ROYAL GLOBAL UNIVERSITY
— GUWAHATI —

ROYAL SCHOOL OF COMMUNICATIONS AND MEDIA (RSCOM)

COURSE STRUCTURE & SYLLABUS
(BASED ON NATIONAL EDUCATION POLICY 2020)

For

B.A. in J&MC

(4 years Single Major)

W.E.F

AY - 2023 – 24

Table of Contents

Preamble

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important rolein promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

If we focus on the 21st century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals andmust enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University,so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC,

introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practises that the various communities of India—including the tribal communities—have evolved, refined and preserved overgenerations, like for example Vedic Mathematics, Vedangas, Indian Astronomy, Fine Arts, Metallurgy, etc.

At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

Introduction

The National Education Policy (NEP) 2020 clearly indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. and more in-depth learning.

The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

  i.   Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
  ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
  iii. Multidisciplinary and holistic education across the sciences, social sciences, arts,

humanities, and sports for a multidisciplinary world.

iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.

v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.

vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.

vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.

viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and tradition.

Approach to Curriculum Planning

Choice Based Credit System (CBCS) By UGC

Under the CBCS system, the requirement for awarding a degree or diploma or certificateis prescribed in terms of number of credits to be earned by the students. This framework is being implemented in several universities across States in India. The mainhighlights of CBCS are as below:

- The CBCS provides flexibility in designing curriculum and assigning credits based on the course content and learning hours.
- The CBCS provides for a system wherein students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.
- CBCS also provides opportunity for vertical mobility to students from a bachelor's degree programme to masters and research degree programmes.

The detailed Guidelines for Choice Based Credit System is available at https://ugc.ac.in/pdfnews/8023719_Guidelines-for-CBCS.pdf

Definitions

Academic Credit:

An academic credit is a unit by which a course is weighted. It is fixed by the number of hours of instructions offered per week. As per the National Credit Framework [2];

1 Credit = 30 NOTIONAL CREDIT HOURS (NCH)

Yearly Learning Hours = 1200 Notional Hours (@40 Credits x 30 NCH)

30 Notional Credit Hours		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
1 Credit = 15 -22 Lecture Hours	10-15 Practicum Hours	0-8 Experiential Learning Hours

Course of Study:

Course of study indicate pursuance of study in a particular discipline/programme. Discipline/Programmes shall offer Major Courses (Core), Minor Courses, Skill Enhancement Courses (SEC), Value Added Courses (VAC), Ability Enhancement Compulsory Courses (AECCs) and Interdisciplinary courses.

Disciplinary Major:

The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second semester, after exploring various courses.

Courses from Other Disciplines (Interdisciplinary):

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

   i. Natural and Physical Sciences: Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

   ii. Mathematics, Statistics, and Computer Applications: Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

   iii. Library, Information, and Media Sciences: Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

   iv. Commerce and Management: Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

   v. Humanities and Social Sciences: The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's, and Gender Studies, etc. will be useful to understand society.

Ability Enhancement Courses (AEC): Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

Skill Enhancement Course (SEC): These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students and should be related to Major Discipline. They will aim at providing hands- on training, competencies, proficiency, and skill to students. SEC course will be a basket course to provide skill-based instruction. For example, SEC of English Discipline may include Public Speaking, Translation & Editing and Content writing.

Value-Added Courses (VAC):

i. Understanding India: The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the

country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

ii. Environmental science/education: The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course willalso deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

iii. Digital and technological solutions: Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

iv. Health & Wellness, Yoga education, sports, and fitness: Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

These are a common pool of courses offered by different disciplines and aimed towards embedding ethical, cultural and constitutional values; promote critical thinking. Indian knowledge systems; scientific temperament of students.

Summer Internship /Apprenticeship:

The intention is induction into actual work situations. All students must undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the*summer term*. Students should take up opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations,artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergoa 4-credit work-based learning/internship during the summer term to get a UG Certificate.

