PRESIDENCY SCHOOL OF MEDIA STUDIES

Program Regulations and Curriculum

2024-2027

BACHELOR OF ART (B.A.) in JOURNALISM & MASS COMMUNICATION

based on Choice Based Credit System (CBCS) and Outcome Based Education (OBE)

Regulations No.: PU/AC-24.20/SOMS06/BAJ/2024-27

Resolution No.20 of the 24th Meeting of the Academic Council held on 03rd August 2024, and ratified by the Board of Management in its 24th Meeting held on 05th August, 2024.

(As amended up to the 26thMeeting of the Academic Council held on 25th July 2025. This document supersedes all previous guidelines)

August 2024

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PART A – PROGRAM REGULATIONS

1. Vision & Mission of the University and the School / Department

1.1 Vision of the University

To be a Value-driven Global University, excelling beyond peers and creating professionals of integrity and character, having concern and care for society.

1.2 Mission of the University

- Commit to be an innovative and inclusive institution by seeking excellence in teaching, research and knowledge-transfer.
- Pursue Research and Development and its dissemination to the community, at large.
- Create, sustain and apply learning in an interdisciplinary environment with consideration for ethical, ecological and economic aspects of nation building.
- Provide knowledge-based technological support and services to the industry in its growth and development.
- To impart globally applicable skill sets to students through flexible course offerings and support industry's requirement and inculcate a spirit of new-venture creation.

1.3 Vision Statement of Presidency School of Media Studies

To become a value-based, Communication-effective School of Media and Journalism, committed to creating an ethical and positive approach to reporting, for the benefit of society at large.

1.4 Mission Statement of Presidency School of Media Studies

- To Encourage students to become sensitive, responsive and responsible social citizens in the realm of media and journalism.
- To Empower students with the knowledge and skills to address social, political, and economic challenges.
- To Sensitize students to embrace lifelong learning in a technology- enabled environment.

- To Foster strategic alliances between the media and academia for research and its practical application.
- To Instil entrepreneurial and leadership skills to address social, environmental and community needs.

2. **Preamble to the Program Regulations and Curriculum**

   This is the subset of Academic Regulations, and it is to be followed as a requirement for the award of B.A. degree.

   The Curriculum is designed to take into the factors listed in the Choice Based Credit System (CBCS) with focus on Project Based Learning, Industrial Training, and Internship to enable the students to become eligible and fully equipped for employment in industries, choose higher studies or entrepreneurship.

   In exercise of the powers conferred by and in discharge of duties assigned under the relevant provision(s) of the Act, Statutes and Academic Regulations of the University, the Academic Council hereby makes the following Regulations.

3. **Short Title and Applicability**

   a. These Regulations shall be called the Bachelor of Arts Degree Program Regulations and Curriculum 2024-2027.

   b. These Regulations are subject to, and pursuant to the Academic Regulations.

   c. These Regulations shall be applicable to the ongoing Bachelor of Arts (Journalism & Mass Communication) Degree Programs of the 2024-2027 batch, and to all other Bachelor of Arts Degree Programs which may be introduced in future.

   d. These Regulations shall supersede all the earlier Bachelor of Arts (Journalism & Mass Communication) Degree Program Regulations and Curriculum, along with all the amendments thereto.

   e. These Regulations shall come into force from the Academic Year 2024-2025.

4. Definitions

In these Regulations, unless the context otherwise requires:

a. *"Academic Calendar" means the schedule of academic and miscellaneous events as approved by the Vice Chancellor;*

b. *"Academic Council" means the Academic Council of the University;*

c. *"Academic Regulations" means the Academic Regulations, of the University;*

d. *"Academic Term" means a Semester or Summer Term;*

e. *"Act" means the Presidency University Act, 2013;*

f. *"AICTE" means All India Council for Technical Education;*

g. *"Basket" means a group of courses bundled together based on the nature/type of the course;*

h. *"BOE" means the Board of Examinations of the University;*

i. *"BOG" means the Board of Governors of the University;*

j. *"BOM" means the Board of Management of the University;*

k. *"BOS" means the Board of Studies of a particular Department/Program of Study of the University;*

l. *"CGPA" means Cumulative Grade Point Average as defined in the Academic Regulations;*

m. *"Clause" means the duly numbered Clause, with Sub-Clauses included, if any, of these Regulations;*

n. *"COE" means the Controller of Examinations of the University;*

o. *"Course In Charge" means the teacher/faculty member responsible for developing and organising the delivery of the Course;*

p. *"Course Instructor" means the teacher/faculty member responsible for teaching and evaluation of a Course;*

q. *"Course" means a specific subject usually identified by its Course-code and Course-title, with specified credits and syllabus/course-description, a set of references, taught by some teacher(s)/course-instructor(s) to a specific class (group of students) during a specific Academic Term;*

r. *"Curriculum Structure"* means the Curriculum governing a specific Degree Program offered by the University, and, includes the set of Baskets of Courses along with minimum credit requirements to be earned under each basket for a degree/degree with specialization/minor/honours in addition to the relevant details of the Courses and Course catalogues (which describes the Course content and other important information about the Course). Any specific requirements for a particular program may be brought into the Curriculum structure of the specific program and relevant approvals should be taken from the BOS and Academic Council at that time.

s. *"DAC"* means the Departmental Academic Committee of a concerned Department/Program of Study of the University;

t. *"Dean"* means the Dean / Director of the concerned School;

u. *"Degree Program"* includes all Degree Programs;

v. *"Department"* means the Department offering the degree Program(s) / Course(s) / School offering the concerned Degree Programs / other Administrative Offices;

w. *"Discipline"* means specialization or branch of B.A. Degree Program;

x. *"HOD"* means the Head of the concerned Department;

y. *"L-T-P-C"* means Lecture-Tutorial-Practical-Credit – refers to the teaching – learning periods and the credit associated;

z. *"MOOC"* means Massive Open Online Courses;

aa. *"MOU"* means the Memorandum of Understanding;

bb. *"NPTEL"* means National Program on Technology Enhanced Learning;

cc. *"Parent Department"* means the department that offers the Degree Program that a student undergoes;

dd. *"Program Head"* means the administrative head of a particular Degree Program/s;

ee. *"Program Regulations"* means the Bachelor of Journalism & Mass Communication Degree Program Regulations and Curriculum, 2024-2027;

ff. *"Program"* means the Bachelor of Journalism & Mass Communication BA (J&MC) Degree Program;

gg. *"PSOMS" means the Presidency School of Media Studies;*

hh. *"Registrar" means the Registrar of the University;*

ii. *"School" means a constituent institution of the University established for monitoring, supervising and guiding, teaching, training and research activities in broadly related fields of studies;*

jj. *"Section" means the duly numbered Section, with Clauses included in that Section, of these Regulations;*

kk. *"SGPA" means the Semester Grade Point Average as defined in the Academic Regulations;*

ll. *"Statutes" means the Statutes of Presidency University;*

mm. *"Sub-Clause" means the duly numbered Sub-Clause of these Program Regulations;*

nn. *"Summer Term" means an additional Academic Term conducted during the summer break (typically in June-July) for a duration of about eight (08) calendar weeks, with a minimum of thirty (30) University teaching days;*

oo. *"SWAYAM" means Study Webs of Active Learning for Young Aspiring Minds.*

pp. *"UGC" means University Grants Commission;*

qq. *"University" means Presidency University, Bengaluru; and*

rr. *"Vice Chancellor" means the Vice Chancellor of the University.*

5. Program Description

The Bachelor of Arts (Journalism & Mass Communication) Degree Program Regulations and Curriculum 2024-2027 are subject to, and pursuant to the Academic Regulations. These Program Regulations shall be applicable to the ongoing Bachelor of Arts in Journalism & Mass Communication, abbreviated as BA (J&MC) of 2024-2027 offered by the Presidency School of Media Studies (PSOMS):

5.1 These Program Regulations shall be applicable to other similar programs, which may be introduced in future.

5.2 These Regulations may evolve and get amended or modified or changed through appropriate approvals from the Academic Council, from time to time, and shall be binding on all concerned.

5.3 The effect of periodic amendments or changes in the Program Regulations, on the students admitted in earlier years, shall be dealt with appropriately and carefully, so as to ensure that those students are not subjected to any unfair situation whatsoever, although they are required to conform to these revised Program Regulations, without any undue favour or considerations.

6. Minimum and Maximum Duration

6.1 Bachelor of Arts in Journalism & Mass Communication Degree Program is a three-Year, Full-Time Semester based program. The minimum duration of the BA (J&MC) Program is three (03) years, and each year comprises of two academic Semesters (Odd and Even Semesters) and hence the duration of the BA (J&MC) program is six (06) Semesters.

6.2 A student who for whatever reason is not able to complete the Program within the normal period or the minimum duration (number of years) prescribed for the Program, may be allowed a period of two years beyond the normal period to complete the mandatory minimum credits requirement as prescribed by the concerned Program Regulations and Curriculum. In general, the permissible maximum duration (number of years) for completion of Program is 'N' + 2 years, where 'N' stands for the normal or minimum duration (number of years) for completion of the concerned Program as prescribed by the concerned Program Regulations and Curriculum.

6.3 The time taken by the student to improve Grades/CGPA, and in case of temporary withdrawal/re-joining **(Refer to clause 16.1 of Academic Regulations),** shall be counted in the permissible maximum duration for completion of a Program.

6.4 In exceptional circumstances, such as temporary withdrawal for medical exigencies where there is a prolonged hospitalization and/or treatment, as certified through hospital/medical records, women students requiring extended maternity break (certified by registered medical practitioner), and, outstanding sportspersons representing the University/State/India

requiring extended time to participate in National/International sports events, a further extension of one (01) year may be granted on the approval of the Academic Council.

6.5 The enrolment of the student who fails to complete the mandatory requirements for the award of the concerned Degree **(refer Section 19, of Academic Regulations)** in the prescribed maximum duration (**Clauses 18.1 and 18.2 of Academic Regulations**), shall stand terminated and no Degree shall be awarded.

7 Programme Educational Objectives (PEO)

After three years of successful completion of the program, the graduates shall be able to:

PEO1. Understand the nature and basic concepts of communication, journalism, advertising, corporate communication, electronic media, new media and communication research.

PEO2. Analyze the contemporary media scenario in association with the socio-political environment in India and its relationship with other nations.

PEO3. Perform activities in the production of audio-visual programs, use of software in print media and web designing which includes field activities reporting, editing and designing journals.

8 Programme Outcomes (PO) and Programme Specific Outcomes (PSO)
8.1 Programme Outcomes (PO)

On successful completion of the Program, the students shall be able to:

PO1. Disciplinary Knowledge: Acquiring knowledge of different dimensions of communication, and historical perspectives and presenting events or news within the ethical framework to the masses.

PO2. Understanding the Role of the Press: The press in a democratic society, the importance of freedom of the press and its limitations.

PO3. Influential and effective communication: Ability to share thoughts, ideas and applied skills of communication in its various perspectives like written communication, speech communication & language efficiency.

PO4. Critical/ Reflective thinking: Employ critical and reflective thinking along with the ability to create a sense of awareness of self and society.

PO5. Ethical Awareness: As a communication learner, one understands the importance of ethical values and their application in professional life.

PO6. Skilled and Industry-ready Professionals: Strengthening the abilities of a learner by skills, and knowledge of the present scenario of the M & E industry including advertising, public relations, corporate communication, digital communication & media management.

PO7. Technologically Efficient Professional: Capability to use various communication technologies and ability to use various software for content creation, and content editing for various forms of publishing platforms.

PO8. Research-related Skills: A sense of inquiry and investigation for raising relevant and contemporary questions, synthesizing and articulating.

PO9. Cooperation/ Teamwork: Building a team, motivating and inspiring the team members to work with cooperation to their utmost efficiency.

PO10. Leadership readiness/ Qualities: To make learners fluent in multiple facets of leadership. Creating the ability to take ownership in crucial situations. Enhancing the qualities to be an efficient leader. Cultivating key characteristics in learners is to be visionary leaders who can inspire the team to greatness.

PO11. Lifelong Learning: Every learner consistently updates oneself with current knowledge, skills and technologies. Acquiring Knowledge and creating the understanding in learners that learning will continue throughout life.

8.2 Program Specific Outcomes (PSOs):

On successful completion of the Program, the students shall be able to:

PSO1: Exhibit a sound understanding and knowledge of Journalism and Mass Communication.

PSO2: Display the competence to explore career opportunities as per the demands and requirements of the Media Industry.

PSO3: Think critically, creatively, and demonstrate curiosity to discover new horizons in Journalism and Mass Communication.

9   Admission Criteria (as per the concerned Statutory Body)

The University admissions shall be open to all persons irrespective of caste, class, creed, gender or nation. The admission criteria to the BA (J&MC) Program is listed in the following Sub-Clauses:

9.1   An applicant who has successfully completed Pre-University course or Senior Secondary School course (+2) or equivalent such as (11+1), 'A' level in Senior School Leaving Certificate Course with a minimum aggregate of 40% marks, from a recognized university of India or outside or from Senior Secondary Board or equivalent, constituted or recognized by the Union or by the State Government of that Country, for the purpose of issue of qualifying certificate, on successful completion of the course, may apply for and be admitted into the Program.

9.2   Reservation for the SC / ST and other backward classes shall be made in accordance with the directives issued by the Government of Karnataka from time to time.

9.3   Admissions are offered to Foreign Nationals and Indians living abroad in accordance with the rules applicable for such admission, issued from time to time, by the Government of India.

9.4   Candidates must fulfil the medical standards required for admission as prescribed by the University.

9.5   If, at any time after admission, it is found that a candidate had not in fact fulfilled all the requirements stipulated in the offer of admission, in any form whatsoever, including possible misinformation and any other falsification, the Registrar shall report the matter to the Board of Management (BOM), recommending revoking the admission of the candidate.

9.6   The decision of the BOM regarding the admissions is final and binding.

10   Transfer Students requirements

10.1   Transfer of student(s) from another recognized University to the 2nd year (3rd Semester) of the B. A. Program of the University

A student who has completed the 1st Year (i.e., passed in all the Courses / Subjects prescribed for the 1st Year) of the BA (J&MC) / Three -Year Degree Program from another recognized University, may be permitted to transfer to the 2nd Year (3rd Semester) of the BA (J&MC) Program of the University as per the rules and guidelines prescribed in the following Sub-

Clauses:

10.1.1 The student shall submit the Application for Transfer along with a non-refundable Application Fee (as prescribed by the University from time to time) to the University no later than July 10 of the concerned year for admission to the 2nd Year (3rd Semester) BA (J&MC) Program commencing on August 1 on the year concerned.

10.1.2 The student shall submit copies of the respective Marks Cards / Grade Sheets / Certificates along with the Application for Transfer.

10.1.3 The transfer may be provided on the condition that the Courses and Credits completed by the concerned student in the 1st Year of the BA (J&MC)- Three Degree Program from the concerned University, are declared equivalent and acceptable by the Equivalence Committee constituted by the Vice Chancellor for this purpose. Further, the Equivalence Committee may also prescribe the Courses and Credits the concerned students shall have to mandatorily complete, if admitted to the 2nd Year of the BA (J&MC) Program of the University.

10.1.4 The Branch / Discipline allotted to the student concerned shall be the decision of the University and binding on the student.

11 **Specific Regulations regarding Assessment and Evaluation (including the Assessment Details of NTCC Courses, Weightages of Continuous Assessment and End Term Examination for various Course Categories)**

11.1 The academic performance evaluation of a student in a Course shall be according to the University Letter Grading System based on the class performance distribution in the Course.

11.2 Academic performance evaluation of every registered student in every Course registered by the student is carried out through various components of Assessments spread across the Semester. The nature of components of Continuous Assessments and the weightage given to

each component of Continuous Assessments (**refer Clause 8.8 of Academic Regulations)** shall be clearly defined in the Course Plan for every Course, and approved by the DAC.

11.3 Format of the End-Term examination shall be specified in the Course Plan.

11.4 Grading is the process of rewarding the students for their overall performance in each Course. The University follows the system of Relative Grading with statistical approach to classify the students based on the relative performance of the students registered in the concerned Course except in the following cases:

- Non-Teaching Credit Courses (NTCC)
- Courses with a class strength less than 30

Absolute grading method may be adopted, where necessary with prior approval of concerned DAC.

Grading shall be done at the end of the Academic Term by considering the aggregate performance of the student in all components of Assessments prescribed for the Course. Letter Grades (refer Clause 8.10 of Academic Regulations) shall be awarded to a student based on her/his overall performance relative to the class performance distribution in the concerned Course. These Letter Grades not only indicate a qualitative assessment of the student's performance but also carry a quantitative (numeric) equivalent called the Grade Point.

11.5 Assessment Components and Weightage

Table 1: Assessment Components and Weightage for different category of Courses		
Nature of Course and Structure	**Evaluation Component**	**Weightage**
Lecture-based Course L component in the L-T-P Structure is predominant (more than 1) **(Examples: 3-0-0; 2-1-0; 2-0-0, 0-0-2 etc.)**	**Continuous Assessments**	**50%**
	End Term Examination	**50%**

Lab/Practice-based Course P component in the L-T-P Structure is predominant **(Examples: 0-0-4; 0-1-2; 1-0-2; etc.)**	**Continuous Assessments [Lab Only]**	**60%**
	End Term Examination [Lab Only]	**40%**
Skill based Courses like Industry Internship, Capstone project, Research Dissertation, Integrative Studio, Interdisciplinary Project, Summer / Short Internship, Social Engagement / Field Projects, Portfolio, and such similar Non-Teaching Credit Courses, where the pedagogy does not lend itself to a typical L-T-P structure	Guidelines for the assessment components for the various types of Courses, with recommended weightages, shall be specified in the concerned Program Regulations and Curriculum / Course Plans, as applicable.	

The exact weightages of Evaluation Components shall be clearly specified in the concerned PRC and respective Course Plan.

Normally, for Practice/Skill based Courses, without a defined credit structure (L–T–P) [NTCC], but with assigned Credits (as defined in Clause 5.2 of the Academic Regulations), the method of evaluation shall be based only on Continuous Assessments. The various components of Continuous Assessments, the distribution of weightage among such components, and the method of evaluation/assessment, shall be as decided and indicated in the Course Plan/PRC. The same shall be approved by the respective DAC.

11.6 Minimum Performance Criteria:

11.6.1 Theory only Course and Lab/Practice Embedded Theory Course

A student shall satisfy the following minimum performance criteria to be eligible to earn the credits towards the concerned Course:

a. A student must obtain a minimum of 30% of the total marks/weightage assigned to the End Term Examinations in the concerned Course.

b. The student must obtain a minimum of 40% of the AGGREGATE of the marks/weightage of the components of Continuous Assessments, Mid Term Examinations and End Term Examinations in the concerned Course.

11.6.2 **Lab/Practice only Course and Project Based Courses**

The student must obtain a minimum of 40% of the AGGREGATE of the marks/weightage of all assessment components in the concerned Course.

11.6.3 A student who fails to meet the minimum performance criteria listed above in a Course shall be declared as "Fail" and given "F" Grade in the concerned Course. For theory Courses, the student shall have to re-appear in the "Make-Up Examinations" as scheduled by the University in any subsequent semester or re-appear in the End Term Examinations of the same Course when it is scheduled at the end of the following Semester or Summer Term, if offered. The marks obtained in the Continuous Assessments (other than the End Term Examination) shall be carried forward and be included in computing the final grade, if the student secures the minimum requirements **(as per Sub Clauses 8.9.1 / 8.9.2 of Academic Regulations)** in the "Make-Up Examinations" of the concerned Course. Further, the student has an option to re-register for the Course and clear the same in the summer term/ subsequent semester if he/she wishes to do so, provided the Course is offered.

12 **Additional clarifications - Rules and Guidelines for Transfer of Credits from MOOC, etc. – Note: These are covered in Academic Regulations**

The University allows students to acquire credits from other Indian or foreign institutions and/or Massive Open Online Course (MOOC) platforms, subject to prior approval. These credits may be transferred and counted toward fulfilling the minimum credit requirements for the award of a degree. The process of transfer of credits is governed by the following rules and guidelines:

12.1 The transfer of credits shall be examined and recommended by the Equivalence Committee (**Refer Annexure B of Academic Regulations**) and approved by the Dean - Academics.

12.2 Students may earn credits from other Indian or foreign Universities/Institutions with which the University has an MOU, and that MOU shall have specific provisions, rules and guidelines for transfer of credits. These transferred credits shall be counted towards the minimum credit requirements for the award of the degree.

12.3 Students may earn credits by registering for Online Courses offered by *Study Web of Active Learning by Young and Aspiring Minds* (SWAYAM) and *National Program on Technology Enhanced Learning* (NPTEL), or other such recognized Bodies/ Universities/Institutions as approved by the concerned BOS and Academic Council from time to time. The concerned School/Parent Department shall publish/include the approved list of Courses and the rules and guidelines governing such transfer of credits of the concerned Program from time to time. The Rules and Guidelines for the transfer of credits specifically from the Online Courses conducted by SWAYAM/ NPTEL/ other approved MOOCs are as stated in the following Sub-Clauses:

12.3.1 A student may complete SWAYAM/NPTEL/other approved MOOCs as mentioned in **Clause 12.3 of Academic Regulations** and transfer equivalent credits to partially or fully complete the mandatory credit requirements of Discipline Elective Courses and/or the mandatory credit requirements of Open Elective Courses as prescribed in the concerned Curriculum Structure. However, it is the sole responsibility of the student to complete the mandatory credit requirements of the Discipline Elective Courses and the Open Elective Courses as prescribed by the Curriculum Structure of the concerned Program.

12.3.2 SWAYAM/NPTEL/ other approved MOOCs as mentioned in **Clause 12.3 of Academic Regulations**, shall be approved by the concerned Board of Studies.

12.3.3 Parent Departments may release a list of SWAYAM/NPTEL/other approved MOOCs for Pre-Registration as per schedule in the Academic Calendar or through University Notification to this effect.

12.3.4 Students may Pre-Register for the SWAYAM/NPTEL/other approved MOOCs in the respective Departments and register for the same Courses as per the schedule announced by respective Online Course Offering body/institute/ university.

12.3.5 A student shall request for transfer of credits only from such approved Courses as mentioned in Sub-Clause 12.3.2 above.

12.3.6 SWAYAM/NPTEL/other approved MOOCs Courses are considered for transfer of credits only if the concerned student has successfully completed the SWAYAM/NPTEL/other approved MOOCs and obtained a certificate of successful/satisfactory completion.

12.3.7 A student who has successfully completed the approved SWAYAM/NPTEL/ other approved MOOCs and wants to avail the provision of transfer of equivalent credits, must submit the original Certificate of Completion, or such similar authorized documents to the HOD concerned, with a written request for the transfer of the equivalent credits. On verification of the Certificates/Documents and approval by the Dean / Director / HOD concerned, the Course(s) and equivalent Credits shall be forwarded to the COE for processing of results of the concerned Academic Term.

12.3.8 The credit equivalence of the SWAYAM/NPTEL/other approved MOOCs are based on Course durations and/or as recommended by the Course offering body/institute/university. The Credit Equivalence mapped to SWAYAM/ NPTEL approved Courses based on Course durations for transfer of credits is summarised in Table shown below. The Grade will be calculated from the marks received by the Absolute Grading Table 8.11 of Academic Regulations.

Table 2: Durations and Credit Equivalence for Transfer of Credits from SWAYAM-NPTEL/ other approved MOOC Courses		
Sl. No.	Course Duration	Credit Equivalence
1	4 Weeks	1 Credit
2	8 Weeks	2 Credits
3	12 Weeks	3 Credits

12.3.9 The maximum permissible number of credits that a student may request for credit transfer from MOOCs shall not exceed 20% of the mandatory minimum credit

requirements specified by the concerned Program Regulations and Curriculum for the award of the concerned Degree.

12.3.10 The University shall not reimburse any fees/expense; a student may incur for the SWAYAM/NPTEL/other approved MOOCs.

12.4 The maximum number of credits that can be transferred by a student shall be limited to forty percent (40%) of the mandatory minimum credit requirements specified by the concerned Program Regulations and Curriculum for the award of the concerned Degree. However, the grades obtained in the Courses transferred from other Institutions/MOOCs, as mentioned in this Section (12.0), shall not be included in the calculation of the CGPA.

13. Structure / Component with Credit Requirements Course Baskets & Minimum Basket wise Credit Requirements

The **BA (J&MC**) Program Structure (2024-2027) has a total of 120 credits. Table 3 summarizes the type of baskets, number of courses under each basket and the associated credits that are mandatorily required for the completion of the Degree.

Sl. No.	Baskets	Credit Contribution
**Table 3: B. A. (Journalism and Mass Communication) 2024-2027: Summary of Mandatory Courses and Minimum Credit Contribution from various Baskets**
1	School Core	46
2	Program Core	33
3	Discipline Elective	32
4	Open Elective	09
	Total Credits	**120**

14. Minimum Total Credit Requirements of Award of Degree

As per the UGC guidelines, a minimum of 120 credits is required for the award of a **BA (J&MC)** degree.

15. **Other Specific Requirements for Award of Degree, if any, as prescribed by the Statutory Bodies,**

    15.1 The award of the Degree shall be recommended by the Board of Examinations and approved by the Academic Council and Board of Management of the University**.**

    15.2 A student shall be declared to be eligible for the award of the concerned Degree if she/he:

        a. Fulfilled the Minimum Credit Requirements and the Minimum Credits requirements under various baskets.

        b. Secure a minimum CGPA of 4.50 in the concerned Program at the end of the Semester/Academic Term in which she/he completes all the requirements for the award of the Degree as specified in **Sub-Clause 19.2.1 of Academic Regulations.**

        c. No dues to the University, Departments, Hostels, Library, and any other such Centres/ Departments of the University; and

        d. No disciplinary action is pending against her/him.

16. Curriculum Structure – Basket Wise Course List (not Semester Wise)

List of Courses Tabled – aligned to the Program Structure (Course Code, Course Name, Credit Structure (LTPC), Contact Hours, Course Basket, Type of Skills etc., as applicable).

		Table 3.1: List of School Core				
Sr No	Course Code	Course Name	L	T	P	C
1	BAJ1011	Fundamentals of Journalism	3	0	0	3
2	BAJ1012	Introduction to Communication Models	3	0	0	3
3	BAJ1022	Introduction to Radio, Podcast and TV	2	0	2	3
4	PPS1001	Introduction to Soft skills	0	0	2	1
5	ENG1003	Communicative English	2	0	0	2
6	BAJ1017	Basics of Computer Skills -I	0	0	4	2
7	CHE1020	Environmental Studies and Sustainable Development	2	0	0	0
8	KAN1002/ KAN2002	Sarala / Savi Kannada	2	0	0	2
9	BAJ1014	Theories and Ideologies of Mass Communication	3	0	0	3
10	BAJ2022	Indian Political System	3	0	0	3
11	BAJ1004	Current Affairs and Contemporary Issues	3	0	0	3
12	PPS1012	Enhancing Personality through Soft Skills	0	0	2	1
13	ENG2007	Writing for Web	2	0	0	2
14	BAJ3055	Introduction to News Anchoring and News Management	0	0	2	1

			L	T	P	C
15	ENG2008	English for Journalism	2	0	0	2
16	PPS2001	Reasoning and Employment Skills	0	0	2	1
17	PPS3018	Preparedness for Interview	0	0	2	1
18	BAJ1003	Introduction to Human rights and Gender issues	2	0	2	3
19	BAJ 3001	Ethics in Media and the legal framework	2	0	0	2
20	BAJ2001	Radio and TV production	2	0	2	3
21	BAJ2002	Production Portfolio	1	0	2	2
22	BAJ4001	Industry Internship and Mini Project	-	0	-	3
		Total No. of Credits				**46**

Table 3.2: List of Program Core						
Sr. No	**Course Code**	**Course Name**	**L**	**T**	**P**	**C**
1	BAJ1015	Print Media: Theory and Practice	2	0	2	3
2	BAJ1016	Introduction to Advertising and Public Relation	3	0	0	3
3	BAJ1019	Introduction to Digital Media	2	0	2	3
4	BAJ2010	Public Relations and Corporate Communications	3	0	0	3
5	BAJ2023	Visual Communication: Theory and Aesthetics	2	0	0	2
6	BAJ2024	Visual Communication: Theory and Aesthetics Lab [P]	0	0	2	1
7	BAJ3032	Cinematography	2	0	4	4

8	BAJ3003	Media Management and Entrepreneurship	2	0	0	2
9	BAJ2040	Developmental Journalism	3	0	3	3
10	BAJ3040	Digital Advertising and Marketing	2	0	2	3
11	BAJ3002	Media Research and Data Analysis	3	0	2	4
12	BAJ2008	Film Studies	1	0	2	2
				Total No. of Credits		33

17. **Practical / Skill based Courses – Internships**

Practical / Skill based Courses like internship, project work, capstone project, research project / dissertation, and such similar courses, where the pedagogy does not lend itself to a typical L-T-P-C Structure (**as defined in Clause 5.1 of the Academic Regulations**), are simply assigned the number of Credits based on the quantum of work / effort required to fulfil the learning objectives and outcomes prescribed for the concerned Courses. Such courses are referred to as Non-Teaching Credit Courses (NTCC). These Courses are designed to provide students with hands-on experience and skills essential for their professional development. These courses aim to equip students with abilities in problem identification, root cause analysis, problem-solving, innovation, and design thinking through industry exposure and project-based learning. The expected outcomes are first level proficiency in problem solving and design thinking skills to better equip BA (J&MC) graduates for their professional careers. The method of evaluation and grading for the Practical / Skill based Courses shall be prescribed and approved by the concerned Departmental Academic Committee (**refer Annexure A of the Academic Regulations**). The same shall be prescribed in the Course Handout.

17.1 Internship

A student may undergo an internship for a period of 4-6 weeks in an industry / company or academic / research institution during the 6th Semesters, subject to the following conditions:

17.1.1 The Internship shall be in conducted in accordance with the Internship Policy prescribed by the school from time to time.

17.1.2 A student may opt for Internship in an Industry / Company/ Organization or academic / research institution of her / his choice, subject to the condition that the concerned student takes the responsibility to arrange the Internship on her / his own. Provided further, that the Industry / Company / Organization or academic / research institution offering such Internship confirms to the University that the Internship shall be conducted in accordance with the Program Regulations and Internship Policy of the University.

17.1.3 A student selected for an Internship in an industry / company or academic / research institution shall adhere to all the rules and guidelines prescribed in the Internship Policy of the University.

17.1.4 As per the Academic Regulations, 'S' grade is awarded for "satisfactory completion" of the Internship and 'NC' grade is awarded for "non-completion" of the Internship. The student who receives the "NC" grade shall repeat the Internship, until the concerned student secures the "S" grade in the Internship. The "S" and "NC" grades is subject to fulfilling the requirements as stated in the course plan and do not carry grade points. Hence not included in the SGPA, CGPA computations.

18. List of Elective Courses under various Specializations / Stream Basket

	Table 3.3: Discipline Electives Courses/Specialization Tracks – Minimum of 32 credits is to be earned by the student in a particular track					
	Track 1 – Mass Communication Basket					
Sr. No	**Course Code**	**Course Name**	**L**	**T**	**P**	**C**
1	BAJ2009	Advertising and Copywriting	3	0	0	3
2	CSE2001	Web Design Fundamentals	2	0	2	3
3	BAJ3005	Digital Media Marketing	1	0	4	3
4	BAJ3006	Brand Management	3	0	0	3
5	BAJ3007	Communication for Social Impact	3	0	0	3
6	BAJ3008	Short Film and Documentary Making	2	0	4	4
7	BAJ3009	Social media and Influencers	2	0	2	3
8	BAJ3010	Event Management	1	0	2	2
9	BAJ3011	Organizational Behaviour and Media Organizations	3	0	0	3
	Track 2 – Journalism Basket					
Sr. No	**Course Code**	**Course Name**	**L**	**T**	**P**	**C**
1	BAJ3014	MOJO- Mobile Journalism	2	0	2	3
2	BAJ3015	Digital Journalism	2	0	2	3
3	BAJ3016	Broadcast Journalism	2	0	2	3
4	BAJ3017	Political Communication	3	0	0	3
5	BAJ3018	Data Journalism	2	0	2	3
6	BAJ3019	Citizen Journalism	2	0	2	3
7	BAJ3021	Investigative and Crime Journalism	2	0	2	3
8	BAJ3023	Lifestyle and Arts Journalism	2	0	2	3
9	BAJ3026	Peace Journalism	2	0	2	3

10	BAJ3028	Legal Reporting	2	0	2	3
11	BAJ3035	Business Journalism	3	0	0	3
12	BAJ3041	Data Journalism & Data Visualization	2	0	0	2
13	BAJ3042	Data Journalism & Data Visualization [P]	0	0	2	1
14	BAJ3043	Media Literacy Education	2	0	0	2
15	BAJ3044	Media Literacy Lab [P]	0	0	2	1

Track 3 – Media Studies Basket

Sr. No		Course Name	L	T	P	C
1	DES2067	Principles of Visual Design for Media	1	0	2	2
2	DES2068	Graphic Design	1	0	4	3
3	BAJ3030	Media Research	3	0	0	3
4	BAJ3031	Radio Programming and Production	2	0	4	4
5	BAJ4005	Content Creation and editing for Online Media	2	0	4	4
6	BAJ3033	Smartphone Filmmaking	2	0	4	4
7	BAJ3036	Indigenous Media and Storytelling Practices	2	0	4	4
8	BAJ3045	Short Documentary	0	0	4	2

19. List of Open Electives to be offered by the School / Department (Separately for ODD and EVEN Semesters.

Sr. No	Course Name	L	T	P	C
Table 3.4: Multidisciplinary Open Electives *– Minimum of 9 credits is to be earned by the student.					
1	Open Elective - I	3	0	0	3
2	Open Elective – II	3	0	0	3
3	Open Elective - III	3	0	0	3

*Open Electives courses offered by other schools in a semester and as approved by the BOS will be added to the above list and will be made available for the students for Pre-Registration.

20. List of MOOCS (NPTEL) Courses

*The MOOC Courses list will be announced by the school at the time of Pre-Registration for the respective Semester post approval from DAC and BOS.

21. Recommended Semester Wise Course Structure / Flow including the Programme / Discipline Elective Paths / Options

			CREDIT STRUCTURE						

S. NO.	COURSE CODE	COURSE NAME	L	T	P	C	CONTACT HOURS	BASKET	TYPE OF SKILL	COURSE ADDRESSES TO
1.	BAJ1011	Fundamentals of Journalism	3	0	0	3	3	SC	F	
2.	BAJ1012	Introduction to Communication Model	3	0	0	3	3	SC	F	
3.	BAJ1022	Introduction to Radio, Podcast and TV	2	0	2	3	4	SC	S	
4.	BAJ1015	Print Media: Theory and Practice	2	0	2	3	4	PC	F /EM	
5.	BAJ1016	Introduction to Advertising and Public Relation	3	0	0	3	3	PC	F/EM	
6.	PPS1001	Introduction to Soft skills	0	0	2	1	2	SC	S	
7.	ENG1003	Communicative English	2	0	0	2	2	SC	S	
8.	BAJ1017	Basics of Computer Skills -I	0	0	4	2	4	SC	S / EM	
9.	CHE1020	Environmental Studies and Sustainable Development	2	0	0	0	2	SC	F	
10.	KAN1002/ KAN2002	Sarala / Savi Kannada	2	0	0	2	2	SC	S / EM	
		TOTAL	**20**	**0**	**10**	**22**	**29**	-	-	-

Semester 1

| S. NO. | COURSE CODE | COURSE NAME | CREDIT STRUCTURE | | | | | BASKET | TYPE OF SKILL | COURSE ADDRESSES TO |
			L	T	P	C	CONTACT HOURS			
		Semester 2								
1.	BAJ1014	Theories and Ideologies of Mass Communication	3	0	0	3	3	SC	F	
2.	BAJ2022	Indian Political System	3	0	0	3	3	SC	F	
3.	BAJ1004	Current Affairs and Contemporary Issues	3	0	0	3	3	SC	F	
4.	BAJ1019	Introduction to Digital Media	2	0	2	3	4	PC	S/F/EM	
5.	BAJ2010	Public Relations and Corporate Communications	3	0	0	3	3	PC	S/F/EM	
6.	BAJ2023	Visual Communication: Theory and Aesthetics	2	0	0	2	2	PC	S/EM	
7.	BAJ2024	Visual Communication Lab	0	0	2	1	2	PC	S/EM	
8.	PPS1012	Enhancing Personality through Soft Skills	0	0	2	1	2	SC	S	
9.	ENG2007	Writing for Web	2	0	0	2	2	SC	S/EM	
		TOTAL	**18**	**0**	**6**	**21**	**24**			

S. NO.	COURSE CODE	COURSE NAME	\multicolumn{5}{c	}{CREDIT STRUCTURE}	BASKET	TYPE OF SKILL	COURSE ADDRESSES TO

Semester 3

S. NO.	COURSE CODE	COURSE NAME	L	T	P	C	CONTACT HOURS	BASKET	TYPE OF SKILL	COURSE ADDRESSES TO
1	BAJ3055	Introduction to News Anchoring and News Management	0	0	2	1	2	SC	S/EM	
2	ENG1905	English for Journalistic Communication	2	0	0	2	2	SC	S	
3	PPS2001	Reasoning and Employment Skills	0	0	2	1	2	SC	S	
4	BAJ3008	Short Film and Documentary Making	2	0	4	4	6	PC	S/EM	
5	BAJ3003	Media Management and Entrepreneurship	2	0	0	2	2	PC	S/EM	
6	BAJ XXXX	Discipline Elective – I	2	0	2	3	4	DE	S/F/EM	
7	BAJ XXXX	Discipline Elective – II	2	0	4	4	6	DE	S/F/EM	
8	BAJ XXXX	Discipline Elective – III	2	0	2	3	4	DE	S/F/EM	
9	**XXXXXX X**	**Open Elective - I**	3	0	0	3	3	OE	S	
		TOTAL	**15**	**0**	**16**	**23**	**31**			

S. NO.	COURSE CODE	COURSE NAME	CREDIT STRUCTURE					BASKET	TYPE OF SKILL	COURSE ADDRESSES TO
			L	T	P	C	CONTACT HOURS			
1	PPS3018	Preparedness for Interview	0	0	2	1	2	SC	S	
2	BAJ1003	Introduction to Human rights and Gender issues	2	0	2	3	4	SC	F	
3	BAJ 3001	Ethics in Media and the legal framework	2	0	0	2	2	SC	S /F	
4	BAJ 2040	Developmental Journalism	3	0	0	3	3	PC	S /F	
5	BAJ3040	Digital Advertising and Marketing	2	0	2	3	4	PC		
6	BAJ XXXX	Discipline Elective – IV	2	0	0	2	2	DE	S/F/EM	
7	BAJ XXXX	Discipline Elective – IV(P)	0	0	2	1	2	DE	S/F/EM	
8	BAJ XXXX	Discipline Elective – V	2	0	0	2	2	DE	S/F/EM	
9	BAJ XXXX	Discipline Elective – V(P)	0	0	2	1	2	DE	S/F/EM	
10	BAJ XXXX	Discipline Elective – VI(P)	0	0	4	2	4	DE	S/F/EM	
11	BAJ XXXX	Discipline Elective – VII	3	0	0	3	3	DE	S/F/EM	
		TOTAL	**16**	**0**	**14**	**23**	**30**			

Semester 4

			CREDIT STRUCTURE							
			Semester 5							
S. NO.	COURSE CODE	COURSE NAME	L	T	P	C	CONTACT HOURS	BASKET	TYPE OF SKILL	COURSE ADDRESSES TO
1	BAJ2001	Radio and TV production	2	0	2	3	4	SC	S/ EM	
2	BAJ2002	Production Portfolio	1	0	2	2	3	SC	S/EM	
3	BAJ3002	Media Research and Data Analysis	3	0	2	4	5	PC	F	
4	BAJ2008	Film Studies	1	0	2	2	3	PC	S/F	
5	BAJ XXXX	Discipline Elective –VIII	3	0	0	3	3	DE	S/F/EM	
6	BAJ XXXX	Discipline Elective – IX	3	0	0	3	3	DE	S/F/EM	
7	BAJ XXXX	Discipline Elective – X	3	0	0	3	3	DE	S/F/EM	
8	BAJ XXXX	Discipline Elective – XI	1	0	2	2	3	DE	S/F/EM	
9	XXXXXX	Open Elective – II	3	0	0	3	3	OE	S	
		TOTAL	20	0	10	25	30			

			CREDIT STRUCTURE					BASKET	TYPE OF SKILL	COURSE ADDRESSES TO
Semester 6										
S. NO.	COURSE CODE	COURSE NAME	L	T	P	C	CONTACT HOURS			
1	**XXXXXX**	**Open Elective - III**	3	0	0	3	3	OE		
2	BAJ4001	Industry Internship and Mini Project	0	0	0	3	3	SC		
		TOTAL	**3**	**0**	**0**	**6**	**6**			

Abbreviations:

- **OE: Open Elective**
- **DE: Discipline Elective**
- **SC: School Core**
- **PC: Program Core**
- **S- Skills**
- **F- Foundational**
- **EM: Employment**

22.   Course Catalogue

Course Catalogue of all Courses Listed including the Courses Offered by other School / Department and Discipline / Programme Electives – Course Code, Course Name, Prerequisite, Anti-requisite, Course Description, Course Outcome, Course Content (with Blooms Level, CO, No. of Contact Hours), Reference Resources.

Course Code: BAJ1011	Course Title: Fundamentals of Journalism				
	Type of Course: Program Core	L- T-P- C	3	0	0	3

Version No.	1.0
Course Pre-requisites	Reading, writing and speaking skills and to be proactive.
Anti-requisites	-Nil-
Course Description	The purpose of this course is to enable the students to understand the basics of journalism; and to introduce them to the concept of journalism and its significance in democracy. In addition, students will learn about the function and operation of print, electronic and on-line media.
Course Objective	This course is designed to improve the learners 'Skill development' by using 'participative learning methodologies.'
Course Outcomes	On successful completion of the course the students shall be able to: CO1. Describe the nature and scope of journalism [Understand] CO2. Demonstrate the ability to think critically and independently [Apply] CO3. Apply the principles of journalism and express oneself clearly both in writing and orally. [Apply] CO4. Analyze the events and carry out background research competently [Analyze] CO5. Define and understand technical jargons of Journalism [Remember]
Course Content:	

Module 1	Introduction to Journalism	Lecture Discussion	10 Sessions	[Understand]

Topics: Journalism-Definition, Nature, Scope & Functions (Truth, Objectivity, Loyalty, Verification, Independent Monitor, Forum for criticism and comment); Principles of Journalism; Importance of NEWS.				
Module 2	**Journalism as a Profession**	**Theory, Case studies**	**12 Sessions**	**[Apply]**
Topics: Duties and Responsibilities of Journalists; Reader and his interests – Understanding the public mood: Role of Journalism in Society-Journalism and Democracy, press & government- fourth Estate, Press & democracy-Press as watch dog; Press as a tool in social service.				
Module 3	**The Press in India**	**Lecture, discussion**	**8 Sessions**	**[Apply]**
Topics: Development of Indian Press in Post-Independence years; Regulations of Journalism; Indian and International News Agencies-UNI, PTI, PIB, AFP, REUTERS, AP, SPUTNIK, AL JAZEERA; Regulatory Bodies-Press council of India, RNI, ABC.				
Module 4	**Kinds of journalism and small newspapers of India**	**Samples, case studies, discussions, experiential learning**	**6 Sessions**	**[Analyse]**
Topics: Print & Electronic- Newspapers, Periodicals and Specialized Magazines-TV & Radio; New Journalism, Citizen journalism; Online (Web Journalism) –Blogs – Vlogs – Social Media Journalism; The problem and prospects of small newspapers in India				
Module 5	**The Changing face of Indian Journalism & Glossaries**	**Discussions, Case Studies, samples**	**9 Sessions**	**[Remember]**
Topics: English Press & Language Press; Professional ethics; The journalist today; Glossaries.				
Targeted Application and Tools used Samples of different kinds of Journalism to be shown to the students. These can be retrieved from both online as well as offline sources.				

Assignment: Mention the Type of Project /Assignment proposed for this course
Essays, class presentations and written assignments, Presentation on a recent news coverage.

Text Book
1.   Kumar, Keval J. Mass communication in India, Jaico Publishing House.   2.   Mehta. D. S. Mass communication & Journalism in India.

References
1.   Kumar, Keval J. Theory and practice of Journalism.

Topics relevant to development of 'FOUNDATION SKILLS':

1. Importance of Journalism in Society
2. Journalism's first obligation is truth

Catalogue prepared by	Padmavathi S
Recommended by the Board of Studies on	5th June 2024
Date of Approval by the Academic Council	3rd August 2024

Course Code: **BAJ1012**	Course Title: **Introduction to Communication Models** Type of Course: **Program Core Theory**	**L- T-P- C**	**3**	**0**	**0**	**3**
Version No.	**2.0**					
Course Pre-requisites	Explored different kinds of communication-group discussion, debate, elocution, public speaking.					
Anti-requisites	**-Nil-**					
Course Description	The course covers the fundamental ideas of communication as well as the skills needed to communicate effectively in a various situation. Communication theories and strategies utilized in interpersonal group, public, intercultural, and mass communication scenarios are also emphasized in this course. The course also highlights the various models of communication.					
Course Outcomes	On successful completion of the course the students shall be able to: **CO1.** Understand the need for and importance of communication [**Knowledge**]. **CO2.** Explain various theories of communication [**Understand**] **CO3.** Describe the functions of mass communication. [**Remember**] **CO4.** Assess the impact of media on society [**Evaluate**]					
Course Content:						

Module 1	**Introduction to Communication**	**Lecture Discussion**	**10 Sessions**	**[Knowledge]**
Topics: Communication-Meaning, definition, nature, scope, barriers; Facets of communication – SMCR process, Classification of communication – intrapersonal, interpersonal, Group & Mass communication; Importance of verbal, nonverbal communication and the role of kinesics.				
Module 2	**Models of Communication**	**Lecture/Discussion**	**10 Sessions**	**[Understand]**

Topics: Models – Meaning, definition and concepts of models; Aristotle's model, Harold D Laswell's model, David Berlo's model, Shannon & Weaver model, Osgood's model, Wilbur Schramm model, Neuman's spiral of silence model.				
Module 3	**Communication Theories**	**Lecture, discussion**	**10 Sessions**	**[Remember]**
Topics: Introduction to communication theories; Multi step theory, selective exposure, selective perception, selective retention; Uses and gratification theory, cultivation theory, Agenda setting theory.				
Module 4	**Mass Communication**	**Samples, case studies, discussions, experiential learning**	**15 Sessions**	**[Evaluate]**
Topics: Mass Communication – Meaning, functions of Mass communication, elements of mass communication; Audio/visual communication – photographs, films, radio, television and new media, folk media, intercultural communication; Public opinion – role of mass media in public opinion formation, influence of mass media on society.				

Targeted Application and Tools used

Samples of different kinds of communication cane be shown to the students through different social media platforms. Skits, group discussions.

Assignment: Mention the Type of Project /Assignment proposed for this course

Practice communication through PPT presentations on current affair topics. Watch movie "Arrival" and discuss how communications play an important part with Aliens.

Text Book

1.   Kumar, Keval J. Mass communication in India, Jaico Publishing House.

2.   Mehta. D. S. Mass communication & Journalism in India.

3.   Journalism and Mass Communication (20220). Arihant Publications India limited.

4.   Hasan, S. (2020). Mas Communication: Principles and Concepts. India: CBS Publications & Distribution Pvt Limited.

References

1. West, R., Turner, L. H.(2018). An Introduction to communication. United Kingdom: Cambridge University Press. 2. Dimbleby, R., Burton, G. (2020). More Than Words: An introduction to Communication. United Kingdom: Taylor & Francis. 3. Quinn, A. (2018). Virtue Ethics and Professional Journalism. Germany: Springer International Publishing.	

Topics relevant to development of 'FOUNDATION SKILLS':

Encouraging students to create a sample for each of the different types of communication will make them understand the topic well and shall provide them with a hands on experience relevant to the industry.

Catalogue prepared by	Ms. Padmavathi S
Recommended by the Board of Studies on	5th June 2024
Date of Approval by the Academic Council	3rd August 2024

Course Code: BAJ1022	Course Title: Introduction to Radio, Podcast and TV Type of Course: General Basket & Theory and Practical	L- T- P- C	2	0	2	3
Version No.	1.0					
Course Pre-requisites	Basic knowledge about programs on Radio and TV and its functioning.					
Anti-requisites	NIL					
Course Description	This course introduces students to the history, theory, and practice of radio, podcasting, and television. Students will learn about the different formats and genres of these media, as well as the technical aspects of production. They will also have the opportunity to create their own radio or podcast programs.					
Course Objectives	The objective of the course is to SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques					
Course Outcomes	On successful completion of this course the students shall be able to: CO 1. Understand the history and development of radio, podcasting, and television. [Knowledge] CO 2. Identify the different formats and genres of these media [Remember] CO 3. Analyze the technical aspects of production [Analyze] CO 4. Create their own radio or podcast programs [Creation]					
Course Content:						
Module 1	History and Evolution of Broadcasting	Lecture PPT Discussion	15 Sessions	[Knowledge]		

Topics: Understand the historical development and milestones of radio, podcasting, and television. Explore the impact of broadcasting on society, culture, and information dissemination. Analyze the technological advancements that have shaped the broadcasting industry.

Module 2	**Broadcasting Formats and Genres**	**Lecture** **PPT** **Discussion**	**15 Sessions**	**[Remember]**
Topics: Identify and compare various broadcasting formats, such as news, talk shows, documentaries, and entertainment programs. Examine the characteristics, target audience, and popular genres within radio, podcasting, and television. Discuss the trends and challenges in each broadcasting format and their adaptation to changing audience preferences.				
Module 3	**Introduction to Radio Production**	**Lecture** **PPT** **Discussion**	**15 Sessions**	**[Analyze]**
Topics: Familiarize students with the basic components and equipment used in radio production, such as microphones, mixing consoles, and audio editing software. Develop skills in scriptwriting, voice modulation, interviewing techniques, and audio editing for radio programs. Collaborate in small groups to produce and present radio segments, incorporating storytelling, music selection, and sound effects. Learn the fundamentals of radio production, including scripting, voice modulation, sound effects, music selection, and commercial advertisements. Practice recording and editing audio using software like Audacity or Adobe Audition.				
Module 4	**Podcast Production and Distribution**	**Lecture** **PPT** **Discussion**	**15 Sessions**	**[Creation]**
Topics: Learn the process of planning, recording, and editing podcast episodes using appropriate software and equipment. Explore different podcast formats, such as interviews, storytelling, and educational content, and develop skills in scriptwriting and hosting. Understand podcast distribution platforms, strategies for building an audience, and utilizing social media for promotion and engagement.				
Targeted Applications & Tools that can be used: **After the course, students are introduced to Audio Editing Software:** 1. **Audacity:** A free, open-source software for recording and editing audio, widely used in radio production and podcasting.				

2. **Adobe Audition:** Professional audio editing software with advanced features, suitable for more complex editing and post-production tasks.

Project work/Assignment:

1. **Book/Article review:** At the end of each module a book reference or an article topic will be given to an individual or a group of students. They need to refer to the library resources and write a report on their understanding of the assigned article in the appropriate format. [Presidency University Library Link](#).

2. **Presentation:** There will be a group presentation, where the students will be given a topic. They will have to explain/demonstrate the work and discuss the applications for the same.

Project Assignment:

Assignment: Assignment: Radio Program Analysis

1. Ask students to listen to a radio program of their choice and critically analyze its format, content, and target audience.

2. **Assignment:** Podcast Production

Have students work individually or in groups to produce a podcast episode on a chosen topic.

Reference(s):

Text Book(s)

1. Broadcasting, Cable, the Internet, and Beyond: An Introduction to Modern Electronic Media" by Joseph R. Dominick and Barry L. Sherman.

2. "Introduction to Radio Production" by Robert McLeish.

3. "Podcasting For Dummies" by Tee Morris and Chuck Tomasi.

4. "Television Production Handbook" by Herbert Zettl.

5. "The Radio Station: Broadcast, Satellite, and Internet" by Michael C. Keith.

6. "An Introduction to Television Studies" by Jonathan Bignell

Reference Book(s):

1. The Radio Handbook" by Carole Fleming.

2. "Podcasting: The Do-It-Yourself Guide" by Todd Cochrane.

3. "Television Production: A Classroom Approach" by Steve Rutherford and Jeremy Orlebar.

4. "Sound Reporting: The NPR Guide to Audio Journalism and Production" by Jonathan Kern.

5. "Introduction to Media Production: The Path to Digital Media Production" by Gorham Kindem and Robert B. Musburger.

6. "Media Production: A Practical Guide to Radio, TV and Film" by Amanda Willett.

7. "Introduction to Mass Communication: Media Literacy and Culture" by Stanley Baran.

8. "The Podcast Handbook: The Complete Guide to Podcasting" by Michael W. Geoghegan and Dan Klass.

Online Resources (e-books, notes, ppts, video lectures etc.):

Video Lectures

1. "Introduction to Broadcasting" by Columbia University - YouTube (youtube.com/watch?v=GbHbpxBAbEg)

2. "Podcasting 101: How to Start a Podcast" by Pat Flynn - YouTube (youtube.com/watch?v=iCkYw3cRwLo)

3. "Introduction to Television Production" by Media Training Worldwide - YouTube (youtube.com/playlist?list=PL13D46296B9734190)

4. "Radio Broadcasting Techniques" by Full Sail University - YouTube (youtube.com/playlist?list=PLdNpY59xkW5fB3TRJl3-Um7acWzWvEFXG)

5. "TV Production Basics" by Kelsey Media Productions - YouTube (youtube.com/playlist?list=PLLeDF_lfPyRGJ8llTlAtuZ45xd4WO3pKF)

E-Books

1. "The Radio Handbook" by Carole Fleming (freestudy.co.uk/media/1570749002_The-Radio-Handbook.pdf)

2. "Podcasting for Beginners: Start, Grow and Monetize Your Podcast" by Salvador Briggman (podcastinsights.com/wp-content/uploads/2020/02/podcasting-for-beginners.pdf)

3. "Television Production Manual" by Herbert Zettl (staging-wardle.pearsoncmg.com/static/pdf/television_production_manual.pdf)

4. "Introduction to Media Production: The Path to Digital Media Production" by Gorham Kindem and Robert B. Musburger (ocw.tudelft.nl/wp-content/uploads/Introduction-to-Media-Production.pdf)

5. "Television Production: Disciplines and Techniques" by Frederick H. Greene (open.umn.edu/open textbooks/textbooks/69)

Web Resources

1. Transom: transom.org (Focuses on storytelling and audio production, providing tips, techniques, and examples in radio and podcasting.)

2. NPR Training: training.npr.org (Offers resources, guides, and articles on various aspects of radio and audio journalism.)

3. Radio World: radioworld.com (Covers news, industry trends, and technical aspects of radio broadcasting.)

4. The Podcast Host: thepodcasthost.com (Provides tips, tutorials, and resources for podcast production, hosting, and promotion.)

5. The Pro Tools Expert: pro-tools-expert.com (Offers tutorials and resources for audio editing and production, including Pro Tools software.)

Podcasts:

1. How Sound: PRX.org/how-sound (Explores the craft of audio storytelling, sharing insights and behind-the-scenes stories from radio producers.)

