



**PRESIDENCY
UNIVERSITY**



Itgalpur Rajanakunte, Yelahanka, Bengaluru, Karnataka 560119

PRESIDENCY SCHOOL OF MEDIA STUDIES

Program Regulations and Curriculum

2026-2028

MASTER OF ART (M.A.) in JOURNALISM & MASS COMMUNICATION

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

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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 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 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 M.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 Master of Arts Degree Program Regulations and Curriculum 2026.
- b. These Regulations are subject to, and pursuant to the Academic Regulations.
- c. These Regulations shall be applicable to the ongoing Master of Arts Degree Programs from the 2026 batch, and to all other Master of Arts Degree Programs which may be introduced in future.
- d. These Regulations shall supersede all the earlier Master of Arts Degree Program Regulations and Curriculum, along with all the amendments thereto.
- e. These Regulations shall come into force from the Academic Year 2026-27.

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. "DAC" means, the Departmental Academic Committee.*
- u. "Dean" means the Dean / Director of the concerned School.*
- v. "Dean" means the Dean of the concerned School.*
- w. "Degree Program" includes all Degree Programs.*
- x. "Degree Program" includes all Degree Programs.*
- y. "Department" means the Department offering the degree Program(s) / Course(s) / School offering the concerned Degree Programs / other Administrative Offices.*
- z. "Discipline" means specialization or branch of B. A. Degree Program.*
- aa. "HOD" means the Head of the concerned Department.*
- bb. "L-T-P-C" means Lecture-Tutorial-Practical-Credit – refers to the teaching – learning periods and the credit associated.*
- cc. "MOOC" means Massive Open Online Courses.*
- dd. "MOU" means the Memorandum of Understanding.*
- ee. "NPTEL" means National Program on Technology Enhanced Learning.*

- ff. “Parent Department” means the department that offers the Degree Program that a student undergoes.*
- gg. “Program Head” means the administrative head of a particular Degree Program/s;*
- hh. “Program Regulations” means the Master of Arts Degree Program Regulations and Curriculum, 2024-2027.*
- ii. “Program” means the Master of Arts (B. A.) Degree Program.*
- jj. “PSOMS” means the Presidency School of Media Studies.*
- kk. “Registrar” means the Registrar of the University.*
- ll. “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.*
- mm. “Section” means the duly numbered Section, with Clauses included in that Section, of these Regulations.*
- nn. “SGPA” means the Semester Grade Point Average as defined in the Academic Regulations, 2021.*
- oo. “Statutes” means the Statutes of Presidency University.*
- pp. “Sub-Clause” means the duly numbered Sub-Clause of these Program Regulations.*
- qq. “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.*
- rr. “SWAYAM” means Study Webs of Active Learning for Young Aspiring Minds.*
- ss. “UGC” means University Grant Commission.*
- tt. “University” means Presidency University, Bengaluru; and*
- uu. “Vice Chancellor” means the Vice Chancellor of the University.*

5. Program Description

The Master of Arts Degree Program Regulations and Curriculum 2026 are subject to, and pursuant to the Academic Regulations. These Program Regulations shall be applicable to the following Master of Arts (M. A.) Degree Programs from 2026-27 offered by the Presidency School of Media Studies (PSOMS):

1. Master of Arts in Journalism & Mass Communication, abbreviated as M. A. (Journalism & Mass Communication)

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 Master of Arts Degree Program is a two-Year, Full-Time Semester based program. The minimum duration of the M. A. Program is two (02) years, and each year comprises of two academic Semesters (Odd and Even Semesters) and hence the duration of the M. A. Program is four (04) 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 two years of successful completion of the program, the graduates shall be:

PEO1: Graduates will demonstrate creative, technical, and AI-integrated skills to produce innovative media content across digital platforms.

PEO2: Graduates will display leadership, teamwork, professional ethics, and accountability in diverse media environments.

PEO3: Graduates will critically engage with societal issues, misinformation, media ethics, and emerging technologies for continuous professional growth

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. Professional Ethics and Responsibility: Apply ethical principles, media laws, and professional standards, with particular emphasis on the responsible and transparent use of AI in journalism.

PO2. Domain Knowledge and Multidisciplinary Understanding: Demonstrate comprehensive understanding of journalism, media theories, and their interdisciplinary connections with technology, society, and culture.

PO3. Media Specialisation and Career Pathways: Identify and develop advanced expertise in specialized domains, mapping clear pathways in digital journalism, broadcasting, data journalism, AI-assisted content, advertising, or public relations.

PO4. Lifelong Learning and Technological Adaptability: Engage in continuous learning and adapt to emerging trends, such as artificial intelligence, automation, and evolving media technologies.

PO5. Critical Thinking and Analytical Skills: Analyze information, rigorously evaluate sources—including AI-generated content—and make evidence-based decisions suited to complex media landscapes.

PO6. Digital, Data, and AI Literacy: Utilize ICT tools, data analytics, and AI technologies to enhance content creation, research effectiveness, audience analysis, and innovative media production.

PO7. Creativity and Innovation: Demonstrate originality in storytelling, multimedia production, and content design using emerging AI tools.

PO8. Media Literacy and Information Management: Develop advanced competencies in media literacy to support factchecking, address misinformation, and manage digital information accurately.

PO9. Research Skills and Ethical Inquiry: Apply research methodologies and ethical standards to conduct meaningful media research, integrating AI-assisted analysis where appropriate.

PO10. Collaboration and Leadership Skills: Exhibit teamwork, leadership, and coordination skills, especially within media production, research projects, or other collaborative professional environments.

8.2 Program Specific Outcomes (PSOs):

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

PSO1: Demonstrate advanced abilities to conceptualize, design, and manage projects for print, broadcast, digital, or AI platforms, utilizing current industry tools.

PSO2: Analyze complex datasets using digital and AI tools, visualize findings effectively, and create impactful, data-driven journalistic narratives.

PSO3: Conduct significant academic and applied research using both conventional and AI-driven methods and communicate findings effectively in appropriate contexts.

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. All admissions shall be made on the basis of merit in the qualifying examinations; provided that forty percent of the admissions in all Programs of the University shall be reserved for the students of Karnataka State and admissions shall be made through a Common Entrance Examination conducted by the State Government or its agency and seats shall be allotted as per the merit and reservation policy of the State Government from time to time. The admission criteria to the M. A. Program is listed in the following Sub-Clauses:

- 9.1** An applicant must have a graduation degree in any field from a recognized university with a minimum of 50% marks in the qualifying examination for the general category or 45% marks for SC/ST and other reserved categories.
- 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 of student(s) from another recognized University to the 2nd year (3rd Semester) of the M. 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 M. A. / Two-Year Degree Program from another recognized University, may be permitted to transfer to the 2nd Year (3rd Semester) of the M. A. Program of the University as per the rules and guidelines prescribed in the following Sub-Clauses:

- 10.1** The concerned student fulfils the criteria specified in Sub-Clauses 2.3.1, 2.3.2 and 2.3.3.
- 10.2** 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) M. A. Program commencing on August 1 on the year concerned.
- 10.3** The student shall submit copies of the respective Marks Cards / Grade Sheets / Certificates along with the Application for Transfer.
- 10.4** The transfer may be provided on the condition that the Courses and Credits completed by the concerned student in the 1st Year of the M. A.- Two-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 M. A. Program of the University.
- 10.5** 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% 25%- Midterm Examination 20%- Assignment 5%-Quiz
	End Term Examination	50% 50%- End Term Examination
Lab/Practice-based Course P component in the L-T-P Structure is predominant (Examples: 0-0-4; 0-1-2; 1-0-2;1-0-4; etc.)	Continuous Assessments	50% 10%- Timeliness / Submission 20%- Assignments 10%- Creativity 10%- Ideation & Execution

	End Term Examination	50% 10%- Practical File / Document 40%- Viva-Voce/Presentation
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 student must obtain a minimum of 30% of the total marks/weightage assigned to the End Term Examinations in the concerned Course.
- 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.

- 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 and placed (as Annexures) in the concerned PRC.
- 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 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.

Table 2: Durations and Credit Equivalence for Transfer of Credits from SWAYAM-NPTEL/ other approved MOOC Courses		
Sr. 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 (17.0), shall not be included in the calculation of the CGPA.

PART B - PROGRAM STRUCTURE

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

The M. A. (Journalism & Mass Communication) Program Structure (2026-2028) totalling 80 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.

Table 3: M. A. (Journalism and Mass Communication) 2026-28 Summary of Mandatory Courses and Minimum Credit Contribution from various Baskets		
Sr. No.	Baskets	Credit Contribution
1	Core Course	36

2	Skill Enhancement Compulsory Course [SEC]	21
3	Discipline Specific Elective [DSE]	23
	Total Credits	80

Percentage Distribution

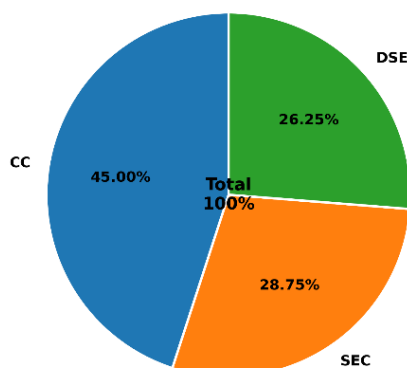


Fig:1 Credit Distribution for the M.A. (J&MC) Program

14. Minimum Total Credit Requirements of Award of Degree

As per the UGC guidelines, a minimum of 80 credits is required for the award of a M. A. 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:

- Fulfilled the Minimum Credit Requirements and the Minimum Credits requirements under various baskets.
- Secure a minimum CGPA of 5.00 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.
- No dues to the University, Departments, Hostels, Library, and any other such Centres/ Departments of the University; and
- No disciplinary action is pending against her/him.

PART C – CURRICULUM STRUCTURE

16. Curriculum Structure – Basket Wise Course List

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 Core Courses						
Sr No	Course code	Course Name	L	T	P	C
1	MJM4507	Communication Theories & Models	2	1	0	3
2	MJM4004	Introduction to Print Media	1	1	2	3
3	MJM4508	Critical Thinking and Media Psychology	3	0	0	3
4	MJM4005	Media & Information Literacy	2	0	2	3
5	MJM4009	Media Laws & Ethics	3	0	0	3
6	MJM4510	Data Journalism & Visualization	2	0	2	3
7	MJM4511	Communication and Media Research	3	0	0	3
8	MJM4512	Television Production: Theory and Practice	2	0	2	3
9	MJM8301	Capstone Project [Adv / PR / Film Studies / Digital Media /AI]	-	-	-	12
			Total No. of Credits- 36			

Table 3.2: Skill Enhancement Compulsory Course [SEC]						
Sr. No	Course Code	Course Name	L	T	P	C
1	MJM4001	Digital Photography	2	0	2	3
2	MJM4002	Print Production Lab	0	0	4	2
3	MJM4502	AI Tools for Media Creation & Content Strategy	1	0	2	2
4	MJM4504	Multimedia Production	1	0	2	2
5	MJM4003	Graphic Designing	0	0	4	2
6	MJM4505	Audio Video Editing Lab	0	0	4	2
7	MJM4515	Short film and Documentary Making	0	0	4	2

8	MJM4506	Digital News Production	0	0	4	2
9	MJM8401	Internship				4
	Total No. of Credits					21

17. Practical / Skill based Courses – Internships / Thesis / Dissertation / Capstone Project

Work / Portfolio / Mini project

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, 2021, are simply assigned the number of Credits based on the quantum of work / effort required to fulfill 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 B. A. 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, 2021). The same shall be prescribed in the Course Handout.

17.1 Internship

A student may undergo an internship for a period of 6-8 weeks in an industry / company or academic / research institution during the Semester Break between 2nd and 3rd Semesters, subject to the following conditions:

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

17.1.2 The selection criteria (minimum CGPA, pass in all Courses as on date, and any other qualifying criteria) as applicable / stipulated by the concerned Industry / Company or academic / research institution for award of the Internship to a student.

17.1.3 The number of Internships available for the concerned Academic Term. Further, the available number of internships shall be awarded to the students by the University based on merit using the CGPA secured by the student. Provided further, the student fulfils the criteria, as applicable, specified by the Industry / Company or academic /

research institution providing the Internship, as stated in Sub-Clause 2.6.1.2 above.

17.1.4 A student may opt for Internship in an Industry / Company 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 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.

17.1.5 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.

17.2 Capstone Project

A student may undergo a Capstone Project for a period of 12-14 weeks in an industry / company or academic / research institution in the 4th Semester as applicable, subject to the following conditions:

17.2.1 The Capstone Project shall be conducted in accordance with the Capstone Project Policy prescribed by the University from time to time.

17.2.2 The selection criteria (minimum CGPA, pass in all Courses as on date, and any other qualifying criteria) as applicable / stipulated by the concerned Industry / Company or academic / research institution for award of the Capstone Project to a student.

17.2.3 The number of Capstone Project available for the concerned Academic Term. Further, the available number of Capstone Project shall be awarded to the students by the University based on merit using the CGPA secured by the student. Provided further, the student fulfils the criteria, as applicable, specified by the Industry / Company or academic / research institution providing the Capstone Project, as stated in **Sub-Clause 2.6.3.2 above**.

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

17.2.5 A student selected for a Capstone Project in an industry / company or academic / research institution shall adhere to all the rules and guidelines prescribed in the

18. List of Elective Courses under various Specialization / Stream Baskets

Table 3.3: DSE [Discipline Specific Elective]						
Sr. No	Course Code	Course Name	L	T	P	C
1	MJM4006	AI and Journalism	1	0	2	2
2	MJM4007	Advertising and Integrated Marketing Communication	3	0	0	3
3	MJM4501	Film Studies	3	0	0	3
4	MJM4509	Political Communication & Digital Campaigns	3	0	0	3
5	MJM4503	Public Relations and Corporate Communication	2	0	2	3
6	MJM4008	Media and Cultural Communication	3	0	0	3
7	MJM4513	Digital Marketing and Social Media Analytics	3	0	0	3
8	MJM4514	Cyberpsychology & Digital Behaviour	3	0	0	3
Total No. of Credits						23

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

<u>Course Structure for M.A. Journalism & Mass Communication</u>							
2026-2028							
		SEMESTER -I	L	T	P	C	CH
1	MJM4507	Communication Theories & Models	2	1	0	3	3
2	MJM4004	Introduction to Print Media	1	1	2	3	4
3	MJM4508	Critical Thinking and Media Psychology	3	0	0	3	3
4	MJM4005	Media & Information Literacy	2	0	2	3	4
5	MJM4006	AI and Journalism	1	0	2	2	3
6	MJM4007	Advertising and Integrated Marketing Communication	3	0	0	3	3
7	MJM4001	Digital Photography	2	0	2	3	4
8	MJM4002	Print Production Lab	0	0	4	2	4
			14	2	12	22	28

		SEMESTER -II	L	T	P	C	CH
1	MJM4009	Media Laws & Ethics	3	0	0	3	3
2	MJM4501	Film Studies	3	0	0	3	3
3	MJM4509	Political Communication & Digital Campaigns	3	0	0	3	3
4	MJM4510	Data Journalism & Visualization	2	0	2	3	4
5	MJM4502	AI Tools for Media Creation & Content Strategy	1	0	2	2	3
6	MJM4503	Public Relations and Corporate Communication	2	0	2	3	4
7	MJM4504	Multimedia Production [MOJO / PODCASTING]	1	0	2	2	3
8	MJM4003	Graphic Designing	0	0	4	2	4
			15	0	12	21	27
		SEMESTER -III	L	T	P	C	CH
1	MJM4511	Communication and Media Research	3	0	0	3	3
2	MJM4512	Television Production: Theory and Practice	2	0	2	3	4
3	MJM4008	Media and Cultural Communication	3	0	0	3	3
4	MJM4513	Digital Marketing and Social Media Analytics	3	0	0	3	3
5	MJM4505	Audio Video Editing Lab	0	0	4	2	4
6	MJM4514	Cyberpsychology & Digital Behaviour	3	0	0	3	3
7	MJM4515	Short film and Documentary Making	0	0	4	2	4
8	MJM4506	Digital News Production	0	0	4	2	4
9	MJM8401	Internship*	0	0	0	4	0
			14	0	14	25	28
		SEMESTER -IV					
			L	T	P	C	
1	MJM8301	Capstone Project [Adv / PR / Film Studies / Digital Media /AI]	0	0	0	12	0
			0	0	0	12	0
Grand Total: 80 Credits							

Internship*: A student shall undergo a 6-week internship in an industry, company, academic, or research institution during the semester break between the 2nd and 3rd semesters. The internship credits shall be counted in the 3rd semester.