Community engagement and service: The curricular component of 'community engagement and service' seeks to expose students to the socio- economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

Field-based learning/minor project: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, andto observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first- hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would havethe opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate

solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

Indian Knowledge System:

In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context all the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the ***total credits of the courses taken in IKS amount to at least five per cent of the total mandated credits*** *(i.e. min. 8 credits for a 4 yr. UGP & 6 credits for a 3 yr. UGP).* The students may be encouraged to take these courses, preferably *during the first four semesters of the UG programme*. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student. All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects. Wherever possible, the students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8th semesters of the UG programme. [5]

(Note: Refer "Guidelines for Incorporating Indian Knowledge in Higher Education Curricula", University Grants Commission, March 2023 for further details)

Experiential Learning:

One of the most unique, practical & beneficial features of the National Credit Framework is assignment of credits/credit points/ weightage to the experiential learning including relevant experience and professional levels acquired/ proficiency/ professional levels of a learner/student. Experiential learning is of two types:

> ***a. Experiential learning as part of the curricular structure*** of academic or vocational program. E.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program- internship/ summer project undertaken relevant to the program being studied or as a part time employment (not relevant to the program being studied- up to certain NSQF level only). In case where

experiential learning is a part of the curricular structure the credits would be calculated and assigned as per basic principles of NCrF i.e., 40 credits for 1200 hours of notional learning.

b. Experiential learning as active employment (both wage and self) post completion of an academic or vocational program. This means that the experience attained by a person after undergoing a particular educational program shall be considered for assignment of credits. This could be either Full or Part time employment after undertaking an academic/ Vocation program.

In case where experiential learning is as a part of employment the learner would earn credits as weightage. The maximum credit points earned in this case shall be double of the credit points earned with respect to the qualification/ course completed. The credit earned and assigned by virtue of relevant experience would enable learners to progress in their career through the work hours put in during a job/employment.

Award of Degree in Journalism and Mass Communications

The structure and duration of undergraduate programmes of study offered by the University as per NEP 2020 include:

Undergraduate programmes of either 3 or 4-year duration with Single Major, with multiple entry and exit options, with appropriate certifications:

UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

3-year UG Degree: Students who will undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.

4-year UG Degree (Honours): A four-year UG Honours degree in the majordiscipline

will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in Table 6 in Section 5.

4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a Faculty Member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

Table: 1: Award of Degree and Credit Structure with ME-ME

Award	Year	Credits to earn	Additiona lCredits	Re-entry allowed within (yrs)	Years to Complete
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG Degree (Major)	3	120	x	x	x
4-year UG Degree (Honours)	4	160	x	x	x
4-year UG Degree (Honors with Research):	4	160	Students who secure cumulative 75% marks and above in the first six semesters		

Graduate Attributes

Sl.no.	Graduate Attribute	The Learning Outcomes Descriptors
GA1	Disciplinary Knowledge	acquire knowledge and coherent understanding of Journalism and its areas of study.
GA 2	Complex problem solving	The Program focuses on well researched and solution-based thinking and application of theoretical concepts to real life case studies in the field of journalism and mass communication, enabling students to develop problem solving skills. Students develop an ability to take up challenges in their professional carrier and provide effective solutions.
GA 3	Analytical & Critical thinking	The students will be able to apply analytical thought including the analysis and evaluation of policies, and practices in the field of media and media relations. They will be able to identify relevant assumptions or implications. Identify logical flaws and holes in the arguments of others. Analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
GA 4	Creativity	A student will be able to create, perform, or think in different and diverse ways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.
GA 5	Communication Skills	The program focuses on enhancing the ability of students to listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.
		A Student will develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems,

GA 6	Research-related skills	formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work.
GA 7	Collaboration	Capable to work effectively and respectfully with diverse teams in the classroom and in the media industry in the interests of a common cause and work efficiently as a member of a team.
GA 8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision.
GA 9	Digital and technological skills	Demonstrate and experiment by using computers and other digital devices for learning, design, illustrate and utilize relevant information using appropriate software's for analyzing of data and generate and end product.
GA 10	Environmental awareness and action	A student will identify the effects of environmental degradation, climate change, and pollution. They will develop and illustrate the technique of spreading awareness on effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living by producing different Information Education and Communication (IEC) materials.

Program Learning Outcomes (PLO)

PLO-1: Acquiring Knowledge of Journalism and Mass Communication-

A systematic or coherent understanding of the academic field of Journalism and Mass Communication, its different learning areas and applications, and its linkages with related disciplinary areas/subjects. Procedural knowledge that creates different types of professionals related to Journalism and Mass Communication area of study, including research and development, teaching and government and public service.