2. The Speaker Live Show: spreaker.com/show/speaker-live-show (Focuses on podcasting tips, industry trends, and interviews with podcasting experts.)

3. The Feed: thefeed.libsyn.com (Discusses podcasting news, updates, and best practices for podcasters.)

4. Better Podcasting: betterpodcasting.com (Offers practical advice, tips, and discussions on various aspects of podcast production.)

5. The Radio Stuff Podcast: art19.com/shows/the-radio-stuff-podcast (Features interviews and discussions on radio programming, production, and industry insights.)

Topics relevant to the development of "RADIO PRODUCTION, PODCASTING": Topics relevant to the development of "TELEVISION":

Catalogue prepared by	Mr. Sarath A Pradeep
Recommended by the Board of Studies on	5th June 2024
Date of Approval by the Academic Council	3rd August 2024

Course Code: BAJ 1015	Course Title: Print Media: Theory & Practice Type of Course: Program Core (Theory embedded)	L- T-P- C	2	0	2	3
Version No.	1.0					
Course Pre-requisites	Explored different types of reporting in newspapers, magazines and any other print media.					
Anti-requisites	-Nil-					
Course Description	The course emphasizes basic news reporting and writing skills that are necessary to build skills in journalism. This course dwells upon gathering and evaluating information to craft news stories for the public. It also presentscore ideas on reporting, news writing and editing.					
Course Objectives	**The objective of the course is SKILL DEVELOPMENT of student by usingPARTICIPATIVE LEARNING techniques.**					

Course Outcomes	On successful completion of the course the students shall be able to:
	CO 1. Understand the history of newspapers in world & India. [**Knowledge**]
	CO 2. Explain the basic Structure of News, News Beats, and qualities ofreporters. [**Comprehension**]
	CO 3. Identify the skills required for reporting, feature writing, subbing, interviewing. [**Evaluation**]
	CO 4. Analyze the contemporary elements of editing, Structure of the editorial. [**Analyze**]
Course Content:	

Module 1	**History of Print Media**	Lecture PPT Discussion	**15 Sessions**	[**Knowledge**]

Topics: A brief history of the Print Media in the world. History of the press in India- Pre-Independence period. Vernacular Press in India. Contribution of James Augustus Hickey, James Silk Buckingham, Raja Ram Mohan Roy, Mahatma Gandhi.

Module 2	**News Structure & Sources**	Lecture PPT Discussion	**15 Sessions**	[**Comprehension**]

Topics: News writing: News: Definition, types, news value, techniques of newsgathering, interviewing skills, attribution, the problem of planted stories. Sources of News: Traditional Sources, Media Sources, Cross Media Sources, ethical issues regarding sources, Gate- keeping and validation of news sources. Structure of a news report: Inverted pyramid style, hourglass style and nut graph. News Agencies- History of News agencies in India. Major Business news agencies, major international news agencies

	Reporting Beats	Lecture / Group Discussion	15 Sessions	[Evaluation]
Module 3				

Topics: Beat Reporting. Reporting Beats-Crime, Courts, Political, Parliamentary. Civic, Rural, Cultural and business reporting. Health, Science and Technology Reporting. Environmental, War and Development reporting. Interviews: Different types of interviews. Dos and Don'ts in an interview.

	Newsroom Structure and Editing Techniques	Lecture / Group Discussion	15 Sessions	[Analyze]
Module 4				

Topics: Roles and responsibilities of editors; assistant editors; news editors; chief editor and sub-editors, Newsroom hierarchy; Editor, News Editor, Reporters, Columnists, Freelancers, Photojournalists, Bureau Chief, Sub- editors, Proofreaders, etc. Editing: Need and purpose. Three C's of Editing: check, clarify and condense; Six R's of Subbing: read, remove, rectify, replace, rewrite and revise. Headlines and Captions: Headlines: types & functions. Selection and use of photographs: Dos and don'ts, selection of pictures, cropping of pictures, Writing Captions.

Targeted Applications and Tools used: An application like Soch through which students can learn to produce their news program on adigital platform.

Assignment: Mention the Type of Project /Assignment proposed for this course

1. Create a "Daily campus newspaper' of the length of two broadsheets to report day-to-dayhappenings on the campus, for the duration of this course
2. Cover a political activity and write a news reportage based on that coverage
3. Write a blog article on the 'changing role of the print newspapers'
4. In class role play, 'depicting the hierarchy of a newspaper organization', create roles anddialogues to simulate the environment

Text Book

1. Mencher, M (2011). News Reporting and Writing. New York, USA: Mac-Graw Hill.

2. Rich C (2012). Writing and Reporting News: A Coaching Method. Thomson Learning Inc.

3. Ambrish Saxena, Fundamentals of Reporting and Editing.

4. K M Shrivastava, News Reporting and Editing (English), 2nd Edition.

5. Aggarwal Vir Bala, Essentials of Practical Journalism, Concept Publishing Company, 2006

6. Scanlan, C., Craig, R. (2014). News Writing and Reporting: The Complete Guide forToday's Journalist. United Kingdom: Oxford University Press.

7. Harris, G., Spark, D. (2010). Practical Newspaper Reporting. United Kingdom: SAGE.

8. John Bender, Lucinda Davenport, Michael Drager, and Fred Fedler, 2011, Reportingfor the Media, Oxford University Press, London.

9. Neil Henry, American Carnival, 2013: Journalism Under Siege in an Age of New Media, University of California Press.

10. Usha M. Rodrigues, Maya Ranganathan, (2014) Indian News Media: From Observer to Participant, Sage New Delhi.

11. Natalie Fenton, New Media, Old News: (2014) Journalism and Democracy in the Digital Age, Sage, London.

References

1. Inside Reporting: A Practical Guide to the Craft of Journalism (English) 1st Edition by TimHarrower

2. Mencher, Melvin, News Reporting and Writing, Mac-Graw Hill, Boston,2006.

3. Harrington Walt, Intimate Journalism: The Art and Craft of Reporting Everyday Life, SagePublications,1997.

4. Carole Rich, Writing and Reporting News: A Coaching Method, Thomson Learning Inc,2007.

5. Aggarwal Vir Bala, Essentials of Practical Journalism, Concept Publishing Company, 2006.

6. Beyond Those Headlines, New Delhi: The Media Foundation, 1996.

7. Fun F. Smith and Lorain M. O Connell, Editing Today, II ed., New Delhi: Surjeet Publication, 2004.

	8. George T.S.J., Editing: A handbook for journalism, Indian Institute of Mass Communication, New Delhi, 1999. 9. Krishnamoorthi, Copy Preparation and Proof Reading, Northern Book Centre, New Delhi,2000. 10. Any English/Hindi Daily Newspaper reading (Compulsory).

Seminar / Articles

1. Gruhl, Daniel & Bender, Walter. (2000). A new structure for news editing. IBM SystemsJournal. 39. 569-. 10.1147/sj.393.0569.

2. Ghadeer, Al. (2018). The changing nature of News Reporting, Story Development and Editing. Journal of Media and Communication Studies. 10. 143-150. 10.5897/JMCS2018.0631.

3. Hermans, L., & Prins, T. (2020). Interest matters: The effects of constructive news reportingon Millennials' emotions and engagement. Journalism, 1464884920944741.

4. Klein, T., Fondren, E., & Apcar, L. News Editing and the Editorial Process. Oxford

5. Research Encyclopaedia of Communication. Retrieved 14 Jan. 2022, fromhttps://oxfordre.com/communication/

Topics relevant to "SKILL DEVELOPMENT": Introduction to communication for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course handout. Encouraging students to learn the skills of reporting and to cover various beats relevant to society.

Video Lectures

1. Basics Of Reporting & Editing | https://www.youtube.com/watch?v=_NYcYG6z1r8

2. Principles of Editing (Print): https://www.youtube.com/watch?v=PseOowF4gL0

E-Books

1. Reporting and Editing: http://www.nraismc.com/wp-content/uploads/2017/03/104-REPORTING-EDITING.pdf

2. Reporting and Editing: https://nios.ac.in/media/documents/srsec335new/ch7.pdf

Web Resources

1. 1. https://www.journalism.co.uk/news/20-tools-and-resources-every-journalistshould-

Catalogue prepared by	Ms. Padmavathi S
Recommended bythe Board of Studies on	5th June 2024
Date of Approval by the Academic Council	3rd August 2024

Course Code: BAJ1016	Course Title: Introduction to Advertising and Public Relations Type of Course: Program Core	L-T- P- C	3	0	0	3
Version No.	1.0					
Course Pre-requisites	Reading skills, writing skills and creative thinking					
Anti-requisites	-Nil-					
Course Description	This course is offered by the School of Media Studies to the students who wish to pursue a professional career in PR and Advertisement. The aim is delivering knowledge about the principle and practice of Public Relation and Advertisement. The course also deals with providing exposure and to give practical work on the various activities of Public Relation and Advertising.					
Course Outcomes	**On successful completion of the course the students shall be able to:** **CO1.** Define and remember basic concepts in Public Relation **[Knowledge]** **CO2.** Identify planning, management and tools of PR **[Comprehension**]					

	CO3. Describe the communication strategies with various publics **[Evaluation]** **CO4.** Describe the nature, functions, and theories of advertising. **[Synthesis]** **CO5.** Discuss the emergence of advertising. [Application]			
Course Objective	The objective of the course is <u>**Skill Development**</u> of students by using <u>**Participative Learning**</u> techniques.			
Course Content:	**Topics relevant to "SKILL DEVELOPMENT": Advertising, Public Relations for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course handout.**			
Module 1	**Advertising & Classification**	**Demonstration Discussion**	**10 Sessions**	**[Knowledge]**
Topics: Concept, nature, definition, evolution and theory; Types and classification; Advertising as a social process; Digital advertising.				
Module 2	**Laws related to Advertising**	**Discussion/case studies**	**12 Sessions**	**[Comprehension]**
Topics: CTP Act-2003, Consumer protection Bill-2018, Drugs and Magic Remedies (objectionable Advertisements) Act-1954. Cable Television Networks (Amendment)Rules-2006, ASCI code				
Module 3	**Introduction to PR**	**Lecture / Group Discussion**	**11 Sessions**	**[Evaluation]**
Topics: PR –Concepts, Definitions and Theory, Brief History of Public Relations -The Evolution of PR-The Pioneers and their Works (Ivy Lee and Edward Burney), Role and Functions of PR Principles and Tools of Public relations. JM Grunig's Model of Symmetrical PR, Organizational Theories, Conflict Theory, Structural-Functional Theory.				

Module 4	PR Process and Practices	Lecture / Group Discussion	12 Sessions	[Synthesis]

Topics: PR Process, Tools of PR, the public relations environment, political PR, PR vs Spin. PR-Publics and campaigns, Research for PR, Managing promotions and, functions PR Campaign planning, execution, evaluation Role of PR in Crisis management, Ethical issues in PR-Apex bodies in PR- IPRA code - PRSI, and their codes.

Targeted Application and Tools used

 Application like Soch through which students can learn to produce their own news program on digital platform.

Assignment: Mention the Type of Project /Assignment proposed for this course

- Creating an advertisement for social cause
- Identify and review some of the advertisements for ethical violation

Text Book

1. Jethwaney Jaishri Jain Shruti, Advertising Management, 2006, Oxford University Press, New Delhi
2. Stansfield, Richard: Advertising Managers Handbook. UBBSPD Publications. Third Edition
3. Advertising Handbook: A Reference Annuakon Press TV, Radio and Outdoor Advertising. Different Years ATLANTIS Publications
4. Cutlip, Scott M. and Allen H. Center, Effective Public Relation. Prentice-Hall, New Jersey, 2003.

References

1. David Ogilvy, Ogilvy on Advertising, Pan/Prion Books
2. Frank Jefkins, Advertising Made Simple, Rupa & Co.
3. Chunawalla , Advertising Theory And Practice, Himalaya Publishing House
4. Jethwaney Jaishri, Advertising, Phoenix Publishing House
5. Jefkins Frank Butterworth, Public Relation Techniques, Heinmann Ltd.
6. Stansfied, Richard: Advertising Managers Handbook. UBBSPD Publications. Third Edition

7.	Advertising Handbook: A Reference Annuakon Press TV, Radio and Outdoor Advertising. Different Years ATLANTIS Publications
8.	Mohan: Advertising Management: Concepts and Cases. Tata McGraw- Hill Jewler, E (1998): Creative Strategy in Advertising. Thomson Learning

Web Reference:

1. https://archive.mu.ac.in/myweb_test/sybcom-avtg-eng.pdf
2. https://egyankosh.ac.in/bitstream/123456789/7608/1/Unit-2.pdf
3. https://www.youtube.com/watch?v=SeSKjkrDPas
4. https://www.youtube.com/watch?v=l_pVf59OP6w

Topics relevant to development of 'Digital Media':

1. Crisis Communication: Learning how to avoid a crisis with Case studies.

2. Promotional Material: Creating posters, invitations, flyers, brochures, mailers and other promotional materials.

3. Digital/social media: Improving client's through various social media platforms including Twitter, Facebook, Instagram, Pinterest and social bookmarking sites.

Catalogue prepared by	Padmavathi S/ Dr R Ravi Kumar
Recommended by the Board of Studies on	5th June 2024
Date of Approval by the Academic Council	3rd August 2024

Course Code: BAJ1017	Course Title: BASICS OF COMPUTERS SKILLS-I Type of Course: School Core (Practical)	L-T- P- C	0	0	4	2
Version No.	1.0					
Course Pre-requisites	Intermediate Level/12 th /II PUC					
Anti-requisites	**Nil**					
Course Description	The purpose of this course is to enable the students to understand the fundamental aspects of computer technology, acquaint with computer terminology and to introduce them to digital document creation, manipulation and storage. In addition, students will learn about the function and operation of Microsoft Word, Microsoft Excel and Microsoft PowerPoint.					
Course Objective	The objective of the course is Skill Development of students by using Participative Learning techniques.					
Course Out Comes	On successful completion of the course the students shall be able to: **CO1.** To define a computer. **CO2.** To classify various computer hardware and software. **CO3.** To manipulate word document in MS Word, a spreadsheet in MS Excel, a presentation in MS PowerPoint. **CO4.** To prepare a word document in MS Word, a spreadsheet in MS Excel, a presentation in MS PowerPoint.					
Course Content:	Mention the List of Laboratory tasks proposed to be conducted indicating at least 2 different levels of an experiment for each of the tasks [Wherever possible] **Task 01: Brief introduction to computers, Applications of computers**.					

	Level 1: Working with computers
	Level 2: Discussing various applications of computers
	Task 02: Computer hardware and software, Functions of the input-output device
	Level 1: Types of hardware and software
	Level 2: Types of input/ output devices and their functions
	Task 03: Computer languages, Open-source software, uses and applications
	Level 1: Types of computer languages
	Level 2: Open sources software's, uses and application
	Task 04: MS Word: Features & area of use; Menus, Toolbars & Buttons, Creating a New Document, Different Page Views and layouts.
	Level 1: Working with MS Word, Features, Menu toolbars & buttons
	Level 2: Creating a New Document, Different Page Views and layouts
	Task 05: Formatting, Paragraph and Page Formatting; Bullets, Numbering,
	Level 1: Working with formatting Page formatting,
	Level 2: Paragraph formatting, Numbering and bullets
	Task 06: Working with Columns. Creation & Working with Tables Mail Merge.
	Level 1: Working with Tables/ columns and rows, creating and editing Level 2 : Working with Mail merge
	Task 07: Concepts of Workbook & Worksheets,
	Level 1: Working with Excel
	Level 2: Working with workbook & Worksheet
	Task 08: Using different features with Cell, Data, and Texts Inserting, Removing & Resizing of Columns & Rows,
	Level 1: Using different features of Cell with Data, and Texts
	Level 2: Inserting, Removing & Resizing of Columns & Rows,

	Task 09: Working with Data & Ranges, Column Freezing, Labels, Hiding, splitting etc.
	Level 1: Working with Data & Ranges,
	Level 2: Column Freezing, Labels, Hiding, splitting etc
	Task 10: Use of Formulas, Calculations & Functions Cell Formatting including Borders & Shading. Working with Different Chart Types.
	Level 1: Use of Formulas, Calculations & Functions
	Level 2: Cell Formatting including Borders & Shading. Working with Different Chart Types.
	Task 11: Introduction to MS PowerPoint, creating a New Presentation, Working with Presentation,
	Level 1: Working with MS PowerPoint
	Level 2: Creating a New Presentation, Working with Presentation
	Task 12: Using Wizards, Slides & its different views, Inserting, Deleting and Copying of Slides.
	Level 1: Using Wizards, Slides & its different views
	Level 2: Inserting, Deleting and Copying of Slides.
	Task 13: Working with Notes, Handouts, Columns & Lists. Adding Graphics, Sounds and Movies to a Slide.
	Level 1: Working with Notes, Handouts, Columns & Lists.
	Level 2: Adding Graphics, Sounds and Movies to a Slide,
	Task 14: Working with PowerPoint Objects. Designing & Presentation of a Slide Show,
	Level 1: Working with PowerPoint Objects.
	Level 2: Designing & Presentation of a Slide Show,
	Task 15: Printing Presentations, Notes, and Handouts with print options
	Level 1: Printing Presentations
	Level 2: Notes, and Handouts with print options
Targeted Application & Tools that can be used:	

1. Microsoft Excel
2. Microsoft Point
3. Microsoft Word

Textbook

1. Computers Today, S.K. Basandra, Galgotia Publications.
2. Fundamentals of Information technology, Alexis Leon & Mathews Leon, Vikas Publishing House, New Delhi, ISBN-10: 8182092450, 2009
3. Computer Ek Parichay, V. K. Jain, and S Publishers, ISBN-10: 9381448426, 2009
4. Fundamentals of computer Peter Norton, McGraw-Hill Inc, ISBN-10: 0028043375, 1997
5. Fundamentals of computers, 4th Edition (Paperback) By V. Rajaraman, PHI, ISBN-10: 8120340116, 2010
6. Office XP: The Complete Reference, Julia Kelly, McGraw Hill Education, ISBN-10: 0070447233, 2001
7. Exploring Microsoft Office XP, I. Breeden, Bpb Publications, ISBN-10: 8176564486, 2005
8. Peter Norton's Complete Guide to MS Office 2000 Publisher: BPB, ISBN-10: 8176353124, 1999

References

1. Rajaram, V.; Fundamentals of Computer; Pearson Education
2. Parthasarathy, G.K.; Computer Aided Communication; Authors Press
3. Chakravorty, J.; Cyber Media; Authors Press
4. Mukherjee, D.P.; Fundamentals of Computer Graphics and Multimedia; PHI Learning
5. Adobe; Adobe PageMaker; Techmedia

Topics relevant to the development of Computer Skills

Video Lectures

1. (950) Microsoft Office Tutorial: Learn Excel, PowerPoint and Word - 9 HOUR MS Office Course - YouTube/
2. (950) Microsoft Word Advanced Tutorial - Microsoft Word Tips and tricks - YouTube

3. (950) The Beginner's Guide to Excel | Excel Basics Tutorial | Excel Basic Knowledge | Simplilearn - YouTube	

E-Books

1. Microsoft Word - Introduction to Excel.doc (routledge.com)
2. 18BCS5EL-U5.pdf (gacbe.ac.in)
3. Introduction-to-Word-2016.pdf (montclair.edu)
4. MSword.pdf (ripaesodisha.nic.in)

Web Resources

1. Project-Word-1a (itu.edu.tr)
2. 2009_Word_Basics.pub (bcpls.org)
3. Introduction of MS Office: (davpgcvns.ac.in)
4. 2009_Powerpoint_101.pub (bcpls.org)
5. Introduction-to-PowerPoint-2016.pdf (montclair.edu)

Topics relevant to Cross cutting issues that the Course Caters to Task 02 : ES

Catalogue prepared by	Sarath A Pradeep/ Ms. Padmavathi S/ Dr. Ashish Sharma
Recommended by the Board of Studies on	5th June 2024
Date of Approval by the Academic Council	3rd August 2024

Course Code: CHE1020	Course Title: Environmental Studies and Sustainable Development	L- T-P-C	2	0	0	0
	Type of Course: School Core- Theory					
Course Pre-requisites	NIL					
Anti-requisites	**NIL**					
Course Description	This course is designed to improve the learners' SKILL DEVELOPMENT by using PATICIPATIVE LEARNING techniques. This course emphasizes the need to conserve biodiversity and adopt a more sustainable lifestyle by utilizing resources in a responsible way. Topics covered include basic principles of ecosystem functions; biodiversity and its conservation; human population growth; water resources, pollution; climate change; energy resources, and sustainability; Sustaining human societies, policies, and education. **This course is designed to cater to Environment and Sustainability**					
Course Objective	The objective of the course is 'SKILL DEVELOPMENT of the student by using PARTICIPATIVE LEARNING techniques					
Course Outcomes	On successful completion of this course the students shall be able to: 1) Outline the need for eco-balance 2) Discuss the issues related to ecosystems, biodiversity and natural resources 3) Identify environmental hazards affecting air, water and soil quality 4) Recognize the importance of healthy environment and finding the sustainable methods to protect the environment					
Course Content:						
Module 1	Environment and Ecosystem	Assignment, Case study	6 Sessions	[Remember]		

Topics:

Significance and need for environmental studies, environmental perceptions in various disciplines; Environmental ethics; Ecosystem, components of the ecosystem; Ecological pyramids, Energy flow in the ecosystem; Biogeochemical cycles; Effect of human activities on these cycles.

Module 2	Biodiversity	Assignment, Case study	7 Sessions	[Remember]

Topics:

Importance, types, factors affecting biodiversity; Types of species - Extinct, endemic, endangered, and rare species, their interaction with each other; mega-biodiversity; Hot-spots; Ecological succession; Threats, and Conservation of biodiversity.

Module 3	Human population and Environmental pollution	Assignment, Case study	7 Sessions	[Remember]

Topics:

Environmental hazards: Biological, Chemical, Biomedical, noise, Risk and evaluation of hazards; Urban environmental problems; Types of pollution, effects, and mitigation. Solid waste management (plastics); Climate disruption, global warming, and ozone depletion; Environmental policies.

Module 4	Sustaining Natural resources	Assignment, Case study	6 Sessions	[Remember]

Topics:

Health and Hygiene. Food and soil conservation, Water resources and water quality management– Desalination; Energy resources- Renewable and non-renewable, efficiency and conservation. Sustainable strategies for conservation of natural resources.

Targeted Application & Tools that can be used: Application areas are Energy, Environment and sustainability

Tools: Statistical analysis of environmental pollutants using excel/origin etc.

Project work/Assignment:

Project Assignment:

Assessment Type:

- Midterm exam
- Assignment (review of digital/ e-resource from PU link given in references section - mandatory to submit screenshot accessing digital resource.)
- Quiz
- Self-learning topic
- End Term Exam

Assignments:

- Write detailed notes on Major environment policies and legislations in India.
- What is air pollution? Explain its integrated impact on forestcondition underchanging climate.

Text Book

1. G. Tyler Miller and Scott Spoolman (2020), Living in the Environment, 20th Edition, Cengage Learning, USA

Reference Books

1. David M. Hassenzahl, Mary Catherine Hager, Linda R. Berg (2017), Visualizing Environmental Science, 5th Edition, John Wiley & Sons, USA.
2. William P. Cunningham and Mary Ann Cunningham (2020), Principles of Environmental Science: Inquiry & Applications, 9th Edition, McGraw-Hill Education, USA.

E-resources:

1. https://presiuniv.knimbus.com/user#/searchresult?searchId=environmental%20pollution&_t=16 60711559321

2. https://presiuniv.knimbus.com/user#/searchresult?searchId=ecosystem&_t=166071182954 8

3. https://presiuniv.knimbus.com/user#/searchresult?searchId=air%20pollution&_t=16607116 334 72

4. https://presiuniv.knimbus.com/user#/searchresult?searchId=water%20pollution&_t=16607 1169 1050

5. https://presiuniv.knimbus.com/user#/searchresult?searchId=soil%20conservation&_t=1660 7117 39373

6. https://presiuniv.knimbus.com/user#/searchresult?searchId=renewable%20energy&_t=166 0711 878844

7. https://www.intechopen.com/chapters/11768

The topics related to Skill development:

1. An attitude of enquiry.
2. Write reports

The topics related to Environment and Sustainability :

All topics in theory component are relevant to Environment and Sustainability.

Catalogue prepared by	Dept. Faculties
Recommended by the Board of Studies on	PU/SOE/CHE/BOS-08/2022-23 8th BOS held on 13 FEB 2023
Date of Approval by the Academic Council	19th Academic council, PU/AC-19/MEC/2019-2023/2021 15th February, 2023

Course Code: KAN1002 SEMESTER-1	Course Title: Sarala Kannada –SOC/SOMS Type of Course: School core	L- T-P- C	2	0	0	2
Version No.						
Course Pre-requisites	Mother tongue with English knowledge					
Anti-requisites	_					
Course Description	This course aims to help the non-Kannada speaking students to converse in Kannada for their day- to –day life activities. It supports to develop strong cognitive skills, use of local language, and helps to mingle with the local society. At the end of the course, the students will have better skills, for the students of commerce and management for better communication. Furthermore, this course is offered to all the students, irrespective of their domain.					
Course Out Comes	**On successful completion of the course the students shall be able to:** 1. Identify Alphabets and few words with phonetic sound in Kannada language for social interaction and basic reading capacity. 2. Differentiate the nuances of basic Kannada vocabulary to know about other perspectives. 3. Use simple Kannada in different contexts. 4. Recognize the Regional Language and Culture. Express Kannada language for social interaction and basic reading capacity.					
Course Content:	The course consists of 5 modules with 2 credits. Those modules are mentioned below.					

Module 1	Alphabet –Varna male,	**Assignment and activities related to phonetics.**	6 Sessions	**[Analyze]**

*Alphabet –Varnamale,

*vowels-Short vowels,Long vowels, Pronunciation of vowels,writing vowels

*Consonants,(vyanjanagalu)-classified consonants, unclassified consonants, pronunciation of consonants,

Unseparated (alpa praana), Aspirated (mahaapraana),Nasals(anunaasika),

*Origin of sound

Module 2	Kannada Alphabets, simple words and sentence Writing	Writing Practice / Assignment	4 Sessions	[Understand]

Kannada Alphabets – Writing

*Simple kannada words.

*Simple kannada sentences

Module 3	Parts of Speech	Pronunciation Practice	8 Sessions	[Apply]

Parts of Speech-

1. Nouns

2. Pronoun

3. Adjective

4. Verbs

5. Adverbs

6. Prepositions

7. Conjunctions

8. Interjections

Module 4	TENSES & GENDER	Assignment	8 Sessions	[Understand]

*Tenses – Types and Examples

*Genders – Types and Examples * Simple sentences using tense and gender				
Module 5	**SAMBHASHANE (CONVERSATION)**	Assignment/self-introduction activity/model conversation activity based on different situation.	4 Sessions	[Understand]

* Conversation (sambhaashane) Interrogative Words and Sentences Introducing each other, About Children's Education
Assignment: Assignment proposed for this course: students should write Alphabet and simple Kannada vocabularies in English Transliteration form, students should record audio or video of kannada vocabularies and simple sentence reading. **Practice speaking, self-introduce video with audio or audio, Translation** **Activities by telling and giving examples of** other **Languages if those Lecturer know other.**
Text Book: SARALA KANNADA - Published by: Presidency University, Bengaluru

REFERENCE BOOKS:
    1. Kannada Kali – Lingadevaru Halemane, Publication – Publication Division,
    Prasaranga Kannada University, Hampi, Vidyaranya-583276. 2002
    2. Kannada Kirana – Publication – Bangalore Institute of Languages,
    Bangalore560008.2012
    3. Spoken Kannada – Kannada Sahitya Parishattu, Pumpa Mahakavi Road, Chamrajpet,
    Bangalore-560018. 2018
Web sources

	1. **https://kptcl.karnataka.gov.in/storage/pdf-files/KAN-DEP-EXM-STDY-MTLS/Part%2001%20-%20Spoken%20Kannada.pdf**
	2. **https://dtek.karnataka.gov.in/storage/pdf-files/CDC/balake%20kannada-1.pdf**
Course content development committee members and content developers	Dr. Sheeladevi S Malima (Principal, Basaveshwara Commerce, Arts and Science College, 22nd block, Rajajinagar, Bangalore – 560010)
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: PPS 1001	Course Title: **Introduction to Soft Skills**				
	Type of Course: **Practical Only Course**	L- P- C	0	2	1
Version No.	1.0				
Course Pre-requisites	Students are expected to understand Basic English. Students should have desire and enthusiasm to involve, participate and learn.				
Anti-requisites	NIL				
Course Description	This course is designed to enable students understand soft skills concepts and improve confidence, communication and professional skills to give the students a competitive advantage and increase chances of success in the professional world. The course will benefit learners in presenting themselves effectively through various activities and learning methodologies.				

Course Objective	The objective of the course is to **familiarize the learners with the concepts of "Soft Skills" and attain SKILL DEVELOPMENT through PARTICIPATIVE LEARNING techniques.**
Course Out Comes	**On successful completion of this course the students shall be able to:** CO1: **Recognize** significance of soft skills CO2: **Illustrate** effective communication while introducing oneself and others CO3: **List** techniques of forming healthy habits CO4: **Apply** SMART technique to achieve goals and increase productivity
Course Content:	

Module 1	INTRODUCTION TO SOFT SKILLS	**Classroom activity**	**04 Hours**

Topics: Setting Expectations, Ice Breaker, Significance of soft skills, Formal grooming, punctuality

Module 2	EFFECTIVE COMMUNICATION	**Individual Assessment**	**10 Hours**

Topics: Different styles of communication, Difference between hearing and listening, Effective communication for success, Email etiquette, Self-introduction framework, Video introduction, email- writing, Resume Building- Digital, Video, Traditional.

Module 3	HABIT FORMATION	**Worksheets s Assignment**	**4 Hours**

Topics: Professional and personal ethics for success, Identity based habits, Domino effect, Habit Loop, Unlearning, standing up for what is right

Module 4	Goal setting C Time Management	**Goal sheet**	**8 Hours**

A session where students will be introduced to Time management, setting SMART Goals, Introduction to OKR Techniques, Time Management Matrix, steps to managing time through outbound group activity, making a schedule, Daily Plan and calendars (To Do List), Monitoring/charting daily activity

Targeted Application C Tools that can be used: LMS

Project work/Assignment: Mention the Type of Project /Assignment proposed for this course

1) Individual Assessment
2) LMS MCQ

The topics related to Skill Development: Communication and professional grooming, Goal setting and presentation for skill development through participative learning techniques. This is attained through assessment component mentioned in course handout.

Catalogue prepared by	LCD Department Faculty members
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: BAJ 1014	Course Title: Theories and Ideologies of Mass Communication Type of Course: Program Core	L- T-P- C	3	0	0	3
Version No.	1.0					
Course Pre-requisites	Basic understanding of Mass Communication and Society					
Anti-requisites	-Nil-					
Course Description	This course will deal with a fundamental as well as a detailed understanding of communication concepts and processes while also interpreting them via basic theoretical as well as practical approaches. Focusing on the study of communication in its multitudinous forms as an interdisciplinary and multidisciplinary social science, the emphasis would be on intersections between communication and relational contexts.					
Course Outcomes	**On successful completion of the course the students shall be able to:** **CO1:** To identify and investigate the major theories in the various branches of communication studies. **[Remember]** **CO2:** To extrapolate the connection between the theory and the practice of mass communication and mass media. **[Understand]** **CO3:** To interpret how theory is used in the analysis of issues in communication studies. **[Apply]** **CO4:** To analyse communication as a discipline, in theory, and practice, which directly affects their day-to-day lives and understand the debates in social, cultural, political and economic contexts**. [Analyze]**					
Course Content:						

Module 1	Communication Theories	Lecture PPT Discussion	9 Sessions	[Remember]

Topics: Communication Theories: Mass Society Theory; Media Effects: Hypodermic Needle Theory, Two Step/Multi Step Flow theory, Diffusion of Innovation, Spiral of Silence Theory, Gate Keeping.

Module 2	Normative Theories of Mass Communication	Lecture PPT Discussion	9 Sessions	[Understand]

Topics: Normative Theories of Mass Communication: Authoritarian Theory, Libertarian Theory, Social Responsibility Theory, Soviet Media Theory, Development Media Theory and Democratic Participant Theory.

Module 3	Psychological & Behavioural Theories of Communication	Lecture / Group Discussion	12 Sessions	[Apply]

Topics: Psychological & Behavioural Theories of Communication: Argumentation Theory, Framing Theory, Direct Effects Theory, Imagined Communities Theory. Behavioural Theories: Individual Difference Theory: Selective Exposure, Selective Perception & Selective Retention, Balance Theory and Cognitive Dissonance Theory.

Module 4	Sociological Communication Theories	Lecture / Group Discussion	15 Sessions	[Analyze]

Topics: Media Effect Theories: Agenda setting theory, Uses And Gratification Theory, Symbolic Interactionism, Spiral Of Silence Theory, Media Logic Theory, Media Dependence Theory, Cultivation Theory, Knowledge Gap Theory, Modernization Theory, Muted Group Theory.

Targeted Applications and Tools used: N/A

Assignment: Mention the Type of Project /Assignment proposed for this course

1. **Module 1:** Pick a historical media event (like the War of the Worlds broadcast or a viral social media trend) and explain it using one of the communication theories discussed in class. Show how the theory helps understand audience behavior. [written]

2. **Module 2:** Write an essay on how a normative theory (like Social Responsibility or Libertarian Theory) can be used to address misinformation on platforms like YouTube or Twitter. Include examples and propose solutions. [written]

3. **Module 3:** Choose a news event covered by two media outlets and analyze the differences in how it is presented (framed). Explain the potential psychological impact on audiences using theories like Framing or Cognitive Dissonance. [written]

4. **Module 4:** Research and write about how a sociological theory (like Agenda Setting or Cultivation Theory) can be seen in today's media. Use specific examples, such as how news shapes opinions or TV influences social attitudes. [written]

Text Book

1. Mass Communication Theory – by Denis McQuail (Sage)
2. Vir Bala Aggarwal & V S Gupta, Handbook of Journalism and Mass Communication- Concept Publishing

References

1. Rogers M. Everett. (1997). A History of Communication Study. New York: Free Press.
2. Vilanilam, J.V (2002). Mass Communication: Theory and Practice. Bhopal, India: MCNUJC.
3. Vivian, J. (2011).The Media of Mass Communication. India: Prentice Hall.
4. Wilbur Schramm and Donald F. Roberts (ed) (1971). The Process and Effects of Communication. Chicago: University of Illinois Press
5. Williams, K. (2003). Understanding Media Theory. London: Bloomsbury Academic.
6. Werner, Severin J. and Tankard W. James., Communication Theories. Origin, Methods, Uses. London: Longman.
7. Schramm, Wilbur (1973). Men, Messages and Media. New York, USA: Harper & Row

Seminar / Articles

1. https://www.researchgate.net/publication/346167850_The_Normative_Theories_of_the_Press_in_the_Digital_Age_A_Need_for_Revision
2. Normative media theory in the digital media landscape: from media ethics to ethical communication: Communication: Vol 43, No 2 (tandfonline.com)
3. (99+) Normative Theories of Press | Joyce Dungo - Academia.edu
4. delivery.php (ssrn.com)

Video Lectures

1. (17578) Roger Scruton Memorial Lectures 2022 - Peter Hitchens, Daniel Hannan and Noel Malcolm - YouTube

2. Roger Scruton Memorial Lectures 2021 - Tom Holland and Nigel Biggar - YouTube

3. (17578) Evolution of Media Theories- Early Theories of Media Effects | Communication theory | edX Series - YouTube

4. Communication Theory Introduction - YouTube

E-Books

1. The Handbook of Media and Mass Communication Theory | Wiley Online Books

2. www.bou.ac.ir/portal/file/?171392/Mass.Communication.Theory.6th.Edition-(McQuails)-.pdf

3. Understanding Media and Culture – Open Textbook (umn.edu)

4. Understanding-Media-and-Culture-1643322807.pdf

Web Resources

1. Communication Theory: http://communicationtheory.org

2. Mass Communication Theory: https://masscommtheory.com

3. Global Media and Communication: https://journals.sagepub.com/home/gmc

Topics relevant to the development of 'Communication Theories:

Encouraging students to understand the concept of theories and to analyse their relevance within society.

Catalogue prepared by	**Dr Ashish Sharma / Ms Padmavathi S**
Recommended by the Board of Studies on	**5th June 2024**
Date of Approval by the Academic Council	**3rd August 2024**

Course Code: BAJ2022	Course Title: **Indian Political System** Type of Course: School Core	**L-T-P- C**	**3**	**0**	**0**	**3**
Version No.	2.0					
Course Pre-requisites	Basics Knowledge of India Political System					
Anti-requisites	-Nil-					
Course Description	The course will discuss about the framework of the Indian Constitution, which establishes a sovereign, socialist, secular, and democratic republic. The Constitution enshrines fundamental rights, including freedom of speech and expression, which form the bedrock of press freedom in India. This course explores the intricate relationship between the press and the political system, emphasizing the role of media in shaping public opinion and fostering democratic accountability. It delves into press laws, ethical responsibilities, and regulatory frameworks, providing insights into the challenges and responsibilities faced by the media in a diverse democracy like India.					
Course Outcomes	On successful completion of the course the students shall be able to: **CO1.** To recite key provisions of the Indian Constitution and the foundational principles of Indian governance [**Remember**] **CO2.** To explain the core features of Indian democracy and how they contribute to its functioning **[Understand]** **CO3.** To examine the roles of political parties and the electoral system in shaping India's democratic processes **[Analyze]** **CO4.** To assess the interplay between media, polity, and democracy, and their collective impact on society **[Evaluate]**					
Course Objective:	The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNIG techniques.					

Course Content:				
Module 1	**Indian Constitution and Governance**	**Lecture/ PPT / Discussion**	**10 Sessions**	**[Remember]**
Topics: Features of the Constitution and Preamble. Fundamental Rights. Freedom of Speech. Directive Principles of State Policy. Centre-State Relations: Federal v/s Unitary Debates, Federal Issues in Indian Politics, Governor: Power and Functions. Media – Government relationship (Media -Legislature, Media -Judiciary)				
Module 2	**Indian Democracy**	**Lecture/ PPT / Discussion**	**10 Sessions**	**[Understand]**
Topics: Legislature: Lok Sabha and Rajya Sabha: Relative Roles and Functions. Executive: President, Prime Minister and Council of Ministers. Judiciary: High Court and Supreme Court, Judicial Review and Judicial Activism, Public Interest Litigation, Controversies and Issues related to Independence of Judiciary. Panchayati Raj Institutions and Grassroots Democracy in India				
Module 3	**Party System and Electoral Politics in India**	**Lecture/ PPT / Discussion**	**12 Sessions**	**[Analyze]**
Topics: Party System in India and the Rise of Coalitions; Types of Parties – National and State level. Election Commission and Electoral Reforms. Identity Politics: Gender, Caste, Class and Religion in Indian Politics. E-Media and Governance; Covering Campaigns, Elections and Governance				
Module 4	**Media, Polity and Democracy**	**Lecture/ PPT / Discussion**	**13 Sessions**	**[Analyze]**
Topics: Democracy and Freedom of the Press; Freedom of Expression and responsibility of the Journalists. Power and responsibility of the media; Media as a Watchdog Vs. Government censorship. Role of the media in semi-democratic regimes and authoritarian regimes. Media as promoter of democracy in non-democratic regimes. Future of the News Media: Issues and Concerns				
Targeted Application and Tools used: NA				
Assignment: Mention the Type of Project /Assignment proposed for this course				

1. Group project on the success of e-governance and the role of the media

2. Present and analyse on any one aspect Judicial Review / Judicial Activism and contemporary politics in India

3. Discussions on the independence of the judiciary and the recent controversies around judicial activism.

4. Write a paper on the concept of Media as a Wsatchdog Vs. Government censorship in a democratic setup.

Text Book

1. Indian Polity. 7th Edition. M Laxmikanth. © 2023

2. Jayal, Niraja Gopal; Mehta Pratap, Bhanu (eds) (2010). Oxford Companion to Politics in. India. New Delhi. Oxford University Press.

Reference:

1. Kohli, A. (2009). "The state and poverty in India: The politics of reform." Cambridge University Press.

2. Subrata, K. M., Reddy, E. S., & Singh, B. P. (2008). "Indian politics since the 1990s: Reforms and reformulations." Pearson Education India.

3. Guha, R. (2007). "India after Gandhi: The history of the world's largest democracy." Harper Perennial.

4. Varshney, A. (2002). "Ethnic conflict and civic life: Hindus and Muslims in India." Yale University Press.

5. Basu, D., & Das, S. (2017). "India's foreign policy: Old problems, new challenges." Oxford University Press.

6. Bhattacharya, S. (2008). "Parliamentary democracy in India: Does it exist?" Routledge.

7. S.Choudhury, M.Khosla & P.B. Mehta, 2016, (Eds.), Oxford Handbook of Indian Constitution, Oxford University Press

8. P. Mahapatra, 2015, An Introduction to Indian Administration:Cerabntral,State &Local, Gyanjug Publication

Video Tutorials

1. https://www.youtube.com/watch?v=rx-DZpSR0kw

2. https://www.youtube.com/watch?v=Qv1sy6wS_2s

3. https://www.youtube.com/watch?v=Du5ojmw0DzM&list=PLNsppmbLKJ8L1po1SC74b_0mObUwRCQJr

4. https://www.youtube.com/watch?v=DkdTmaiYISA&list=PLNsppmbLKJ8L1po1SC74b_0mObUwRCQJr&index=2

5. https://www.youtube.com/watch?v=OMwtRCljwVY&list=PLNsppmbLKJ8L1po1SC74b_0mObUwRCQJr&index=17

6. https://www.youtube.com/watch?v=rKlWl-Wu6wE&list=PLNsppmbLKJ8L1po1SC74b_0mObUwRCQJr&index=18

Web Resources:

1. https://timesofindia.indiatimes.com/blogs/blackslate-corner/blog-on-communism-capitalism-and-socialism-its-tenets-its-nature/

2. https://www.epw.in/blog

3. https://www.epw.in/blogs/vikramepwin/majoritarian-turn-indian-democracy-does-first-past-the-post-electoral-system.html

4. https://www.youthinpolitics.in/blog/article-14-the-most-important-part-of-our-indian-constitution/

5. https://www.youthinpolitics.in/blog/the-real-issues-of-a-common-man-are-disappearing-from-the-elections/

6. https://carnegieendowment.org/2014/06/10/new-era-in-indian-politics-pub-55883

7. https://www.orfonline.org/expert-speak/indian-democracy-and-the-changing-political-landscape/

Topics relevant to "Entrepreneurial Skills": Democracy and Freedom of the Press; Freedom of Expression and responsibility of the Journalists. Power and responsibility of the media 'Entrepreneurship Skills' through Experiential Learning Techniques. This is attained through assessment component mentioned in course handout.

Catalogue prepared by	Dr. Ashish Sharma / Ms. Padmavathi S

Recommended by the Board of Studies on	**5th June 2024**
Date of Approval by the Academic Council	**3rd August 2024**

Course Code: **BAJ1004**	**Current Affairs and Contemporary Issues** **Type of Course: School Core**	**L-T-P- C**	**3**	**0**	**0**	**3**
Version No.	1					
Course Pre-requisites	Everyday understanding of Current Affairs and Contemporary Issues					
Anti-requisites	Basic knowledge in Current Affairs and Contemporary Issues					
Course Description	This course dwells upon various contemporary issues that evolve over the time based on socio-economic, political, global and technology interplay which makes them important in today's world. It is important to understand the implications of these issues in context of journalism and mass communication. The course also focusses on the latest happenings in the national and international arenas. The information on current affairs and contemporary which are high on the global agenda are pertinent to world of journalism					
Course Objective	This course is designed to improve the learners' Employability Skills by using Participative Learning techniques.					
Course Outcomes	On successful completion of this course the students shall be able to: **CO1.** To identify various organizations and its role in the world [**Remember**] **CO2.** To recognise the structure of various national groups. [**Understand**] **CO3.** To examine various foreign policies. **[Apply]** **CO4.** To relate world events to address global issues **[Analyze]**					
Course Content:						
Module 1	**International organizations and groupings**	**Lecture / case study**	**15 Sessions**		**[Remember]**	

Topic: United Nations and its organizations; Bretton Woods Institutions: IMF, World Bank, International Court of Justice; Interpol; International Red Cross, G8, G20; Commonwealth Nations; OECD; NATO; SAARC; ASEAN; NAFTA				
Module 2	**National organizations**	**Lecture / case study**	**12 Sessions**	**[Understand]**
Topic: Central Bureau of Investigation (CBI), Election Commission (EC), Central Vigilance, Commission (CVC), National Human Rights Commission (NHRC), National Green Tribunal (NGT)				
Module 3	**Indian foreign Policy**	**Lecture / case study**	**12 Sessions**	**[Apply]**
Topic: India and SAARC, India and Issue of Permanent Seat in the UN, India's Bilateral Relations with Different Countries, US, UK, Russia, Pakistan, Middle East, China, Other European Countries				
Module 4	**Global issues**	**Lecture / case study**	**6 Sessions**	**[Analyze]**
Topic: Terrorism and Anti-Terror measures, Human Trafficking and Human Right Issues, Drug Trafficking, Money Laundering				

Experiential Learning

1. In-class debate competition on "Government stand on Cryptocurrencies"
2. Essay competition on "Human Rights and issues in Afghanistan, Gaza"
3. Watch Documentary and list the issues of drug trafficking: "To Catch a Smuggler: Living with the Cartel (Cocaine Documentary) | Real Stories": HTTPs://www.youtube.com/watch?v=yOEYOwTt9v4
4. Watch documentary and list the importance of UN in current times: "CGTN exclusive
5. documentary: The United Nations 75 years on"https://www.youtube.com/watch?v=8ZtdnG9rmIY
6. https://www.jagranjosh.com/current-affairs/article-on-current-issues-1329126116-catlistshow-1
7. https://www.thehinducentre.com/the-arena/current-issues/

Project work/Assignment:

1. Create 30 fundamental articles for an imaginary planet.

Experiential Learning Activities

1. In Class Debate on "Future of India with its neighbours"
2. Watch documentary: "75 years of United Nations"

Textbooks:

1. Lectures on political science; Prof. M.V. Subba Rao & Dr. M. Srinivasa sastry
2. Manorama/Mathrubhumi Yearbook
3. Current Affairs for IAS (PRE) – S A Majid
4. Concise General Knowledge Manual – Barry O'Brien
5. India Yearbook – Publication Division (GOI)
6. Yojana Magazine
7. Kurukshetra Magazine
8. Economic Survey

References:

1. The United Nations: A Very Short Introduction Jussi M. Hanhimäki.
2. Counter Terrorism Issues: Case Studies in the Courtroom; James O Castagnera
3. India's Foreign Policy: Surviving in a Turbulent World. (2020). India: SAGE Publications
4. Indian Foreign Policies: https://www.youtube.com/watch?v=NKqm9LfI5Qc
5. Public Health Care in India: https://www.youtube.com/watch?v=I4bxDXjZI5g

E-Books

1. Current Affairs: http://bitly.ws/oxgt
2. Contemporary issues of Societal Development: http://bitly.ws/oxgu
3. Reading and writing about Contemporary Issues:
4. https://www.pearsonhighered.com/assets/preface/0/1/3/4/0134996305.pdf

Web Resources

1. For Current Affairs: https://www.gktoday.in/

2. For Contemporary issues: https://guides.lib.campbell.edu/c.php?g=286717&p=190915	
Catalogue prepared by	**Ms. Padmavathi / Dr. Ashish Sharma**
Recommended by the Board of Studies on	**5th June 2024**
Date of Approval by the Academic Council	**3rd August 2024**

Course Code: **BAJ1019**	Course Title: **Introduction to Digital Media** Type of Course: **Program Core**	**L-T-P-C**	**2**	**0**	**2**	**3**
Version No.	2.0					
Course Pre-requisites	Basic understanding about digital media.					
Anti-requisites	-Nil-					
Course Description	This foundational course introduces students to the fundamental principles, technologies, and tools of digital media. The course covers the evolution of digital media, explores various types of digital content, and examines its role in modern communication. Through a mix of theoretical lessons and practical exercises, students will develop the skills required to create, analyze, and utilize digital media in a rapidly changing media landscape.					
Course Outcomes	On successful completion of the course the students shall be able to: **CO1.** To describe the evolution and core concepts of digital media. [**Remember**] **CO2.** To describe digital media tools and techniques for basic content creation. [**Understand**] **CO3.** To examine the social, ethical, and communicative impacts of digital media. [**Apply**] **CO4.** To plan, create, and present a basic multimedia digital project. [**Create**]					
Course Content:						

Module 1	**Introduction to Digital Media**	**Lecture/ Practical**	**15 Sessions**	**[Remember]**

Topics: History and Evolution of Digital Media: From print to digital; key milestones in media technology., Concepts and Types of Digital Media: Text, images, audio, video, and multimedia; characteristics and differences. Key Digital Media Platforms: social media, websites, streaming services, and other digital platforms. Trends in Digital Media: Recent trends, including mobile media, streaming, digital advertising, and virtual reality.

Module 2	Digital Media Tools and Techniques	Discussion	15 Sessions	[Understand]

Topics: Introduction to Digital Media Production Software: Overview of industry-standard tools (e.g., Adobe Photoshop, Adobe Premiere, GIMP)., Basic Image Creation and Editing: Understanding raster vs. vector graphics, basic editing techniques (cropping, resizing, color correction). Introduction to Video and Audio Editing: Fundamentals of cutting, trimming, transitions, and basic effects in video; introduction to audio levels, mixing, and effects**.**

Module 3	Digital Media and Communication	Discussion	15 Sessions	[Apply]

Topics: Digital Media's Role in Communication(Examination of how digital media shapes personal and mass communication), Social Media's Impact (Understanding algorithms, audience segmentation, and how social media influences public opinion), Audience Behaviour and Engagement (How users interact with content; engagement metrics, virality, and user-generated content), Ethical Considerations(Discussion on privacy, copyright, misinformation, and ethical challenges in digital media.)

Module 4	Introduction to Digital Media Production	Lecture	15 Sessions	[Create]

Topics: Digital Storytelling Techniques (Basics of creating engaging digital content and storytelling elements.) Multimedia Content Creation (Integration of text, image, video, and audio for a cohesive digital media project.) Content Distribution Strategies (Exploring digital distribution channels, including social media, video platforms, and websites.)

Targeted Application and Tools used
Canava, Adobe Suite & GIMP
Assignment: Mention the Type of Project /Assignment proposed for this course
1. Activity: Digital Media Exploration – Students will explore different digital platforms, analyzing types of content and audience engagement. (Introduction to media browsers, social media platforms, and streaming services.) 2. Activity: Image Editing Exercise, Audio Editing Exercise, Video Editing Exercise (Basic image adjustments like colour correction, cropping. Audio editing basic sound effects, volume control, Video editing basic cuts and transitions. 3. Activity: Case Study Analysis: Students will review a recent communication event influenced by social media (e.g., a viral campaign or a misinformation incident) and discuss its implications. 4. Activity: Students will create a digital media project using multiple formats. Examples include a short promotional video, an infographic with accompanying audio, or a multimedia presentation.
Textbooks: 1. The Digital Media Handbook by Andrew Dewdney and Peter Ride
Reference: 1. Multimedia Foundations: Core Concepts for Digital Design by Vic Costello **E-Books:** 1. The   Essentials   of   Digital   Media" by   Tim   Rogers "Interactive Media Design: A People-Centered Approach" by Bob Rehak 2. Digital Marketing Essentials" by Jeff Larson and Stuart Draper 3. Principles of Digital Media" by J.R. Parker 4. Social Media Metrics: How to Measure and Optimize Your Marketing Investment" by Jim Sterne **Web Resources:**

1. **Adobe Creative Cloud Tutorials**
Adobe Help Center
2. **LinkedIn Learning - Digital Media Courses**
LinkedIn Learning
3. **Canva Design School**
4. **Coursera - Digital Media and Marketing Principles**
Coursera
5. **HubSpot Blog**
HubSpot Blog

Topics relevant to development of 'FOUNDATION SKILLS':

Encouraging students to dive into the basics of digital media.

Catalogue prepared by	**Mr. Sarath A Pradeep/ Dr. Pratibha Vinod**
Recommended by the Board of Studies on	**5th June 2024**
Date of Approval by the Academic Council	**3rd August 2024**

Course Code: BAJ 2010	Course Title: Public Relations and Corporate Communications Course: Program Core	L- T-P- C	3	0	0	3
Version No.	1.0					
Course Pre-requisites	Basic Understanding of Communication Concepts, Strong Writing Skills, Interest in Media and Current Affairs, Analytical and Research Skills					
Anti-requisites	**-Nil-**					
Course Description	This course comprehensively introduces Public Relations (PR) and Corporate Communications, covering their origins, evolution, theories, practices, and latest trends. Students will gain a deep understanding of the role PR and corporate communication play in building relationships between organizations and their stakeholders, both in India and globally. The course is designed with a practical approach to provide students with the necessary tools to engage effectively in PR and corporate communications, preparing them to become successful PR and corporate communication executives.					
Course Outcomes	**CO1.**To understand the evolution, significance, and role of PR and corporate communication **[Remember]** **CO2.** To gain practical experience in developing PR campaigns, crisis management, and media relations [**Apply**] **CO3.** To be able to identify and apply key PR theories and models in real-world contexts. [**Apply**] **CO4.** To Create effective public relations strategies by analyzing media landscapes, building media relationships, and leveraging digital tools and emerging technologies. [**Create**]					
Course Content:	**The objective of the course is the SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques.**					
	Introduction to Public Relations	**Lecture and PPT**			**[Remember]**	

Module 1		**Presentation**	**12 Sessions**	

Topics: The definition, scope, and importance of PR, the Evolution of PR as a discipline, PR vs. Advertising vs. Marketing, the Roles and responsibilities of PR professionals, and PR tools: media relations, press releases, and public affairs.

Module 2	**Corporate Communication Essentials**	**Lecture and discussion**	**12 Sessions**	[Apply]

Topics: Introduction to Corporate Communication, Internal and external communication, Crisis communication and reputation management, Corporate Social Responsibility (CSR) and sustainability communication, Stakeholder communication

Module 3	**Strategic PR and Campaign Planning**	**Lecture, discussion**	**10 Sessions**	[Apply]

Topics: Research and analysis in PR, Planning and executing PR campaigns, Digital PR and social media strategies, Evaluation, and measurement of PR effectiveness, Ethics in PR

Module 4	**Emerging Trends and Practical Applications**	**Lecture and discussion**	**11 Sessions**	[Create]

Topics: Understanding media landscapes, building effective media relationships, Press kits, conferences, and media events, Role of digital communication and influencer marketing in PR, Emerging trends: AI, AR/VR, and analytics in PR

Experiential Learning:

Practical Assignments:

1. Assignment 1: Crisis Communication Plan: Choose a current or past crisis faced by a brand (e.g., product recall, negative press)., Write a short crisis communication plan, including key messages, media outreach, and crisis management steps.

2. Social Media PR Strategy: Select a company (real or hypothetical) and propose a social media PR strategy., Choose one social media platform and outline three posts that would help improve brand image or engage the audience.