20. 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: MJM4507	Course Title: Communication Theories & Models Type of Course: Core Course		L- T-P- C	2	1	0	3
Version No.	1.0						
Course Pre-requisites	-Nil-						
Anti-requisites	-Nil-						
Course Description	This course provides an in-depth understanding of major communication theories and models, tracing their evolution from classical frameworks to contemporary perspectives. It examines media effects, audience behaviour, and critical approaches to communication, while also exploring the relevance of these theories in the context of digital media and emerging technologies.						
Course Outcomes	On successful completion of the course the students shall be able to: 1. CO 1. Explain the fundamental concepts, scope, and paradigms of communication theories and models. [Understand] 2. CO 2. Analyse classical communication models and evaluate their relevance and limitations. [Analyse] 3. CO 3. Analyse media effects and audience behaviour using major communication theories. [Analyse] 4. CO 4. Apply contemporary and critical communication theories to interpret digital and global media contexts. [Apply]						
Course Objectives							
Course Content							
Module 1	Foundations of Communication Theory	Lecture/ Discussion	13 Sessions	Understand			
Topics: Nature, scope, and evolution of communication theories; Communication as a process: elements, functions, and contexts; Levels of communication: intrapersonal, interpersonal, group, mass, and networked communication; Research paradigms: positivist, interpretive, and critical approaches; Normative theories of the press; Introduction to communication models: purpose and classification.							
Module 2	Classical Models of Communication	Lecture/ Discussion	11 Sessions	Analyse			
Topics: Aristotle’s rhetorical model; Lasswell’s model; Shannon and Weaver’s mathematical model; Berlo’s SMCR model; Osgood–Schramm circular model; Westley and MacLean model; Gatekeeping theory; Comparative analysis and limitations of classical models.							
Module 3	Media Effects and Audience Theories	Lecture/ Discussion	11 Sessions	Analyse			
Topics: Hypodermic Needle theory; Two-Step Flow theory; Uses and Gratifications theory; Agenda Setting theory; Cultivation theory; Spiral of Silence; Media Dependency theory; Reception theory and active audience; Application of media effects theories in contemporary media.							
Module 4	Contemporary and Critical	Lecture/ Discussion	10 Sessions	Apply			

	Communication Theories			
Topics: Critical theory and political economy of media; Cultural studies approach (Stuart Hall – encoding/decoding); Feminist and postcolonial perspectives; Network society; Participatory culture; Digital media and algorithmic communication; AI and communication; Application of communication theories in digital and global contexts.				
Targeted Application and Tools used Samples of different kinds of communication can be shown to students through various social media platforms, skits, and group discussions.				
Assignment: Mention the Type of Project /Assignment proposed for this course				
Assignment 1: Analysis of Communication Theory in the Digital Media Environment Analyse any one communication theory and explain its relevance in the digital media environment with suitable examples. Assignment 2: Application of Communication Models in News Analysis Apply any two communication models to examine how a recent news event was communicated across different media platforms.				
Textbooks: 1. Griffin, E. (2012). A first look at communication theory (8th ed.). McGraw-Hill. 2. Littlejohn, S. W., & Foss, K. A. (2009). Theories of human communication (9th ed.). Waveland Press. 3. McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications. 4. Miller, K. (2005). Communication theories: Perspectives, processes, and contexts (2nd ed.). McGraw-Hill. 5. Severin, W. J., & Tankard, J. W. (2001). Communication theories: Origins, methods, and uses in the mass media (5th ed.). Longman.				
Video Materials 1. CrashCourse. (2018). <i>Communication theory: Crash course media literacy #5</i> [Video]. YouTube. https://www.youtube.com/watch?v=rS2V68N8p5o 2. Lecture Notes. (2020). <i>Models and theories of communication</i> [Video]. YouTube. https://www.youtube.com/watch?v=RZQOCzHABJc 3. Easy Learning. (2021). <i>Theories of communication – Complete overview</i> [Video]. YouTube. https://www.youtube.com/watch?v=t3jIRo9Q6Bg				
References 1. West, R., & Turner, L. H. (2018). An introduction to communication. Cambridge University Press. 2. Dumbleby, R., & Burton, G. (2020). More than words: An introduction to communication. Taylor & Francis.				

3. Quinn, A. (2018). Virtue ethics and professional journalism. Springer International Publishing.	
Topics relevant to development of ‘FOUNDATION SKILLS’:	
Critical thinking, effective communication, media literacy, audience understanding, logical reasoning, ethical awareness, interpersonal skills, digital literacy, problem solving, and cultural sensitivity.	
Catalogue prepared by	Dr. Darshan B M / Dr. Ashish Sharma
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: MJM 4004	Course Title: Introduction to Print Media		L-T- P- C	3	0	0	3
Version No.	1.0						
Course Pre-requisites							
Anti-requisites	-Nil-						
Course Description	This course introduces the fundamentals of journalism, including its role, responsibilities, and forms of mass media, along with the structure and elements of news. It covers key aspects of print media such as headline writing, page layout, and visual presentation. The course also examines the organization and functioning of print media institutions, including newsroom roles and ethics. Further, it explores emerging trends like media convergence, e-papers, web journalism, and citizen journalism, enabling students to understand and create content for both print and digital platforms.						
Course Outcomes	1. CO1: Explain the fundamentals of journalism, including its importance, responsibilities, forms of mass media, and basic news structure (5W & 1H). (Understanding) 2. CO2: Apply principles of news writing, headline construction, and basic page layout/design in print media. (Applying) 3. CO3: Analyse the structure and functioning of print media organizations, including newsroom roles, hierarchy, and ethical responsibilities. (Analyzing) 4. CO4: Create digital media content by interpreting trends such as media convergence, e-papers, web journalism, and citizen journalism. (Creating)						
Course Objectives							
Course Content							
Module 1	Basics of Journalism	Discussion	10 Sessions	Understanding			
Topics: Journalism-: Importance and responsibilities; Various forms of Mass Media: T.V., Radio, Print Newspapers, Web-Portal, Magazine, social media; Basic News: Scope, Definition, News- Concept, definition, elements and its value, News structure (5W & 1H), News Source							
Module 2	Introduction to Print Media and styling news content	Lecture/PPT/Discussion	10 Sessions	Applying			
Topics: Print Media Terminology, Technique and significance of news headline writing, Introduction of page layout, design & style sheet, Selection and importance of Picture, Graphics, Illustrations, Maps etc.							

Module 3	Print Media Organization its departments	Lecture/PPT/Discussion	10 Sessions	Analyzing
Topics: Introduction of Print Media organization (Newspaper & Magazine etc.), Print Media Terminology, Role & Functions of News/Editorial Desk, Advertisement Department & Circulation Department, Hierarchy and duties of working journalist, Qualities & Responsibilities of a Reporter, Ethics in Reporting.				
Module 4	News feature & trends in Print Media Reporting	Lecture/PPT/Discussion	15 Sessions	Creating
Topics: Media Convergence, Importance of IT Technology in Print Media, Print media conversion- E-Paper, Web Journalism, online reporting, News Portal, Difference between Web Portal and E-Paper, Citizen Journalism, Blog and Blog Writing.				
Assignments:				
Assignment 1 - Select one news story from a newspaper or web portal and briefly analyse it by identifying the 5W & 1H (Who, What, When, Where, Why, How), along with the key news values such as timeliness, impact, and proximity, and classify it as hard or soft news. Also, indicate the likely sources used (e.g., officials, eyewitnesses, reports, or agencies). Assignment 2 -Study a newspaper and its digital version (e-paper or web portal) and compare their structure, newsroom roles, and content presentation. Explain how media convergence and digital tools are transforming print journalism, including one example of citizen journalism. (Presentation)				
Textbooks: 1. Kumar, Keval J. Mass communication in India, Jaico Publishing House. 2. Srivastava, K. M. (1987) News Reporting and Editing. New Delhi: Sterling Publisher 3. Sharma, K. C. & Pathak, (2011) Anupama Sharma. Reporting and Editing in Journalism. New Delhi: Deep & Deep Publications Pvt. Ltd 4. Ravindran. (2015). R. K. Handbook of Reporting and Editing, New Delhi DK Publishers and Distributors Pvt. Ltd. 5. Kumar, Praveen. (2010). Mass Communication and writing skills. New Delhi. Centrum Press				
Catalogue prepared by	Dr Musheera Ashraf			
Recommended by the Board of Studies on				
Date of Approval by the Academic Council				

Course Code: MJM4508	Course Title: Critical Thinking &Media Psychology Type of Course: Core Course		L- T-P- C	3	0	0	3
Version No.	1.0						
Course Pre-requisites	NA						
Anti-requisites	-Nil-						
Course Description	This course introduces Media Studies students to critical thinking and media psychology, integrating logical reasoning, analytical reading, and evidence-based writing with an understanding of how media shapes attitudes and behaviour. Students learn to evaluate news sources, identify bias and misinformation, and build clear arguments across media platforms. The course explores perception, cognition, and media effects to explain audience responses. Through theory and practice, learners develop skills for responsible media consumption and ethical, persuasive communication.						
Course Objective	The objective of the course is SKILL DEVELOPMENT of student by develop students’ critical thinking, logical reasoning, and analytical reading of media texts. Enable evaluation of news sources, bias, and misinformation. Introduce media psychology concepts explaining how media shapes attitudes and behaviour. Strengthen evidence-based writing and argumentation across platforms. Promote responsible media consumption and ethical communication, preparing students to Analyse and create clear, socially aware media content.						
Course Outcomes	On successful completion of this course the students be able to: 1. CO1: Analyse news, advertisements, and digital media content using critical thinking and logical reasoning. (Analyse) 2. CO2: Evaluate media messages to identify bias, misinformation, and persuasive techniques. (Evaluate) 3. CO3: Explain key concepts of media psychology related to audience perception, cognition, and behaviour. (Understand) 4. CO4: Produce clear, evidence-based, and ethically responsible media writing across platforms. (Create)						
Course Content							
Module 1	Fundamentals of Critical Thinking in Media	Discussion and case studies	10 Sessions			Analyse	
Topics: Meaning and importance of critical thinking in media; Identifying assumptions, bias, and media manipulation; Logical reasoning and common fallacies in public communication; How to critically read news stories and editorials; Difference between fact, opinion, and misinformation; Evaluating credibility of media sources; Understanding framing and agenda-setting; Role of ideology and culture in shaping media narratives.							

Module 2	Critical Reading and Media Literacy	Discussion and case studies	15 Sessions	Evaluate
Topics: Writing as a process: idea, draft, revise, and edit; Structure of journalistic and analytical writing; Developing a clear thesis statement; Supporting arguments with evidence and examples; Writing clear introductions and conclusions; Techniques for coherence and logical flow; Writing editorials with critical perspective; Writing feature articles and opinion columns; Avoiding bias and maintaining ethical writing.				
Module 3	Foundations of Media Psychology and Media Effects	Discussion and case studies	10 Sessions	Understand
Topics: Introduction to media psychology: meaning, scope, and relevance; Human perception and how media attracts attention; How media influences thoughts, emotions, and behaviour; Overview of Cultivation Theory; Overview of Social Learning Theory; Media effects on emotion and mood; Media influence on cognition and attitudes; Media impact on behaviour and social norms; Case discussion: media portrayals and audience reactions.				
Module 4	Media, Audience Behaviour and Persuasion	Discussion and case studies	8 Sessions	Create
Topics: Importance of media literacy in understanding audience behaviour; Audience segmentation and behavioural patterns; Basics of persuasion and psychological appeal in media; Psychology of advertising; attention, interest, desire, action: Role of emotions in persuasive messages; Influence of social media on identity and self-image; Media and interpersonal relationships; Media use and mental well-being; Case discussion: social media trends and audience responses.				
Targeted Application and Tools used				
Application: Group discussion, Analyse case studies, News Stories, Editorials.				
Project Work/Assignment:				
Objective 1: To enable students to critically assess media messages by identifying bias, misinformation, representation patterns, and their influence on public perception and decision-making.				
Objective 2: To enable students to critically analyse media texts by distinguishing facts, detecting misinformation, and assessing framing and ideological influences.				
Objective 3: To enable to students to have group discussions analyzing real-world case studies.				
Objective 4: To designing a mock advertising campaign.				
Assignments:				
Assignment 1: Group analysis: select a current news event or public debate covered by at least three different media outlets (TV, newspapers, digital platforms).				
Assignment 2: Explain an election speech aligning with communication and psychological theory.				
Reference(s) Textbooks:				
1. Silverman, C. (2019). <i>Verification Handbook: A Definitive Guide to Verifying Digital Content</i> . European Journalism Centre.				
2. Potter, W. J. (2021). <i>Media Literacy</i> . Sage Publications.				

Reference Books:

1. Browne, M. N., & Keeley, S. M. (2018). Asking the Right Questions: A Guide to Critical Thinking. Pearson.
2. Kovach, B., & Rosenstiel, T. (2021). The Elements of Journalism: What Newspeople Should Know and the Public Should Expect. Three Rivers Press.
3. Graff, G., & Birkenstein, C. (2021). They Say / I Say: The Moves That Matter in Academic Writing. W.W. Norton.
4. Media Psychology by Yihunsalam Asrat, published by Global Vision Publishing House
5. Social Media Marketing, By Miller J McDonald (E-BOOK)
6. Social Media Marketing by Tracy L, Tuten & Michael R Solmon (e-book)

Video Lectures:

1. Media Literacy - <https://www.youtube.com/watch?v=TAckzxB4Wfo>
2. How fake news goes viral: <https://www.youtube.com/watch?v=rgGad2dXX3I>
3. Fake news fact & fiction - https://www.youtube.com/watch?v=E_2CwOpt0NY
4. The Psychology of Media Influence Analyzing Persuasive Strategies, Fuche Kanxae Lam Viec, <https://www.youtube.com/watch?v=GH8ZHJWg4ow>
5. How social media influences the mental & behavioural health of children aged 13 to 17, Children's Wisconsin, <https://www.youtube.com/watch?v=Z1BpYDkGoAs>
6. What Is Media Psychology? History and Future of Media Psychology, Lawslay Wealthy Peg, <https://www.youtube.com/watch?v=TacxPi4AiEw>

E-Books:

1. Fact over Fake: A Critical Thinker's Guide to Media Bias and Political Propaganda by Linda Elder & Richard Paul
2. Media Literacy in Action: Questioning the Media by Renee Hobbs
3. The Palgrave Handbook of Media Misinformation (edited volume)
4. Psychology of Social Media by Ciarán Mc Mahon (Available on Google Books).
5. Media Psychology: A Student, Practitioner, and Researcher's Guide by David Giles (Available on Taylor & Francis).

Web Resources:

1. UNESCO — Handbook on Journalism, 'Fake News' and Disinformation
2. Press Information Bureau Fact Check Unit (PIB Fact Check)
3. The News Literacy Project (Checkology & Media-literacy resources)
4. <https://nibmehub.com/opac-service/pdf/read/Critical%20Thinking%20Toolkit.pdf>
5. American Psychological Association <https://www.apa.org/about/division/div46>
6. Media Psychological Research Center <https://mprcenter.org/>
7. Society for Media Psychological & Technology <https://www.apadivisions.org/division-46/index>

Topics relevant to skill development:

Media Literacy, Google reverse image, Designing persuasive media campaigns.

Catalogue prepared by	Dr. Padmavathi S
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: MJM4005	Course Title: Media Information Literacy Type of Course: Core Course		L- T-P- C	2	0	2	3
Version No.	1.0						
Course Pre-requisites							
Anti-requisites	-Nil-						
Course Description	The objective of the course is to develop critical understanding of contemporary media and information environments. It equips students to analyse media systems, representations, and digital platforms while identifying misinformation, online manipulation, and information disorder. The course emphasizes ethical online behaviour, responsible digital citizenship, and practical verification skills in the age of AI and participatory media. Through theory, case studies, and applied exercises, students learn to engage with media thoughtfully, critically, and responsibly as informed citizens and media professionals.						
Course Outcomes	By the end of this course, students will be able to: 1. CO1: Analyse media and information ecosystems and their influence on public discourse 2. CO2: Evaluate media texts and representations using critical media frameworks. 3. CO3: Apply verification tools to identify misinformation and AI-generated content. 4. CO4: Demonstrate ethical judgement in online behaviour and responsible digital participation.						
Course Objectives	To equip students with essential skills to critically understand, Analyse, and navigate media and information in the digital age, with a focus on media literacy, fake news, and the dynamics of misinformation and disinformation						
Course Content							
Module 1	Introduction to Media Literacy	Lecture/ PPT / Discussion		8 Sessions		Remember	
Topics: Media Literacy: Introduction and Overview. Cognitive Model of Media Literacy. Difference between Fact & Opinion. Understanding news & views. Role of media literacy in the welfare of citizens.							

