Levering, R.B. et al. (2002) *Debating the Origins of the Cold War: American and Russian Perspectives*, (Lanham,M D, Rowman and Littlefield).
7. Morris, B (1991). *Righteous Victims: A History of the Zionist-Arab Conflict, 1881-1999*. New York: Alfred A. Knopf.
8. Turse, N (2013). *Kill Anything that Moves: The Real American War in Vietnam*. New York: MetropolitanBooks.

Evaluation Pattern R.13 & R.16

18CMJ110	Current Affairs Analysis: I	1	0	0	1
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Course Objective: Introduce students to current news and affairs which are high in the world agenda.

Course Outcome: *By the end of the course the students will be able to:*

1. Understand what is news and how to evaluate and analyze it.
2. Understand the news presentation style and identify an event which has a news value.
3. Identify and understand various ethical values which they need to follow while covering a news.
4. Understand the Indian political scenarios how it affects the news and news media firm.
5. Identify the potential of Film as mass media and how it is used to communicate with people on relevant issues.

What makes news and what doesn't – The people who make news – The politics of news - Ethical news coverage – Indian and International films with relevance in the current context.

REFERENCES

1. Newspapers: The Hindu, The Times of India, The Indian Express, The Economic Times, The Guardian, The New York Times, The Wall Street Journal, The Independent .
2. Magazines: Outlook, India Today, Sportstar, TIME
3. Television News: CNN-IBN, NDTV 24 x 7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

Evaluation Pattern R.13 & R.16

18CMJ181	Computer and Web Application	0 1 4 3
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Course Objective: Provide foundation of Computer and Web application principles for effectively using web related applications

Course Outcome: *By the end of the course the students will be able to:*

1. Learn browser compatibility, understanding types of website with user interface.
2. Understand types of multimedia, Know color theory, typography.
3. Create illustration with topics discussed.
4. Learn the basics of HTML and understand links.
5. Work with e book concept in bringing text image and illustration together.

UNIT 1

History & structure of the internet-Introduction to Internet. Understanding Browsers- types of graphics and multimedia available-types of websites, good design vs. bad design. Usability, readability -loading time-color schemes- image choices, advertisements/pop-ups.

UNIT 2

Application software – Operating System (OS) Application (Windows, Linux, Apple) – Microsoft Office, Excel spreadsheets

UNIT 3

Adobe Illustrator- Draw basic shapes-Draw objects- Create vector images- Use blends, gradients, and patterns- Create symbols -Type Formatting - Add graphs.

UNIT 4

Hyper Text markup language (HTML). HTML skeleton. HTML tags for text, links, lists. HTML tags (elements of tags -essential and common tags, html lists (un-orderd, ordered, nested). Creating links (to external sites, internal web pages, special types of links). Web standards for images (graphics). Simple layouts. Creating data tables.

UNIT 5

Site map – creating and submitting sitemaps to search engines. Elements and principles of design – making a theme, navigation aids, bandwidth, simplicity and consistency, integrity and stability, accessibility, browser awareness, laws of usability, instructional designing

REFERENCES

1. Ambrose, G., and Harris, P. (2011) *The Fundamentals of Typography*, A&C Black.
2. Barksdale, E. Turner, S., (2005) *HTML Basics*, Course Technology.
3. Botello, C. (2012) *Adobe Illustrator CS6 Revealed*, Cengage Learning.
4. **Damien, J.** (2010) *Introduction to Computers and Application Software*. Tci
5. James K. L., (2010) *The Internet: a User's Guide*, PHI Learning Pvt. Ltd
6. Sklar, J. (2011) *Principles of Web Design: The Web Technologies Series*, Cengage Learning

Evaluation Pattern R.13 & R.16

18HIN102	HINDI I	102	2
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Course Objective: To teach Hindi for effective communication in different spheres of Social, Education and Media and also make the students to write news stories/ script in the Hindi language.

Course Outcomes: *By the end of the course the students will be able to:*

1. Have Speed, accuracy & spoken proficiency in the Language
2. Develop Conversational communicative & Writing competence in the language
3. Understand Socio – Cultural exchange through Communication channels
4. Understand the contribution of literature in every day social context
5. Develop research interest through travelogue/ secondary reading.

UNIT-1

- a) Alphabets & Phonetics (for reading & writing)
- b) Pronunciation & vocabulary for conversations (for reading & writing)
- c) Common errors and error corrections (for drafting & proof reading)

UNIT-2

- a) Grammar (major element of tense, preposition, gender, noun & pronoun) for writing news & script
- b) Conversations-Short interviews

UNIT -3

Folk music, drama & story: folklore (creative & oral communication)

UNIT- 4

Poem:

- a) Mahadevivarma- ‘Adhikaar’
- b) Anamika: ‘Bejagah’

Kahani

- a) Rajasthan Ki Ek Gaavkee theerthyatra(BheeshmaSahni),
- b) Raychandrabhai: By Mahatma Gandhi –Sathya ke prayog

- UNIT- 5** a) Translation-Bi lingual, Concise drafting in Translation
b) Project in media

References:

1. *Hindi Samay.com.*
2. *Vyavaharik Hindi Vyakaran ,AnuvadthahaRachana : Dr. H. Parameswaran, Radhakrishna publishing House,New Delhi*
3. *Kamtha Prasad Guru : Hindi Vyakaran, Best Book pub House, New Delhi*
4. *Poetry :KavyaGanga-Ed:Chandrashekar –SumanPrakashan; Mysore, kavyaSargam-Ed;Dr.Santhosh Kumar Chathurvedi-LokbharathiPrakashan.*
5. *News Paper and Feature Writing (IGNOU Help book for BHDA-101 in Hindi Medium) (Hindi) Paperback – 2014 [Vinod srivastav](#) (Author)*
6. *Writing for Radio in Hindi Medium (Hindi) Paperback – 2018 by [Shailesh Kumar Chaudhary](#) (Author)*
7. *RADIO AUR DOORDARSHAN PATRAKARITA (AWARDED BOOK)*(Hindi) Hardcover – 2017 by [HARIMOHAN](#) (Author)*

Evaluation Pattern R.13 & R.16

18MAL102	Malayalam-I	1 0 2 2
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Course Objective: Apply knowledge of Malayalam for journalistic writing

Course Outcomes: *By the end of the course the students will be able to:*

1. Develop overall language ability
2. Develop conversational communicative & Writing competence in the language
3. Understand Socio – Cultural exchange through Communication channel
4. Understand the contribution of modern literature.
5. Use the methods of application in Translation

UNIT-1

- a) Introduction to Malayalam language and Literature
- b) Pronunciation & vocabulary for conversations (for reading & writing)

c) Common errors and error corrections (for drafting & proof reading)

UNIT-2 - a) Grammar - writing news & script

b) Conversations - Interviews

UNIT-3

Folk lore, story (creative & oral communication)

UNIT- 4

Poem

a) Lakshmana Santhwanam (valsa soumitre:Mungikidakayal) Adhyatmaramayanam – Thunjath Ezhuthachan

Story

a) Ninte ormakku – M.T.Vasudevan Nair

UNIT- 5

a) Translation – Different types of translation and its problems

b) project in media

Books & References:

1. *Madhyamangalum Malayala Sahithyavum* – Editor – Thomas Mathew – Kerala Bhasha Institute.

2. *Television kazhchayum samskaravum* – Shaji Jacob – Haritham publications.

3. *Thettillatha Malayalam Prof. Panmana Ramachandran Nair* – DC Books.

4. *Vivarthanam* – Group of Editors – Kerala Bhasha Institute.

5. *Pazhamozhi Pathayam* – Kunhunni – DC Books.

Evaluation Pattern R.13 & R.16

18TAM102	TAMIL I	1 0 2	2
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Course Objective: To teach Tamil for effective communication in different spheres of Social, Education and Media and also make the students to write news stories/ script in the language.

Course Outcomes: *By the end of the course the students will be able to:*

1. Develop overall Tamil language ability
2. Develop conversational communicative & writing competence in the language
3. Understand Socio – Cultural exchange through Communication channels
4. Understand the contribution of Tamil literature.
5. Use the methods of application in Translation & write news stories/ script in the language.

UNIT-1

- a) Alphabets & Phonetics (for reading & writing)
- b) Pronunciation & vocabulary for conversations (for reading & writing)
- c) Common errors and error corrections (for drafting & proof reading)

UNIT-2

- a) Grammar - writing news & script:
- b) Printing and editing: print editing and indexes; Refinement and symbols; Language editing; The type of magazines and the use of symbols; Modern trends in printing; Mechanical division, Editing- Types of editing, grammar of editing, transition, editing the visual, editing the soundtrack
- c) Conversations-: Interview: Description, Categories; News Writing and Refining.
- d) News collection and writing: Message Definition, Categories; Reporter qualifications, responsibilities, duties;

UNIT -3

Folk music, drama & story: folklore (creative & oral communication)

UNIT- 4

Poem :

- a) Thirukkural - “marunthu”
- b) Pattukottai Kalyanasundaranar songs (paTippu thevai).
- c) Purananooru Padal – (Yathum UrE Yavarum kELiir)

Story:

- a. puthumai piththan (mana nizhal),

UNIT- 5

Translation – Different types of translation and its problems.

- a) Transliteration Vocabulary: Vocabulary- general introduction; Word collection - sources; Types of word; Verbal algorithms; Dictionary and Vocabulary; The tendency of the Vocabulary.

Books & references:

1. *Thirukkural*
2. *Puranaanuru*
3. *Thiruvalluvar oru Maruththuvar – K. Mohanarasu - Maanikkavasagar Pathippagam*
4. *Tamizh nadaik kaiyEdu – Mozhi arakkattalai – Adaiyaalam Pathippagam, Tamizh University*
5. *Sollakkam – Prof. S.Rajendran*
6. *Mozhipeyarppiyal Arimugam – Dr. Joshwin Dorathi – TVU*
7. *Vilambara mozhi – Dr.Vijayarani*
8. *Seythi segarariththalum ezhuthuthalum – P Raju – TVU*

9. *Achchiduthalum pathippiththalam* – Dr. V. Mohan – TVU
10. *Ilakkiya thiranaayvu* – Dr. T.S. Natarajan – TVU
11. *mozhipeyarpial sollaakkam* – Muruksha pandiyan TVU
12. <http://www.tamilvu.org/library/libindex.htm>

Evaluation Pattern R.13 & R.16

18ENG111	English II	1 0 2	2
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Course Objective: To train students in writing original pieces/articles relevant to topical events in society.

Course Outcome: *By the end of the course the students will be able to:*

1. Demonstrate critical thinking skills necessary to evaluate, organize and disseminate news
2. Identify and appreciate, balance, tone and style in news coverage
3. Use diverse sources to create data driven stories
4. Express themselves fluently and appropriately in social and professional contexts
5. Become aware of how language choices influence meanings in the media.

UNIT I

Analyzing Journalistic writing: Feature, Editorial comments, News reports: Social, Political. Tone and style.

UNIT II

Interpreting and writing: Audio-visual, data and graphic elements.

UNIT III

From Fiction to Non-fiction: Narrative, Analytical and Argumentative writing.

UNIT IV

Presentation: Stress, Intonation- Situational Dialogue - Group discussion

UNIT V

Projects/Practice: - Book Review /Film Review/ Non-fiction analysis/ Political speeches.

Reference

1. Felixa Eskey Tech Talk, University of Michigan. 2005
2. Michael Swan. Practical English Usage, Oxford University Press. 2005
3. Anderson, Paul. Technical Communication: A Reader Centered Approach, V Edition, Hercourt, 2003.

4. Raymond V. Lesikar and Marie E. Flatley. Basic Business Communication, Tata McGraw Hill Pub. Co. New Delhi. 2005. Tenth Edition.

Evaluation Pattern R.13 & R.16

18CMJ111	Communication Theories	4	0	0	4
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Course Objective: Equipping students to make sense of communicative aspects of the World and apply this knowledge within the field of study.

Course Outcome: *By the end of the course the students will be able to:*

1. Understand the theoretical foundations with respect to basic conceptualization, categorization and positioning of a communication theory.
2. Apply the research models developed out of the work of the various schools of thought and to relate theory to media context.
3. Analyze and identify the basic conceptualization, categorization, positioning and themes of theories within schools of thought.
4. Relate theory to practical situations, especially in the media context.
5. Comprehend the ethnocentric perspectives and cultural bias in Communication Theory with respect to Asian Perspectives.

UNIT 1

Communication Theory- epistemological foundations. Analysis of the scientific, critical, and cultural questions at the *foundation of theory-building in communication*.

UNIT 2

Mainstream approaches to theorizing communication. Research models developed out of the work of the various schools – Chicago School, Payne Fund studies, Columbia School and the Yale School.

UNIT 3

Moving from mainstream to Critical Approaches- Frankfurt School (Critical Theory), Political Economy theories, Toronto School (Innis and McLuhan).

UNIT 4

Annenberg School (Cultivation studies) and other cultural studies (historical, anthropological, literary and linguistic approaches), emergent digital culture.

UNIT 5

Need for Asian Approaches to Communication. Pitfalls of ethnocentric paradigm, beyond ethnocentrism and euro-centrism, culture bias in communication theory. Synthesis,

consolidation, exploration, towards a culture-centric approach. Intercultural communication studies (Hofstede, Markus and Kitayama). Asian perspectives –Dissanayake.