Case Studies:

1. Case Studies: Apple's Product Launch Strategies, Tata Motors' PR Campaign for Tata Nano

2. Reliance Industries' Corporate Communication Strategy, Tata Tea's "Jaago Re" Campaign

3. Nestlé's Crisis Management During the Maggi Controversy, Coca-Cola's Global Happiness Campaign

4. Netflix's Social Media Campaigns, Zomato's Innovative Use of Digital Platforms

Targeted Application and Tools Used:

1. Content Creation Platforms, Crisis Simulation

2. Software, Public Relations Management Platforms

Experiential Learning Articles

1. "Experiential Learning in Public Relations Education: Lessons from the Field" by Karen S. Miller.

2. "The Role of Experiential Learning in Developing Public Relations Competencies" by David M. Dozier.

3. "Bridging the Gap: Experiential Learning for Public Relations Students" by Elizabeth Toth.

4. "Experiential Learning Approaches in Public Relations Education" by Dean Kruckeberg.

5. "Integrating Experiential Learning into Public Relations Curriculum" by Candace White.

6. "The Impact of Experiential Learning on Public Relations Students' Preparedness" by Bruce Berger.

7. "Experiential Learning and Its Role in Public Relations Education" by Glen T. Cameron.

8. "Enhancing Public Relations Education through Experiential Learning" by Judy VanSlyke Turk.

9. "Experiential Learning Strategies in Public Relations Courses" by Maureen Taylor.

10. "The Effectiveness of Experiential Learning in Public Relations Education" by Don W. Stacks.

Seminal Articles:

1. "The Tylenol Crisis: How Effective Public Relations Saved Johnson & Johnson"

2. "BP's Deepwater Horizon Oil Spill: A Case Study in Crisis Management"

3. "Starbucks' Race Together Campaign: A Public Relations Case Study"

4. "The Pepsi Syringe Scare: A Case Study in Crisis Communication"

5. "Domino's Pizza Turnaround: A Public Relations Success Story"

6. "The United Airlines Flight 3411 Incident: A Crisis Communication Case Study"

7. "The Volkswagen Emissions Scandal: A Public Relations Perspective"

8. "Samsung Galaxy Note 7 Recall: A Case Study in Crisis Management"

9. "The Facebook-Cambridge Analytica Data Scandal: A Public Relations Analysis"

10. "Nike's Colin Kaepernick Campaign: A Case Study in Corporate Communication".

Resources:

Books

1. "Crystallizing Public Opinion" by Edward L. Bernays.

2. "Public Relations: Strategies and Tactics" by Dennis L. Wilcox and Glen T. Cameron.

3. "The New Rules of Marketing and PR" by David Meerman Scott.

4. "Effective Public Relations" by Scott M. Cutlip, Allen H. Center, and Glen M. Broom.

5. "Public Relations: The Profession and the Practice" by Dan Lattimore, Otis Baskin, Suzette Heiman, and Elizabeth Toth.

6. "Strategic Planning for Public Relations" by Ronald D. Smith.

7. "The Public Relations Handbook" by Alison Theaker.

8. "Corporate Communication: A Guide to Theory and Practice" by Joep Cornelissen.

9. "Public Relations Writing and Media Techniques" by Dennis L. Wilcox and Bryan H. Reber.

10. "The Global Public Relations Handbook: Theory, Research, and Practice" by Krishnamurthy Sriramesh and Dejan Verčič.

Recommended Reading:

1. "The Fall of Advertising and the Rise of PR" by Al Ries and Laura Ries.
2. "Trust Me, I'm Lying: Confessions of a Media Manipulator" by Ryan Holiday.
3. "Spin Sucks: Communication and Reputation Management in the Digital Age" by Gini Dietrich.
4. "Made to Stick: Why Some Ideas Survive and Others Die" by Chip Heath and Dan Heath.
5. "Contagious: How to Build Word of Mouth in the Digital Age" by Jonah Berger.
6. "Measure What Matters: Online Tools for Understanding Customers, Social Media, Engagement, and Key Relationships" by Katie Delahaye Paine.
7. "The Art of Crisis Leadership: Save Time, Money, Customers and Ultimately, Your Career" by Rob Weinhold and Kevin Cowherd.
8. "Digital Public Relations: E-Marketing's Big Secret" by Shel Holtz.
9. "The PR Masterclass: How to Develop a Public Relations Strategy that Works!" by Alex Singleton.
10. "Public Relations and the Social Web: How to Use Social Media and Web 2.0 in Communications" by Rob Brown.

Video Lectures

1. "Introduction to Public Relations" by Dr. Michael Parkinson.
2. "The Role of Public Relations in Modern Organizations" by Prof. Anne Gregory.
3. "Crisis Communication Strategies" by Dr. Timothy Coombs.
4. "Digital PR and Social Media" by Deirdre Breakenridge.

E-Books

1. https://books.google.com/books/about/The_Public_Relations_Handbook.html?id=3Zr

6DwAAQBAJ

2. https://www.ebooks.com/en-us/book/210834631/corporate-communication/joep-p-cornelissen/

3. https://www.amazon.com/Reputation-Management-Corporate-Communications-Relations-ebook/dp/B07BJZPRSW

4. https://books.google.com/books/about/The_Essentials_of_Corporate_Communicatio.html?id=p1AK5TqOM-4C

5. https://www.routledge.com/A-Handbook-of-Corporate-Communication-and-Public-Relations/Oliver/p/book/9780415648271

Web Resources

1. https://www.prsa.org/

2. https://instituteforpr.org/

3. https://www.prnewsonline.com/

4. https://www.ragan.com/

5. https://spinsucks.com/

Topics relevant to "SKILL DEVELOPMENT": Skill development in PR and corporate communication teaches students strategic messaging, media relations, crisis management, and stakeholder engagement

Catalogue prepared by	**Dr Prathibha Vinod / Ms Padmavathi S**
Recommended by the Board of Studies on	**5th June 2024**
Date of Approval by the Academic Council	**3rd August 2024**

Course Code: BAJ2023	Course Title: Visual Communication Theory and Aesthetics Type of Course: Program Core	L-T-P- C	2	0	0	2
Version No.	2.0					
Course Pre-requisites	Have basic aptitude for photography and visual communication					
Anti-requisites	-Nil-					
Course Description	This course explores the theoretical foundations of visual communication and aesthetics. Students will examine the history and evolution of visual communication, theories related to perception and semiotics, and principles of design and composition.					
Course Outcomes	On successful completion of the course the students shall be able to: **CO1.** To explain the historical evolution and cultural impact of visual communication. [**Understand**] **CO2.** To apply theories of perception and semiotics to analyze visual media. [**Apply**] **CO3.** To demonstrate an understanding of design principles and their role in visual communication. [**Apply**] **CO4.** To evaluate the aesthetic and cultural significance of visual communication media. [**Evaluate**]					
Course Content:						

Module 1	Historical Background and Basics of Visual Communication	Lecture/ Discussion	7 Sessions	[Understand]

Topics: History of visual communication: From cave art to modern media., Human eye and the visual process. Visual culture and Information Education Communication (IEC). Theories of visual communication: Gestalt, perceptual, semiotics, and cognitive approaches.

Module 2	Theories of Visual Communication	Lecture/ Discussion	7 Sessions	[Apply]

Topics: Fundamentals of design: Definition and centrality of design. Elements of design and principles of visual perception. Colour psychology and theory. Optical/visual illusions and stages of the design process. Semiotics: Signs, signifiers, and their application in visual communication for social messaging.

Module 3	Photography as Visual Communication	Lecture/ Discussion	8 Sessions	[Apply]

Topics: Introduction to photography as a tool for visual communication. Camera basics: Structure, functions, and characteristics of cameras. Lighting fundamentals: Natural, artificial, and available light. Techniques: Three-point lighting, exposure, focusing, aperture, shutter speed, depth of field.

Module 4	Camera Compositions and Accessories	Lecture/ Discussion	8 Sessions	[Evaluate]

Topics: Camera lenses and accessories. Shot types: Basic shots, angles, and views. Composition: Framing, rule of thirds, leading lines. Basics of photojournalism: Photo-features, essays, and visual storytelling.

Targeted Application and Tools used

Canon 200 D and Adobe Suit

Assignment: Mention the Type of Project /Assignment proposed for this course

1. Activity: Visual Analysis – Students analyze selected visual media, identifying elements and principles of design.
2. Assignment: Case study on the evolution of a specific design style or movement.
3. Activity: Hands-on exercise to create compositions demonstrating the elements and principles of design.
4. Assignment: Design a series of posters illustrating each design principle.
5. Project: Design a flyer or social media graphic incorporating text and images.
6. Practical Assignment: Design a flyer or promotional graphic.
7. In-Class Critique: Peer review of designs focusing on composition.

8. Final Project: Students create a comprehensive design project (e.g., branding materials, infographic).

9. Presentation: Students present their projects to the class, explaining design choices and approach.

Text Book

1. Understanding Exposure" by Bryan Peterson

2. The Photographer's Eye" by Michael Freeman

3. The Digital Photography Book" by Scott Kelby

Reference:

1. The Art of Photography" by Bruce Barnbaum

2. On Photography" by Susan Sontag

3. Capture Your Style" by Aimee Song

4. Light Science and Magic: An Introduction to Photographic Lighting" by Fil Hunter

5. Photography: The Whole Story" by Juliet Hacking

E-Books:

1. Understanding Media: The Extensions of Man by Marshall McLuhan

2. The Visual Story by Bruce Block

3. The Design of Everyday Things by Don Norman

4. Graphic Design Thinking by Ellen Lupton

5. Digital Color Management by Edward J. Giorgianni and Thomas E. Madden

6. Type on Screen: A Critical Guide for Designers by Ellen Lupton

7. Visual Language for Designers by Connie Malamed

8. Principles of Graphic Design by Jill Morton

Web Resources:

1. Adobe Creative Cloud Tutorials

2. Adobe Help Center

3. Canva Design School

4. LinkedIn Learning - Graphic Design Courses

5. Coursera - Fundamentals of Graphic Design

6. HubSpot Blog - Visual Content Marketing

Topics relevant to development of 'FOUNDATION SKILLS':

Encouraging students to understand basics of visual communication with relevance to media industry.

Catalogue prepared by	**Mr. Sarath A Pradeep / Dr Ashish Sharma**
Recommended by the Board of Studies on	**5th June 2024**
Date of Approval by the Academic Council	**3rd August 2024**

Course Code: BAJ2024	Course Title: **Visual Communication (Lab)**					
	Type of Course: Program Core	**L-T-P- C**	0	0	2	1
Version No.	2.0					
Course Pre-requisites	Aptitude towards practical photography and aptitude towards visual communication and Visual Communication Theory and Aesthetics Theory					
Anti-requisites	-Nil-					
Course Description	This course focuses on the practical application of visual communication theories and aesthetics. Students will gain hands-on experience in photography, camera operations, lighting, and composition. The course emphasizes developing technical skills to produce aesthetically rich visual media.					
Course Outcomes	On successful completion of the course the students shall be able to: **CO1.** To explain operating cameras and use lighting techniques to create compelling visuals. (**Understand**) **CO2.** To apply principles of composition and framing in photography. (**Apply**) **CO3.** To create photo essays and captions that tell a cohesive story. (**Create**)					
Course Content:						

Module 1	Photography as Visual Communication	Demonstration/Practical/ Hands-on Training Session	10 Sessions	(Understand)

Topics: Introduction to photography as a tool for visual communication. Camera basics: Structure, functions, and characteristics of cameras. Lighting fundamentals: Natural, artificial, and available light. Techniques: Three-point lighting, exposure, focusing, aperture, shutter speed, depth of field.

Module 2	Camera Compositions and Accessories	Demonstration/Practical/ Hands-on Training Session	10 Sessions	(Apply)

Topics: Camera lenses and accessories. Shot types: Basic shots, angles, and views. Composition: Framing, rule of thirds, leading lines. Basics of photojournalism: Photo-features, essays, and visual storytelling.				
Module 3	**Advanced Photography Projects**	**Demonstration/Practical/ Hands-on Training Session**	**10 Sessions**	**(Create)**

Topics: Integration of lighting and composition for advanced visual effects. Thematic photography projects. Editing and post-processing basics: Cropping, retouching, and enhancing photos.

Targeted Application and Tools used:

Adobe Lightroom, Adobe Photoshop, GIMP, DSLR Camera Simulator, Camera Connect App, **StoryMapJS**, DSLR (Canon EOS 200D), Tripods, Lighting Kits, Reflectors and Diffusers

Assignment: Mention the Type of Project /Assignment proposed for this course

1. Activity: Explore camera settings for different scenarios.
2. Activity: Capture images using various lighting techniques.
3. Activity: Create a photo series focusing on composition techniques.
4. Activity: Develop a photo essay with captions that convey a story.
5. Activity: Produce a final photo project on a chosen theme.
6. Activity: Edit and curate photographs for a professional presentation.
7. Final Project: Students create coffee table book/ Photography portfolio.
8. Presentation: Students present their projects to the class/ exhibition

Text Book

1. "Understanding Exposure" by Bryan Peterson
2. "The Photographer's Eye" by Michael Freeman
3. "The Digital Photography Book" by Scott Kelby

Reference:

1. The Art of Photography" by Bruce Barnbaum
2. "On Photography" by Susan Sontag
3. "Capture Your Style" by Aimee Song
4. Light Science and Magic: An Introduction to Photographic Lighting" by Fil Hunter

5. "Photography: The Whole Story" by Juliet Hacking

E-Books:

1. "Understanding Media: The Extensions of Man" by Marshall McLuhan
2. "The Visual Story" by Bruce Block
3. "The Design of Everyday Things" by Don Norman
4. "Graphic Design Thinking" by Ellen Lupton
5. "Digital Color Management" by Edward J. Giorgianni and Thomas E. Madden
6. "Type on Screen: A Critical Guide for Designers" by Ellen Lupton
7. "Visual Language for Designers" by Connie Malamed
8. "Principles of Graphic Design" by Jill Morton

Web Resources:

1. Adobe Creative Cloud Tutorials
2. Adobe Help Center
3. Canva Design School
4. LinkedIn Learning - Graphic Design Courses
5. Coursera - Fundamentals of Graphic Design
6. HubSpot Blog - Visual Content Marketing

Topics relevant to development of 'FOUNDATION SKILLS':

Encouraging students to create visual content for different kinds of media platforms will provide them with a hands-on experience relevant to the industry.

Catalogue prepared by	Mr Sarath A Pradeep/ Dr Prathibha Vinod
Recommended by the Board of Studies on	5th June 2024
Date of Approval by the Academic Council	3rd August 2024

Course Code:	**Course Title:** Enhancing Personality through Soft Skills					
PPS1012		**L- T - P- C**	**0**	**0**	**2**	**1**
	Type of Course: Practical Only Course					
Version No.	1.0					
Course Pre-requisites	• Students are expected to understand Basic English. • Students should have the desire and enthusiasm to be involved, participate and learn.					
Anti-requisites	NIL					
Course Description	This course is designed to enable students to understand soft skills concepts and improve confidence, communication, and professional skills to give the students a competitive advantage and increase chances of success in the professional world. The course will benefit learners in presenting themselves effectively through various activities and learning methodologies.					
Course Objective	The objective of the course is to familiarize the learners with the concepts of "Enhancing Personality through Soft Skills" and attain SKILL DEVELOPMENT through PARTICIPATIVE LEARNING techniques.					
Course Out Comes	**On successful completion of this course, the students shall be able to:** **CO 1** Identify the stages of team formation **(Remember)** **CO 2** Demonstrate effective presentation skills **(Apply)** **CO3** Prepare professional social media profile **(Apply)**					
Course Content:						
Module 1	**Professional Brand Building**	**6 Sessions**			**(Remember)**	

Topics: Personal brand definition, Crafting a compelling LinkedIn profile, Networking strategies, Leveraging AI tools for developing content for brand visibility. **Activity:** Create a post and enhancing LinkedIn profile			
Module 2	**Art of Questioning**	**4 Sessions**	**(Apply)**
Topics: Framing Questions, 5W1H Technique, Open-ended and Close-ended questions, Funnel technique, Probing questions, Leading questions			
Module 3	**Presentation Skills**	**12 Sessions**	**(Apply)**
Topics: Content development, Delivery techniques, Audience Analysis, Timing and Pacing, handling questions and challenges. **Activity:** Individual presentations or team presentation			
Module 4	Team Building	**6 Sessions**	
Topics: Importance of team, stages of Team Formation, Trust and collaboration. **Activity: Team Building Activity**			
Module 5	Recap / Revision /Feedback Session	**2 Sessions**	
Targeted Applications & Tools that can be used: 1. TED Talks 2. You Tube Links 3. Activities			
Project work/Assignment: Mention the Type of Project /Assignment proposed for this course			

1) Presentation Evaluation	
2) LinkedIn assessment	

Targeted Applications & Tools that can be used:

1. TED Talks
2. YouTube Links
3. Videos by L&D Team shared on Edhitch/YouTube.com
4. LMS

Assignments proposed for this course

1. Evaluation on Presentation
2. Assignment on LinkedIn Post

YouTube Links: https://youtu.be/zjxoczNWc (Steve Jobs Introducing the iPhone 4 in June 2010)

References

1. "Talk Like TED - The 9 Public-Speaking Secrets of the World's Top Minds" By Carmine Gallo St. Martin's Press Copyright © 2014 Carmine Gallo All rights reserved. ISBN: 978-1- 250-04112-8
2. "The Presentation Secrets of Steve Jobs: How to Be Insanely Great in Front of Any Audience" MP3 CD – Import, 22 April 2014
3. "The Definitive Book of Body Language: The Hidden Meaning Behind People's Gestures and Expressions" Hardcover – Illustrated, 25 July 2006
4. "Crucial Conversations: Tools for Talking When Stakes Are High" Paperback – Import, 1 July 2002

Web links:

1. https://www.wordstream.com/blog/ws/2014/11/19/how-to-improve-presentation-skills
https://www.cbs.de/en/blog/15-effective-presentation-tips-to-improve-presentation-skills/
2. https://hbr.org/2022/05/the-art-of-asking-great-questions

Topics relevant to the development of "SKILL": Art of Presentation, Team building, Art of questioning, and Personal Branding for Skill Development through Participative Learning Techniques. This is attained through the assessment component mentioned in the course handout.

Catalogue prepared by	Faculty of L&D

Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: ENG2007	Course Title: Writing for the Web Type of Course: Theory cum practice	L- P-T C	2	0	0	2
Version No.	2					
Course Prerequisites	The prerequisites of the course include a fair knowledge of essential grammar, vocabulary, sensible reasoning, basic writing skills, reading comprehension ability, creative and critical thinking and a good understanding of various digital platforms					
Anti-requisites	NIL					
Course Description	This course helps students to focus on their writing skills by exploring different online platforms. The course is designed to acquaint students with the nuances of writing in various digital spaces. The activities provide an opportunity for critical thinking, analysis of societal affairs and issues and writing original and effective web content.					
Course Objective	This course helps students to focus on their writing skills by exploring different online platforms. The course is designed to acquaint students with the nuances of writing in various digital spaces. The activities provide an opportunity for critical thinking, analysis of societal affairs and issues and writing original and effective web content. Moreover, participative and experiential learning, through methods like interviews, campus stories, movie/OTT and book reviews, and digital media analysis can deepen student's understanding of society and empower them to engage with socio-political, economic, and cultural realities.					

Course Outcomes	On successful completion of this course, the students shall be able to:
	CO1: Explain the basics of web writing and its characteristic features. **CO2:** Produce effective web content for different digital platforms and social media **CO3:** Examine SEO best practices to create effective web content for various digital platforms. **CO4:** Develop effective content strategies to target specific audiences keeping cross-cultural sensitivity and social responsibility in mind. **CO5**: Analyze web content across digital space.
Course Content:	Write effective web content for different digital platforms and social media

Module I	**Basics of Web Content**	**Assignment-Practice Worksheet**	**7 Sessions**	**[Understand]**

Topics:

Introduction to Multimedia

- Characteristics and features of web content
- Search Engine Optimized Writing
- Target audience-based content

Module II	**Web Writing Style**	**Assignment**	**8 Sessions**	**[Create]**

Topics:

- Language of web writing
- Styles of web writing – Informative, descriptive, argumentative, persuasive, interviews, storyboards
- Techniques of web writing: Inverted Pyramid, Nonlinear, Interactive Stories
- Managing Content-based on cross-cultural sensitivity and social responsibility

Module III	**Writing for Digital Media**	**Assignment**	**7 Sessions**	**[Understand]**

Topics:

- Blogging
- Film/OTT/TV shows/book review

- Campus Story
- Content for Podcast

Module IV	Writing for social media	Assignment	8 Sessions	[Create]

Topics:

1. Social media Trends – Stories format, online sources/content, managing misinformation, Disinformation
2. Writing for Twitter - tweet- writing guideline, What to Tweet - Twitter tips, tools, and best practices
3. Writing on Facebook – Tips & Tactics for Writing Facebook Posts, Instagram
4. Professional representation on LinkedIn

Targeted Applications & Tools that can be used:

1. Write effective content on various online platforms as a media journalist and communicator.
2. Grammarly, Mobile Apps
3. WordPress/Wix – platforms
4. Canva
5. StoryMapJS
6. TimelineJS
7. Hootsuite
8. Buffer

Worksheets/Assignment:

1. Analyze SEO Strategies and create web content targeting young adults
2. Create a web page that is culturally inclusive, considering factors such as language, imagery, and cultural nuances.
3. Review Film/OTT, book (fiction and non- fiction) TV show review

   OR

   Identify a story around the University campus and create content for the podcast. (Citizen Journalism
4. The Multi-Platform Influencer Challenge

Text Books:

1)Bradshaw, Paul. *The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age*. Routledge, Taylor & Francis Group, 2024.

2) Chansongklod Gajaseni. *English for Cross-Cultural Communication: 2701-360.* Department of Foundations of Education Chulalongkorn University.

3) Cotton, Gayle, and Soneela Nankani. *Say Anything to Anyone, anywhere: 5 Keys to Successful Cross Cultural Communication*. Recorded Books, 2014.

4) Dougherty, Jack, and Tennyson Lawrence O'Donnell. *Web Writing: Why and How for Liberal Arts Teaching and Learning*. University of Michigan Press, 2015.

5) Dush, Lisa. "When writing becomes content." *College Composition & Communication*, vol. 67, no. 2, 1 Dec. 2015, pp. 173–196, https://doi.org/10.58680/ccc201527641.

6) Felder, Lynda. *Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound*. 2018.

7) Garrand, Timothy Paul. *Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media*. Routledge, 2020.

8) Guzzetti, Barbara, and Margaret Gamboa. "Online journaling: The informal writings of two adolescent girls." *Research in the Teaching of English*, vol. 40, no. 2, 1 Nov. 2005, pp. 168–206, https://doi.org/10.58680/rte20054494.

9) Hendershot, Angie, et al. *Strategic Writing: Multimedia Writing for Public Relations, Advertising and More*. Routledge, Taylor & Francis Group, 2024.

10) Hill, Steve, and Paul Lashmar. *Online Journalism: The Essential Guide*. SAGE, 2014.

E-Resources:

1) https://www.umaryland.edu/cpa/website-manual/prepare/web-writing/

2) https://www.demandjump.com/blog/types-of-web-writing

3) https://digital.gov/resources/plain-language-web-writing-tips/

4) https://www.tru.ca/__shared/assets/Book_Movie_Review_Template30235.pdf

5) https://www.nyfa.edu/student-resources/9-tips-for-writing-a-film-review/

6) https://www.youtube.com/watch?v=jY0LaRVLEjQ

7) https://wts.indiana.edu/writing-guides/writing-book-reviews.html

8) https://lowerstreet.co/how-to/interview-someone-for-podcast#:~:text=Prompt%20your%20guest%20to%20elaborate,they%20were%20trying%20

9) https://www.adorilabs.com/blog/the-art-of-interviewing-on-podcasts

10) https://huridocs.org/2023/12/the-harmful-effects-of-disinformation-and-how-to-combat them/?gad_source=1&gclid=EAIaIQobChMI0rXY5L6wigMVEySDAx1y2CSsEAAYASAAE gJiJvD_BwE

11) https://mediahelpingmedia.org/advanced/dealing-with-disinformation-and-misinformation/

Topics relevant to development of 'EMPLOYABILITY SKILLS':

- Writing Nonlinear, Interactive Stories, Writing for Web Writing – Blogging, Social Media, Writing for Twitter - Writing on Facebook, LinkedIn site, Instagram will help them in proper sentence framing while writing on various online media platforms

Catalogue prepared by	Dr. Mahantamma Assistant Professor Department of Languages, Presidency University Bangalore
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Semester -III

Course Code: BAJ3055	Course Title: Introduction to News Anchoring and News Management Type of Course: School Core	L- T-P- C	0	0	2	1
Version No.	1.0					
Course Pre-requisites	BAJ1017, BAJ3032, BAJ2001					
Anti-requisites	-Nil-					
Course Description	This course offers a hands-on introduction to news anchoring and newsroom operations. Students will gain practical experience in voice modulation, scriptwriting, bulletin production, and studio performance, enabling them to function effectively in a live or recorded news environment.					
Course Outcomes	**On successful completion of the course the students shall be able to:** CO1: Explain the formats of television and digital news presentation and identify the key skills required for professional anchoring**. [Understand]** CO2: Demonstrate news scripting, voice modulation, and studio production techniques for both single and multi-camera setups. **[Apply]** CO3: Produce a complete news bulletin with a clear understanding of newsroom roles, planning, and management practices. **[Create]**					
Course Content:						

Module 1	Fundamentals of News Anchoring	Demonstration/Discussion	10 Sessions	[Understand]

Topics: Introduction to television and digital news presentation formats, Characteristics and responsibilities of a news anchor, Voice training: breathing, pitch control, articulation Body language, facial expressions, eye contact, Teleprompter usage and camera-facing skills.

Module 2	News Scripting and Studio Practice	Demonstration/Discussion	10 Sessions	[Apply]

Topics: Basic principles of news writing, Television news reporting, Interview techniques, Piece-to-camera, Voice-over. Stages of TV Production: pre-production, production and post-production, Single camera shooting, Multi camera shooting, Field and studio production, Cable setup for the camera, wired mic, wireless mic, switcher, mixer, PCR and intercom systems.

Module 3	Newsroom Roles and Bulletin Production	Demonstration/Discussion	10 Sessions	[Create]

Topics: Understanding newsroom hierarchy and team roles: editor, anchor, producer, director Planning a bulletin: story selection, rundown creation, time coding Team-based news bulletin simulation Group reflection and feedback

Targeted Applications and Tools used: Audacity, Voice-meter, OBS Studio, Adobe Premiere Pro, Rundown Creator / ENPS (Educational Demos), Green screen, Anchor desk and LED panel lights for professional ambience.

Assignment: Mention the Type of Project /Assignment proposed for this course

Activity 1: Introduction to TV & Digital News Formats
- **Objective:** Understand the structure and elements of television and digital news bulletins.
- **Task:** Watch 3 different types of news formats (live bulletin, web news clip, breaking news) and identify their format, tone, and structure.
- **Outcome:** Ability to differentiate between digital and traditional news formats.

Activity 2: Role-Play - Characteristics of a News Anchor

- **Objective:** Identify and present the key responsibilities of a news anchor.
- **Task:** In pairs, present a mock news segment focusing on voice, posture, and presentation.
- **Outcome:** Demonstrate understanding of an anchor's on-screen role and responsibility.

Activity 3: Voice Modulation & Breathing Practice
- **Objective:** Train voice for anchoring through breath control, pitch, and articulation exercises.
- **Task:** Practice reading a 1-minute script focusing on breathing and voice modulation. Record and review.
- **Outcome:** Improved vocal clarity, rhythm, and articulation.

Activity 4: Body Language and Camera Presence
- **Objective:** Build confidence in front of the camera through posture, eye contact, and facial expressions.
- **Task:** Perform a mock anchoring task using proper gestures and camera-facing techniques.
- **Outcome:** Understand the impact of non-verbal communication in news presentation.

Activity 5: News Script Writing for Television
- **Objective:** Write basic news stories using television formatting.
- **Task:** Write a 3-paragraph script using intro, body, and outro for TV.
- **Outcome:** Apply writing principles suited for visual storytelling.

Activity 6: Voice-Over Recording
- **Objective:** Learn to match voice with visuals for TV news.
- **Task:** Record a voice-over for a short news video segment.
- **Outcome:** Demonstrate synchronization of audio with visuals.

Activity 7: Interview Techniques Practice
- **Objective:** Learn how to plan and conduct a TV-style interview.
- **Task:** Conduct a 2-minute recorded interview with a peer playing a public figure or expert.
- **Outcome:** Build questioning skills, camera awareness, and mic use.

Activity 8: Multi-Camera Setup Simulation
- **Objective:** Understand the technical setup for multi-camera TV production.
- **Task:** Simulate a multi-camera interview setup including proper cable management.
- **Outcome:** Familiarity with production equipment and team coordination.

Activity 9: Team-Based News Bulletin Production
- **Objective:** Simulate a full bulletin production in teams.
- **Task:** In groups, assign newsroom roles (anchor, editor, director, producer) and produce a 5-minute bulletin with real or mock news.
- **Outcome:** Demonstrate collaborative production skills and understanding of newsroom workflow.

Text Book

1. PG_M.A._Journalism and Mass Communication_309 24_Video Production_MAJMC.pdf
2. English-Video-Handbook.pdf
3. BCADES_207_slm.pdf
4. Final Book.cdr
5. feb_73bfc331cfcc3e2f93ee28a46a5f355cfc4a4a8b_1653835460.pdf

References & E Books

1. Modern Radio and Audio Production: Programming and Performance By Carl Hausman et al.
2. The Art of Voice Acting, By James Alburger
3. Speak with Impact – Allison Shapira
4. MJM023.pdf
5. anchoring
6. b032ce67-e933-4f59-98e7-e6f0f4a133ae.pdf
7. 2019Intertanko_Anchoring_guidelines_a_risk-based-approach.pdf

8. **HowToDoVoiceOversTheBeginnersGuideYouHaveToRead-1.pdf**

Web Resources

1. Anchoring and Teleprompters 101
2. **Four Tips To Do Voice Modulation While Speaking | Public Speaking Tips**
3. **Voice Modulation or Para Verbal Communication | Tanvi Bhasin Career & Communication Coach |**
4. **Tone Of Voice, Improved Communication and relationships ke liye | Tanvi Bhasin Communication Coach |**
5. **How should you use data in your reporting - NBCU Academy 101**
6. **Tips for Field Producing - NBCU Academy 101**
7. **ENGLISH SPEECH | PALKI SHARMA: Tell India's Story (English Subtitles)**
8. **Tips For Using A Teleprompter | Phil Pallen**

Topics relevant to "SKILL DEVELOPMENT": Topics related to **"Skill Development"** in the areas of Introduction to News Anchoring and News Management will be addressed using a mix of *participative, experiential, and reflective learning strategies.* These skills will be cultivated through hands-on activities and assessments as outlined in the course Catalogue and Course plan.	
Catalogue prepared by	Dr Ashish Sharma / Mr. Sarath A Pradeep
Recommended by the Board of Studies on	06/06/2025
Date of Approval by the Academic Council	

Course Code: BAJ3008	Course Title: Short Film and Documentary Making Type of Course: Program Core		L- T-P-C	2	0	4	4
Version No.	1.0						
Course Pre-requisites							
Anti-requisites	-Nil-						
Course Description	This course introduces students to the conceptual, aesthetic, and technical foundations of short fiction and documentary filmmaking, with an emphasis on storytelling, visual composition, and ethical representation. Through a hands-on, outcome-based approach, learners explore the entire production pipeline—from research and scripting to shooting, editing, and final screening.						
Course Outcomes	**On successful completion of the course the students shall be able to:** **CO1:** Understand the origins, characteristics, and distinctions between short films and documentaries, including their ethical implications. **[Understand]** **CO2:** Apply research methods and storytelling strategies to develop concepts and scripts for both a short film and a documentary. [**Apply**] **CO3:** Technical and aesthetic elements of pre-production and on-location filming for short films and documentaries. [**Analyze**] **CO4:** Create a complete short film and a documentary by integrating all stages of production and post-production. [**Create**]						
Course Content:							
Module 1	**Fundamentals of Short Film and Documentary**	Lecture/Discussion/ Demonstration	20 Sessions	[Understand]			

Topics: Definitions: Short film vs. documentary, Historical evolution and major movements (Indian and global contexts), Purpose and impact of short-form storytelling, Sub-genres in fiction and nonfiction: experimental, narrative, expository, observational, participatory, Key filmmakers: Satyajit Ray, Anand Patwardhan, Joshua Oppenheimer, Agnes Varda, etc., Introduction to documentary ethics: representation, consent, manipulation.

| Module 2 | **Research, Ideation, and Script Development** | Lecture/Discussion/Hands on/ Demonstra | 25 Sessions | [Apply] | | | |

		tion		

Topics: Topic selection and audience targeting, Ideation tools: brainstorming, story circles, research journaling, Fiction script elements: plot, character, structure (3-act format), Documentary scripting: narration, interviews, VO, actuality Script formats: treatment, screenplay, shooting script Visual storytelling: symbolism, metaphor, and theme.

Module 3	**Pre-production and Production Techniques**	Lecture/Discussion/Hands on/ Demonstration	**30 Sessions**	[**Analyze**]

Topics: Pre-production pipeline: budgeting, scheduling, team roles, Basics of cinematography: camera types, framing, composition, camera movement, Lighting setups: key, fill, back, natural lighting, Sound recording: ambient, dialogue, field recording for documentary, Interviewing skills: planning, open/closed questions, consent, Differences in production workflow for fiction and nonfiction.

Module 4	**Post-production and Project Execution**	Lecture/Discussion/Hands on/ Demonstration	**15 Sessions**	[**Create**]

Topics: Editing theory: continuity, montage, parallel action, Software overview: timeline management, cuts, transitions, Sound design: foley, background score, ambient layers, Color correction and visual consistency, Titling, subtitling, end credits, Review formats and publishing options (YouTube, festivals, campus screening).

Targeted Applications and Tools used: Celtx, Google Docs, Canava, Broods, Storyboard That, Adobe Premiere Pro / DaVinci Resolve, Cannon 200D, Panasonic AGCX 80, Tripods, Gimbals, LED Panels and Softboxes, Adobe Premiere Pro / DaVinci Resolve, Celtx / StudioBinder, Shot Designer, ShotDeck

Assignment: Mention the Type of Project /Assignment proposed for this course

1. Module 1: **Objective**: Introduce students to the distinct visual and ethical elements in short films vs. documentaries.

Assignment A1-Comparative Analysis : Compare a short film and a documentary on cinematic techniques and ethics., **Activity P1**-Shot Composition Scavenger Hunt: Teams capture specific shot types on campus; peer review and discussion.

2. Module 2: **Objective**: Encourage creativity and structure in idea development for short formats. **Assignment A2**- Concept Kit & Pitch- Develop and pitch ideas for both a short film and a documentary, with treatment, script samples, and mood board., **Activity P2**: Writers' Room Sprint-Collaborative rapid ideation with creative constraints; storyboard sketching.

3. Module 3: **Objective**: Equip students with professional-level pre-production planning skills. **Assignment A3**-Pre-production Portfolio- Detailed planning documents including script breakdowns, budget, schedule, shot list, and interview plans., **Activity P3**-Field Shoot Labs-Hands-on sessions for fiction scene shooting, lighting setups, interviews, and sound recording.

4. Module 4: **Objective**: Facilitate end-to-end execution of both formats and promote reflective practice. **Assignment A4**- Final Short Film & Documentary + Reflection- Produce and submit both films with a behind-the-scenes reel and individual reflection., **Activity P-** Festival Screening & Q&A-Public screening with audience and jury feedback; live Q&A with creators.

Text Book

1. Introduction to cinematography: learning through practice by Hoser, Tania. .(Available in University Library)

2. Five c`s of cinematography: motion picture filming techniques by Mascelli, Joseph V. .(Available in University Library)

3. Directing and producing for television by Cury, Ivan..(Available in University Library)

4. Broadcast Journalism: techniques of radio and television news by Stewart, Peter | Alexander, Ray(Available in University Library)

References

1. Filmmaking for dummies, Stoller, Bryan Michael(Available in University Library)

2. Video production by Belavadi, Vasuki.(Available in University Library)

3. Writing and script : a very short introduction By: Robinson, Andrew(Available in University Library)

4. Television production handbook by Zettl ,Herbert. r(Available in University Library)

5. Bernard, S. C. (2007). Documentary storytelling: Making stronger and more dramatic nonfiction films (2nd ed.). Focal Press.(Not available in Uni Library)

6. Rabiger, M., & Hermann, C. (2020). Directing the documentary (7th ed.). Routledge. (Not available in Uni Library)

7. Media production : a practical guide to radio, tv and film by Willett, Amanda.(Available in University Library)

Web Resources

1. https://nofilmschool.com/
2. https://www.youtube.com/indymogul
3. https://www.studiobinder.com/blog/
4. https://shotdeck.com
5. https://www.cined.com/
6. https://filmmakeriq.com/

Topics relevant to "SKILL DEVELOPMENT": Introduction to communication for Skill Development through Participative Learning techniques. This is attained through the assessment component mentioned in course handout.

Catalogue prepared by	Mr. Sarath A Pradeep
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: **ENG1905**	**Course Title: English for Journalistic Communication** **Type of Course: AECC**	**L- T -P- C**	2	0	0	2
Version No.	1.0					
Course Pre-requisites	ENG2007					
Anti-requisites	**NIL**					
Course Description	Building on the foundation laid in *Writing for the Web*, this course develops advanced skills in reading, writing, speaking, and critical thinking, specifically tailored to journalistic contexts. Students will learn to critically evaluate news, construct sound arguments, write and speak persuasively, and ethically integrate AI tools into journalistic practices. The course introduces key concepts from argumentation theory, helping students frame and assess journalistic arguments in the digital age.					
Course Objective	• Strengthen reading and analytical skills for interpreting journalistic texts. • Develop writing and speaking skills suited for journalistic reporting and commentary. • Enhance critical thinking abilities using concepts from argumentation theory. • Explore the ethical use of AI in journalistic research, writing, and presentation. • cultivate ethical reasoning and responsible use of AI technologies in journalistic research, writing, and communication.					
Course Outcomes	**On successful completion of this course the students shall be able to:** 1. CO1: Analyze journalistic texts critically, identifying arguments, biases, and logical structures. 2. CO2: Produce coherent, well-argued journalistic pieces in both written and spoken forms. 3. CO3: Apply principles of argumentation theory to assess and create journalistic content. 4. CO4: Employ AI tools ethically for research, writing, editing, and fact-checking in journalism. 5. CO5: Demonstrate the ability to engage in ethical decision-making and responsible communication in journalistic practices using critical reasoning and AI tools.					
Module 1	**Reading Journalism Critically**	**Read and critically evaluate news articles, editorials, and features.**	**6 Sessions**			
	Close reading of news, features, editorials, and op-eds. Identifying arguments, assumptions, and biases. Recognizing logical fallacies. Differentiating persuasive vs manipulative writing.					

Module 2	**Writing and Speaking for Journalism**	**Write and speak persuasively and clearly for journalistic platforms.**	**6 Sessions**
Crafting persuasive news articles, features, and opinion pieces. Writing for broadcast and digital media. Techniques for oral presentations and news reporting. Storytelling techniques for delivery			
Module 3	**Argumentation Theory for Journalism**	**Apply argumentation theory to construct and assess journalistic arguments.**	**6 Sessions**
Basics of argumentation: claims, evidence, warrants. Structure of arguments; Evaluating arguments: relevance, sufficiency, acceptability. Ethical reasoning in journalism.			
Module 4	**Writing with AI: Ethics in Journalism**	**Use AI tools ethically for journalistic research, writing, and verification.**	**6 Sessions**
AI tools for research, writing assistance, and fact-checking. Transcription and translation tools. Understanding AI biases and misinformation. Ethical considerations in AI-driven journalism			

Web Resources

1. Reading and News Analysis
• **BBC Academy - Journalism Skills**
https://www.bbc.co.uk/academy/en/collections/journalism-skills
(*Guides on news writing, ethics, analysis, and critical reading of news*)
• **Reuters Institute for the Study of Journalism**
https://reutersinstitute.politics.ox.ac.uk/
(*Research reports, trends, and articles on journalism and news consumption*)

2. Writing and Speaking for Journalism
• **Poynter Institute - Writing and Reporting Resources**
https://www.poynter.org/channels/reporting-writing/
(*Tips on writing leads, structuring news stories, and interviewing techniques*)
• **NPR Training - Storytelling and Reporting**
https://training.npr.org/category/storytelling/
(*Practical tutorials on writing and speaking for radio and digital journalism*)

3. Critical Thinking and Argumentation
• **The Critical Thinking Consortium (TC2)**
https://tc2.ca/
(*Excellent resources for developing critical thinking, evaluating sources, argument analysis*)
• **The Internet Encyclopedia of Philosophy - Argumentation Theory**
https://iep.utm.edu/argument/
(*Clear, accessible explanation of argument structures, fallacies, Toulmin model*)

4. AI Tools for Journalism
• **Knight Center's Guide to Artificial Intelligence in Journalism**
https://journalismcourses.org/course/ai-for-journalism/
(*Courses and resources on how AI is used in journalism, ethics, and best practices*)
• **FullFact – Automated Fact Checking Resources**
https://fullfact.org/automated/
(*Tools and insights into how AI helps in fact-checking and combating misinformation*)
• **Google Fact Check Tools**
https://toolbox.google.com/factcheck/explorer
(*Search engine for fact-checked claims, useful for journalists*)
• **OpenAI - Using ChatGPT for Journalism (Best Practices)**
https://openai.com/chatgpt/journalism
(*Guidelines and best practices for using AI tools like ChatGPT responsibly in journalism*)

List of Activities

1. Reading and Analysis
   • News Dissection: Students select a recent news article and break down its structure (headline, lead, body, conclusion), identify arguments, assumptions, and biases.
   • Fact vs Opinion Hunt: Given an editorial or op-ed, students highlight factual statements and opinions separately.
   • Bias Detection Challenge: Analyze two articles reporting on the same event from different news outlets and compare framing and bias.

2. Writing Practice
   • Lead Writing Exercise: Students are given basic news information and asked to craft 3 different styles of leads (straight news, feature, anecdotal).
   • Opinion Piece Drafting: Students write a short op-ed (400–500 words) on a current affairs topic, applying argumentation structure (claim-evidence-warrant).
   • Micro-Features: Write short feature articles (300 words) based on interviews with peers on campus events.

3. Speaking Practice
   • News Presentation: Students orally present a news story as a 2-minute news report, recorded or live.
   • Debate Sessions: Students participate in structured debates using argument maps prepared beforehand.
   • Podcast Mini-Series: In small groups, students script and record a 5-minute audio podcast on a selected news topic.

4. Critical Thinking and Argumentation
   • Argument Mapping: Students create visual maps of arguments found in major opinion articles, using the Toulmin model (claim, evidence, warrant, backing, rebuttal).
   • Logical Fallacy Spotting: Identify and classify logical fallacies in samples of journalistic writing or political speeches.
   • Source Reliability Rating: Given different news sources, students rate them based on transparency, accuracy, and bias.

5. AI Integration
   • AI Writing Assistant Demo: Hands-on session where students use Grammarly or ChatGPT to edit a news article draft and reflect on strengths/limitations.
   • AI Fact-Checking Drill: Students use Google Fact Check Explorer or FullFact to verify claims from a viral news story.
   • AI Ethics Case Study: Students read and discuss real-world examples where AI-generated content led to misinformation in journalism.

Optional Enrichment Activities
   • Guest Lecture/Webinar: Invite a working journalist to speak about using AI tools and maintaining ethics in today's newsrooms.

• Portfolio Creation: Throughout the course, students maintain a mini-portfolio combining their best reading analyses, writings, recordings, and AI-assisted projects.

Text Books

1. Evans, Harold. Essential English for Journalists, Editors and Writers.

2. Hansen, Kathleen A., and Nora Paul. Behind the Message: Information Strategies for Communicators.

3. Mencher, Melvin. News Reporting and Writing.

4. Weston, Anthony. A Rulebook for Arguments.

5. Govier, Trudy. A Practical Study of Argument.

6. Knight Center for Journalism in the Americas. Artificial Intelligence in Journalism.

7. Reuters Institute for the Study of Journalism. Journalism and AI Reports.

8. Rusbridger, Alan. Breaking News: The Remaking of Journalism and Why It Matters Now.

Kovach, Bill, and Tom Rosenstiel. The Elements of Journalism: What Newspeople Should Know and the Public Should Expect.

9.

Catalogue prepared by	Dr. Yashavantha T.S.
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	Academic Council Meeting No: Meeting conducted on Approved on
Suggestion given by the board	

Course Code: BAJ3003	Course Title: Media Management and Entrepreneurship Type of Course: School Core	L- P- T -C	2	0	0	2
Version No.	1.0					
Course Pre-requisites	BAJ 1019 Introduction to Digital Media					
Anti-requisites	-Nil-					
Course Description	This course provides an in-depth introduction to the principles and functions of media management, highlighting their relevance in today's dynamic media landscape. It explores the organizational structure, hierarchy, and operational roles within various media sectors, including print, broadcast, and digital platforms. Students will gain insights into the economic foundations of media enterprises and the management of resources in both traditional and emerging media formats. The course also emphasizes the development of entrepreneurial skills necessary for launching and managing media ventures in a competitive and innovation-driven environment.					
Course Objective	The objective of the course is SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques.					
Course Outcomes	**On successful completion of the course, the students shall be able to:** **CO1:** To Understand the foundational principles, organizational structures, and managerial functions within media businesses. **[Understand]** **CO2:** To Analyse strategic planning, budgeting, and revenue models to assess the economic viability of media enterprises. **[Analyze]** **CO3:** To Apply entrepreneurial thinking to develop innovative, audience-driven digital media ventures. **[Apply]** **CO4:** To Evaluate the legal frameworks, ethical considerations, and technological innovations influencing modern media practices. **[Evaluate]**					
Course Content	This course introduces students to key aspects of media management, including its nature, scope, and core functions across editorial, operations, marketing, and HR. It covers media ownership patterns, revenue models, budgeting, pricing strategies, and financial trends like mergers and acquisitions. Students also explore digital media entrepreneurship, focusing on startup ecosystems, funding options, and niche market identification through case studies. The course concludes with discussions on media innovation, legal frameworks, and ethical issues surrounding content, ownership, and monetization in the digital age.					
Module 1	Foundations of Media Management	Lecture/Discussion	8 sessions		Understand	
Topics: Nature and scope of media management, Functions of management in media organizations, Media as a business: types and structures (print, broadcast, digital), Role of media managers: editorial, operations, marketing, HR, Media ownership patterns and their implications						
Module 2	Strategic and Financial Aspects of Media Management	Lecture/Discussion	7 sessions		Analyze	
Topics:						

Media economics and revenue models, Budgeting and cost control in media projects, Pricing strategies in media products, Advertising, subscriptions, and syndication, Mergers, acquisitions, and investment trends in the media sector					
Module 3	*Digital Media Entrepreneurship*	Lecture/Discussion/ Demonstration	7 sessions	Apply

Topics:

Traits of a successful media entrepreneur, Startup ecosystems in the digital media space, identifying niche audiences and market gaps, Crowdfunding, angel investing, and venture capital. Case studies: YouTube content creators, podcasting startups, and indie news platforms

Module 4	**Innovation, Legal & Ethical Dimensions in Media Business**	Lecture/Discussion/ Demonstration	8 sessions	Evaluate

Topics:

Media innovation: AR/VR, AI, personalization, Digital disruption, and changing audience habits Media laws affecting ownership and content, Copyright, defamation, and fair use in digital platforms, Ethical dilemmas in monetization and sponsored content

Targeted applications and Tools used YouTube
videos and TEDx talks

Assignment:

1. **Visual Report**

    Draw an organizational chart of a media company (real or imagined) and label key departments such as Editorial, Marketing, Production, HR, and Finance. Add a short note (50–100 words) explaining the role of each department.

2. **Group Presentation**

    Choose a digital advertisement and analyze its content to figure out Who is the advertisement targeting? (age, gender, geography, lifestyle, interests) and what cues indicate this? (language, visuals, music, tone, etc.)

3. **Presentation**

    Create a one-page digital media pitch for a product/service that includes the concept, target audience, platform of delivery, and potential revenue model.

4. **Case Study**

    Write a short analysis (300–400 words) of an ethical dilemma or legal issue faced by a digital media platform/ organisation/ person. Explain how it was handled and what could have been done better.

Text Book:

1. Albarran, A. B., Chan-Olmsted, S. M., & Wirth, M. O. (Eds.). (Special ed.). *Handbook of media management*. Lawrence Erlbaum Associates Publishers, Mahwah, New Jersey.
2. Chaturvedi, B. K., & Martin, P. (2013). *Media management: Emerging challenges in the new millennium*. Global Vision Publishing House.
3. Williams, K. (2011). *International journalism*. SAGE Publications.

Reference Book (s):

1. Rohn, U. (2018). Media management research in the twenty-first century. In Handbook of media management and economics (pp. 425-441). Routledge.
2. Fallah, A. & Sadeghi, M. & Saeedi, K. (2012). Understanding entrepreneurship and media management in Iran. Advances in Environmental Biology. 6. 1777-1779.

3. Konert, Bertram. (2020). Media Management & Communication. Medien Wirtschaft. 17. 75-77. 10.15358/1613-0669-2020-2-3-75.

Online Resources

1. https://www.ey.com/en_us/entrepreneurship/entrepreneurs-access-network
2. https://www.igi-global.com/journal/journal-media-management-entrepreneurship/192050
3. https://innovation.mit.edu/resource/media-lab-entrepreneurship-program
4. https://www.coursera.org/learn/social-media-management
5. Media Management: Introduction https://www.youtube.com/watch?v=J3ba1JsATRk

6. Media Management https://www.youtube.com/watch?v=mTr20eNZGmI

7. Course Introduction - Entrepreneurship 101 https://www.youtube.com/watch?v=UhtOZ9MAc34

8. Understanding Media Management: https://www.academia.edu/31768302/UNDERSTANDING_MEDIA_MANAGEMENT

9. Media Management: https://www.researchgate.net/publication/333515970_MEDIA_MANAGEMENT

10. Media Innovation and Entrepreneurship: https://press.rebus.community/media- innovation-andentrepreneurship/

https://open.umn.edu/opentextbooks/textbooks/media-innovation-and-entrepreneurship

Topics Relevant to "SKILL DEVELOPMENT": The course builds essential skills in media pl budgeting, team structuring, and entrepreneurial thinking. Students gain hands-on experience through activities like creating media org charts, planning campaigns, and pitching media startups.

Recommended by the Board of Studies on	**Dr. Neha Bharti & Dr. Prathibha.Vinod** 8th March 2025
Date of Approval by the Academic Council	
Topics relevant to "SKILL DEVELOPMENT": Media management and entrepreneurial skill development through Participative Learning techniques. This is attained through assessment component mentioned in the course handout.	

Course Code: BAJ3014	Course Title: **MOJO- Mobile Journalism** Type of Course: **Discipline Elective**	L-T- P- C	2	0	2	3
Version No.	1.0					
Course Pre-requisites						
Anti-requisites	**NIL**					
Course Description	This course seeks to introduce students to introduce the basics of mobile journalism and multimedia, its elements and different apps on mobile. The curriculum broadly covers the concept, types, functions, techniques, future and ethical challenges of mobile journalism.					
Course Objectives	**The objective of the course is SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques**					
Course Outcomes	**On successful completion of the course the students shall be able to:** **CO1:** Define mobile journalism, its origin, and purpose. **[Remember]** **CO2:** Understand the effect of mobile journalism, its advantages, and ethical concerns. **[Understand]** **CO3**: Demonstrate the use of different types of mobile apps for producing the content. **[Apply]** **CO4:** Create various formats of mobile journalism programs. **[Create]**					
Course content:						

Module 1	**Basics of Mobile Journalism**	**Quiz**	**10 Sessions**	**[Remember]**

Topics: Mobile Journalism: Definition, evolution, and characteristics of mobile journalism, Purpose of Mobile Journalism. Traditional vs Mobile journalism, Strengths and limitations of MOJO, MOJO in India.

Module 2	**Effects of Mobile Journalism**	**Assignment**	**10 Sessions**	**[Understand]**

Topics: Mobile phone centric reporting and editing, Mobile phone as a 'Newsroom', Branding of News on social media, Youth and MOJO, Citizen Journalism: Empowerment through MOJO, Case studies: MOJO Training Workshop in Somalia (2025), Mi Historia Initiative in Colombia (2025), Ethical Aspects of MOJO.

Module 3	**Mojo Tools and Applications**	**Practical Assignment**	**12 Sessions**	**[Apply]**

Topics: Mojo tools: Smartphones, Tablets, Audio editing apps, Video editing apps, Journalism Utility Tools; Publishing and Social Media Platforms, Live Broadcasting Tools; Applications of mobile journalism- creating mobile capsules, podcasts, shorts, vlogs, live streaming, etc. Production Aspects of Mobile Journalism, Sequencing and Storyboarding, User generated content, User generated stories, User generated programs.

Module 4	**Mobile Storytelling and Editing**	**Practical Assignment**	**13 Sessions**	**[Create]**

Topics: Mobile Storytelling, Basic story elements: Stand-Up or Piece to Camera (PTC), Interviews, Actuality, B-roll, Narration, Graphics, Music, Style of coverage, Sound, using mobile for newsgathering, distribution and audience engagement, shooting on mobile phones, editing on mobile phones, Live broadcasting and streaming via Mobile.

Targeted Application and Tools that can be used: Dropbox, Kinemaster, Google docs, social media apps

Assignment

Assignment 1

Objective: To assess students' ability to recall and articulate the foundational concepts of Mobile Journalism.

Presentation about Mobile Journalism:

- Describe mobile journalism and the key features of Mobile journalism.
- Identify the platforms that are most suitable for mobile journalism.
- Point out the differences and similarities between conventional journalism and mobile journalism via suitable examples.

Assignment 2

Objective: To assess students' understanding of how mobile journalism has influenced public engagement and media coverage.

Summarize the role of mobile journalism in one of the following movements through a case study:

1. MOJO Training Workshop in Somalia (2025)
2. Mi Historia Initiative in Colombia (2025)

- Choose any one of the given movements.
- Describe how the information was disseminated using the mobile phones and citizen journalism.
- Summarize how mobile journalism mobilized public.

Assignment 3

Objective: To enable students to apply mobile journalism tools and production techniques.

Content creation using Mojo Tools in any of the following formats:

1. Social media story/ reel (YouTube shorts, Instagram reels)
2. Mobile news capsule
3. Short form vlog

- Choose any of the formats given above.
- Submit a document containing the concept, topic, target audience and storyboarding.
- Should at least a live broadcasting tool.
- Publish on a social media platform.

Assignment 4

Objective: To enable students to demonstrate their ability to create an original piece of mobile journalism.

Create an original Mojo content piece using any one of the following formats:

1. PTC (Piece to Camera)
2. Podcast
3. Interview

- Choose a socially relevant or newsworthy topic.
- Plan and script your piece (submit a short-written concept/script).

- Shoot/Record/Edit the segment using a smartphone.

- Submit the final video/audio (2–5 minutes).

- Include a brief reflection note (100–150 words) explaining the intent, challenges faced, and how the mobile medium shaped your storytelling.

References:
Text Books

1. Adornato, A. C. (2017). Mobile and Social Media Journalism: A Practical Guide. United States: SAGE Publications.

2. Bradshaw, P., Hill, S. (2018). Mobile-First Journalism: Producing News for Social and Interactive Media. United Kingdom: Taylor & Francis.