Module 2	Critical Media Analysis & Representation	Lecture/ PPT / Discussion	7 Sessions	Understand
Topics: Media texts, narratives, and framing. Ideology, power, and hegemony in media. Stereotyping, gender, caste, class, and cultural representation. Political communication and agenda-setting. Advertising, persuasion, and consumer culture. Visual literacy and semiotics				
Module 3	Information Disorder, Fake News & Verification	Lecture/ PPT / Discussion	7 Sessions	Analyse
Topics: Misinformation, disinformation, and Mal-information. Fake news typologies and case studies. Propaganda models and political manipulation. Fact-checking tools and verification techniques. AI, deepfakes, bots, and synthetic media. Role of journalists, platforms, and citizens.				
Module 4	Digital Citizenship, Ethics & Participatory Media	Lecture/ PPT / Discussion	8 Sessions	Apply
Topics: Media ethics beyond regulation. Digital citizenship and civic participation. Online behaviour, trolling, and cancel culture. Influencers, creators, and platform responsibility. Media literacy for inclusion and social change. Community media, activism, and public engagement				
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				
Assignment 1: Fake News Fact-Check Report Objective: Analyse and verify news content to understand misinformation. Instructions: 1. Select one viral news item (Indian or global). 2. Identify its type: False/Deceptive, Misleading, Biased, Manipulated, or Satire. 3. Analyse its societal impact (politics, health, or social harmony). 4. Verify the news using tools like Google Reverse Image Search, InVID, or Exif Viewer. 5. Prepare a report including: • Original claim • Verification process • Evidence collected • Conclusion (True / False / Misleading) • Reflection on impact Assignment 2: Media Literacy Awareness Campaign Objective: Design a mini campaign to educate audiences about fake news. Instructions: 1. Choose a theme: Elections, Health, Social Harmony, or Digital Scams. 2. Develop campaign components: • Slogan / tagline • Infographic on types of fake news • Short video / reel demonstrating fact-checking • 2–3 social media posts promoting verification tools				

3. Prepare a brief **rationale** explaining the campaign's goal and target audience.
4. Submit a **digital portfolio or presentation** of the campaign

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. Analyse 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-Literacy-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 / Dr Darshan BM
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: MJM4006	Course Title: AI and Journalism Type of Course: DSE	L-T- P- C	1	0	2	2
Version No.	1.0					

Course Pre-requisites	-Nil-			
Anti-requisites	-Nil-			
Course Description	The purpose of this course is to introduce the fundamentals of Artificial Intelligence (AI) in journalism, focusing on its tools, applications, and impact on news production. It explores AI-driven content creation, newsroom workflows, and emerging technologies while critically examining ethical, legal, and professional challenges in a rapidly evolving media landscape.			
Course Outcomes	On successful completion of the course the students shall be able to: 1) CO1: Understand the concepts, evolution, and applications of AI in journalism and media practices. 2) CO2: Apply AI tools and technologies for content creation, data analysis, and newsroom workflows. 3) CO3: Analyse the ethical, legal, and professional implications of AI in journalism.			
Course Objectives				
Course Content				
Module 1	Introduction to AI and its Role in Journalism	Lecture, PPT, Discussion	10 Sessions	[Understand]
Topics: Meaning and scope of Artificial Intelligence. Goals and applications of AI. Types of AI systems. Common AI tools used in media and communication. Characteristics News automation: content generation and curation; Global trends and case studies (The Washington Post, BBC, Bloomberg)				
Module 2	Tools and Technologies	Lecture, PPT, Discussion	12 Sessions	[Apply]
Topics: AI tools for journalists: ChatGPT, DALL·E, Notebook LLM, Synthesia, MidJourney; AI in newsroom workflows: transcription, summarization, translation; Automated journalism vs. human storytelling; Writing headlines, generating data-based reports using AI; Introduction to structured and unstructured datasets.				
Module 3	Ethical and Legal Implications	Lecture, PPT, Discussion	11 Sessions	[Analyse]
Topics: AI and editorial responsibility; Deepfakes and misinformation; Copyright and AI-generated content; Bias in AI algorithms; Global AI ethics guidelines in journalism. Redefining newsroom roles; Upskilling for digital-first environments; AI as a tool for investigative journalism; Resistance and adaptation in legacy media; Audience trust and machine-generated news				
Targeted Application and Tools used Microsoft Word AI Applications: ChatGPT, DALL·E, Notebook LLM, Synthesia, MidJourney/ Higgfield , Eleven Lab				
Assignment: Mention the Type of Project /Assignment proposed for this course				

1. **Assignment 1: Write a short analytical essay (800–1000 words) explaining** the meaning, scope, and goals of Artificial Intelligence in journalism. Include examples of how AI is transforming news production and distribution.
2. **Assignment 2: Case Study Presentation:** Analyse how news organizations like The Washington Post, BBC, or Bloomberg use AI in news automation. Present findings on content generation, curation, and audience engagement
3. **Assignment 3: Hands-on Task:** Use AI tools such as ChatGPT or DALL·E to create a short news article and a visual element. Submit the outputs along with a reflection on accuracy, creativity, and limitations.
4. **Assignment 4: Practical Exercise:** Use AI for newsroom workflow tasks—transcription, summarization, or translation. Compare AI-generated output with manual work and write a brief report (700–900 words) evaluating efficiency and quality.
5. **Assignment 5: Critical Essay:** Discuss ethical concerns in AI-driven journalism, focusing on misinformation, deepfakes, bias, and editorial responsibility. Suggest strategies to maintain credibility and public trust.
6. **Assignment 6 Debate/Position Paper:** “AI will replace traditional journalists.” Write a position paper (800 words) or participate in a class debate analyzing AI’s impact on newsroom roles, investigative journalism, and audience trust.

Textbooks:

1. Diakopoulos, Nicholas – Automating the News
2. Broussard, Meredith – Artificial Unintelligence
3. MIT Technology Review – AI + Media articles
4. Journalism AI Reports (London School of Economics)
5. [Santosh Kumar Biswal](#), [Anand J. Kulkarni](#) (2024) Exploring the Intersection of Artificial Intelligence and Journalism The Emergence of a New Journalistic Paradigm

References

1. Dierickx, L., Opdahl, A.L., Khan, S.A. *et al.* A data-centric approach for ethical and trustworthy AI in journalism. *Ethics Inf Technol* **26**, 64 (2024). <https://doi.org/10.1007/s10676-024-09801-6>
2. Palanimurugan, Priya & Shanthi, V. (2025). The Rise of AI in Journalism: Automation, Ethics, and Personalization in News Media.
3. [2406.13706](#) Developing Story: Case Studies of Generative AI’s Use in Journalism
4. [Artificial Intelligence and Journalism: A Systematic Bibliometric and Thematic Analysis of Global Research](#)

E-books:

1. Online AI toolkits (Google News Initiative, OpenAI resources) Journalism, Media, and Artificial Intelligence Let Us Define the Journey [A997xwe_1hxxjqv_22g.tmp](#)

Web Resources:

1. [Journalism in the Era of AI | Asif Bin Ali | TEDxBashundharaRd](#)
2. [The Future of News Media | Dana Nastase | TEDxKULeuven](#) | Dana Nastase | [TEDxKULeuven](#)
3. [Media and Democracy: Finding Facts in the Mess of Misinformation | Lisa Remillard | TEDxBillings](#)

4. AI in the Newsroom: The Future of Journalism Revealed! 5. Efficiency vs ethics: The AI dilemmas facing Indian media 6. Generative AI and journalism Oxford Generative AI Summit 2024	
Topics relevant to development of ‘FOUNDATION SKILLS’: These modules develop foundation skills in understanding AI in journalism and applying tools for content creation, data handling, and newsroom workflows. Students enhance digital literacy, critical thinking, creativity, and communication while engaging with real-world cases, and build ethical awareness to address issues like bias, misinformation, and audience trust in an AI-driven media landscape.	
Catalogue prepared by	Dr. Ashish Sharma
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: MJM4007	Course Title: Advertising and Integrated Communication Management Type of Course: DSE		L-T- P- C	3	0	0	3
Version No.	1.0						
Course Pre-requisites	BA						
Anti-requisites	-Nil-						
Course Description	This PG-level course examines advertising and IMC through strategic, theoretical, and critical lenses. Students engage with advanced brand equity frameworks, consumer culture theory, media economics, and data-driven decision-making. Emphasis on original research, strategic planning for complex markets, and evaluation of emerging technologies in communication management.						
Course Outcomes	On successful completion of the course, the students shall be able to: 1. CO1: Analyse advertising's political-economic dimensions and regulatory frameworks across global contexts. (Analyse) 2. CO2: Evaluate cultural branding strategies and creative frameworks through theoretical and case-based lenses. (Evaluate) 3. CO3: Create integrated marketing communication strategies incorporating advanced media planning and stakeholder analysis. (Create) 4. CO4: Evaluate digital advertising ecosystems, data analytics, and emerging technologies for strategic decision-making. (Evaluate)						
Course Objectives							
Course Content							
Module 1	Political Economy of Advertising	Interactive Lectures/Case-Based Learning/ PPT Presentations	11 Sessions	(Analyse)			

Topics: Advertising as ideological apparatus: Frankfurt School, Birmingham School perspective, Concept, scope, and evolution of advertising and IMC, Political economy of advertising: Ethics and regulatory framework (Advertising Standards Council of India), Behavioural economics in advertising: Nudging, heuristics, and biases (Daniel Kahneman), Consumer psychology: Perception, motivation, and attitude formation, Brand equity: David Aaker model and applications, as discussion: Ethical and behavioural aspects in advertising				
Module 2	Cultural Branding & Creative Strategy	Interactive Lectures/Case-Based Learning	12 Sessions	(Evaluate)
Topics: Consumer Culture Theory (CCT): Eric Arnould and Craig Thompson, Cultural branding and mythmaking: Douglas Holt, Semiotics and meaning production in advertising: Roland Barthes, Narrative structures and symbolic communication in brand storytelling, Creative strategy development: Insight generation and positioning, Case-based analysis: Amul, Nike, Ethics of representation, identity, and cultural appropriation in advertising				
Module 3	Integrated Marketing Communication & Media Systems	PPT, Interactive Lectures/Flipped Classroom	11 Sessions	(Create)
Topics: IMC concept, evolution, and planning framework (Don Schultz), Stakeholder-oriented communication strategies, Media environment and platform economy, Audience segmentation and targeting strategies, Key metrics: Reach, frequency, impressions, CTR, Budgeting basics for advertising campaigns, Case studies: Tata Group, Unilever				
Module 4	Digital Advertising, Data & Emerging Paradigms	Interactive Lectures/ PPT Presentations /Case-Based Learning/	11 Sessions	(Evaluate)
Topics: Digital advertising ecosystem and programmatic basics (RTB, DSP/SSP), Data privacy, ethics, and cookie less strategies, Introduction to marketing analytics: CTR, engagement, conversions, Customer Lifetime Value (CLV) and attribution basics, AI applications in advertising and content creation, Emerging trends: AR/VR and voice-based marketing				
Targeted Application and Tools used YouTube videos and TEDx talks, Excel, Google Data Studio, and large language models				
Assignment: Mention the Type of Project /Assignment proposed for this course				
1. Module 1-2: Create advertising creative brief (500 words) for local brand with consumer insights analysis 2. Module 3-4: Group project - Develop complete IMC campaign plan (presentation) for real brand with media budget and metrics				
Textbooks 1. Belch, G.E. & Belch, M.A. (2020). <i>Advertising and Promotion: An Integrated Marketing Communications Perspective</i>. McGraw Hill 2. Wells, W., Burnett, J., & Moriarty, S. (2019). <i>Advertising: Principles and Practice</i>. Pearson 3. Kotler, P. & Keller, K.L. (2016). <i>Marketing Management</i> (15th ed.). Pearson 4. Jefkins, F. (2018). <i>Advertising</i>. Pearson 5. Kumar, S.R. (2020). <i>Advertising and Branding Basics</i>. Sage				
References 1. Ogilvy, D. (2013). <i>Ogilvy on Advertising</i>. Vintage 2. Ries, A. & Trout, J. (2001). <i>Positioning: The Battle for Your Mind</i>. McGraw-Hill 3. Schultz, D.E. (2019). <i>Strategic Advertising Campaigns</i>. NTC Business Books 4. Campaign India (2026). Latest advertising trends and case studies				

5. ASCI Guidelines (2026). Advertising Standards Council of India
6. CB Insights (2026). Digital advertising and martech reports

E- Resources (e-books, notes, PPTs, video lectures, etc.):

Video Lectures

1. <https://www.campaignindia.in/> - Indian advertising news
2. <https://www.adage.com/> - Global advertising trends
3. <https://ascionline.in/> - ASCI regulations
4. <https://www.thinkwithgoogle.com/> - Google marketing insights
5. Coursera: "Advertising and Society" courses
6. YouTube: TEDx talks on consumer behaviour and branding

Topics relevant to the development of 'FOUNDATION SKILLS': This course develops advertising planning, creative brief writing, media budgeting, campaign analysis, and digital analytics skills through hands-on projects. Students gain practical experience with industry tools and real-world case studies, preparing them for advertising agency, brand management, and digital marketing roles.

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

Course Code: MJM4001	Course Title: Digital Photography Type of Course: SEC			L- T-P- C	2	0	2	3
Version No.	1.0							
Course pre-requisites	Basic knowledge of Photography							
Anti-requisites	-Nil-							
Course Description	This course is designed to explore the world of photography. The course covers fundamental principles of photography, including composition, exposure, lighting, and post-processing. Through a combination of theoretical lessons and practical assignments, students will learn to use their cameras effectively and develop an eye for creating compelling images.							
Course Outcomes	On successful completion of the course, the students shall be able to: 1. CO1: Understand and apply basic principles of photography, such as composition, exposure, and lighting. [Understand] 2. CO2: Operate digital cameras and to capture high-quality images in different environments and lighting conditions. [Apply] 3. CO3: Edit and enhance photographs using basic post-processing tools and software. [Apply] 4. CO4: Analyse and evaluate photographs, demonstrating an understanding of photographic aesthetics and techniques. [Analyse]							
Course Objectives								
Course Content								
Module 1	Introduction to Digital Photography	Discussion/ Demonstration/ Hands-on	20 Sessions	[Understanding]				
Topics: Understanding the basics of photography -History and evolution of photography – Digital Photography - Camera types and equipment overview-Basic camera operations and settings- Types of cameras: DSLR, mirrorless, point-and-shoot, smartphone- Understanding camera settings: aperture, shutter speed, ISO- Using different lenses and their effects.								
Module 2	Composition and Framing	Discussion/ Demonstration/ Hands-on	20 Sessions	[Applying]				
Topics: Essential principles of photographic composition - framing techniques to create visually engaging images- rule of thirds, leading lines, symmetry, and patterns- framing and perspective- Using negative space effectively- Balancing elements within the frame. Techniques for capturing portraits and landscapes-Understanding the unique challenges and opportunities in each genre- Posing and directing subjects for portraits- Environmental and candid portraiture- Landscape composition and finding the right location- Using filters and other tools in landscape photography								
Module 3	Understanding Light and Exposure	Lecture/Discussion/ Hands-on/ Demonstration	20 Sessions	[Applying]				
Topics: The role of light in photography -Controlling exposure to achieve desired results-Natural vs. artificial light-Understanding the exposure triangle: aperture, shutter speed, ISO-Techniques for shooting in different lighting conditions-Using flash and reflectors- Experimenting with exposure settings								
Module 4	Post-Processing and Image Editing	Lecture/Discussion/ Hands-on/ Demonstration	20 Sessions	[Analysing]				

Topics: Basics of photo editing and post-processing- Introduction to editing software- Basic editing techniques: cropping, colour correction, exposure adjustment- Enhancing and retouching images using software- Advanced editing: retouching, layering, special effects- Before-and-after comparisons of edited photos

Targeted Applications and Tools used: Adobe Photoshop, Lightroom, DSLR Camera

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

Assignment 1: The Exposure Triangle Challenge

Submit a series of three photo pairs (six images total) demonstrating:

Depth of Field: One image with a blurred background (wide aperture) and one where everything is in focus (narrow aperture).

Motion Control: One image capturing "motion blur" (slow shutter) and one "freezing" a fast-moving subject (fast shutter).

Low Light Management: One image taken in low light using a tripod/low ISO vs. one using a high ISO to see the effect on "noise".

Outcome: Master the manual control of Aperture, Shutter Speed, and ISO (CO1, CO2).

Assignment 2: Visual Grammar & Composition Portfolio

Capture one distinct photograph for each of the following techniques:

Rule of Thirds: Placing the subject off-center.

Leading Lines: Using natural or man-made lines to draw the eye.

Symmetry and Patterns: Finding geometric balance in the environment.

Negative Space: Using "emptiness" to emphasize a singular subject.

Outcome: Apply essential principles of composition and framing (CO1, Module 2).

Assignment 3: The "Golden Hour" vs. "Blue Hour" Study

Choose a single outdoor location (landscape or architecture).

Photograph the location during the Golden Hour (warm, directional light) and the Blue Hour (cool, ambient light).

Include a short-written reflection on how the different lighting conditions changed the mood and required different exposure settings.

Outcome: Understand the role of natural light and shooting in different environments (CO2, Module 3).

Assignment 4: Environmental & Candid Portraiture

Produce a two-part portrait series:

Environmental Portrait: Photograph a person in a location that tells a story about who they are (e.g., an artist in their studio).

Candid Portrait: Capture a subject in an unposed, natural moment, focusing on genuine emotion or action.

Outcome: Practice posing, directing subjects, and capturing portraits (Module 2).

Assignment 5: Digital Darkroom (Before & After)

Take a "flat" RAW image and perform a full post-processing workflow:

Corrections: Cropping, color correction, and exposure adjustment.

Creative Enhancement: Retouching or applying special effects.

Submission: Present the "Before" and "After" versions side-by-side to demonstrate technical improvement.

Outcome: Edit and enhance photographs using Adobe Lightroom or Photoshop (CO3, Module 4).

Assignment 6: The SDG Visual Narrative (Final Project)

Create a 5-photo "photo essay" that addresses a specific social or environmental theme.

Each photo must demonstrate at least one technical skill learned (e.g., specific lighting or framing).

Students must provide a 200-word critique of their own work, evaluating their use of aesthetics and techniques to convey their message

Outcome: Analyze and evaluate photographs to create a compelling visual story (CO4).

Textbooks:

1. Michael Freeman, Black and White Photography: The Timeless Art of Monochrome in the Post - Digital Age (2017), London: Ilex Press.
2. Bryan Peterson, Learning to See Creatively: Design, Colour, and Composition in Photography (3rd edition, 2015), New York: Amphoto Books.
3. Henry Carroll, Photographers on Photography: How the Masters See, Think and Shoot (2018) London: Laurence King Publishing.
4. Bruce Barnbaum, The Art of Photography: A Personal Approach to Artistic Expression (2017), New York: Rocky Nook.

References

1. Adobe Photoshop CC 2018 release classroom in a book: the official training workbook from Adobe by Faulkner, Andrew | Chavez, Conrad.
2. Adobe InDesign CC 2017 release classroom in a book, the official training workbook from Adobe by Anton, Kelly Kordes | DeJarld, Tina.