REFERENCES

1. Anderson, A. J. (1996) Communication Theory: Epistemological Foundations, Guilford Press,
2. McQuail, D. (2010) McQuail's Mass Communication Theory, Sage
3. Miller, K. (2002) Communication Theories: Perspectives, Processes, and Contexts, McGraw-Hill.
4. Rhonda H, Douglas K, Peter L (2009) Media/cultural Studies: Critical Approaches, Die Deutsche Bibliotheca
5. Rogers, E M. (1994) A History of Communication Study: A Biographical Approach, Free Press

Evaluation Pattern R.13 & R.16

18CMJ112**Indian Constitution and Media Laws****3 0 0 3**

Course Objective: Acquaint students with the in-depth knowledge in systems of media governance along with constitutional provisions

Course Outcome: *By the end of the course the students will be able to:*

1. Understand how Indian media laws and regulations compare with those of other nations
2. Understand how media policies and regulations enable or constrain effective media environments
3. Understand the obligations and rights of media practitioners in the execution of their duties
4. more skilled in critical thinking and case analysis
5. able to appreciate the complex issues associated with media regulation
6. Understand changing media landscapes and their possible legal implications and ethical approaches

UNIT 1

The legal system and courts. Sources of law. The Constitution. Fundamental Rights. Freedom of expression. Directive Principles. Constitutional provisions. Protecting national security and public order. Discussion: Environment for freedom of the media in India.

UNIT 2

Right to Information. Access to information laws and procedures. Protection of whistleblowers. Rules of court reporting. Contempt of court, sub judice rules. Laws regulating blasphemy and hate speech. Intellectual Property Rights. Discussion: Hate speech in modern liberal democracies.

UNIT 3

Protection of social values. Obscenity and pornography. Violence and brutality. Protecting children. The law and professional standards relating to privacy. Law of defamation. Defenses and remedies. The Constitution over the years.

Discussion: Defamation case studies.

UNIT 4

Comparative constitutional law: Province determined, different forms of the Constitutions: India, USA, UK, Canada and Australia The main features and overview of the major SAARC Constitutions: India, Pakistan, Bangladesh and Sri Lanka -General principal of federalism.

The foreign policy imperatives under the Constitutions of South Asian Nations.

Discussion: Salient features of constitutions across nations.

UNIT 5

Global Media and International Law: Provisions for legislature reporting – Parliamentary privileges and media .Contempt of court- specified Press laws- laws of obscenity- IT & CT Legislatures – Cable TV Act 1995- Media & working journalist public legislation

The media and elections. Laws relating to the coverage of elections.

Discussion: Contempt of court-case studies

REFERENCES

1. Basu, D.D. (2010). *Law of the press*. 5th edition. New Delhi: Jain Books.
2. Basu,D.D. (2007). *Introduction to the Constitution of India*. New Delhi: Wadhwa.
3. Coliver,S. (Ed). (1992). *Striking a balance. Hate speech, freedom of expression and non-discrimination*. London: Article 19
4. Commonwealth Secretariat (2003). *Freedom, association and assembly*. Commonwealth Secretariat.
5. Lichtenberg , J.(Ed.) (1990). *Democracy and the Mass Media, A Collection of Essays*. New York: Cambridge University Press.
6. Mendel,T. (2003). *Freedom of information. A comparative legal survey*. New Delhi: Unesco.
7. Palkhivala, N. (1999). *We, the People: India –the largest democracy*. New Delhi: Strand Book Stall.
8. Siochru, S.O. and Girard,B. (2002). *Global Media Governance*. Lanham, Md: Rowman & Littlefield Publishers.
9. Price, M. (2002). *Media and Sovereignty: The Global Information Revolution and Its Challenge to State Power*. Cambridge, Massachusetts: MIT Press.
10. Shaw, M.N. (2014). *International Law, 7th Edition*. U.K.: Cambridge University Press.

Evaluation Pattern R.13 & R.16

18CMJ113**Writing for Media****1 1 2 3**

Course Objective: To acquaint the students with advance journalism and writing for media practices

Course outcome: *By the end of the course the students will be able to:*

1. Understand different media technologies & its different style of writing-print, broadcast and internet.
2. Know the basic concepts of writing in print media.
3. Understand the usage of different lead in news stories
4. Develop and understanding of the basics of broadcast writing styles.
5. Get trained in web blogs & Moblogs.

UNIT 1

Focus: Media Literacy: Media environment- changing media – multi-platform, multi-device and many-to-many communication. Types of media technologies – print, electronic, broadcast and internet. Media formats- journalism, advertising and PR. Writing for an audience- mass vs. demassified audience

UNIT 2

Focus: News analysis: Writing for Print – Story structure -headlines, taglines and photo captions. Analysis of topics covered in news – discussions on story angles and frames.

UNIT 3

Focus: Lead analysis: The objective of a story lead – leads for different stories. Analyzing leads written in different newspapers – a comparison of national and international news leads.

UNIT 4

Focus: Broadcast: Audio visual writing - Visualization exercises, incorporating sound in writing. The basics of script writing. Difference between print and broadcasting- recording news bulletins and comparing them with print articles-facts and opinion, stories with more than one angle. Recording TV and Radio interviews for comparison. News Readers lead - Voice-over for visuals - Reporter's Piece to Camera (PTC)

UNIT 5

Focus: WebBlogs and participatory journalism – writing news blogs. Moblogs and mobile news. Writing for mobile news.

REFERENCES

1. Grundy, B (2007) *So you want to be a Journalist?* New York: Cambridge University Press.
2. Musburger, R.B. (2013). *An Introduction to Writing for Electronic Media: Scriptwriting Essentials Across the Genres*. Abingdon: Focal Press
3. Rich, C (2010) *Writing and Reporting News* Wadsworth series in Mass communication and Journalism: Wadsworth
4. Stovall, J (2014) *Writing for Mass Media* Knoxville: Pearson Education.
5. Thomson, R. (2010). *Writing for Broadcast Journalists*. New York: Routledge

Evaluation Pattern R.13 & R.16

18CMJ120	Current Affairs Analysis: II	1 0 0 1
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Course Objective: To initiate students into the process of Global and National news analysis

Course Outcome: *By the end of the course the students will be able to:*

1. Understand the role of various news organizations in the contemporary world.
2. Identify and understand the local, Regional, National and International News and its importance.
3. Identify and understand various issues which are happening on the regional basics.
4. Understand the Indian political scenarios and the elections in India.
5. Identify different forms of media and how each of them present the news according to their platform.

Role of various news organizations in the contemporary world – Analysis of various current national and international issues - Region specific news - Specialized topics like Politics, Business, Sports - Different forms of Media and their approach towards News: Print, Broadcast, Online.

REFERENCES

Newspapers: The Hindu, The Times of India, The Indian Express, The Economic Times, The Guardian, The New York Times, The Wall Street Journal, The Independent
 News Websites: www.bbc.com, www.livemint.com, abcnews.go.com, www.huffingtonpost.co.uk, www.thehoot.org

1. Magazines: Outlook, India Today, Sportstar, TIME
2. News Agencies: Reuters, AFP, AP, PTI, IANS
3. Radio News: AIR News, BBC World Service
4. Television News: CNN-IBN, NDTV 24 x 7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

Evaluation Pattern R.13 & R.16

18CMJ185	Web Design and Development: Lab I	0 1 4 3
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Course Objective: Become familiar with graphic design principles related to web design and implementing theory into practice.

Course Outcomes: *By the end of the course the students will be able to:*

1. Design User interface in Digital media according to the theme
2. Work with images in creating or editing according to the topic given

3. Understand Template designing for web based size
4. To work with Graphic – theme based (logo, visiting card, letter pad, envelope, posters)
5. Learn to create Magazine, design pages assigned with topic to be given in PDF

UNIT 1

User Experience (UX) Design.Content Strategy.Digital Imaging. Information Graphics – file types, mixed media approaches.

UNIT 2

Adobe family Introduction. Adobe Photoshop - Getting to Know the Work Area. Basic Photo Corrections. Working with Selections-Layer Basics. Correcting and Enhancing Digital Photographs. Masks and Channels. Typographic Design-Vector Drawing Techniques. Advanced Compositing. Painting. Working with 3D Images. Preparing Files for the Web-Producing and Printing Consistent Color. Consistency in typography, Compatibility for all screens.

UNIT 3

Corel Graphics suite. CorelDraw–An overview, menus and tools. Drawing lines, shapes, inserting pictures, objects, tables, templates. Adding special effects. Exporting drawings, outlining & filling objects.-Working with Curves. Inserting symbols & Clip arts. Special effects.

UNIT 4

Sonic Sound Forge.MIDI and Digital Audio. Recording and Playback. Basic Editing in Sound Forge. Applying the Processing Functions. Audio Effects in Sound Forge. Synthesis, Sampling, and Batch Processing.

UNIT 5

User interface (UI) design- choosing interface elements (input control, navigational components, informational components, containers). Applications and best practices.

REFERENCES

1. Bouton,G.D.(2010) *CorelDRAW X5 The Official Guide*,McGraw Hill Professional.
2. Dayley,B. (2012) *Adobe Photoshop CS6 Bible*, John Wiley & Sons.
3. Garrett, J.J (2010) *The Elements of User Experience: User-Centered Design for the Web and Beyond (2nd Edition)*.
4. Garrigus,S.R. (2010) *Sound Forge Power*, Firewall Media.
5. Morville, P. and Rosenfeld, L. (1998) *Information Architecture for the World Wide Web: Designing Large-Scale Web Sites*, O'Reilley Media.
6. Stone,D. Jarrett,C. Woodroffe,M. Minocha,S. (2005)*User Interface Design and Evaluation*, Morgan Kaufmann
7. Unger,R. Chandler,C.(2012) *A Project Guide to UX Design*,New Riders

Evaluation Pattern R.13 & R.16

Course Objective: Appreciation and assimilation of Hindi Media in both drisya & shravya using the best specimens provided as anthology.

Course Outcome: *By the end of the course the students will be able to:*

1. Use a variety of accurate words and sentence structure
2. Acquaintance with Writing competence in the language
3. To un To get the proficiency in the language through different communicative channels
4. Ability to acknowledge the basic principles of Translation
5. Developing basic production acquaintance both in Print & Visual

UNIT-1

a) Saar Lekhan (Precise Writing, script writing/documentary, TV, feature)

UNIT-2

a) विज्ञापन-लेखन -Advertisement Writing.

UNIT -3

Communicative Hindi –understanding proper pronunciation, Haptics...etc. in Interviews, Short speeches, narration in radio stories, news etc.

UNIT -4

- a) Film review, criticism in Audio- Visual –Media in Hindi – Movies appreciation and evaluation.
- b) News reading and presentations in Radio and TV channels in Hindi .
- c) samvaadhlekhan,

UNIT-5

- a) Translation and translated works
- b) Project in print & visual Media

References :

1. News Paper and Feature Writing (IGNOU Help book for BHDA-101 in Hindi Medium) (Hindi) Paperback – 2014 [Vinod srivastav](#) (Author)
- 2.. Writing for Radio in Hindi Medium (Hindi) Paperback – 2018 by [Shailesh Kumar Chaudhary](#) (Author)
3. RADIO AUR DOORDARSHAN PATRAKARITA (AWARDED BOOK)* (Hindi) Hardcover – 2017 by [HARIMOHAN](#) (Author)
4. Indian Folklore google site

Evaluation Pattern R.13 & R.16

18MAL112	Malayalam II	102	2
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Course Objective: To develop communication skills – Literary and creative writing for Print and Electronic Media

Course Outcome: *By the end of the course the students will be able to:*

1. Understand News story language and structure concepts
2. Acquaint themselves with Writing competence in the language
3. Get proficient in the language through different communicative channels
4. Critical thinking & co relating Ideas
5. Formulate and employ appropriate translation methods

UNIT -1

Script writing/documentary, TV, feature - Group Discussion

UNIT -2

Advertisements and writing for ads.

UNIT -3

Communicative Malayalam - Interviews, Short speeches, narration in radio stories, news etc.

UNIT -4

- a) Film review, criticism in Audio- Visual –Media in Malayalam – Movies appreciation and evaluation.
- b) News reading and presentations in Radio and TV channels - Problems and challenges

UNIT -5

- a) Translation and translated works – Geethanjali – Translation by G.Sankarakuruppu – Chicago speech by Swami Vivekananda 1893 September 11
- b) Project in print &visual media

Books & references:

1. *Drisiya bhasha* – K.S.Rajasekaran – Kerala Bhasha Institute
2. *Malayala Saily* – Kuttykrishna marar
3. *Kadhikante panippura* – MT Vasudevan Nair
4. *Nalla Malayalam* – CV Vasudeva bhattathiri – Lipi Publications
5. *Swathandryam ardhathriyil* – MS Chandrasekhara Varier – TKG Nair. DC Books

Evaluation Pattern R.13 & R.16

Course Objective: To develop communication skills – Literary and creative writing for Print and Electronic Media

Course Outcome: *By the end of the course the students will be able to:*

1. Understand News story language and structure concepts
2. Get acquainted with Writing competence in the language
3. Become proficient in the language through different communicative channels
4. Develop critical thinking & co relating Ideas
5. Formulate and employ appropriate New Project in print & visual Media methods

UNIT -1

a) Script writing/documentary, TV, feature - Group Discussion

UNIT -2

a) Advertisement

UNIT -3

a) Communicative Tamil - Interviews, Short speeches, narration in radio stories, news etc.