PLO-2: Ability of solving complex problem

The students attain ability to quickly identify the problem and applying critical thinking skills and problem-solving analysis in all dimensions of development and production

PLO-3 - Analytical & Critical thinking

The students will be able to apply analytical thought including the analysis and evaluation of policies, and practices in the field of media and media relations. Ability to understand and skills will be enhanced for identifying problems and issues relating to Journalism and Mass Communication

PLO-4: Develop and Demonstrate Creativity

A student will be able to demonstrate, perform, or think in different and diverseways by using tools of media about the objects and scenarios in the field of mass communication and journalism and deal with problems and situations that do not have simple solutions. They will be able to think 'out of the box' and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.

PLO-5: Enhance and Execute CommunicationSkills

The students will develop the ability to listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences through various means of communication. A student will be able to express thoughts and ideas effectively in writing, through films and also orally and communicate with others using appropriate media technologies.

PLO-6: Formulate Research-relatedskills

A Student will develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Students will develop the

ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work.

PLO-7: Collaboration

Capable to work effectively and respectfully with diverseteams in the classroom and in the media industry in the interests of a common cause and work efficiently as a member of a team.

PLO-8: Develop Leadership readiness/qualities

A student will be able to organize and operate the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achievethe vision.

PLO-9: Execute Digital and technological skills

The student will outline and examine using computers and other digital devices for learning, design, illustrate and utilize relevant information by using appropriate software's for analyzing of data and generate media related projects.

PLO 10: Identifying environmental issues, its awareness and action

A student will identify the effects of environmental degradation, climate change, and pollution. They will develop the technique and illustrate awareness on effective waste management, conservation of biological diversity,management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living by producing different Information Education and Communication (IEC) materials.

Programme Specific Outcomes

PSO1: Integration of the concept, principals and theories involved in the subjects of Journalism and Mass Communication in all aspects.

PSO2: Ability to identify and solve complex societal problems using different mass media platforms.

PSO3: Student will be able to use their analytical thought in understanding different policies related to media and its relationship in society.

PSO4: The student will be able to demonstrate 'out of the box' ideas by adopting innovative, imaginative, communicative skills and emotional intelligence.

PSO5: Ability to prepare, compare, and present complex information in a clear and concise manner to audience through various effective communication skills.

PSO6: Student will acquire the ability to identify and analyze societal related issues and design research proposals, understanding research & media ethics, establish hypotheses and predict cause-and-effect relationships.

PSO7: Student will be skilful to connect and work effectively with diverse team of media in the dynamic media industry.

PSO8: Working effectively with different team members, student will devise and develop a leadership quality that can help them to achieve the vision in life.

PSO9: Student will demonstrate skills related to various digital devices, computers and appropriate software for analyzing data and media related projects.

PSO10: Student will develop techniques and illustrate environmental awareness by producing different Information Education and Communication (IEC) materials.

Teaching Learning Process

Teaching and learning in this programme involve classroom lectures as well as tutorial and remedial classes.

Tutorial classes: Tutorials allow closer interaction between students and teacher as each student gets individual attention. The tutorials are conducted for students who are unable to achieve average grades in their weekly assessments. Tutorials are divided into three categories, viz. discussion-based tutorials (focusing on deeper exploration of course content through discussions and debates), problem-solving tutorials (focusing on problem solving processes and quantitative reasoning), and Q&A tutorials (students ask questions about course content and assignments and consolidate their learning in the guiding presence of the tutor).

Flip classroom: flip classroom allows lecture content from face-to-face class time to before class by assigning it as homework. This allows for more interactive forms of learning to take place during class

Remedial classes: The remedial classes are conducted for students who achieve average and above average grades in their weekly assessments. The focus is laid to equip the students to perform better in the exams/assessments. The students are divided into small groups to provide dedicated learning support. Tutors are assigned to provide extra time and resources to help them understand concepts with advanced nuances. Small groups allow tutors to address their specific needs and monitor them. Following methods are adopted for tutorial and remedial classes:

- Written assignments and projects submitted by students
- Project-based learning
- Group discussions

- Home assignments
- Class tests, quizzes, debates organized in the department
- Seminars and conferences.

Experiential Learning: Experiential learning is a part of the academic curriculum of JMC. Filed based projects, internship, industrial visits, interaction with experts from the field and extracurricular activities (participation in intra and inter university competitions, clubs of the university) are promoted to provide an experience aligned with the course curriculum.