Web Resources

1. https://www.adobe.com/creativecloud/photography/basics.html#:~:text=Adobe%20offers%20a%20variety%20of%20tools%20for,of%20thirds%20*%20Geometry%20*%20Leading%20lines
2. <https://petapixel.com/learn-photography/>
3. <https://photographylife.com/learn-photography>
4. <https://www.adobe.com/learn>
5. <https://www.adobe.com/creativecloud/photography/basics.html>

Catalogue prepared by

Mr. Sherin P Shaji / Dr. Ashish Sharma

Recommended by the Board of Studies on

Date of Approval by the Academic Council	
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Course Code: MJM4002	Course Title: Print Production Lab Type of Course: SEC	L-T- P- C	0	0	4	2
Version No.	1.0					
Course Pre-requisites						
Anti-requisites	-Nil-					
Course Description	This course introduces students to the foundational and applied aspects of print media and photojournalism, combining reporting, writing, photography, and page design. It familiarizes learners with essential software tools such as MS Office and design platforms, along with core principles of layout, typography, and visual communication. Students develop competencies in news and feature writing across beats, including human interest, crime, politics, and economy, while also gaining hands-on experience in photography for journalistic contexts. The course culminates in the production of a lab journal, where students integrate writing, visuals, and design to create professional-quality print content. Emphasis is placed on practical learning, editorial judgment, and real-world media production skills.					
Course Outcomes	CO 1: Demonstrate understanding of print media fundamentals, design principles, and technical aspects of photography, including camera handling and image composition for journalistic purposes. (Understand) CO 2: Apply journalistic writing skills to produce structured news content, including features, news reports, press releases, interviews, and headlines across diverse beats. (Apply) CO 3: Create a complete lab journal by integrating reporting, photography, and page design using appropriate software tools, demonstrating editorial judgment and production skills. (Create)					
Course Content						
Module 1	Understanding the basics of Print Media and Photojournalism	Practice & Discussion	20 Sessions	Understand		
Topics: MS Office (Word, Power Point), Quark Express/Photo shop/Canva/In Page, DTP, Design: Concept and Principles, Layout meaning, Stages, Columns, Gutter space, alignment. Different types of Cameras, DSLR Camera technical specifications and its use. Use of Lenses. Taking photo for News, Articles, Features, Events, and Press Conferences, etc. Students have to take photo for their respective stories.						
Module 2	Writing Feature, News Intro and Press Conference	Practice & Discussion	20 Sessions	Apply		

Topics: Writing Feature, News Intro and Press Conference, Every Student has to write a feature based on Human Interest Story, News Features, and Personality Profiles, etc. Every student has to produce different types of News (crime, sports, legislative, political, educational, etc.), News Intro, Press Release, Interview and News Headlines.

Module 3	Production of Lab Journal	Practice & Discussion	20 Sessions	Create
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Topics: Students have to design pages of a Lab Journal layout along with the content by using software's. Students have to produce a news report based on the following:

Accident, natural calamity, human made disaster,

Crime news (murder, robbery, molestation, cyber fraud, domestic violence), News related to judiciary, Political campaign coverage, Economic Issues

Assignments:

Assignment 1 – Photo and Caption integration Select images for a news story and write appropriate captions and placements.

Assignment 2- Layout Analysis Exercise

Students select a newspaper/magazine page and critically Analyse its layout (columns, alignment, typography, use of images, gutter space). A short-written submission with annotated visuals is required.

Assignment 3 - Photojournalism Field Assignment

Students capture a series of 5–7 photographs based on a real event (campus, local issue, or press meet), focusing on composition, framing, and storytelling. Each image must include captions.

Assignment 4 - Human Interest Feature Story

Write a 600–800-word feature on a real individual or community story, emphasizing narrative style, depth, and emotional engagement.

Assignment 5 - News Writing Portfolio

Students produce a set of 2-3 news reports from different beats (crime, education, politics, etc.), including headlines and intros, following standard news structure.

Assignment 6 - Compile all assignments into a print-ready portfolio along with a lab journal documenting process, tools used, and learning outcomes.

Textbooks:

1. Ahuja, C., & Hiteshi, B. (2016). Print journalism: A complete book of journalism. Partridge Publishing.
2. Paul, P. (2013). Handbook of print journalism. Lulu Press.
3. Srivastava, K.M. (2003). Reporting and Editing. New Delhi: Sterling Publishers Pvt. Ltd

References:

1. Associated Press. (2022). The Associated Press stylebook and briefing on media law (56th ed.). Basic Books.

2. Sterling, C. H. (Ed.). (2009). Encyclopedia of journalism (Vols. 1–6). SAGE Publications.

Web references:

1. <https://research.ewu.edu/journalism/journalistwebsites>
2. <https://uri.libguides.com/journalism/onlineresources>

Catalogue prepared by	Dr Musheera Ashraf
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

SEMESTER -2

Course Code: MJM4009	Course Title: Media laws & Ethics Type of Course: Core Course		L-T- P- C	3	0	0	3
Version No.	1.0						
Course Pre-requisites							
Anti-requisites	-Nil-						
Course Description	This course provides an understanding of media laws, constitutional provisions, ethical principles, and regulatory frameworks governing traditional and digital media in India. It examines the role of media institutions, legal mechanisms, and emerging digital regulations in ensuring accountability and responsible communication. The course also explores contemporary media challenges such as misinformation, privacy, AI-generated content, and digital ethics through case studies, research, and media analysis.						
Course Outcomes	On successful completion of the course the students shall be able to: 1. CO1: Explain the evolution of media laws and constitutional provisions related to media in India. [Understand] 2. CO2: Analyse the role of regulatory institutions, ethical codes, and legal mechanisms in ensuring accountability in traditional and digital media. [Analyse] 3. CO3: Evaluate emerging digital media regulations in India using contemporary case studies. [Evaluate] 4. CO4: Create ethical and policy-based responses to contemporary media challenges through research, debate, and media analysis. [Create]						
Course Objectives	The objective of the course is skill development of students by using participative learning techniques.						
Course Content							
Module 1	Indian Constitution, Press Freedom & Theoretical Foundations	Lecture, PPT, Discussion	10 Sessions	Understand			
Topics: Evolution of media laws: Colonial legacies and post-Independence transformations. Preamble, Fundamental Rights & Duties, Article 19(1)(a) & reasonable restrictions - doctrinal evolution through landmark Supreme Court judgments; Introduction to The Bharatiya Nyaya Sanhita, 2023 and provisions relevant to media. Directive Principles and their application to media. Press as Fourth Estate vs. Fourth Pillar debate; Judicial activism and media: Contempt jurisprudence and evolving standards of “fair criticism.”							
Module 2	Press Laws, Regulatory Bodies, and Ethics	Lecture, PPT, Discussion	10 Sessions	Analyse			
Topics: The Press and Registration of Periodicals Act, 2023; Working Journalists Act, 1955; Press Council of India: composition, powers, and functions; Code of Ethics for Journalists (PCI, Editors Guild); Prasar Bharati Act, Cable Television Regulation Act, 1995; Cinematograph Act, 1952 and role of CBFC; Role and guidelines of the News Broadcasting Standards Authority (NBSA); Official Secrets Act, 1923; Contempt of Court Act, 1971; Law of Defamation; Laws dealing with obscenity & sedition.							
Module 3	Emerging Media Laws and Digital Regulations	Lecture, Group Discussion, Case Analysis	12 Sessions	Evaluate			

Topics: Information Technology Act, 2000 (Amendments & key provisions); Digital Personal Data Protection Act, 2023; Right to Privacy and surveillance debates; Regulation of OTT platforms and social media; Copyright Act, 1957 and plagiarism issues in media; Intellectual property rights in digital content creation; Cyber defamation, trolling, and fake news laws; Case studies on digital media regulation: Bans, content takedowns and platform liability.				
Module 4	Contemporary Ethical Dilemmas and Global Perspectives	Lecture, Group Discussion, PPT	13 Sessions	Create
Topics: Media's Ethical problems: Paid News, Trial by Media, Fake News, Bias and Conflict of Interest (In-depth case studies); Privacy vs. Public Interest; AI-generated content, deepfakes and ethical implications; Hate speech, communal reporting and digital polarization; Role of ombudsmen, media councils and self-regulation; Global perspectives: UNESCO, IFJ, international media ethics codes and cross-border challenges; Media ownership concentration and its ethical consequences; Policy recommendations and futuristic frameworks for ethical digital journalism.				
Targeted Applications and Tools used: YouTube, OTTs				
Assignment: - Analyse the tension between freedom of expression under Article 19(1)(a) and reasonable restrictions imposed by the State in India. Discuss the role of the judiciary through landmark Supreme Court judgments related to media freedom, defamation, obscenity, sedition, or contempt of court (Any three). - Develop a policy-based ethical framework or awareness campaign to address a contemporary media issue (Fake news, AI-generated content, hate speech, privacy violations, or trial by media). Justify your recommendations using relevant media laws and contemporary case studies.				
Textbooks - Indian Polity, 7th Edition by M Laxmikanth, 2023 - Handbook of Journalism and Mass Communication. By Vir Bala Aggarwal, V. S. Gupta - Media Ethics and Laws by Jan R Hakemulder, Fay AC de Jonge, & P. P. Singh - Press, Media and Telecommunication laws, Legal Manual - Media Laws and Ethics: A guiding path of budding journalists by Dilip Kumar & Sorabh Kumar Aggarwal - Media, Law and Ethics by Ameya Ambulkar, 2023				
Web Resources eBooks MJM-025B2E.xps Lexology Panoramic - Media and Entertainment Law - Edition 5 - India.pdf IJCRT2307538.pdf CHAPTER 1 MJM-025B1E.xps Microsoft Word - A Critical Analysis Media Trials and Laws Impacts on Judiciary and Society in India Video Lectures Freedom of Speech and Expression Article 19 of Indian Constitution UPSC Prelims & Mains 2022-23 Key Issues & Terms: Disqualification of MPs And Defamation Making of the Indian Constitution Republic Day Polity UPSC GS Preamble of Indian Constitution What is Preamble? Indian Polity for UPSC CSE 2023 What is the Official Secrets Act, is it relevant today? What is Yellow Journalism? Why Supreme Court refused to grant bail to journalist Vishawanatha Shetty				
Web Articles The Media Trial of Siddiqui Kappan and the Ethical Implication for Journalism in India: Journal of Media Ethics: Vol 38 , No 4 - Get Access 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 laws and to analyse their relevance within media and society.	
Catalogue prepared by	Dr. Garima Ganghariya & Dr. Padmavathi S
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: MJM4501	Course Title: Film Studies Type of Course: DSE	L-T-P- C	3	0	0	3
Version No.	1.00					
Course Pre-requisites	Basic knowledge and aptitude in cinematography, script writing and research.					
Anti-requisites	-Nil-					
Course Description	This course introduces the fundamentals of cinema and the language of film, covering the evolution of cinema, visual storytelling, and key technical elements such as images, sound, editing, and narrative structure. It encourages critical understanding of cinema as both an art form and a reflection of social, cultural, and political contexts.					
Course Objectives	The objective of the course is to develop students’ understanding of the language of cinema, including visual storytelling, film techniques, and the role of cinema as an artistic and socio-cultural medium.					
Course Outcomes	On successful completion of the course the students shall be able to: 1. CO1: Explain the historical development of cinema and identify major film genres and filmmaking styles. Understand 2. CO2: Analyse the visual and narrative elements of cinema including cinematography, sound, editing, and mise-en-scène. Analyse 3. CO3: Interpret films through social, cultural, and aesthetic perspectives using basic film analysis techniques. Evaluate 4. CO4: Critically evaluate films by applying concepts of cinematic language and visual storytelling. Evaluate					
Course Content						
Module 1	History and Evolution of Cinema	Lecture / PPT / YouTube Documentaries	10 Sessions	Understand		
Topics: Brief history of world cinema and the evolution of film as an art form. Development of Indian cinema and major movements. Film genres: documentary, fiction, and hybrid cinema. Technological transitions in cinema: silent era to talkies, black & white to colour, film to digital and OTT platforms. Concepts of cinematic storytelling and narrative structures (three-act and five-act structures) Suggested Visual Texts: Workers Leaving the Lumière Factory – Lumière Brothers						

A Trip to the Moon – Georges Méliès Mr. & Mrs. 55 – Guru Dutt				
Module 2	Language and Techniques of Cinema	Lecture / PPT / YouTube Documentaries	10 Sessions	Analyse
Topics: Elements of cinematic language: shots, framing, and composition. Camera angles and movements (PAN, Tilt, Dolly, Zoom, Truck). Mise-en-scène: lighting, setting, costume, and performance. Role of sound in cinema and perception of sound. Editing techniques: cuts, dissolves, fades, transitions, and montage Suggested Visual Texts: Kung Fu Panda – John Stevenson & Mark Osborne The Devil Wears Prada – David Frankel				
Module 3	Reading and Interpreting Visual Narratives	Lecture / PPT / YouTube Documentaries	15 Sessions	Evaluate
Topics: Narrative elements in film: plot, character, theme, and symbolism. Denotative and connotative meanings in cinematic images. Understanding cinematic time and space. Film and literature: differences in storytelling forms. Reading visual signs and interpretation of cinematic imagery Suggested Visual Texts: Dweepa – Girish Kasaravalli Sita Sings the Blues – Nina Paley				
Module 4	Film, Society and Critical Appreciation	Lecture / PPT / YouTube Documentaries	10 Sessions	Evaluate
Topics: Cinema as a reflection of society and culture. Social, cultural, and political perspectives in film analysis. Emotion and audience engagement in cinema. Micro and macro analysis of films. Study of notable filmmakers and contemporary cinema Suggested Films: Mahapurush – Satyajit Ray U-Turn – Pavan Kumar Her – Spike Jonze Bangalore Days – Anjali Menon Pariyerum Perumal – Mari Selvaraj				
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				
Assignment	Title	Description		
Assignment 1	Film Analysis Report	Students will watch a selected film and write a critical analysis (1000–1200 words) focusing on narrative structure, cinematography, sound, and editing techniques.		

Assignment 2	Visual Scene Analysis / Presentation	Students will select a scene from a film and present a short analysis explaining the use of cinematic language such as shot composition, camera movement, lighting, and symbolism.
Text Book The film appreciation book : the film course you always wanted to take - PDFDrive.com. SIGNIS ASIA CINEMA DESK SVC1303.pdf Reference: - Benshoff, H. (2015). Film and Television Analysis: An Introduction to Methods, Theories, and Approaches. United Kingdom: Taylor & Francis. - Brown, Blain. (2021). Cinematography: Theory and practice for cinematographers and directors. 10.4324/9780429353239. - Briley, Ron. (2007). History on Film/Film on History (review). Film & History: An Interdisciplinary Journal of Film and Television Studies. 37. 97-98. 10.1353/flm.2007.0005. - Dmytryk, Edward. (2018). On Film Editing: An Introduction to the Art of Film Construction. 10.4324/9780429506086. - Metz, C. (1991). Film language: a semiotics of the cinema. Chicago: University of Chicago Press - Monaco, J. (2009). How to Read a Film: Movies, Media, and Beyond. United States: Oxford University Press, USA. - Penley, C., Bellour, R. (2000). The analysis of film. Bloomington: Indiana University press. - Ryan, M., Lenos, M. (2020). An Introduction to Film Analysis: Technique and Meaning in Narrative Film. India: Bloomsbury Academic. - Sankaramangalam. (2013). Mass Communication & Studies (Methods & Techniques). Media Village Publications - Villarejo, A. (2007). Film Studies: The Basics. United Kingdom: Routledge. - White, T. R. (2005). Film Analysis Guide. (n.p.): Kendall Hunt Publishing Company press. Web Resources: IJEKS-3-07-013.pdf. - Experimental Cinema: A Fifty-Year Evolution by David Curtis, Delacorte Press, 1972 - The Cinema of Satyajit Ray: Between Tradition and Modernity by Darius Cooper, Cambridge University Press, 2008 - Bollywood and Globalization: Indian Popular Cinema, Nation, and Diaspora by Rini Bhattacharya Mehta, Anthem Press, 2011 - Poetics of Cinema by David Bordwell, Routledge, 2007 - Film Theory and Criticism by Leo Braudy, Oxford University Press, 2009 - The Genius of the System: Hollywood Filmmaking in the Studio Era, by Thomas Schatz, Published by University of Minnesota Press, 2010 Topics relevant to development of 'FOUNDATION SKILLS: - Visual literacy and interpretation of cinematic images.		