UNIT -4

a) Film review, criticism in Audio- Visual –Media in Tamil – Movies appreciation and evaluation.

b) News reading and presentations in Radio and TV channels - Problems and challenges

UNIT -5

a) Translation and translated works in Print Media

b) Project in print & visual media

Books & references:

1. *Tamizh nadaik kaiyEdu – Mozhi arakkattalai – Adaiyaalam Pathippagam, Tamizh University*
2. *Vilambara mozhi – Dr. Vijayarani*
3. <http://www.tamilvu.org/library/libindex.htm>
4. *Mozhipeyarpaiyal Arimugam – Dr. Joshwin Dorathi*
5. *Karuthaadal (Karuvum Uruvum) – S.Shunmugam – Maanikkavasagar Pathippagam*
6. *Mozhiyum ezhuththum – S.V. Shunmugam – New Century Book House*
7. *Thiruvalluvar oru Maruththuvar – K. Mohanarasu - Maanikkavasagar Pathippagam*
8. *Tamizh nadaik kaiyEdu – Mozhi arakkattalai – Adaiyaalam Pathippagam, Tamizh University*

Evaluation Pattern R.13 & R.16

Course Objective: Learn the core ethical principles that have defined the very best journalism

Course Outcome: *By the end of the course the students will be able to:*

1. Interpret, analyze and evaluate the ethical concepts in Journalism and ethics related theories.
2. Understand the role of various media regulatory bodies in India.
3. Comprehend the fundamentals of Journalism Ethics.
4. Demonstrate an understanding of major legal and ethical issues in Journalism with respect to investigative reporting and invasion of privacy.
5. Compare and analyze journalistic codes of conduct from across the world and comprehend the issues in the digital world.

UNIT 1

Introduction to journalism ethics: Normative and descriptive ethics. Deontological and teleological theories. Critical thinking and decision making. Personal ethics and group ethics; Consequences of personal choices – moral judgment.

Media and Democracy: The Indian Context – pre independent and post colonial press. Evolution of the concept of the Fourth Estate: Educative and representative ideals. Objectivity and Watch Dog press. Freedom of Press: The Asian context. Biases in media and imbalance of news flow: World perspective.

UNIT 2

Indian Press Council and Codes: Constitution of Press Council, Press Commission, Objectives and functions of the Press Council, Press Council Act 1965, 1978, Norms of Journalistic Conduct, Complaints Procedure. Broadcasting Code for Indian Television, Code of Ethics and broadcast standards, News Broadcasters Association, *Broadcasting Content Complaints Council*. Advertising Standards Council of India, Editors Guild. Public broadcasting vs private channels.

UNIT 3

Ethical Concerns: Right to privacy: Invasion of privacy, Sensitivity, Caution against identification, Recording interviews and phone conversations, Intrusion through photography, Hospitals, Children, Listening devices. Discussion: Right to Privacy - Press Council India, Press Complaints Commission UK, Sri Lankan Press Council, Pakistan Codes- On Privacy

Obligation to truth. Accuracy and Objectivity. Fairness and Balance. Plagiarism. Conflicting Interests. Sources- Reliability of Sources, Story's Credibility, Types of Sources, Attribution of Sources. Minimizing Harm. Trust & Confidentiality- Confidentiality of Sources, Protection of sources.

UNIT 4

Ethics for different types of Reporting: Gender and Political Corruption

Investigative Reporting: Norms and parameters, Investigation reports, Mechanics-print and broadcast, Reports and sources-Disclosure, Confidentiality of Sources, Protection of Sources, Search & Seizure. Importance of Investigative Journalism and Role of Ethics

Press Council, PCC, AINEC on Investigative Journalism.

Case studies in Investigative Reporting.

UNIT 5

Media Ethics in a Global Context:International Codes.

International Federation of Journalists. Society of Professional Journalists' Code (US). Press Complaints Commission (UK) & Code of Practice. APME Code of Ethics. FIEJ Code 1981 (WAN). Sri Lankan Press Council Code of Ethics. South Asian Codes.

Digital Media Ethics: Changing definitions of journalism and ethics- Issues in the Internet age

Conflict reporting and disaster coverage: Reporting ethnic violence, Covering communal disputes, Violence not to be glorified, Conflicting Interests. Reporting on Natural calamities and tragedy, Picture power.

REFERENCES

1. Allan, S. (Ed.) (2010). *The Routledge Companion to News and Journalism*. New York: Routledge.
2. Jacquette, D. (2007). *Journalism Ethics: Moral Responsibility in the Media*. Pearson Education.
3. Pavlik, J. (2008). *Media in the digital age*. New York: Columbia University Press.
4. Plaisance, P.L. (2009). *Media Ethics: Key principles for responsible practice*, New Delhi: Sage.
5. Rosenstiel, T. and Mitchell, A. (Eds.) (2003). *Thinking clearly: Cases in Journalistic Decision Making*. New York: Columbia University Press.
6. Sanders, K. (2003). *Ethics and Journalism*. New Delhi: Sage.

WEB REFERENCES

1. <http://presscouncil.nic.in/>
2. <http://mib.nic.in/Codes%20Guidelines%20%20%20Policies.aspx>
3. http://www.nbanewdelhi.com/pdf/final/NBA_code-of-ethics_english.pdf
4. <http://www.ibfindia.com/>

Evaluation Pattern R.13 & R.16

18CMJ202	Political Communication	3 0 0	3
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Course Objective: To make students aware of the main challenges in political communication in the current scenario.

Course Outcome: *By the end of the course the students will be able to:*

1. Demonstrate knowledge of key theories and concepts related to political communication
2. Demonstrate understanding of readings and analyze political texts critically
3. Critically assess the effectiveness and consequences of political campaign communication
4. Analyze the role and function of mediated public information across contemporary global concerns
5. Create messages appropriate to the audience, purpose, and context

UNIT 1

A Theory of Media Politics: How the interests of Politicians, Journalists, and Citizens Shape the News. Production processes, contents, effects. Political marketing. Theories and Approaches to Political Communication. Habermas's Public Sphere. The Schematic Model of Political Communications. Social and party alignments. Theoretical diversity. Comparative socio-political perspective of world politics through media. Sustaining Indian Democracy. Nationalism and Secularism conflict. Caste hegemony and socio-political movements.

UNIT 2

Political messages. Rhetoric (video screenings of speeches and analysis). Political advertising. Effects of political campaign communication and debates. Political communication in Asia: challenges and opportunities. The terrain of political communication in India. Communication and the citizen –function, structure and critical approaches.

UNIT 3

News Media Coverage of Politics. Political Issues. Political Institutions. Polarization and contentious politics. Contemporary Global Concerns: Democracy, human rights, environment, gender justice, terrorism, nuclear proliferation. India and the Nuclear Question: Changing perceptions and policy.

UNIT 4

Political Communication and Public Opinion. Spiral of Silence. Information processing. Deliberation & civic engagement. Information politics & issue advocacy. Women as political communication. Sources and audiences

UNIT 5

Political Communication in Post Modern Democracy. Mediatization and decentralization. The Internet and political/media environment. Structural opportunities and obstacles. Access and digital divide. Political websites. Mobilization and reinforcement. New forms of citizenship, Gennext and traditional media patterns. Information credibility

REFERENCES

1. Bennett, W.L, and Enteman, R. (Eds) (2001) *Mediated Politics: Communication in the Future of Democracy*, Cambridge University Press.
2. Brants, K and Voltmer, K. (Eds) (2011) *Political Communication in Postmodern Democracy: Challenging the Primacy of Politics*, Palgrave MacMillan.
3. Esser, F. and Pfetsch, B. (Eds) (2004) *Comparing Political Communications*, New York, Cambridge University Press.
4. Graber, D. (Ed) (2007) *Media Power in Politics*, 6th edn, CQ Press.
5. Habermas, J. (1991). *The Structural Transformation of the Public Sphere: An Inquiry into a category of Bourgeois Society*. (T. Burger, Trans.) MIT Press.
6. Kaid, L. (Ed.). (2004). *The Handbook of Political Communication Research*. Mahwah, NJ: Lawrence Erlbaum Associates, .available for free download at https://www.academia.edu/1573163/Handbook_of_Political_Communication_Research
7. Kevin T. L and Craig, J. (2009) *Handbook of Politics: State and Society in Global Perspective*, Springer Science & Business Media
8. McNair, B. (2007) *An Introduction to Political Communications*, London: Routledge

WEB REFERENCES

1. <http://www.politicalcommunication.co.uk/>
2. <http://journalistsresource.org>
3. DNA India- <http://www.dnaindia.com/india/>

Evaluation Pattern R.13 & R.16

18CMJ203	Reporting and Editing	1 1 4 4
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Course Objective: Equip students with skills to write effective reports faster including planning, researching and editing.

Course Outcome: *By the end of the course the students will be able to:*

1. Develop the ability to identify news values that go into making a good news story.
2. Comprehend various forms of reporting, different report styles, news gathering techniques and importance of sources.
3. Apply the principles of developing story ideas and writing news stories in inverted pyramid format.
4. Gain wide knowledge on news writing and write appropriate headlines for the stories they prepare.
5. Develop their ability to write clear, concise, accurate and interesting news stories and a style through proper editing.

UNIT 1

News Worthiness: What's News?, Definitions of News, Changing concepts of News, Hard News and Soft news, Types of News stories, News Values

UNIT 2

Introduction to Reporting: Nose for News, Curiosity and Story Ideas, Sources of Information - Human Sources and Online Sources, Beat Reporting, Interviewing, Speeches, Conferences and Meetings

UNIT 3

Introduction to News Writing: Storytelling in News, Accuracy, Objectivity and Fairness, The Basic News Story, The 5 Ws and H

UNIT 4

The News Story Structure, The Inverted Pyramid for Hard News, Leads for Hard News

UNIT 5

Editing: Introduction to News Editing: What Editors do; Style and Mechanical Mistakes; Editing for Grammar and Editing for Style

References:

1. Brady, J. J. (2004) *The Interviewer's Handbook: A Guerilla Guide* (Techniques & Tactics for Reporters & Writers). Waukesha, WI: Kalmach.
2. Butcher, J., Drake, C. and Leach, M. (2006) *Butcher's Copy Editing: The Cambridge Handbook for Editors, Copy-Editors and Proofreaders* New York: Cambridge University Press.
3. Hakemulder, J.R. and De Jonge, F. (2002) *News Reporting and Editing* New Delhi: Anmol Publications.
4. Rich, C (2010) *Writing and Reporting News* Wadsworth series in Mass communication and Journalism: Wadsworth.
5. Rosenauer I, Kenneth (2005) *Storycrafting*, New Delhi: Surjeet Publications.
6. Mencher, M (2003) *News Reporting and Writing*, Boston: McGraw Hill, 2003.

Evaluation Pattern R.13 & R.16

18CMJ204	Digital Photography and Videography	1 0 4	3
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Course Objective: Introduce students to theory and practice of photography and videography in the context of culture, society and individual identity.

Course Outcome: *By the end of the course the students will be able to:*

1. Understand the basics of Digital Photography, Videography and editing.
2. Understand the meaning, Content and the purpose of the picture.
3. Understand the basic functions and settings of various Still cameras and Camcorders used in the Industry.

4. Understand the importance of Light and how to control and play with it.
5. Identify the need of video editing in telling a story.

UNIT 1

Scope and nature of photography: How photography works, Picture structuring, the roles photographs play, changing attitudes towards photography, personal styles and approaches. Exposure to digital camera and DSLR. Photo Communication.

UNIT 2

Controlling the image: Aperture and f-number, depth of field, depth of focus, structuring pictures through the camera. Exploring the image. The art of colour and design.

UNIT 3

Organizing the picture: Noticing subject picture, Framing and Composition, Trends in Photography and Videography. Photo editing and Video editing Techniques. Aesthetics of the frame. Aspects ratios and associated aesthetic.

UNIT 4

Videography: Know your camera: Characteristics and functions of TV camera, Camera support and movements. Shots: Different types of shots, Elements of shot – frame composition basics – shooting for continuity – crossing the line. Covering news bulletins.

UNIT 5

Lighting: Basics of lighting, Importance of lighting, lighting sources, three-point lighting, shooting in daylight, lighting for indoors. Types of light. Quality. Understanding the LED light from color temp perspective.

Editing: Need for editing, editing principles, audio and video transitions, editing for continuity. Editing exercises in stages. From simple cut to cut continuity to rhythm and timing.

REFERENCES

1. Herbert. (2000). *Television Production*, Delhi: Wadsworth.
2. Langford. (2000). *Basic Photography*, London: Focal Press.
3. Millerson, G. (1990). *The Technique of Television Production*. New Delhi: Focal Press.
4. Millerson, G. (1998). *Basic Lighting Techniques*, New Delhi: Focal Press.

Evaluation Pattern R.13 & R.16

18CMJ205	Advertising and Communication	3 1 0	4
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Course Objective: Give a thorough working knowledge of the advertising world through projects and practical research.

Course Outcome: *By the end of the course the students will be able to:*

1. Understand an overview of the Advertising profession and the significance of integrated structure in today's context.
2. Demonstrate and understand how an advertising agency operates.
3. Understand the psychology behind consumer purchases and the process of buying decisions.
4. Comprehend the concept of brands and brand related terminology pertaining to perceptual mapping, brand positioning, brand personality, brand identity and brand extensions.
5. Interpret, analyze and evaluate the various media for advertising.

UNIT 1

Overview of the advertising industry: Role of Integrated marketing communication in the marketing mix. IMC perspectives. Significance of IMC in today's context.

An overview of the advertising profession: The advertising industry. Components of the advertising industry. Types of agencies., Integrated structure. Compensation.

Desired response and target audience. Rational, emotional and sensory stimuli in advertisements.

Screening of advertisements: To understand stimulus and response

UNIT 2

The Audience: The consumer market segmentation. Demographics, psychographics, values and lifestyle. To understand the psychology behind consumer purchases and the process of buying decisions.

The Consumer Buying Process: Consumer behaviour. Motivations, perception and influences.