3. Burum, I. (2020). The Mojo Handbook: Theory to Praxis. United States: Taylor & Francis.

4. Burum, I., Quinn, S. (2015). MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone Or IPad. United Kingdom: Taylor & Francis.

5. Duffy, A., Ling, R., Kim, N., Tandoc Jr, E., & Westlund, O. (Eds.). (2020). *Mobile News: Journalism's Shift from Fixed to Fluid*. Routledge.

6. Mobile News: Journalism's Shift from Fixed to Fluid. (2020). United Kingdom: Taylor & Francis.

7. Montgomery, R. (2020). Mobile Journalism: Paperback. : Independently Published.

8. The Live-Streaming Handbook: How to create live video for social media on your phone and desktop, by Peter Stewart (Routledge, 2017).

Suggested Readings:

1. Dubey, R. (2018). Potential of Mobile Journalism in Indian Media Industry. International Journal on Transformations of Media, Journalism & Mass Communication (Online ISSN: 2581-3439), 3(1).

2. Gambarato, R. R. (2018). Transmedia journalism: The potentialities of transmedia dynamics in the news coverage of planned events. The Routledge companion to transmedia studies, 90-98.

3. Handbook: How to Make Broadcast Videos with an iPhone or iPad, by Ivo Burum and Stephen Quinn (Focal Press, 2015) Democratising Journalism through Mobile Media: The Mojo Revolution, by Ivo Burum, New York, 2016.

4. Lawa, K. O. (2020). Challenges and Opportunities for News Media and Journalism in an Increasingly Digital Mobile: Challenges and Opportunities for social media. Leveraging Consumer Behavior and Psychology in the Digital Economy, 46-59.

5. López-García, X., Silva-Rodríguez, A., Vizoso-García, Á. A., Westlund, O., & Canavilhas, J. (2019). Mobile journalism: Systematic literature review. Comunicar. Media Education Research Journal, 27(1).

6. Mobile Storytelling: A journalist's guide to the smartphone galaxy, by Wytse Vellinga and Björn Staschen, Independently published (March 27, 2018) MOJO: The Mobile Journalism.

Video lectures:

1. Mobile journalism tutorial: How to shoot video using a smartphone | DW Akademie
   https://www.youtube.com/watch?v=V_XMLhhUSYE
2. Quick Tips for Mobile Journalism from Glen Mulcahy
   https://www.youtube.com/watch?v=gKoxfRv4mVM
3. Top Tips For Mobile Journalism - Ivo Burum
   https://www.youtube.com/watch?v=RD0yjwIYTNU
4. Tutorial - Introduction to Mobile Journalism (MoJo)
   https://www.youtube.com/watch?v=rBkG8qXdTyM

Web Resources:

1. MoJo: Everything You Need to Know About Mobile Journalism
   https://www.movophoto.com/pages/mojo-mobile-journalism?srsltid=AfmBOooVJmWEmsCNmkMRqTS3JR4qhlJTU3Vl0EskWLTD_hImZ3RBsir2
2. How mobile journalism has changed the way I tell stories
   https://www.thomsonfoundation.org/latest/how-mobile-journalism-has-changed-the-way-i-tell-stories/
3. Closer to the Story: Accessibility and Mobile Journalism
   https://reutersinstitute.politics.ox.ac.uk/our-research/closer-story-accessibility-and-mobile-journalism
4. The Strategic Advantages of Mobile Journalism in Today's Media
   https://journalism.university/print-media/mobile-journalism-strategic-advantages-today-media/#google_vignette

Catalogue prepared by	Dr. Garima Ganghariya & Dr. Prathibha Vinod
Recommended by the Board of Studies on	06/06/2025
Date of Approval by the Academic Council	

Course Code: BAJ3021	Course Title: Investigative Journalism and Crime Journalism Type of Course: Discipline Elective	L-T- P- C	3	0	0	3
Version No.	1.0					
Course Pre-requisites	BAJ 1011					
Anti-requisites	NIL					
Course Description	This course provides insights to principles and practices of crime and investigative journalism, based on analysis, investigation and interpretation. The course trains them in field reporting, source development and legal-ethical norms. The course develops critical thinking by analyzing reports.					
Course Objectives	**The objective of the course is to SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques**					
Course Outcomes	**On successful completion of this course the students shall be able to:** 1. To explain the law enforcement machinery of India **(Understand)** 2. To apply the legal aspects to particular crime **(Apply)** 3. To analyse real world investigative journalism case studies.**(Analyse)** 4. To analyse the ethical concerns related to emerging media and technologies **(Analyse)**					
Course content:						

Module 1	Understanding Law Enforcement Agencies	Lecture PPT Discussion	10 Sessions	[Understand]

Topic: Law enforcement machinery, Structure and hierarchy. Different entities: police, ATS, SBI, CID, SID, SRPF, Paramilitary forces. Sensitive law and order situation, Agitations, congregations for various reasons, elections & Deployment of extra forces; Covering crime -challenges and responsibilities.

Module 2	Legal And Ethical Aspects Of Crime Reporting	Lecture PPT Discussion	12 Sessions	[Apply]

Topic: Introduction to IPC/BNS, CrPC; Important sections of IPC/BNS. Police Investigation techniques, From conventional to Modern techniques. Cognizable and non-cognizable offences, Basic principles of crime reporting, Ethics of reporting rape, suicide and minor.Media trials, PCI guidelines

Module 3	History of Investigative journalism	Lecture PPT Discussion	13 Sessions	[Analyse]

Topic: Evolution of investigative journalism in India and globally; Under cover journalists, whistelblowers; Types and scope of Investigative Journalism; Land mark investigative rporting in India-political scandals, corporate frauds and crimes, sting operations-electoral bonds, Radia tapes, Bofors, Tehelka;World scenario-Water gate scandal, Wikileaks; Investigation support networks-GIJN and ICIJ networks supporting investigative works.

Module 4	Contemporary investigative techniques	Lecture PPT Discussion	10 Sessions	[Analyse]

Topic: RTI; Ethics of investigations, Privacy of sources, litigations, legal safeuards for journalists, Freedom of the press.

Targeted Applications & Tools that can be used:

After the course, Students were able to write news reports, investigative reports.

Project work/Assignment:

Objective 1: To familiarize students with the structure, hierarchy, and functioning of various law enforcement agencies in India.

Assignment: Conduct a small interview with any of the law enforcement agency members.

Objective 2: To equip students with a foundational understanding of the legal frameworks governing crime and criminal procedure in India.

Assignment: Write at least 20 sections of IPC to BNS

Objective 3: To explore the evolution, role, and impact of investigative journalism in India and around the world.

Assignment 3: Write an investigative report on one of the scam

Objective 4: It emphasizes the importance of legal safeguards, journalistic rights, and the broader framework of freedom of the press, empowering students to carry out responsible and impactful investigative work.

Assignment 4: Write an RTI application and file it.

Reference(s): Text Book(s)

1. Investigative Reporting A Study in technique (1999): David Spark: Taylor & Francis.
2. Journalism through RTI; Information Invesitigation Impact-Shyamlal Yadav.
3. Investigative Journalism. (2021). United Kingdom: Taylor & Francis.
4. Crime, Media and Criminal Justice: Images, Realities and Policies (5th Edition), Surette, Ray, Cengage Publishing (2015).
5. Spark, D. (2012). Investigative Reporting: A Study in Technique. United Kingdom: Taylor & Francis.

Reference Book(s):

1. J.S. and V. Callanan (2011). "The Influence of Media on Penal Attitudes." Criminal Justice Review 36: 435-455.,

2. Stray, J. (2019). Making artificial intelligence work for investigative journalism.

3. Digital Journalism, 7(8), 1076-1097, Shapira, R. (2018).

4. Law as Source: How the Legal System Facilitates Investigative Journalism. Yale L. & Pol'y Rev., 37, 153,

5. Boling, K. S. (2019). True crime podcasting: Journalism, justice or entertainment? Radio Journal: International Studies in Broadcast & Audio Media, 17(2), 161-178, Åker, P., & Rogatchevski, A. (2020).

Case studies on Indian Crime Reporting,

The Hindu's Bofors Expose,

Tehelka's Defence Deals Expose,

Indian Express's Cement Scam Expose,

Indian Express's Human Trafficking Expose,

Open Magazine's Nira Radia Tapes, Rosenbeger.

Video Lectures

1. Crime Reporting – I: https://youtu.be/KgcKhi6n6y4

2. Crime Reporting: https://youtu.be/6z31-7Qw4bw

3. Investigative Journalism – I: https://youtu.be/YqiejZ7GPeI

4. Reporting of crime: https://youtu.be/s_aY871sW8Q

E-Books

1. Investigative journalism: https://bit.ly/3gwIBMW

2. Crime Reporting Handbook: https://bit.ly/3gDtVeY

Web Resources

1. 45 best Crime blogs and Websites: https://bit.ly/3JfFzsQ

2. https://www.journaliststoolbox.org/2022/02/08/investigative_backgrounding/

Topics relevant to "Skill Development":	
Catalogue prepared by	**Ms Padmavathi S./ Dr. Ashish Sharma**
Recommended by the Board of Studies on	

Course Code: BAJ4005	Course Title: Content Creation and Editing for Online Media Type of Course: Discipline Elective		L-T- P- C	2	0	4	4
Version No.	1.0						
Course Pre-requisites	Basic media writing, Digital media fundamentals and Computer literacy						
Anti-requisites	-Nil-						
Course Description	This course introduces students to the fundamentals of content creation and editing across digital platforms. It blends theoretical knowledge with hands-on practice in writing, multimedia production, and platform-specific content strategies. Students will learn to craft engaging content, apply editing techniques, and use digital tools for web, social media, and mobile formats.						
Course Outcomes	On successful completion of the course the students shall be able to: **CO1: Explain** the core principles of digital content creation and apply writing techniques suited for online platforms**. [Understand]** **CO2: Demonstrate** the use of basic multimedia tools to create engaging visual and video content for online media. **[Apply]** **CO3: Analyse** and edit digital content for clarity, coherence, and platform suitability using editing tools. **[Analyse]** **CO4: Develop** a content strategy tailored to specific online platforms by evaluating user engagement patterns and media trends. **[Evaluate]**						
Course Content	To equip students with the skills and tools needed to create, edit, and optimize content for various online media platforms.						
Module 1	Fundamentals of Digital Content Creation	Lecture, PPT, Demo & Discussion	15 Sessions		[Understand]		
Topics:							

Theory: Introduction to content types: Text, image, audio, video; Principles of writing for the web (clarity, brevity, scannability); Audience engagement and content personalization; Ethics and copyright in digital content creation.

Practical: Blog writing and article creation for online platforms; Caption and tagline creation for social media; Basic grammar and style correction exercises

Module 2	Multimedia Tools and Techniques	Lecture, PPT, Demo & Discussion	15 Sessions	[Apply]

Topics:

Theory: Overview of multimedia formats and platforms; Introduction to content management systems (CMS); Basics of graphic design and video storytelling; Mobile journalism and the rise of short-form content.

Practical: Designing social media posters using Canva or Adobe Spark; Creating and editing short videos using mobile apps (e.g., InShot, CapCut); Publishing a post on WordPress or Blogger.

Module 3	Editing and Proofreading for Online Platforms	Lecture, PPT, Demo & Discussion	15 Sessions	[Analyse]

Topics:

Theory: Principles of editing digital content: structure, tone, coherence; Tools for proofreading and editing (Grammarly, Hemingway Editor); Visual editing: image resizing, color correction, and layout design; SEO basics and metadata optimization.

Practical: Peer review and editing of blog posts/articles; Rewriting headlines, intros, and leads; Hands-on editing of audio/video using tools like Audacity or Filmora

Module 4	Platform-Specific Content Strategy	Lecture, PPT, Demo & Discussion	15 Sessions	[Evaluate]

Topics:

Theory: Understanding algorithms and platform dynamics (Instagram, YouTube, X, LinkedIn); Scheduling and analytics: tracking content performance; Crisis communication and comment moderation; Brand tone and digital storytelling.

Practical: Creating content calendars and campaign plans; Developing platform-specific content (Instagram Reels, YouTube Shorts, LinkedIn posts); Analyzing audience engagement using tools like Meta Business Suite or YouTube Studio

Targeted Application and Tools used: WordPress / Blogger; Canva / Adobe Express; CapCut / InShot / Filmora; Grammarly / Hemingway Editor; Meta Business Suite / YouTube Studio; Google Docs / Sheets.

Assignments:

Assignment 1 – Module I: Fundamentals of Digital Content Creation

Write a 500-word blog post on a trending topic of your choice, optimized for online readability (with headline, subheadings, bullet points, and hyperlinks). Submit with a screenshot of where it is published (if published online).

Assignment 2 – Module II: Multimedia Tools and Techniques

Design an original social media post (poster or infographic) and a 60-second video reel on a social cause or brand message. Use free tools like Canva and CapCut/InShot**.**

Assignment 3 – Module III: Editing and Proofreading for Online Platforms

Edit a given 300-word poorly written article and improve its readability, grammar, and structure. Also, rewrite the headline and subheadings.

Assignment 4 – Module IV: Platform-Specific Content Strategy

Design a one-week content calendar for any one platform (Instagram, YouTube, X, or LinkedIn) for a college event or brand. Include post type, content idea, caption, and hashtag plan.

Text Books:

1. Carroll, B. (2023). Writing and Editing for Digital Media (5th ed.).
2. Lieb, T. (2016). Editing for the Digital Age.

References:

1. Scott, D. M. (2024). The New Rules of Marketing and PR (9th ed.).
2. Berger, J., 2016. Contagious: Why Things Catch On. London: Simon & Schuster.
3. Kleon, A., 2014. Show Your Work! 10 Ways to Share Your Creativity and Get Discovered. New York: Workman Publishing.

Web references:

1. https://www.siegemedia.com/creation/content-editing

2. https://www.bynder.com/en/blog/content-editing-what-it-is-and-how-you-can-edit-drafts-in-10-easy-steps/

3. https://www.eng.ufl.edu/marcom/resources/web-services-standards/creating-editing-web-content/

4. **https://www.semrush.com/blog/content-creation-tools/**

Topics relevant to "Skill Development": Blog writing and article creation; Social media caption and tagline writing; Graphic design using Canva or Adobe Spark; Video creation and editing using mobile apps (e.g., InShot, CapCut); Publishing content on platforms like WordPress or Blogger; Editing and proofreading digital content (text, audio, video); Rewriting headlines and leads; Creating platform-specific content (e.g., Instagram Reels, YouTube Shorts); Developing content calendars and campaign strategies; Using analytics tools (e.g., Meta Business Suite, YouTube Studio).

Catalogue prepared by	**Darshan B M / Dr. Prathiba Vinod**
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: PPS2001	Course Title: Reasoning and Employment Skills				
	Type of Course: Practical Only Course	L-P-C	0	2	1
Version No.	1.1				
Course Pre-requisites	Students are expected to understand Basic English. Students should have the desire and enthusiasm to be involved, participate, and learn.				
Anti-requisites	NIL				
Course Description	The course is designed to introduce Engineering students to the importance of reasoning and develop their ability to identify problems, assess, and arrive at an informed decision in various situations. The course will benefit learners in quick thinking, adapting, and working in a team, handling conflict, and thinking critically. This course is both conceptual and experiential in nature, which would help the student to communicate effectively. After successful completion of the Course, the students would be able to participate in team activities effectively, reason and think critically, organize thoughts, and express themselves confidently.				
Course Objective	The objective of the course is to familiarize the learners with the concepts of "Reasoning & Employment Skills" and attain SKILL DEVELOPMENT through PARTICIPATIVE LEARNING techniques.				
Course Out Comes	On successful completion of the course, the students shall be able to: CO1: Apply teamwork skills to collaborate and resolve conflicts. CO2: Demonstrate the ability to structure and articulate ideas effectively. CO3: Evaluate information carefully to make clear and logical conclusions.				

Course Content:				
Module 1	**Collaborative Dynamics and Teamwork**	**Classroom activities, Assessment**	**Blooms' Level - Application**	**10 Sessions** **6- Content delivery+ 4 Assessment)**

Topics:

1. Setting a progressive team culture - The Kaizen Approach

2. Developing the traits of the high-performing team – GRPI Model

3. Techniques to resolve conflicts - Thomas-Kilmann Conflict Management

Assignment : Campaign Pitch: Presentation

Module 2	**Adaptive Verbal Communication**	**Classroom activities, practice sessions, and Assessment**	**Blooms' Level - Application**	**10 Sessions (6- Content delivery +4 Assessment)**

Topics:

Structure your talk: Opening -Body -Closing, Connecting the ideas: The power of Mind-Mapping, Strengthen your message: using (DEFAIOQ) technique [Data, Example Facts, Analysis, Ideas, Opinions, Quotes, Questions Technique]

Assignment: Challenge the champ: 1-minute speech

Module 3	**Critical Thinking**	**Classroom activities, Assessment**	**Blooms' level - Comprehension**	**10 Sessions (6- Content delivery +4**

Topics:
.   1. Basics of Logical Thinking: Recognizing patterns, assumptions, and common mistakes in
       reasoning
       2. Thinking Categorically to Solve Problems: Breaking problems into parts to find possible
       solutions
       3. Making Decisions Using Evidence: Using facts and logic to make appropriate decisions
       Using (Watson–Glaser R.E.D Model, which stands for Recognizing Assumptions, Evaluating
       Arguments and Drawing Conclusions.

Assignment: Pitch your idea (Shark Tank style)

Targeted Application & Tools that can be used:
1. TED Talks
2. YouTube Links
3. LMS

Assignments proposed for this course
1. Internal Assessment- 60% (all 3 Modules, 30% each)
2. Attendance -10%

References
R1. The 17 Indisputable Laws of Teamwork John Maxwell Harper Collins 2013. R2. R2.The 17 Qualities of a Team Player John Maxwell 2006
R3. The 7 Effective Communication Skills – How to be a Better Communicator Now – Gabriel Angelo Create Space Independent Publisher 2014
R4. Critical Thinking Skills: Developing Effective Analysis and Argument - Stella Cottrell
Web links:
Module 1: https://www.youtube.com/watch?v=PpLPQVyxdxk
       https://www.youtube.com/watch?v=KDD32skx-zM
       https://www.youtube.com/watch?v=N5H2OqKKRM4

   Module 2: https://www.youtube.com/shorts/fqfnlgompVE
       https://www.youtube.com/watch?v=4oOkldIqhDg

Module 3: https://youtube.com/shorts/pKBF2AzNjA4?feature=shared
       https://www.youtube.com/shorts/XoBExQDQoLg
       https://www.youtube.com/watch?v=xV9HnITo2C0

Topics relevant to development of "SKILL": Team Management, Critical Thinking, Conflict Management, One Minute Presentations for Skill Development through Participative Learning Techniques. This is attained through assessment component mentioned in course handout.

Catalogue prepared by	L&D Department Faculty members
Recommended by the Board of Studies on	BOS held on
Date of Approval by the Academic Council	Academic Council Meeting

Semester -IV

Course Code: PPS3018	Course Title: Preparedness for Interview Type of Course: Practical Only Course	L- T- P- C	0	0	2	1

Version No.	1.0
Course Pre-requisites	Students are expected to understand Basic English. Students should have desire and enthusiasm to involve, participate and learn.
Anti-requisites	NIL
Course Description	This course is designed to enable students to understand soft skills concepts to be corporate ready. The modules are set to improve self-confidence, communicate effectively and Prepare for the Interview to assist in employability. It helps the students to get a glimpse of the acceptable corporate readiness and equips them with the fundamental necessities of being able to confidently deal with the highly competitive corporate environment and helps in crafting different types of resumes. The pedagogy used will be group discussions, flipped classrooms, continuous feedback, role-play and mentoring.
Course Objective	The objective of the course is to familiarize the learners with the concepts of "Preparing for Interview" and attain SKILL DEVELOPMENT through PARTICIPATIVE LEARNING techniques.
Course Out Comes	**On successful completion of this course the students shall be able to:** **CO1: Develop** professional Resumes **CO2: Illustrate** Resumes effectively **CO3: Apply** skills and knowledge learnt for active and effective Group Discussions and Interview
Course Content:	

Module 1	Resume Building	Classroom activity	10 Sessions	[Develop]
	Topics: Resume structure, use of templates, Do's and Don'ts, ATS methods, Cover Letter and Video Resume **Activity:** Real world scenarios			
Module 2	Group Discussion	Mock G D		

			9 Sessions	[Illustrate]
	Topics: -Group discussion as a placement process, GD techniques like Keyword. SPELT & POV of affected parties. Do & Don't of GD, Case-lets and topics for GD, practice session and evaluation **Activity:-** Real world scenarios			
Module 3	**Personal Interview**	**Grooming Checks + Evaluation + Mock Interview+ Role Play**	9 Sessions	[Apply]
	Topics: Placement process, Different interview rounds, HR interviews, Interview questions and desired answers, Different types of interviews, Do's and Don'ts. **Activity: -** Role Play & Real-world scenario			
Module 4	**Recap/Revision /Feedback Session**	**Practice sessions**	2 Sessions	
	Targeted Application & Tools that can be used: 1. TED Talks 2. You Tube Links 3. Role Play activities			
	Project work/Assignment: Mention the Type of Project /Assignment proposed for this course			
	Continuous Individual Assessment			
	The Topics related to Skill Development: Art Of Presentation and Group Discussion for **Skill Developmen**t through **Participative Learning** Tech- niques. This is attained through assessment Component mentioned in course handout.			
Catalogue prepared by		**Faculty of L&D**		
Recommended by the Board of Studies on		**BOS held on**		
Date of Approval by		**Academic Council Meeting held on**		

the Academic Council		

Course Code: BAJ1003	Course Title: Introduction to Human Rights and Gender Issues Type of Course: School Core	L- T-P-C	2	0	2	3
Version No.	1					
Course Pre-requisites	Basic Understanding of Social Sciences, Basic Understanding of Global Issues and Development, Critical Thinking and Analytical Skills, Interest in Social Justice and Advocacy, Communication Skills					
Anti-requisites	Nil					
Course Description	This course provides a comprehensive understanding of human rights, focusing on foundational concepts, legal frameworks, and contemporary issues. Students will explore the evolution of human rights through international conventions, the role of global institutions, and the balance between universal standards and cultural relativism.					
Course Objective	To provide students with a foundational understanding of human rights, legal frameworks, and advocacy strategies while developing critical thinking through case studies addressing contemporary global challenges and issues.					
Course Outcomes	On successful completion of this course, the students shall be able to: CO 1. To explain the evolution of human rights and the role of global institutions in addressing contemporary challenges. [**Understand**] CO 2. To analyse the impact of policies and social interventions, such as India's reservation policy, on promoting gender equity and social justice. [**Analyze**] CO 3. To evaluate legal rights, affirmative action policies, and human rights frameworks to evaluate enforcement and effectiveness in real-world scenarios. [**Evaluate**] CO 4. To apply strategies for promoting environmental rights, addressing climate change displacement, and enhancing the role of NGOs and global agreements in achieving ecological justice. [**Apply**]					
Course Content:						
Module 1	Foundations of Human Rights	Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A/Simulations and Digital Tools/Debates and Role Play/Flipped Class Rooms	15 Sessions		[Understand]	

Topic: Evolution of Human Rights: Philosophical and Historical Development., Overview of International Human Rights Conventions: UN Declaration of Human Rights, UN Charter ICCPR, ICESCR., Global Institutions for Human Rights: Role of the UN, regional bodies, and NGOs., Basic human rights: Human rights of victims of crime				
Module 2	**Gender Issues and Media Representation**	**Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A/Simulations and Digital Tools/Debates and Role Play/Flipped Classrooms**	**15 Sessions**	[**Analyze**]
Topic: Representation of Genders in Media, Gender identity built through media, stereotypes, consequences of stereotypes, Challenging stereotypes,				
Module 3	**Legal Frameworks for Human Rights**	**Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A/Simulations and Digital Tools/Debates and Role Play/Flipped Classrooms**	**15 Sessions**	[**Evaluate**]
Topic: Legal Rights for Individuals with Disabilities: Successes and Gaps in Enforcement. Affirmative Action Policies: Balancing equality and equity. Human Rights Violations: Types, Responses, and Prevention Mechanisms.				
Module 4	**Human Rights and Environmental Advocacy**	**Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A/Simulations and Digital Tools/Debates and Role Play/Flipped Classrooms**	**15 Sessions**	[**Apply**]
Topic: Environmental Rights as Human Rights: Clean air, water, and sustainable ecosystems.; Climate Change and Displacement: The impact on vulnerable communities.; Global Environmental Agreements: The Paris Agreement, SDGs, and ecological justice. Role of NGOs and Activists in Environmental Justice: Strategies and success stories.				
Experiential Learning				
Case Study Presentation:				

1. "Global Human Rights Advocacy in Action": **Activity:** Assign students to research and present a case study on a global human rights success story (e.g., Malala Yousafzai's advocacy for education or the fight against apartheid in South Africa). **Objective:** Enhance understanding of advocacy strategies and inspire creative solutions to human rights challenges.

2. The Universal Declaration of Human Rights (1948): Its global impact and challenges in implementation.

3. The Rohingya Refugee Crisis: Analysing the role of international agencies and human right laws

4. India's Reservation Policy: Assessing its impact on marginalized communities.

5. UN Convention on the Rights of the Child (CRC): Practical successes and limitations.

6. The Bhopal Gas Tragedy (1984): Environmental disaster and human rights accountability.

7. Indigenous Land Rights in the Amazon: Advocacy for protecting indigenous populations.

8. The Flint Water Crisis (USA): Right to clean water and state accountability.

Project work/Assignment:

1. **Community Interviews**: Perspectives on Human Rights**: Activity:** Students conduct interviews with individuals from diverse backgrounds (e.g., activists, community leaders, or marginalized groups) to gather perspectives on human rights challenges and solutions**. Objective:** Encourage students to engage with real-world experiences and develop a deeper understanding of how human rights issues impact individuals and communities.

2. **Campaign Design Challenge:** "Advocating for Change":**Activity:** Students design a social awareness campaign (e.g., posters, videos, or social media) on a human rights theme like climate justice, disability rights, or gender equality. The objective is to foster creativity, teamwork, and strategic thinking while raising awareness about critical issues.

3. **Field Visit to NGOs or Community Organizations: Activity:** Organize a visit to a local NGO or organization working on human rights issues, such as women's shelters, refugee support centers, or environmental advocacy groups. **Objective:** Provide students with firsthand experience of ground-level human rights work and encourage empathy and engagement.

Textbooks:

1. "Media and Gender Equality", Mark Bonner, ED-Tech Press.

2. "Human Rights, Dr. A.N.Sen, Sri Sai Law Publications.

3. "Environmental Law Dimensions of Human Rights. Ben Boer, Oxford University Press.

References Book(s):

1. Motilal, S., & Nanda, B. (Year). Human rights: Concepts and issues.

2. Kristof, N. D., & WuDunn, S. (2009). Half the sky: Turning oppression into opportunity for women worldwide. Alfred A. Knopf.

3. Knop, K. (Ed.). (Year). Gender and human rights in a global perspective.

4. González-López, G., & Messner, M. A. (Eds.). (Year). Theories of gender: Intersectionality and beyond.

4. Boyd, D. R. (Year). The right to a healthy environment: Revitalizing human rights in times of crisis.

Online Resources (e-books, notes, ppts, video lectures etc.):

Video Lectures

1. https://www.youtube.com/watch?v=uFzjRCfAA4Y&utm_
2. https://www.youtube.com/watch?v=DUPy49QdelI&utm_
3. https://www.ohchr.org/en/women/right-better-world?utm_
4. https://www.ohchr.org/en/women/right-better-world?utm_
5. https://www.coursera.org/learn/gender-equality?utm_

Select Seminal Articles:

1. "The International Bill of Human Rights" by John P. Humphrey, International Journal of Human Rights (1998)
2. Human Rights and Cultural Relativism: The Need for a New Approach" by Jack Donnelly, International Human Rights Journal (1984)
3. "A Vindication of the Rights of Woman" by Mary Wollstonecraft (1792),
4. *"The Second Sex" by Simone de Beauvoir (1949)*
5. "Gender and Human Rights" by Rebecca Cook, *International Journal of Human Rights (1994)*
6. "Intersectionality and Identity Politics: Learning from Violence Against Women of Color" by Kimberlé Crenshaw, Stanford Law Review (1991)
7. Fordham Environmental Law Review (2012)
8. "Environmental Rights as Human Rights: An Assessment" by Dinah Shelton, Human Rights and the Environment (2010)
9. "Environmental Rights in India: Ensuring Sustainable Development" by S. Muralidhar, Journal of Indian Law Institute (1999)
10. "Environmental Protection and Human Rights in India: A Critical Analysis" by Shyam Divan, *Indian Journal of Environmental Law (2010)*

Video Lectures

1. https://www.youtube.com/watch?v=uFzjRCfAA4Y&utm_
2. https://www.youtube.com/watch?v=DUPy49QdelI&utm_
3. https://www.ohchr.org/en/women/right-better-world?utm_
4. https://www.ohchr.org/en/women/right-better-world?utm_
5. https://www.coursera.org/learn/gender-equality?utm_source=

E-Books

1. https://www.humanrightscareers.com/magazine/human-rights-study-books-you-can-download-for-free/?utm_
2. https://www.ohchr.org/sites/default/files/Documents/Publications/Born_Free_and_Equal_WEB.pdf?utm_

Web Resources

1. https://www.ohchr.org/

2. https://www.unwomen.org/

Topics relevant to "Entrepreneurial Skills": Introduction to Human Rights and Gender Issues is integrated with the development of **Entrepreneurial Skills** using **Experiential Learning Techniques**. This is achieved through the assessment components outlined in the course handout, fostering practical understanding and skill application.

Catalogue prepared by	**Dr. Prathibha. V & Mr. Sarath A Pradeep**
Recommended by the Board of Studies on	**5th June 2024**
Date of Approval by the Academic Council	**3rd August 2024**

Course Code: BAJ 3001	Course Title: Ethics in Media and the Legal Framework	L-T- P- C	2	0	0	2
	Type of Course: School Core					
Version No.	1.0					
Course Pre-requisites	The students must possess basic idea about Media Ethics					
Anti-requisites	-Nil-					
Course Description	This course provides a comprehensive understanding of the Indian Constitution, media laws, and ethical practices essential for responsible journalism. Students will explore the foundations of the Constitution, the role of press in democracy, and key articles like Article 19 (Freedom of Speech and Expression). The course also delves into legal frameworks, including press laws, sedition, censorship, and laws related to obscenity, privacy, and intellectual property.					
Course Outcomes	**On successful completion of the course the students shall be able to:**					
	COI: To describe the constitution of India and Role of Press in a democracy [**Understand**]					
	CO2: To distinguish the constitutional provisions related to Freedom of Speech and Expression in India and the corresponding Articles in the Constitution. [**Understand**]					

	CO3: To examine the principles and provisions of laws and emphasizing their implications for media professionals. **[Analyze]** **CO4:** To evaluate the self-regulation practices by media organizations to address ethical challenges **[Evaluate]**			
Course Content:				
Module 1	**Introduction to Indian Constitution & Role of Press**	Lecture PPT Discussion	**05 Sessions**	[Understand]
Topics: Introduction to Indian Constitution –Preamble, Salient features, Fundamental Rights. Directive Principles of state policy, Freedom of Speech and Expression: Scope and Importance of article 19 A & B – Social Responsibility and Press. Press as the Fourth Estate, Code of Conduct for Journalists. Press Council Guidelines, Confidentiality of Sources. Editorial Content & Integrity, Trends in Commercialization: Paid News, Advertorials, Private Treaties, Case Studies (National and International).				
Module 2	**Freedom of Press**	Lecture PPT Discussion	**08 Sessions**	[Understand]
Topics: Constitutional Provisions of Freedom of Speech and Expression, Restrictions on Freedom of Speech and Expression, Law on Sedition, Morality, Obscenity and Censorship.				
Module 3	**Media Laws**	Lecture / Group Discussion	**10 Sessions**	[Analyze]
Topics: Media laws: history of press laws in India; Contempt of Courts Act 1971; civil and criminal law of defamation; relevant provisions of Indian Penal Code with reference to sedition, crime against women and children; laws dealing with obscenity; Official Secrets Act, 1923. Right to information; Press and Registration of Books Act, 1867. Right to Privacy, Intellectual Property Rights (Copyright). Indecent Representation of Women Act. Working Journalists and Other Newspaper Employees (Conditions of Service & Miscellaneous Provisions) Act, 1955; Cinematograph Act, 1953; Prasar Bharati Act, Cable Television Regulation Act, 1995.				
Module 4	**Media Regulation & Ethics**	Lecture / Group Discussion	**07 Sessions**	[Evaluate]
Topics: Regulatory Bodies for Print, Broadcast, Films (PCI, NBA, BCCC, Censor Board) Framework of Broadcast Regulation in India. Content Regulation on Television. Media's Ethical problems including privacy, right to reply, communal writing and sensational or yellow journalism; freebies, bias, coloured reports. Ethical issues related with ownership of media; role of press and/or media councils and press ombudsmen in the world.				
Targeted Applications and Tools used: NA				
Assignment: Mention the Type of Project /Assignment proposed for this course				

5.	A continuous assessment would include class assignments such as short written assignments, on-the-spot class tests, presentations on given topics, group discussions, quizzes, etc. Throughout the semester each student will have to complete at least three assignments.

Text Book

3. Indian Polity. 7th Edition. M Laxmikanth. © 2023

4. Handbook of Journalism and Mass Communication. By Vir Bala Aggarwal, V. S. Gupta.

eBooks

1. MJM-025B2E.xps

2. Lexology Panoramic - Media and Entertainment Law - Edition 5 - India.pdf

3. IJCRT2307538.pdf

4. CHAPTER 1

5. MJM-025B1E.xps

6. Microsoft Word - A Critical Analysis Media Trials and Laws Impacts on Judiciary and Society in India

Video Lectures

1. Freedom of Speech and Expression | Article 19 of Indian Constitution | UPSC Prelims & Mains 2022-23

2. Key Issues & Terms: Disqualification of MPs And Defamation

3. Making of the Indian Constitution | Republic Day | Polity | UPSC GS

4. Preamble of Indian Constitution | What is Preamble? | Indian Polity for UPSC CSE 2023

5. What is the Official Secrets Act, is it relevant today?

6. What is Yellow Journalism? Why Supreme Court refused to grant bail to journalist Vishawanatha Shetty

Web Resource / Articles

5. The Media Trial of Siddiqui Kappan and the Ethical Implication for Journalism in India: Journal of Media Ethics: Vol 38 , No 4 - Get Access

6. **Media Trials and the State of Journalism in India: Ethical and Legal Implications: Journal of Media Ethics: Vol 38 , No 4 - Get Access**

Topics relevant to the development of 'Media Laws:

Encouraging students to understand the concept of theories and to analyse their relevance within society.

Catalogue prepared by	**Dr Ashish Sharma / Ms Padmavathi S**
Recommended by the Board of Studies on	**5th June 2024**
Date of Approval by the Academic Council	**3rd August 2024**

Course Code: BAJ2040	Course Title: Development Journalism Type of Course: Program Core	L-T- P- C	3	0	0	3
Version No.	2.0					
Course Pre-requisites	Basic Communication Skills, Social Sciences Background, Interest in Social Issues					
Anti-requisites	-Nil-					
Course Description	This course introduces students to development journalism, focusing on reporting issues related to social, economic, and environmental development. Students will learn to cover topics such as poverty, health, education, gender equality, and sustainability, emphasizing ethical and responsible reporting. The course equips students with investigative reporting, advocacy journalism, and participatory communication skills. Through case studies and practical assignments, students will develop the ability to produce impactful stories that promote social change and public awareness. By the end, students will be prepared for careers in development journalism, advocating for positive societal impact.					
Course Objective	**The objective of the course is To Develop students' skills by using participative learning techniques.**					
Course Outcomes	On successful completion of the course, the students shall be able to: **CO1**:To define the key concepts of development journalism and explain its scope and role in societal development. **(Remember)** **CO2**:To analyze the evolution of development journalism in India, focusing on its historical context and impact on contemporary issues. **(Analyze)** **CO3**: To evaluate the ethical considerations and journalistic techniques used in reporting on social issues, such as poverty, education, and health. **(Evaluate)** **CO4:** To Create a multimedia story on a development issue, incorporating digital tools and citizen journalism techniques to engage marginalized communities. **(Create)**					
Course Content:						
Module 1	Introduction to Development Journalism	Lecture Discussion	10 Sessions		(Remember)	

Topics: Introduction: Definition and scope, Key concepts: Development, journalism, and their intersection, Role of media in development. Historical Context and Evolution: Development journalism in the global context Evolution in India: From Independence to contemporary issues; Key Principles of Development Journalism: Objectivity, fairness, and impact, Participatory and community-focused journalism

Module 2	Reporting on Social Issues	Lecture and discussion	12 Sessions	(Analyze)

Topics: Social Issues in Development Journalism: Education, poverty, health, gender equality, and human rights, Coverage of marginalized communities: Dalits, tribal populations, and women; Journalistic Techniques for Reporting on Social Issues: Investigative reporting and fact-checking, Ethical considerations in reporting sensitive social issues

Module 3	Models and Theories of Development	Lecture, discussion	12 Sessions	(Evaluate)

Topics: Models of Development - Western-Liberal, Welfare, Gandhian, Panchayat, Sustainable development; Theories of development: Modernization theory, Dependency theory, Participatory communication theory.

Module 4	New Media and Technology in Development Journalism	Samples, case studies, discussions, experiential learning	11 Sessions	(Create)

Topics: Digital Transformation in Development Journalism: social media, blogs, and online news platforms in reporting development issues, the role of technology in amplifying voices from marginalized communities; Citizen Journalism and Participatory Reporting: Empowering communities to report on their development, Ethical and legal challenges in citizen journalism, Multimedia Storytelling for Development: Incorporating video, podcasts, and infographics to enhance storytelling

Targeted Application and Tools used

1. Digital Platforms and Applications such as Mobile Applications and social media,
2. Participatory Tools such as Community engagements, Focus Group Discussions

Case Studies:

1. The Role of Media in the Green Revolution in India
2. Coverage of India's Swachh Bharat Abhiyan (Clean India Mission) (How media has portrayed the sanitation campaign and its impact on rural areas.)
3. The Role of social media in the 2019 Kerala Floods (How social media platforms were used for relief efforts, raising awareness, and documenting the crisis.)

Project work/Assignment:

1. Surveying to identify communication needs in a rural community.
2. Designing a community radio program script.
3. Planning and executing a small-scale participatory communication activity.

Text Book

1. Media, Communication and Development, Linje Mnyozo, Sage Publications
2. Rural Journalism, Dr. S.K. Mittal, Global Vision Publishing House
3. Social Transformation in "Rural India", Ritesh Chatterjee,

References

1. Chauhan, S. S. (2019). Development Communication in India: Prospect and Trends. International Journal of Research and Analytical Reviews, 6(1), 810-815.McGraw Hill
2. Thussu, D. K. (2010). Development Journalism: A Handbook for Journalists in Developing Countries. Sage Publications
3. Virdi, R. K. K. (2005). Development Journalism: The Indian Experience. Sage Publications.
4. Schramm, W. (2003). The Role of Media in Development. Longman.
5. Paletz, D. L., & Dutton, W. H. (2004). Journalism and Development in Africa. Blackwell Publishing.
6. Suresh, K. M. (2010). Development Communication and Journalism. Kanishka Publishers.
7. S. R., Shantha & Nair, M. R. T. (2008). Development Journalism in India. Gyan Publishing House.
8. Tufte, T., Hemer, O., & Stare, P. (2015). Communication for Development: Theory and Practice for Empowerment and Social Justice. SAGE Publications.
9. Seitz, M. D. (2017). Development Journalism and the Future of the News. CreateSpace Independent Publishing Platform.

Web links

1. Communication for Development (C4D) – UNICEF- https://agora.unicef.org/course/info.php?id=11146
2. The Communication Initiative Network-
   https://sdg-communicator.org/devcom/
3. Communication for Development - Food and Agriculture Organization (FAO)- **https://www.unicef.org/media/47781/file/UNICEF_2017_Report_on_Communication_for_Development_C4D.pdf**
4. C4D Network- **https://www.unicef.org/media/47781/file/UNICEF_2017_Report_on_Communication_for_Development_C4D.pdf**
5. Development Communication – Wikipedia- **https://en.wikipedia.org/wiki/Development_communication**
6. **https://communication.iresearchnet.com/development-communication/development-journalism/?utm_ https://oxfordre.com/communication/display/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-799?utm_**

Video Lectures

1. https://journalism.university/fundamentals-of-development-and-communication/development-communication-definitions-philosophy-key-features/

2. https://www.cccomdev.org/in-the-spotlight/lecture-on-participatory-development-communication-by-guy-bessette/

3. https://agora.unicef.org/course/info.php?id=11146

4. https://www.udemy.com/course/contemporary-development-communication/

5. https://egyankosh.ac.in/bitstream/123456789/57205/3/Unit-6.pdf

6. https://youtu.be/tK1ZFVfw_to

7. https://coveringmigration.com/learning_pages/what-is-development-journalism/?utm_

8. https://coveringmigration.com/learning_pages/what-is-development-journalism/?utm_

9. https://www.youtube.com/watch?v=tK1ZFVfw_to&utm_

E-Books

1. https://books.google.com/books/about/The_Handbook_of_Development_Communicatio.html?id=wzCpAgAAQBAJ

2. https://www.academia.edu/1007359/Development_Journalism?utm_

3. https://coveringmigration.com/learning_pages/what-is-development-journalism/?utm_

4. https://oxfordre.com/communication/display/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-799?utm_

5. https://jsd-africa.com/Jsda/Vol18No5-Winter2016/PDF/Development%20Journalism%20as%20an%20%20Agent_Mekonnen%20Zikargae%20Galley.pdf?utm_

Select case studies/ seminal articles

1. "Communication for Development: A Glimpse at UNDP's Practice" by United Nations Development Programme (2009)

2. "Development Journalism: A New Approach to Journalism" by S. S. K. Reddy

3. "Communication for Development: Theory and Practice for Empowerment and Social Justice" by Jan Servaes (2008)

4. "The Role of Journalism in Promoting Development" by Robert K. Merton

5. "The Development Journalism Model: A Review" by Wilbur Schramm

6. "The Role of Media in Development: A Case Study of India" by N. S. Ramaswamy

7. "Development Communication Sourcebook: Broadening the Boundaries of Communication" by Paolo Mefalopulos (2008)

8. "Communication for Development and Social Change: Three Development Paradigms" by Jan Servaes (2008)

9. "Participatory Communication for Social Change" by Jan Servaes and Shirley A. White (1996)

Topics relevant to "SKILL DEVELOPMENT": Skill development in the context of development Journalism focuses on empowering individuals with communication, technical, and interpersonal skills to effectively participate in societal development, enhance employability, and contribute to community progress through informed decision-making and advocacy.

Catalogue prepared by	Dr. Prathibha. Vinod / Ms. Padmavathi. S
Recommended by the Board of Studies on	5th June 2024
Date of Approval by the Academic Council	3rd August 2024

Course Code: BAJ3040	Course Title: Digital Advertising and Marketing Type of Course: Program Core	L- T-P- C	2	0	2	3
Version No.	1					
Course Pre-requisites	Basic Understanding of Marketing Principles, Familiarity with Social Media Platforms, Familiarity with Content Creation and Copywriting, Analytical and Problem-Solving Skills, Creativity and Innovation					
Anti-requisites	Nil					
Course Description	This course aims to give a broad grasp of digital advertising and marketing. Students in this program will investigate the evolution of marketing methods from conventional to digital, emphasizing the creation of successful strategies, creative execution, media planning, and the use of updated technology in digital campaigns. The course aims to provide students with the skills they need to build and analyze successful advertising and marketing strategies across digital platforms.					
Course Objective	To provide a foundational understanding of the evolution, scope, and significance of advertising and marketing, especially in the digital era. Students will learn the essentials of advertising and marketing mix, and how they influence business success.					
Course Outcomes	On successful completion of this course, the students shall be able to: CO1. To analyze the evolution and significance of digital advertising and its impact on modern marketing strategies. [**Analyze**] CO2. To apply the effectiveness of various advertising and support media types, including sponsorships, events, and PR, in achieving marketing objectives. [**Apply**] CO3. To apply digital marketing and SEO strategies to optimize content, reach target audiences, and drive measurable results. [**Apply**]] CO4. To create integrated digital marketing campaigns and innovative ad creatives using media planning, design thinking, and content marketing techniques. [**Create**]					

Course Content:				
Module 1	**Introduction to Advertising and Marketing**	**Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A**	**15 Sessions**	**[Analyze]**

Topic: History of Advertising and Marketing: Evolution from Traditional to Digital., Scope of Digital Advertising: Role in modern business and mobile/internet marketing., Marketing Mix: The 4 Ps and integration with digital strategies.

Module 2	**Media and Strategy in Advertising**	**Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A/Simulations and Digital Tools /Flipped Classrooms**	**15 Sessions**	**[Apply]**

Topic: Advertising Types: Various advertising types and their functions., Support Media: Role of sponsorships, events, and PR in advertising., Media Planning and Buying: Setting objectives, targeting the audience, selecting media channels, and understanding the buying process., Creative Execution: Strategies for digital advertising, including effective headlines, visuals, copywriting, and calls-to-action.

Module 3	**Sales and Marketing Strategies**	**Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A/Simulations and Digital Tools /Action Learning**	**15 Sessions**	**[Apply]**

Topic: Sales Promotions and Direct Marketing: Types of sales promotions: Discounts, offers, contests, loyalty programs., Direct marketing: Email marketing, SMS campaigns, telemarketing, and personalized offers., Integration of sales promotions in digital campaigns., Personal Selling in the Digital Age: Role Tools and Techniques., Digital Marketing and SEO: Website optimization, paid search, content marketing.

Module 4	**Advanced Digital Advertising Techniques and Trends**	**Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A/Simulations and Digital Tools /Action Learning / Collaborative Leaning /Flipped Classrooms**	**15 Sessions**	**[Create]**

Topic: Social Media Advertising: Key platforms, ad formats, targeting, and budgeting., Content Marketing: Strategies for content creation and distribution., Measuring Effectiveness: KPIs and tools like Google Analytics and A/B testing., Design Thinking: Empathy, ideation, and prototyping in ads., Emerging Trends: Key trends in digital advertising.

Experiential Learning				

Case Study Presentation:

1. Swiggy's "Swiggy Super" Campaign
2. Amul's Social Media Campaign
3. Tata Tea's "Jaago Re" Campaign
4. Zomato's "Foodie" Campaign

Project work/Assignment:

1. Designing a Social Media Marketing Campaign for a Local Business: Apply digital marketing strategies to create a social media campaign for a local business using platforms like Facebook, Instagram, and Twitter.
2. Creating a Digital Advertising Strategy for an Upcoming Product Launch: To develop a digital advertising strategy for the launch of a new product or service using various online platforms.

Reference Materials:

Textbooks:

1. Advertising", Frank Jefkins, Daniel Yadin. Pearson
2. "Marketing: Cases from India" by Rajendra Nargundkar
3. "Digital Marketing: Strategy, Implementation and Practice" by Puneet Singh Bhatia
4. Godin**, S.** (2003). *Purple cow: Transform your business by being remarkable*. Penguin Group.

References Book(s):

1. "Digital Advertising: Theory and Research" by Shelly Rodgers and Esther Thorson
2. "Contemporary Advertising" by William F. Arens, Michael F. Weigold, and Christian Arens
3. "Purple Cow: Transform Your Business by Being Remarkable"
4. "This Is Marketing: You Can't Be Seen Until You Learn to See"
5. "Digital Marketing: Strategy, Implementation, and Practice" by Vandana Ahuja

Online Resources (e-books, notes, ppts, video lectures etc.):

Video Lectures

1. https://grow.google/certificates/digital-marketing-ecommerce/?utm
2. https://pll.harvard.edu/subject/branding?utm
3. https://www.nexford.edu/certificates/digital-marketing?utm
4. https://www.coursera.org/courses?query=branding&utm

Select Seminal Articles:

1. "Positioning: The Battle for Your Mind" by Al Ries and Jack Trout (1981)
2. "Building Strong Brands" by David A. Aaker (1996)
3. "Conceptualizing, Measuring, and Managing Customer-Based Brand Equity" by Kevin Lane Keller (1993)

4. "The Long and Short of It: Balancing Short and Long-Term Marketing Strategies" by Les Binet and Peter Field (2013)

5. "Does Traditional Advertising Theory Apply to the Digital World?" by Francis J. Mulhern (2015)

6. "How Has the Digital Environment Affected Advertising Creativity?" by Petra Goor, Gayle Kerr, and Hyun Seung Jin (2022)

7. "Artificial Intelligence in Digital Marketing: Insights from a Systematic Review" by Various Authors (2023)

8. https://www.wsj.com/business/media/advertisers-keep-avoiding-news-sites-and-publishers-have-had-enough-of-it-e9e4ab83?utm_

9. https://www.dmnews.com/top-10-digital-marketing-trends-for-2025/?utm_

E-Books

1. https://blog.hubspot.com/marketing/why-digital-marketing-ebook?utm_
2. https://blog.hubspot.com/marketing/why-digital-marketing-ebook?utm_

Web Resources

1. https://grow.google/certificates/digital-marketing-ecommerce/?utm_
2. https://pll.harvard.edu/subject/branding?utm_
3. https://www.nexford.edu/certificates/digital-marketing?utm_
4. https://www.coursera.org/courses?query=branding&utm_

Video Lectures

1. "Introduction to Digital Advertising" – Coursera

2. "Digital Marketing & Advertising Masterclass – 87+ Lectures" – Udemy

3. "Branding: The Creative Journey Specialization" – Coursera

4. "Digital Advertising" – Udacity

5. "What Is Digital Marketing? | Introduction To Digital Marketing" – YouTube

6. "The Digital Advertising Masterclass 2025" – Udemy

Recommended Reading

1. The Future of Advertising and How to Adapt" by Harvard Business Review

2. Digital Marketing Transformation in Emerging Markets" by McKinsey

3. How Brands Build Trust Online" by MIT Sloan Management Review

4. AI in Advertising: The New Frontier" by Forbes

5. Global Digital Advertising Trends" by eMarketer

6. State of Social Media Marketing in India" by Social Samosa

7. The Power of Purpose in Branding" by Edelman

8. Consumer Behavior in a Digital Age" by Nielsen

9. Google Consumer Barometer" by Think with Google

Topics relevant to "SKILL DEVELOPMENT": Skill development in digital advertising and digital marketing includes topics like SEO, social media marketing, content creation, digital analytics, email campaigns, influencer marketing, branding, digital strategy, programmatic advertising, and ethical considerations.	
Catalogue prepared by	**Dr. Prathibha. V / Dr Ashish Sharma**
Recommended by the Board of Studies on	**5th June 2024**
Date of Approval by the Academic Council	**3rd August 2024**

Course Code: BAJ3041	**Course Title: Data Journalism & Data Visualization** **Type of Course: Discipline Elective**	**L- T-P- C**	**2**	**0**	**0**	**2**
Version No.	1.0					
Course Pre-requisites	Basic knowledge of MS Office and Computer Application					
Anti-requisites	**NIL**					
Course Description	This course provides insights into making news reports based on analysis, investigation and interpretation of data imparting data management skills. The course dwells upon using data as a source and "interpretation" of datasets using quantitative analysis and data visualization tools. It also delves into the art of using data in basic news stories and beat reporting. The course further provides inputs in building data sets into investigative news stories.					
Course Objectives	**The objective of the course is to SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques**					
Course Outcomes	**On successful completion of this course the students shall be able to:** **CO1: To** recognize the importance, impacts, and latest trends in data journalism. [**Understand**] **CO2:** To interpret how journalists collect and use data and the implications of these processes for the public. [**Apply**] **CO3:** To practice basic skills to find, collect, extract, clean, and analyze data. [**Apply**] **CO4:** To identify the emerging trends and ethical concerns related to data journalism or emerging media and technologies. [**Analyze**]					
Course Content:						

Module 1	INTRODUCTION TO DATA JOURNALISM	Lecture PPT Discussion	6 Sessions	[Understand]

Topics: Data Journalism: Definition & Concepts. The importance of data in journalism. Data Literacy: - Why Data Journalism is important for a reporter. Skills required by a data journalist. Impacts of storytelling with data. Data journalism in the newsroom.

Module 2	FINDING AND UNDERSTANDING DATA	Lecture PPT Discussion	6 Sessions	[Apply]

Topics: Data: Concept and meaning, Sources of Data: primary and secondary source, Tools of data collection: questionnaire, schedule, interview, etc. Advanced use of Google Search. International data portals. Data Scrapping: Types of Data Scraping, finding data, how to extract data? Scraping data from websites and extracting data. Data integrity: questions to ask your data. Data cleaning: cleaning messy data with Open-Refine. Case Study: Twitter (X)

Module 3	INTERPRETING DATA	Lecture PPT Discussion	6 Sessions	[Apply]

Topics: Introduction to Excel: Cleaning data, Correcting bad formatting; taking care of
 misspellings, Invalid values and duplicates. Spreadsheet: Introduction to Spreadsheet, Advantages & Disadvantages, Inputting Numbers and Text, Simple Calculations, Simple Formulae, Ordering and Filtering, Simple Graphics, Tables: Types of Tables, Advanced Tables. Working with Google Data Studio, Creation of Data Stories.

Module 4	DATA VISUALIZATION ETHICs & DATA-DRIVEN STORIES	Lecture PPT Discussion	12 Sessions	[Analyze]

Topics: Introduction to Data Visualization, Purpose of Data Visualization, Matching Data and Graph Types, Design and Colour Basics, Map Theory. Ethics of Data Visualization: Ethical issues in finding and using data, Tips for avoiding publication of Bad data.

Case Studies: India spends, People Archive of Rural India (PRAI), COVID-19 Pandemic, General Elections In India 2024, Operation West End, Panama Paper Scam, Electoral Bond Scam.

Targeted Applications & Tools that can be used:

After the course, Students were able to use Tabula, Flourish in developing stories.