2. Understanding narrative structure and storytelling techniques in film. 3. Critical observation and analysis of film language and aesthetics. 4. Appreciation of cinema in social, cultural, and historical contexts.	
Catalogue prepared by	Dr. Padmavathi S
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: MJM4509	Course Title: Political Communication& Digital Campaigning Type of Course: DSE	L-T-P-C	3	0	0	3
Version No.	1.0					
Course Pre-requisites	Should be able know basic political system in Indian context					
Anti-requisites	NIL					
Course Description	This course covers various dimensions of political communication both nationally and internationally. 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. It also covers political communication in all its forms, genres, and styles in politics, emphasis will be given to the role of political communication as it is practiced by the mass media, political candidates, policymakers, and the electorate in digital presence.					
Course Outcomes	On successful completion of the course the students shall be able to: 1. Identify key concepts in political communication and underlying theories. [Understand] 2. Explain the emergence of AI in political sphere. [Application] 3. Describe how political candidates and elected officials employ digital strategies, tools & practices. [Application] 4. Assess various elements of persuasiveness of political campaigns in case studies. [Evaluation]					
Course Objectives						
Course Content						
Module 1:	Foundations of Political communication & Democracy	Lecture, PPT, Discussion	12 sessions	Understand		
Topics: Meaning, scope, and evolution of political communication; Models of political communication; Role of media in shaping public opinion and democratic discourse; Key political actors: parties, candidates, citizens, media institutions; Political communication in traditional vs digital environments						
Module 2	Digital Media Ecosystem and Platform Politics	Lecture, PPT, Discussion	10 sessions	Application		

Topics: Rise of social media and platform-based politics; Algorithmic amplification, virality, and visibility; Data analytics, voter profiling, and micro-segmentation; Meme culture, influencers, and political branding; Emergence of AI in political messaging.				
Module 3	Digital Campaign Strategies, Tools, and Practices	Lecture, PPT, Discussion	11 sessions	Application
Topics: Planning digital political campaigns; Content strategies: text, video, reels, live sessions; Targeted advertising and micro-targeting techniques; Outreach through email, WhatsApp, and SMS; Online fundraising, volunteer mobilization, and engagement metrics.				
Module 4	Ethics, Case Studies, and Democratic Futures	Lecture, PPT, Discussion	12 sessions	Evaluation
Topics: Case studies: 2014 Indian General Election, 2016 United States presidential election, 2019 Indian General Election; Fake news, bots, trolls, and deepfakes in politics; Privacy, surveillance, data ethics, and election laws; Digital participation, polarization, and echo chambers; Measuring campaign effectiveness through analytics.				
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.				
Assignment: Mention the Type of Project /Assignment proposed for this course				
Reading and documenting political news and its approaches				
Experiential Learning Activities • Cover a political rally in your town and write a political journalist newspaper report. • 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_srgs_0) • Get attached to your local MLA’s office and assist in writing various political communications. • In class competition for writing a political speech and the delivering it as if you are contesting local municipal election.				
Reference: 1. Bennett, W. L., & Pfetsch, B. (2018). Rethinking political communication in a time of disrupted public spheres. <i>Journal of communication</i>, 68(2), 243-253. 2. Harshvardhan, H. (2021). Political Communication during COVID-19 in India: Study of Public Support. 3. Bade, S. (2021). Social Media as a Tool for Political Communication: A Case Study of India. <i>International Journal of Humanities and Social Sciences</i>, 15(3), 278-282. 4. Schudson, M. (2002). The news media as political institutions. <i>Annual review of political science</i>, 5(1), 249-269. 5. Kubin, E., & von Sikorski, C. (2021). The role of (social) media in political polarization: a systematic review. <i>Annals of the International Communication Association</i>, 45(3), 188-206. 6. Bennett, W. L., & Iyengar, S. (2008). A new era of minimal effects? The changing foundations of political communication. <i>Journal of communication</i>, 58(4), 707-731.				

7. Coelho, P. M., Correia, P. P., & Medina, I. G. (2017). Social media: A new way of public and political communication in digital media. *International Journal of Interactive Mobile Technologies (iJIM)*, 11, 150.

Text Book :

7. The Oxford Handbook of Political Communication. (2017). United Kingdom: Oxford University Press.
8. Neyazi, T. A. (2018). Political Communication and Mobilisation: The Hindi Media in India. India: Cambridge University Press.
9. Savigny, H. (2016). Political Communication: A Critical Introduction. UK: Palgrave Macmillan.
10. Davis, A. (2019). Political Communication: A New Introduction for Crisis Times. United Kingdom: Wiley.
11. 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
3. <https://www.riener.com/uploads/59ca9e0ef0554.pdf>

Web Resources:

1. <https://guides.zsr.wfu.edu/c.php?g=34331&p=7512707>

Catalogue prepared by	Dr. Padmavathi S
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: MJM4510	Course Title: Data Journalism & Visualization Type of Course: Core Course	L- T-P- C	2	0	0	2
Version No.	1.0					
Course Pre-requisites	BAJ1017 / Basics of Computer Skills -I					
Anti-requisites	NIL					
Course Description	This course offers a comprehensive introduction to producing news through data analysis, investigation, and interpretation. It equips students with essential data management skills and emphasizes the use of data as a reliable journalistic source. Students learn to interpret datasets using basic quantitative techniques and understand the application of data visualization tools for presenting information clearly and accurately. The course also focuses on incorporating data into routine news reporting and beat coverage, while guiding students in developing data-driven investigative stories. Through conceptual learning and case-based discussions, students develop the ability to transform raw datasets into meaningful, credible, and engaging journalistic content.					
Course Objectives	To develop students’ understanding of data journalism and data visualization through participative learning techniques that emphasize conceptual clarity, analytical thinking, collaboration, and real-world applications.					
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Explain the importance, impacts, and current trends in data journalism. [Understand] CO2: Apply knowledge of how journalists collect and use data to explain the implications of these processes for the public. [Apply] CO3: Apply essential skills to find, collect, extract, clean, and analyze data for journalistic purposes. [Apply] CO4: Analyze emerging trends and ethical concerns related to data journalism and evolving media technologies. [Analyze]					
Course Content:						
Module 1	Introduction To Data Journalism	Lecture, PPT Discussion	08 Sessions	Understand		
Topics: Data Journalism: Definition and core concepts; the importance of data in journalism; Data Literacy — why data journalism matters for reporters; essential skills required for a data journalist; impacts of data-driven storytelling; and the role of data journalism in the modern newsroom.						
Module 2	Finding And Understanding Data	Lecture, PPT Discussion	08 Sessions	Apply		
Topics: Concept and meaning of data; Sources of data – primary and secondary; Tools of data collection such as questionnaires, schedules, and interviews; Advanced use of Google Search; International data portals; Data scraping – types of scraping, finding data, extracting data, and scraping data from websites; Data integrity – key questions to evaluate data quality; Data cleaning – cleaning messy datasets using OpenRefine.						

Module 3	Interpreting Data	Lecture, PPT Discussion	08 Sessions	Apply
Topics: Introduction to Excel; cleaning data; correcting bad formatting; handling misspellings, invalid values, and duplicates; Introduction to Spreadsheets; inputting numbers and text; simple calculations and formulae; ordering and filtering data; creating basic graphics; working with tables; Working with Google Data Studio; creation of simple data stories.				
Module 4	Data Visualization Ethics & Data-Driven Stories	Lecture, PPT Discussion	06 Sessions	Analyze
Topics: Introduction to Data Visualization; Purpose of Data Visualization; Matching Data with Appropriate Graph Types; Basics of Design and Colour; Map Theory; Ethics of Data Visualization, including ethical issues in finding and using data and tips for avoiding the publication of misleading or inaccurate data; Case studies.				
Targeted Applications & Tools that can be used: After the course, Students were able to use Tabula, Excel, Flourish in developing stories.				
Project work/Assignment:				
Assignment 1: Write an analytical essay of 800–1,000 words on the topic: <i>“The Role and Impact of Data Journalism in Contemporary Newsrooms.”</i> Assignment 2: Write a 700–900-word explanatory article on: <i>“How Journalists Find, Interpret, and Ethically Use Data for Public Interest Reporting.”</i>				
Text Book(s) 1. Data for Journalists: A Practical Guide for Computer Assisted Reporting- Brant Houston 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' Reilly 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/N3Cs2LvJxI 2. Data Journalism & Visualization: https://youtu.be/nII-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 \(oopen.org\)](#)
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/>
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 & 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](#)
10. [Statista.com](#)

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. Darshan B M / Dr Ashish Sharma
Recommended by the Board of Studies on	

Date of Approval by the Academic Council	
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Course Code: MJM4502	Course Title: AI Tools for Media Creation & Content Strategy Type of Course: SEC	L-T- P- C	1	0	2	2
Version No.	1.0					
Course Pre-requisites						
Anti-requisites	-Nil-					
Course Description	This course introduces the role of Artificial Intelligence in media production and digital content strategy. It covers key AI concepts, tools for creating text, visual, audio, and video content, and their application across media industries. Students also learn to use audience analytics and platform algorithms for data-driven content planning. The course emphasizes ethical and responsible use of AI in media, preparing students to create and evaluate AI-assisted content effectively.					
Course Outcomes	On successful completion of the course the students shall be able to: 1. CO1: Explain the concepts, tools, and applications of Artificial Intelligence in media creation and communication industries. (Understand) 2. CO2: Apply AI tools to create text, visual, and multimedia content for digital media platforms. (Apply) 3. CO3: Analyse audience data and AI-driven insights to develop effective content strategies. (Analyse) 4. CO4: Evaluate ethical, legal, and societal implications of AI in media and propose responsible usage practices (Evaluate)					
Course Objectives						
Course Content						
Module 1	Introduction to AI in Media Ecosystems	Lecture, PPT and Discussion	10 Sessions	(Understanding)		
Topics: Concept and evolution of Artificial Intelligence in media and communication, Key AI domains: Machine Learning, Generative AI, Natural Language Processing (NLP), Computer Vision, Applications of AI in journalism, advertising, public relations, and digital platforms, AI-driven media workflows: automation in news production, recommendation systems, Opportunities and challenges of AI adoption in media industries						

Module 2	AI Tools for Content Creation	PPT/Lecture and Discussion	10 Sessions	(Applying)
Topics: AI tools for text generation: news writing, scripting, captions, blogs. AI tools for image and design creation, AI tools for video and audio production (editing, voice synthesis, subtitles), AI-assisted multimedia storytelling and content repurposing, Hands-on exercises: creating social media posts, short videos, and visual content using AI tools				
Module 3	Automation in Newsrooms & Media Workflows	PPT, Lecture, Tutorials & Discussion	10 Sessions	(Analyzing)
Topics: AI in content planning: trend analysis and topic generation, Audience segmentation and behaviour analysis using AI tools, Platform algorithms: SEO, recommendation engines, and content distribution, Interpretation of engagement metrics (reach, impressions, CTR, watch time), Case studies of AI-driven media strategies and campaign performance.				
Module 4	Ethics, Regulation, and Future Trends in AI Media	PPT, Lecture & Discussion	15 Sessions	(Evaluating)
Topics: Ethical concerns: bias in AI, misinformation, deepfakes, authorship issues, Copyright, plagiarism, and intellectual property in AI-generated content, Policies and regulatory frameworks governing AI in media, Responsible and transparent use of AI in journalism and communication, Critical evaluation of future trends: automation, immersive media, and AI-human collaboration				

Assignment 1 - AI in Media Mapping

Prepare a short report identifying **5 real-world applications of AI in media industries** (journalism, advertising, PR, OTT, etc.)

Assignment 2 – AI Content Creation Task

Create an AI-generated social media caption set (3 posts) and 1 AI-generated visual (poster/graphic)

Reflect on tool used and output quality

Assignment 3- Multimedia Storytelling using AI

Develop a **1-minute multimedia story** (video/audio) using AI tools. Integrate script, visuals, and voice

Assignment 4- Audience Analytics Report

Analyse engagement data (real or simulated) from a social media page. Identify audience behaviour, trends, and content performance

Assignment 5- AI Content Strategy Plan

Design a **content calendar (1 week)** using AI tools for a brand/media platform. Justify content choices based on audience insights and trends

Assignment 6- Ethical Evaluation of AI Content

Critically evaluate an AI-generated media example (deepfake/ad/article), Discuss issues of bias, misinformation, and ethics, Suggest responsible usage guidelines

Readings

1. Marconi, Francesco (2020). Newsmakers: Artificial Intelligence and the Future of Journalism. New York: Columbia University Press.
2. Beckett, Charlie & Yaseen, Mira (2023). Generating Change. A global survey of what news organisations are doing with artificial intelligence. London: London School of Economics.
3. Simon, F. M. (2024). Artificial Intelligence in the News: How AI Retools, Rationalizes, and Reshapes Journalism and the Public Arena. New York: Columbia Journalism Review.

Catalogue prepared by	Dr Musheera Ashraf
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: MJM4503	Course Title: Public Relations and Corporate Communications Type of Course: DSE		L-T- P- C	3	0	0	3
Version No.	1.0						
Course Pre-requisites	Bachelor’s degree						
Anti-requisites	-Nil-						
Course Description	This course introduces postgraduate learners to the strategic role of public relations and corporate communication in managing organizational identity, stakeholder relationships, media engagement, and institutional reputation. It emphasizes advanced communication planning, corporate storytelling, crisis preparedness, internal communication, governance, and digital-era communication practices across corporate, public, and development sectors. The course is designed for PG students, so it goes beyond introductory PR concepts and focuses on strategic analysis, application, professional writing, and communication decision-making in complex organizational settings						
Course Outcomes	On successful completion of the course, the students shall be able to: 1. CO1: Analyse the strategic role of public relations and corporate communication in organizational management, stakeholder engagement, and reputation building. [Analyse] 2. CO2: Apply corporate communication frameworks and PR tools to design communication responses for internal and external publics. [Apply] 3. CO3: Evaluate issues, crises, media narratives, and ethical challenges affecting organizational communication and trust. [Evaluate] 4. CO4: Create a professional PR or corporate communication plan integrating research, messaging, media strategy, and evaluation metrics. [Create]						
Course Objectives							
Course Content							
Module 1	Strategic Foundations of PR and Corporate Communication	Interactive lectures, seminar discussion, case analysis	10 Sessions	[Analyse]			
Topics: Nature, scope, and evolution of public relations and corporate communication; role of PR in organizational strategy; corporate identity, image, and reputation; models of PR; role of communication in management; PR as a strategic function in contemporary institutions.							
Module 2	Corporate Communication Systems and	Interactive lectures, stakeholder mapping, case-based learning	12 Sessions	[Apply]			

	Stakeholder Engagement			
Topics: Internal and external communication systems; stakeholder identification and prioritization; employee communication; leadership communication; investor, media, and community relations; corporate governance, CSR, and public accountability.				
Module 3	Media Relations, Issues Management, and Crisis Communication	Simulation, media text analysis, flipped classroom	11 Sessions	[Evaluate]
Topics: Media relations practices; press briefings, corporate announcements, and strategic messaging; issue monitoring; crisis communication planning; rumour control; reputation risk; ethics in crisis response; digital backlash and social media pressure				
Module 4	PR Writing, Campaign Planning, and Corporate Communication Design	Workshop, project-based learning, presentation	12 Sessions	[Create]
Topics: Writing for PR and corporate communication; press releases, position statements, speeches, corporate notes, and leadership messages; strategic communication planning; campaign objectives; message architecture; channel selection; evaluation and communication metrics.				
Targeted Application and Tools used Students may use press release formats, stakeholder matrices, case-study analysis, media tracking, presentation tools, Canva, Google Trends, social listening platforms, and AI-assisted drafting tools for communication planning and message refinement.				
Assignment: Mention the Type of Project /Assignment proposed for this course				
Assignment -1 Internal Communication Strategy for Employee Engagement Students will study how an organization communicates with its employees during change, uncertainty, or growth. They must prepare a brief internal communication strategy that includes key messages, channels, leadership role, and ways to improve employee morale and trust. Assignment -2 Corporate Identity and Brand Voice Analysis Students will select a company or institution and examine how it presents itself through its logo, language, public messages, website, and social media. They will then suggest improvements to make its identity, tone, and communication more consistent and professional.				
Textbooks:				

9. Cornelissen, J. P. *Corporate Communication: A Guide to Theory and Practice*.
10. Wilcox, D. L., Cameron, G. T., & Reber, B. H. *Public Relations: Strategies and Tactics*.
11. Smith, R. D. *Strategic Planning for Public Relations*.
12. Theaker, A. *The Public Relations Handbook*.

References

12. Laskin, A. V. *Organizational Reputation Management: A Strategic Public Relations Perspective*.
13. FitzPatrick, K. R., Gauthier, C., & Vercic, D. *Reputation Management: The Key to Successful Public Relations, Corporate Communication and Sustainable Organizations*.
14. Freeman, R. E. et al. *Stakeholder Theory: The State of the Art*.
15. Relevant current case studies from PRSA, IPR, PR Week, and corporate communication practice portals.

E-books:

1. Laskin, A. V. *Organizational Reputation Management: A Strategic Public Relations Perspective* Moriarty, S., Mitchell, N. & Wells, W. (eds.) — *Advertising & IMC: Principles and Practice* (Pearson)
2. FitzPatrick, K. R., Gauthier, C., & Vercic, D. (eds.) *Reputation Management: The Key to Successful Public Relations, Corporate Communication and Sustainable Organizations*

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

Video Lectures

1. <https://www.prsa.org/>
2. <https://instituteforpr.org/>
3. <https://www.prnewsonline.com/>
4. <https://www.ragan.com/>
5. <https://spinsucks.com/>
6. "Introduction to Digital Advertising" – Coursera
7. <https://brandingstrategyinsider.com/>
8. https://youtu.be/PwXFmqQCK60?si=3fPRAZFbFhSO_Le2
9. <https://youtu.be/hFvGBdnTuAE?si=NGGA7vFqJGa05DOm>

Select Seminal Articles:

1. Nike's Colin Kaepernick Campaign: Purpose, Polarization, and Public Response
2. Coca-Cola's New Coke Failure: Lessons in Brand Communication
3. The KFC Chicken Shortage in the UK: A Crisis Communication Breakdown
4. Boeing 737 MAX Crisis: Managing Safety, Trust, and Corporate Reputation
5. Johnson & Johnson's Baby Powder Controversy: Reputation, Risk, and Response

E-Books

1. https://books.google.com/books/about/The_Public_Relations_Handbook.html?id=3Zr6DwAAQBAJ
2. <https://www.ebooks.com/en-us/book/210834631/corporate-communication/joep-p-cornelissen/>

Web Resources:

1. <https://www.campaignindia.in/>
2. <https://www.exchange4media.com/>
3. <https://www.exchange4media.com/>
4. <https://www.exchange4media.com/>
5. <https://adage.com/>
6. <https://www.prweek.com/>
7. <https://www.canva.com/>
8. <https://ascionline.in/>
9. <https://www.prsa.org/>

Topics relevant to the 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 will provide them with a hands-on experience relevant to the industry.