The consumer learning process. Purchase decisions. The buying system.

Case study: To understand consume behaviour and purchase.

UNIT 3

The concept of brands and branding. Product vs. brand. Brand positioning. Brand Image. Brand personality. Brand perceptual mapping. Repositioning. Brand extensions. Types of extensions.

Brand identity and consistency. Brand identity prism. Global vs. local brands. Internet branding.

Discussion: Brand Identity prism for a national consumer brand and a service brand.

Video case study: To demonstrate brand concepts, identity and consistency.

UNIT 4

Digital advertising: Internet as part of the IMC mix. Significance of Internet advertising and interactive communication in sustaining brand image. Digital advertising formats and types.

Online tools for advertising. Consumer motivations for using internet advertising.

Measuring digital advertising effectiveness: Eye-tracking studies. Web advertising metrics.

Creating digital advertisements. Interactive brand ideas.

UNIT 5

IMC campaign planning: Situation analysis. Steps in creating the IMC campaign. Setting objectives. Communication vs. marketing objectives. Budgeting approaches. Creative brief. Creative strategy and execution: Print, broadcast, outdoor, merchandising ideas and web advertising. Campaign continuity.

Media strategy: Market, environment, target audience, ad spends, message. Media planning and execution. Media options and media vehicles. Integrating media. Media complexity and audience fragmentation.

Evaluation: Advertising effectiveness and copy testing.

Project: Creative campaign for a brand including print, broadcast, outdoor, retail and web.

REFERENCES

1. Arens, W.F. (2006). *Contemporary Advertising*. New Delhi: Tata McGraw Hill.
2. Belch, G.E. & Belch, M.E.(2004). *Advertising & Promotion-An IMC Perspective*. New Delhi: Tata McGraw Hill.
3. Hackley, C. (2010). *Advertising & Promotion - An Integrated marketing communications approach*. New Delhi: Sage.
4. Kapferer, J.N. (2008). *The New Strategic Brand Management*. London: Kogan Page.
5. Miller, M (2010). *Ultimate Web Marketing Guide*, Que Publishing.
6. Ogilvy, D. (1985). *Ogilvy on Advertising*. New York: Vintage Books.
7. Sengupta, S (2005). *Brand Positioning*. New Delhi: Tata McGraw Hill.
8. Shah & D'Souza. (2009). *Advertising & Promotions-An IMC perspective*, New Delhi: Tata McGraw Hill.
9. Strauss, J. and Frost, R. (2012). *E-Marketing*, New Jersey: Prentice Hall.
10. Valladares, June A: *The Craft of Copywriting*, New Delhi, Response Books, 2000.

WEB REFERENCES

1. www.agencyfaqs.com
2. www.campaignindia.in

NEWSPAPER REFERENCES

1. Economic times- Brand Equity
2. Business line: Catalyst
3. Financial Express: Brand Wagon.

Evaluation Pattern R.13 & R.16

18CMJ210	Current Affairs Analysis: III	1 0 0	1
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Course Objective: Make students aware of the major issues of the day and conduct critical analysis and appreciation of the events.

Course Outcome: *By the end of the course the students will be able to:*

1. Critically analyze the news and evaluate the news angle by daily reading of newspaper.
2. Create an awareness on news analysis and treatment.
3. Understanding objectivity and bias based on current news coverage by various media.
4. Identify the influence of advertisers on news presentation.
5. Identify the potential of Film as mass media and how it is used to communicate with people on relevant issues.

News analysis across three different dailies - News of Conflicts and Public affairs – Comparative analysis of Indian and International news content – Critical views on News and News based programs - Ethical news coverage across different cultural spheres.

REFERENCES

1. Newspapers: The Hindu, The Times of India, The Indian Express, The Economic Times, The Guardian, The New York Times, The Wall Street Journal, The Independent
2. News Websites: www.bbc.com, www.livemint.com, abcnews.go.com, www.huffingtonpost.co.uk, www.thehoot.org
3. News Agencies: Reuters, AFP, AP, PTI, IANS
4. Magazines: Outlook, India Today, Sportstar, TIME
5. Radio News: AIR News, BBC World Service
6. Television News: CNN-IBN, NDTV 24 x7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

Evaluation Pattern R.13 & R.16

18ECO201	Economics	3 0 0	3
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Course Objective: Help students to identify and explain economic concepts and theories in relation to markets, industry and government policies within the journalistic context.

Course Outcome: *By the end of the course the students will be able to:*

1. Understand basic economic concepts and how to report business and economic issues nationally and globally.
2. Apply the language of business and economics as journalists/media scholars, and to translate their knowledge for readers.
3. Have the background, knowledge, skills and attitudes that are necessary to succeed as business, financial journalists and media students.
4. Understand both Micro and Macroeconomics and evaluate how the economy as a whole and economic behavior of individual units influence national economy, employment, inflation and global relations.
5. Demystify the world of business and finance by learning how to use and localise economic data effectively.

UNIT 1

Introduction to economics. Audience as market. Understanding macro and micro economics. GDP. National Budget. Fiscal policy. Money and inflation. Role of the RB. Agricultural finance and marketing

UNIT 2

Unemployment and labour issues. Poverty and development. Effectively dealing with numbers. Public perception and politics

UNIT 3

Industrial growth and policy. Companies and business. Public and Private companies, Understanding Company performance and Accounts- income statements, balance sheets and cash flow statements.

UNIT 4

Mergers and acquisitions. Small businesses and informal sectors. Stock markets. Financial markets and Currency markets.

UNIT 5

Commodities and international trade. Role of international organizations – World Bank, IMF. Problems of globalization and poverty.

REFERENCES

1. Acharya, S. N. (2003) *India's Economy: Some Issues and Answers*, Academic Foundation
2. Banerjee, A., Banerjee, A.V. and Duflo, E. (2011) *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, Public Affairs.
3. Roush, C. (2004) *Show me the money: Writing business and economics stories for mass communication*, Mahwah, N.J. and London, Lawrence Erlbaum Associates.
4. Schuster, T. (2006) *The Markets and the Media: Business News and Stock Market Movements*, Lexington Books.
5. Sharma, A. K. (2000) *Indian Stock Market: Regulation, Performance and Policy Perspective*, Deep and Deep Publications
6. Sowell, T. (2010) *Basic Economics 4th Ed: A Common Sense Guide to the Economy*, Basic Books.
7. Taparia, J (2004). *Understanding Financial Statements: A Journalist's Guide*, Marion Street Press.

Evaluation Pattern R.13 & R.16

18CMJ281	Web Design and Development: Lab II	0 1 4	3
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Course Objective: Get students to learn tools to create international standard websites and help them take a big leap in their prospective career

Course Outcome: *By the end of the course the students will be able to:*

1. Develop storyboard by understanding the techniques involved
2. Learn to animate with own illustrations and images to the story topics
3. Create web templates –according to the field
4. Control an animation through action script writing

UNIT 1

Adobe FLASH. Creating & Managing Content. Managing Website Content. Timeline. Motion preset. Animation Techniques

UNIT 2

Action Script and Behaviors. Using sound and video in websites.

UNIT 3

Adobe Fireworks-Navigate Fireworks. Import pages and images. Work with layers. Pages. Editing bitmap images. Creating and editing vector images. Using bitmap and vector masks. Adding styles and applying effects. Using slices and hotspots to create animation and interactivity. Using and creating symbols. Creating an interactive prototype.

UNIT 4

Java Script in Web level basic

UNIT 5

Introduction to Storyboarding. Overview of its relevance to different fields. History of Storyboarding. Types of shots. Camera moves. Layer Moves in StoryboardPro.

REFERENCES

1. Freeman, E.T., Robson, E. (2014), *Head First JavaScript Programming*, Oreilly & Associates Incorporated.
2. **Gerantabee, F. (2012) *Adobe Flash Professional CS6 Digital Classroom*, AGI Creative Team.**
3. Hart, J. (1999) *The Art of the Storyboard*, Focal Press.
4. Philip, C. (2010) *Adobe Flash Animation: Creative Storytelling for the Web and TV*
5. Jones & Bartlett Publishers.
6. **Smith, J. Osborn, J. (2012) *Adobe Creative Suite 6 Design and Web Premium Digital Classroom*, AGI Creative Team.**

Evaluation Pattern R.13 & R.16

Course Objective: Help students design and execute research plans using the major methodologies within the communication discipline to answer specific questions.

Course Outcome: *By the end of the course the students will be able to:*

1. Differentiate qualitative and quantitative perspectives and use for communication strategy.
2. Develop and apply analytical skills for understanding and evaluating communication research studies.
3. Understand, evaluate and practice academic research using common research methodologies.
4. Understand and apply basic statistics for research.
5. Apply SPSS for communication research

UNIT 1

Introduction: The Research Process overview. Types of research (Pure, Applied, Descriptive, Exploratory, Explanatory, Experimental). Ethics in research. Research approaches in practice: Research in various fields: print, electronic, advertising, film, Internet. Integrating theory and research. Relevance of research in media studies.

Writing practice: case study and examples

UNIT 2

Elements of Research: Concepts and constructs. Variables. Levels of measurement.

Stages of Research: Identifying the research problem. Literature survey and review. Types of information and sources. Writing the review report. Framing the research questions, Setting objectives, constructing hypothesis. Writing practice: Research proposal and Bibliography,

UNIT 3

Research Methods: Quantitative Vs Qualitative. Quantitative methods: Survey, Content analysis, Qualitative approach: Focus Group, Field Observation, In-depth Interviews, Case Study, and Critical Content Analysis. Writing practice: Designing questionnaires and schedules.

UNIT 4

Sampling: Basic concepts- Population, sample, sampling frame, a representative sample, sampling error, sampling bias. Validity: internal, external; Reliability. Sampling procedures: Probability & Non Probability samples; sample size.

Writing Practice: Planning, and presenting a research design.

UNIT 5

Data Analysis: Descriptive statistics; parametric and non-parametric statistics. Data distribution; hypothesis testing; chi-square test, t-test. Introduction to SPSS and its application. Qualitative

Data Analysis: Conceptualization, Coding, and Categorizing, Thematic Analysis. Examining Relationships and Displaying Data, Authenticating Conclusions
Writing practice: Research Report.

REFERENCES

1. Bell, J.(1999). *Doing Your Research Project*, New Delhi: Viva Books Pvt. Ltd..
2. Berger, A. A. (2005). *Media Analysis Techniques*. (Third Edition). California. Sage.
3. Hansen, A. et al. (2004). *Mass Communication Research Methods*., London: Macmillan Press Ltd.
4. Jensen , K.B. (2002): *Hand book of media and communication research – Qualitative and Quantitative Research Methods*, London: Routledge.
5. Krippendorff, K. (2004): *Content Analysis-An Introduction to its Methodology*, London: Sage Publications.
6. Lindolf, T.R. (1995). *Qualitative Communication Research Methods*. California: Sage.Publications
7. Burney, D.H., White, T.L. (2007). *Research Methods*, New Delhi: Thomson Wadsworth.
8. McQuail, D., Golding, P. and Bens, Els de. (2005). *Communication Theory and Research*, London: Sage Publications.
9. Murthy, DVR. (Ed.) (2008). *Media Research: Themes and Applications*. New Delhi: Kanishka.
10. Wimmer, D. & Dominick, J.R (2007): *Mass Media Research: An Introduction*, USA: Thomson Wadsworth

Evaluation Pattern R.13 & R.16

18CMJ212	Multi-Media Reporting	1 1 4	4
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Course Objective: Multimedia reporting prepares the students for a career in the rapidly changing media landscape. The students are trained in publishing news across various media platforms ranging from newspapers and magazines to television and the Web.

The course will offer a general option, or concentration in a particular area, like in Advanced Reporting.

Course Outcome: *By the end of the course the students will be able to:*

1. Develop skills that enable them to cater to a variety of story-telling platforms, such as print, broadcast, radio, photography, websites and social media.
2. Develop an understanding of how technology can be effectively used to push the frontiers of conventional journalism and produce different formats of news content, leading from a mono to a multimedia newsperson.
3. Decide the area they want to specialize in and, at the same time, acquire basic skills in other multi-media formats.

4. Learn that cross-platform delivery of news contents provide additional information and alternative angles that make it easier for the reader/viewer to understand.
5. Learn how the various formats are handled at the newsroom and the importance of coordination in the newsroom

UNIT 1

Reporting and Photography: Covering an event, issue and writing a news report along with photograph to go with the story

UNIT 2

Develop contacts in a chosen field –Education, healthcare, crime, politics, courts, business, science, civic administration, arts, culture, films and fashion

UNIT 3

Interviews & Videography

Group assignment: interview and video recording of a news maker for a profile or theme for both print and broadcast

UNIT 4

Monitoring social media for trending stories, local and regional and writing a news report after verifying details.

UNIT 5

Write a blog on a topical issue based on observations, research and interviews

References:

1. Stephen Quinn, Vincent F. Filak (2005) Convergent Journalism: An Introduction
2. James Glen Stovall (20012) Media Reporting: Principles and Practices of Modern Journalism in a Multimedia World
3. Barbara Alysén, Gail Sedorkin, Mandy Oakham, Roger Patching Allen & Unwin (2003) Reporting in a Multimedia World

Evaluation Pattern R.13 & R.16

18CMJ213	Broadcast Journalism: Radio and Television	2 0 2	3
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Course Objective: The course training aims to equip students with the relevant practical knowledge required in the field of Broadcast media of mass communication.