Assessment Methods

	Component of Evaluation	Marks	Frequency	Code	Weightage (%)
A	**Continuous Evaluation**				
i	Analysis/Class test	Combination of any three from (i) to (v) with 5 marks each	1-3	C	25%
ii	Home Assignment		1-3	H	
iii	Project		1	P	
iv	Seminar		1-2	S	
v	Viva /Presentation		1-2	V	
vi	MSE	MSE shall be of 10 marks	1-3	Q/CT	
vii	Attendance	Attendance shall be of 5 marks	100%	A	5%
B	Semester End Examination		1	SEE	70%
	Project				**100%**

<table>
<tr><td colspan="5" align="center">**PROGRAME STRUCTURE**</td></tr>
<tr><td colspan="5" align="center">**RSCOM**
BA (Hons) J&MC</td></tr>
<tr><td colspan="5" align="center">**1st Semester**</td></tr>
<tr><td>**Sl. No.**</td><td>**Subject Code**</td><td>**Names of subjects**</td><td>**Level of Course**</td><td>**Credit**</td></tr>
<tr><td colspan="5" align="center">**Major Paper**</td></tr>
<tr><td>1</td><td>JMC092C101</td><td>Major (Core 1) Human Communication</td><td>100</td><td>3</td></tr>
<tr><td>2</td><td>JMC092C102</td><td>Major (Core 2) Journalism</td><td>100</td><td>3</td></tr>
<tr><td colspan="5" align="center">**Minor Paper**</td></tr>
<tr><td>3</td><td>JMC092M111</td><td>Introduction to Communication & Photography</td><td>100</td><td>3</td></tr>
<tr><td colspan="5" align="center">**Skill Enhancement Courses (SEC1)**</td></tr>
<tr><td>4</td><td>JMC092S111</td><td>Introduction to Photography</td><td>100</td><td>3</td></tr>
<tr><td colspan="5" align="center">**Value Added Course (VAC1)**</td></tr>
<tr><td>5</td><td></td><td>Choose from the basket</td><td>100</td><td>3</td></tr>
<tr><td colspan="5" align="center">**Interdisciplinary Course (IDC 1)**</td></tr>
<tr><td>6</td><td></td><td>Indian Knowledge System 1</td><td>100</td><td>3</td></tr>
<tr><td colspan="5" align="center">**Ability Enhancement Course (AEC)**</td></tr>
<tr><td>7</td><td>AEC982A101</td><td>Communicative English and Behavioural Science-I</td><td>100</td><td>2</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td align="right">**Total -**</td><td></td><td>**20**</td></tr>
<tr><td colspan="5" align="center">**2nd Semester**</td></tr>
<tr><td>**Sl. No.**</td><td>**Subject Code**</td><td>**Names of subjects**</td><td>**Level of Course**</td><td>**Credit**</td></tr>
<tr><td colspan="5" align="center">**Major Core Papers**</td></tr>
<tr><td>1</td><td>JMC092C201</td><td>Pre-Production (Radio &TV)</td><td>100</td><td>3</td></tr>
<tr><td>2</td><td>JMC092C202</td><td>Media and Society</td><td>100</td><td>3</td></tr>
<tr><td colspan="5" align="center">**Minor Papers**</td></tr>
<tr><td>3</td><td>JMC092M211</td><td>Sound and Radio</td><td>100</td><td>3</td></tr>
<tr><td colspan="5" align="center">**Skill Enhancement Courses (SEC2)**</td></tr>
<tr><td>4</td><td>JMC092S211</td><td>Computer Application (Design & Graphics)</td><td>100</td><td>3</td></tr>
<tr><td colspan="5" align="center">**Value Added Course (VAC2)**</td></tr>
<tr><td>5</td><td></td><td>Choose from the basket</td><td>100</td><td>3</td></tr>
<tr><td colspan="5" align="center">**Interdisciplinary Course**</td></tr>
<tr><td>6</td><td></td><td>Indian Knowledge System 2</td><td>100</td><td>3</td></tr>
<tr><td colspan="5" align="center">**Ability Enhancement Course (AEC)**</td></tr>
</table>

7	AEC982A201	Communicative English and Behavioural Science-II	100	2
		Total -		**20**

Conferring the Certificate in Journalism and Mass Communication, (CJMC)