Catalogue prepared by	Dr. Prathibha Vinod
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: MJM4504	Course Title: Multimedia Production [MOJO / PODCASTING] Type of Course: SEC	L-T- P- C	1	0	2	2
Version No.	1.0					
Course Pre-requisites	Nil					
Anti-requisites	-Nil-					
Course Description	This course introduces students to the fundamentals of multimedia production with a focus on Mobile Journalism (MOJO) and Podcasting. It emphasizes storytelling using mobile devices, audio production, content planning, recording, editing, and publishing across digital platforms. Students will gain hands-on experience in creating engaging multimedia content using industry-relevant tools and techniques.					
Course Objectives	This course aims to develop students’ ability to craft impactful multimedia stories by integrating data analysis, visual design principles, and animation techniques, while enhancing creativity, technical skills, and digital storytelling competencies.					
Course Outcomes	On successful completion of the course the students shall be able to: 1. CO1: Apply mobile journalism techniques for multimedia content creation using smartphones. 2. CO2: Analyse storytelling formats and audience engagement in podcasting. 3. CO3: Create original podcasts and multimedia stories using end-to-end production workflows.					
Course Objectives						

Course Content				
Module 1	Introduction to Multimedia & MOJO	Demonstration, Workshop, Practice	10 Sessions	Apply
Topics: Concept of Multimedia Storytelling. Introduction to Mobile Journalism (MOJO). Types of multimedia content (audio, video, interactive). Smartphone shooting techniques (framing, lighting, audio basics). Ethics in multimedia production.				
Module 2	Podcasting Fundamentals	Lecture, Lab, Demo & Practice	10 Sessions	Analyse
Topics: Introduction to Podcasting and formats. Scriptwriting and storytelling for audio. Voice modulation and narration techniques. Recording techniques and equipment. Editing basics (sound design, music, effects).				
Module 3	Production, Editing & Distribution	Lab Work, Project-Based Learning	10 Sessions	Create
Topics: Mobile video editing tools and techniques. Podcast editing software and workflows. Publishing platforms (Spotify, YouTube, etc.). Branding and promotion of multimedia content. Analytics and audience engagement.				
Targeted Application and Tools used: AI Tools for Ideation & Scripting - ChatGPT – content ideas, scripting, research Mobile Journalism (MOJO) Tools - Open Camera – manual video shooting - Filmic Pro – advanced shooting controls - KineMaster – quick video edits - InShot – social media video creation AI Video & Visual Editing Tools - Adobe Premiere Pro – professional editing - CapCut – AI-based editing & effects - Canva AI – thumbnails, posters, storyboards - Adobe Firefly – AI images & graphics Podcasting & Audio Production Tools - Adobe Podcast – voice clarity, noise removal - Audacity – recording & editing audio - Eleven Lab - GarageBand – podcast/music production Publishing & Distribution Platforms - Spotify for Podcasters – podcast publishing - YouTube – video distribution - Instagram – reels & promotion				
Assignments:				
Module 1 Assignment 1: Photo Story using Mobile (MOJO) - Create a 5–7 image story on a social issue using a smartphone Assignment 2: Short MOJO Video - Produce a 1–2-minute mobile video report with proper framing and audio.				

Module 2 Assignments

Assignment 3: Podcast Script Writing

- Write a 3–5-minute podcast script on a chosen theme

Assignment 4: Podcast Recording

- Record a podcast episode using proper voice and audio techniques

Module 3 Assignments

Assignment 5: Podcast Editing Project

- Edit recorded audio with background music and sound effects

Assignment 6: Final Multimedia Project (MOJO + Podcast)

- Create and publish a complete multimedia story (video + podcast) on a digital platform.

Textbooks:

1. Quinn, S., & Burum, I. (2015). MOJO: The smartphone journalism handbook: How to make broadcast videos with an iPhone or iPad. Focal Press.
2. Quinn, S. (2011). Mojo-smartphone journalism in the Asian Region. KAS.
3. Cupido, Amanda. Let's Talk Podcasting: The Essential Guide to Doing it Right. Ontario Incorporated.
4. Kern, Jonathan. Sound Reporting: The NPR Guide to Audio Journalism and Production. University of Chicago Press, 2008.
5. Gitner, S. Multimedia storytelling for digital communicators in a multiplatform world. Taylor & Francis, 2022.
6. Adorna, A. (2018). Mobile and Social Media Journalism: A Practical Guide. Sage.
7. Adornato, Antony. (2017). Mobile and Social Media Journalism: A Practical Guide, SAGE
8. Burum, Ivo & Quinn, Stephen. (2018). Mojo: The Mobile Journalism Handbook. Routledge.
9. Chowla, Ajay. (2021). New Media and Online Journalism. Pearson.
10. Dass, Dr. Rahul. (2022). Mobile Journalism, Prabhat Prakashan.
11. Hill, Steve. (2020). Mobile-First Journalism: Producing News for Social and Interactive Media. Routledge.
12. Hill, Steve & Bradshaw, Paul. (2018). Mobile Journalism: Producing news for Social and Interactive Media. Taylor & Francis.
13. Ingle, Yatindra. (2019). Mobile Journalism and New Media. Vipul Prakashan.
14. Isha, Dr. Tejee and Samulel, Shoji Muruppel. (2021). Mobile Journalism. Red-shine Publications.

References:

1. Westlund, O. (2013). Smartphone news: A review and model of journalism in an age of smartphone media. Digital journalism, 1(1), 6-26.
2. Smith, E. (1998). The Camera as Conscience; Thames and Hudson Publications
3. Bonsignore, E., Quinn, A. J., Druin, A., & Bederson, B. B. (2013). Sharing stories "in the wild": A smartphone storytelling case study using StoryKit. ACM Transactions on Computer-Human Interaction (TOCHI), 20(3), 18
4. Kobre, K. Videojournalism: Multimedia Storytelling. Taylor & Francis, 2013.
5. Farman, J. The mobile story: Narrative practices with locative technologies. Routledge, 2013.
6. Abel, Jessica. Out on the Wire. Penguin
7. Quinn, Stephen. MoJo: Mobile Journalism in the Asian Region. Konrad-Adenauer-Stiftung, 2016.
8. Burum, I. (2016). Democratizing Journalism Through Mobile Media: The Mojo Revolution. Routledge.
9. Mitchell, Stephens. (2018). Beyond News: The Future of Journalism. Kindle Edition.
10. Quinn, S. (2011). MoJo-Mobile Journalism in the Asian Region. KAS.
11. Rao, K. R., Bojkovic, Z. S. and Milovanovic. D. A. (2002). Multimedia Communication Systems. Prentice Hall of India.
12. Westlund, O & Quinn, S. (2018). Mobile Journalism and MOJOs. Oxford Research Encyclopaedia of Communication.

Web references:

1. Internet resources / Supplements How to make a documentary like a Pro

https://www.youtube.com/watch?v=3TCNgF_0Apk 2. The Art of Documentary Filmmaking (2008) https://www.youtube.com/watch?v=oT3MvbfotvQ 3.	
Topics relevant to “Skill Development”:	
Catalogue prepared by	Mr Sherin P Shaji & Dr Ashish Sharma
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

SEMESTER – 3

Course Code: MJM4511	Course Title: Communication and Media Research Type of Course: Core Course		L-T- P- C	3	0	0	3
Version No.	1.0						
Course Pre-requisites	Basic Research and Analytical Skills						
Anti-requisites	-Nil-						
Course Description	Media Research and Data Analysis introduces students to the fundamental principles and practices of media research. The course covers research design, data collection methods, and basic techniques in quantitative and qualitative data analysis. Students will learn to apply research tools, interpret findings, and present results in a structured format. Emphasis is placed on real-world media contexts, enabling students to conduct and report small-scale research projects effectively.						
Course Outcomes	On successful completion of the course the students shall be able to: CO1: To Recall and explain the basic concepts, types, and significance of media research. [Understand] CO2: To Apply suitable research designs, sampling techniques, and data collection methods in a media research context. [Apply] CO3: To Analyse quantitative and qualitative data using basic statistical tools and interpret the results. [Analyse] CO4: To Create a structured media research report integrating data interpretation, citation, and presentation skills. [Create]						
Course Content	To equip students with basic skills to design, conduct, analyse, and report media research effectively.						
Module 1	Introduction to Media Research	Lecture, PPT, Discussion	15 Sessions	[Understand]			
Topics: Definition, nature, and scope of media research; Importance of research in media and communication; Types of research: Basic, applied, empirical, and analytical; Review of Literature; Research problem formulation and objectives; Hypothesis: Definition, types, and characteristics.							
Module 2	Research Design and Methods	Lecture, PPT, Demo & Discussion	10 Sessions	[Apply]			
Topics: Research design: Exploratory, descriptive, and experimental; Quantitative vs. Qualitative research; Sampling techniques: Probability and non-probability sampling; Data collection tools: Surveys, interviews schedule, focus groups, content analysis; Validity and reliability; Ethics in media research.							
Module 3	Data Analysis in Media Research	Lecture, PPT, Demo & Discussion	10 Sessions	[Analyse]			

Topics: Introduction to data analysis: Coding, tabulation, classification; Use of SPSS/Excel for basic data analysis; **Descriptive statistics:** Mean, median, mode, SD, variance; Introduction to inferential statistics: Chi-square, correlation, t-test (basic overview); Thematic analysis for qualitative data; Visual representation of data: Charts, graphs, and tables.

Module 4	Report Writing and Application	Lecture and discussion	10 Sessions	[Create]
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Topics: Structure and format of a research report; Referencing styles: APA (basic introduction); Interpretation and discussion of findings; Case studies: Sample media research projects; Mini research project/report submission; Presentation of research findings.

Targeted Application and Tools used: Google Forms, Microsoft Excel, Introduction to SPSS and NVIVO (Basic Demonstration).

Assignments:

Assignment 1

Students will identify a current issue in media (e.g., misinformation, social media usage) and frame a research problem with clear objectives and a hypothesis. They will also conduct a brief review of literature using at least 5 scholarly sources.

Assignment 2

Students will compile a mini research project report incorporating all previous stages of the research process—introduction, objectives, methodology, data analysis, and findings. They will format the report in APA style and submit it as a final written document, showcasing their ability to conduct and present independent media research.

Text Books:

Wimmer, R. D., & Dominick, J. R. (2013). Mass Media Research: An Introduction (10th ed.). Cengage Learning.

Berger, A. A. (2019). Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches (5th ed.). SAGE Publications.

Anderson, J. A. (2012). Media Research Methods: Understanding Metric and Interpretive Approaches. SAGE Publications.

Kothari, C. R. (2004). Research Methodology: Methods and Techniques (2nd ed.). New Age International Publishers.

References:

Jensen, K. B. (Ed.). (2012). A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies (2nd ed.). Routledge.

Hansen, A., Cottle, S., Negrine, R., & Newbold, C. (1998). Mass Communication Research Methods. Palgrave Macmillan.

Priest, S. H. (2010). Doing Media Research: An Introduction (2nd ed.). SAGE Publications.

Stokes, J. (2013). How to Do Media and Cultural Studies (2nd ed.). SAGE Publications.

Bryman, A. (2016). Social Research Methods (5th ed.). Oxford University Press.

Web references:

<https://methods.sagepub.com/book/mono/media-research-methods/toc>

<https://libraries.etsu.edu/research/guides/media/methods>

<https://www.mediacloud.org/>

<https://www.pulsarplatform.com/what-is-social-media-research-top-tools-and-techniques>

<https://www.futurelearn.com/courses/social-digital-media-analytics>

<https://sagepub.libguides.com/research-methods/doing-research-online>

<https://www.knowledgeispower.scot/toolkit/digital-research-methods>

Topics relevant to “Skill Development”: Formulating research problems and hypotheses, conducting literature review, designing research tools, applying sampling techniques, performing basic statistical analysis, creating data visualizations, writing structured research reports, presenting research findings effectively.

Catalogue prepared by	Darshan B M / Dr. Neha Bharti
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: MJM4512	Course Title: Television Production: Theory and Practice Type of Course: CC	L-T-P- C	2	0	2	3
Version No.	1.0					
Course Pre-requisites	NA					
Anti-requisites	-Nil-					
Course Description	This course introduces students to the fundamentals of 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 to: CO1: To explain the evolution of television and the characteristics of broadcast audiences. [Understand] CO2: To apply basic storytelling and scriptwriting techniques various television formats. [Apply] CO3: To demonstrate practical skills in production planning, equipment handling, and directing. [Analyse] CO4: To create edited video content using industry-standard software. [Create]					
Course Objectives	To explain the history and cultural impact of Television production, Analyse visual media covering the history, storytelling, scripting, production techniques, and post-production processes.					
Course Content						
Module 1	Foundations of Broadcasting	Lecture/ Discussion/ Demonstration	15 Sessions	Level 2		

Topics: Origin and development of television globally and in India. Milestones in Indian broadcasting: Doordarshan, Private Channels, Entry and expansion of satellite TV, Major Indian and international TV news channels, regional language Indian channels: their role, importance and impact. Regulatory frameworks: Prasar Bharati, TRAI, Ministry of I&B Characteristics and functions of broadcast media Audience types: mass, niche, segmented Media habits and audience behaviour in the digital age				
Module 2	Television Journalism - Storytelling and Scriptwriting	Lecture/ Discussion	12 Sessions	Level 3
Topics: Management of news channels, Organizational structure of the news channel, Qualities of a television journalist, developing sources of news gathering, technical process of a report from the idea till its final implementation. Anchoring and news reading skills. Different styles of functioning for different beats in Television, Basic Interview skills: Different types of interviews. Approach, Arrangements, Research for TV interview. Elements of visual storytelling: structure, character, tone, sound/image Scriptwriting for Television: format and structure of television scripts, storyboarding and visual elements: TV script layout, 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	Level 4
Topics: Stages of Television production: Pre-Production, Production and Post-Production, Various Technical Skills for TV Journalism. Pre-production: idea development, budgeting, scheduling, location recce Production crew roles and responsibilities. Introduction to Television Production Equipment Get familiar with essential television production equipment like 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. Single and multi-camera shoot, Process and elements of EFP (Electronic Field Production) and ENG (Electronic News Gathering), OB (Outdoor Broadcast) Van; Different formats of TV News, Writing for different formats.				
Module 4	Content Creation for DMM	Lecture/ Discussion//Hands on/ Demonstration	15 Sessions	Level 6
Topics: Working process involved during live bulletin, Role and contribution of each department and Personnel, Editorial Process of a TV News report from the idea till its final implementation. Basics of audio editing: cutting, layering, effects (Adobe Audition or Audacity) Basics of video editing: timeline, transitions, captions, color correction (Adobe Premiere Pro) 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 Application 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: Develop historical awareness and contextual knowledge Research Assignment 1: (Individual) Write a timeline-based report tracing the evolution of television in India. Assignment 2: Short Answer Test / Quiz Multiple choice, short answer, and match-the-following questions on history, regulatory bodies, and audience types.				
2. Module 2: Objective: Develop storytelling skills. Assignment 3: TV Script Write a 2- minute TV feature or PSA (Public Service Announcement) incorporating ambient sounds, dialogue, and narrative structure. Assignment 4: TV Script + Storyboard (Paired Work) Create a 1-minute TV script using a two-column format with corresponding 4–6 panel storyboard.				