Course Outcome: *By the end of the course the students will be able to:*

1. Understand the news values and news sources to identify appropriate story content for broadcast news reporting.

2. Understand the process involved in getting the news story.
3. Work effectively individually and in teams to write/convert news stories for radio and television.
4. Understand the various journalistic approaches to broadcast interviewing.
5. Demonstrate knowledge of the three phase of interview production processes.

UNIT 1

What is 'News' in television and radio? – A brief history of news broadcasting - Proximity, Relevance, Immediacy, Interest, Drama, Entertainment, Different type of news. News Sources. News Values – Conditions for news, Audience perceptions of news, Evolutionary perspectives. Sociological and cultural accounts of news values. Understanding the news frame. The anchor vs. text.

UNIT 2

Getting the story: Newsroom conference, Copy tasting, Balance of news, Visuals and actuality, the brief, the angle, Chasing the contact, Staged news conference, Beating the clock and Work to sequence.

UNIT 3

Writing for Radio and Television: Conversational writing – telling the story, writing for a mass audience, no second chance, confusing clauses, inverted sentences, plain English, familiar words, easy listening, accurate, keep it concrete, make it interesting, contractions and rhythm. News writing – The news angle, multi-angled stories, hard news formula, placing key words, feature openers, developing the story, signposting, last line, last word and accuracy. Broadcast Style Book – Clichés, journalese, hyperbole, adjectives, quotations, attribution, contentious statements, immediacy, active, positive, redundancies, repetition, homonyms, singular or plural?, pronouns, punctuation, spelling, abbreviations, figures, proof reading and ambiguity.

UNIT 4

Interviewing: The interviewer's skill, Different types of interview. Various journalistic approaches to broadcast interviewing. The interviewee and interviewer framing. Framing the shot for interviews.

UNIT 5

Setting up the interview: Background, A plan of campaign, get your facts right, fit the brief, check arrangements, approach, body language, the questions, taking notes, winding up the interview and being interviewed yourself.

REFERENCES

1. Barnas and White (2013). *Broadcast News Writing, Reporting and Producing*, UK: Elsevier.
2. Boyd (2001). *Broadcast Journalism Techniques*, Oxford: Focal Press.
3. Brighton, Foy (2007). *News Values*, London: Sage.
4. Harris (1991). *Basic Editing: A Practical Course*. UK: Publishing Training Centre.
5. Hesketh and Yorke (1993). *An Introduction to ENG*, USA: Focal Press.
6. Ivor Yorke (1990). *Basic TV Reporting*, Oxford: Focal Press.

7. Ivor Yorke (1987). *The Technique of Television News*, Oxford: Focal Press.
8. McLeish (1999). *Radio Production*, Burlington: Focal Press.
9. Millerson (1993). *Effective TV Production*, 3rd edition, Oxford: Focal Press.
10. Taylor (1991). *A-Z of Radio Production*, BBC Radio Training.

Evaluation Pattern R.13 & R.16

18CMJ214	Corporate Branding and Event Management	2 1 0 3
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Course Objective: To give formal instructions and training to students to be future managers of the Corporate Branding and Event Industry, so that they have technical proficiency to effectively adjust, grow and excel in the field.

Course Outcome: *By the end of the course the students will be able to:*

1. Understand the roles, responsibilities and the process of Corporate Communications and will provide an insight into the theoretical foundations of Stakeholder Management's principles and process.
2. Analyze the Media, Internal and Community relations of Corporate Social Responsibility through corporate management and will be fully aware about dealing with a crisis situation when it comes to corporate sectors.
3. Evaluate the corporate communication strategies by measuring the effectiveness of corporate communication campaigns.
4. Comprehend how the various events are conducted starting from pre-planning to production and will also be aware of how various trade shows, exhibitions are conducted through event management strategies.
5. Apply the standard guidelines, policies, procedures in Event Management with respect to Audience management and Media Coverage Strategies.

UNIT 1

Introduction. Defining Corporate communication. Corporate communication in contemporary organisations. Conceptual foundations. Stakeholder management and communication. Stakeholder communication. Stakeholder salience model. The power-interest matrix. Writing for the media.

UNIT 2

Corporate branding and reputation. Aligning identity, image and reputation. Media relations. Internal communication. Crisis communication. Crisis type matrix.

Public affairs. New developments: CSR and community relations. The Birkigt and Stadler model of corporate identity. Case discussion: Crisis communication.

UNIT 3

Corporate communication strategy: Message. Strategic planning and campaign management. Analysis. Communication objectives. Timescales. Resources. Identify and prioritize target audiences. Tactics. Themed messages. Develop a media strategy. Budgeting. Evaluation and review Contingency plan. Measuring effectiveness of corporate communication campaign.

Case-study discussion: Corporate communication strategy: MNCs

UNIT 4

Event sponsorship: Sponsorship marketing: Cross promotions. Sports sponsorship. Trade shows. Entertainment. Branding entertainment. Spin-off merchandising. Cross media, Costs, horizontal marketing.

Key elements of event management: Role of event management in sustaining brand image and identity. Event design. Event process. Event planning. Typologies of events.

UNIT 5

Events production. Equipment design. Lights . Venues. Event Control: Information system. Event practice. Sweat the details. Legal guidelines.

Event scheduling checklist. During the event: Event logistics. Audience management. Operational tasks. Media Coverage. Crisis management.

After the event.

REFERENCES

1. Allen, J. (2009). *Event planning ethics and etiquette*. John Wiley & Sons.
2. Bowdin, G. et al (2006). *Events management*, Great Britain: Elsevier Ltd.
3. Dolphin, R.R. (1999). *Fundamentals of corporate communications*. Oxford: Butterworth-Heinemann.
4. Goodman, M.B. (1994). *Corporate communication: Theory and practice*. USA: State University of New York Press.
5. Joep, C. (2011). *Corporate communication: A guide to theory and practice*. 3rd edition. New Delhi: Sage.
6. Kilkenny, S. (2006). *The complete guide to successful event planning*. Florida: Atlantic Publishing Group.
7. Razaq, R, Walters, P & Rashid, T (2009). *Events management: An integrated practical approach*. New Delhi: Sage Publications.

Evaluation Pattern R.13 & R.16

Course Objective: The goal of this class is to educate students to think out of the box through multimedia approaches to storytelling. Students will learn how to make content and interaction work, regardless of the platform, and they'll learn how to promote that work and themselves.

Course Outcome: *By the end of the course the students will be able to:*

1. Demonstrate developed knowledge of the principles and concepts of Online Media types, online storytelling forms, visual storytelling, digital storytelling, and culture.
2. Demonstrate a sense of aesthetics and skills in communicating through both static and moving images
3. Demonstrate creativity and originality in effectively developing an understanding of the concepts of user interface and content design on a web page
4. Communicate and critique project ideas with classmates in group activities and assignments
5. Demonstrate critical thinking around digital storytelling for social mobilization, online media production, and the social and cultural media environment

UNIT 1

History of Internet and digital revolution. Emerging news forms in multimedia environment. Convergence. Diffusion. Online news media types and sources (Deuze). Social news marketing. Impact on journalism.- local story examples. Values of Journalism applied to new media.

UNIT 2

Hypertextuality, interactivity and multimodality – effects on journalistic storytelling. Digital storytelling – how is it changing? Tools, steps, anatomy of a story, Freytag triangle, point of view and process, taxonomies and narrative forms. Visual approaches. Story styles. Static vs. dynamic stories. Approaches to scripting, storyboarding. Digitizing multimedia story elements

UNIT 3

Newsgathering. Reporting for multimedia stories. Planning and evaluating the story. matching stories to audience, lean-back vs lean forward audiences, monitoring, open sourcing vs. crowd sourcing, content aggregation. citizen journalism, modes of citizen connection, rules of writing for screen and editing for the web, multimedia storytelling for PR , mobile storytelling, immersive narratives - gaming

UNIT 4

Common approaches and elements found in engaging multimedia news stories, Accessibility, user experience – interface and navigation, elements of navigation – removing redundancy and lowering reaction time, navigation types, segmentation models, audience decoding

UNIT 5

Web Design. Readability tools to improve content. Colour cues. Storytelling as a branding tool for consistent communication. Social media era. Search Engine Optimization (SEO) and Social Media Optimization (SMO). Website analytics. Information architecture and usability issues.

Comparison between foreign and local news web sites. Multimedia ethics. Plagiarism and copyright

REFERENCES

1. Alexander, B (2011) *The New Digital Storytelling: Creating narratives with New Media*, Preager Publishers.
2. Bull, A. (2010) *Multimedia Journalisam: A Practical Guide*, Routledge
3. Deborah, P. and Deborah, H. W. (2014)) *Advancing the Story: Journalism in a Multimedia World*, CQ Press.
4. Hartley, J. and McWilliam, K. (2009) *Story Circle: Digital Storytelling around the World*, John Wiley & Sons.
5. Miller, C. H. (2008) *Digital Storytelling: A Creator's Guide to Interactive Entertainment*, Taylor and Francis.
6. Silvia, A. and Tony, S (2011) *Power Performance: Multimedia Storytelling for Journalism and Public Relations*, John Wiley & Sons.

WEB REFERENCES

1. Interactive Narratives - <http://www.interactivenarratives.org/>
2. New York Times - <http://www.nytimes.com/newsgraphics/2013/12/30/year-in-interactive-storytelling/>
3. Poynter - <http://www.poynter.org>
4. Reuters Institute for the Study of Journalism - <http://reutersinstitute.politics.ox.ac.uk>
5. Telling Digital Stories - <http://www.tellingdigitalstories.com/>

Evaluation Pattern R.13 & R.16

18CMJ220	Current Affairs Analysis: IV	1	0	0	1
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Course Objective: To help students' critical thinking skills and using that as a vital resource to further the understanding of topics covered in the leading national and international newspapers.

Course Outcome: *By the end of the course the students will be able to:*

1. Developing critical thinking.
2. Analyze the news in an In-depth manner.
3. Engage in debates / discussions on socio-political-economic-issues in an effective way.
4. Analyze news based on the news value elements.
5. Understand the different types of reporting.

Indian economic and political situation - Personalities and Media Coverage - Online News analysis – Comparing and contrasting regional and national coverage of Sports – Emerging trends in sensationalizing news.

REFERENCES

Newspapers: The Hindu, The Times of India, The Indian Express, The Economic Times, The Guardian, The New York Times, The Wall Street Journal, The Independent

News Websites: www.bbc.com, www.livemint.com, abcnews.go.com, www.huffingtonpost.co.uk, www.thehoot.org.

1. News Agencies: – Reuters, AFP, AP, PTI, IANS
2. Magazines: - Outlook, India Today, Sportstar, TIME
3. Radio News: AIR News, BBC World Service
4. Television News: CNN-IBN, NDTV 24 x7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

Evaluation Pattern R.13 & R.16

18CMJ285	Web Application Architectures Lab	0	1	4	3
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Course Objective: To help students gain skills and project based experience needed for entry into web application carriers.

Course Outcome: *By the end of the course the students will be able to:*

1. Develop design based website with concept given
2. Learn to adapt keyword research with Search Engine Optimization
3. Understand the marketing process with Social Media Optimization to work with the product concepts
4. Learn to Adapt Advertising techniques in Social Media using different elements
5. Learn the usage of landing page to work with websites

UNIT 1

Dreamweaver

Introduction to Web Pages. Introduction to Dreamweaver. Creating Web Pages. Introduction to Cascading Style Sheets (CSS). Links. Images. Tables. Forms

UNIT 2

Dynamic Web Sites. Adding Dynamic data to Web Pages

UNIT 3

Web pages utilizing-Hypertext Mark-up Language (HTML). CSS. Site planning-page layout, navigation, file management, cross-browser compatibility. semantic mark-up strategies highly usable- standards based web sites-form styling and the CSS.

UNIT 4

Open source web-based content management systems. Wordpress, Joomla, and Drupal. To create dynamic and flexible websites and landing pages

UNIT 5

Search Engine Optimization (SEO) and Social Media optimization (SMO) tools, tactics and applications. Website crawling, indexing and ranking, bringing traffic to sites, keyword search, ON-Page – density, frequency and content check, meta tag creation.

REFERENCES

1. Blankson, S. (2008) *Search Engine Optimization (SEO): How to Optimize Your Website for Internet Engines: Google, Yahoo!, Msn Live, Aol, Ask, Altavista, Fast, Gigablast, Snap, Looksmart and More*, Lulu.com
2. Fuller, M.H. (2000) *A Step by Step Wordpress Tutorial for Beginners*, Mati H Fuller
3. Marriott, J. Waring, E. (2012) *The Official Joomla!*, Addison-Wesley.
4. Osborn, J. (2012), *Adobe Dreamweaver CS6 Digital Classroom*, AGI Creative Team
5. Powell (2012) *HTML and CSS: the Complete Reference, Fifth Edition*, Tata McGraw-Hill Education
6. Sabin, L.W. (2014) *Word Press for Dummies*, John Wiley & Sons.

Evaluation Pattern R.13 & R.1

18CMJ001	Data Analysis Techniques for Qualitative Research	0 0 2	2
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Course Objective: To impart knowledge for enabling students to develop qualitative data analytical skills and meaningful interpretation of data set so as to solve the research problem.

Course Outcome: *By the end of the course the students will be able to:*

1. Collect, organize and publish data into both qualitative, quantitative and mixed methods.
2. Analyze, visualize and triangulate their research and develop a better understanding of the methodology.
3. Interpret the data and build the relationship among the variables in a better way.
4. Bring an organised and structured approach to analysis.
5. Be more efficient researcher.