3rd Semester

Sl. No.	Subject Code	Names of subjects	Level of Course	Credit
MajorCorePapers				
1		Introduction to Film	100	4
2		Development Journalism	100	4
MinorPapers				
3		MessageDesignforMedia	100	4
SkillEnhancementCourses(SEC-3)				
4		Production (Radio & TV)	100	3
InterdisciplinaryCourse				
6		Choosefromthebasketcourse	100	3
AbilityEnhancementCourse(AEC-3)				
8	AEC982A301	CommunicativeEnglishand Behavioural Science-III	100	2
		Total-		**20**

4th Semester

Sl. No.	Subject Code	Names of subjects	Level of Course	Credit
MajorCorePapers				
1		Media Management	100	4
2		Advance Communication Theories	100	4
MinorPapers				
3		Introduction to New Media	100	4
SkillEnhancementCourses(SEC-3)				
4		Print Production	100	3
InterdisciplinaryCourse				
6		Choosefromthebasketcourse	100	3
AbilityEnhancementCourse(AEC)				
8	AEC982A401	CommunicativeEnglishand Behavioural Science-IV	100	2
		Total-		20

<table>
<tr><td colspan="5"></td></tr>
</table>

5th Semester

Sl. No.	Subject Code	Names of subjects	Level of Course	Credit
Major Core Papers				
1				
2				
Minor Papers				
3				
Internship				
6				
		Total -		20

6th Semester

Sl. No.	Subject Code	Names of subjects	Level of Course	Credit
Major Core Papers				
1				
2				
Minor Papers				
3				
		Total -		20

7th Semester

Subject Code	Names of subjects	Level of Course	Credit
Major Core Papers			
Minor Papers			
	Total -		20

8th Semester

Subject Code	Names of subjects	Level of Course	Credit
	Major Core Papers		
	Research Methodology		
	Dissertation/Research Project		
	Total -		20

Semester I

Major Course :1   **Level of Course – 100**

Title of the Paper: Human Communication

Subject Code: JMC092C101-I
L-T-P-C: 2-1-0-3   **Credit Units:** 3

Course Objectives:

To define the meaning, concept, process, characteristics and different types of communication involves in human communication that will enable them to understand, appreciate, analyze, and interpret how the communication begins in human existence and the implications of communication theories in mass communication as well as to elaborate the underlying modus-operandi that dominates the media industry.

Course Learning Outcomes:

On successful completion of the course the students will be able to:		
SI. No	Course Outcome	Blooms Taxonomy Level
CLO 1	**Relate** the meaning, concept and process of communication involves in human communication.	BT 1
CLO 2	**Explain** the characteristics, types of communication and its implications in human communication that help develops different communication theories.	BT 2
CLO 3	**Apply** the implications of media theories in mass	BT 3
CLO 4	**Develop** new interpretations of contemporary mass communication based on the development of human communication.	BT 3

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods

	Communication and Media	
I		15
	Communication & Media: Definition, meaning & concept, Different types of communication: Verbal and written, Scope and Process of Communication, Mass Communication: Concept & Characteristics	
II	**Communication Theories** Authoritarian; Libertarian; Socialistic; Social-responsibility; Normative theories; Development media theory; Democratic participation media theory	15
III	**Mass Media Effects and Uses** Hypodermic Needle; Two Step Flow Theory; Limited-Effects; Cultivation Theory; Social Learning Theory; McLuhan's Media Determinism; Spiral of Silence; Media Hegemony; Agenda Setting; Uses and Gratification Approach	15
IV	**Media, Market and Technology** Role, objectives functions & achievements of Mass Media, Relation between Mass Media and Mass Culture and their development, Media as fourth pillar of democracy, Mass Media in Rural-Urban divide, Changing trends of Mass Communication under the process of globalization, Technology in the development of Media	15
TOTAL		**60**

Text Book:

1. Hanson, Ralph E; Mass Communication: Living in a Media World; Sage Publication, Canada, 2017.
2. Kumar, Kewal J, Mass Communication in India; Jaico Books; New Delhi; 2012.

References:

1. ShymaliB; Media and Mass Communication: An Introduction; Kanishka Publishers, Delhi; 2000.
2. De Fleur, M; Theories of Mass Communication, 2nd Edition; David Mc Kay; New York; 2002.
3. Hasan, Seema; Mass Communication: Principles and Concepts, 2E; Cbs, 2013.