3. Module 3: Objective: Foster logistical and team management skills and recognize and recall functions of studio equipment. Assignment 5: Production Plan & Budget Sheet (Individual or Group). Develop a basic production brief for a 2–3-minute video including schedule, roles, and equipment list. Assignment 6: Edit a short video (2–3 mins) using basic transitions, captions, background score, and visual sequencing 4. Module 4: Objective: Develop video post-production skills. Assignment 7: Create A Vox Pop on any contemporary topic. Assignment 8: Video Editing Assignment- Create a news bulletin of minimum 5 minute.	
Textbooks: 1. Television production handbook by Zettl, Herbert. R (Available in University Library) 2. Broadcast Journalism: techniques of radio and television news by Stewart, Peter Alexander, Ray (Available in University Library) 3. Directing and producing for television by Cury, Ivan. (Available in University Library) 4. Jan R. Hakemulder, Broadcast Journalism, Anmol Publications, Ray AC de Jonge, PP Singh New Delhi 5. Janet Trewin Presenting on TV and Radio, Focal Press, New Delhi	
Reference: 1. TV studio production handbook by Brown, Lucy Duthie, Lyndsay. (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. Media production: a practical guide to radio, tv and film by Willett, Amanda. (Available in University Library) Web Resources: 1. https://prasarbharati.gov.in/archives/ 2. https://indianmedialogue.com 3. https://www.youtube.com/user/BBCCollegeofJournalism 4. https://www.youtube.com/user/filmriot 5. https://nofilmschool.com/ 6. https://newsonair.gov.in/ 7. https://archive.org/details/radiodramahandbook	
Topics relevant to the development of ‘FOUNDATION SKILLS’: Introduction to communication for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course handout.	
Catalogue prepared by	Mr Sherin P Shaji/ Dr. Padmavathi S.
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: MJM4008	Course Title: Media & Cultural communication Type of Course: DSE		L- T-P- C	3	0	0	3
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 explores the relationship between media, culture, and society, focusing on how media influences cultural values, social identities, and public discourse. It also examines media power, representation, and the impact of digital platforms and globalization on communication, participatory media, and misinformation in contemporary society.						
Course Outcomes	By the end of this course, students will be able to: 1. CO1: Explain the relationship between media, culture, and society and the role of media in shaping social norms and values. (Understand) 2. CO2: Analyse the influence of media ownership, ideology, and narratives in shaping public opinion and social discourse. (Analyse) 3. CO3: Assess the impact of media representations and digital media globalization on cultural communication and societal interactions. (Assess) 4. CO4: Analyse the diversity in cultural communication (Analyse)						
Course Objectives							
Course Content	The objective of the course is SKILL DEVELOPMENT of student by using PARTICIPATIVE LEARNING techniques.						
Module 1	Foundations of Culture, Communication, and Meaning	Lecture, PPT, Discussions	11 Sessions		Understand		
Topics: Meaning of culture and cultural symbols; Communication as a carrier of culture; Models of cultural communication; Language, signs, myths, and meanings in media.							
Module 2	Media as a Cultural Institution and Site of Representation	Lecture, PPT, Discussions	10 Sessions		Analyse		
Topics: Media as a producer of cultural meanings; Representation, stereotypes, identity, and ideology; Popular, folk, and mass culture in media; Role of Doordarshan and regional media in cultural dissemination.							
Module 3	Global, Glocal, and Digital Cultural Flows	Lecture, PPT, Discussions	12 Sessions		Assess		
Topics: Cultural imperialism vs cultural exchange; Global media flows and hybrid cultures; Glocal content strategies on Netflix and YouTube ; Diaspora media, transnational communication, and participatory digital culture; Meme culture, fandoms, influencers, and youth cultural trends on Instagram							
Module 4	Diversity, Ethics, Preservation, and Future Cultural Communication	Lecture, PPT, Discussions	12 Sessions		Analyse		

Topics: Gender, caste, class, religion, and marginalized identities in media; Intercultural communication and media sensitivity; Cultural preservation through digital archives; Ethical issues in cultural representation; AI in cultural content creation and media literacy

Targeted Application and Tools used:

Social media: CrowdTangle, TweetDeck/X Pro. **Fact-Checking and Verification Tools:** Google Fact Check Tools, InVID, Reverse Image Search for identifying misinformation and fake news. **Data Visualization Tools:** Canva, Flourish,

Assignment:

Assignment No.	Title	Description	Format / Word Limit
Assignment 1	Media Representation Analysis	Select a news article, TV program, advertisement, or social media campaign and Analyse how media represents identities such as gender, caste, class, ethnicity, or religion. Examine bias, stereotyping, framing, and cultural narratives and discuss their impact on public perception and social norms.	Report or Presentation (800–1000 words)
Assignment 2	Digital Media and Society Case Study	Prepare a case study on the role of digital or social media platforms in shaping public discourse, cultural trends, or social movements. Include examples of participatory media, misinformation, or digital activism and evaluate their impact on society.	Report or Presentation (800–1000 words)

Experiential Learning Activities:

1. **Media Content Analysis:** Students Analyse news articles, advertisements, or social media posts to identify representations of gender, caste, class, or ideology.
2. **Case Study Discussion:** Examine real-world examples of media influence on public opinion, social movements, or cultural change.
3. **Digital Media Observation Project:** Track and Analyse trending topics or narratives on social media platforms and evaluate their societal impact.
4. **Group Presentation:** Students present on how globalization and digital media influence culture and communication in different societies.

Textbooks:

1. Aggarwal, Bir Bala. 2002. Media and Society First Edition, Concept Publishing Company Pvt. Ltd.
2. Curran James, Gurevitch Michael, 1991, Mass Media and Society. London.
3. Dey, Sayan and Ratnamala, V Media Culture Society.
4. Giddens, Anthony. 1997. Sociology. Third Edition, New York: Polity Press.
5. Hodgkinson, Paul. 2016. Media, Culture and Society: An Introduction. SAGE
6. Keval J. Kumar, 1994, Mass Communication in India, 4th Edition, JAICO
7. Mohapatra, Subas. 2017. Society and Culture in India: A Reader. The Orient Blackswan

REFERENCE

1. Benshoff, Harry M. America on Film: Representing Race, Class, Gender and Sexuality at the movies. Wiley Blackwell, 2009.
2. Berger and Asa Arthur. Media and Society: A Critical Perspective. Rowman & Littlefield, 2012.
3. Daramola. I. Mass Media and society, Writing for the Media Society. Lagos: Rothan Press, 2005, 2003.
4. Dines, Gail, and Jean Humez. Gender Race, and class in Media: A critical Reader. 4th ed. New Delhi.
5. Edward Said. Covering Islam: How the Media and the Experts Determine How We See the Rest of the World. New York: Vintage, 1997.

6. Gorman, Lyn, and McLean David. Media and Society into the 21st century: Historical. London: Sage, 2005.
7. McQuail, D. McQuail's Mass Communication Theory. 5th Ed. London: Sage, 2005.
8. Roger, Silverstone. The Sociology of Mediation and communication in Craig Calhoun Chris. Edited by Rojek and Bryan S Turner. London: Sage, 2005.

Video Lectures

1. [Classical Conception of Culture](#)
2. [Mass media | Society and Culture | MCAT | Khan Academy](#)
3. [Jayanta Vishnu Das Part I Theoretical Understanding of Media, Culture and Society](#)
4. [Jayanta Vishnu Das Part II Theoretical Understanding of Media, Culture and Society mp4](#)
5. [Introduction | Media, Digitalisation & Society](#)
6. [Culture and Society Defined](#)

E-Books

1. [Media, Culture and Society: An Introduction](#)
2. [SVCA1202.pdf](#)
3. [SCHOOL OF DISTANCE EDUCATION](#)
4. [5446_Mediculture.pdf](#)
5. [Unit-1.pdf](#)

Web Resources

1. [1586537545.pdf](#)

Topics relevant to “Entrepreneurial Skills”:

1. Critical analysis of media representations and narratives.
2. Media literacy and identification of bias and misinformation.
3. Understanding digital media culture and audience engagement.
4. Analytical skills for evaluating media influence on society.

Catalogue prepared by	Dr Ashish Sharma
Recommended by the Board of Studies on	09/01/2025
Date of Approval by the Academic Council	

Course Code: MJM4513	Course Title: Digital Marketing and Social Media Analytics Type of Course: DSE	L-T-P- C	3	0	0	3
Version No.	2.0					
Course Pre-requisites	NA					
Anti-requisites	-Nil-					

Course Description	This course is designed to provide the students an opportunity to compare the old method of traditional marketing to this new method of marketing strategies to promote the brand and its sales worldwide.			
Course Outcomes	On successful completion of the course the students shall be able to: 1. CO1: Explain the principles of digital media marketing. [Understand] 2. CO2: Demonstrate practical skills in Search Engine Optimisation (SEO) & Search Engine Marketing (SEM). [Apply] 3. CO3: Demonstrate practical skills in Digital Media Marketing (SMM). [Apply] 4. CO4: Create content for the various digital media platforms. [Create]			
Course Objectives	To explain the history and cultural impact of visual communication, Analyse visual media using perception and semiotics theories and understand design principles and their importance in visual communication.			
Course Content				
Module 1	Introduction to Digital Marketing	Lecture/ Discussion	10 Sessions	Understand
Topics: Understanding digital media – advantages of digital media – principles of digital media marketing – key concepts in digital media – traditional versus digital media. Introduction to Digital Marketing, SEM: PPC advertising- Brief Introduction to Google Ads & Meta Ads.				
Module 2	Search Engine Optimisation (SEO) & Search Engine Marketing (SEM)	Lecture/ Discussion	15 Sessions	Apply
Topics: How the search engine works – introduction to SEO – on-page optimisation – off-page optimisation – SEO blogging - SEO audit tools, and measurement – SEO resources – careers in SEO. Introduction to SEM – Google Adwords – Google network – Adwords terminologies – types of campaign.				
Module 3	Marketing Tools and Digital Media Marketing (DMM)	Lecture/ Discussion	15 Sessions	Apply
Topics: Introduction to SEM – Marketing in Google -Facebook marketing – Instagram marketing – LinkedIn marketing – Twitter (X) marketing – YouTube marketing– SMM tools – creating a successful social media strategy- Content Marketing: Concept, Importance and Case Studies.				
Module 4	Content Creation for DMM	Lecture/ Discussion	20 Sessions	Create
Topics: Web analytics – Google Analytics – Webmaster Tools – AdSense – Google Forms – Introduction to Content Writing – Core Principles of Content Writing – The Importance of Blogs – Principles of Writing Blogs – Content Writing for Social Media Platforms. Ethical issues in DMM, National ICT policy and Cyber Laws: An overview from around the world with special focus on Indian Cyber Laws.				
Targeted Application and Tools used 1. HubSpot 2. Manycha 3. Zapier 4. Ahrefs 5. Google Analytics 6. Xovi 7. Meta 8. Hootsuite				

9. Buffe 10. SocialBee	
Assignment: Mention the Type of Project /Assignment proposed for this course	
5. Activity: Visual Analysis – Students Analyse selected platform, identifying elements and principles of digital marketing. 6. Assignment 1: Case study on selected Brand (minimum 2), identifying elements, principles of marketing and submit a comparative analysis of the Digital marketing strategy of both brands. 7. Assignment 2: Complete any Hubspot Digital Marketing Course of 20 Hours and submit the certificate. 8. Presentation: Students present their projects to the class, explaining digital marketing choices and approach. 9. In-Class Critique: Peer review of marketing strategies.	
Textbooks: T1: Seema Gupta (2018), Digital Marketing, Chennai: McGraw Hill Education (India) Private Limited. T2: Bhatia Puneet Singh (2017), Fundamentals of Digital Marketing, Pearson Education India. T3: Vandana Ahuja (2015), Digital Marketing, Oxford University Press.	
Reference: - Vandana Ahuja (2015), Digital Marketing, Oxford University Press. - Tasner M (2015), Marketing in the Moment: The Digital Marketing Guide to Generating More Sales and Reaching Your Customers First, Pearson. - Blanchard O (2014), Social Media ROI: Managing and Measuring Social Media Efforts in Your Organization. - Wilson Ozuem and Yllka Azemi (2018), Digital Marketing Strategies for Fashion and Luxury Brands, United States of America: IGI Global.	
Web Resources: - Grow With Google https://grow.google/grow-your-career/articles/what-is-digital-marketing/ - Digital marketing - a complete guide - https://business.adobe.com/blog/basics/digital-marketing - LinkedIn Learning - https://www.linkedin.com/pulse/power-digital-marketing-2025-what-every-business-needs-prince-jain-kj4zf/ - Coursera - Fundamentals of Digital Marketing - https://www.coursera.org/specializations/digital-marketing - HubSpot Blog - https://academy.hubspot.com/courses - Visual Content Marketing https://blog.hubspot.com/marketing/visual-content-marketing-strategy	
Topics relevant to the development of ‘FOUNDATION SKILLS’: Encouraging students to understand the basics of Digital Media Marketing with relevance to the media industry.	
Catalogue prepared by	Mr Sherin P Shaji/ Dr Ashish Sharma
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: MJM4505	Course Title: Audio Video Editing Lab Type of Course: SEC		L-T- P- C	0	0	4	2
Version No.	1.0						
Course Pre-requisites	Nil						
Anti-requisites	-Nil-						
Course Description	This course introduces students to the fundamentals of audio and video production, followed by hands-on training in editing tools and techniques. It emphasizes storytelling through sound and visuals, culminating in the creation of an integrated multimedia project using industry-relevant tools and AI-assisted workflows.						
Course Objectives	This course aims to develop students’ ability to craft impactful multimedia stories by integrating data analysis, visual design principles, and animation techniques, while enhancing creativity, technical skills, and digital storytelling competencies.						
Course Outcomes	On successful completion of the course the students shall be able to: 1. CO1 (Apply): Apply fundamentals of sound, audio recording, video editing, and storytelling principles. 2. CO2 (Analyse): Analyse audio-video editing tools and techniques for content enhancement. 3. CO3 (Create): Create an integrated multimedia project demonstrating technical and creative skills.						
Course Content							
Module 1	Fundamentals of Sound and Video Production	Demonstration, Workshop, Practice	20 Sessions	Apply			
Topics: Understanding the basic properties of sound, its characteristics, and human perception. Principles of audio recording and overview of microphones and their usage. Role of audio in multimedia production and its importance in storytelling and communication. Introduction to video editing concepts. Principles of continuity, pacing, and visual storytelling. Basic understanding of video editing techniques							
Module 2	Audio and Video Editing Tools & Techniques	Software + hands-on skill development)	20 Sessions	Analyse			
Topics: Audio Editing: Introduction to audio editing software (interface, tools, features). Techniques: Noise reduction, Equalization, Compression. Hands-on practice on advanced audio editing techniques Video Editing: Introduction to video editing software (interface, tools, features). Techniques: Color correction, Transitions, Special effects. Hands-on practice on advanced video editing techniques							
Module 3	Integrated Multimedia Production	(Application project-based learning)	20 Sessions	Create			
Topics: Integration of audio and video elements: Creating a cohesive multimedia narrative. Understanding synchronization, layering, and storytelling flow. Final Project: • Creation of a short film / documentary • Application of complete audio-video production pipeline							

- Emphasis on storytelling, editing quality, and technical execution

Targeted Application and Tools used:

- Audio: Audacity / Adobe Audition/ Elevenlab
- Video: Premiere Pro / DaVinci Resolve
- AI Tools: ChatGPT, Runway, Adobe Firefly, Canva AI, Higgfield / Envanto

Assignments:

Module 1

Assignment 1: Audio Analysis Report

- Record different types of sounds (ambient, voice, effects)
- Analyse properties like pitch, frequency, and clarity

Assignment 2: Storyboard Creation for Video

- Develop a short story concept
- Create a storyboard using AI tools

Module 2

Assignments 3: Audio Editing Exercise

- Clean and enhance a raw audio file using editing techniques
- Apply noise reduction, EQ, and compression

Assignments 4: Video Editing Exercise

- Edit raw footage into a 1–2-minute video
- Apply transitions, color correction, and effects

Module 3 Assignments

Assignment 5: Pre-Production Plan

- Script, storyboard, and production plan for final project
- Include AI-assisted elements

Assignment 6: Final Project (Short Film/Documentary)

- 3–5-minute production
- Must integrate audio-video techniques and storytelling

Textbooks:

1. “Film Sound: Theory and Practice, Elizabeth Weis & John Belton
2. “Sound for Film and Television”, Tomlinson Holman, Focal Press
3. “Video Production”, (Vasuki Belavadi)
4. “The Filmmaker’s Handbook: A Comprehensive Guide for the Digital Age:”, Fifth Edition (Steven Ascher)
5. “The Technique of Film and Video Editing: History, Theory, and Practice” by Ken Dancyger
6. “Audio Production and Postproduction” by Woody Woodhall
7. “Adobe Premiere Pro Classroom in a Book (2024 release)” by Maxim Jago
8. “Pro Tools 101: An Introduction to Pro Tools 11” by Frank Cook
9. “Sound Design: The Expressive Power of Music, Voice and Sound Effects in Cinema” by David Sonnenschein

References:

13. Pincus, Edward, and Steven Ascher. "The filmmaker's handbook." (No Title) (1984).
14. Bordwell, David, Kristin Thompson, and Jeff Smith. Film art: An introduction. Vol. 8. New York: McGraw-Hill, 2008.
15. Reisz, Karel, and Gavin Millar. "The technique of film editing." (1971).
16. Dancyger, Ken. The technique of film and video editing: history, theory, and practice. Routledge, 2018.