UNIT 1:

Introduction: Getting Familiar with MAXQDA Interface Learning to Import and Organize Data in MAXQDA

UNIT 2:

Doing Transcription in MAXQDA

UNIT 3:

Reasons of using MAXQDA and How to use it

UNIT 4:

Basics of Coding in MAXQDA

UNIT 5:

Visualization of Data in MAXQDA

Evaluation Pattern R.13 & R.16

18CMJ301	Media, Technology and Society	3 0 0 3
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Course Objective: Provide theoretical specialization in the changing role of media and communication technologies and help understand the relationship between media technology society and culture in a historical perspective.

Course Outcome: *By the end of the course the students will be able to:*

1. Understand the link between technological developments in media and their effects on society and culture
2. Gain knowledge about media ownership and the economics of media
3. Analyze media content in terms of its treatment of marginalized communities
4. Understand the effect of media on contemporary life and consumer culture

UNIT 1

Media Technologies: Communication technologies. Historical developments and media. Social change. Globalization

UNIT 2

Media ownership and Finance: Media economics and advertising. News, entertainment and educational content.

UNIT 3

Media and Diversity: Stereotypes. feminist movements.- Religion, race and caste. Moral panic. Culture jamming. McDonaldization/homogenization.

UNIT 4

Media and Influence I: the concept of mediated society. The influencer and the influenced. Marxist, liberal and socialist perspectives that have affected media. Media activism. Media myths and meta narratives

UNIT 5

Media and Influence II: Post modern thought. Simulacra and simulation. Historiographic approaches to communication technology – Whig theory. Media organizations and coverage of development issues.

REFERENCES

1. Albarran, A. B. (ed) (2006) *Handbook of Media Management and Economics*, Lawrence Erlbaum Associates,.
2. Allen, S.(ed) (2010) *The Routledge Companion to News and Journalism*, Routledge Taylor and Francis Group
3. Devereux, E.,(2007) *Media Studies*. Sage Publications,
4. Hesmondhalgh, D., and Toynbee, J. (ed) (2008) *The Media and Social theory*, Routledge, Taylor and Francis
5. More, R (2005). *Popular Culture*. Boca Raton, FL: Florida Atlantic University.

Evaluation Pattern R.13 & R.16

18CMJ302	Sociology of Media Coverage	3 0 0 3
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Course Objective: Help students understand the nature and working of social structures within a media framework and how this opens opportunities and imposes constraints on individuals operating within the structures.

Course Outcome: *By the end of the course the students will be able to:*

1. Demonstrate knowledge of theoretical approaches and criticism in the study of the media
2. Exhibit a solid understanding of key media debates
3. Apply the theoretical perspectives and their conceptual schemes to the study of particular media phenomena
4. Comprehend and critically assess the role of the media (old and new) and the socio-cultural implications for transforming society at large.
5. Apply an interdisciplinary approach based on sociology, media and cultural studies to gain a multi-faceted understanding of the role of global media in our post-modern society.

UNIT 1

Sociological perspective of media. Development of social thinking. Contemporary theoretical perspectives (functional, conflict, symbolic, interactionist, postmodern). Socialization agents (family, school, peer groups, mass media). Social construction of news coverage

UNIT 2

Media, social groups and social control. Social structure and interaction. Media's social construction of: stability and change (Durkheim and Tonnies). Social construction of reality. Conflict perspectives- deviance and crime

UNIT 3

Media coverage of social inequality: systems of stratification (poverty, class, caste, race, education, ethnicity, prejudice, social tensions, attitudes, disability, gender stereotypes, feminism, power relations, land reforms, health, substance abuse, urban and rural life)

UNIT 4

Media coverage of social change: development planning. Mixed economy. Migration. Tribal livelihood. Working class (structure, growth and class mobilization). Social movements (environment, identity)

UNIT 5

Media coverage of challenges of social transformation. Crisis of development, environment and sustainability. Violence against women. Media bias (?) in coverage of abortion, homelessness, religious environment, LGBT rights, nuclear energy, economic policies, corruption.

REFERENCES

1. Atal, Y. (2009). *Sociology and Social Anthropology in India*, ICSSR, Repro India Limited.
2. Earl, J S., and Rohlinger, D (eds) (2012) *Media, Movements, and Political Change*, Emerald Group Publishing.
3. **Herman, E and .S, Chomsky, N. (2008) *Manufacturing Consent: The Political Economy of the Mass Media*, Bodley Head.**
4. Kerby, M., Kidd, W., Koubel, F., et al. (Eds) (2000) *Sociology in Perspective*, Heinemann Educational Publishers.
5. Sen, A. (1995) *Inequality Reexamined*, Harvard University Press.
6. Steve, M, Bruce, C, Catherine, L. W. (eds) (2013) *Being Sociological*, Palgrave McMillan.

Evaluation Pattern R.13 & R.16

18CMJ303	In depth Journalism and Editing	1 1 4	4
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Course Objective: Help students think like a journalist and develop an appreciation for how news educates the public while identifying depth, balance, transparency and accountability in news coverage.

Course Outcome: *By the end of the course the students will be able to:*

1. Break out their inability/inhibition to write long reports by studying a topic in much more details than in routine news reports and writing about them in 2,000-2,500 words.
2. Use the contacts they develop during their 'Beat' reporting stints to help them identify topics that could be developed into In-Depth reports, while at the same time learn to use the library, Internet and social media for research and better understanding of the issues.
3. Develop better language skills and manage to go into details of the topics they covered through colourful descriptive of the places, people and events.
4. Further develop their editing skills with more assignments that include official press releases and speeches by important personalities.
5. Use the practical train afforded to move from the classroom to the newsroom.

UNIT 1

Going beyond the surface facts, retrieving background information, interpretation and analysis.

UNIT 2

Choosing topics: Using the library, internet and research studies

UNIT 3

Writing leads differently: Going beyond the inverted pyramid

UNIT 4

Editing: Relevance of stylebook. Editing for consistency, accuracy and structure.

UNIT 5

Profile Interviews

REFERENCES

1. Houston, Brant, and Len Bruzzese, Steve Weinberg. (2002). *The Investigative Reporter's Handbook – A Guide to Documents, Databases and Techniques*. 4th Ed. Boston: Bedford/St. Martin's.
2. Houston, Brant. (2004). *Computer-Assisted Reporting: A Practical Guide*. 3rd Ed. Boston: Bedford/St. Martin's.
3. Huckerby, Martin. (2005) *The Net for Journalists: A Practical Guide to the Internet for Journalists in Developing Countries*. UNESCO/Thomson Foundation/ Commonwealth Broadcasting Association.
4. Hakemulder, Jan R and De Jonge Fay AC (2002) *News Reporting and Editing* New Delhi: Anmol Publications.
5. Iorio, Sharon (Ed.). (2004). *Qualitative Research in Journalism: Taking it to the Streets*. Mahwah: NJ: Lawrence Erlbaum.
6. Kovach, Bill and Tom Rosenstiel. (2001). *The Elements of Journalism: What Newspeople Should Know and The Public Should Expect*. New York: Three Rivers Press.

7. Meyer, Philip. (2002). *Precision Journalism: A Reporter's Introduction to Social Science Methods*. 4th Ed. Lanham, MD: Rowman and Littlefield.

Evaluation Pattern R.13 & R.16

18CMJ304	Programme Production in Radio and Television	114	4
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Course Objective: Provides the student with theoretical and practical experience in the preparation of audio video materials for radio, television, web, and social media.

Course Outcome: *By the end of the course the students will be able to:*

1. Develop the art of maintaining audience loyalty – what the consumers want, and give it to them consistently.
2. Acquire skills that are essential for presenting the news.
3. Understand the fundamental concept of production in radio and television to complete a media project.
4. Develop proficiency in shooting and editing videos using studio equipment and NLE system.

UNIT 1

From 2-minute headlines to 24-hour news: The bulletin, News programmes, V´erit´e, 24-hour news, Who does What in Radio and Television, Contemporary trends in news programmes. Item selection and order: ‘A fair picture . . .’ Second thoughts, Item order, Local considerations, Foreign coverage, Producing a Running Order, Fieldwork.

UNIT 2

Putting the show together: Winning an audience – the openers, Keeping an audience – headlines and promotions, Actuality, Pictures, Graphics, Programme balance – being all things to all people, Nightly News, And now the good news? Making the programme fit: Cutting, Filling, Backtiming . Deadlines – Timing is more than meeting deadlines, Media calendar.

UNIT 3

Presenting the News -News anchors and presenters: The talent, Qualities of a newscaster, Women newscasters, More than just a newsreader. Professionalism, Voice - Ôn-air: Performance, Presence, Getting through to the audience – rapport, Know your material, Ad-libs, The gate. Practice exercises for anchoring. Live on location. News reading. Documentary.

UNIT 4

The News Studio -Standby for transmission: The set, Control room – The equipment.
Recording: Principles of recording, Using portable sound recorders, Before the interview.

UNIT 5

Editing: ‘You can’t see the join’, Unethical editing, Digital audio editing, Multi-tracking, Analogue editing- Mixing, Types of fade -The studio today and radio tomorrow: On-air studio, Talks studio, The contributions studio, Remote studios, Radio car, Outside broadcast vehicle – Set up, Live transmission and streaming, Technical flexibility and adaptability. Event coverage & Sports Action. Portable telephones, Telephone reports, Obscenity button, Tomorrow today.

REFERENCES

1. Boyd. (2001). *Broadcast Journalism Techniques*, Oxford: Focal Press.
2. Harris. (1991). *Basic Editing: A Practical Course*. UK: Publishing Training Centre.
3. Hesketh and Yorke. (1993). *An Introduction to ENG*, USA: Focal Press.
4. Ivor Yorke (1990). *Basic TV Reporting*, Oxford: Focal Press.
5. Ivor Yorke (1987). *The Technique of Television News*, Oxford: Focal Press.
6. McLeish (1999). *Radio Production*, Burlington: Focal Press.
7. Millerson (1993).. *Effective TV Production*, 3rd edition, Oxford: Focal Press.
8. Taylor (1991). *A-Z of Radio Production*, BBC Radio Training.

Evaluation Pattern R.13 & R.16

18CMJ305	Visual Design in Media	1 0 4	3
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Course Objective: Create and develop visual concepts in response to communication problems, including an understanding of the principles of visual organization, information hierarchy, symbolic representation, typography, aesthetics, and the construction of original meaningful forms.

Course Outcome: *By the end of the course the students will be able to:*

1. Demonstrate fluency in the visual vocabulary and technical skills relevant to graphic design
2. Apply graphic design principles in the ideation, development, and production of visual messages
3. An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages
4. Acquire and demonstrate competency in technical skills applicable to graphic design
5. Demonstrate the ability to use design thinking strategies.
6. Confidently participate in professional design practice and management within a collaborative work environment.

UNIT 1

Fundamentals of design: Definition. Approaches to design, Centrality of design.

Elements of design: Line, Shape, space, color, texture. form.

Principles of Design: Symmetry, rhythm, contrast, balance Mass/Scale.

Design and Designers: Need, role, process, methodologies.

UNIT 2

Study of typography. History, Classification, Anatomy. Usage of various letterforms. Theoretical and applicable principles of letterforms. Expressive -compositions with type. Typography in different contexts: New media, posters, signage's, books, mailers, motion graphics.

UNIT 3

Principles of visual and other sensory perceptions. Color psychology and theory-key aspects. Definition, Optical / Visual Illusions.

Various stages of design process: Problem identification, search for solution refinement, analysis, decision making, and implementation.

Collateral designing – Logo, branding and environmental designing -.Understanding the design brief as part of an ecosystem - Physical, cognitive and social computing environments.

UNIT 4

Package designing – fundamental of package design - Packaging product - The marketplace-marketing and branding the package-Psychology of the consumer as it relates to packaging - Regulations and requirements.

UNIT 5

User centered design process, need gap analysis, Information structuring and mappings, ICNO Graphics: information graphic tools and techniques for narrative and navigational based graphics: Participatory design, Ideation and brain storming, scenario. Building and body storming, Linear and animatic storyboarding, Comics and cartoons for communication.

REFERENCES

1. Ambrose, G., and Harris, P. (2010). *Basics Design 08: Design Thinking*. Lausanne: AVA Academia.
2. Frost, C. (2012). *Designing for Newspapers and Magazines*, UK: Routledge.
3. Lester, E. (2000). *Visual Communications: Images with Messages*. USA: Thomson Learning.
4. Palmer, F. (1989). *Visual Elements of Art and Design*. New York: Longman.
5. Picture this: *Media Representation of Visual Arts and artists*. University of Luton Press
6. Porter, T. and Goodman, S (1985). *Manual of Graphic Technique 2: For Architects*, USA:Macmillan General Reference
7. Ryan, W., and Conover, T. (2004). *Graphic Communication today* (4th ed.). New York: Delmar Learning.
8. Schildgen, T.(1998). *Pocket Guide to color with digital applications*. New York: Thomson Learning.

Evaluation Pattern R.13 & R.16

18CMJ306	Corporate Social Responsibility	3 0 0	3
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Course Objective: Learn to innovate, improve efficiency and create value for the corporate in society and examine whether organizations should consider the impact of their activities on diverse stakeholders.

Course Outcome: *By the end of the course the students will be able to:*

1. Understand the role, benefits, need and the theories involved in Corporate Social Responsibility.
2. Analyze the role of CSR in developing countries with respect to Asian perspectives.
3. Understand the stages involved in CSR Campaigns and will also know how environmental issues can be leveraged for CSR Campaigns and related marketing efforts to build and grow corporate reputation.
4. Comprehend the role of CSR in Green Marketing, Social Marketing, Social Media and Community Events with respect to Environmental Sensitivity.
5. To analyze the role of CSR in rendering services to the community in the field of Education, Health and Social Empowerment pertaining to Rural and Urban sectors.