Project work/Assignment:

Module 1: Collect different types of data journalism reports from newspapers and make a report [hard copy]

Module 2: From Data Collection to Cleaning: Building a Reliable Dataset for Analysis [soft copy]

Module 3: Creating a Data Dashboard and Story Using Spreadsheet Tools and Google Data Studio [softcopy]

Module 4: Creating a Data Visualization for a Contemporary Case Study [softcopy]

Text Book(s)

1. Data for Journalists: A Practical Guide for Computer Assisted Reporting- Brant Houstan
2. Paul Cornell - Beginning Excel What-if Data Analysis Tools_ Getting Started with Goal Seek, Data Tables, Scenarios, And Solver

Reference Book(s):

1. Bonegru, L., Chambers, L., and Grey, J., The Data Journalism Handbook. USA: O' Reily

1. Press, 2012.
2. Craig, D., and L. Zion, Ethics for Digital Journalists: Emerging Best Practices, (1St ed.),
3. New York: Routledge, 2015.3. Mair John, Keeble, L.R., (eds.), Data Journalism, UK: Arima Publishing, 2014.
4. Media Metrics: An introduction to Quantitative Research in Mass Communication
5. [For dummies] Greg Harvey - Microsoft Office Excel 2007 for dummies (2007, Wiley)

Online Resources (e-books, notes, ppts, video lectures etc.):

Video Lectures

1. Data Journalism: https://youtu.be/N3Csz2LvJxI
2. Data Journalism & Visualization: https://youtu.be/nlI-LR172us
3. (26997) data cleaning nd scrapping - YouTube
4. (27000) Introduction to Microsoft Excel - Excel Basics Tutorial - YouTube(27001) FLOURISH TUTORIAL: PART 1 - Introduction to Flourish for Data Visualization - YouTube
5. (27001) Tableau for Data Science and Data Visualization - Crash Course Tutorial - YouTube

Data Resources

1. National Institute for Computer-Assisted Reporting (NICAR/IRE) About IRE - Investigative Reporters & Editors
2. Stanford Computational Journalism Lab Stanford Computational Journalism Lab
3. Flowing Data Flowing Data | Data Visualization and Statistics
4. Data is Plural. Sign up for http://tinyletter.com/data-is-plural. All datasets can be found in an updated master spreadsheet. Data Is Plural (data-is-plural.com)
5. Northeastern University Library's visualization tip sheets Home - Data Visualization - Subject Guides at Northeastern University (neu.edu)
6. Data Stories podcast Data Stories – A podcast on data visualization with Enrico Bertini and Moritz Stefaner
7. Storybench.org "how-to's" Welcome to Storybench – story bench
8. Data Is Beautiful, a community on Reddit DataIsBeautiful (reddit.com)

E-Books

1. The Data Journalism Handbook: https://bit.ly/3owtFTp
2. Data journalism: https://bit.ly/3JfrI60
3. The Data Journalism Handbook (oapen.org)
4. The Data Journalism Handbook
5. Data Journalism En - Web.pdf (aljazeera.net)
6. The-Data-Journalism-Handbook-1.pdf
7. Diving into Data Journalism: Strategies for your newsroom (americanpressinstitute.org)
8. Microsoft Word - Ethics of data journalism.docx (jyu. fi)

Web Resources

1. https://datajournalism.com/
2. https://kyleheim.com/data-journalism/

Topics relevant to the development of "DATA VISUALIZATION SKILLS": Topics relevant to the development of "DATA JOURNALISM": Interpreting, Understanding and Analyzing Data.

Catalogue prepared by	Dr Ashish Sharma
Recommended by the Board of Studies on	**5th June 2024**
Date of Approval by the Academic Council	**3rd August 2024**

Course Code: BAJ3042	Course Title: Data Journalism & Data Visualization [Lab] Type of Course: Discipline Elective	L- T-P- C	0	0	2	1
Version No.	1.0					
Course Pre-requisites	Basic knowledge of data and Social Media Applications.					
Anti-requisites	NIL					
Course Description	This course provides insights into making news reports based on analysis, investigation and interpretation of data imparting data management skills. The course dwells upon using data as a source and "interpretation" of datasets using quantitative analysis and data visualization tools. It also delves into the art of using data in basic news stories and beat reporting. The course further provides inputs in building data sets into investigative news stories.					
Course Objectives	The objective of the course is to SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques					
Course Outcomes	On successful completion of this course the students shall be able to: CO1: To employ searching and scraping data for stories from different data sources [Apply] CO2:. To identify the story ideas hidden in the complex statistics. [Analyze] CO3: Create stories with data visualization with the use of spreadsheets and Google data studio. [Create]					

Course Content:				
Module 1	**SCRAPING AND CLEANING**	**Practical / Hands on Training Exercise**	**10 Sessions**	**[Apply]**

Topics: Scraping PDFS, scraping websites, Cleaning in SPSS, Cleaning in Open-Refine.

Module 2	**EXCEL ANALYSIS**	**Practical / Hands on Training Exercise**	**10 Sessions**	**[Analyze]**

Topics: Basic calculations, Summary Statistics, Percentage change, Working with large datasets, Pivot Tables & Advanced merging and formulas

Module 3	**DATA VISUALIZATION**	**Practical / Hands on Training Exercise**	**10 Sessions**	**[Create]**

Topics: : Data Wrapper, Picto-chart, JASP, Mapping CARTO, Gephi, Voyant, Flourish.

Targeted Applications & Tools that can be used:

After the course, Students were able to use Excel and Flourish in developing stories.

Project work/Assignment:

Module 1: Use of Applications: Individual work based on all the applications will be requested to be submitted in soft copies for specific tools learnt.

Module 2: Presentation: There will be a group presentation, where the students will be given a topic. They will have to explain/demonstrate the work and discuss the applications for the same.

Module 3: Project Assignment: Writing a data-driven news story and published as online blog

Textbook(s)

1. Paul Cornell - Beginning Excel What-if Data Analysis Tools_ Getting Started with Goal Seek, Data Tables, Scenarios, And Solver
2. Handbook of Data Visualization Chun-houh Chen, Wolfgang Härdle, Antony Unwin-Springer

Reference Book(s):

1. Effective Data Visualization: The Right Chart for the Right Data by Stephanie D. H. Evergreen
2. The Functional Art: An Introduction to Information Graphics and Visualization by Alberto Cairo
3. Data Visualization for Business Decisions by Arshad Khan
4. Storytelling with Data: A Data Visualization Guide for Business Professionals by Cole Nussbaumer Knaflic
5. The Truthful Art: Data, Charts, and Maps for Communication by Alberto Cairo
6. Data Visualization: A Practical Introduction by Kieran Healy
7. Big Data Visualization by James D. Miller
8. Beautiful Visualization: Looking at Data through the Eyes of Experts by Julie Steele and Noah Iliinsky (Editors)
9. Communicating Data with Tableau by Ben Jones
10. Designing Data Visualizations: Representing Informational Relationships by Noah Iliinsky and Julie Steele

Online Resources (e-books, notes, ppts, video lectures etc.):

Video Lectures

1. Data Journalism: https://youtu.be/N3Csz2LvJxI
2. Data Journalism - Exploring Data with Excel: https://youtu.be/oUecZxCyUvQ
3. Data Journalism & Visualization: https://youtu.be/nlI-LR172us
4. (26997) data cleaning nd scrapping - YouTube
5. (27001) FLOURISH TUTORIAL: PART 1 - Introduction to Flourish for Data Visualization - YouTube
6. (27000) Introduction to Microsoft Excel - Excel Basics Tutorial - YouTube

Data Resources

1. National Institute for Computer-Assisted Reporting (NICAR/IRE) About IRE - Investigative Reporters & Editors
2. Stanford Computational Journalism Lab Stanford Computational Journalism Lab
3. Flowing Data FlowingData | Data Visualization and Statistics
4. Data is Plural. Sign up for http://tinyletter.com/data-is-plural. All datasets can be found in an updated master spreadsheet. Data Is Plural (data-is-plural.com)
5. Northeastern University Library's visualization tip sheets Home - Data Visualization - Subject Guides at Northeastern University (neu.edu)
6. Data Stories podcast Data Stories – A podcast on data visualization with Enrico Bertini and Moritz Stefaner
7. Storybench.org "how-to's" Welcome to Storybench – story bench
8. Data Is Beautiful, a community on Reddit DataIsBeautiful (reddit.com)

E-Books

1. The Data Journalism Handbook: https://bit.ly/3owtFTp
2. Data journalism: https://bit.ly/3JfrI60
3. The Data Journalism Handbook (oapen.org)
4. The Data Journalism Handbook
5. Data Journalism En - Web.pdf (aljazeera.net)
6. The-Data-Journalism-Handbook-1.pdf
7. Diving into Data Journalism: Strategies for your newsroom (americanpressinstitute.org)
8. Microsoft Word - Ethics of data journalism.docx (jyu. fi)
9. 4. Case studies from Turkey and from other countries - Data Journalism Course Modules-BAKU (gitbook.io)

Web Resources

1. https://datajournalism.com/
2. https://kyleheim.com/data-journalism/
3. (26997) What is data journalism at The Guardian? - YouTube
4. (26997) How is data journalism changing the newsroom? | Bahareh Heravi | TEDxUCD - YouTube
5. (26997) The Evolution Of Data Visualization | Dustin Cabral | TEDxBryantU - YouTube
6. (26997) How Data-Driven Journalism Illuminates Patterns of Injustice | Alison Killing | TED - YouTube

Topics relevant to the development of "DATA VISUALIZATION SKILLS": Hands on training to expertise on scraping and cleaning data along with the extraction of data.

Catalogue prepared by	Dr. Ashish Sharma / Mr. Sarath A Pradeep
Recommended by the Board of Studies on	5th June 2024
Date of Approval by the Academic Council	3rd August 2024

Course Code: BAJ3043	Course Title: Media Literacy Type of Course: Discipline Elective	L- T-P- C	2	0	0	2
Version No.	1.0					
Course Pre-requisites	Basic understanding of digital tools and internet navigation. Interest in media, communication, and storytelling.					
Anti-requisites	-Nil-					
Course Description	The objective of the course is to equip students with critical skills to analyze, evaluate, and navigate the complex landscape of media and information in the digital age. It aims to develop an in-depth understanding of media literacy concepts, the evolution and impact of fake news, and the mechanisms driving misinformation and disinformation.					
Course Outcomes	By the end of this course, students will: **CO1:** To define various types of misinformation, including satire, hoaxes, propaganda, and disinformation. **[Remember]** **CO2:** To classify the effects of filter bubbles, and echo chambers on the amplification of misinformation. **[Understand]** **CO3:** To demonstrate the use of fact-checking tools and media verification methods to assess the credibility of media content. **[Apply]** **CO4:** To examine real-world examples of fake news and its societal impact to propose actionable strategies for promoting media literacy and critical thinking. **[Analyze]**					
Course Content:	The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNIN techniques.					
Module 1	Media Literacy & Fake News	Lecture/ PPT / Discussion	8 Sessions			[Remember]

Topics: Media Literacy: Introduction and Overview. Cognitive Model of Media Literacy. Importance and need. Analyzing Viral News in Digital Media. Fake News: History, evolution, and impact. Difference between Fact & Opinion. Types of Fake News: Satire, hoaxes, propaganda, and disinformation. The Psychology of Fake News: Why people believe and share false information. Social media algorithms and the amplification of fake news. Prominent examples of fake news.

Module 2	Types of Misinformation	Lecture/ PPT / Discussion	7 Sessions	[Understand]

Topics: Types of Misinformation and Disinformation: Misinformation, Disinformation and Mal-information. Satire- The role satire websites and parody handle in spreading misinformation. Misleading Content, Imposter Content, Fabricated Content, False Context, False Connection and Manipulated Content. Misinformation ecosystem in India. Why and How of Information Disorder: Filter Bubble, Echo Chamber, Biases. Social Media Giants and their role.

Module 3	Societal Impacts of Fake News	Lecture/ PPT / Discussion	7 Sessions	[Apply]

Topics: Fake News and Politics: Elections, campaigns, and public opinion. Health Misinformation: Vaccine hesitancy, pandemics, and public health crises. Fake News and Social Harmony: Hate speech, communal tensions, and radicalization. Media Literacy in Society: Raising awareness and promoting critical thinking. Prominent Case studies related to Politics, Health and Social Harmony in Indian prospective.

Module 4	Fake News Initiatives & Challenges	Lecture/ PPT / Discussion	8 Sessions	[Analyze]

Topics: National and International Fact checking Initiatives. Tools for debunking Fake News. Image and Video Verification Tools: Basic image verification, Reverse Image Search. Advanced verification. Social Media Verification: Verification tools, Account Analysis, Exif viewer. Deepfakes, AI, synthetic media, and the evolving landscape of misinformation.

Targeted Application and Tools used

Social media platforms, Google Image search and Free and open source software

Assignment: On- field reporting of stories utilizing the garnered expertise

Analyze a media text for bias and Fake news.

Experiential Learning Activities:

1. Hands-on activity using tools like reverse image search and fact-checking websites to verify viral news.
2. Role-play scenarios to understand the psychology and spread of fake news.
3. Analyze real-world fake news cases and present findings.

4. Explore how social media algorithms create filter bubbles and echo chambers.

Books:

1. "Media Literacy: Keys to Interpreting Media Messages" by Art Silverblatt
2. "The Media Education Manifesto" by David Buckingham
3. "Digital and Media Literacy: Connecting Culture and Classroom" by Renee Hobbs
4. "Deepfakes and the Infocalypse" by Nina Schick
5. "Algorithms of Oppression: How Search Engines Reinforce Racism" by Safiya Noble

REFERENCE

1. Youth Media Literacy Fact-Checking Manual https://internews.org/wp-content/uploads/2024/02/Youth-Media-Litreracy-Program-Fact-Checking-Manual-final.pdf
2. Introduction to Fact-Checking and Verification- Workshop for the Wayuu People https://www.lacnic.net/innovaportal/file/6973/1/fact-checking-en.pdf
3. Factsheet 4: Types of Misinformation and Disinformation https://www.unhcr.org/innovation/wp-content/uploads/2022/02/Factsheet-4.pdf
4. Types of disinformation and misinformation https://www.die-medienanstalten.de/fileadmin/user_upload/die_medienanstalten/Service/Studien_und_Gutachten/GVK_Summary_EN_final_web.pdf
5. The False Information Ecosystem in India , Spandana Singh https://toda.org/assets/files/resources/policy-briefs/t-pb-55_spandana-singh_the-false-information-ecosystem-in-india.pdf
6. A Community Toolkit for Addressing Health Misinformation https://www.hhs.gov/sites/default/files/health-misinformation-toolkit-english.pdf
7. Managing false information in health emergencies:an operational toolkit 2024 https://iris.who.int/bitstream/handle/10665/375783/WHO-EURO-2024-8271-48043-71198-eng.pdf
8. Media Literacy & Critical Thinking Online https://www.dhs.gov/sites/default/files/publications/digital_media_literacy_1.pdf
9. Media literacy https://all-digital.org/wp-content/uploads/2021/03/Media-Literacy-Booklet-Emedia-Project-Final-ENG-1.pdf
10. PARLIAMENTARY HANDBOOK ON DISINFORMATION, AI AND SYNTHETIC MEDIA https://www.cpahq.org/media/sphl0rft/handbook-on-disinformation-ai-and-synthetic-media.pdf

Video Lectures

1. **Media Literacy - The Power (and Responsibility) of Information | Lisa Cutter | TEDxCherryCreekWomen**
2. **What is Media Literacy?**
3. **Day 1: Media Literacy: Policy Perspectives, Concept, Need and Scope**
4. **Panel Discussion: Media Literacy**

5. **Israel-Gaza War: Fake News, Misinformation, Disinformation & How to Spot It | Explained**
6. **'Fake News' explained: How disinformation spreads**
7. **Identifying misinformation, fake images about the California wildfires**
8. **How false news can spread - Noah Tavlin**
9. **'You're fake news': Propaganda and disinformation in the digital age**
10. **Fake News: Fact & Fiction - Episode 3: Information or disinformation?**

E-Books

1. Media-Literacy-Booklet-Emedia-Project-Final-ENG 1.pdf
2. 3214678.pdf
3. Media Literacy.cdr

Web Resources

1. MediaSmarts: Canada's Centre for Digital and Media Literacy https://mediasmarts.ca Comprehensive resources for educators, parents, and students on digital and media literacy.
2. National Association for Media Literacy Education (NAMLE) https://namle.net Promotes media literacy education with tools, frameworks, and advocacy.
3. UNESCO Media and Information Literacy https://en.unesco.org/themes/media-and-information-literacy Resources and policy guidelines on global media and information literacy.
4. The News Literacy Project https://newslit.org Focused on empowering individuals to separate fact from fiction in the digital age.
5. PBS LearningMedia – Media Literacy Collection https://www.pbslearningmedia.org/collection/media-literacy/ Lessons and activities designed to teach media literacy in the classroom.
6. FactCheck.org: Media Literacy Resources https://www.factcheck.org/media-literacy-resources/ Tools and tips for verifying information and combating misinformation.
7. Edutopia: Media Literacy Resources https://www.edutopia.org/article/media-literacy-resources-educators Practical strategies for integrating media literacy into education.
8. Center for Media Literacy (CML) https://www.medialit.org Resources, frameworks, and best practices for media literacy education.
9. Google Media Literacy Resources https://applieddigitalskills.withgoogle.com/c/middle-and-high-school/en/media-literacy Free lessons on navigating and creating in a digital world.
10. Critical Media Project https://criticalmediaproject.org Engages students in thinking critically about identity and representation in media.

Topics relevant to "Entrepreneurial Skills": To understand Media Literacy and built up a platform to fight against the menace of fake news.

Catalogue prepared by	Dr Ashish Sharma / Mr Sarath A Pradeep

Recommended bythe Board of Studies on	**5th June 2024**
Date of Approvalby the Academic Council	**3rd August 2024**

Course Code:BAJ3044	Course Title: **Media Literacy Lab**	**L- T-P- C**	0	0	2	1
	Type of Course: **Discipline Elective**					

Version No.	**1.0**
Course Pre-requisites	Basic knowledge of Fake News and types of misinformation.
Anti-requisites	**-Nil-**
Course Description	This practical course equips students with the skills to critically analyze, create, and disseminate media content. Focusing on media literacy in the digital age, it emphasizes hands-on learning through free and open-source software.
Course Outcomes	By the end of this course, students will be able to: **CO1:** To Identify different types of misinformation, explaining their characteristics and societal implications using real-world examples and case studies. **[Analyze]** **CO2:** To demonstrate the use of verification tools and techniques to analyze, detect, and debunk fake news, manipulated media, and disinformation on digital platforms. **[Apply]** **CO3:** To develop media literacy campaigns to promote critical thinking, ethical awareness, and responsible media consumption. **[Create]**
Course Objective:	The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNIN techniques.
Course Content:	

Module 1	**Identifying and Analyzing Misinformation**	**Hands on Training / Practice**	**10 Sessions**	**[Analyze]**

Topics: Identifying different types of fake news (e.g., satire, hoaxes, propaganda). Analyzing viral news and understanding its impact on society. Differentiating between fact and opinion in media content. Case study analysis of prominent fake news examples Jun Indian and global contexts.

Module 2	**Media Verification Techniques**	**Hands on Training / Practice**	**10 Sessions**	**[Apply]**

Topics: Hands-on practice with fact-checking tools (e.g., Google Reverse Image Search, InVID). Image and video verification techniques: detecting manipulated and fabricated content. Social media verification: Identifying fake

accounts, analyzing metadata, and using Exif viewers. Introduction to identifying deepfakes and synthetic media.

Module 3	Creating Media Literacy Campaigns	Hands on Training / Practice	10 Sessions	[Create]

Topics: Developing media literacy awareness campaigns to counter fake news and misinformation. Designing infographics, videos, or social media posts for promoting critical thinking and ethical media consumption. Group activity: Presenting campaign ideas to address specific misinformation challenges (e.g., elections, public health).

Targeted Application and Tools used

Application: Google Reverse Image, Google Lens, Free & Open source tools, InVid.

Assignment: On- field reporting of stories utilizing the garnered expertise

Story depth and relevance, Accuracy of the verification process, Presentation and communication skills, Societal impact analysis.

Experiential Learning Activities:

1. Sharpen skills in identifying fake news.
2. Practice image verification skills.
3. Understand and detect manipulated content on social media.

Books:

1. Silverblatt, A. (2014). Media literacy: Keys to interpreting media messages (4th ed.). Praeger.
2. Potter, W. J. (2021). Media literacy (10th ed.). SAGE Publications.
3. Ries, E. (2011). The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses. Crown Business.

REFERENCE

1. Youth Media Literacy Fact-Checking Manual https://internews.org/wp-content/uploads/2024/02/Youth-Media-Litreracy-Program-Fact-Checking-Manual-final.pdf
2. Introduction to Fact-Checking and Verification- Workshop for the Wayuu People https://www.lacnic.net/innovaportal/file/6973/1/fact-checking-en.pdf
3. Factsheet 4: Types of Misinformation and Disinformation https://www.unhcr.org/innovation/wp-content/uploads/2022/02/Factsheet-4.pdf
4. Types of disinformation and misinformation https://www.die-medienanstalten.de/fileadmin/user_upload/die_medienanstalten/Service/Studien_und_Gutachten/GVK_Summary_EN_final_web.pdf
5. The False Information Ecosystem in India , Spandana Singh https://toda.org/assets/files/resources/policy-briefs/t-pb-55_spandana-singh_the-false-information-ecosystem-in-india.pdf
6. A Community Toolkit for Addressing Health Misinformation https://www.hhs.gov/sites/default/files/health-misinformation-toolkit-english.pdf
7. Managing false information in health emergencies:an operational toolkit 2024

https://iris.who.int/bitstream/handle/10665/375783/WHO-EURO-2024-8271-48043-71198-eng.pdf

8. Media Literacy & Critical Thinking Online https://www.dhs.gov/sites/default/files/publications/digital_media_literacy_1.pdf

9. Media literacy https://all-digital.org/wp-content/uploads/2021/03/Media-Literacy-Booklet-Emedia-Project-Final-ENG-1.pdf

10. PARLIAMENTARY HANDBOOK ON DISINFORMATION, AI AND SYNTHETIC MEDIA https://www.cpahq.org/media/sphl0rft/handbook-on-disinformation-ai-and-synthetic-media.pdf

Video Lectures

1. The importance of teaching media literacy skills | Assiata Ayinla | TEDxDixwell, TEDx Talks, https://www.youtube.com/watch?v=g3vbdE9STVk

2. 9 Tips For Content Creation 2024, The Futur, https://www.youtube.com/watch?v=0arou9boK8k

3. How To Find Your Target Audience | Target Market Research, Adam Erhart, https://www.youtube.com/watch?v=FzEkHlYt2uA

4. Media Literacy - The Power (and Responsibility) of Information | Lisa Cutter | TEDxCherryCreekWomen

5. What is Media Literacy?

6. Day 1: Media Literacy: Policy Perspectives, Concept, Need and Scope

7. Panel Discussion: Media Literacy

8. Israel-Gaza War: Fake News, Misinformation, Disinformation & How to Spot It | Explained

9. 'Fake News' explained: How disinformation spreads

10. Identifying misinformation, fake images about the California wildfires

11. How false news can spread - Noah Tavlin

12. 'You're fake news': Propaganda and disinformation in the digital age

13. Fake News: Fact & Fiction - Episode 3: Information or disinformation?

E-Books

1. Media and information literacy, Subtitle: Social Sciences, Author: Anubhuti Yadav, https://ebooks.inflibnet.ac.in/lisp20/

2. Media Literacy for Young Children, Teaching Beyond the Screen Time Debates, by Faith Rogow

Topics relevant to "Entrepreneurial Skills: This will help students to get trained in fighting mis Information by learning various tools related to the fact checking.

Catalogue prepared by	Dr Ashish Sharma / Mr. Sarath A Pradeep
Recommended by the Board of Studies on	5th June 2024
Date of Approvalby the Academic	3rd August 2024

Council	

Course Code: BAJ3045	Course Title: **Short Documentary**						
	Type of Course: Discipline Elective	L-T-P- C	0	0	4	2	
Version No.	1.0						
Course Pre-requisites	Basic knowledge and aptitude in cinematography, script writing and research.						
Anti-requisites	-Nil-						
Course Description	This course provides students with a hands-on introduction to the process of creating short documentaries and short films. Emphasis is placed on all stages of production, including concept development, pre-production, shooting, editing, and post-production. Students will work collaboratively to produce a short documentary or film, gaining technical and creative skills in storytelling, cinematography, sound design, and editing.						
Course Outcomes	On successful completion of the course the students shall be able to: **CO1**: To identify concepts and scripts for short documentaries or short films**. [Remember]** **CO2**: To plan pre-production, storyboarding and shot lists. [**Create**] **CO3:** To operate filmmaking equipment effectively for shooting and sound recording. [**Apply]** **CO4**: To create a documentary / short film. [**Create**]						
Course Content:							

Module 1	**Introduction to Documentary/Film Production**	**Practical/Hands on**	**15 Sessions**	**[Remember]**
Topics: Basics of storytelling and documentary filmmaking. Types of documentaries: Expository, observational, participatory, reflexive, and performative. Introduction to short films and narrative structures. Overview of production workflow: Pre-production, production, and post-production.				

Module 2	**Pre-Production and Planning**	**Practical/ Hands on**	**15 Sessions**	[**Create**]
Topics: Scriptwriting basics: Developing a script or treatment for a short film/documentary. Storyboarding and shot planning: Visualizing the narrative. Location scouting and permissions. Team roles and scheduling: Director, cinematographer, sound recordist, and editor.				

Module 3	Production – Filming and Sound Recording	Demonstration/Practical/Hands on	15 Sessions	[Apply]

Topics: Camera operations: Framing, composition, and movement. Lighting techniques for documentary and film. Recording high-quality sound: Boom mics, lapel mics, and field recorders. Directing: Working with subjects, actors, and crew.

Module 4	Post-Production – Editing and Finalizing the Project	Demonstration/Practical/Hands on	15 Sessions	[Create]

Topics: Editing basics: Importing, organizing, and assembling footage. Narrative building through editing: Selecting scenes, transitions, and pacing. Adding sound design: Background score, effects, and voiceovers. Finalizing: Colour correction, titles, and exporting.

Targeted Application and Tools used

Studio Binder, **Canva** or **Storyboarder,** Celtx, Cameras and Accessories, Adobe Premiere Pro/DaVinci Resolve, **Adobe Audition**

Assignment: Mention the Type of Project /Assignment proposed for this course

1. Assignment 1: Pitch a concept for a short documentary or film.
2. Activity: Watch and analyze one short documentary and one short film and identify techniques.
3. Assignment 2: Create a detailed treatment, storyboard, and shot list for the project.
4. Activity: Scout locations and document findings.
5. Assignment 3: Shoot selected scenes or interviews using learned techniques.
6. Activity: Test audio equipment and experiment with lighting setups.
7. Assignment 4: Edit a rough cut of the documentary/film.
8. Final Project: Produce the documentary/short film (5-7 minutes) and organize a short film/ documentary festival which will be the part of the final assessment.

Text Book

3. Bernard, S. C. (2007). Documentary storytelling: Making stronger and more dramatic nonfiction films (2nd ed.). Focal Press. (Not available in Uni Library)
4. Rabiger, M., & Hermann, C. (2020). Directing the documentary (7th ed.). Routledge. (Not available in Uni Library)
5. Ascher, S., & Pincus, E. (2013). The filmmaker's handbook: A comprehensive guide for the digital age (4th ed.). Plume.

Reference:

1. Brine, K. G. (2020). The art of cinematic storytelling: A visual guide to planning shots, cuts, and transitions. Oxford University Press.
2. Tu, D. L. (2015). Feature and narrative storytelling for multimedia journalists. Focal Press.

3. Cury, I. (2010). Directing and producing for television: A format approach (4th ed.). Focal Press.

Web Resources:

6. Filmmaking Basics by Studio Binder

   https://www.studiobinder.com/blog/

7. Adobe Premiere Pro Tutorials

   https://helpx.adobe.com/premiere-pro

8. No Film School

   https://nofilmschool.com

9. Film Riot: Practical filmmaking tutorials and tips.

10. Indy Mogul: DIY production techniques for independent filmmakers.

Topics relevant to development of 'FOUNDATION SKILLS':

Encouraging students to create a documentary or short film will provide them with a hands-on experience relevant to the industry.

Catalogue prepared by	Mr Sarath A Pradeep/ Dr Prathibha
Recommended by the Board of Studies on	5th June 2024
Date of Approval by the Academic Council	3rd August 2024

Course Code: BAJ3017	Course Title: Political Communication					
	Type of Course: Discipline elective	L-T-P- C	3	0	0	3
Version No.	1.0					
Course Pre-requisites	Should have the basic knowledge of political system in Indian context and about different political parties.					
Anti-requisites	-Nil-					
Course Description	This course covers various dimensions of political communication, both national and international. It provides insights into the theory and practice of political communication. The course also examines the intersection of politics and communication; specifically, the interaction of media, politicians, and constituency.					

Course Outcomes	On successful completion of the course the students shall be able to:
	CO1: To recognize the Indian political system and different democracies. **[Remember]**
	CO2: To recognize the various communicative situations occurring in the political sphere. **[Understand]**
	CO3: To examine various underlying theories of polity and political language. [**Apply**]
	CO4: To analyze various elements of persuasiveness of political campaigns and the tools of political communication. [**Analyze**]

Course Content:	The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNING techniques.

Module 1	Indian parliamentary system	Lecture, PPT, discussion	11 Sessions	[Remember]

Topics: Historical background and evolution of the Indian political system, Key features of Indian democracy, Comparative study with other parliamentary systems. Political Parties and Party system in India. Coalition Governments: NDA and UPA. Challenges to Indian Parliamentary System.

Module 2	Introduction to political communication	Lecture, PPT, discussion	11 Sessions	[Understand]

Topics: Political communication: Definition, its importance, scope, and characteristics. Mass Media and Political Communication. Political polarization of public, Feedback in Political Communication

Module 3	Theories in political communication & political language	Lecture, PPT, discussion	11 Sessions	[Apply]

Topics: Key Theories in Political Communication: Agenda-Setting Theory, Framing Theory, Cultivation theory, narrative paradigm theory, Game theory Strategic use of political language- Political communication and its influence on voting behavior, Bias in news; Satire and politics; Fake news; Political propaganda.

Module 4	Political campaign communication: style and tactics	Lecture, PPT, discussion	12 Sessions	[Analyze]

Topics: Political Campaigns: Phases of Political Campaigns. Campaign planning, management, strategies, and tactics. Political Propaganda: Tactics & strategies. Social Media & Politics. Social Media and Political Activism. Campaign Analysis. Election Manifestos Creation & Discussions.

Characteristics of a good surrogate speaker; Surrogate speakers: selection and benefits; Political rallies; Political surveys, pre-election surveys.

Targeted Application and Tools used

Collect samples of different kind of political reporting. Rewrite few stories based on any political news relayed in

print or broadcast media within 250 words.

Assignments

1. To identify certain case studies and discuss.
2. Debates and class room presentation.

Experiential Learning Activities:

1. Cover a political rally in your town and write a political journalist newspaper report.
2. Watch documentary "The Great Indian Election" and discuss various elements of political communication as presented in the documentary. (https://www.imdb.com/title/tt10847974/?ref_=nv_sr_srsg_0)
3. In class competition for writing a political speech and the delivering it as if you are contesting local municipal election.

Text Books

1. Indian Polity – by M Laxmikanth- McGraw Hille)
2. Prof, M.V. Subba Rao & Dr. M. Srinivasa Sastry, Lectures on Political Science- S. Gogia & Company

REFERENCE

1. Niraja Gopal Jayal (2001). Democracy in India.
2. Niraja Gopal Jayal and Pratap Bhanu Mehta (2010). The oxford companion to Politics in India.
3. Dr. Vidya Dhar Mahajan (1988). Political Theory.
4. The Oxford Handbook of Political Communication. (2017). United Kingdom: Oxford University Press.
5. Neyazi, T. A. (2018). Political Communication and Mobilisation: The Hindi Media in India. India: Cambridge University Press.
6. Savigny, H. (2016). Political Communication: A Critical Introduction. UK: Palgrave Macmillan.
7. Davis, A. (2019). Political Communication: A New Introduction for Crisis Times. United Kingdom: Wiley.
8. Anastasia   Veneti, Visual Political Communication. (2019). Germany: Springer International Publishing.

E-Books:

1. An Introduction to Political Communication: https://bit.ly/3gw6sMT
2. Political Communication in Action https://www.rienner.com/uploads/59ca9e0ef0554.pdf

Web Resources:

1. https://guides.zsr.wfu.edu/c.php?g=34331&p=7512707

Catalogue prepared by	Ms. Padmavathi S/Dr. Ashish Sharma
Recommended bythe Board of Studies on	5th June 2024
Date of Approvalby the Academic	3rd August 2024

Council	

Course Code:	Course Title: **WRITING FOR THE SCREEN** Type of Course: **Open Elective**	**L-T-P-C**	**3-0-0-3**
Version No.	1.0		
Course Pre-requisites	Basic PUC Level English		
Anti-requisites	NIL		
Course Description	Scriptwriting is critically important in the world of storytelling, particularly for visual content like television shows, short films and movies of different genres. The script provides the structure, dialogue, and narrative direction for filmmakers, actors, and other creative professionals. This course will provide a comprehensive introduction to the art and craft of script writing. Through lectures, screening of movie clips, and analyses of professional scripts, students will learn the essential elements of screenwriting, including plot structure, character development, dialogue, and visual storytelling. Through analysis, discussion and hands-on practice, students will learn to create characters and dialogues, and gradually write short scripts from images, excerpts of literary texts and short stories. Students will also acquire the art of creating storyboards from scripts both on paper and in digital mode. By the end of the course, students will be able to adapt different stories into scripts and write original screenplays for short films.		
Course Objective	The objective of the course is Skill Development of student by using Participative Learning techniques.		
Course Outcomes	At the end of the course, the students will learn to: **CO1**: Interpret broadly various elements of a script like plot, characters, dialogue, visual elements, and craft a basic script from an image. **CO2**: Inspect the important features of script writing like plot, characterization and dialogue writing. **CO3**: Sketch storyboards from scripts developed from story extracts, both on paper as well as using online app **CO4**: Develop a text into a script and construct your own script		
Course Content:			

Module 1	Introduction to Script Writing	Assignment	9 Sessions	[Evaluate]

- Introduction to script writing
  - Overview of the course

- Definition of important terms in scriptwriting
- Screenplay genres
- Format of scripts
- Screening of selected clips from movie How to Train Your Dragon (2010)
- Directed Reading:
  - Sample script: How to Train Your Dragon
- Script breakdown:
  - Thematic elements
  - Case Study: Thematic elements

ACTIVITIES

- Create a web diagram of different genres using Canva
- Write a sample script on an image - painting "Nighthawks" by Edward Hopper

Module 2	Components of Script Writing	Assignment	12 Sessions	

- Construction of the story
- Sample Script: How to Train Your Dragon
  - Script breakdown: Plot
- Creating characters for the screen
- Dialogue Writing
- Screening of clips from The Dark Knight (2008) movie
  - Class discussion of selected scenes
- Directed Reading:
  - Excerpts from the script of The Dark Knight: Dialogues, character, plot

Activity:
- Create a Plot Diagram of the movie How to Train Your Dragon using script and online templates
- Group Discussion: Topics on Character Development
- Dialogue writing on stock characters
- Brainstorming session:
  - Create a simple plot (Group activity)
  - Reflect and discuss techniques for improving the plot

Module 3	Visual Storytelling	Assignment	13 Sessions	[Apply]

- Visual Storytelling
- Specific verbs, Objects, Environment, Blocking and Body language
- Screening of short film The Tell Tale Heart
  - Discussion on the visual elements
- How to create a Storyboard: the format
  Activity:
- Worksheets (Body language, Environment)
- Storyboarding
  - Create a script from an excerpt of the short story The Tell Tale Heart by Edgar Allan Poe. Include visual elements.
  - Create a Storyboard on paper, using the script
  - Create a digital Storyboard using Studio Binder app, using the same script
  - Convert clips from TV shows into storyboard using online storyboard

Module 4	Adaptation and Writing an Original Script	Assignment	11 Sessions	[Create]

- Screening clips of Evil Under the Sun (1982) : Class discussion on distinctive elements of a crime thriller
- Directed Reading:
  - Reading the short story "The Adventure of the Cheap Flat" by Agatha Christie

  Activity
  - Collaborative Writing: Adapting the short story into a script:
    - Creating an outline of the story for the script.
    - Group Brainstorming
    - Dialogue writing
    - Script: first draft
    - Script: Final Draft
- Writing an original script for a short film divided into all 3 Acts

Targeted Application & Tools that can be used:
1. Writing Skills
2. Creative Writing
3. Critical thinking

Tools: Online Storyboarding applications like Studio Binder app, YouTube Videos, Web Diagram using Canva, Online Plot Diagram templates and research papers/articles

Project work/Assignment:
Assignment 1: Activity: Write a sample script on an image - painting "Nighthawks" by Edward Hopper.
Assignment 2: Write a dialogue between two characters that incorporates a stock character trope (e.g., the wise mentor, the comedic sidekick, or the rebellious youth). Focus on making the dialogue engaging and unique, ensuring the stock character feels multidimensional rather than clichéd.
Assignment 3: Create a script from an excerpt of the short story The Tell Tale Heart by Edgar Allan Poe. Include visual elements.
  Create a Storyboard on paper.
  Create a Storyboard in StoryBinder App/ Canva
Assignment 4: Writing an original script for a short film divided into all 3 Acts

References
1. Walter, Richard. *The Essentials of Screenwriting: The Art, Craft and Business of Screenwriting*. Plume Press, Penguin, 2010.
2. Raynauld, Isabelle. *Reading and Writing a Screenplay: Fiction, Documentary and New Media*. Routledge, 2019.
3. Batty, Craig, & Waldeback, Zara. Writing for the Screen: Creative and Critical Approaches. Bloomsbury Academic,2019
4. Andrade, Micael & Camargo, Rosangela. (2022). Approaches to the script genre: concept, characterization and pertinences. 10.56238/pacfdnsv1-026.
5. https://booksite.elsevier.com/samplechapters/9780240807737/9780240807737.pdf : The Screenplay
6. Finnegan, Denise E., "THEMATIC DEVELOPMENT IN JOHN POWELL'S SCORE FOR HOW TO TRAIN YOUR DRAGON (2010)" (2020). Student Research, Creative Activity, and Performance - School of Music. 138.
7. https://writers.com/wp-content/uploads/2020/04/Character_Development_from_Fundamentals_to_Flesh_and_Bone_Writers.com_.pdf
8. Mckee, Robert. Story: *Substance, Structure, Style and the Principles of Screenwriting*. Regan Books, 1997.

Web Resources
1. https://imsdb.com/scripts/How-to-Train-Your-Dragon.html
2. https://archive.org/details/TheDarkKnightScriptByJonathanNolanAndChristopherNolan
3. https://hitrecord.org/records/161291
4. https://booksite.elsevier.com/samplechapters/9780240807737/9780240807737.pdf
5. https://www.youtube.com/watch?app=desktop&v=YnUAdEj3fe4&t=76s
6. https://www.youtube.com/watch?app=desktop&v=40LIkLaM2Rw&t=7s
7. .https://www.youtube.com/watch?v=68dxrlaKL1I

Topics Relevant to "employability": Writing a script for a movie

Topics Relevant to "Human Values and Professional Ethics": Reading the short story "The Adventure of the Cheap Flat" by Agatha Christie, working on thematic elements of the films	
Catalogue prepared by	**Dr. Sayani Banerjee**
Recommended by the Board of Studies on	25th November 2023
Date of Approval by the Academic Council	

SEMESTER- V

Course Code: BAJ2001	Course Title: Radio and TV production Type of Course: School Core	L- T-P-C	2	0	2	3
Version No.	1.0					
Course Pre-requisites	BAJ3032, BAJ3055, BAJ2042					
Anti-requisites	**-Nil-**					
Course Description	This course introduces students to the fundamentals of radio and television production, covering the history, storytelling, scripting, production techniques, and post-production processes. It blends conceptual knowledge with hands-on skills for a holistic understanding of broadcast media.					
Course Outcomes	On successful completion of the course the students shall be able: **CO1**. To explain the evolution of radio and television and the characteristics of broadcast audiences. [**Understanding**] **CO2**. To apply basic storytelling and scriptwriting techniques for radio and television formats. [**Applying**] **CO3**. To demonstrate practical skills in production planning, equipment handling, and directing. [**Analyzing**] **CO4**. To create edited audio and video content using industry-standard software. [**Creating**]					

Course Content:				
Module 1	**Foundations of Broadcasting**	Lecture/Discussion/ Demonstration	**12 Sessions**	[Understanding]

Topics:

Origin and development of radio and television globally and in India Milestones in Indian broadcasting: All India Radio, Doordarshan, FM radio, satellite channels Regulatory frameworks: Prasar Bharati, TRAI, Ministry of I&B Characteristics and functions of broadcast media Audience types: mass, niche, segmented Media habits and audience behavior in the digital age

Module 2	**Storytelling and Scriptwriting**	Lecture/Discussion/	**15 Sessions**	[Applying]

Topics:

Elements of audio and visual storytelling: structure, character, tone, sound/image Differences in storytelling between radio and TV Script formats: radio script layout, TV two-column scripts, and screenplay basics Sound design and its role in storytelling Visual grammar: shot types, transitions, and cues

Module 3	**Production Techniques**	Lecture/Discussion/Hands on/ Demonstration	**15 Sessions**	[Analyzing]

Topics:

Pre-production: idea development, budgeting, scheduling, location recce Production crew roles and responsibilities Introduction to equipment: microphones, audio recorders, video cameras, tripods, lights Fundamentals of studio vs. field production Direction basics: blocking, actor communication, visual continuity Multi-camera setup: live switching, angles, and coverage logic

Module 4	**Post-Production and Convergence**	Lecture/Discussion/Hands on/ Demonstration	**18 Sessions**	[Creating]

Topics:

Basics of audio editing: cutting, layering, effects (Adobe Audition or Audacity) Basics of video editing: timeline, transitions, captions, color correction (Adobe Premiere Pro / DaVinci Resolve) Importance of background music, ambient sound, and Foley Introduction to media convergence: podcasting, vlogging, OTT platforms Trends shaping the future of broadcasting: AI, AR/VR, immersive storytelling

Targeted Applications and Tools used: Adobe Premiere Pro / DaVinci Resolve, Cannon 200D, Panasonic AGCX 80, Tripods, Gimbals, LED Panels and Softboxes, Adobe Premiere Pro / DaVinci Resolve, Celtx / StudioBinder, Shot Designer, ShotDeck

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Assignment: Mention the Type of Project /Assignment proposed for this course

5. Module 1: Research Assignment (Individual) Write a timeline-based report tracing the evolution of radio and television in India.&Short Answer Test / Quiz Multiple choice, short answer, and match-the-following questions on history, regulatory bodies, and audience types.

6. Module 2: Assignments: Radio Script Assignment Write a 2-minute radio feature or PSA (Public Service Announcement) incorporating ambient sounds, dialogue, and narrative structure. & TV Script + Storyboard (Paired Work) Create a 1-minute TV script using a two-column format with corresponding 4–6 panel storyboard.

7. Module 3: Assignments: Production Plan & Budget Sheet (Individual or Group) Develop a basic production brief for a 2–3 minute video including schedule, roles, and equipment list. & Studio Equipment Worksheet Diagram-based identification + functionality worksheet for camera, mic, lighting setups.

8. Module 4: Assignments: Audio Editing Project Students record and edit a short podcast or radio feature using Adobe Audition (or Audacity). Must include: voice, music, at least 2 sound effects.& Video Editing Assignment Edit a short video (2–3 mins) using basic transitions, captions, background score, and visual sequencing.

Text Book

5. Television production handbook by Zettl, Herbert. r (Available in University Library)

6. Broadcast Journalism: techniques of radio and television news by Stewart, Peter | Alexander, Ray(Available in University Library)

7. Directing and producing for television by Cury, Ivan. (Available in University Library)

References

8. TV studio production handbook by Brown, Lucy | Duthie, Lyndsay. (Available in University Library)

9. Video production by Belavadi, Vasuki. (Available in University Library)

10. Writing and script: a very short introduction by: Robinson, Andrew (Available in University Library)

11. Media production: a practical guide to radio, tv and film

by Willett, Amanda.(Available in University Library)

Web Resources

7. https://prasarbharati.gov.in/archives/

8. https://indianmedialogue.com

9. https://www.youtube.com/user/BBCCollegeofJournalism

10. https://www.youtube.com/user/filmriot

11. https://nofilmschool.com/

12. https://newsonair.gov.in/

13. https://archive.org/details/radiodramahandbook

Topics relevant to "SKILL DEVELOPMENT": Introduction to communication for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course handout.

Catalogue prepared by	Mr. Sarath A Pradeep
Recommended by the Board of Studies on	5th June 2024
Date of Approval by the Academic Council	3rd August 2024

Course Code: BAJ3002	Course Title: Media Research and Data Analysis Type of Course: Program Core	L-T- P- C	3	0	2	4
Version No.	1.0					
Course Pre-requisites	Basic Analytical Skills					
Anti-requisites	-Nil-					
Course Description	The course, "Media Research and Data Journalism," is designed to inculcate in the students a robust understanding of contemporary research methodologies within the media landscape, emphasizing the role of data-driven reporting. It aims to empower future journalists and communication professionals with the essential skills required to collect, analyze, interpret, and communicate complex data in an accurate and meaningful way. By integrating theoretical knowledge with hands-on experiences, the course prepares students to critically evaluate information and harness data analytics, thereby contributing to transparent, accountable, and innovative journalistic practices. It caters to the needs of the media industry.					
Course Outcomes	On successful completion of the course the students shall be able to: **CO1**: Understand the media research and its role in various contexts **[Knowledge]** **CO2**: Interpret the role of data analysis in today's media industry **[Comprehension]** **CO3**: Describe the role of media research in persuasion and dissemination of information among individuals and groups **[Analysis]** **CO4**: Enumerate various type of data analysis techniques and their usage. **[Comprehension]** **CO5**: Evaluate the interplay of media research and data analysis leading to development activity. **[Application]**					
Course Content:	The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNING techniques.					

Module 1	Introduction to Media Research and Data Journalism	Lecture	15 Sessions	[Knowledge]

Topics:

- **Overview of Media Research:** Understanding the history, importance, and evolution of media research, with a focus on both qualitative and quantitative methods.
- **Fundamentals of Data Journalism:** Introduction to data-driven reporting, tools, and techniques.
- **Ethics in Media Research and Data Journalism:** Emphasizing transparency, accuracy, and ethical considerations.

	• **Interdisciplinary Approach:** Exploring the connection between media research, data journalism			
Module 2	Data Collection and Analysis	Lecture and discussion	15 Sessions	[Comprehension]

Topics:

- Data Sourcing Techniques: Identification and utilization of primary and secondary data sources, including surveys, interviews, and digital datasets.

- Data Cleaning and Preparation: Methods for cleaning, structuring, and preparing data for analysis.

- Quantitative and Qualitative Analysis: Techniques for analyzing data, including statistical methods and content analysis.

- Visualization of Data: Introduction to tools and methods for effective data visualization.

Module 3	Writing and Reporting Data Stories	Lecture, discussion	15 Sessions	[Analysis]

Topics:

- Narrative Techniques: Crafting compelling stories from data insights, suitable for different audiences.
- Incorporating Visual Elements: Integrating charts, graphs, and other visual aids into journalistic reporting.
- Verification and Fact-checking: Ensuring the accuracy and credibility of data-driven content.
- Writing for Different Platforms: Adapting data stories for various media, including print, online, and broadcast.

Module 4	Emerging Trends and Tools in Data Journalism	Lecture and discussion	15 Sessions	[Comprehension]

Topics:

- Big Data and Machine Learning: Exploring the role of big data and machine learning algorithms in modern journalism.

- Collaborative Journalism: Understanding collaboration between journalists, data scientists, and researchers.

- Open-Source Tools: Examination of open-source tools for data collection, analysis, and visualization.

- Future Perspectives: Discussing the future trends and challenges in media research and data journalism

Module 5	Project and Case Studies	Discussion and case studies	15 Sessions	[Application]

Topics:

- Individual or Group Project: Execution of a data-driven journalistic project, reflecting acquired skills and understanding.
- Case Studies Analysis: Examination of exemplary instances of data journalism, including successes and failures.
- Peer Review and Feedback: Engaging in peer review processes to critique and learn from others' work.
- Final Presentation and Report Submission: Compiling and presenting findings in a comprehensive report, with proper citations and references.

Targeted Application and Tools used

1. **Data Collection and Scrapping:**

Google Forms: For surveys and questionnaires.

Web Scraping Tools: Such as Beautiful Soup and Scrapy for gathering data from web pages.

2. **Data Cleaning and Preprocessing:**

Microsoft Excel: Essential for basic data cleaning and organization.

Open Refine: A powerful tool for cleaning messy data.

3. **Data Analysis:**

SPSS: For statistical analysis, particularly useful for quantitative data.

NVivo: For qualitative data analysis, aiding in identifying patterns and themes.

4. **Data Visualization:**

Tableau: Offers interactive visualization capabilities.

Power BI: Enables data connectivity, preparation, and interactive dashboard creation.

Adobe Illustrator: For creating customized and visually appealing graphics.

5. **Writing and Reporting:**

Scrivener: A word-processing program and outliner designed for authors.

Google Docs: Facilitates collaborative writing and editing.

6. **Project Collaboration and Management:**

Slack: For team communication and collaboration.

Trello: Useful for project management and task organization.

7. **Ethics and Verification:**

Turnitin: To ensure academic integrity and plagiarism checking.

Factcheck Tools: Such as Snopes for verifying the information.

8. **Emerging Technologies:**

Python and R: Introduction to programming languages for more advanced data handling, analysis, and visualization.

Jupiter Notebooks: For interactive code execution in a web-based environment.

Assignment:

Assignment: Investigative Data Journalism Project

Objective: To provide students with a hands-on experience in the complete process of data journalism, from the

inception of an idea to the presentation of a well-researched story. The assignment encourages critical thinking, problem-solving, creativity, and collaborative teamwork, all significant to the specialization of Environmental Communication and the teaching focus of the Ph.D. Researcher.

Instructions:

Part 1: Identifying a Research Topic

Choose a Relevant Topic: Select an environ

mental or social issue that has relevance to the community and can be explored through data.

Justify the Selection: Write a brief proposal outlining the importance, relevance, and feasibility of the chosen topic.

Part 2: Data Collection

Identify Sources: Locate and document relevant primary and secondary data sources.

Collect Data: Utilize tools such as Google Forms for surveys or web scraping tools for online data collection.

Part 3: Data Cleaning and Analysis

Clean the Data: Use open Refine or Excel to clean and organize the collected data.

Analyze the Data: Apply statistical methods (SPSS) or content analysis (NVivo) to interpret the data.

Part 4: Story Development and Visualization

Create a Narrative: Develop a compelling story that communicates the findings.

Visualize the Information: Use Tableau or Power BI to create interactive and engaging visualizations.

Part 5: Writing and Reporting

Draft the Report: Using Scrivener or Google Docs, write a comprehensive report, integrating narrative, visuals, and data insights.

Include Citations: Ensure proper citations and references in the report as per the chosen citation style (e.g., APA, MLA).

Part 6: Presentation and Peer Review

Present the Project: Prepare a PowerPoint or Prezi presentation for class.

Participate in Peer Review: Engage in a constructive critique of fellow students' projects.

Deliverables:

Research proposal.

1. Cleaned data files.
2. Analytical results (charts, graphs, etc.).
3. Written report (3000-4000 words) with proper citations and references.
4. PowerPoint or Prezi presentation.

Assessment Criteria:

1. Relevance and originality of the topic.
2. Thoroughness in data collection and analysis.
3. Effectiveness in storytelling and visualization.
4. Clarity, coherence, and professionalism in writing.
5. Engaging presentation and active participation in peer review.

Participatory Learning Activities:

Workshops and Hands-on Labs:

Purpose: To provide students with practical experience in using various tools for data collection, analysis, and visualization.

Activity: Organizing regular workshops where students can experiment with tools such as SPSS, Tableau, and Python, guided by experts or instructors.

2. Group Research Projects:

Purpose: To foster teamwork and collaboration while working on complex data-driven journalism projects.

Activity: Students are grouped into teams to work on a semester-long project, focusing on different aspects of media research and data journalism.

3. **Peer Review Sessions:**

Purpose: To develop critical thinking and constructive feedback skills.

Activity: Students present their work to peers for feedback and criticism. These sessions will be guided by established peer-review protocols, enhancing the learning experience.

4. **Guest Lectures and Industry Interaction**:

Purpose: To provide exposure to industry practices and networking opportunities.

Activity: Inviting industry experts and media professionals for guest lectures or panel discussions, providing students with real-world insights.

5. Data Journalism with Real World Problems:

Purpose: To promote innovation, quick thinking, and problem-solving.

Activity: Organizing hackathons where students work in teams to solve a data journalism problem within a limited timeframe.

6. Online Discussion Forums:

Purpose: To encourage continuous learning, reflection, and participation outside the classroom.

Activity: Creating online forums where students can discuss readings, share ideas, ask questions, and engage in meaningful dialogue with classmates and instructors.

7. Field Trips and Real-world Observations:

Purpose: To provide firsthand experience of media research and data journalism in practice.

Activity: Organizing visits to media houses, research institutions, or observing a live data-driven newsroom operation.

8. Interactive Seminars and Debates:

Purpose: To develop speaking, argumentation, and analytical skills.

Activity: Hosting seminars and debates on controversial topics in media research and data journalism, allowing students to explore different viewpoints.

9. Ethical Dilemma Discussions:

Purpose: To install ethical considerations in research and journalism practices.

Activity: Conducting classroom discussions on ethical case studies, encouraging students to contemplate and articulate their ethical reasoning.

10. Community Engagement Projects:

Purpose: To apply data journalism skills for community benefits and social change.

Activity: Collaborating with local community organizations for research and reporting projects, focusing on environmental or social issues.

Topics relevant to "Skill Development": Data Analysis, Research Data Sources, Using Data software 'Skill Development' through Participative Learning Techniques. This is attained through assessment component mentioned in course handout.

Topics relevant to "Skill Development": Data Analysis, Research Data Sources, Using Data Software

Catalogue prepared by	Mr. Archan Mitra
Recommended bythe Board of Studies on	5th June 2024
Date of Approvalby the Academic Council	3rd August 2024

Course Code: BAJ2008	Course Title: Film Studies	L-T- P- C	1	0	2	2
Version No.	1					
Course Pre-requisites	BAJ1011					
Anti-requisites	NIL					
Course Description	This course takes you beyond simply watching films, offering a deeper look into the world of cinema. You'll explore key film theories, analyze visual techniques, and uncover hidden meanings within movies. By critically examining films as texts, you'll gain insight into social commentary, directorial decisions, and the art of visual storytelling. Get ready to become a more perceptive viewer and experience cinema from a fresh, analytical perspective.					
Course Objective	**The objective of the course is Skill Development of student by using Participative Learning techniques**					

Course Outcomes	On successful completion of this course the students shall be able to: CO1. To understand the film language/genres. **(Understand)** CO2. To analyse the classical film theory (**Analyze**) CO3. To analyse the progression of film history (**Analyse**) CO4. To apply critical thinking into reviewing films (**Apply**)

Course Content:				
Module 1	**Introduction to Film Studies**	**Assignment**	**10 Sessions**	**[Understand]**

The Elements of Film: Mise-en-scène, Cinematography, Editing, Sound, Narrative, Film Genres: Action – Science fiction.

Module 2	**Film Theory**	**Assignment**	**10 Sessions**	**[Analyse]**

Classical Hollywood Cinema, Auteur Theory, Realism, Psychoanalysis, Feminist Film Theory, Marxist Film Theory, Structuralist Film Theory, Apparatus Theory, Postcolonialism, Genre Theory, Narrative Theory, Indian Film Theory

Module 3	**Film History**	**Assignment**	**10 Sessions**	**[Analyse]**

Film History: Early Cinema (1890s - 1900s), Silent Era (1910s - 1920s), The Studio System (1920s - 1960s), Classical Hollywood Cinema, The Rise of Sound (1920s - 1930s), European Cinema (1920s - 1950s), Post-War Hollywood (1940s - 1960s), The New Hollywood (1960s - 1970s), Blockbuster Era (1970s - Present), Independent Cinema (Throughout Film History), World Cinema (Throughout Film History).