17. Murch, Walter. In the Blink of an Eye. Vol. 995. Los Angeles: Silman-James Press, 2001.	
Web references:	
4. Internet resources / Supplements How to make a documentary like a Pro https://www.youtube.com/watch?v=3TCNgF_0Apk	
5. The Art of Documentary Filmmaking (2008) https://www.youtube.com/watch?v=oT3MvbfotvQ	
6.	
Topics relevant to “Skill Development”:	
Catalogue prepared by	Dr Ashish Sharma
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: MJM4514	Course Title: Cyberpsychology & Digital Behaviour Type of Course: DSE	L-T- P- C	3	0	0	3
Version No.	1.0					
Course Pre-requisites						
Anti-requisites	-Nil-					
Course Description	This course introduces students to the psychological dimensions of digital media use and online behaviour. It examines how digital platforms influence identity, communication, relationships, attention, emotions, consumer behaviour, and social interactions. The course also explores cyber wellness, online ethics, digital addiction, privacy, and emerging psychological challenges in networked societies.					
Course Outcomes	CO1: Explain the core concepts, scope, and theories of cyberpsychology and digital behaviour. (Understand) CO2: Analyse behavioural patterns and communication practices in digital and social media environments. (Analyse) CO3 Evaluate the psychological impact of digital technologies, social media, and online interactions on individuals and society. (Evaluate) CO4: Develop ethical and responsible approaches for digital communication, cyber wellness, and positive online engagement. (Create)					
Course Objectives						
Course Content						

Module 1	Introduction to Cyberpsychology	Lecture /PPT/ Discussion	10 Sessions	Understand
Topics: Meaning, scope, and evolution of cyberpsychology, Human behaviour in digital environments Psychology of internet usage, Digital identity and self-presentation, Online disinhibition effect, social presence and virtual interaction, Digital natives digital immigrants.				
Module 2	Social Media Behaviour and Online Communication	Lecture /PPT/ Discussion	10 Sessions	Analyse
Topic: Psychology of social media engagement, Influencer culture and parasocial relationships, Fear of Missing Out (FOMO) and validation seeking, Online communities and group behaviour, Cyberbullying, trolling, and hate speech, Memes, virality, and digital culture, Emotional expression in online communication				
Module 3	Digital Addiction, Mental Health, and Cyber Wellness	Lecture /PPT/ Discussion	15 Sessions	Evaluate
Topic: Screen addiction and behavioural dependency, Gaming addiction and binge consumption, Impact of digital media on attention span and sleep, Anxiety, loneliness, and digital stress, Digital detox and mindful media use, Cyber wellness and emotional resilience, psychological impact of misinformation and doomscrolling				
Module 4	Ethics, Privacy, and Emerging Trends in Digital Behaviour	Lecture /PPT/ Discussion	10 Sessions	Create
Topic: Digital ethics and responsible online behaviour, Privacy, surveillance, and data psychology, Algorithmic influence and behavioural manipulation, Consumer psychology in digital platforms, Deepfakes and trust in digital communication, Virtual reality, metaverse, and immersive media behaviour, Designing ethical and positive digital environments				
Readings 1. Cyberpsychology: An Introduction to Human-Computer Interaction – Kent L. Norman 2. Cyberpsychology: The Study of Individuals, Society and Digital Technologies – Monica T. Whitty & Garry Young 3. The Psychology of the Internet – Patricia Wallace 4. Alone Together – Sherry Turkle 5. Reclaiming Conversation – Sherry Turkle				
Catalogue prepared by	Dr. Musheera Ashraf			
Recommended by the Board of Studies on				
Date of Approval by the Academic Council				

Course Code: MJM4515	Course Title: Short Film and Documentary Making Type of Course: CC		L-T-P- C	0	0	4	2
Version No.	1.0						
Course Pre-requisites	NA						
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: 1. CO1: To understand the characteristics, and distinctions between short films and documentaries, including their ethical implications. [Understand] 2. CO2: To apply research methods and storytelling strategies to develop concepts and scripts for both a short film and a documentary. [Apply] 3. CO3: To technical and aesthetic elements of pre-production and on- location filming for short films and documentaries. [Analyse] 4. CO4: To create a complete short film and a documentary by integrating all stages of production and post-production. [Create]						
Course Objectives	To understand the process of 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.						
Course Content							
Module 1	Fundamentals of Short Film and Documentary	Lecture/ Discussion/ Hands on/ Demonstration	10 Sessions	[Underst and]			
Topics: Definitions: Short film vs. documentary, Purpose and impact of short-form storytelling, Sub-genres in fiction and nonfiction: experimental, narrative, expository, observational, participatory, Introduction to documentary ethics: representation, consent, manipulation.							
Module 2	Research, Ideation, and Script Development	Lecture/ Discussion/ Hands on/ Demonstration	20 Sessions	. [Apply]			
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	15 Sessions	[Analyse]			
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. Colour correction and visual consistency, Titling, subtitling, and end credits. Review formats and publishing options (YouTube, festivals, campus screening).
Targeted Application 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
Documentaries to watch 1. Man with a Movie Camera (1929) - Dziga Vertov 2. The Thin Blue Line (1988) - Errol Morris 3. Stories We Tell (2012) - Sarah Polley 4. Grizzly Man (2005) - Werner Herzog 5. Night and Fog (1956) - Alain Resnais 6. Exit Through the Gift Shop (2010) – Banksy 7. All That Breathes (2022) - Shaunak Sen 8. The Elephant Whisperers (2022) - Kartiki Gonsalves 9. India Untouched: Stories of a People Apart (2007) - Stalin K 10. Jareena, Portrait of A Hijda (2000s) - Jyoti Subhash Short Films 1. La Jetée (1962) 2. The House of Small Cubes (2008) 3. Whiplash (2013) 4. Thunder Road (2016) 5. The Phone Call (2013) 6. Signs (2008) 7. Chutney (2016) 8. Kriti (2016) 9. Interior Café Night (2014) 10. Sunflowers Were the First Ones to Know (2023)
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. a. 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 P4- Festival Screening & Q&A-Public screening with audience and jury feedback; live Q&A with creators.
Textbooks:

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.
a. . (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)

Reference:

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. (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 the development of 'FOUNDATION SKILLS':

Introduction to communication for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course handout.

Catalogue prepared by	Mr Sherin P Shaji/ Dr. Padmavathi S.
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: MJM4506	Course Title: Digital News Production Type of Course: SEC	L-T- P- C	0	0	4	2
Version No.	1.0					
Course Pre-requisites						
Anti-requisites	-Nil-					

Course Description	This course trains students in producing and publishing news for digital platforms using text, video, audio, and visual formats. It covers newsroom workflows, mobile journalism, multimedia storytelling, audience engagement, and ethical reporting.			
Course Outcomes	On successful completion of the course the students shall be able to: CO1: Apply digital newsroom practices to produce accurate, clear, and platform-appropriate news stories. CO2: Produce multimedia news content using mobile and digital tools, including video, audio, and visual formats. CO3: Analyse and integrate multimedia elements to create cohesive and engaging digital news packages. CO4: Evaluate audience engagement, distribution strategies, and ethical considerations in digital news production.			
Course Objectives				
Course Content				
Module 1	Digital Newsroom Practices & Story Development	Lecture and Discussion	10 Sessions	(Applying)
Topics: Structure and functioning of a digital newsroom, Roles: reporter, editor, producer, social media manager, News selection, verification, and factchecking in digital environments, Writing for digital platforms: headlines, SEO-friendly copy, live blogs , Mobile journalism (MoJo) and field reporting techniques.				
Module 2	Multimedia News Production	PPT/Lecture and Discussion	10 Sessions	(Applying)
Topics: Video news production: scripting, shoot planning, shooting, editing, Audio news: podcasts, voice reports, sound editing, Visual storytelling: infographics, photo stories, reels/short formats, Use of digital tools for editing (video, audio, graphics), Packaging stories for web and social media platform.				
Module 3	Publishing, Distribution & Ethics in Digital News	PPT, Lecture & Discussion	10 Sessions	(Analysing)
Topics: Content Management Systems (CMS) and publishing workflows, social media distribution strategies and audience engagement, Analytics: measuring reach, engagement, and performance, Digital news ethics: misinformation, clickbait, privacy, copyright, Legal and regulatory considerations in online journalism				
Assignments: Assignment 1 –Digital News Story Writing: Write a 300–400-word news story for a digital platform Include: headline, sub-headline, keywords, and hyperlinks, Focus on clarity, SEO, and readability Assignment 2: Mobile Journalism (MoJo) Reporting: Produce a 1-minute field video report using a smartphone, Include PTC (piece-to-camera), visuals, and basic editing Assignment 3-Create a complete digital story package: Text article, 3–5 images or infographic, short video or audio clip Assignment 4- Podcast / Audio Bulletin: Record a 3–5-minute news bulletin or podcast episode, Include intro, narration, and sound elements Assignment 5-Social Media News Strategy: Design a 1-week social media plan for a news story or beat, Include captions, hashtags, and platform-specific formats				

6. Assignment 6- Factchecking & Ethics Case Study: Analyse a viral news story or misinformation case , verify facts using tools and explain ethical issues involved.	
Catalogue prepared by	Dr. Musheera Ashraf
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

SEMESTER – 4

Course Code: MJM8501	Course Title: Dissertation Type of Course: CC			L-T- P- C	0	0	8	4
Version No.	1.0							
Course Pre-requisites	Nil							
Anti-requisites	-Nil-							
Course Description	This course involves the development of an independent research paper/project where students apply theoretical knowledge and research skills to investigate a relevant topic in their domain. It emphasizes critical thinking, research methodology, analysis, and academic writing.							
Course Objectives	The course aims to inculcate the idea of academic research in the mind of students.							
Course Outcomes	They can learn how to do research for a given topic, and they can imply methodology to do the research and share their conclusion for the benefit of society.							
Course Content								
Module 1	Research Design and Proposal Development	Mentoring, Discussion	0 Sessions					
Topics: Identification of research problem and objectives. Literature review and gap identification. Research design and methodology selection. Proposal writing and presentation.								
Module 2	Data Collection and Analysis	Guided Practice, Mentoring	0 Sessions					
Topics: Data collection methods (primary/secondary). Tools and techniques for data analysis. Interpretation of results. Ethical considerations in research.								
Module 3	Report Writing and Presentation	Mentoring, Presentation	0 Sessions					
Topics: Structuring the research paper. Academic writing and referencing styles. Draft submission and review. Final presentation and viva voce.								
Targeted Application and Tools used: 1. MS Office 2. SPSS 3. Google Scholar 4. Notebook LLM								
Research Paper / Dissertation Guidelines A. Structure of the Research Paper 1. Title Page - Title of the study - Student name, program, institution - Supervisor name								

- Date of submission
- 2. Abstract (150–250 words)**
 - Brief overview: objective, methodology, key findings, conclusion
- 3. Introduction**
 - Background of the study
 - Problem statement
 - Research objectives/questions
 - Scope and significance
- 4. Literature Review**
 - Review of relevant studies
 - Identification of research gap
- 5. Research Methodology**
 - Research design (qualitative/quantitative/mixed)
 - Data sources (primary/secondary)
 - Sampling method
 - Tools and techniques used
- 6. Data Analysis & Interpretation**
 - Presentation of data (tables, graphs)
 - Analysis and key findings
- 7. Discussion**
 - Linking findings with objectives and literature
- 8. Conclusion & Recommendations**
 - Summary of findings
 - Practical implications
 - Suggestions for future research
- 9. References**

APA/MLA/Harvard style (as prescribed) (*APA Format Example*): Author, A. A. (Year). Title. Publisher.

- 10. Appendices (if any)**
 - Questionnaire, raw data, additional material

2. Formatting Template

- Font: Times New Roman
- Font Size: 12 (Text), 14 (Headings)
- Line Spacing: 1.5
- Margins: 1 inch on all sides
- Alignment: Justified
- Page Numbering: Bottom center/right
- Word Limit: 4000–6000 words (or as specified)
- Referencing Style: APA (recommended)

3. Plagiarism Policy

- Maximum 10–15% similarity index allowed (excluding references).
- Proper citation is mandatory for all sources.
- Direct copying without citation will lead to rejection.
- Use of AI tools must be disclosed (e.g., for editing, grammar, idea generation).
- Fabrication or falsification of data is strictly prohibited.

- Final submission must include a plagiarism report.

4. Submission & Evaluation Guidelines

- Proposal Approval is mandatory before data collection.
- Periodic reviews with supervisor required.
- Final submission includes:
 - i. Hard copy + soft copy
 - ii. Plagiarism report
 - iii. Presentation (PPT)

Presentation

Viva Presentation Template (PPT Structure)

Slide 1: Title Slide

- Title, Name, Program, Guide

Slide 2: Introduction

- Background & context

Slide 3: Problem Statement

- What issue you are addressing

Slide 4: Objectives

- 3–4 clear objectives

Slide 5: Literature Review

- Key studies & gap

Slide 6: Methodology

- Research design
- Data collection

Slide 7: Data Analysis

- Charts, graphs, insights

Slide 8: Key Findings

- Bullet points

Slide 9: Discussion

- Interpretation of results

Slide 10: Conclusion

- Summary

Slide 11: Recommendations

- Practical suggestions

Slide 12: Thank You

- Q&A

Assessment Rubrics:

Assessment (Non-Credit Evaluation)

- **Research Proposal Submission – 20%**
- **Progress Review – 20%**
- **Final Research Paper – 40%**
- **Presentation & Viva Voce – 20%**

**Catalogue
prepared by**

Dr Ashish Sharma

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

Course Code: MJM8401	Course Title: Internship Type of Course: SEC	L-T-P- C	0	0	0	4
Version No.						
Course Pre-requisites	Overall 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: 1. CO1: Explain the concept and purpose of internships. (Understand) 2. CO2: Analyse the application of practical research approaches in relation to theoretical knowledge. (Analyse) 3. CO3: Apply appropriate research perspectives to investigate and interpret the assigned topic. (Apply) 4. CO4: Conduct a pilot study and evaluate comparative aspects across different modules of media and communication. (Evaluate)					
Course Objectives						
Course Content						
Internship Instructions The Internship procedure spans a duration of 9-12 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:

Sl. 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 Sherin P Shaji
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: MJM8301	Course Title: Capstone Project [Adv / PR / Film Studies / Digital Media /AI] Type of Course: SEC	L-T- P- C	0	0	0	12
Version No.	1.0					
Course Pre-requisites	Nil					
Anti-requisites	-Nil-					
Course Description	This capstone course provides immersive, hands-on experience in media research and production. It involves conceptualizing, planning, and executing a research or creative project, including written, digital, or broadcast formats, with a focus on real-world media practices, audience engagement, and industry standards					
Course Objectives	The objective of the course is to enable students to conceptualize, plan, and execute a research or creative media project across written, digital, or broadcast formats. It focuses on developing practical skills in media production, applying research methods, engaging					

	audiences effectively, and adhering to professional and industry standards in real-world media practices.	
Course Outcomes	On successful completion of this course the students shall be able to: 1. CO1: Apply knowledge and skills acquired throughout the media studies program to conceptualize and execute an immersive research or production project. (BT-3) 2. CO2: Critically Analyse contemporary media trends, audience behaviours, and societal issues to generate relevant project ideas. (BT-4) 3. CO3: Employ design thinking, problem-solving, and ethical practices in producing engaging and audience-relevant media outputs. (BT-5) 4. CO4: Communicate research findings or production outcomes effectively through written, visual, or multimedia formats. (BT-5) 5. CO5: Demonstrate creativity, originality, and innovation in developing media content, research insights, or production pieces. (BT-6)	
Course Content		
Methodology for Developing Dissertation / Production Pieces:		
Module No.	Research-Focused Capstone	Production-Focused Capstone
1	Finding and refining your topic: Key questions, brainstorming, inspiration	Finding and refining your topic: Key questions, creative brainstorming, inspiration
2	From topic to research problem: Narrowing focus, defining research questions, evaluation tasks	From topic to production concept: Narrowing focus, defining creative objectives, evaluation tasks
3	Crafting a project proposal: Drafting, iterative updates, sample evaluation	Crafting a script or production outline: Drafting, iterative updates, sample evaluation
4	Planning the project: Work schedule, research diary, milestones	Planning the production: Production schedule, production diary, milestones
5	Developing a research plan: Formulating aims/objectives, methodology	Developing a production plan: Formulating aims/objectives, production methodology
6	Conducting online research: Databases, archives, online resources	Conducting research for production: Reviewing media formats, audience insights, industry resources
7	Research methodology: Media research approaches, method finalization	Production methodology: Media production techniques, finalizing workflow
8	Practical research: Fieldwork, interviews, surveys, ethical practices	Practical production: Script finalization, shooting, editing, ethical production practices
9	Literature review: Source selection, selective reading, working bibliography	Review of existing productions: Benchmarking, selective viewing, industry standards
10	Synthesizing research insights: Highlighting originality, identifying gaps	Reviewing and refining production: Highlighting uniqueness, audience relevance
11	Writing the Capstone report: Structuring arguments, integrating evidence	Producing media content: Scriptwriting, visuals, storytelling, audience engagement

12	Referencing: Citation, plagiarism check, style guide	Referencing & credits: Media citation, plagiarism check, professional standards
13	Structuring report: Introduction, main body, conclusion	Structuring production: Opening, main body, conclusion
14	Working with supervisor: Meetings, feedback cycles, guidance	Working with supervisor/mentor: Feedback cycles, production guidance
15	Preparing for submission: Presentation, layout, final checklist	Preparing for submission: Final edits, presentation, jury/peer review

Rules for Submitting Dissertation

A. Written Capstone Project

- Word limit strictly enforced; main text and substantive footnotes included.
- Bibliography, declarations, and tables excluded.
- Substantive footnotes include explanatory sentences, not just citations.
- **Presentation:**
 - A4 paper, 2.5 cm margins
 - Font: Arial, Calibri, Times New Roman, or Palatino; main text 12pt, footnotes 10pt
 - Double-spaced main text, single-spaced footnotes
 - Include title page, table of contents, and bibliography
 - Signed originality statement required
 - Plagiarism $\leq 15\%$ similarity
 - Two printed copies for submission

B. Media Production Capstone

- Formats: Short films, documentaries, news segments, animation, digital media projects
- Duration: 15–30 minutes
- Submission via cloud-sharing link

Evaluation

- Rubrics will be adapted for immersive Capstone Projects, tailored to research-based or production-based outcomes by the instructor.

Targeted Applications and Tools used: NA

Textbooks:

1. Anderson, J. A. (2011). Media Research Methods: Understanding Metric and Interpretive Approaches. SAGE Publications.
2. Bertrand, I., Hughes, P. (2017). Media Research Methods: Audiences, Institutions, Texts. Bloomsbury Publishing.
3. Rethinking Media Research for Changing Societies. (2020). Cambridge University Press

Reference Books

1. Digital Radio Production: Fourth Edition. (2023). United States: Waveland Press.
2. VanCour, S. (2018). Making Radio: Early Radio Production and the Rise of Modern Sound Culture. Oxford University Press.
3. Owens, J. (2019). Television Production. Taylor & Francis.
4. Willett, A. (2013). Media Production: A Practical Guide to Radio & TV. Taylor & Francis.

Catalogue prepared by

Dr Ashish Sharma

Recommended by the Board of Studies on

Date of Approval by the Academic Council