UNIT 1

History of corporate social responsibility: Concepts and practices. Shareholder activism.

CSR Theories: Political theory, social contract theory, stakeholder theory, economic theory of self-regulation, halo effect, critical theory and CSR. Altruistic CSR. Ethics.

Critique of CSR: Modern era and CSR debates.

Agents: Transnational corporations. Government. NGOs.

Social perspectives. Corporate sectors- social and societal responsibility. The CSR Pyramid.

Modes of value creation. Consumers as drivers of CSR.

UNIT 2

Country perspectives: CSR in India. Philanthropy to corporate initiatives.

Global context: Globalisation and CSR. UN global compact. Globalisation and norm construction. The Norm cycle model.

CSR in developing countries: Asian perspectives. Case studies.

UNIT 3

CSR campaign: strategy and initiatives. Benefits. Workplace CSR. Social and community initiatives. Stages of CSR. Sustaining the CSR campaign. Measuring CSR effectiveness. Sustaining funds through branding. Integrated approach.

CSR: The CSR communication strategy. Image building activities. CSR events. Case studies.

UNIT 4

CSR and environmental sensitivity: Cause related marketing. Green marketing. Water. Bio investment. Social marketing. Social media and CSR. Increasing credibility.

Green Activism. Mission and cause marketing.

Sponsoring local events. Environmentally safe products. Community events. Video case discussions.

UNIT 5

The societal role: Giving back to community. Social impact. Education. Health. Inclusive design – elderly. Social empowerment. Reaching rural India. Grassroots implementation. Economic development. Developmental initiatives. Towards service to community.

Case studies.

REFERENCES:

1. Asongu, J.J. (2007). *Strategic corporate social responsibility in practice*. Atlanta: Green view publishing.
2. Baxi, C.V. and Prasad, A. (Ed.) (2005). *Corporate social responsibility: Concepts and cases: the Indian experience*. New Delhi: Excel Books.
3. Coombs, W.T. and Holladay, S.J.(2012). *Managing corporate social responsibility: A communication approach*. UK: Wiley Blackwell.
4. Crane, A et al. (Eds.) *The Oxford handbook of corporate social responsibility*. Oxford: Oxford University Press.
5. Jatana,R and Crwther,D (Eds.) (2008). *Corporate Social Responsibility: Theory and practice with case studies*. New Delhi: Deep & Deep Publications.
6. Mallin, C.A. (Ed.) (2009). *Corporate social responsibility: A case study approach*. U.K. Edward Elgar Publishing.
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8. Narang, R.K. (Ed.) (2009) *Corporate social responsibility: Replicable models on sustainable development*. New Delhi: TERI Press.
9. Segerlund, L. (2010). *Making corporate social responsibility a global concern: Norm construction in a globalizing World*. England: Ashgate Publishing.
10. Zaki T. S. (2014) *Communication in the CSR context*.

Evaluation Pattern R.13 & R.16

18CMJ310	Current Affairs Analysis: V	1 0 0	1
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Course Objective: Helps students make sense of newsworthy events in the areas of globalization, political economy and thus they develop the ability to analyze them within a theoretical framework of current affairs.

Course Outcome: *By the end of the course the students will be able to:*

1. Analyze the news and evaluate the news angle in a critical way
2. Understand the role of media as a strong platform for the public communication

3. Criticize, analyze, and synthesize dominant views in news coverage
4. Writing and speaking persuasively regarding personal opinions on topics covered
5. Understand different patterns and trends followed in the presentation style by print, visual and online Media
6. Develop strong communication and writing skill

Key debates of contemporary relevance – Analysis of significant conflict reports in national and international media – Group discussion on News bulletins and News based programmes in television and their relevance in today's context - Critical analysis of news and its social relevance, a study of Indian societies – In-depth analysis on India's economic and political condition

REFERENCES

1. Newspapers: The Hindu, The Times of India, The Indian Express, The Economic Times,
2. The Guardian, The New York Times, The Wall Street Journal, The Independent
3. News Websites: www.bbc.com, www.livemint.com, abcnews.go.com, www.huffingtonpost.co.uk, www.thehoot.org. News Agencies: – Reuters, AFP, AP, PTI, IANS
4. Magazines: - Outlook, India Today, Sportstar, TIME
5. Radio News: AIR News, BBC World Service
6. Television News: CNN-IBN, NDTV 24 x7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

Evaluation Pattern R.13 & R.16

18CMJ002 Data Analysis Techniques for Quantitative Research 0 0 2 1

Course Objective: To impart knowledge for enabling students to develop quantitative data analytical skills and meaningful interpretation of data set so as to solve the research problem.

Course Outcome: *By the end of the course the students will be able to:*

1. Demonstrate an understanding of steps of data entry and analysis using SPSS software
2. Demonstrate a working knowledge of coding plans and data sets
3. Describe the nature of variables and manage data
4. Analysis the data relationship using correlation and other measures
5. Present data using SPSS generated graphs and summary statistics

UNIT 1

Loading and Saving Data Files: Introduction and Overview. Starting SPSS, Entering Data, Defining Variables

UNIT 2

Running initial data analysis: Examining Output Files, Modifying /Transformation of Data.

UNIT 3

Descriptive Statistics: Frequency Distributions, Measures of Central Tendency and Measures of Dispersion. Graphing Basics. Reliability (Inter item correlation)

UNIT 4

Prediction and Association: Parametric and non-parametric tests- Pearson Correlation Coefficient, Cronbach's alpha, Chi square, t Test, ANOVA , Mann-Whitney U Test, Kruskal-Wallis H Test

UNIT 5

Exploratory factor analysis, Simple and multiple Linear Regression, Path analysis, Structural Equation Modelling with AMOS

References

1. Field, A. (2005). *Discovering statistics using SPSS* (2nd ed.). London: SAGE.
2. SPSS for Dummies – available at http://www.biometrika.tomsk.ru/lib/spss_dumm.pdf

Evaluation Pattern R.13 & R.16

18CMJ392	Internship	P/F
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Course Objective: Internships are intended to give students practical work experience in journalism, new media, broadcast production, and advertising.

Course Outcome: *By the end of the course the students will be able to:*

1. Gain practical exposure and experience in connection with media requirements
2. Develop communication skills
3. Develop contacts as a source of information and for future placements
4. Develop crisis management skills
5. Develop critical way of thinking according to demands of the client or company

Internships are intended to give students practical work experience in journalism, new media, broadcast production, and advertising. It is mandatory for the students to complete the internship in a media organization for a period of at least 30 days, at the commencement of the 5th semester. A report should be submitted at the beginning of the 5th semester, failing which the students will be marked with an F grade. The internship report should consist of internship certificate, company profile, nature of work done, job progress, work diary on a daily basis, documents/

scanned copies of work done for the organization. For example, published news reports, photographs, design, online content, creative work.

The students will be allowed to intern only after the completion of their 3rd semester. Internships may be completed as: (i) Winter internship after completion of the 3rd semester in print media, photography or online content writing. (ii) Summer internship after completion of the 4th semester in print media, broadcast media (television and radio), photography, online, web designing, advertising, corporate communication and event management. Ideally the student interns for 30 days in a single organization.

Evaluation Pattern R.13 & R.16

18CMJ311	Film Studies	202	3
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Course Objective: Prepare students to participate in a world increasingly shaped by moving pictures. This course offers a foundation of understanding cinema and its relations to culture, history, genre, technology and aesthetics to create and analyze moving images as well as research the craft.

Course Outcome: *By the end of the course the students will be able to:*

1. Understand the idea of film as an art form and the essentials of film styles and know the basics of the language of film.
2. Understand the major landmarks in world cinema from the silent era to the present, including major developments in technology, production of film, and prominent styles of film forms.
3. Understand the major events in world film history, which includes soviet montage, French new wave, Italian neorealism, German expressionism, and Spaghetti western. Also they will have knowledge of the major analytical frameworks of cinema studies such as auteur theory, and Kuleshov effect.
4. Recognize and analyze the way in which film communicates meaning and messages to its audiences.
5. Understanding the film production process and its relationship

UNIT 1

The scope and boundaries of cinema. The ontology of the photographic image. The myth of total cinema. The evolution of the language of cinema. The virtues and limitations of montage. In defense of mixed cinema, theater and cinema.

UNIT 2

History of World Cinema: Silent Cinema (1895-1930) - Sound Cinema (1930-1960) - Modern Cinema (1960-1995) - Major landmarks in World Cinema – Classic World films and their makers

UNIT 3

The Soviet montage: Why study the soviet cinema? Historical background, Pre-revolutionary Russian cinema, Soviet cinema and ideology: film as an agent of change, Form: montage, Theoretical debates-montage versus realism. Major theories linked to Soviet Cinema
French New Wave – Italian Neorealism – German Expressionism - Spaghetti Western –New Hollywood.

UNIT 4

Asian Cinema, Latin Cinema. Indian Cinema: Production and reception conditions, Writings on Indian cinema, Genre and form, Songs and dance sequences, Censorship, The woman's film, Foundational fictions of the post-colonial nation.

UNIT 5

Parallel Cinema and Mainstream Cinema. Film review and criticism.
The Indian cinema going digital. - Advantages with language versions. Understanding the star and the film business. Corporatization of cinema in India. Funding.
Making of Cinema – Key aspects in Direction, Cinematography, Lighting, Composition and Editing – Technical analysis of shots, scenes and sequences.

REFERENCES

1. Abrams, N., Bell, I. and Udris, J. (2001). *Studying Film*, London: Arnold.
2. Boggs, J.M. and Petrie, D.W. (2008). *The Art of Watching Films*, 7th Edition, Boston: McGraw- Hill.
3. Case, D. (2001). *Film Technology in Post Production*, 2nd edition. Oxford: Focal Press.
4. Dancyger, K. (2007). *The Technique of Film and Video Editing*, 4th edition. Boston: Focal Press.
5. Marks, M.M. (1997). *Music and the Silent Film: Contexts and Case Studies, 1895 – 1924*. USA: Oxford University Press.
6. Mulhall, S. (2002). *On Film*. London: Routledge.
7. Proferes, N.T. (2005). *Film Directing Fundamentals: From script to screen*. New York: Focal Press.
8. Villarejo, A. (2007). *Film Studies the Basics*, London: Routledge

Evaluation Pattern R.13 & R.16

Course Objective: To give students exposure to the advanced stages of newspaper and magazine design and enrich students knowledge of production and publishing

Course Outcome: *By the end of the course the students will be able to:*

1. Evaluate, understand the various forms of fonts
2. Identify design methods for various types of reports
3. Use various styles to display reports
4. Understand scientific method of page lay-out
5. Understand the trends in page design for newspapers, and magazines

UNIT 1

Basics of Page make-up. Measurement , paper size, dummy, Typography and Letterform Newspaper page make-up – Flag-Folio-Masthead. Basics of In design.

UNIT 2

Newspaper Layout and Design: The Architecture of the page-the modular system-, the new front page –Design Versus Makeup: Headlines, Straps, Blurbs, white space management. Creating Graphic Order. Front Page Design. Style guide.

UNIT 3

Inside pages: Working on Lifestyle and Feature Pages. Sports pages. Editorial pages and Business pages. International Pages. Treatments of visual and graphic images

UNIT 4

Magazine Production: Graphic Strategies Strategies for positioning body and display Type. Copy fitting and types of page makeup. Color - How to use it and How readers perceive it.

UNIT 5

Layout Practice: Magazine, Responsive layout , order and continuity. Designing Advertisements. Designing Special Pages. Food and Fashion. Health pages. Newspaper/Magazine Printing, Distribution and Challenges.

REFERENCES

1. Adam, M. J. 2001 *Printing Technology*, New York: Sage Publications.
2. APA Stylebook
3. Garcia M. (1981), *Contemporary Newspaper Design a Structural Approach* Prentice Hall
4. Niir, B. (2007) *The Complete Book on Printing Technology*, Asia Pacific Business Press Inc.
5. Ryan, B. and O’ Donnel, M.J. (2000). *The Editor’s Toolbox: A Reference Guide for Beginners and Professionals*, New Jersey: Blackwell Publishing.

Evaluation Pattern R.13 & R.16

Course Objective: Provide a deeper understanding of how proliferation of digital technology gives businesses diverse new set of tools to reach, engage, monitor and respond to consumers.

Course Outcome: *By the end of the course the students will be able to:*

1. Explain the role and importance of digital content marketing in a rapidly changing business landscape
2. Discuss the key elements of a digital content marketing strategy
3. Illustrate how the effectiveness of a digital marketing campaign can be measured
4. Demonstrate an understanding of common digital marketing tools such as SEO, SEM, Social media and Blogs
5. Develop a Digital Content Marketing strategy for a brand.

UNIT 1

Introduction to Digital Content Marketing. Understanding content, target demographics, Growing importance of content marketing. Understanding branding, content strategy and content marketing. Content marketing and the buying funnel-brand awareness to brand evangelism. Buying Funnel vs Content marketing funnel. Content Marketing Channels

UNIT 2

Content Marketing Channels. Social networks. Geo-social networks. Location-based content. Online directories. Email. Blogs. Social bookmarking. Online video. Podcasts. Webinar/webcasts. Microblogging (twitter, tumblr and posterous). Long-form publishing (ebooks, whitepapers, digital mags, research reports). Digital media center/press room, apps and widgets. Games/gamification. Case studies. Virtual conferences. Licensed/syndicated content. E-learning/ online training. Wikis. Visual information (charts, diagrams, infographics, maps)

UNIT 3

Content marketing formats – written, spoken and visual content. Owned - website, facebook page, twitter profile and branded content. Paid - PPC, display, paid social, retargeting and earned media. Earned – Search Engine Optimization (SEO). Social media Optimization (SMO). Social Media. Blogging. Business benefits of a social media profile

UNIT 4

Content marketing ecosystem: Content psychology and delivery impacts. Content strategy. Measuring current content, keyword and rank analysis. Social listening and conversation monitoring. Web analytics. Market research, Content strategy providers. Content creation, curation and hosting. Content performance management –search performance measurement, social activation and analytics, Content analytics, readership/audience analytics. Content distribution and amplification

UNIT 5

Content marketing objectives and Key Performance Indicators, Inbound vs outbound marketing strategies for content marketing. Anticipating crisis with online data.