Module 4	**Indian Cinema**	**Assignment**	**15 Sessions**	**[Apply]**

History of Indian Cinema; Early developments in production and reception of film in India; Dada Saheb Phalke and the practice of the 'Mythological'; Film in the silent era: Studio system – New theatres, Elphinstone studio, Imperial films, Kohinoor film Co.; Early Auteurs-Sathyajit Ray; Angry young man after-Stardom-Ramesh sippy; Regional cinema- Adoor Gopalakrishnan: Olavum Theeravum (Malayalam) Janu Barua: Aparoopa (Assamese) Pattavi Rama Reddy: Samaskara (Kannada) Aribam Syam Sharma: Imagi Ningthem (Manipur) Ketan Mehta: Bhav ni Bhavai (Gujrati)

Targeted Application & Tools that can be used:

Film Diary**:** Students use film Diary to keep a track of the films they have watched

Project work/Assignment:

Objective 1: The module aims to equip students with critical tools to analyze films both technically and thematically, fostering a deeper engagement with cinema as an art form and cultural product.

Assignment 1- Explain one of the iconic movie scene with all the elements of a film.

Objective 2: To provide students with a comprehensive understanding of the major theoretical frameworks that have shaped the study of cinema. This module aims to critically engage students with diverse perspectives—including aesthetic, ideological, psychological, feminist, structuralist, and cultural theories—to analyze and interpret films within their historical, social, and political contexts.

Assignment 2- Pick one of the movie and connect to a theory and write a review on it.

Objective 3: Students will develop the ability to contextualize films within their historical periods and recognize cinema's role as both an artistic medium and a cultural product.

Assignment 3-Film Analysis

Objective 4: To provide students insight into the ways Indian cinema reflects and shapes the nation's complex identities and narratives.

Assignment 4- Podcast- Review a movie of your Choice

Textbooks:

5. Introduction to Film Studies edited by Jill Nelmes

6. "Our Film Their Film" by James Monaco

7. Film Art: An Introduction by David Bordwell, Kristin Thompson, and Jeff Smith.

8. Film Theory: An Introduction by Robert Stam.

9. The Film Analysis Guide by Yale University.

References:

1. Thinking about Film by Walter Murch.

2. Narrative Theory by David Bordwell.

3. Psychoanalysis and Cinema by Slavoj Žižek.

4. The Post-Cinema Effect by Walter Benjamin.

5. Women & Film: An International Journal.

Website:

1. Senses of Cinema

2. Film Comment

3. The Criterion Collection

4. Mubi

5. Society for Cinema and Media Studies

Topics relevant to "Skill Development": Film Analysis and Critical Thinking, 'Skill Development' through Partcipative Learning Techniques. This is attained through assessment component mentioned in course handout.

Topics relevant to "Skill Development": Film Language, Film grammar, Film Analysis, Critical Thinking.

Catalogue prepared by	Padmavathi S/Dr. Ashish Sharma
Recommended by the Board of Studies on	5th June 2024
Date of Approval by the Academic Council	3rd August 2024

Course Code: BAJ2009	Course Title: Advertising and Copywriting					
	Course: School Core	L- T-P- C	3	0	0	3
Version No.	1.0					
Course Pre-requisites	BAJ 2010					
Anti-requisites	-Nil-					
Course Description	This course introduces students to the fundamentals of advertising and the creative process of copywriting. It explores the role of advertising in media, marketing, and society. Students will learn to conceptualize, write, and evaluate advertising content across various platforms, including print, television, and digital media. The course emphasizes skill development in writing persuasive, targeted, and ethically responsible advertising copy.					
Course Outcomes	CO1: To understand the basic concepts and functions of advertising. **(Understand)** CO2: To analyze the structure and appeal of various advertising formats. **(Analyze)** CO3: To apply creative strategies and write effective advertising copy. **(Apply)** CO4: To evaluate the effectiveness and ethical considerations in advertising content. **(Evaluate)**					
Course Content:	<mark>The objective of the course is the SKILL DEVELOPMENT of students by</mark> using PARTICIPATIVE LEARNING techniques.					

Module 1	Introduction to Advertising	Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning	12 Sessions	[Understand]

Topics:
 Meaning, Definition, and Importance of Advertising. Types of Advertising, Role of Advertising in Marketing • Advertising as Communication

Module 2	Advertising Strategies and Appeals	Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/Q&A/Simulations and Digital Tools/Debates and Role Play/Flipped Classrooms	12 Sessions	[Analyze]

Topics: Advertising Objectives, Positioning and Targeting, Advertising Appeals, AIDA Model, and USP

Module 3	Copywriting Techniques	Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/	12 Sessions	[Apply]

| **Topics:** Basics of Copywriting, Writing Headlines, Taglines, Body Copy • Writing for Print, TV, and Digital Ads, Creative Briefs |

| Module 4 | Advertising Ethics and Evaluation | Interactive Lectures/Case-Based Learning/Flipped Classroom/Project-Based Learning/ | **9 Sessions** | **[Evaluate]** |

Topics: Ethical Issues in Advertising • Regulatory Bodies • Measuring Effectiveness of Advertisements, Case Studies

Project work/Assignment:

1. Objective: To identify various types of advertising and their purpose.
➢ Assignment: Prepare a report with examples of five different types of advertisements and their objectives.
2. Objective: To analyze appeal and messaging in successful ad campaigns.
➢ Assignment: Choose a well-known campaign and analyze the advertising strategy, appeal, and impact.
3. Objective: To practice writing persuasive ad copy.
➢ Assignment: Write original ad copy for a fictional product using headlines, body copy, and taglines.
4. Objective: To evaluate ethical concerns and effectiveness in advertising.
➢ Assignment: Choose an advertisement and critique its ethical aspects and overall impact.

Targeted Application and Tools Used:
Design and Content Creation Tools, SEO and Content Optimization Tools, Advertising Platforms and Management Tools, Analytics and Performance Tracking Tools, Specialized Tools for Campaign Testing and Optimization

REFERENCE MATERIALS:

Text Book(s)

1. George E Belch, Michael, Keyoor Purani. Advertising and Promotion. Mc Graw Hill

2. Jefkins, Frank, and Daniel Yadin. *Advertising*. Pearson.

3. Kumar, S. Ramesh, and Anup Krishnamurthy. *Advertising and Branding   Basics*. Sage.

Seminal Articles

1. "Positioning: The Battle for Your Mind" by Al Ries and Jack Trout (1981)

2. "Building Strong Brands" by David A. Aaker (1996)

3. "How Has the Digital Environment Affected Advertising Creativity?" by Petra Goor, Gayle Kerr, and Hyun Seung Jin (2022)

4. "Does Traditional Advertising Theory Apply to the Digital World?" by Francis J. Mulhern (2015)

Recommended Reading

1. "The Future of Copywriting and How to Adapt" by Harvard Business Review

2. "Digital Marketing Transformation in Emerging Markets" by McKinsey

3. "AI in Advertising: The New Frontier" by Forbes

5. "Global Digital Advertising Trends" by eMarketer

E-Books

1. https://www.jonloomer.com/blog/facebook-ads/

2. https://www.adroll.com/resources/guides/programmatic-advertising

3. https://www.smartpassiveincome.com

4. Contagious eBook

5. The Art of Digital Branding eBook

6. The 22 Immutable Laws of Branding eBook

Web Resources

1. https://blog.hubspot.com/

2. https://brandingstrategyinsider.com/

3. Neil Patel Blog

4. Moz Blog

5. https://contentmarketinginstitute.com/

6. https://adage.com/

7. https://www.smartpassiveincome.com/

8. https://www.socialmediaexaminer.com/

9. https://www.marketingprofs.com/

10. Kissmetrics Blog

Topics relevant to "SKILL DEVELOPMENT": The course promotes skill development in persuasive communication, audience targeting, creative ideation, and multimedia writing through participative and hands-on learning techniques.	
Catalogue prepared by	**Dr.Prathibha. Vinod**
Recommended by the Board of Studies on	**5th June 2024**
Date of Approval by the Academic Council	**3rd August 2024**

Course Code: BAJ3011	Course Title: Organizational Behavior and Media Organizations Type of Course: Discipline Core Theory	L-T- P- C	3	0	0	3
Version No.	**2.0**					
Course Pre-requisites	**BAJ 3003**					
Anti-requisites	**-Nil-**					
Course Description	This course explores human behaviour within the organizational context, with a specific focus on media environments. It examines how individuals and groups function as part of the broader social and cultural systems in media organizations. Emphasis is placed on the dynamics of communication, conflict resolution, leadership styles, motivation, and coordination in the workplace. Students will learn to apply these concepts to enhance human resource development and organizational effectiveness. The course also provides industry-specific insights into how organizational behavior influences the functioning and culture of media institutions.					
Course Objective	The objective of the course is Skill Development of students by using Participative Learning techniques.					
Course Outcomes	On successful completion of the course, the students shall be able to: **CO1**. To explain the relevance and application of organizational behavior principles within media organizations, focusing on real-world dynamics and newsroom culture. (**Understand**) **CO2**. To identify and interpret the complexities involved in managing individual and group behaviour in creative and high-pressure media environments. (**Apply**) **CO3**. To evaluate the influence of personality traits, learning capacity, leadership styles, and motivation on employee performance and organizational effectiveness in media settings. (**Evaluate**)					

	CO4. To analyze the impact of external sociological, economic, and political factors on decision-making and operational structures within media organizations. (**Analyse**)			
Course Content:				
Module 1	**Introduction to Organizational Behavior**	Lecture Discussion	**11 Sessions**	**[Understand]**

Topics:

Meaning, Fundamental concepts, Definition; Approaches to OB; Characteristics and limitations of OB; Challenges and Opportunities of OB; Models of OB.

Module 2	**Personality and Values**	Lecture/Discussion	**11 Sessions**	**[Apply]**

Topics:

Definition and Features; Big Five model, MBTI, Johari Window; Managerial Implications of Personality; Perceptions and Attributions: Definition, Features, Factors Affecting Perception, Process Attribution, Perceptual and Attribution Errors, Managerial Implications of Perception

Module 3	**Groups and Teams**	Lecture, discussion	**11 Sessions**	**[Evaluate]**

Topics:

Definition, Features; Group development stages; Group vs. Teams; Managing and Developing Effective Teams; Conflict Management: Definition, Features, Types of Conflict, Conflict Resolution; Strategies, Relationship between Conflict and Performance.

Module 4	**Organizational culture in media organizations**	**Samples, case studies, discussions, experiential learning**	**12 Sessions**	**[Analyse]**

Topics:

OB Concepts as applied to the dynamic nature of media organization; OB with specific reference to media: conducting job analysis, selecting the right; people for the job, orientation and training, benefits and incentives, resolving disputes, Group dynamics and conflict resolution; Understanding the psyche of creative minds; Managing the external factors affecting media organizations: Sociological, Economic and Political

Targeted Application and Tools Used

Samples of different kinds of different organizational and hierarchical structures can be discussed. Skits, group discussions.

Project work/Assignment:

1. **Objective:** To develop the ability to identify and apply basic organizational behaviour concepts in media-specific work environments.

   ➢ Write a short essay (400–500 words) explaining the importance of Organizational Behaviour (OB) in media organizations.

2. **Objective:** To apply personality and perception concepts in analyzing individual and group behavior within media organizations.

   ➢ Identify your personality type using the MBTI or Big Five model.

   ➢ Draw and complete a simple Johari Window for yourself.

   ➢ List two perception-related challenges in team-based media work.

3. **Objective:** To evaluate how personality, leadership, and motivation influence teamwork and performance in media environments.

   ➢ Choose a media organization (real or imagined) and evaluate how leadership style, personality traits, motivation, and conflict resolution influence team performance and effectiveness.

4. **Objective:** To analyze how external sociological, economic, and political factors influence media organizations' decision-making and operations.

> ➢ Choose a media organization and analyze how external sociological, economic, and political factors affect its decisions related to recruitment, team management, training, or conflict resolution.

Text Book:

1. Nahavandi, A., Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2015). *Organizational behavior*. SAGE Publications.

 2. Aswathappa, K. (2005). *Organizational behavior*. Himalaya Publishing House.

Recommended Reading:

1. Elaine Pofeldt, "This Crime in the Workplace is Costing US Business $50 Billion a Year," *CNBC*, September 12, 2017, https://www.cnbc.com/2017/09/12/workplace-crime-costs-us-businesses-50-billion-a-year.html; and "Shoplifting, other Fraud Cost US Retailers $44 Billion in 2014: Survey," CNBC, June 24, 2015, 2. 2. **2.**https://www.cnbc.com/2015/06/24/shoplifting-other-fraud-cost-us-retailers-44-billion-in-2014-survey.html.

Video Lectures:

1. Introduction to Organizational Behaviour: https://youtu.be/OOmAqWRDUDY

2. Introduction to Organizational Behaviour: https://youtu.be/QQlS5ipfxeM

E-Books

1. Organization and Organizational Behaviour http://bitly.ws/oxnm

2. Organizational Behavior http://bitly.ws/oxno

Web Resources

1. https://library.tmc.ac.uk/film-media/online

2. https://guides.library.georgetown.edu/media/websites

3. https://loyalistlibrary.com/mediastudies/oer

Select case studies / Seminal articles

1. Fischer, R., Ferreira, M. C., Assmar, E. M. L., Redford, P., & Harb, C. (2005).

Organizational behaviour across cultures: Theoretical and methodological issues for

developing multi-level frameworks involving culture. International Journal of Cross-

Cultural Management, 5(1), 27-48.

2. Nuckcheddy, A. (2018). The effect of personality on motivation and organizational

behaviour. Psychology and Behavioral Science International Journal, 9(2), 1-5.

3. Satish Thalladi, Organizational Behavior in Media Organizations:

https://bit.ly/3Hiy6Zt

Fulk, J., Steinfield, C. W., Schmitz, J., & Power, J. G. (1987). A social information

processing model of media use in organizations. Communication research, 14(5), 529-

552.

5. Spicer, A. (2020). Organizational culture and COVID-19. Journal of Management

Studies, 57(8), 1737-1740.

6. Aranki, D. H., Suifan, T. S., & Sweis, R. J. (2019). The relationship between

organizational culture and organizational commitment. Modern Applied

Science, 13(4), 137-154.

Itgalpur,

Topics relevant to "SKILL DEVELOPMENT": Skill development is fostered through participative learning techniques such as the **Johari Window** for self-assessment and personality mapping. Students also create a **sample media organization structure**, offering hands-on experience in understanding roles, hierarchy, and team dynamics relevant to the media industry.

Catalogue prepared by	**Dr. Prathibha V**
Recommended by the Board of Studies on	**5th June 2024**
Date of Approval by the Academic Council	**3rd August 2024**

Rajankunte, Yelahanka, Bengaluru – 560064

Course Code: BAJ3035	Course Title: Business Journalism					
	Course: School Core	L-T- P- C	2	0	2	3
Version No.	1.0					
Course Pre- requisites	BAJ 1010					
Anti-requisites	-Nil-					
Course Description	This course offers a comprehensive understanding of the evolving landscape of business journalism in India, with a strong focus on financial, economic, and investment reporting. It equips students with the essential skills required to cover the dynamic world of corporate affairs, financial markets, and government policy. Emphasizing analytical thinking, the course trains students to interpret business data, evaluate corporate and governmental announcements, and present complex financial information with clarity and accuracy. Additionally, the course explores the growth and challenges of India's industrial and agricultural sectors, enabling students to contextualize developments within the broader economic narrative.					
Course Content:	**The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNING techniques.**					
Course Outcomes	**CO1**. To understand business journalism's core principles, ethical practices, and evolving role across traditional and digital platforms. **(Understand)** **CO2**. To apply basic reporting skills to business and economic stories from various Indian and global media sources. **(Apply)** **CO3**. To analyze key economic policy frameworks and the role of media in shaping public understanding of financial issues. **(Analyze)**					

	CO4. To evaluate career opportunities, reporting formats, and essential skills required for modern business journalism. **(Evaluate)**			

Module 1	**Foundations of Business Journalism**	**Lecture /Case Discussions**	**12 Sessions**	**[Understand]**

Topics:

Core Skills of a Business Journalist in the Digital Era, Principles and Ethics in Business Reporting, News Sense & Source Development in Financial Reporting, Career Scope in Business Journalism (Traditional & New Media), Leading Indian and Global Business News Platforms (ET, Mint, Bloomberg, CNBC, etc.), Comparative Analysis of Print, Broadcast, and Digital Business Media

Module 2	**Indian Economy and Policy Landscape**	**Lecture and discussion**	**12 Sessions**	**[Apply]**

Topics:

Key Phases in Post-Independence Indian Economy, Five-Year Plans to NITI Aayog: Evolution of Planning Institutions, Liberalization, Globalization, Privatization (LPG) Reforms of the 1990s, Role of Financial Institutions: RBI, SEBI, Finance Ministry

Module 3	**Policy Frameworks and the Role of Media in Economic Communication**	**Lecture/ discussion**	**10 Sessions**	**[Analyze]**

Topics:

Policy Frameworks: Union Budget, Economic Survey, Startup India, Make in India, State and Regional Economic Planning Mechanisms, Media's Role in Shaping Public Understanding of Economic Theories

Module 4	Practical Business Reporting & Data Journalism	Lecture and discussion	11 Sessions	[Evaluate]

Topics:

News Writing, Structure, and Storytelling in Business Journalism, Editing for Clarity, Accuracy, and Impact, Data Visualization, Infographics, and Economic Indicators. Tools for Business Journalism: Excel, Google Data Studio, Tableau (Intro Level), Covering Budgets, Markets, and Corporate Affairs,

Social Media Tools for Financial News Dissemination, Ethics, and Challenges in Business Reporting

Targeted Application and Tools Used:

YouTube videos and TEDx talks, Excel, Google Data Studio

Project work/Assignment:

1. **Objective:** To build foundational knowledge of ethics, principles, and the evolution of business journalism

   ➢ **Assignment:**
   Write a short essay (500 words) explaining the principles and ethics that guide business journalism. Include one example each from traditional and digital platforms. Mention at least two ethical dilemmas journalists may face in financial reporting.

2. **Objective:** To develop the ability to identify, interpret, and write about business and economic news.

   ➢ Choose one recent business story each from an Indian and a global news outlet and summarize both in your own words. focusing on the main event, sources, and reporting style. Highlight any differences in presentation or tone

3. **Objective:** To build analytical skills by examining policy content and its media portrayal.

   ➢ Select any one policy framework. Find two media articles covering it and analyze how the media has presented the policy. Discuss the tone, key points emphasized, and how the coverage may influence public opinion.

4. **Objective:** To help students explore career paths and assess the skills needed for success in business journalism.

➢ Prepare a presentation or report on three different business journalism roles. For each role, include required skills, preferred platforms, and one real-world example or job listing.

Selected Case Studies / Seminal Articles

1. Machin, D., & Niblock, S. (2010). The new breed of business journalism for niche global news: The case of Bloomberg News. Journalism Studies, 11(6), 783-798.

2. Danford Zirugo, Negative Memory Mobilization: Moments of Journalistic Failure as an Interpretive Lens, Journalism Practice, 10.1080/17512786.2021.1929415, (1-16), (2021).

3. Dan Zhang, Paul Dwyer, An Extraordinary Duckling, The Handbook of Magazine Studies, 10.1002/9781119168102, (120-135), (2020).

4. Nikki Usher, Making Business News: A Production Analysis of The New York Times, International Journal of Communication (2017).

de Paiva Jacobini, M. L. (2008). Economic journalism and the conception of market: a content analysis of the economy sections of Folha de S. Paulo and O Estado de S. Paulo. Brazilian journalism research, 4(2), 176-194

Resources

Books:

1. Hohn Sloman, Mark Sutcliffe, Economics for Business (2006), Pearson (Third Edition)

2. Angela Philips, Journalism in Context- Practice and Theory for the Digital Age (2015), Routledge. (Special edition)

3. Vir Bala Aggarwal, Essentials of Practical Journalism (2006). Concept Publishing Company

Recommended Reading:

1. Machin, D., & Niblock, S. (2010). The new breed of business journalism for niche global news: The case of Bloomberg News. Journalism Studies, 11(6), 783-798.

    2.   Danford Zirugo, Negative Memory Mobilization: Moments of Journalistic Failure as an Interpretive Lens, Journalism Practice, 10.1080/17512786.2021.1929415, (1-16), (2021).

 3. Dan Zhang, Paul Dwyer, An Extraordinary Duckling, The Handbook of Magazine Studies, 10.1002/9781119168102, (120-135), (2020).

 4.   Nikki Usher, Making Business News: A Production Analysis of The New York Times, International Journal of Communication (2017).

Video Lectures:

1. Ethics in Business Journalism: https://youtu.be/Y6d0kMGXK8c

2. Business Journalism Introduction: https://youtu.be/rvU7b33BVjc

3. Agriculture and Industrial Sector https://youtu.be/VGJ1mB2Yxls

4. https://youtu.be/CrXosJJ_yoI?si=henzJekmM9yjqSnX

5. https://youtu.be/xE6URUlo074?si=fLyQp_JdHKZiyEwT

6. https://youtu.be/OS0wQLkclhA?si=7zwn8N_Jj8TTl5lT

7. https://youtu.be/rvU7b33BVjc?si=OjD2pAHdlPUFSZ2r

8. https://youtu.be/VZrMrNSb1AY?si=K51JlIZXgXz4uxax

9. https://youtu.be/94IP0zWzwG0?si=FFu9griiTFCwHU5d

10. https://youtu.be/ZlezzVTC-eM?si=PDcyRt262kPTfqKC

11. https://youtu.be/1Lo_5pO10N4?si=M8QiqzReRBTLFFV5

12. https://youtu.be/XPU989q_An0?si=iI98pzdeRmbd-IZ1

13. https://youtu.be/66DYXh8ExRc?si=_hq8IxTUMWgi1d0C

14. https://youtu.be/c0Dex15tJ-c?si=9mlV15RN1gpGyIvz

E-Books:

1. Introduction To Business and Economic Journalism: https://bit.ly/3gzXHl6

2. Business Journalism for the General Reader: https://bit.ly/3gyxB1L

Web Resources:

1. https://www.indiabudget.gov.in/

2. https://www.theceo.in/review/best-business-newspapers-in-india-you-must-read

3. https://www.bing.com/ck/a?!&&p=07ed8c7cbb69ceb6JmltdHM9MTcxOTg3ODQwMCZpZ3VpZD0wZGI4MjZjYy0xY2FhLTZmNzMtM2IxZS0zNGY5MWQ1ZDZlMDgmaW5zaWQ9NTI3NQ&ptn=3&ver=2&hsh=3&fclid=0db826cc-1caa-6f73-3b1e-34f91d5d6e08&psq=kpmg++media+and+entertainment+report&u=a1aHR0cHM6Ly9rcG1nLmNvbS91cy9lbi9pbmR1c3RyaWVzL21lZGlhLmh0bWw&ntb=1

Topics relevant to Skill Development through Participative Learning Techniques

This is attained through the / Presentation/ as mentioned in the assessment component: The course enhances skills in interpreting financial data, analysing policy frameworks, and simplifying complex economic concepts for public understanding. Students build reporting skills through exercises in news writing, market tracking, budget analysis, and video-based field reporting on business topics.

Catalogue prepared by	**Dr. Prathibha.Vinod**
Recommended by the Board of Studies on	**5th June 2024**
Date of Approval by the Academic Council	**3rd August 2024**

Course Code: BAJ3010	**Course Title:** Event Management **Type of Course: Program Core**	L- T-P- C	1	0	0	2
Version No.	**1.0**					
Course Pre-requisites	**BAJ 2010**					
Anti-requisites	**-Nil-**					
Course Description	This course offers a comprehensive overview of the event management industry, exploring various types of events and the strategic role communication plays in their planning and execution. It delves into the core components of the event management process, including ideation, logistics, promotion, and audience engagement. With the growing saturation of traditional communication channels, the course emphasizes how events have emerged as powerful tools for brand awareness and promotional impact. Students will also gain insights into event evaluation, performance assessment, and evolving trends shaping the future of the industry.					
Course Objective	The objective of the course is Skill Development of students by using Participative Learning techniques.					
Course Outcomes	On successful completion of the course, the students shall be able to: **CO1**. To describe the role and purpose of event management. **[Knowledge]** **CO2**. To explain the techniques and strategies required to plan successful events. **[Comprehend]** **CO3**. To interpret the impact of event management on brand awareness and brand building. **[Apply]** **CO4**. To analyse strategies for effective management of events using analytical tools **[Analyse]**					
Course Content:						

	Event and Event Management	**Lecture Discussion**	**10 Sessions**	**[Knowledge]**
Module 1				

Topics:

Event: Definition and Types • Event as a Communication and Marketing Tool • Event Management: Definition and Elements • 5C's of Event Management

Module 2	Event Management Organizations	Lecture/Discussion	10 Sessions	[Comprehend]

Topics:

Organizational Structure of an Event Management Company • Event Management Personnel: Role and Responsibility • Account Planners and Liasoning • Business Operations and Accounting

Module 3	Event Management Process	Lecture, discussion	10 Sessions	[Apply]

Topics:

Event Proposal Planning: Licenses, Permissions and Legalities • Human resource management: Need Assessments, Policies and Procedures, Job Descriptions, Recruitment and Motivation • Event Budget and Methods of Revenue Generation

Module 4	Marketing and Event	Lecture, discussion	15 Sessions	[Analyse]

Topics:

Types of Advertisement • Merchandising • Give Always • Website communication and text messages • Media invitations, press release, TV and Radio Channel broadcasting • Flyers, posters /newsletters as promotional tools

Targeted Application and Tools Used

Samples of different kinds of events can be shown to the students, group discussions, mock events.

Project work/Assignment:

1. **Objective:**

   To develop foundational knowledge of events, their types, and the role they play in communication and branding.

   ➢ **Assignment:**

   Prepare a short report (500 words) describing five different types of events and explain how each serves as a tool for communication or marketing. Include the key elements and 5 C's of event management in your explanation.

2. **Objective:**

To understand the internal structure and operational roles within an event management company.

> **Assignment:**
>
> Create a flowchart representing the organizational structure of an event management company. Label each role and briefly describe their responsibilities. Submit a short written explanation of how the team collaborates during event planning.

3. **Objective:**

   To apply event management strategies in designing brand-focused events.

   > **Assignment:**
   >
   > Design a concept note for a brand promotion event. The event's objective, target audience, licensing or legal requirements, HR planning, and a rough budget. Explain how the event will contribute to building the brand.

4. **Objective:**

   To analyse the effectiveness of promotional strategies and marketing tools in event execution.

Assignment:

Choose any one successful real-life event and analyze its marketing strategies. Prepare a presentation or report highlighting the use of media, advertising types, PR tools and digital platforms. Conclude with an analysis of what worked well and what could be improved.

Text Book

1. K. Niraj. (2009). Integrated Marketing Communications: Himalaya Publishing House

2. K. Purnima. (2011). Event Management: Anmol Publications Pvt Ltd.

3. Shone, A., & Parry, B. (2013). Successful Event Management: A Practical Handbook. Andover: Cengage Learning.

4. Hoyle, L. H. (2002). Event Marketing: How to Successfully Promote Events, Festivals, Conventions, and Expositions. New York: Wiley.

5. Goldblatt, J. (2014). Special Events: Creating and Sustaining a New World for Celebration. Hoboken, New Jersey: Wiley.

6. Hasan, S. (2022). *Mass communication: Principles and concepts*. CBS Publishers and Distributors Pvt. Ltd.

Video Lectures

Topics relevant to MSME in DEVELOPMENT: Introduction to Common link two n for Skill Development Eventual Participative learning through MOOC. This is Attained through assessment component. Event Planning urld : https://youtu.be/communil oaktiw for Skill Development 2 Eventual Participative learning through MOOC. This is Y attained through assessment compone3nt Event Planning urld : http://youtu.be/2HsSa_Ag5SA

Catalogue prepared by	Dr.Prathibha.V

| | Feedback |
| 1. | Event Management https://backup.pondiuni.edu.in/sites/default/files/event-mgt26021 4.pdf |

Recommended by the Board of Studies on	**5th June 2024**

2. https://ebooks.lpude.in/management/bba/term_5/DMGT304_EVENT_MANAGEM E NT.pdf

3. Introduction to Event Management

Date of Approval by the Academic Council	**3rd August 2024**

https://www.uou.ac.in/sites/default/files/slm/HM-402.pdf

Event Planning Guid

4. Event Management https://ncert.nic.in/textbook/pdf/lehe209.pdf

e:

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ERI/pdf/events_planningguide.pdf

Principles of Event Management:

http://www.universityofcalicut.info/SDE/VI_Sem_BMMC_Principles_of_event_management.
pdf

Web- Resources

1. Comprehensive Guide to Event Planning: https://www.thebalancesmb.com/event-planning-guide-1223677

2. Event Planning Templates and Resources: https://www.smartsheet.com/free-event-planning-templates

3. Essential Event Planning Tools: https://www.wrike.com/blog/event-management-tools/

4. Event Planning Checklist: https://www.eventbrite.com/l/event-planning-checklist/

5. Top Event Planning Tools: https://www.bizzabo.com/blog/event-management-software-tools

10. Event Planning Strategies and Resources: https://blog.hubspot.com/marketing/event-planning-guide

Course Code: ENG2011	Course Title: CREATIVE WRITING Type of Course: Open Elective	L-T-P-C	2-1-0-3
Version No.	1.0		
Course Pre-requisites	Effective Writing Skills		
Anti-requisites	NIL		

Course Description	This course will offer an extensive introduction to concepts associated with creative writing including the art, craft and the fundamental skills essential for aspiring creative writers. Students will explore literary devices, narrative techniques, and themes of identity and belonging by analysing contemporary texts. The course will provide students with hands-on writing exercises, including close readings, creating blackout poetry, and writing memoirs or persuasive stories for social change. Students will also engage with digital tools like Twine and social media to create interactive and multimedia narratives. By experimenting with different genres and forms, students will refine their writing skills and develop a personal creative voice. Collaborative feedback and peer reviews are integral to the learning process. Assignments and group activities will assess students' proficiency in understanding the techniques of creative writing and producing a substantial original creative text in the genre of their choice.
Course Objective	The objective of this course is to provide students with a comprehensive understanding of the principles and techniques of creative writing and enable them to develop their own distinctive writing voice.
Course Outcomes	On successful completion of this course, the student shall be able to: CO1: Distinguish the foundational elements of creative writing and narrative techniques to craft engaging and impactful stories across diverse genres. CO2: Interpret a text by focusing on formal structures and theme to enhance critical thinking and the ability to evaluate and emulate effective writing styles. CO3: Demonstrate the ability to create and adapt narratives for digital platforms to meet the demands of contemporary media and connect with digital audiences. CO4: Produce expressive and persuasive narratives that communicate ideas effectively and inspire action or emotional engagement.

Course Content: Theory Sessions

Module 1	Introduction to Creative Writing	Assignment	8 Sessions	[Understand]

- Introduction to Creative Writing – Understanding Creativity and Storytelling
- Poiesis: Poetic Devices and Sound Devices
- Exploring Forms: Poetry, Fiction, Nonfiction, Drama, Memoir, Narrative Essay and Hybrid Forms
- Introduction to Points of View
- Elements of Narration: Character, Dialogue, Setting, Narration, Voice, Tense, Mood and Atmosphere

Module 2	Close Reading and Interpretation of Texts.	Assignment	6 Sessions	[Evaluate]

- Introduction to Close Reading

- Close Readings of "Home" by Warsan Shire, "Identity Card" by S Joseph and "An Introduction" by Kamala Das.
- Reading the Novel *Karukku* by Bama

Activity

Compare themes of identity, belonging, and social critique across the three poems ("Home", "Identity Card" and "An Introduction")

Create a Blackout Poetry from the aforementioned poems

Module 3	Writing for the Digital Age	Group Project	8 Sessions	[Apply]

- Digital storytelling: Social media narratives and trends
- Flash fiction, Free writing and Sensory Writing
- Writing interactive/branching narratives
- Fanfiction and remix culture as creative tools

Activity:

Create a choose-your-own-adventure story (using Twine)

Write a micro fiction based on a popular meme

Module 4	Expressive and Persuasive Writing	Presentation	8 Sessions	[Create]

- Persuasive storytelling for social change: Choose a social issue you feel passionate about (e.g., climate change, mental health awareness, equality) and write a persuasive short story around the issue.
- Write a memoir or a personal essay from a lived experience
- Create Multimodal Writing or Text for Social Media Platforms
- Reading "Girl" by Jamaica Kincaid

Course Content: Tutorial Sessions

Module 1	Introduction to Creative Writing		4 Sessions	[Understand]

Icebreaker: Use Metaphor Dice to create a poem.

Textual Analysis: Read and discuss Zadie Smith's "Joy", focusing on personal voice and narrative style.

Reflective Writing: Write a brief piece on a moment of "joy" or a contrasting emotion.

Module 2	Close Reading and Interpretation of Texts.		3 Sessions	[Evaluate]

Activity: Compose a poem based on a photograph and do peer review on it

Use Padlet or Google Jamboard to post the reviews for a collaborative feedback session.

Module 3	Writing for the Digital Age		4 Sessions	[Apply]

Create a Social Media Narrative

Writing a fanfiction:

1. Select a character, setting or plotline from a list of classic or contemporary works

2. Write a short piece that reimagines the chosen story or character in a new context (e.g., Hamlet in a corporate world, a superhero grappling with social media fame).

3. Using tools like Canva or Instagram story templates, create a visual or multimedia representation of the piece)

Module 4	Expressive and Persuasive Writing		4 Sessions	[Create]

Meet the Author: An interactive session with a contemporary author

Group Activity: Scriptwriting and Enactment – Students will collaborate in small groups to write an original script for a short play, focusing on character development, dialogue, and plot progression, and will perform their script in class as a culminating creative exercise

Targeted Application & Tools that can be used:

1. Writing Skills

2. Creative Writing

3. Critical thinking

Tools: Social media, Twine, Padlet, Books, and Research Papers/Articles

Project work/Assignment:

Assignment on Reflective writing: Write a brief piece on a moment of joy or a contrasting emotion

Compose a poem based on a photograph and do a peer review on it

Group Project on writing a fan fiction

Group Activity: Scriptwriting and Enactment

References

Books:

R1: Smith, Zadie. "Joy". *The New York Review of Books,* 21 Dec. 2013

R2: Le Guin, Ursula K. *The Ones Who Walk Away from Omelas*. In *The Wind's Twelve Quarters*. Harper & Row, 1973.

R3: Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*. Oxford University Press, 1981

R4: Atwood, Margaret. *On Writers and Writing.* Virago, 2002.

R5: Berger, Joh. *Ways of Seeing*. Penguin Classics, 2008.

R6: Morley, David and Philip Neilsen. *The Cambridge Companion to Creative Writing*. Cambridge University Press, 2012

Web resources:

1. https://granta.com/
2. https://writers.com/course/poetry-playhouse
3. https://www.writersdigest.com/
4. https://www.thecreativepenn.com/

Topics Relevant to "employability": Writing an original creative content **Topics Relevant to "Human Values and Professional Ethics":** Persuasive storytelling for social change: writing a persuasive short story around the issue.	
Catalogue prepared by	**Dr. Anusree B**
Recommended by the Board of Studies on	………..
Date of Approval by the Academic Council	

Course Code: **BAJ4001**	**Course Title: Industry Internship and Mini Project** **Type of Course: Program Core**	**L-T-P- C**	**0**	**0**	**0**	**3**
Version No.	2.0					
Course Pre-requisites	Over all understanding of the course.					
Anti-requisites	**-Nil-**					
Course Description	This course aims at imparting practical approach to the theoretical knowledge which they have gained in previous semesters.					
Course Outcomes	On successful completion of the course the students shall be able to: **CO1**: Understand the concept and purpose of Internships. **CO2**: Analyze various practical research approach to the theoretical knowledge. **CO3**: Identify, implement and evolve different research perspectives and understanding of the assigned topic. **CO4**: Enable students to have a pilot study and to carry out a comparative study on different modules of media and communication Internship Instructions					
Internship Instructions						
The Internship procedure spans a duration of 9 weeks and follows specific guidelines to ensure a structured and professional approach.						

The process is outlined as follows:

Choosing a Subject/Topic: The subject for the Internship should be focused, avoiding overly broad topics. It must be industry-oriented to allow for the availability of sufficient material and relevance to professional practice.

Finalization and Approval of the Topic: Once a topic is selected, students are required to fill out a synopsis in the University's prescribed format. This synopsis must then be approved by the assigned faculty guide, after which work on the Internship project can commence.

Online Registration: After topic approval, students must complete an online registration form, which will then be approved by the institution.

Allocation of Faculty Guides: Faculty guides are assigned to each student. It is important to ensure that the synopsis submitted to the faculty guide aligns with the form submitted online, as any discrepancies will result in the form not being approved.

Submission of Weekly Progress Reports (WPR): Students are required to submit a Weekly Progress Report to their respective faculty guide. This report is mandatory and serves as a key component of the internal evaluation process. The WPR must follow the prescribed format of the
University.

Daily Diary Maintenance: Students must maintain a daily diary documenting the work done during the course of the Internship. Regular communication with the faculty guide and professional supervisor is encouraged for guidance or clarification.

Drafting and Approving First and Second Drafts: The Internship project should be structured
as follows:

    1. A statement of purpose, limitations, and parameters.

    2. The main body, which includes references, ideas, and points of agreement or
    disagreement.

    3. A summary or conclusion, providing insights, further questions, and a concise recap. Drafts should be
    coherent, avoiding fragmented or overly long sentences, and only relevant information should be included.

Editing and Finalizing the Paper: Final editing should ensure that all quotations serve specific purposes, such as providing evidence or avoiding misrepresentation. The language should be polished, and proper formatting for citations, footnotes, and tables must be adhered to.

Submission of the Final Report: The final report must be prepared in accordance with the guidelines, incorporating any feedback from the faculty guide on earlier drafts. Along with the report, students must submit their WPR and internship diary.

Eligibility for Submission and Final Assessment: Students must meet the following conditions to be eligible for submission:

1. **Online registration for the Internship**
2. Approval of the topic, synopsis, and project plan.
3. Submission of at least 90% of the WPRs.
4. At least 80% of the WPRs must be deemed satisfactory.

The Internship report must follow the prescribed layout and include the following sections:

- Title Page: The title page must contain the University logo, project title, student's name, roll number, course, year, and supervisor's name. The university and department should be mentioned at the bottom.
- Preface: The abstract should succinctly summarize the project's scope and results without being overly descriptive.
- Acknowledgement: Any advisory or financial assistance received during the Internship should be acknowledged.
- Certificate from the Project Guide: A certificate from the faculty guide must be included.
- Table of Contents: The table of contents should correspond exactly to the titles and subtitles in the report.
- Introduction: The introduction should briefly explain the problem central to the Internship, with a clear project objective and, if necessary, a hypothesis.
- Literature Review: A detailed list of reviewed literature should be included.
- Research Design: This section should explain the design and methodology used during the Internship, including any modifications.
- Results and Discussion: This section should present and discuss the results of the
- Internship, drawing comparisons with previous work. All figures and tables should be placed near the associated text, properly numbered, and given titles or captions.
- Summary of Findings, Conclusion, and Recommendations: The conclusion should summarize the work, and any recommendations should be supported by the findings.
- Future Prospects: This section should highlight potential future research or professional areas based on the Internship project
- Appendices: Any supplementary material, such as additional data or documents, should be placed in the appendix.
- References/Bibliography: All cited works must be listed alphabetically by the author's surname and should follow proper formatting.

Project work/Assignment:

SI. No.	Parameter
1.	Introduction and Statement of the Problem
2.	Review of Literature
3.	Methodology/methods/Approach
4.	Data Collection, Analysis, Results findings/Outcomes and conclusions
5.	Future scope and Limitations outlined
6.	Quality of work and written expression
7.	Presentation and Communication

Catalogue prepared by	**Dr. Ashish Sharma / Mr Sarath A Pradeep**
Recommended by the Board of Studies on	**5th June 2024**
Date of Approval by the Academic Council	**3rd August 2024**

Course Code: BAJ3005	Course Title: Digital Media Marketing Type of Course: Discipline Elective	L-T- P- C	1	0	4	3
Version No.	-					
Course Pre-requisites	-Nil-					
Anti-requisites	-Nil-					
Course Description	This course imparts knowledge about strategies to attract customers through various digital channels. The course provides a solid foundation in digital marketing concepts such as technological platforms, SEO/SEM, Social Media Analytics, branding, and customer communication through new media strategies. It intendeds to teach practical knowledge of internet marketing as well as insights into human and organisational dynamics.					

Course Outcomes	On successful completion of the course the students shall be able to:
	1) Describe the concept of social media marketing for online communication 2) Understand frameworks and approaches to measuring consumers' digital actions 3) Apply knowledge gained to create and maintain social networking platforms for business 4) Evaluate the opportunities and challenges presented by New Media 5) Deploy appropriate web analytics tools and techniques

Course Content:

Module 1	SOCIAL MEDIA	Lecture, PP Discussion	10 Sessions	[Understand]

Topics:
- Social Media C Social Network: Brief history, Meaning and definition
- Features of social media and Social Network
- Types of Social Networking Sites
- Social Media C Issues
- Social Consumers and Social Influencers

Module 2	BRANDING ON DIGITAL MEDIA	Lecture, PPT, Discussion	12 Sessions	[Analyze]

    Topics:
- • Audience Research and Engagement in Global environment
- • Building Brand on Digital Media

- • Storytelling and User Generated Content on Digital Media Network
- • SEO, SEM, Keywords, Viral Marketing, E-mail Marketing and ZMOT

Module 3	BUILDING PERSONAL BRAND AND COMMERCE ON SOCIAL MEDIA	Lecture, PPT, Discussion	11 Sessions	[Analyze]

    Topics:
- • E-Commerce C Start-ups: Ideation, Plan and Management
- • Lead Generation and Personal Branding
- • Building a Multi-platform Social Media Marketing Strategy
- • Mobile Apps: M-Commerce and App Monetization

	SOCIAL MEDIA			

Module 4	MEASUREMENT AND METRICS	Lecture, PPT, Discussion	12 Sessions	[Evaluate]

Topics:

- Data Mining for Digital Media: Google Analytics, Website Audience Measurement
- Monetizing social media: ROI
- Role of social media in Marketing Research
- Case Studies on Digital Media Marketing: Digital India, Make-in-India, Skill India, Startup
- India, Stand up India

Experiential Learning Activities

1. In class competition on "Building personal professional brand using Linkedin"
2. Run a social influencing campaign for "Banning of single use plastic".
3. Watch Movie "The Social Network" and discuss how a college based personal branding experiment turns into a mega enterprise.
https://www.imdb.com/title/tt1285016/

Select Case Studies/ Seminal Articles

1. Nyagadza, B. (2021). Search engine marketing and social media marketing predictive trends. *Journal of Digital Media & Policy*.
2. Rana, N. P., Slade, E. L., Sahu, G. P., Kizgin, H., Singh, N., Dey, B., ... C Dwivedi, Y. K.
(Eds.). (2020). *Digital and social media marketing: Emerging applications and theoretical development*. Cham: Springer.
3. Bala, M., C Verma, D. (2018). A critical review of digital marketing. *M. Bala, D. Verma (2018). A Critical Review of Digital Marketing. International Journal of Management, IT & Engineering, 8*(10), 321-339

References
Books
1. Barker, M. S., Barker, D., Bormann, N. F., C Neher, K. (2013). Social Media Marketing:

A Strategic Approach. Mason, OH: South-Western Cengage Learning.

2. Charlesworth, A. (2014). An introduction to social media marketing. London: Routledge.

3. Parkin, G. (2009). Digital Marketing: Strategies for Online Success. London: New Holland.

4. Qualman, E. (2009). Socialnomics: How Social-Media Transforms the way we Live and do Business. Hoboken, New Jersey's: Wiley.

5. Singh, S., C Diamond, S. (2012). Social Media Marketing for Dummies. Hoboken, New Jersey's: Wiley.

Video Lectures

1. Digital Marketing Tutorial: https://youtu.be/nU-IIXBWlS4

2. Digital Marketing Tutorial for Beginners: https://youtu.be/hiEb1m7CXH4

E-Books

1. The Art of Digital Marketing http://bitly.ws/oxkw

2. Big Book of Digital Marketing http://bitly.ws/oxkz

Web- Resources

1. https://digitalagencynetwork.com/best-resources-to-learn-digital-marketing/

Topics relevant to development of 'FOUNDATION SKILLS':

Catalogue prepared by	**Padmavathi S, Dr. R Ravi Kumar**
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	:

Course Code: BAJ3007	Course Title: Communication for Social Impact Type of Course: Program Core Theory		L-T-P-C	3	0	0	3
Version No.	1.0						
Course Pre-requisites	Preferably interned with any NGO or active in NSS						
Anti-requisites	-Nil-						
Course Description	The course describes the traditions of employing communication for social change. It discusses the factors that influence theory and practice as well as new and evolving approaches to communicate for social change. This course explains as to how communication for social change is rapidly emerging. It further explains the goal to use communication processes, techniques and media to facilitate social, economic and technological developments.						
Course Objective	The objective of the course is Skill Development of student by using Participative Learning techniques.						
Course Outcomes	On successful completion of the course the students shall be able to: 1. Understand social change theories and their impact on social, cultural, political problems. [Knowledge] 2. Evaluate media's role and impact as a tool for social change. [Evaluation] 3. Assess the role and value of different media [Analysis] 4. Create social change campaigns addressing a specific systemic social/political problem. [Synthesis]						
Course Content:	Topics relevant to "SKILL DEVELOPMENT": Human Communication, Social Impact of Media and Communication, for Skill Development through Experiential Learning techniques. This is attained through assessment component mentioned in course handout.						

Module 1	Defining Change	Lecture Discussion	Class room presentation	11 Classes

Topics:
Definition of Change; How does how change happen; Theory of change; How does social change happen; How does social change operate in different contexts: individual, organizational; Strategic and structural elements of social change campaign planning.

Module 2	Framing the Communication for Social Change	Discussion and case studies	Class room presentation	11 Classes

Topics:
Creating Emotional Resonance and Amplification; Articulating the Social Change; Amplification of ideas /perspectives of Social Change; Eliciting emotional responses through Communication; Ethical Considerations while formulating Communication; Reporting Social Change; Line between Journalism and Advocacy.

Module 3	Communication via Media as a social change tool	Lecture and discussion	Demonstration	11 Classes

Topics:
Poster Art; Documentary; Street Art; Transmedia; Social media; Story Telling; Counter Narratives

Module 4	Various types of Communication for social change	Lecture and discussion	Demonstration and role play	11 Classes

Topics:
• Communication, Development, Dependency on Media; • Participatory Communications and Social Change • Health Communication C Social Change- Relationship between health communication and social change; • Digital Humanitarianism and Social Change- Introduction to the affordances of Digital Humanitarianism;• Communication Rights- Relationship between communication rights and Social Change.

Targeted Application and Tools used
Participating in any NGO activities.

Assignment: Mention the Type of Project /Assignment proposed for this course

1. Critically evaluate the recent communication by health ministry and how it has changes social attitude towards covid vaccination.
2. In-class competition on social communications campaigns on various social change topics. The competing student's groups to prepare communication campaign using Posters, Filers and Brochures, News Stories Articles, short videos, Radio jingles and Social Media campaigns.
3. Watch Movie: "Chahapak" and discuss issues pertaining to social change against disfiguring through acid attack.
4. https://www.imdb.com/title/tt9614460/?ref_=ext_shr_lnk

5. Debate competition of efficacy of "Swatch Bharat Abhiyab" on social campaign against

    public defecation.

6.

Text Book

1. Dutta, M. (2020). Communication, Culture and Social Change. Springer International Publishing.
2. Servaes, J. (Ed.). (2020). Handbook of communication for development and social change. Springer.
3. Tascón, S. M. (2019). Visual Communication for Social Work Practice. Routledge.
4. Srinivas R. Melkote. (2016). Media and Communication in Social Change: A critical review of development communication theory C practice. University of Mysore, Mysore.
5. Uma Narula. (2019). Development communication-Theory and Practice. Har-Anand Publication Pvt Ltd.

References

1. Bylieva, D.S., Lobatyuk, V.V., C Rubtsova, A.V.(2019, November). Information and communication technologies as an actie principle of social change. In IOP Conference Series: Earth and Environmental Science (Vol. 337, No. 1, p. 012054). IOP Publishing.
2. Mihelji, S., C Stanyer, J. (2019). Theorizing media, communication and social change: towards a processual approach. Media, Culture C Society, 41(4), 482-501.
3. Suzina, A. C., C Tufte, T. (2020). Freire's vision of development and social change: past experiences, present challenges and perspectoves for the future. International Communication Gazette, 82(5), 411=424.
4. Dutta, M. J. (2018). Culturally centring social change communication: Subaltern criiques of, resistance to, and re-imagination of development. Journal of Multicultural Discourses, 13(2), 87-104.
5. David Peter Stroh. (2019). Systems thinking for social change: A practical guide to solving complex problems, avoiding unintended consequences, and achieving lasting results. Chelsea Green Publishing.

Video Lectures:

1. Communication for Social Change and Transformation:
2. https://youtu.be/BhpbP49Yomk
3. Communication for Social Change: Intersections of Theory C Praxis:
4. https://youtu.be/LzaSulNI10Y

E-Books:

1. Communication for Development and Social Change: New Millennium http://cscc.scu.edu/trends/v29/CRT_v29_n3_September2010.pdf
2. Web 2.0 for Social Change
https://www.tigweb.org/images/resources/tool/docs/210
3. pdf **Web Resources:**
1. https://journals.sagepub.com/home/sch#

2. https://thefrontline.org.uk/resources-for-social-change/	
Catalogue prepared by	Padmavathi S
Recommended by the Board of Studies on	19-4-23
Date of Approval by the Academic Council	28-4-23

Course Code: BAJ 3010	Course Title: Social Media and Influencers Type of Course: Discipline Elective	L-T- P- C	2	0	2	3
Version No.	2.0					
Course Pre-requisites	-Nil-					
Anti-requisites	-Nil-					
Course Description	The course provides insights into the new paradigms of social media including underlying technology. This course also dwells upon literacy and other nuances of digital experience and ethics on social media. It highlights the various social media technologies and applications like digitization of media and media convergence. The course also draws attention on the various types of social media such as Facebook, LinkedIn, Instagram, YouTube and Snapchat. Along with this the courses also discusses the impact of social media on society, individual and democracy. This course considers the impact of influencers on propagation of social media.					
Course Outcomes	On successful completion of the course the students shall be able to: 1. Identify new paradigms of social media. 2. Understand the different types of social media. 3. Demonstrate social media technologies and its application. 4. Analyse the effectiveness of various types of social media platforms. 5. Evaluate the impact of Influencers in social media marketing					
Course Content:						

Module 1	SOCIAL MEDIA: A NEW PARADIGM	Lecture, PPT, Discussion	10 Sessions	[Understand]

Topics:
• Technology and Literacy Redefined: Internet, Intranet, WWW (Web 1.0, 2.0, 3.0)
• The Digital Experience: Mobile, Cyberspace and Apps
• The User and The Fourth Screen: Representation and Reproduction
• Changing Character of Communication: Ethical Issues

Module 2	SOCIAL-MEDIA TECHNOLOGIES AND APPLICATIO NS	Lecture, PPT, Discussion	12 Sessions	[Analyze]

Topics:
• Analogue and Digital Technology
• Digitization of Media
• Media Convergence
• • ICT: Scope and Role

Module 3	TYPES OF SOCIAL MEDIA	Lecture, PPT, Discussion	11 Sessions	[Analyze]

Topics: • Facebook, Twitter, Instagram, LinkedIn • WordPress, Blogger • Pininterest, Snapchat • YouTube, Docs, Drive, Hangouts, SlideShare, Skype • Building Communities: Pages and Channel, Social Bookmarking				
Module 4	**TYPES OF LEGAL REPORTING**	**Lecture, PPT, Discussion**	**12 Sessions**	**[Evaluate]**

Topics:

IMPACT OF SOCIAL MEDIA
• Internet/ Online Activism C Citizen Journalism
• Cyber Crime: Democratization/ Digital Divide
• Audience Analysis and Content Planning Influencer Marketing Strategy
• Content Marketing Strategy
• Types of Influencers-Mega, Macro, Mid-Tier, Micro and Nano
• How To Engage Influencers C To Measure Influencer Marketing. Influencer Campaigns.

Experiential Learning Activities
1. Try to become a social media influencer by endorsing your institution on various popular social media platforms and analyse any impact on increase in traffic to your institute's website.
2. 2. Debate competition on "Emergence of Metaverse and its implication"
3. 3. Watch Movie "The Social Dilemma" to review the impact of Social-Media**https://www.imdb.com/title/tt11464826/**
4. Watch Documentary "Fake Famous" https://www.imdb.com/title/tt13890392/ (Documentary follows an actress, fashion designer and real estate assistant who attempt to become social

Selected Case Studies\

1. Garcia-Morales, V. J., Martín-Rojas, R., C Lardón-López, M. E. (2018). Influence of social media technologies on organizational performance through knowledge and innovation. Baltic Journal of Management.

2. Literat, I., C Brough, M. (2019). From ethical to equitable social media technologies: Amplifying underrepresented youth voices in digital technology design. Journal of Media Ethics, 34(3), 132- 145.

3. Janusz Wielki, Analysis of the Role of Digital Influencers and Their Impact on the Functioning of the Contemporary On-Line Promotional System and Its Sustainable Development.

4. Bognar, Z. B., Puljic, N. P., C Kadezabek, D. (2019). Impact of influencer marketing on consumer behaviour. Economic and Social Development: Book of Proceedings, 301- 309.

5. Tabellion, J., C Esch, F. R. (2019). Influencer marketing and its impact on the advertised brand. In Advances in Advertising Research X (pp. 29-41). Springer Gabler, Wiesbaden.

6. Shareef, M. A., Mukerji, B., Dwivedi, Y. K., Rana, N. P., C Islam, R. (2019). Social media marketing: Comparative effect of advertisement sources. Journal of Retailing and Consumer Services, 46, 58-69.

7. Parag Diwan (2021), Demystifying Metaverse https://medium.com/geekculture/demystifying- metaverse-a468b76ec92d

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References

Books

1. Barker, M. S., Barker, D., Bormann, N. F., Neher, K. (2013). Social media marketing: A strategic approach.
2. Ankit Lal (2017), India Social: How social media is Leading the Charge and Changing the Country, Hachette India
3. Brendan Kane (2018), One Million Followers: How I Built a Massive Social Following in 30 Days, BenBella Books
4. Castells, M. (2005). The network society: A cross-cultural perspective. Cheltenham: Edward Elgar.
5. D. Satish, Rajesh Prabhakar Kaila. (2006). Blogs: Emerging communication media. The ICFAI University Press
6. Forsyth, T. (2011). Encyclopaedia of international development. Milton Park. Abingdon, Oxon: Routledge.
7. Lister, M. (200G). New media: A critical introduction. London: Routledge.
8. Mishra, R.C. (2008). Cybercrime: Impacts in the new millennium. Author

Press Video Lectures

1. Social Media Marketing: https://youtu.be/q5ASe_sxRYI
2. Influencer Marketing: https://youtu.be/jZbBqweBiZY
3. Influencers Marketing Explained:

https://youtu.be/UlnmDbEdRTw E-Books

1. Social Media Marketing https://www.pauladaunt.com/books/Social%20Media%20Marketing.pdf
2. Ultimate Guide to Digital Marketing http://bitly.ws/oxmV
3. Social Media Marketing All-in-One For Dummies

http://bitly.ws/oxmW Web-Resources

1. https://www.digitaltrends.com/social-media/

Topics relevant to development of 'FOUNDATION SKILLS':

Encouraging students to create a sample for each of the different types of communication will make them understand the topic well and shall provide them with a hands-on experience relevant to the industry.

Catalogue prepared by	Mr Rajesh s Dr Neha
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	:

Course Code: BAJ3015	Course Title: Digital Journalism Type of Course: Discipline Elective	L-T-P-C	2	0	2	3
Version No.	1.0					
Course Pre-requisites	[List the Pre -requisites of the course]					
Anti-requisites	-Nil-					
Course Description	This course emphasizes the unique aspects of digital and database journalism. It dwells upon developing skills in advanced online and digital formats. The course provides input into various elements of social media to develop an audience. It highlights digital journalism strategies, tactics and practices and new ways of storytelling in digital formats. The course also delves into various elements of data analysis and the use of various analytical tools.					
Course Objective	The objective of the course is Skill Development of student by using Participative Learning techniques.					
Course Out Comes	On successful completion of the course the students shall be able to: - Define the various hardware and software used in digital news reporting - Identify the various social media platforms and their influence on news dissemination. - Apply social media strategies, including using metrics and analytics for audience development. - Interpret various ethical and legal implications of online and social media practices. - Create digital journalistic content for online platforms					
Course Content :	•Topics relevant to "SKILL DEVELOPMENT": Digital Media, New media Technology for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course handout.					

Module 1	Understanding Digital Media	Demonstration/ Discussion	Ability to break down complex information	GClasses

Topics:
Availability of Hardware and Software tools for news reporting, Different File Formats for Audio and video files. Understanding the functioning of the world wide web and internet. Understanding mobile Telecommunications — 4G C 5G. Concepts of Digitization and Media Convergence

Module 2	New Media and social media	Demonstration/ Discussion	Ability to think creatively and apply in their course work.	G Classes

Topics:
Social Media Platforms - Facebook, Twitter, YouTube, Instagram, WhatsApp, WordPress, Social Bookmarking, Zoom and the 'Blogosphere'. Identity, Fandom and Narratives in New/social media
Audience development and ethical practices involving the Internet and social media
The economy of New Media. Internet as a Convergent Media Platform. Social media and Its influence on News dissemination.

Module 3	Applications of Digital Formats and New Media	Demonstration/ Discussion	Understand the Process and practices	8 Classes

Topics:
Community Informatics - Cyber Mohalla and Akshaya Projects. Crowdsourcing, vlog, narrowcasting and web podcasting. Immersive Journalism, Virtual Reality — 2D/3D Modeling and Simulation; Videogames. E-Governance — Digital India Initiative. Cyber Space Activism. New Media as an Economic Arena: Digital Marketing, E-Commerce, and e-Banking. Digital formats and Social Inclusion — Gender, Human Rights and Subaltern Issue.

Module 4	Ethical Concerns in Digital Journalism	Demonstration/ Discussion	Understand the Process and practices	8 Classes

Topics:
Globalization C Emerging Cyber cultures, Netiquette. Information Rights and Intellectual Property Rights — Copyright and Copy Left, Plagiarism, Open-Source Approach and Creative Commons
Facets of Cybercrime. Electronic Documents and Digital Signature, Internet Governance and Regulatory Frameworks.

Module 5	Working with Numbers and Data	Demonstration/ Discussion	Understand the Process and practices	`11 Classes

Topics:
Acquiring, cleaning, and formatting numbers, Use of Google Spreadsheets and Microsoft Excel

Data visualization using various software, Developing interactive maps and graphics. Use of metrics, and analytics like Google Analytics and Chartbeat.

Targeted Application C Tools that can be used: Applications like Pod beans and through which students can learn to produce their own news program on the digital platform.

Project work/Assignment: Mention the Type of Project /Assignment proposed for this course	

1. Complete Reuters Online Training: Introduction to Digital Journalism
2. Conduct online interviews on various platforms
3. Student competition on creating news stories in digital format using various tools.
4. Student competition on building an audience on any one of their chosen social media platforms.
5. Develop an emerging story and publish it on various social media and use analytics to evaluate the reach.
6. Use tools like Tableau, Sheets and MS Excel to visualize various data sets.

Textbooks
1. Franklin, B., Canter, L. (2019). Digital Journalism Studies: The Key Concepts. United Kingdom: Taylor C Francis.
2. The Routledge Handbook of Developments in Digital Journalism
3. Studies. (2018). United States: Taylor C Francis.
4. Reddick, R., C King, E. (2000). The online journalist. Wadsworth Publishing.
5. Ray, T. (2006). Online Journalism: a basic text. Cambridge India.
6. Stovall, J. G. (2004). Web journalism: Practice and promise of a new medium. Allyn and Bacon.
7. Lievrouw, and Livigstone. (2006) Handbook of New Media, New Delhi: Sage, 2006.
8. Martin, Lister, New Media (2009) - A Critical Introduction, London: Routledge

Video Lectures
1. Introduction to Online Journalism: https://youtu.be/VNUjaQ1-q_U
2. Online Editing/ Digital Journalism: https://youtu.be/EMQt5Sh5ljM
3. E-Books
4. Digital Journalism: Making News, Breaking News: https://osf.to/3ozKZHv
5. Digital Journalism: https://bit.ly/3GvKVi0
6. Online journalism: the essential guide: https://bit.ly/3JdhH9s

Web Resources
1. Top 10 (mostly free) digital tools for journalists: https://bit.ly/3LodH7J
2. https://researchguides.uoregon.edu/journalism/web-resources
3. https://www.canva.com/
4. https://creativecommons.org/
5. https://www.visme.co/map-generator/
6. https://storymap.knightlab.com/
7. https://libraryguides.missouri.edu/j2100/j2100news/tools
8. https://journalists.org/industry/tools/
9. https://www.journaliststoolbox.org/

Topics relevant to development of Skills
[Mention the List of topics from the content which is expected to develop the type of skills which were mapped against the course in the CBCS COURSE GRID.]
Topics relevant to Cross cutting issues that the Course Caters to
[Mention the list of topics from the content which is expected to cater to any of the following: Environmental sustainability, Gender Sensitization C Human Values C Professional ethics as mapped against the course in the CBCS COURSE GRID.]

Catalogue prepared	Sarath A Pradeep/ Padmavati S/ Dr. Ashish Sharma

by	
Recommended by the Board of Studies on	Mention the BOS Number and the Date of BOS 29/07/22
Date of Approval by the Academic Council	Mention the Academic Council Meeting No. C the date of the meeting: 03/08/22

Course Code: BAJ 3016	Course Title: Broadcast Journalism Type of Course: Discipline Elective	L-T- P- C	2	0	2	3
Version No.	-					
Course Pre-requisites	-Nil-					
Anti-requisites	-Nil-					
Course Description	This course explores the fascinating world of various broadcast Media. It provides insights into both aural and visual broadcast medium. The course dwells upon various aspects of radio broadcast including programming and editing. It also delves deep into the television production and news casting on this broadcast medium. The course also touches upon the emerging areas of broadcast journalism such as webcast, webinars and podcast. The course is rounded off by discussion on various ethical issues of broadcasting.					
Course Outcomes	On successful completion of the course the students shall be able to: 1) Understand various elements of both aural and visual broadcast of media. 2) Apply various techniques of radio programming including editing of sound and music. 3) Execute various elements of TV programming including Newscast. 4) Demonstrate various skills such as anchoring, news reading, interviewing. 5) Create various webinars and podcasts.					
Course Content:						

Module 1	BASICS OF AURAL MEDIA	Lecture, PPT Discussion	10 Sessions	[Understand]

Topics:
• Concepts of soundscape, sound culture
• Types of sound
• Sound Design-Its Meaning with examples from different forms
• Introduction to microphones
• Characteristics of Radio as a medium
• Acoustics

Module 2	BASICS OF VISUAL MEDIA	Lecture, PPT, Discussion	12 Sessions	[Analyze]

Topics:
- • What is an image, electronic image, television image?
- • Digital image, Edited Image- politics of an image
- • Changing ecology of images
- • Characteristics of Television as a medium
- • Visual Culture

Module 3	RADIO BROADCAST	Lecture, PPT, Discussion	11 Sessions	[Analyze]

Topics:
- • Elements of a Radio Story
- • Elements of a Radio programming
- • Working in a Radio studio
- • Introduction to Recording and Editing Sound.

Module 4	TELEVISION BROADCAST	Lecture, PPT, Discussion	12 Sessions	[Evaluate]

Topics:
- Basics of a Camera- (Lens C accessories)
- Electronic News Gathering (ENG) C Electronic field Production (EFP)
- Visual Grammar – Camera Movement, Types of Shots, Focus, etc.
- Elements of a Television News Story
- Basics of Editing for TV- Basic Soft-wares and Techniques (for editing a news capsule)
  Web based
- Webcast a C Webinars
- Podcast : Audio streaming on Apps (Spotify, Ganna, Saregama)
- Streaming videos on OTT channels (Netflix, Prime Video, SonyLiv)

Experiential Learning Activities

1. In-class Radio jockeying competition using Internet-radio station of the university.

2. In-class News casting competition using the university TV studio Room.

3. Conduct a large-scale webinar on emerging areas of broadcast journalism.

4. Visit a local TV station and view the activities during the course of live coverage

of a breaking news.

Select Case Studies/ Seminal Articles
1. Lynch, J., McGoldrick, A. (2014). Peace Journalism. United Kingdom: Hawthorn Press Limited.
2. Peace Journalism, War and Conflict Resolution. (2010). Austria: Peter Lang.
3. Youngblood, S. (2016). Peace Journalism Principles and Practices: Responsibly
4. Reporting Conflicts, Reconciliation, and Solutions. United Kingdom: Taylor C Francis.
5. Peace Journalism in Times of War: Volume 13: Peace and Policy. (2017). United Kingdom: Taylor C Francis.
6. Ahmar, M., 1999. The Media of Conflict. War Reporting and Representations of Ethnic Violence. London: Zed Books.
7. Arno, A. and Dissanayake, W. 1984. The News Media in National and International Conflict. London: Westview Press.
8. Carruthers, S.L. 2000. The Media at War: Communication and Conflict in the Twentieth Century. Basingstoke: MacMillan.
9. Darby, J C R Mac Ginty 2000. The Management of Peace Processes, New York: St. Edmund,
   L. (2021). Introduction to Peace and Conflict Studies. United States: Rowman C Littlefield Publishers.

References

Books	

Books

1. Stewart, P., Alexander, R. (2021). Broadcast Journalism: Techniques of Radio and Television News. United Kingdom: Routledge.
2. McDonald, K., Jukes, S., Starkey, G. (2017). Understanding Broadcast Journalism. UK:
Taylor s Francis
3. Rowlands, S., Hudson, G. (2018). The Broadcast Journalism Handbook. Taylor s Francis.
4. Allen, Robert, C. and Hill, Annette (Eds.), The Television Reader, New York: Routledge,
2004.
5. Fleming, Carrol, The Radio Handbook, London: Routledge, 2002, (Page nos. 47- 105)
6. Mc Leash G., Robert, Radio Production, US: Taylor s Francis, Focal Press, 2005
7. Musburger, Robert, B., and Kindem, Gorham, Introduction to media Production, Elsevier: Focal Press, Boston, 200G, (Page nos.-G5-133, 17G- 212).
8. Herbert E. Zettl, Television Production Handbook. UK: CENAGE Learning, 200G. (Page
nos. 20-80, 85-135)
9. White, Ted D. and Barnas, Frank, Broadcast News, Writing Reporting s Producing,
Elsevier, Focal Press, UK, 2013, (Page nos. 3-17, 245-257, and 27G-286).

Video Lectures

1. Broadcast Journalism: https://youtu.be/sfMl-umTz_8
2. What is broadcasting:

https://www.youtube.com/watch?v=cICLcWoctIw E-Books

1. Broadcast Journalism: http://www.gazetaria.0fees.net/pdf/trans-gaz1.pdf?i=1
2. TV Journalism s Programme Formats: https://bit.ly/3HFmgsK
3. Broadcast Journalism: A critical introduction:

https://bit.ly/3LnpYcP Web Resources

1. https://libguides.lr.edu/c.php?g=35G675sp=242G656

Topics relevant to development of 'FOUNDATION SKILLS':	
Catalogue prepared by	Mr Sarath s Mr Rajesh
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	:

Course Code: BAJ3018	Course Title: Data Journalism				
	Type of Course: General Basket s Theory and Practical	L- P- C	2	2	3
Version No.	1.0				
Course Pre-requisites	Basic knowledge of Microsoft Excel and Social Media Applications.				
Anti-requisites	NIL				
Course Description	• This course provides insights into making news reports based on analysis, investigation and interpretation of data imparting data management skills. • The course dwells upon using data as a source and "interpretation" of datasets using quantitative analysis and data visualization tools. It also delves into the art of using data in basic news stories and beat reporting. • The course further provides inputs in building data sets into investigative news stories.				
Course Objectives	The objective of the course is **Skill Development** of student by using **Participative Learning** techniques				
Course Outcomes	On successful completion of this course the students shall be able to: • Define the importance, impacts and latest trends of data journalism • Discuss how journalists may be collecting and using data and the implications of these processes for the public. • Illustrate basic skills to find, collect, extract, clean and analyze data. • Analyse the emerging trends changing scenario towards data journalism and visualization. • Analyse the ethical concerns related to emerging media and technologies				
Course Content:	Topics relevant to "SKILL DEVELOPMENT": Data, Data Vizualization, Ethical Challenges, for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course handout.				
Module 1	INTRODUCTION TO DATA JOURNALISM	Lecture PPT Discussion			06 classes
Topics: Data Journalism: Definition C Concepts. The importance of data in journalism. Data Literate:- Why Data Journalism is important for a reporter. Skills required by a data journalist.					

Impacts of storytelling with data. Data journalism in the newsroom.

Module 2	FINDING AND UNDERSTANDING DATA	Lecture PPT Discussion		10 classes
Topics: Data: Concept and meaning, Sources of Data: primary and secondary source, Tools of data collection: questionnaire, schedule, interview, etc. Advanced use of Google Search, international data portals, find data using Twitter. How to extract data? Scraping data from websites, and extracting data from PDF. Data integrity: questions to ask your data. Data cleaning: cleaning messy data with Open-Refine				
Module 3	INTERPRETING DATA	Lecture PPT Discussion		12 classes
Topics: Introduction to Excel: Cleaning data, Correcting bad formatting; taking care of misspellings, Invalid values and duplicates. Introduction To Spreadsheet, Basics: Inputting Numbers And Text, Simple Calculations, Simple Formulae, Ordering And Filtering, Simple Graphics, Advanced Pivot Tables and Tableau. Working with Google Data Studio, Creation of Data Stories.				
Module 4	DATA VISUALIZATION	Lecture PPT Discussion		10 classes
Topics: Introduction to Data Visualization, Purpose of Data Visualization, Matching Data and Graph Types, Design and Colour Basics, Visualization of Data – Infographics, Bubble plots, interactive visualization, Ethics of Data Visualization, Visual Storytelling.				
Module 5	DATA-DRIVEN STORIES s ETHICAL CHALLENGES	Lecture PPT Discussion		07 classes
Topics: Ethical issues in finding and using data, Tips for avoiding publication of Bad data. **Case Studies:** Wikileaks (Afghan war logs), Panama papers, COVID-19, TRP, General Elections In India.				

Targeted Applications s Tools that can be used:

After the course, Students were able to use Tabula, Flourish and MS Excel in developing stories.

Project work/Assignment:

1. Book/Article review: At the end of each module a book reference or an article topic will be given to an individual or a group of students. They need to refer to the library resources and write a report on their understanding of the assigned article in the appropriate format. Presidency University Library Link.

2. Presentation: There will be a group presentation, where the students will be given a topic. They will have to explain/demonstrate the work and discuss the applications for the same.

3. Project Assignment:
Assignment 1: Writing a data-driven news story.
Assignment 2: Publishing it online.

Reference(s):

TextBook(s)

1. Bonegru, L., Chambers, L., and Grey, J., The Data Journalism Handbook. USA: O' Reily, Press, 2012.
2. Craig, D., and L. Zion, Ethics for Digital Journalists: Emerging Best Practices, (1St ed.),
3. New York: Routledge, 2015.3. Mair John, Keeble, L.R., (eds.), Data Journalism, UK: Arima Publishing, 2014.
4. Jonathan Stray, The Curious Journalist's Guide to Data, 2016.
5. Brant Houston, Computer-Assisted Reporting: A Practical Guide, 2014.
6. David Herzog, Data Literacy: A User's Guide, 2016.
7. The Data Journalism Handbook, eds. Gray, Bonnegru, Chambers, 2012.
8. Alberto Cairo, The Functional Art: An Introduction to Information Graphics and Visualization, 2013.

Reference Book(s):

1. Bonegru, L., Chambers, L., and Grey, J., The Data Journalism Handbook. USA: O' Reily Press, 2012.
2. Craig, D., and L. Zion, Ethics for Digital Journalists: Emerging Best Practices, (1St ed.),
3. New York: Routledge, 2015.3. Mair John, Keeble, L.R., (eds.), Data Journalism, UK: Arima Publishing, 2014.
4. Lesage, F., and R.A. Hackett, Between Objectivity and Openness the Mediality of
5. Data for Journalism, published by www.cogitatiopress.com, 2014.
6. Murray, P., Interactive Data Visualization for the Web, USA: O' Reily Press, 2013.
7. Meyer, P., Precision Journalism: A Reporter's Introduction to Social Science Methods,
8. Washington DC: Rowman C Littlefield Publishers, 2002.
9. Rajsekar, P., India's Media: Missing the Data Journalism Revolution, published by
10. www.americanpressinstitute.org/ in 2014.
11. Susman-Pena, T. Understanding Data: Can News Media Rise to the Challenge?" The
12. Center for International Media Assistance. 2014.
13. Wong, D. The Wall Street Journal Guide to Information Graphics- The Do's and Don'ts of Presenting Data, Facts and Figures. W.W. Norton & Company, 2014.

Online Resources (e-books, notes, ppts, video

lectures etc.): Video Lectures

1. Data Journalism: https://youtu.be/N3Csz2LvJxI
2. Data Journalism - Exploring Data with Excel: https://youtu.be/oUecZxCyUvQ
3. Data Journalism C Visualization: https://youtu.be/nlI-LR172us
4. (26997) data cleaning nd scrapping - YouTube
5. (27000) Introduction to Microsoft Excel - Excel Basics Tutorial - YouTube
6. (27001) FLOURISH TUTORIAL: PART 1 - Introduction to Flourish for Data Visualization - YouTube

7. [(27001) Tableau for Data Science and Data Visualization - Crash Course Tutorial - YouTube](#)

Data Resouces

1. National Institute for Computer-Assisted Reporting (NICAR/IRE) [About IRE - Investigative Reporters C Editors](#)
2. Stanford Computational Journalism Lab [Stanford Computational Journalism Lab](#)
3. Flowing Data [FlowingData | Data Visualization and Statistics](#)
4. Data is Plural. Sign up for http://tinyletter.com/data-is-plural. All datasets can be found in an updated master spreadsheet. [Data Is Plural (data-is-plural.com)](#)
5. Northeastern University Library's visualization tip sheets [Home - Data Visualization - Subject Guides at Northeastern University (neu.edu)](#)
6. Data Stories podcast [Data Stories – A podcast on data visualization with Enrico Bertini and Moritz Stefaner](#)
7. Storybench.org "how-to's" [Welcome to Storybench – story bench](#)
8. Data Is Beautiful, a community on Reddit [DataIsBeautiful (reddit.com)](#)

E-Books

1. The Data Journalism Handbook: https://bit.ly/3owtFTp
2. Data journalism: https://bit.ly/3JfrI60
3. [The Data Journalism Handbook (oapen.org)](#)
4. [The Data Journalism Handbook](#)
5. [Data Journalism En - Web.pdf (aljazeera.net)](#)
6. [The-Data-Journalism-Handbook-1.pdf](#)
7. [Diving into Data Journalism: Strategies for your newsroom (americanpressinstitute.org)](#)
8. [Microsoft Word - Ethics of data journalism.docx (jyu. fi)](#)
9. [4. Case studies from Turkey and from other countries - Data Journalism Course Modules- BAKU (gitbook.io)](#)

Web Resources

1. https://datajournalism.com/
2. https://kyleheim.com/data-journalism/
3. [(26997) What is data journalism at The Guardian? - YouTube](#)
4. [(26997) How is data journalism changing the newsroom? | Bahareh Heravi | TEDxUCD - YouTube](#)
5. [(26997) The Evolution Of Data Visualization | Dustin Cabral | TEDxBryantU - YouTube](#)
6. [(26997) How Data-Driven Journalism Illuminates Patterns of Injustice | Alison Killing | TED - YouTube](#)
7. [(26997) Data Journalism C Visualization for Rookies: Introduction to Data Journalism - YouTube](#)
8. [(26997) Journalism M02- An Introduction to Data Journalism - YouTube](#)
9. [The Age of Insight: Telling Stories with Data - YouTube](#)

Topics relevant to the development of "DATA VISUALIZATION SKILLS": Topics relevant to the development of " DATA JOURNALISM":

Catalogue prepared by	Dr Ashish Sharma / Mr Sarath A Pradeep / Ms Padmavathi S.

Recommended by the Board of Studies on	08-12-2021

Date of Approval by the Academic Council	11-12-2021

PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956
Approved by AICTE, New Delhi

Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

Course Code: BAJ 3023	Course Title: Lifestyle and Arts Journalism Type of Course: Discipline Elective	L-T- P- C	2	0	2	3
Version No.	2.0					
Course Pre-requisites	-Nil-					
Anti-requisites	-Nil-					
Course Description	This course provides insights into Lifestyle and Arts in context of journalism. It also covers various dimensions and types of lifestyles writing and peculiarities of Art journalism. The course dwells upon role and importance of influencers in lifestyle journalism. The presentation of popular lifestyle culture on various TV channels and social media is also explained.					
Course Outcomes	On successful completion of the course the students shall be able to: 1) Understand the overview of lifestyle journalism and its function in the media industry. 2) Describe various types of news reporting regarding lifestyle and arts. 3) Analyse the emerging trends of lifestyle and arts reporting. 4) Create lifestyle journalism stories or events in a clear, concise, factual and meaningful way.					
Course Content:						

Module 1	INTRODUCTION TO LIFESTYLE JOURNALIS M	Lecture, PPT, Discussion	10 Sessions	[Understand]

Topics:
• Audience for Lifestyle journalism
• Connecting Lifestyle publications with lifestyle writing
• Lifestyle News, critique/review/evaluation of lifestyle stories
• Striking balance between Elite (High end glossy lifestyle magazines) and Mass Lifestyle Culture (newspapers supplements)
• Source of Lifestyle stories

Module 2	DEVELOPIN G AND ILLUSTRATI NG LIFESTYLE STORIES	Lecture, PPT, Discussion	12 Sessions	[Analyze]

Topics:
• Elements of good Lifestyle writing
• Use of Pictures and Graphics to illustrate lifestyle stories
• Crafting and structuring the lifestyle stories.
• Reporting and Interviewing celebrities, Feature leads, Lifestyle Columns
• Rewriting and self-editing• No assumption of guilt or innocence.

Module 3	TYPES OF LIFESTYLE WRITING	Lecture, PPT, Discussion	11 Sessions	[Analyze]

Topics: • Review and appreciation of: Art show, Movie, Theatre Performance, Book, sculpture
• • Travel and destination: Various types of Travel writings, Travelogue, Destination
• stories
• • Food and restaurant reviews: Street food, Restaurant food, Food festival, Restaurant
• and gourmet chefs.
• • Health and Fitness reviews: Gym, Yoga, various new forms of workout
• • Garden, Home and other General reviews..

Module 4	ROLE AND IMPORTANC E OF INFLUENCE RS IN LIFESTYLE JOURNALIS M	Lecture, PPT, Discussion	12 Sessions	[Evaluate]

Topics:
• Fashion, Art, Literature and their impact on society and culture
• Impact of fashion and art bloggers on various print and visual media.
• Capturing trends of fashion, music, cinema and other literary pieces in lifestyle journalism.
• Role of Music, Fashion, Cinema to influence the lifestyle aspiration of society.

Experiential Learning Activities

1. Read "Lifestyle Times" a supplement of The Times of India and analyze the reporting

on various aspects of lifestyle.

2. Using your mobile camera create a short film on various sculptures and

installations created by design school of your university.

3. Organize a literary summit at your campus in association with your library.

4. Visit an art gallery in your town and write a news report describing various displays.

Text Book

Fürsich, E. (2012). Lifestyle journalism as popular journalism: Strategies for evaluating its public role. Journalism Practice, 6(1), 12-25.
2. Hanusch, F. (2012). Broadening the focus: The case for lifestyle journalism as a field of scholarly inquiry. Journalism practice, 6(1), 2-11.
3. Maares, P., C Hanusch, F. (2020). Exploring the boundaries of journalism: Instagram micro-bloggers in the twilight zone of lifestyle journalism. Journalism, 21(2), 262-278.
4. Banjac, S., C Hanusch, F. (2020). Aspirational lifestyle journalism: The impact of social class on producers' and audiences' views in the context of socio-economic inequality. Journalism, 1464884920956823.
5. From, U. (2010). The reading of cultural and lifestyle journalism. Northern Lights: Film C Media Studies Yearbook, 8(1), 157-175.
6. Kristensen, N. N., C From, U. (2015). Cultural journalism and cultural critique in a changing media landscape. Journalism Practice, 9(6), 760-772.

7. Büyükbaykal, C. I. (2016). Importance of Culture and Art Journalism Education Today. Journalism and Mass Communication, 6(10), 575-584.
8. Riegert, K., Roosvall, A., C Widholm, A. (2018). Cultural journalism.

References
Books
1. Lifestyle Journalism: Social-Media, Consumption and Experience. (2019).: Taylor C Francis.
2. Cultural Journalism and Cultural Critique in the Media. (2018).: Taylor C Francis.
3. Lifestyle Journalism. (2014). United Kingdom: Taylor C Francis.
4. Garg BD (2005) The Art of Cinema: An Insider's Journey through Fifty years of Film History, HarperCollins, Noida
5. Miller Sandra C Mc Neil Peter (2018) Fashion Journalism: History, Theory C Practice, Bloomsbury, London, New Delhi
6. Cramerotti, A. (2009). Aesthetic Journalism: How to Inform Without Informing. Austria: Intellect.
7. Harrington, W. (1997). Intimate Journalism: The Art and Craft of Reporting Everyday Life. India: SAGE Publications.
Video Lectures
1. The Art of Lifestyle Writing: https://youtu.be/FthtSfF3jm0
2. Reporting on Art C Culture Journalism: https://youtu.be/cD758aFstdw
E-Books
1. Reporting Lifestyle, Fashion and films: https://bit.ly/3uyfK3e
2. Understanding Media and Culture: An Introduction to Mass Communication: https://bit.ly/3gAz4Vs
3. Cultural Journalism: https://bit.ly/3HElL22
Web Resources
1. Art Gallery Resources: https://libraryguides.oswego.edu/c.php?g=191471Cp=1264 673

Topics relevant to development of 'FOUNDATION SKILLS':

Encouraging students to create a sample for each of the different types of communication will make them understand the topic well and shall provide them with a hands-on experience relevant to the industry.

Catalogue prepared	Padmavathi S, Dr. R Ravi Kumar

by	
Recommended by the Board of Studies on	
Date of Approval by the Academi c Council	:

PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956

Approved by AICTE, New Delhi

Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

GAIN MORE KNOWLEDGE
REACH GREATER HEIGHTS

OVER
40
YEARS
OF ACADEMIC
WISDOM

PRESIDENCY GROUP

Course Code: BAJ 3024	Course Title: Lifestyle and Arts Journalism Type of Course: Discipline Elective	L-T- P- C	2	0	2	3
Version No.	-					
Course Pre-requisites	-Nil-					
Anti-requisites	-Nil-					
Course Description	This course provides insights into Lifestyle and Arts in context of journalism. It also covers various dimensions and types of lifestyles writing and peculiarities of Art journalism. The course dwells upon role and importance of influencers in lifestyle journalism. The presentation of popular lifestyle culture on various TV channels and social media is also explained.					
Course Outcomes	On successful completion of the course the students shall be able to: 1) Understand the overview of lifestyle journalism and its function in the media industry. 2) Describe various types of news reporting regarding lifestyle and arts. 3) Analyse the emerging trends of lifestyle and arts reporting. 4) Create lifestyle journalism stories or events in a clear, concise, factual and meaningful way.					
Course Content:						

Module 1	INTRODUCTION TO LIFESTYLE JOURNALISM	Lecture, PPT Discussion	10 Sessions	[Understand]

Topics:
• Audience for Lifestyle journalism
• Connecting Lifestyle publications with lifestyle writing
• Lifestyle News, critique/review/evaluation of lifestyle stories
• Striking balance between Elite (High end glossy lifestyle magazines) and Mass Lifestyle Culture (newspapers supplements)
• Source of Lifestyle stories

Module 2	DEVELOPING AND ILLUSTRATING LIFESTYLE STORIES	Lecture, PPT, Discussion	12 Sessions	[Analyze]

Topics:
• Elements of good Lifestyle writing
• Use of Pictures and Graphics to illustrate lifestyle stories
• Crafting and structuring the lifestyle stories.
• Reporting and Interviewing celebrities, Feature leads, Lifestyle Columns
• Rewriting and self-editing

Module 3	TYPES OF LIFESTYLE WRITING	Lecture, PPT, Discussion	11 Sessions	[Analyze]

Topics:
- Review and appreciation of: Art show, Movie, Theatre Performance, Book, sculpture
- Travel and destination: Various types of Travel writings, Travelogue, Destination stories
- Food and restaurant reviews: Street food, Restaurant food, Food festival, Restaurant and gourmet chefs.
- Health and Fitness reviews: Gym, Yoga, various new forms of workout
- •Garden, Home and other General reviews.

Module 4	ROLE AND IMPORTANCE OF INFLUENCERS IN LIFESTYLE JOURNALISM	Lecture, PPT, Discussion	12 Sessions	[Evaluate]

Topics:
- Fashion, Art, Literature and their impact on society and culture
- Impact of fashion and art bloggers on various print and visual media.
- Capturing trends of fashion, music, cinema and other literary pieces in lifestyle journalism.
- Influence of celebrities on lifestyle aspiration.
- Lifestyle promotion on various social media channels.
- Lifestyle reporting on Facebook, Instagram, Pinterest, Snapchat, YouTube, Vlogs
- Collaboration of social media influencers and lifestyle marketers.

Experiential Learning Activities
1. Read "Lifestyle Times" a supplement of The Times of India and analyze the reporting
   on various aspects of lifestyle.
2. Using your mobile camera create a short film on various sculptures and installations created by design school of your university.
3. Organize a literary summit at your campus in association with your library.
4. Visit an art gallery in your town and write a news report describing various displays.

Select Case Studies/ Seminal Articles

1. Fürsich, E. (2012). Lifestyle journalism as popular journalism: Strategies for evaluating its public role. Journalism Practice, 6(1), 12-25.
2. Hanusch, F. (2012). Broadening the focus: The case for lifestyle journalism as a field of scholarly inquiry. Journalism practice, 6(1), 2-11.
3. Maares, P., C Hanusch, F. (2020). Exploring the boundaries of journalism: Instagram micro- bloggers in the twilight zone of lifestyle journalism. Journalism, 21(2), 262-278.
4. Banjac, S., C Hanusch, F. (2020). Aspirational lifestyle journalism: The impact of social class on producers' and audiences' views in the context of socio-economic inequality. Journalism, 1464884920956823.
5. From, U. (2010). The reading of cultural and lifestyle journalism. Northern Lights: Film C Media Studies Yearbook, 8(1), 157-175.
6. Kristensen, N. N., C From, U. (2015). Cultural journalism and cultural critique in a changing media landscape. Journalism Practice, 9(6), 760-772.
7. Büyükbaykal, C. I. (2016). Importance of Culture and Art Journalism Education Today. Journalism and Mass Communication, 6(10), 575-584.
8. Riegert, K., Roosvall, A., C Widholm, A. (2018). Cultural journalism. In Oxford Research Encyclopedia of Communication.
9. Junaini, S. N., Shanat, M., Khan, R. U., Mat, M. F., C Ismail, Z. I. Designing augmented reality tools for enhancing art gallery and museum visitors experience: a systematic review of current trends., https://bit.ly/3LkGVED

Text Book

1. Lynch, J., McGoldrick, A. (2014). Peace Journalism. United Kingdom: Hawthorn Press Limited.
2. Peace Journalism, War and Conflict Resolution. (2010). Austria: Peter Lang.
3. Youngblood, S. (2016). Peace Journalism Principles and Practices: Responsibly
4. Reporting Conflicts, Reconciliation, and Solutions. United Kingdom: Taylor C Francis.
5. Peace Journalism in Times of War: Volume 13: Peace and Policy. (2017). United Kingdom: Taylor C Francis.
6. Ahmar, M., 1999. The Media of Conflict. War Reporting and Representations of Ethnic Violence. London: Zed Books.
7. Arno, A. and Dissanayake, W. 1984. The News Media in National and International Conflict. London: Westview Press.
8. Carruthers, S.L. 2000. The Media at War: Communication and Conflict in the Twentieth Century. Basingstoke: MacMillan.
9. Darby, J C R Mac Ginty 2000. The Management of Peace Processes, New York: St.
10. Edmund, L. (2021). Introduction to Peace and Conflict Studies. United States: Rowman C Littlefield Publishers.

References
Books
 1. Lifestyle Journalism: Social-Media, Consumption and Experience. (2019).: Taylor C Francis.
 2. Cultural Journalism and Cultural Critique in the Media. (2018).: Taylor C Francis.
 3. Lifestyle Journalism. (2014). United Kingdom: Taylor C Francis.
 4. Garg BD (2005) The Art of Cinema: An Insider's Journey through Fifty years of Film History, HarperCollins, Noida
 5. Miller Sandra C Mc Neil Peter (2018) Fashion Journalism: History, Theory C Practie, Bloomsbury, London, New Delhi
 6. Cramerotti, A. (2009). Aesthetic Journalism: How to Inform Without Informing. Austria: Intellect.
 7. Harrington, W. (1997). Intimate Journalism: The Art and Craft of Reporting Everyday Life. India: SAGE Publications. .

Video Lectures

 1. The Art of Lifestyle Writing: https://youtu.be/FthtSfF3jm0

 2. Reporting on Art C Culture Journalism: https://youtu.be/cD758aFstdw

E-Books

 1. Reporting Lifestyle, Fashion and films: https://bit.ly/3uyfK3e

 2. Understanding Media and Culture: An Introduction to Mass Communication: https://bit.ly/3gAz4Vs

 3. Cultural Journalism: https://bit.ly/3HElL22

Web Resources

   1. Art Gallery Resources:
   2. https://libraryguides.oswego.edu/c.php?g=191471Cp=1264673

Topics relevant to development of 'FOUNDATION SKILLS':

Catalogue prepared by	Padmavathi S, Dr. R Ravi Kumar
Recommended by the Board of Studies on	

Date of Approval by the Academic Council	:

Course Code: BAJ 3026	Course Title: Peace Journalism Type of Course: Discipline Elective	L-T- P- C	2	0	2	3
Version No.	-					
Course Pre-requisites	-Nil-					
Anti-requisites	-Nil-					
Course Description	This course provides insights into the realm of Peace journalism in the context of conflicts and endeavours for peace building. The idea behind the course is to impart knowledge in area of conflict resolution and peace making. It also introduces new media technology tools and provides guidance for peace journalism in a sublime form. It also dwells upon the role of Media and communications in resolution of conflicts.					
Course Outcomes	On successful completion of the course the students shall be able to: 1) Describe the relationship between journalism and peace building. 2) Demonstrate the ability and skills to carry out activities of peace journalism. 3) Imbibe skills to use new media to produce peace journalism reportage. 4) Apply relevant theories and perspectives of conflict resolution for peace journalism. 5) Conduct research on war zone and conflict prone areas.					
Course Content:						

Module 1	ROLE OF MEDIA AND COMMUNICATION IN CONFLICT	Lecture, PPT, Discussion	10 Sessions	[Understand]

Topics:

• Reporting Conflict: Impact of the global/national/Local Press

• Conflict and Communication: Journalists in Conflicts and Conflict Resolution

• News Media in National and International conflict

• Legal conditions and mandates for media interventions

• Public information, media, and the mandate

Module 2	SOCIAL MEDIA AND PEACEBUILDING	Lecture, PPT, Discussion	12 Sessions	[Analyze]

	Topics:
	• Social media for Conflict Transformation and Peacebuilding
	• Challenges C Future for social media in Peacebuilding

Module 3	MEDIA AND COMMUNICATION IN PEACE-BUILDING	Lecture, PPT, Discussion	11 Sessions	[Analyze]
Topics:				
• • Media's Role in the Escalation of Violent Conflicts				
• • Media as a Conflict Generator				
• • Media as Conflict Mitigator / Resolver (Communal riots, terrorism agents?)				
• • Media and conflict resolution: Phases and Nature of Media for Intervention				
Module 4	PEACE JOURNALIS M	Lecture, PPT, Discussion	12 Sessions	[Evaluate]

Topics:

• Peace journalism content – Formats, Ethics and Functions

• Towards an integrated model for post- conflict support to journalism

• Media landscape, legislation, and institution-building

• International standards and code of conduct for peace journalism

• Reporting in war-torn-societies

Experiential Learning Activities

1. In class debate competition on 'Role of Geopolitics in Conflicts'.

2. Read about the life of 'Christiane Amanpour' and write a report as to how she became

most famous reporter in areas of conflict and war.

3. Watch video on 'Syrian Conflict' and discuss what is preventing building of peace. (https://youtu.be/b7ZH9Wz8ErA)

4. Watch TEDx Talk 'Building Peace Today' and discuss ideas of peace building.

Select Case Studies/ Seminal Articles

1. Rai, M. (2020). Peace Journalism and Sustainable Development. Peace, Justice and Strong Institutions, 1-8.

2. Dalhatu, B. M., & Tafida, A. G. (2019). The media and security challenges in Nigeria: A review of peace journalism.

3. Macassi, S. (2019). Conflict management through media: Contributory and partisan frames in socioenvironmental conflict coverage. Conflict & communication, 18(2).

4. Lynch, J., & McGoldrick, A. (2013). Responses to peace journalism. Journalism, 14(8), 1041-1058.

5. Ersoy, M., & Miller, L. M. (2020). Peace journalism strategy for creating a public value sphere. International Peacekeeping, 27(3), 395-416.

Text Book
1. Lynch, J., McGoldrick, A. (2014). Peace Journalism. United Kingdom: Hawthorn Press Limited.
2. Peace Journalism, War and Conflict Resolution. (2010). Austria: Peter Lang.
3. Youngblood, S. (2016). Peace Journalism Principles and Practices: Responsibly

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5. Peace Journalism in Times of War: Volume 13: Peace and Policy. (2017). United Kingdom: Taylor C Francis.
6. Ahmar, M., 1999. The Media of Conflict. War Reporting and Representations of Ethnic Violence. London: Zed Books.
7. Arno, A. and Dissanayake, W. 1984. The News Media in National and International Conflict. London: Westview Press.
8. Carruthers, S.L. 2000. The Media at War: Communication and Conflict in the Twentieth Century. Basingstoke: MacMillan.
9. Darby, J C R Mac Ginty 2000. The Management of Peace Processes, New York: St.
10. Edmund, L. (2021). Introduction to Peace and Conflict Studies. United States: Rowman C Littlefield Publishers.

References

Books

1. D.P Mittal, (2020), Law C Practice relating to SFIO and Inspection, Investigation C Fraud, Bharat Law publishers.

2. Bhushan Prashant, (2010), The Case that Shook India. Publisher, Penguin Books India

3. Giles Robert, (2015), Covering the Courts, Taylor C Francis Inc

4. S.L. Alexander, Covering the Courts: A Handbook for Journalists, 2nd ed., Lanham, Md.: Rowman C Littlefield, 2003.

5. Amy Bach, Ordinary Justice: How America Holds Court, New York: Picador, 2010.

6. Steve Bogira, Courtroom 302: A Year Behind the Scenes in an American Criminal Courthouse, New York: Vintage Books, 2006.

7. Jon Bruschke, Free Press vs. Fair Trials: Examining Publicity's Role in Trial Outcomes, Mahwah,

N.J.: Lawrence Erlbaum Associates, 2005.

8. Kendall Coffey, Spinning the Law: Trying Cases in the Court of Public Opinion, Amherst, N.Y.: Prometheus Books, 2010.

Video lectures

1. Peace Journalism: https://youtu.be/tYuLG_g7yY4

2. Importance and need of Peace Communication and

Journalism: https://youtu.be/bET7eBgbf7M

3. War Journalism: https://youtu.be/tqV-uy4llDc

E-Books

1. Peace journalism: https://bit.ly/3rA7nCe

2. Peace journalism: https://bit.ly/3LgINyl

3. Peace journalism: https://bit.ly/33dfjjG

4. Peace and conflict: https://bit.ly/3Jbjpbe

Topics relevant to development of 'FOUNDATION SKILLS':

Catalogue prepared by	Padmavathi S, Dr. R Ravi Kumar
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	:

Course Code: BAJ 3028	Course Title: Legal Journalism Type of Course: Discipline Elective	L-T- P- C	2	0	2	3
Version No.	2.0					
Course Pre-requisites	-Nil-					
Anti-requisites	-Nil-					
Course Description	This course provides inputs into the legal structure of India and issues in legal reporting. The course also dwells upon various types of legal reporting. It discusses various challenges of reporting of cases from court of Law. The course also guides in understanding the complex issues raised by Indian legal system and how to ethically cover them.					
Course Outcomes	On successful completion of the course the students shall be able to: 1) Understand the role of the courts in protecting the rights of the public to justice and security. 2) Imbibe the processes of the courts and the terminology employed in the judicial system. 3) Explain strategies for effective reporting on the court system. 4) Analyse the professional and ethical challenges posed by legal reporting.					
Course Content:						

Module 1	HISTORICAL EVOLUTION OF INDIAN LEGAL SYSTEM	Lecture, PPT, Discussion	10 Sessions	[Understand]

Topics:
- Ancient Indian Law
- English Law in India
- Administration of Justice in British India
- Establishment of High Courts and the Supreme Court
- Civil and Criminal Courts and Process
- The Civil Court Structure
- The Criminal Court Structure
- The Civil Process
- The Criminal Process – investigation and prosecution
- Legal Terminology

Module 2	ISSUES IN LEGAL REPORTING	Lecture, PPT, Discussion	12 Sessions	[Analyze]

	Topics:
	• Fairness and objectivity, sensationalism, and integrity
	• conflicts of interest

		Topics:
		• Interesting versus important.
		• Balancing justice
		• justice to victim and the accused
• No assumption of guilt or innocence.		

Module 3	ISSUES IN NEWS COVERAGE OF THE COURTS	Lecture, PPT, Discussion	11 Sessions	[Analyze]

	Topics:
	• Basic principles of legal reporting:
	o News values
	o New, unusual, interesting, significant and about people.
	• Sources of Legal Reporting:
	o Collecting and cross-checking information
	o Developing sources, verifying facts. Reporting agitations, riots.
	• Possible risks and precautions
	• • Ethics of covering the criminal court proceedings.

Module 4	TYPES OF LEGAL REPORTING	Lecture, PPT, Discussion	12 Sessions	[Evaluate]

	Topics:
	• Pretrial publicity
	• Civil rights and constitutional questions
	• Right to cover criminal cases
	o Juvenile justice
	o Death penalty
	o Sexual violence
• Issues pertaining to Bench, bar, press groups	

	Experiential Learning Activities Visit the Local district court and observe the proceeding in context of developing a legal journalistic report.
	2. Visit the local newspaper and carryout discussions with the legal reporters on nuances of court reporting.
	3. Watch movie 'Court' and discuss the various elements of legal reporting as portrayed
in the film. (https://www.imdb.com/title/tt3717068/)	

Text Book

1. Ali, M. J., C Ahmed, K. (2007). The legal and institutional framework for corporate financial reporting practices in South Asia. Research in Accounting Regulation, 19, 175- 205.

2. Devereaux, S. (2007). From sessions to newspaper? Criminal trial reporting, the nature of crime, and the London press, 1770–1800. The London Journal, 32(1), 1-27.

3. Bolzern, J. E., Mnyama, N. L., C McMillan, D. (2019). Responsible journalism, imitative suicide, and transgender populations: A systematic review of UK newspapers. Journal of Gay C Lesbian Mental Health, 23(3), 276-288.

4. Dilts, J. P. (1985). 'Reporting the Law'Teaches Students to See Law Work. The Journalism Educator, 40(4), 46-59.

5. Robert E. Drechsel, "Dealing with Bad News: How Trial Judges Respond to Inaccurate and
Critical Publicity," Justice System Journal, vol. 13/3, 1988-89, pp. 308-322.

6. Robert Drechsel, Kermit Netteburg and Bisi Aborisade, "Community Size and Newspaper
Reporting of Local Courts," Journalism Quarterly, vol. 57/1, Spring 1980, pp. 71-78.

7. Linda Greenhouse, "Telling the Court's Story: Justice and Journalism at the Supreme Court,"
Yale Law Journal, vol. 105, April 1996, pp. 1,537-1,561.

8. F. Dennis Hale, "Chief Justices' Perceptions of News Coverage of State Supreme Courts,"
Newspaper Research Journal, vol. 20/1, Winter 1999, pp. 17-28.

References

Books

1. D.P Mittal, (2020), Law C Practice relating to SFIO and Inspection, Investigation C Fraud, Bharat Law publishers.

2. Bhushan Prashant, (2010), The Case that Shook India. Publisher, Penguin Books India

3. Giles Robert, (2015), Covering the Courts, Taylor C Francis Inc

4. S.L. Alexander, Covering the Courts: A Handbook for Journalists, 2nd ed., Lanham, Md.: Rowman C Littlefield, 2003.

5. Amy Bach, Ordinary Justice: How America Holds Court, New York: Picador, 2010.

6. Steve Bogira, Courtroom 302: A Year Behind the Scenes in an American Criminal Courthouse, New York: Vintage Books, 2006.

7. Jon Bruschke, Free Press vs. Fair Trials: Examining Publicity's Role in Trial Outcomes, Mahwah, N.J.: Lawrence Erlbaum Associates, 2005.

8. Kendall Coffey, Spinning the Law: Trying Cases in the Court of Public Opinion, Amherst, N.Y.: Prometheus Books, 2010.

Video Lectures

1. Law C ethics, Lecture 1, part 1 - Do journalists have ethics? https://bit.ly/3HKCIrO
2. Law C ethics, Lecture 1, part 2 - Do journalists have ethics? https://bit.ly/338yE5x
3. Law C ethics, Lecture 1, part 3 - Do journalists have ethics? https://bit.ly/3GPvUI9 4 The Benefits of a Career as a Court Reporter: https://youtu.be/YGlt6D1lbJM

E-Books

1. Media Ethics and law: https://bit.ly/3GE8rcK

2. Court Reporting: https://egyankosh.ac.in/bitstream/123456789/7523/1/Unit-1.pdf

3. Everybody In: A Journalist's Guide To Inclusive Reporting For journalism students:

4. https://bjtc.org.uk/wp-content/uploads/2019/07/everybodyinbook-copy.pdf

Web Resources

1. Ministry of Law and Justice In India: https://lawmin.gov.in/

Topics relevant to development of 'FOUNDATION SKILLS':

Encouraging students to create a sample for each of the different types of communication will make them understand the topic well and shall provide them with a hands-on experience relevant to the industry.

Catalogue prepared by	Padmavathi S, Dr. R Ravi Kumar

Recommended by the Board of Studies on	

| Date of Approval by the Academic Council | : |

Course Code: BAJ3033	Course Title: Smartphone Filmmaking Type of Course: School Core		L- P- C	2	0	4
Version No.	1.0					
Course Pre-requisites	Having a smartphone					
Anti-requisites	-Nil-					
Course Description	will learn the basics of filmmaking, such as storytelling, shot composition, lighting, audio, and editing. You will also learn how to use editing software to cut your videos together and add effects. By the end of this course, you will be able to use your smartphone to make high-quality videos that tell stories, capture attention, and engage viewers. No prior filmmaking experience is required. However, some familiarity with your smartphone's camera and editing software would be helpful. The course will be delivered over 10 weeks. Each week, you will watch video lectures, complete exercises, and participate in discussion forums. Your performance in the course will be assessed based on your participation in discussion forums, completion of exercises, and submission of a final project.					
Course Outcomes	On successful completion of the course the students shall be able to: 1) Understand the smartphone filmmaking and its role in various contexts **[Knowledge]** 2) Interpret the role of smartphone filmmaking in today's media industry **[Comprehension]** 3) Describe the role of smartphone filmmaking in persuasion and dissemination of information among individuals and groups **[Analysis]** 4) Enumerate various type of smartphone filming techniques and their usage. **[Comprehension]** 5) Evaluate the interplay of smartphone filmmaking and Society leading to development activity. **[Application]**					
Course Content:	The objective of the course is SKILL DEVELOPMENT of student by usingPARTICIPATIVE LEARNING techniques.					
Module 1	Introduction to Smartphone Filmmaking	Lecture Case studies	Classroom Presentation	8 classes		

Topics:
- Overview of smartphone filmmaking as a creative medium.
- Exploring the potential of smartphones for filmmaking.
- Discussion on the importance of storytelling in filmmaking.

Module 2	**Essential Filmmaking Techniques**	**Lecture and discussion**	**Class room presentation**	**8classes**

Topics:
- Understanding shot types and compositions.
- Exploring camera angles and movements.
- Learning about lighting and sound considerations for smartphone filmmaking.

Module 3	**Filming Techniques and Tips:**	**Lecture, discussion**	Class room presentation	**8 classes**

Topics:
- Exploring advanced filming techniques like time-lapse, slow-motion, and hyperlapse.
- Discussing framing, focus, and exposure adjustments.
- Providing tips for achieving professional-looking shots with smartphones.

Module 4	**Introduction to Kinemaster:**	**Lectureand discussion**	Class room presentation	**7 classes**

Topics:
- Overview of the Kinemaster editing software for smartphones.
- Exploring the features and capabilities of Kinemaster.

Module 5	**Editing Basics:**	**Discussion and case studies**	Class room presentation	7 classes

Topics:
- Learning how to import and organize video clips in Kinemaster.
- Understanding the timeline, trimming, and splitting clips.
- Exploring transitions, text overlays, and audio adjustments.

Targeted Application and Tools used
YouTube videos and TEDX talks

Assignment: On- field reporting of stories utilizing the garnered expertise

Hands-on Learning, Debates and class room presentation

Experiential Learning Activities:
1. Hands on Learning on using Smartphone for filmmaking
2. Shooting different Shot Types, angles and movement
3. Watching movies for understanding of story telling

Topics relevant to "Entrepreneurial Skills": Film Making, Planning and Execution, 'Entrepreneurship Skills' through Experiential Learning Techniques. This is attained through assessment component mentioned in course handout.

Topics relevant to "Entrepreneurship": Smart Phone Filmmaking, production, Post Production and Pre Production.

Catalogue prepared by	Mr. Archan Mitra
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: BAJ 3030	Course Title: Media Research Type of Course: Discipline Elective	L-T- P- C	3	0	0	3
Version No.	2.0					
Course Pre-requisites	-Nil-					
Anti-requisites	-Nil-					
Course Description	This course focuses on the basic understanding of the core concepts of research and design. The course provides insights into analyse of modern concepts of research design. It dwells upon various elements of modern design of scientific enquiry with specific reference to media research.					
Course Outcomes	On successful completion of the course the students shall be able to: 1. Understand Media Research design 2. Explain the process of Media Research 3. Apply the Research methodology for Media 4. Develop research-based media report					
Course Content:						

Module 1	INTRODUCTION TO MEDIA RESEARCH	Lecture, PPT, Discussion	10 Sessions	[Understand]

Topics:
- Meaning, Definition Characteristics and Importance of Research
- Origin of Research in Communication, Scientific Research
- Source and modes of knowledge: Pre-Scientific and Scientific
- Areas of Communication research: Source Analysis, Channel Analysis, Message
- Analysis, Audience Analysis
- Trends and Status of Communication Research in India

Module 2	FRAMEWOR K OF RESEARCH	Lecture, PPT, Discussion	12 Sessions	[Understand]

Topics:
- Survey, Public Opinion Surveys, TRPs, Tele Web Survey
- Readership Survey C IRS
- Election Related Survey: Opinion Poll and Exit Poll
- Media Research Agencies: BARC, ABC, MAP, RAM

Module 3	RESEARCH DESIGN	Lecture, PPT, Discussion	11 Sessions	[Apply]

	Topics:
	• Research Design: Meaning and Purpose
	• Types of Research Design - Descriptive, Exploratory, Experimental Quasi

	• Experimental,
	• Research Methods: Survey, Content Analysis and Case Study, Cross Sectional and
	• longitudinal research
	• Sampling Cselecting a sample, Types of sampling: Probability and Non- Probability
	• Data Collection Tools: Primary and Secondary, Observation, Interview,
	• Questionnaire/ Schedule, FGD

Module 4	DATA ANALYSIS AND REPORT WRITING	Lecture, PPT, Discussion	12 Sessions	[Apply]

	Topics:
	• Processing of Data: Editing, Coding, Classification, Tabulation
	• Measures of Central Tendency: Mean, Median and Mode
	• Analysis and Interpretation of Data
	• Report Writing/ Abstract/ Proposal/ Synopsis

Experiential Learning Activities

1. Conduct research on how media influenced in the following cases:

    a. Jessica Lal Murder Case
    b. Arushi Talwar Murder Case
    c. Sushant Rajput Suicide Case
    d. Aryan Khan and others Drug Peddling Case

2. Watch Ted Talk "Media Prefers Bias over Fact | Daniel Onchev" and
    conduct research to prove or disprove the presenter's hypothesis.
    https://youtu.be/99FXPGYuPtI

Books

1. Bertrand, I., C Hughes, P. (2005). Media Research Methods: Audiences, Institutions, Texts. New York: Palgrave Macmillan.
2. Guthrie, G. (2012). Basic Research Methods: An entry to Social Science Research. Los Angeles: Sage Publications
3. Kothari, C. R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International (P).
4. Wimmer, R. D., C Dominick, J. R. (2014). Mass Media Research an Introduction. And over: Wadsworth, Cengage

Video Lectures

1. Media Research: https://www.youtube.com/watch?v=Y0HqTiAKQB0Cab_channel=c ec
2. Lecture on Media Research: https://www.youtube.com/watch?v=RQChgmWhQ0Cab_channel=cec
3. Social Media Research with Digital Methods: https://youtu.be/PtSNZfYKRnk
4. Research Methodology for Beginners: https://youtu.be/XEMyDu_VoeQ
5. Research Methodology and Methods: https://youtu.be/Rrny0sq2gWw
6. Research Methodology Lecture: Introduction to Media Research: https://youtu.be/fwJNb-hkVXw

E-Books

1. Mass Media Research: http://bitly.ws/oxoS

2. Media and Communication Research: http://bitly.ws/oxjJ
3. Research methodologies for Media: http://bitly.ws/oxp2

Web Resources

1. Online various Research Tools: https://elearningindustry.com/10-online-researchtools-every- online-learner-know

Topics relevant to development of 'FOUNDATION SKILLS':

Encouraging students to create a sample for each of the different types of Research shall provide them with hands-on experience relevant research to the industry.