REFERENCES

1. Chaffey, D and Smith, P.R. (2013) *Emarketing Excellence: Planning and Optimizing your Digital Marketing*, Routledge
2. Hemann, C. and Burbary, K. (2013) *Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World*, Que Publishing
3. Jefferson, S. and Tanton, S. (2013) *How to make Valuable Content the Key to your Business Success*, Kogan Page
4. Leibtag, A. (2014) *The Digital Crown – Winning at Content on the Web*, Elsevier
5. Rebecca, L. (2012) *Content Marketing: Think like a publisher – How to use content to market online and in social media*, Que Publishing

WEB REFERENCES

E Content magazine- <http://www.econtentmag.com/>

Radius Blog- <http://radius.com/2014/03/31/25-best-marketing-blogs-2014/>

Smart Insights - <http://www.smartinsights.com>

http://contentmarketinginstitute.com/wp-content/uploads/2013/05/Ultimate_eBook_mayrev.pdf

Evaluation Pattern R.13 & R.16

18CMJ320	Current Affairs Analysis: VI	100	1
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Course Objective: To develop theoretical and practical understanding of different components of news commercialization and role of breaking news and news exclusives in television.

Course Outcome: *By the end of the course the students will be able to:*

1. Evaluate, understand the various forms of news
2. Identify people who have been in the limelight
3. Use diverse sources to create data driven reports
4. Write human interest stories for various media
5. Understand the trends in news coverage

The people who make headlines – The Past, Present and Future of ‘News’, debates on Indian and Global scenario - Analyzing content, style, and audience preferences of Online News - The role of Advertisements in marketing news and the growing needs for news commercialization – The rise and role of Breaking News and News Exclusives in Television.

REFERENCES

1. Newspapers: The Hindu, The Times of India, The Indian Express, The Economic Times,
2. The Guardian, The New York Times, The Wall Street Journal, The Independent

3. News Websites: www.bbc.com, www.livemint.com, abcnews.go.com, www.huffingtonpost.co.uk, www.thehoo.org.
4. News Agencies: – Reuters, AFP, AP, PTI, IANS
5. Magazines: - Outlook, India Today, Sportstar, TIME
6. Radio News: AIR News, BBC World Service
7. Television News: CNN-IBN, NDTV 24 x7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

Evaluation Pattern R.13 & R.16

18CMJ398	Media Project	4
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Course Objective: Explore project based learning strategies using media to showcase their portfolio including working for clients.

Course Outcome: *By the end of the course the students will be able to:*

1. Realize ideas and practice skills and techniques learned in earlier years of the programme according to the current market scenario and industry demand.
2. Use and evaluate best practices and tools to design and develop dynamic rich-media content.
3. Coordinate the development, budgeting, planning and professional presentation of a media project (both broadcast and online)
4. Analyze and assess technical and production issues related to media projects.
5. Develop and refine collaboration and storytelling skills to communicate effectively, and demonstrate these skills in the execution of media projects and enable students to make and present media projects.

The media project is an application oriented course aimed at Portfolio Enhancement and Industry Connect. The media project is bifurcated as (i) Industry Connect - 2 Credits for the work that the students create for an external organization and as (ii) Portfolio Enhancement -2 Credits for the project that they undertake for building their portfolio with faculty guidance. The students have the choice of working in any one of the specializations like: Print Journalism, Broadcast Production (Radio/Television/ Documentary/ Short Film), Online Media, Advertising , Public Relations and Corporate Communication/Event Management.

The choice of project area and organizations may include: NGOs , Corporates, SMEs, MNCs. Other Private organizations, Governmental organizations, Independent filmmakers, Documentary filmmakers, Production houses, Start up firms (Online), Web designing firms.

Evaluation Pattern R.13 & R.16

Course Objective: Accessing learning outcomes of research, application of theory to practice and defend the outcome of their research projects.

Course Outcome: *By the end of the course the students will be able to:*

1. Interrogate and critically discuss the literature and major works related to national/international professional practice in their chosen area of research.
2. Conduct research based on project plans that address stated research questions, methods and audiences.
3. Solve research problems and critically analyze findings in relation to scholarly and industry needs - both local and international.
4. Present findings that situate their work in the field to inform future professional practice and research.
5. Critically reflect on their personal and professional learning and develop strategies to implement this learning in professional practice.

The 4 credit Communication Research Project is undertaken by students individually to work on their preferred area of research related to any field of Mass Communication within the traditions of social and behavioural sciences. A Research Guide is assigned to each student to help them through the process of preparing a Research Project culminating in a Viva-Voce conducted by an external expert.

Evaluation Pattern R.13 & R.16

***Open Elective A (any one)**

Course Objective: Visual documentation of key social issues: The student will write the script and shoot a documentary film of 5-10 minutes, highlighting a key issue.

Course Outcome: *By the end of the course the students will be able to:*

1. Develop critical thinking skills necessary to evaluate, organize and disseminate news
2. Identify problem of common man
3. Use data to create stories
4. Express themselves fluently and appropriately in social and professional contexts
5. Become able to produce documentaries using available data

UNIT 1

Screening documentary films on various social issues – gender discrimination, women empowerment, dowry, female infanticide and skewed sex ratios, maternal and child care, role of technology in transforming societies, changing caste and class barriers etc. etc.,

UNIT 2

Selecting the topic: Migration of labour from other regions to the southern states due to labour shortage and their integration in the society as local youth turn away from traditional occupations of their families and go in search of white-collar jobs, alcohol consumption and rising crime, drug addiction among students etc. etc..

UNIT 3

Data collection on the ground, interviews and shooting schedule.

UNIT 4

Pre-production, production and post-production processes with approval from the guide.

UNIT 5

Preview of the film & analysis.

REFERENCES

1. Aufderheide, Patricia (1997) *Public Intimacy: The Development of First-Person Documentary*, New York: Afterimage-Rochester. 25, 16-18.
2. Nichols, B. (2010). *Introduction to documentary*. Indiana University Press.
3. Rosenthal, Alan (1990) *Writing, Directing, and Producing Documentary Films and Videos*. Carbondale: Southern Illinois University Press.
4. Walker, J., & Waldman, D. (1999). *Feminism and Documentary*. University of Minnesota Press

Films

1. Flaherty, Robert J (1922) *Nanook of the North*
2. Kauffman, R., and Briski, Z. (2005). *Born into brothels*. ThinkFilm.
3. Srinivasan, R R (2009) *En Peyar Palaru*
4. Srinivasan;R R (2000) *Nadhiyin Maranam*

Evaluation Pattern R.13 & R.16

18OEL293

Reporting Rural Affairs

1 1 2 3

Course Objective: News coverage of rural areas: Issues ranging from health, education and civic amenities to government welfare schemes and the state of agriculture with farming losing its sheen among rural youth and resultant urban migration. New trends like mechanization of farming due to shortage of labour, the growth of self-help groups and mushrooming cottage

industries, changes in the social and political life of the rural communities, inter-caste and class dynamics and how technological penetration is changing rural life and aspirations, success stories, best practices in farming, growing consumerism and its impact on the environment, rural businesses and innovations.

Course Outcome: *By the end of the course the students will be able to:*

1. Analyze and clarify the long term tendencies in the rural area and agricultural development in Croatia
2. Participate in creating and implementing rural development and agricultural projects
3. Interpret measures of agricultural policy
4. Understand the Govt. projects and policies for the upliftment of Rural communities, women and children
5. Develop communication skill and critical way of thinking
6. Contribute towards the society as a mediator by analyzing their problems and creating awareness

UNIT 1

Reporting rural India- problems and prospects: Poor connectivity and infrastructure, electrification and drinking water supply, state of primary healthcare centres, growing literacy and education breaking down caste and class barriers

UNIT 2

Role of women in rural areas, gender discrimination, female infanticide and patriarchy, women role models who have asserted themselves in social, political and economic life of the society overcoming all odds and helped breakdown social barriers.

UNIT 3

Government development programmes for rural areas. Are they reaching the intended beneficiaries? Success and failure stories, women empowerment and youth upliftment programs.

UNIT 4

Agriculture – shrinking areas under cultivation, drying irrigation sources, high cost of inputs, labour shortage and rising wages. Need to ensure fair prices for the farmers’ produce by setting up agro-industries and cold storage chains in rural areas and introducing appropriate technology.

UNIT 5

Role of media in highlighting rural issues so that authorities in the cities take note and take remedial measures.

REFERENCES

1. Bang, R., Khorgade, S., and Chinai, R (2010) Putting Women First: Women and Health in a Rural Community. New Delhi: Stree and Samya.

2. Fukuoka, M. (2009). The One-Straw Revolution: An Introduction to Natural Farming.
3. New York: Review of Books.
4. Patra, S.C., and Vachhani, A. (2012). Socio Economic Profile of Rural India: Series II, Volume II: North East India (Assam, Manipur, Tripura and Nagaland). New Delhi: Concept Publishing.
5. Patil, D.A. (2010). Communication for Rural Development in India: From Green Revolution to 'E' Revolution. New Delhi: Serials Publications
6. Pokharapurkar, R. (1993). Rural Development Through Community Television (CISCED). New Delhi: Concept Publishing
7. Islam, N. (2006). Reducing Rural Poverty in Asia: Challenges and Opportunities for Microenterprises and Public Employment Schemes. New York, London, Oxford: Food Products Press

Videos

1. The Noer
2. Faces of Pretea
3. Hotville Alabama

Web References:

1. http://www.un.org/en/ecosoc/docs/pdfs/an_integrated_approach_to_rural_development.pdf
2. http://www.epw.in/frontpage?0=ip_login_no_cache%3D4806b5974dc3439b9a9343b7b5674286
3. <http://www.worldbank.org/en/news/feature/2012/05/17/india-agriculture-issues-priorities>
4. <https://www.youtube.com/watch?v=eCBicWAwOds>

Evaluation Pattern R.13 & R.16

*Open Elective B (any one)

18OEL236	Development Journalism	1 1 2	3
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Course Objective: To upgrade the skills of students and equip them to deal with the challenges faced in communicating about development and economic issues while illuminating the linkages between them.

Course Outcome: *By the end of the course the students will be able to:*

1. Understand the dynamics and dimension of migration
2. Become aware of the barriers, vulnerabilities and anxieties for the migrants.
3. Understand how migration affects agriculture
4. Understand migration in terms of civic engagement.
5. Understand effects and social impacts of urbanization on the family.

UNIT 1

Large-scale migration from rural to urban areas: causes and consequences. Statistics, unemployment, education, health, insurgency (lack of security), lack of infrastructure

UNIT2

‘Pull’ and ‘Push’ factors: Urban centres provide better scope for earning livelihood through employment in industries, transport, construction, trade, services etc. They act as magnets by offering modern facilities and ‘pull’ people from the rural areas, while unemployment, hunger and starvation and lack of means of livelihood “push” people out of villages into towns and cities.

UNIT 3

Migration from rural areas and their impact on agricultural production due to shortage of labour in those areas.

UNIT 4

Mass migration into metropolitan cities – Delhi, Kolkatta, Mumbai and Chennai – and their impact on civic amenities in the cities – increasing slums, decline in standard of living and environmental degradation.

UNIT 5

Nuclear family- A side effect of urbanization - Changes in family system brought about by urbanization

REFERENCES

1. Effects of internal Migration and Net Emigration on a City – Smriti Chand
2. 4 Major causes of Migration in India – Smriti Chand
3. Human Migration (Cause, Kinds and Theories)- Negi Mohita
4. UN state of the World Population Report – 2007

Evaluation Pattern R.13 & R.16

18OEL233	Citizen Journalism	1 1 2	3
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Course Objective: Explore opportunities and avenues to tell stories as ordinary citizens on issues concerning the society through print, television and new media to participate in a media disposed.

Course Outcome: *By the end of the course the students will be able to:*

1. Define Citizen Journalism and explain the genre.
2. Explain the boundaries of the genre
3. Develop an understanding of the platforms available for citizen activism and intervention

4. Critically reflect on the aspects of safe media practices involved in citizen reporting
5. Identify appropriate strategies and tools to reach a defined target audience

UNIT I

Changing notions of Journalism. Becoming an effective Citizen Journalist

UNIT II

Platforms for Citizen Intervention and Activism

UNIT III

Highlighting Development problems of the community with a solutions-driven journalistic approach

UNIT IV

Importance of verifying Information

UNIT V

Critical Reflection - Ethics and restraint

REFERENCES

1. Allan, S. (2009). *Citizen journalism: Global perspectives* (Vol. 1). Peter Lang.
2. Thorsen, E., & Allan, S. (2014). *Citizen Journalism: Global Perspectives-Volume 2*. Peter Lang International Academic Publishers.
3. Wall, M. (2012). *Citizen Journalism: Valuable, Useless, Or Dangerous?*. International Debate Education Association.
4. Allan, S. (2013). *Citizen witnessing: Revisioning journalism in times of crisis*. John Wiley & Sons.

Evaluation Pattern R.13 & R.16