Catalogue prepared by	Padmavathi S, Dr. R Ravi Kumar
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	:

Course Code: BAJ 3031	Course Title: Radio Programming and Production Type of Course: Discipline Elective	L-T- P- C	3	0	0	3
Version No.	2.0					
Course Pre-requisites	-Nil-					
Anti-requisites	-Nil-					
Course Description	This course aims to develop understanding of radio as a communication medium. The course focuses on the various formats of radio programming, as well as the various tools and techniques used for masscommunication via radio. This course also includes editing and mixing sound effects, music, and adding audio filters.					
Course Outcomes	On successful completion of the course the students shall be able to: • Understand and advantages and disadvantages of radio as a medium of mass communication. • Apply radio signs and codes in radio programme recordings. • Distinguish the different modes of broadcasting and types of radio stations. • Experiment right kind of music and sound effects for different formats of radio programmes.					
Course Content:						

Module 1	UNDERSTANDING THE MEDIUM	Lecture, PPT, Discussion	10 Sessions	[Understand]

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

Module 2	: PROGRAMME FORMATS	Lecture, PPT, Discussion	12 Sessions	[Apply]

	Topics:			
	Radio Announcement and Links • Radio Talk, Interview and Discussion • Radio News • Radio Feature and Documentary • Radio Commentary • Radio Play/Drama			

Module 3	**: RADIO PRODUCTIO N AND TRANSMISSI ON PROCESS**	**Lecture, PPT, Discussion**	**11 Sessions**	**[Analyze]**
	Topics: • Elements of Radio Programme • Radio Production Process • Equipment used in Radio Production: Types of Microphones, Headphones and Talk Backs, • Audio Mixers and Transmitters • Recording, Broadcasting and Troubleshooting o Indoor: Studio, Acoustics and Perspective o Outdoor: Ambience and Noise			
Module 4	**WRITING FOR RADIO**	**Lecture, PPT, Discussion**	**12 Sessions**	**[Evaluate]**
	Topics: • Thinking Audio • Planning and structuring the copy for audio inputs • Writing for voice dispatches Bytes and outside Broadcast, Vox Pops • Radio formats: short talks, discussions, features, interviews, commentaries, radio drama. • Role and importance of Headlines and types of headlines			

Above "Radio Ads (Social and Commercial)" and "Phone-in and Radio Bridge" appear before Module 3:

• Radio Ads (Social and Commercial)
• Phone-in and Radio Bridge

Experiential Learning Activities

1. On your university's internet (or community) radio run a 30-minute program on popular music acting as a radio jockey.
2. Conduct interview of your faculty on their views on NEP and run an interview program on
   your university's internet or community radio.
3. Visit the studio of local FM channel and have discussions with their radio jockey to understand the nuances of radio programming.
4. Watch Movie: Empire of the Air: The Men Who Made Radio and discuss how radio dominated Air Waves up to 1990s.
   https://www.imdb.com/title/tt0238199/?ref_=ext_shr_lnk

Books

1. Chantler, P., C Stewart, P. (2003). Basic Radio Journalism. Amsterdam: Focal Press.
2. Gross, L., Perebinossoff, P., Gross, B. (2012). Programming for TV, Radio C The Internet: Strategy, Development C Evaluation. Netherlands: Taylor C Francis.
3. MacFarland, D. T. (2016). Contemporary Radio Programming Strategies. United Kingdom: Taylor C Francis.
4. McLeish, R., C Link, J. (2015). Radio production. Routledge.
5. Radio Programme Production. (2018). (n.p.): PHI Learning Pvt. Ltd.

6. Simran Kohli, Radio Jockey Handbook. (2015), Diamond Pocket Books Pvt Ltd.
7. Adem, M. (2020). How to Start Internet Radio: A Complete Step to Step Guide to Start an Online Radio at the Comfort of Your Home. (n.p.): Independently Published.
8. Sharma, R. (2012). Breakout nations: In pursuit of the next economic miracles. New York:
   W.W. Norton C.
9. Pavarala, V., C Malik, K. K. (2007). Other voices: The Struggle for Community Radio in India. Thousand Oaks, CA: Sage Publications

Video Lectures

1. Lecture on Radio Journalism: News Writing, Programming and Production:
   https://www.youtube.com/watch?v=ZmPjGIL4FbMCab_channel=APJAK%2CKumaun University
2. Radio Production: https://youtu.be/qM3eMnmjVIE
3. How to write Radio Script: https://youtu.be/3YwXLuMtD6o
4. Cognitive Radio and Wireless Communications - Theory, Practice and Security: https://youtu.be/SljXFf0vgvw

E-Books:

1. History of Broadcasting in India: http://bitly.ws/oxpk
2. Radio Program Production:
   https://ayomenulisfisip.files.wordpress.com/2014/08/radio-program-production.pdf
3. Radio Production: http://bitly.ws/oxpt

Web Resources

4. Writing for Radio: https://www.dw.com/downloads/26027355/writing-for-radio.pdf
5. List of software use in Radio Production:
   https://producer.musicradiocreative.com/radio-production-software/

Topics relevant to development of 'FOUNDATION SKILLS':

Encouraging students' understanding of the various elements of Radio programming and Production

Catalogue prepared by	Dr. Rashmi s R Ravi Kumar

Recommended by the Board of Studies on	
Date of Approval by the Academic Council	:

Course Code: BAJ3055	Course Title: INTRODUCTION TO NEWS ANCHORING AND NEWS MANAGEMENT Type of Course: Skill enhancement course – Theory s Practical	L-T-P-C	0	0	2	1
Version No.	1.0					
Course Pre-requisites	Basic knowledge of News, Mass Communication basic principles					
Anti-requisites	Intermediate Level/12th /II PUC					
Course Description	• This course delves into tv news reporting and newswriting, including interviewing, news judgment and polishing the writing craft. The course provides insights into complete and unbiased accounts of tv news in a deadline environment. It also dwells upon ideas of objective news coverage, neutral language, professional values and news judgment. The course also highlights the structure of TV media organizations, activities of news desk and qualities and responsibilities of a good reporter, Different aspects of News anchoring.					
Course Objectives	The objective of the course is to SKILL DEVELOPMENT of students by using PARTICIPATIVE LEARNING techniques					
Course Outcomes	On successful completion of this course the students shall be able to: • Define the importance, impacts and latest trends of journalism.[Knowledge] • Discuss how journalists may be collecting and using sources and the implications of these processes. [Comprehension] • Illustrate basic skills to find, collect, extract, clean and analyze news. [Application] • Analyse the emerging trends changing scenario towards news reporting/journalism and editing. [Analysis]					
Course Content:						
Module 1	Module 1: BASICS OF TV Journalism	Lecture PP Discussion				05 classes
Topics: Concepts of TV News, Types of News, News Value, News Elements, Importance of Visuals, Introduction of the TV Media House Structure, Introduction to Media Industry in India.						

Module 2	BASICS OF TV Reporting	Lecture PPT Discussion		5 classes

Topics:
Sources: How to select a news item, developing a news story, Structure of a TV News Script,
Bytes, PTC, Awareness about all the, equipment, TV News Studio – Work Flow.

Module 3	News Bulletin Anchoring	Lecture PPT Discussion		10 classes

Topics:
Elements of a News Anchoring, Qualities of a good anchor, Different types of News Shows and Its anchoring, Scripting the Lead / Anchor of a TV Story, Inside Tv Studio

Module 4	News Bulletin s News Management	Lecture PPT Discussion		10 classes

Topics:
Basics of a Camera- (Lens C accessories), Electronic News Gathering (ENG) C Electronic field Production (EFP), Visual Grammar – Camera Movement, Types of Shots, Focus, etc., Elements of a Television News Story, Basics of Editing for TV- Basic Software and Techniques (for editing
a news capsule)

Targeted Applications s Tools that can be used:
After the course, stduents should be able to do video editing, news production, camera handling.

Project work/Assignment:

1. Book/Article review: At the end of each module a book reference or an article topic will be given to an individual or a group of students. They need to refer to the library resources and write a report on their understanding of the assigned article in the appropriate format. [Presidency University Library Link](#).

2. Presentation: There will be a group presentation, where the students will be given a topic. They will have to explain/demonstrate the work and discuss the applications for the same.

3. Project Assignment:
Assignment 1: Writing a data-driven news story/ Production of news story.
Assignment 2: News Bulletine Production- basics

Reference(s):

Text Book(s)

1. Helmut Kipphan, Handbook of Print Media: Technologies and Production Methods. (2014). Germany: Springer Berlin Heidelberg.
2. Chip Scanlan and Richard Craig, News Writing and Reporting (2013) The complete Guide
   for Today's journalist, Oxford University press
3. David Spark, Geoffrey Harris, (2010), Practical Newspaper Reporting, SAGE, London,
4. John Bender, Lucinda Davenport, Michael Drager, and Fred Fedler, (2011) Reporting for the Media, Oxford University Press, London.
5. Stephen Quinn and Stephen Lamble, Online Newsgathering: Research and Reporting for
   Journalism (2012). United Kingdom: Focal Press.

6. Bruce D. Itule and Douglas A. Anderson, News Writing and Reporting for Today's Media (2007). New York: McGraw-Hill.
7. Carole Rich, Writing and Reporting News: A Coaching Method (2015). Boston: Cengage Learning.
8. Vincent F. Filak, Dynamics of News Reporting and Writing: Foundational Skills for a Digital Age (2015). Los Angeles: CQ Press.
9. Jerry Lanson and Mitchell Stephens, Writing and Reporting the News (2008). Oxford University Press.
10. Tony Harcup, Journalism: Principles and Practice (2015). London: SAGE Publications Ltd.

Reference Book(s):

1. Bonegru, L., Chambers, L., and Grey, J., The Data Journalism Handbook. USA: O' Reily
2. Press, 2012.
3. Craig, D., and L. Zion, Ethics for Digital Journalists: Emerging Best Practices, (1St ed.),
4. Tv Journalism : Reporting India , John Pavlik, Journalism and New Media. USA: Columbia University Press, 2001.
5. Barbie Zelizer and Stuart Allan, Journalism after September 11. London: Routledge, 20 02.
6. Alfred Hermida, Tell Everyone: Why We Share and Why It Matters. Canada: Doubleday Canada, 2014.
7. Philip Meyer, Precision Journalism: A Reporter's Introduction to Social Science Metho ds (4th ed.). USA: Rowman & Littlefield Publishers, 2002.
8. Nikki Usher, Interactive Journalism: Hackers, Data, and Code. USA: University of Illinois Press, 2016.
9. Karin Wahl-Jorgensen and Thomas Hanitzsch, The Handbook of Journalism Studies. USA: Routledge, 2009.
10. Andrew Marr, My Trade: A Short History of British Journalism. UK: Pan Macmillan, 2004.
11. Rajesh Sisodia, Evince Pub Publications (2022)

Online Resources (e-books, notes, ppts, video lectures etc.):

Video Lectures

1. Print Media Reporting: https://youtu.be/7PxTk05hxWY
2. Principles of Editing: https://www.youtube.com/watch?v=PseOowF4gL0
3. Multimedia Storytelling: https://www.youtube.com/watch?v=4bXC-PSr-yM
4. Digital Journalism: https://www.youtube.com/watch?v=aQvISVQq-A8
5. Ethics in Journalism: https://www.youtube.com/watch?v=6-CQz5G-KmA
6. Multimedia Storytelling: https://www.youtube.com/watch?v=4bXC-PSr-yM

E-Books

1. Reporting Editing: http://bitly.ws/oxiP
2. Reporting and Editing: https://nios.ac.in/media/documents/srsec335new/ch7.pdf
3. Investigative Journalism Manual: http://bitly.ws/oxjP
4. Data Journalism Handbook 2: https://datajournalism.com/read/handbook/two

5. Journalism, 'Fake News' C Disinformation: https://unesdoc.unesco.org/ark:/48223/pf0000265552
6. Online Journalism: A Basic Text: http://bitly.ws/oxjT
7. Multimedia Journalism: A Practical Guide: https://www.routledge.com/Multimedia- Journalism-A-Practical-Guide/Wright/p/book/9781138674860
8. Mobile and Social Media Journalism: A Practical Guide: http://bitly.ws/oxjY
9. Principles of American Journalism: An Introduction: https://journalism.uoregon.edu/sites/journalism1.uoregon.edu/files/principles.pdf
10. Handbook of Independent Journalism: http://bitly.ws/oxk3

Web Resources:

1. https://www.loc.gov/rr/news/lists.htm
2. Online Journalism: A Basic Text: http://bitly.ws/oxjT
3. Introduction to Journalism: https://www.open.edu/openlearn/ocw/pluginfile.php/617014/mod_resource/content/1/Int roduction%20to%20Journalism.pdf
4. The Elements of Journalism: http://www.oregonfb.org/wp-content/uploads/2016/01/The- Elements-of-Journalism.pdf
5. Ethics in Journalism: https://www.spj.org/pdf/ethicscode.pdf
6. News Writing and Reporting: https://www.msu.edu/course/ajrn/206/Resources/newswritingandreporting.pdf

Topics relevant to the development of "Skill Development":

Catalogue prepared by	Sarath A Pradeep, Dr Archan Mitra
Recommend e d by the Board of Studies on	5th June 2024
Date of Approval by the Academic Council	3rd August 2024

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Course Code: BAJ4005	Course Title: Content Creation and Editing for Online Media Type of Course: Program Core		L-T- P- C	2	0	4	4
Version No.	1.0						
Course Pre-requisites	Basic media writing, Digital media fundamentals and Computer literacy						
Anti-requisites	-Nil-						
Course Description	This course introduces students to the fundamentals of content creation and editing across digital platforms. It blends theoretical knowledge with hands-on practice in writing, multimedia production, and platform-specific content strategies. Students will learn to craft engaging content, apply editing techniques, and use digital tools for web, social media, and mobile formats.						
Course Outcomes	On successful completion of the course the students shall be able to: CO1: To Explain the core principles of digital content creation and apply writing techniques suited for online platforms. **[Understand]** CO2: To Demonstrate the use of basic multimedia tools to create engaging visual and video content for online media. **[Apply]** CO3: To Analyse and edit digital content for clarity, coherence, and platform suitability using editing tools. **[Analyse]** CO4: To Develop a content strategy tailored to specific online platforms by evaluating user engagement patterns and media trends. **[Evaluate]**						
Course Content	To equip students with the skills and tools needed to create, edit, and optimize content for various online media platforms.						
Module 1	Fundamentals of Digital Content Creation	Lecture, PPT, Demo & Discussion	15 Sessions		[Understand]		

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Itgalpura, Rajanukunte, Yelahanka, Bengaluru - 560064

Topics:

Theory: Introduction to content types: Text, image, audio, video; Principles of writing for the web (clarity, brevity, scannability); Audience engagement and content personalization; Ethics and copyright in digital content creation.

Practical: Blog writing and article creation for online platforms; Caption and tagline creation for social media; Basic grammar and style correction exercises

Module 2	Multimedia Tools and Techniques	Lecture, PPT, Demo & Discussion	15 Sessions	[Apply]

Topics:

Theory: Overview of multimedia formats and platforms; Introduction to content management systems (CMS); Basics of graphic design and video storytelling; Mobile journalism and the rise of short-form content.

Practical: Designing social media posters using Canva or Adobe Spark; Creating and editing short videos using mobile apps (e.g., InShot, CapCut); Publishing a post on WordPress or Blogger.

Module 3	Editing and Proofreading for Online Platforms	Lecture, PPT, Demo & Discussion	15 Sessions	[Analyse]

Topics:

Theory: Principles of editing digital content: structure, tone, coherence; Tools for proofreading and editing (Grammarly, Hemingway Editor); Visual editing: image resizing, color correction, and layout design; SEO basics and metadata optimization.

Practical: Peer review and editing of blog posts/articles; Rewriting headlines, intros, and leads; Hands-on editing of audio/video using tools like Audacity or Filmora

Module 4	Platform-Specific Content Strategy	Lecture, PPT, Demo & Discussion	15 Sessions	[Evaluate]

Topics:

Theory: Understanding algorithms and platform dynamics (Instagram, YouTube, X, LinkedIn); Scheduling and analytics: tracking content performance; Crisis communication and comment moderation; Brand tone

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and digital storytelling.

Practical: Creating content calendars and campaign plans; Developing platform-specific content (Instagram Reels, YouTube Shorts, LinkedIn posts); Analyzing audience engagement using tools like Meta Business Suite or YouTube Studio

Targeted Application and Tools used: WordPress / Blogger; Canva / Adobe Express; CapCut / InShot / Filmora; Grammarly / Hemingway Editor; Meta Business Suite / YouTube Studio; Google Docs / Sheets.

Assignments:

Assignment 1 – Module I: Fundamentals of Digital Content Creation

Write a 500-word blog post on a trending topic of your choice, optimized for online readability (with headline, subheadings, bullet points, and hyperlinks). Submit with a screenshot of where it is published (if published online).

Assignment 2 – Module II: Multimedia Tools and Techniques

Design an original social media post (poster or infographic) and a 60-second video reel on a social cause or brand message. Use free tools like Canva and CapCut/InShot.

Assignment 3 – Module III: Editing and Proofreading for Online Platforms

Edit a given 300-word poorly written article and improve its readability, grammar, and structure. Also, rewrite the headline and subheadings.

Assignment 4 – Module IV: Platform-Specific Content Strategy

Design a one-week content calendar for any one platform (Instagram, YouTube, X, or LinkedIn) for a college event or brand. Include post type, content idea, caption, and hashtag plan.

Text Books:

Carroll, B. (2023). Writing and Editing for Digital Media (5th ed.).

Lieb, T. (2016). Editing for the Digital Age.

References:

Scott, D. M. (2024). The New Rules of Marketing and PR (9th ed.).

Berger, J., 2016. Contagious: Why Things Catch On. London: Simon & Schuster.

Kleon, A., 2014. Show Your Work! 10 Ways to Share Your Creativity and Get Discovered. New York: Workman Publishing.

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OVER **40** YEARS OF ACADEMIC WISDOM

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Web references: https://www.siegemedia.com/creation/content-editing https://www.bynder.com/en/blog/content-editing-what-it-is-and-how-you-can-edit-drafts-in-10-easy-steps/ https://www.eng.ufl.edu/marcom/resources/web-services-standards/creating-editing-web-content/ https://www.semrush.com/blog/content-creation-tools/	
Topics relevant to "Skill Development": Blog writing and article creation; Social media caption and tagline writing; Graphic design using Canva or Adobe Spark; Video creation and editing using mobile apps (e.g., InShot, CapCut); Publishing content on platforms like WordPress or Blogger; Editing and proofreading digital content (text, audio, video); Rewriting headlines and leads; Creating platform-specific content (e.g., Instagram Reels, YouTube Shorts); Developing content calendars and campaign strategies; Using analytics tools (e.g., Meta Business Suite, YouTube Studio).	

Catalogue prepared by	Mr. Darshan B M / Dr. Prathiba Vinod
Recommended by the Board of Studies on	06 June 2025
Date of Approval by the Academic Council	

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PRESIDENCY GROUP
OVER 40 YEARS OF ACADEMIC WISDOM

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Course Code: BAJ4005	Course Title: Content Creation and Editing for Online Media		L-T- P- C	2	0	4	4
	Type of Course: Program Core						
Version No.	1.0						
Course Pre-requisites	Basic media writing, Digital media fundamentals and Computer literacy						
Anti-requisites	-Nil-						
Course Description	This course introduces students to the fundamentals of content creation and editing across digital platforms. It blends theoretical knowledge with hands-on practice in writing, multimedia production, and platform-specific content strategies. Students will learn to craft engaging content, apply editing techniques, and use digital tools for web, social media, and mobile formats.						
Course Outcomes	On successful completion of the course the students shall be able to: CO1: To Explain the core principles of digital content creation and apply writing techniques suited for online platforms. [Understand] CO2: To Demonstrate the use of basic multimedia tools to create engaging visual and video content for online media. [Apply] CO3: To Analyse and edit digital content for clarity, coherence, and platform suitability using editing tools. [Analyse] CO4: To Develop a content strategy tailored to specific online platforms by evaluating user engagement patterns and media trends. [Evaluate]						
Course Content	To equip students with the skills and tools needed to create, edit, and optimize content for various online media platforms.						
Module 1	Fundamentals of Digital Content Creation	Lecture, PPT, Demo & Discussion	15 Sessions		[Understand]		

Topics:

Theory: Introduction to content types: Text, image, audio, video; Principles of writing for the web (clarity, brevity, scannability); Audience engagement and content personalization; Ethics and copyright in digital content creation.

Practical: Blog writing and article creation for online platforms; Caption and tagline creation for social media; Basic grammar and style correction exercises

Module 2	Multimedia Tools and Techniques	Lecture, PPT, Demo & Discussion	15 Sessions	[Apply]

Topics:

Theory: Overview of multimedia formats and platforms; Introduction to content management systems (CMS); Basics of graphic design and video storytelling; Mobile journalism and the rise of short-form content.

Practical: Designing social media posters using Canva or Adobe Spark; Creating and editing short videos using mobile apps (e.g., InShot, CapCut); Publishing a post on WordPress or Blogger.

Module 3	Editing and Proofreading for Online Platforms	Lecture, PPT, Demo & Discussion	15 Sessions	[Analyse]

Topics:

Theory: Principles of editing digital content: structure, tone, coherence; Tools for proofreading and editing (Grammarly, Hemingway Editor); Visual editing: image resizing, color correction, and layout design; SEO basics and metadata optimization.

Practical: Peer review and editing of blog posts/articles; Rewriting headlines, intros, and leads; Hands-on editing of audio/video using tools like Audacity or Filmora

Module 4	Platform-Specific Content Strategy	Lecture, PPT, Demo & Discussion	15 Sessions	[Evaluate]

Topics:

Theory: Understanding algorithms and platform dynamics (Instagram, YouTube, X, LinkedIn); Scheduling and analytics: tracking content performance; Crisis communication and comment moderation; Brand tone

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and digital storytelling.

Practical: Creating content calendars and campaign plans; Developing platform-specific content (Instagram Reels, YouTube Shorts, LinkedIn posts); Analyzing audience engagement using tools like Meta Business Suite or YouTube Studio

Targeted Application and Tools used: WordPress / Blogger; Canva / Adobe Express; CapCut / InShot / Filmora; Grammarly / Hemingway Editor; Meta Business Suite / YouTube Studio; Google Docs / Sheets.

Assignments:

Assignment 1 – Module I: Fundamentals of Digital Content Creation

Write a 500-word blog post on a trending topic of your choice, optimized for online readability (with headline, subheadings, bullet points, and hyperlinks). Submit with a screenshot of where it is published (if published online).

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Design an original social media post (poster or infographic) and a 60-second video reel on a social cause or brand message. Use free tools like Canva and CapCut/InShot.

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Edit a given 300-word poorly written article and improve its readability, grammar, and structure. Also, rewrite the headline and subheadings.

Assignment 4 – Module IV: Platform-Specific Content Strategy

Design a one-week content calendar for any one platform (Instagram, YouTube, X, or LinkedIn) for a college event or brand. Include post type, content idea, caption, and hashtag plan.

Text Books:

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References:

Scott, D. M. (2024). The New Rules of Marketing and PR (9th ed.).

Berger, J., 2016. Contagious: Why Things Catch On. London: Simon & Schuster.

Kleon, A., 2014. Show Your Work! 10 Ways to Share Your Creativity and Get Discovered. New York: Workman Publishing.

Web references:

https://www.siegemedia.com/creation/content-editing

https://www.bynder.com/en/blog/content-editing-what-it-is-and-how-you-can-edit-drafts-in-10-easy-steps/

https://www.eng.ufl.edu/marcom/resources/web-services-standards/creating-editing-web-content/

https://www.semrush.com/blog/content-creation-tools/

Topics relevant to "Skill Development": Blog writing and article creation; Social media caption and tagline writing; Graphic design using Canva or Adobe Spark; Video creation and editing using mobile apps (e.g., InShot, CapCut); Publishing content on platforms like WordPress or Blogger; Editing and proofreading digital content (text, audio, video); Rewriting headlines and leads; Creating platform-specific content (e.g., Instagram Reels, YouTube Shorts); Developing content calendars and campaign strategies; Using analytics tools (e.g., Meta Business Suite, YouTube Studio).

Catalogue prepared by	Darshan B M / Dr.Prathiba Vinod
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

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40 YEARS OF ACADEMIC WISDOM
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Course Code:	Course Title: Indigenous Media and Storytelling Practices Type of Course:	L- T-P-C	2	0	4	4
Version No.	1					
Course Pre-requisites	Having knowledge about Indian Knowledge System and Culture					
Anti-requisites	NIL					
Course Description	Explore the power of Indigenous media and storytelling! This practical course delves into Indigenous cultures, traditional narratives, and contemporary media forms. Gain hands-on experience crafting stories, analyzing media portrayals, and navigating ethical reporting practices. Through workshops, guest speakers, and projects, you'll develop skills to represent Indigenous communities respectfully and ethically in your journalism and mass communication career.					
Course Objective	The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNING techniques.					
Course Outcomes	**CO1:** Understand the historical and cultural significance of Indigenous storytelling practices and their role in preserving cultural heritage. **[Knowledge]** **CO2:** Critical thinking to examine the socio-political contexts influencing Indigenous media practices and advocate for the representation and support of Indigenous voices in global media. **[Application]** **CO3:** Analyze various forms of Indigenous media, including oral traditions, visual arts, and digital media, to appreciate the diversity and richness of Indigenous narratives. **[Analysis]** **CO4:** Evaluate the impact of contemporary Indigenous media on social change and identity formation within Indigenous communities. **[Evaluation]**					
Course Content:						
Module 1	Foundations of Indigenous Media and Storytelling	Lecture and Discussion	Classroom Presentation		30 classes	
Indigenous Worldviews: Explore core values and philosophies that shape Indigenous storytelling and communication. History of Colonial Media: Examine the historical portrayal of Indigenous peoples in mainstream media and its lasting impacts. Rise of Indigenous Media: Analyze the emergence and significance of Indigenous-owned media outlets.						

Module 2	Traditional Storytelling Practices	Lecture and Discussion	Classroom Presentation	30 classes
Oral Traditions: Learn about the significance of storytelling in transmitting knowledge, culture,				

and history. Storytelling Techniques: Explore the use of symbolism, metaphor, and performance in Indigenous narratives. The Role of Elders: Understand the importance of elders as knowledge keepers and storytellers.				
Module 3	Contemporary Indigenous Media	Lecture and Discussion	Classroom Presentation	15 classes
Indigenous Media Landscape: Explore various forms of Indigenous media (film, radio, television, digital platforms). Digital Storytelling: Learn how Indigenous communities are utilizing new media technologies for self-representation. Social Justice and Advocacy: Examine the role of Indigenous media in addressing contemporary issues and promoting social change.				
Module 4	Ethical Reporting on Indigenous Issues	Assignment	**Class participation and discussions** (20%) **Practical assignments** (60%) - Workshops, storytelling projects, media analysis, social media strategy, reporting plan **Final project** (20%) Develop a multimedia piece (video, documentary, podcast episode) exploring a chosen Indigenous topic, adhering to ethical and culturally aware practices.	**15 Classes**
Building Trust and Relationships: Explore strategies for building trust and rapport with Indigenous communities. Protocols and Consent: Learn about obtaining informed consent for interviews and media projects. Deconstructing Stereotypes: Develop critical skills for identifying and avoiding stereotypical portrayals.				

Targeted Application and Tools that can be used:

Traditional Storytelling:
Audio Recording Apps: Simple recording apps on smartphones or tablets can be used to capture oral traditions and stories from elders. Language Documentation Tools: Software like Shoebox http://www.fb10.uni-bremen.de/khwagner/computerwerkzeuge/pdf/ShTUG.pdf can be used to document and archive endangered Indigenous languages alongside the stories themselves.

Digital Storytelling:
Video Editing Software: Free and user-friendly options like DaVinci Resolve offer basic editing tools for creating video documentaries or short features.
Indigenous Media Platforms: Explore platforms specifically designed for sharing Indigenous stories, such as https://thetyee.ca/News/2023/02/14/How-Talk-About-Indigenous-Rights/ (Canada) or https://www.mdpi.com/journal/medicina (Australia).

Social Media and Advocacy:
Social Media Management Tools: Platforms like Hootsuite or Buffer can assist with scheduling and managing content across various social media channels to promote awareness and understanding.
Mapping Tools: Storytelling platforms like ArcGIS StoryMaps https://storymaps.arcgis.com/ allow creators to integrate maps and multimedia elements into their narratives, highlighting traditional
territories or environmental issues.

Project work/Assignment:

Module 1: Foundations

Analysis Assignment: Analyze the portrayal of Indigenous people in a chosen mainstream media piece (past or present). Identify stereotypes and discuss the impact of such portrayals.

Workshop Participation: Actively participate in the respectful and culturally aware language workshop, demonstrating understanding of key terms and practices.

Guest Speaker Interview: Prepare a set of questions and conduct a short interview with a guest Indigenous leader or media professional, focusing on their experiences and perspectives.

Module 2: Traditional Storytelling

Storytelling Project: Develop an original story using traditional storytelling techniques (e.g., animal characters, metaphors, symbolism). Consider incorporating elements from your own cultural background if applicable.

Workshop Participation: Actively participate in the storytelling workshop led by an Indigenous elder, demonstrating attentiveness and respect for traditional practices.

Cultural Analysis: Analyze a chosen traditional story for its cultural and social messages. Identify key themes and discuss their significance within the specific Indigenous culture.

Module 3: Contemporary Indigenous Media

Digital Media Project: Create a short digital media piece (video, podcast episode) exploring a chosen Indigenous issue. Ensure the project adheres to ethical protocols and respectfully represents the chosen community.

Media Analysis Assignment: Analyze the representation of Indigenous peoples in a contemporary media format (film, documentary, social media campaign). Identify strengths and weaknesses in portrayal, and suggest improvements for promoting accurate and respectful representation.

Social Media Strategy: Develop a social media strategy to promote awareness and understanding of a specific Indigenous community. Choose a relevant platform and target audience, outlining key messages and engagement tactics.

Module 4: Ethical Reporting

Reporting Plan Development: Develop a reporting plan for an Indigenous story idea, adhering to ethical protocols established in class discussions and readings.

Mock Interview: Participate in a role-playing activity, conducting a mock interview with an Indigenous person. Demonstrate effective communication skills and respect for informed consent.

Critique Assignment: Critically analyze a news article or media piece for its portrayal of Indigenous peoples. Identify any ethical breaches or stereotypical narratives, and suggest alternative approaches for future reporting.

Final Project:
Develop a multimedia piece (video, documentary, podcast episode) exploring a chosen Indigenous topic. This project allows students to synthesize the knowledge and skills gained throughout the

course. Emphasis will be placed on ethical storytelling practices, cultural sensitivity, and creating a compelling narrative that effectively communicates the chosen topic.
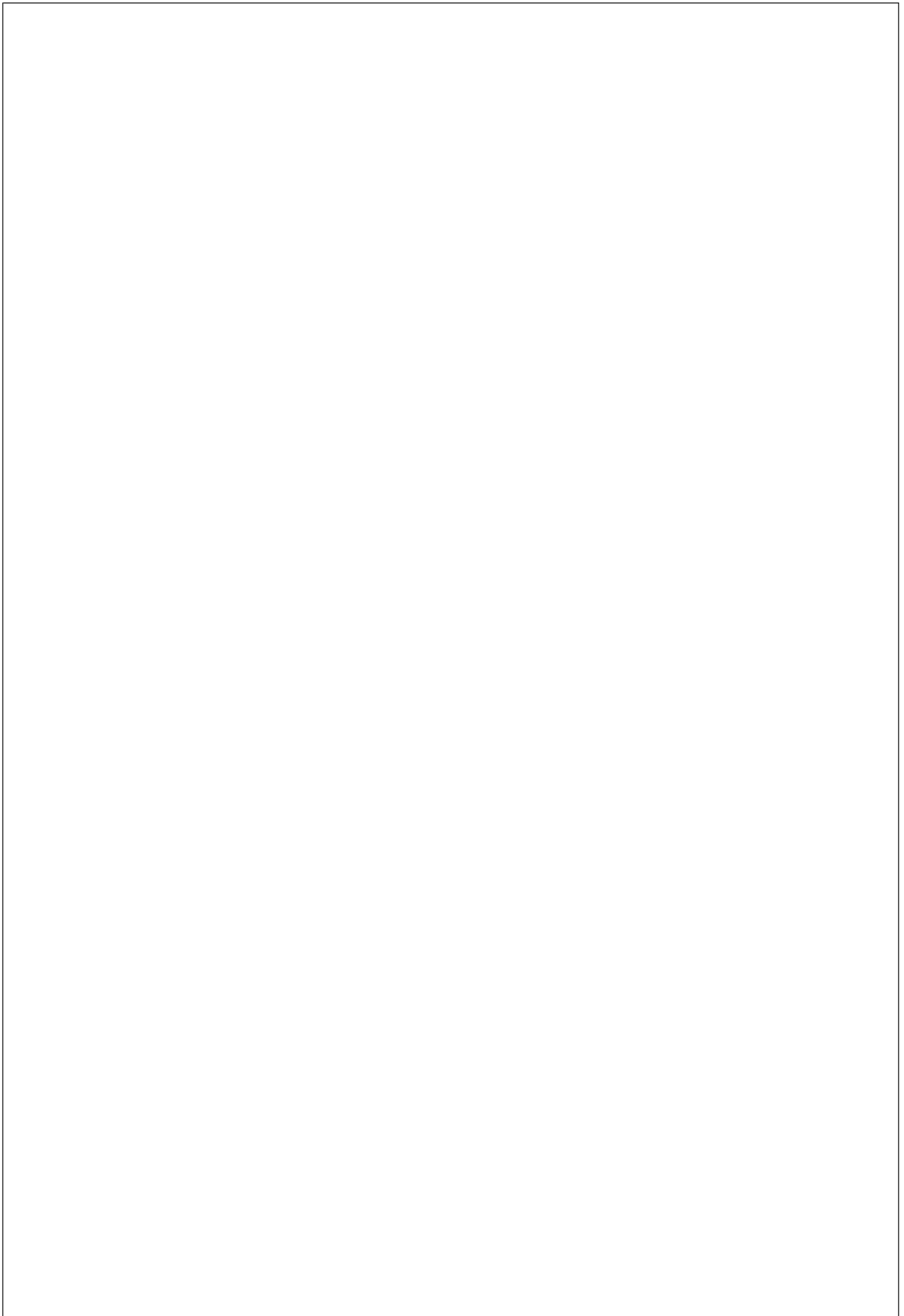
Textbooks:

Indigenous Communication Today: Indigenous Voices in a Globalized Era (Edited by Duane B. Reed-Danahay) - Provides a broad overview of Indigenous media across various forms and regions.

Decolonizing Research in Indigenous Education (Edited by Linda Tuhiwai Smith) - Explores critical frameworks for ethical research practices within Indigenous communities, valuable for journalism students.

Digital Storytelling: A Native American Technology (by Gregory Cajete) - Examines the intersection of Indigenous storytelling traditions and digital technologies.

Natives in the Digital Age: An Anthology of Indigenous Voices (Edited by Susan J. Bryant and Louise Michelle Fry) - A collection of essays and reflections by Indigenous media makers on their experiences and aspirations.

Recommended Reading:

"Storytelling and Indigenous Media" by Wendy C. Nielsen and John MacKenzie:

- This book explores various aspects of Indigenous media, focusing on storytelling practices in different cultures.

"Our Stories in Our Words: Writing, Storytelling, and Oral History in Indigenous Studies" by Angela Cavender Wilson:

- This work provides insights into the significance of storytelling in Indigenous cultures and its role in academic research.

Video Lectures

"The Power of Indigenous Storytelling" by University of Sydney:

- This lecture discusses the importance and impact of storytelling in Indigenous communities.

[Watch the Lecture](#)

"Digital Storytelling in Indigenous Communities" by The University of British Columbia:

- Focuses on how digital media is used to preserve and share Indigenous stories.

[Watch the Lecture](#)

E-Books

"Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit" by Jo-ann Archibald:

- This e-book delves into Indigenous storytelling methodologies and their educational implications.

"Decolonizing Methodologies: Research and Indigenous Peoples" by Linda Tuhiwai Smith:

- Offers a comprehensive guide on decolonizing research practices, with a focus on storytelling.

Web Resources

First Nations Development Institute:

- Provides various resources on Indigenous storytelling and media

practices. Indigenous Storytelling in the Digital Age by Cultural Survival:

- Offers articles and resources on the integration of traditional storytelling with modern digital tools.

Topics relevant to Skill Development through Participative Learning Techniques

This is attained through the / Presentation/ as mentioned in the assessment component

Catalogue prepared by	Dr. Archan Mitra/Mr. Sarath A Pradeep
Recommended by the Board of Studies on	5th June 2024
Date of Approval by the Academic Council	3rd August 2024

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Course Code: DES2068	Course Title: Graphic Design Type of Course: Discipline Elective	L-T- P- C	2	0	2	3
Version No.	-					
Course Pre-requisites	-Nil-					
Anti-requisites	-Nil-					
Course Description	This course aims to create a foundation of various design elements used for effective visual Communication and graphics design. It also provides inputs into various software used for different visual medium. The course delves deep into usage of various software applications such as illustrator and Photoshop, web design, image editing, drawing and graphic advertising.					
Course Outcomes	On successful completion of the course the students shall be able to: 1) Understand various concepts of Graphic Design 2) Demonstrate the use of various software tools for graphic design 3) Apply various techniques to design and create layouts for visual design 4) Create various pieces of visual and graphic design using various software and tools.					
Course Content:						

Module 1	INTRODUCTION TO GRAPHICS DESIGN	Lecture, PP Discussion	10 Sessions	[Understand]

Topics:
• Principles and Theory of Design and Graphics
• Element of Design: Graphic, software, usage of color line, shape, space and texture
• Elements of Design: Layout and Schemes
• Images, Text and Culture
• Working with Images
• Theory of Colours

Module 2	DIGITAL AND VISUAL IMAGES	Lecture, PPT, Discussion	12 Sessions	[Analyze]

Topics:
- File Formats of Images
- Vector and Bitmap Graphics
- Formats /Resolution
- Balance /Contrast Saturation
- Rubber stamp emphasis /Dominance
- Creating Effects, Editing, Manipulation and the Virtual Image

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- Principle of Architecture /Perspective
- Proportion, Repetition /Pattern
- • Unity /Variety

Module 3	HANDS ON TRAINING ON SOFTWARE	Lecture, PPT, Discussion	11 Sessions	[Analyze]

Topics:
- Adobe Photoshop
- Core Draw
- Adobe After Effects
- Adobe InDesign
- Adobe Illustrator
- Xara Designer Pro X
- Gravit Designer
- Genially
- Canva
- Inkscape

Module 4	VISUALIZATION AND EXECUTION	Lecture, PPT, Discussion	12 Sessions	[Evaluate]

Topics:

- • Skills and Role of Production Team
- • The Digital Platforms
- • Motion Graphics
- **Experiential Learning Activities**

Experiential Learning Activities

1. In-class design competition to create various graphic design pieces such as Magazine Cover, Product advertisements and Packaging materials.
2. Group work -Use the concept of story board and using graphic software to create images for children story book
3. Create a portfolio and digitally store all the artwork produced by you during this course.
4. 4. Study Google Doodle and discuss the usefulness as graphic design pieces.

Select Case Studies/ Seminal Articles

1. Ratcliffe, J. (2021). Using graphic design to convey your brand. Journal of Aesthetic Nursing, 10(7), 326-327.
2. Schenk, P. (1991). The role of drawing in the graphic design process. Design Studies, 12(3), 168-181.
3. Babic, N., Pibernik, J., C Mrvac, N. (2008, September). Media study: Motion graphics. In 2008 50th International Symposium ELMAR (Vol. 2, pp. 499-502). IEEE.
4. Geng, L. (2016, May). Study of the Motion Graphic Design at the Digital Age. In Proceedings of the 2016 International Conference on Arts, Design and Contemporary
Education.

5. Choi, S., Aizawa, K., C Sebe, N. (2018, March). Fontmatcher: font image paring for harmonious digital graphic design. In *23rd International Conference on Intelligent User Interfaces* (pp. 37-41).
Karaata, E. (2018). Usage of artificial intelligence in today's graphic design. Online Journal of Art and Design, 6(4), 183-198.

References

Books

1. Davis, M. (2012). Graphic design theory. London: Thames and Hudson.Ohio
2. Joss, M., C Nelson, L. (1977). Graphic design tricks and techniques: North Light Books.
3. White, A. W. (2002). Elements of graphic design: Space, unity, page architecture, and type.
4. Pender, K. (2012). Digital colour in graphic design. CRC Press.
5. Landa, R. (2018). Graphic design solutions. Cengage Learning.
6. Thompson, B., C Helfand, J. (2018). The art of graphic design. Yale University Press.
7. Ambrose, G., Harris, P., C Ball, N. (2019). The fundamentals of graphic design. Bloomsbury Publishing.

Video Lectures

1. Photoshop for Beginners:
https://www.youtube.com/watch?v=IyR_uYsRdPsCab_channel=EnvatoTuts%2B
2. Photoshop Manipulation:
https://www.youtube.com/watch?v=0aTLCGkFY9sCab_channel=Design hob
3. Graphic Design:
https://www.youtube.com/watch?v=-3z2kDWV_o0Cab_channel=JCCCvideo

E-Books

1. Richard Poulin (2021). Language of graphic design.
2. Gavin Ambrose, Paul Harris, Nigel Ball. The Fundamentals of Graphic Design.
3. Graphic Design: The New Basic: http://bitly.ws/oxoQ

Web Resources

1. List of software used in Graphic Designing: https://webflow.com/blog/graphic-designsoftware

Topics relevant to development of 'FOUNDATION SKILLS':	
Catalogue prepared by	Padmavathi S, Dr. R Ravi Kumar
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	:

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40 YEARS OF ACADEMIC WISDOM

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Course Code: BAJ 3030	Course Title: Principles of Visual Design for Media Type of Course: Discipline Elective	L-T- P- C	3	0	0	3
Version No.	2.0					
Course Pre-requisites	-Nil-					
Anti-requisites	-Nil-					
Course Description	This course introduces students to a practice based, hands on approach to visual communication design. It provides insights into fundamental concepts for basic Visual Design, sketching, and drawing. The course highlights the graphic design software programmes such as Adobe Illustrator, InDesign, and Photoshop, which are widely used in the media, advertising, and entertainment industries for design. It also promotes design thinking in order to create visually appealing and aesthetic designs.					
Course Outcomes	On successful completion of the course the students shall be able to: • Understand elements, principle and theories of Design. • Apply industry -standard software to design graphical images • Analyse various aspects designing process. • Create visual design for media, advertisement and entertainment industry.					
Course Content:						
Module 1	INTRODUCTION VISUAL COMMUNICATION DESIGN	Lecture, PPT, Discussion	10 Sessions		[Understand]	

Topics:
• Defining visual communication design
• Graphic design vs Art
• Design thinking processes
• Visual Design Tools
• Image Files

| Module 2 | ELEMENTS AND PRINCIPLES OF DESIGN | Lecture, PPT, Discussion | 12 Sessions | | [Apply] | |

Topics: • Color: Shape, texture, space, form • Unity, Harmony balance Hierarchy, scale /proportion, emphasis, similarity /contrast • Design Theory: Gestalt Principles and Visual Perception				

• Designing ads for Press and its steps				
Module 3	**COLOR, TYPORAPHY AND LAYOUT DESIGN**	**Lecture, PPT, Discussion**	**11 Sessions**	**[Analyze]**
Topics: • COLOR: Primary, Secondary and Tertiary • Hue value, intensity and saturation • Achromatic vs Monochromatic • Gradients and Temperature • Typography; Serif vs Sans Serif fonts • Legibility vs Readability • Use in Ads, signs posters etc • Elements of effective Layout				
Module 4	**GRAPHIC DESIGN FOR THE DIGITAL PLATFORMS**	**Lecture, PPT, Discussion**	**12 Sessions**	**[Create]**
Topics: • Understanding user experience for the Web • User-friendly designs • Techniques used UI, UX and Design for the Web				
Experiential Learning Activities 1. Design a logo for self-branding 2. Collect appealing Visual designs of some products and analyze their distinguishing features 3. Prepare a Collage of Advertisements of your choice to depict different visual designs in print media 4. Using Illustrator design a user-friendly interface to run queries on your university's website.				

Books

1. Kress, G., C Van Leeuwen, T. (2020). Reading images: The grammar of visual design. Routledge.
2. David Dabner and Sandra Stewart. Graphic Design School: A Foundation Course for Graphic Designers Working in Print, Moving Image and Digital Media.
3. Brommer, G. F. (2010). Illustrated Elements of Art and Principles of Design: Full Color Reproductions, Descriptions of Each Concept, Hands-On Activities. United States: Crystal Productions.
4. Smith, C., Smith, J., Gerantabee, F. (2012). Adobe Creative Suite 6 Design and Web Premium All-in-One for Dummies. Germany: Wiley.
5. Bell, S. (2019). Elements of visual design in the landscape. Routledge.

6. Malamed, C. (2015). Visual Design Solutions: Principles and Creative Inspiration for Learning Professionals. Germany: Wiley.
7. Riley, K. L., Mackiewicz, J. (2011). Visual Composing: Document Design for Print and Digital Media. United Kingdom: Prentice Hall.

Video Lectures
1. Introduction: Visual Design on Digital Paradigm: https://www.youtube.com/watch?v=m_F1hDlfUsUCab_channel=VisualCommunicati onDesignforDigitalMedia
2. Design Rules and Layout: https://www.youtube.com/watch?v=pBS7vBo2zvoCab_channel=TuplesEdu
3. InDesign for Beginners: https://www.youtube.com/watch?v=RXRT3dHu6_oCab_channel=EnvatoTuts%2B

E-Books:
1. Graphic Design for Interactive Media: https://ncert.nic.in/textbook/pdf/legd112.pdf
2. Digital Design Media: http://home.fa.utl.pt/~lmmateus/1213_2_sem/mitchell.pdf

Web Resources
3. Visual Design Basics: http://bitly.ws/oxol
4. https://www.canva.com/
5. https://inkbotdesign.com/
6. https://www.vexels.com/

Topics relevant to development of 'FOUNDATION SKILLS':

Encouraging students' understanding of the various elements of Visual Designing for media and promote design thinking in order to create visually appealing and aesthetic designs

Catalogue prepared by	Ms. Padmavati s R Ravi Kumar
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	:

Course Code: BAJ3006	Course Title: Brand Management Type of Course: Discipline Elective	L-T-P-C	3	0	0	3
Version No.	1.0					

Course Pre-requisites	NIL
Anti-requisites	NIL
Course Description	Brand Management is meant for students who are not studying media, as it teaches the principles and methods involved in brand management and advertising. In this course, we cover methods for building, guiding and advertising brands, in addition to looking into how advertising affects both the mind and ethics. Using various insights, real-life examples and discussions, students acquire the skills to study strategies, consumer behaviours and different advertisements to be ready for the future of brand management.
Course Objective	The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNIN techniques.
Course Outcomes	**On successful completion of this course the students shall be able to:** CO.1 To understand the core concepts of brand management and advertising in the modern context. **[Understand]** CO.2 To Analyze the psychological and strategic elements of effective branding and advertising. **[Analyze]** CO.3 To build a portfolio-worthy campaign demonstrating creative and analytical capabilities. **[Apply]**
Course Content:	

Module 1	**Fundamentals of Branding**	**Lecture, Discussion case studies**	**Numerical solving Task**	**15 Sessions**

Topics: Introduction to Brand Management: Definition, Importance, and Scope; Evolution of Branding: From Traditional to Modern Approaches; Core Brand Concepts: Brand Identity, Brand Equity, and Brand Positioning; Types of Brands: Product, Service, Personal, Corporate, and Global; Role of Brand Management in Creating Value and Loyalty; Brand Lifecycle: Growth, Maturity, Decline, and Rebranding Strategies.

Module 2	**Brand Strategies and Consumer Engagement**	**Lecture, discussion, case studies, and Practical**	**Memory Recall based Quizzes**	**15 Sessions**

Topics: Brand Building Strategies: Storytelling, Visual Identity, and Consistency; Psychological Principles in Branding: Emotional Connection and Consumer Motivation; Consumer Behaviour in Brand Engagement: Understanding Needs, Preferences, and Loyalty; Brand Extensions and Co-Branding: Opportunities and Challenges; Measuring Brand Performance: Brand Equity Assessment and Consumer Perception

Module 3	**Digital Branding, Ethics, and Future Trends**	**Lecture, discussion and Practical**	**Memory Recall-based Quizzes**	**15 Sessions**

Topics: Brand Management in the Digital Ecosystem: Social Media, Content Strategies, and Influencer Collaborations; Personalization in Branding: Targeting and Segmentation in Digital Platforms; Ethical Issues in Brand Management: Cultural Sensitivity, Authenticity, and Transparency; Legal Regulations: Trademark Laws, Consumer Privacy, and Data Protection; Emerging Trends: Sustainability in Branding, AI in Brand Insights, and Global Trends; Future of Brand Management: Adapting to Technological and Cultural Shifts

Targeted Application s Tools that can be used:

Design and Content Creation Tools, SEO and Content Optimization Tools, Advertising Platforms and Management Tools, Analytics and Performance Tracking Tools, Specialized Tools for Campaign Testing and Optimization

Project Work/ Assignment:

1. **Assignment 1:**Prepare a visual Brand Biography which includes Introduction, background, brand identity, brand positioning, target audience and rebranding efforts if any.
2. **Assignment 2:**Analyze a brand's branding content (ads, social media posts, offers)
3. **Assignment 3**: Choose a brand content and suggest the necessary changes to target different audience groups.

Text Book(s):

1. George E Belch, Michael, Keyoor Purani. Advertising and Promotion. McGraw-Hill
2. Jefkins, Frank, and Daniel Yadin. Advertising. Pearson.
3. Kumar, S. Ramesh, and Anup Krishnamurthy. Advertising and Branding Basics. Sage.
4. Advertising and Branding Basics
5. Aron Levin, Influencer Marketing for Brands, APress

Seminal Articles:

1. "Positioning: The Battle for Your Mind" by Al Ries and Jack Trout (1981)
2. "Building Strong Brands" by David A. Aaker (1996)
3. "How Has the Digital Environment Affected Advertising Creativity?" by Petra Goor, Gayle Kerr, and Hyun Seung Jin (2022)
4. "Branding Strategy for Startups: Building a Strong Foundation" by Rajeev
5. "The New Age of Branding: A Digital Transformation" by Harish Narayanan
6. "Does Traditional Advertising Theory Apply to the Digital World?" by Francis J. Mulhern (2015)
7. "The Art of Branding: How to Stand Out in a Crowded Marketplace" by Debbie Williams
8. "The Power of Personal Branding" by Pradeep Chopra
9. "How to Build a Brand That Will Stand the Test of Time" by Seth Godin
10. "The Power of Storytelling in Branding" by Bernadette Jiwa
11. "The Future of Digital Advertising: Trends to Watch" by Neil Patel

Recommended Reading

1. "The Future of Advertising and How to Adapt" by Harvard Business Review
2. "Digital Marketing Transformation in Emerging Markets" by McKinsey
3. "How Brands Build Trust Online" by MIT Sloan Management Review
4. "AI in Advertising: The New Frontier" by Forbes
5. "Global Digital Advertising Trends" by eMarketer   https://www.apadivisions.org/division-46/index

E-Books

1. https://www.jonloomer.com/blog/facebook-ads/
2. https://www.adroll.com/resources/guides/programmatic-advertising
3. https://www.smartpassiveincome.com
4. Contagious eBook
5. The Art of Digital Branding eBook
6. The 22 Immutable Laws of Branding eBook

Web Resources

1. https://blog.hubspot.com/
2. https://brandingstrategyinsider.com/

3. Neil Patel Blog
4. Moz Blog
5. https://contentmarketinginstitute.com/
6. https://adage.com/
7. https://www.smartpassiveincome.com/
8. https://www.socialmediaexaminer.com/
9. https://www.marketingprofs.com/
10. Kissmetrics Blog

Topics relevant to "SKILL DEVELOPMENT": Skill development in brand management covers studying essential topics in branding, consumer tendencies and reviewing online marketing strategies. Gaining knowledge in brand equity models, using psychological principles and learning about ethics in branding is necessary to build critical analysis abilities.

Catalogue prepared by	**Dr. Neha Bharti / Dr. Ashish Sharma**
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: BAJ2002	Course Title: Production Portfolio Type of Course: School Core	L- T-P-C	1	0	2	2
Version No.	1.0					
Course Pre-requisites	BAJ1017, BAJ3032					
Anti-requisites	-Nil-					
Course Description	This course aims to help students understand the fundamentals of professional media portfolios and guide them through the process of curating, designing, and developing their own portfolio. The course emphasizes both critical evaluation and creative application to enable students to present their competencies effectively for internships or career opportunities.					
Course Outcomes	**On successful completion of the course the students shall be able:** **CO1**. To explain the concept, types, and purpose of media portfolios.[**Understand**] **CO2**. To analyze media works based on relevance and quality for portfolio inclusion. [**Analyze**] **CO3**. To apply principles of visual design and personal branding in portfolio layout. [**Apply**] **CO4**. To create a professional media portfolio with documentation and presentation. [**Create**]					
Course Content:						

Module 1		Foundations of Media Portfolios	Lecture/Discussion	4 Sessions		[Understand]
	Topics: What is a media portfolio? ,Types of Production Portfolio: Print, digital, multimedia, Purpose and importance of Production Portfolio in journalism and media careers					

Module 2		Curation and Critical Evaluation	Lecture/Discussion	6 Sessions		[Analyze]
	Topics: How to select work: relevance, originality, diversity, Ethical considerations and copyright, Self-assessment and peer critique.					
Module 3		Design and Branding Application	Lecture/Discussion	13 Sessions		[Apply]
	Topics: Portfolio layout and organization, Design tools (Canva, Behance, Google Sites), Branding elements: logo, tagline, personal bio					
Module 4		Portfolio Development and Presentation	Lecture/Discussion	22 Sessions		[Create]
	Topics: Assembling final portfolio, Writing project descriptions and reflections, Presenting the portfolio professionally.					
	Targeted Applications and Tools used: N/A					
	Assignment: Mention the Type of Project /Assignment proposed for this course 9. Module 1: Assignment: Introduction to Portfolios, What are media portfolios and understand their relevance in the media industry. Individual written assignment or presentation 10. Module 2: Curation Report. Analyze media works based on relevance and quality for portfolio inclusion, identify strengths, and make purposeful selections,[Presentation/ Report with visuals] 11. Module 3: Portfolio Draft with Branding, Apply principles of visual design and personal branding in portfolio layout. 12. Module 4: Final Portfolio + Viva Voce, Create a professional media portfolio with documentation and presentation					

Text Book 8. **Baron, C. L. (2009).** *Designing a digital portfolio* (2nd ed.). New Riders.	
References 12. **Kleon, A. (2014).** *Show your work!: 10 ways to share your creativity and get discovered*. Workman Publishing Company.	
Web Resources G. https://www.niemanlab.org/ 10. https://www.pewresearch.org/topic/news-habits-media/	
Topics relevant to "SKILL DEVELOPMENT": Introduction to communication for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course handout.	

Catalogue prepared by		**Mr. Sarath A Pradeep**
Recommended by the Board of Studies on		**5th June 2024**
Date of Approval by the Academic Council		**3rd August 2024**