NOTIONAL CREDIT HOURS (NCH) DISTRIBUTION (1C =30hrs, 3x30=90hrs)

Lecture/Tutorial	Practicum	Experiential Learning
60 hrs.	NA	30hrs Two Workshops Presentation after observing the workshops One act play on communication Field study to observe types of communications Case studies and projects on it

Break up of Experiential learning			
Activity	Time required for preparation(hrs.)	Time required for execution (hrs.)	Total Time (hrs.)
Two Workshops	NA	10	10
Presentation after observing the workshops	3	40 min (20 mins each)	3:40
One act play on communication	5	20 min	5:20
Field study to observe types of communications	NA	6	6
Case studies and projects on it	NA	5	5
		Total Hours	**30**

Major Course: 2

Title of the Paper: Journalism   **Level of Course – 100**

Subject Code: JMC092C101-II

 L-T-P-C: 3-0-0-3   **Total credits: 3**

Course Objectives:

The course introduces to outline growth and development of the Indian press and justify the

basics of journalism and reporting, news structure, interview skills and news values. Students

will learn to define the process of editing and elaborate the importance of news agencies as well as to specify various elements in writing for print, electronic and digital media.

Course Learning Outcomes:

On successful completion of the course the students will be able to:		
SI No	**Course Outcome**	**Blooms Taxonomy Level**
CLO 1	**Relate to the** understanding of the history of press and its role in India's freedom movement.	BT 1
CLO 2	**Demonstrate the understanding of** sources, reporting, qualities, ethics and values of news in practicing journalism in mainstream	BT 2
CLO 3	**Identify** the art of writing fir media and implication of journalistic ethics in media.	BT 3
CLO 4	**Develop the** aspects of research in feature writing, non-fiction storytelling techniques, human interest story, news features and able to evaluate media contents independently.	BT 3

COURSE OUTLINE:

Modules	Topics (if applicable) & Course Contents	Periods
I	**History of Press In India** Press in pre-independent India, Role of English and Vernacular Press during freedom struggle, Emergence of newspapers, magazines and publication houses, Growth of Indian news agencies	15
I	**Reporting** News Value, Sources of News, Qualities and responsibilities of a reporter, Interview, Types of reporting, Structure of news report, Lead and styles, Body text, News Agencies; Copyediting, Role and functions of copy editor, Tools of editing, Headlines, Style Guides and importance, Circulation	15
III	**Ideas for writing** Explaining ideas and processes, The language of journalism: concrete, specific, active, clear, democratic, non-racist. Editorial, features & review, Writing for Web: Characteristics of web writing, technical writing, blogs, online journalism.	15
IV	**Feature Writing** Research in Feature Writing, Non-fiction story telling techniques, Human interest story, news features, personality profiles, professional profiles, seasonal stories, enterprise stories, saturation feature stories, Fact box, Chronology, Backgrounder, Fly on the wall/ Behind the scenes	15
TOTAL		**60**

Text Book:

1. Ahuja, Charanjit; Print Journalism: A Complete Book of Journalism; Partridgepublishing.com, India; 2016.
2. Roy, Barun; Beginner's Guide to Journalism & Mass Communication; V. S Publisher; 2013.

References:

1. Sarkar, N. N; Art and Print Production; OUP India; 2013.
2. Felton, Charles J; Layout, printing, design and typography; St. Paul West Publishing Company; 1990.
3. David, Dary; How to write News for Broadcast and Print Media; Tab Books; 1973.
4. Spark, David and Harris, Geoffrey; Practical Newspaper Reporting; Sage Publication, 2011.
5. Frost, Chris; Reporting for Journalist; Routledge, 2010.

NOTIONAL CREDIT HOURS (NCH) DISTRIBUTION (1C =30hrs, 3x30=90hrs)		
Lecture/Tutorial	Practicum	Experiential Learning
60 hrs.	NA	30hrs. Two Workshop on writing for media (Sports Journalism, Crime Reporting, Rural Journalism) Two Presentations on the learnings from the workshop Activity – Reporting from the university campus Study Tour Interaction with prominent journalists

Break up of Experiential learning			
Activity	Time required for preparation(hrs.)	Time required for execution (hrs.)	Total Time (hrs.)
Two Workshop on writing for media (Sports Journalism, Crime Reporting, Rural Journalism)	NA	10	10

Two Presentations on the learnings from the workshop	4	60 min (30 mins each)	5
Activity – Reporting from the university campus	NA	5	5
Study Tour	NA	5	5
Interaction with prominent journalists	NA	5	5
		Total Hours	**30**

Minor -

Title of the Paper: Introduction to Communication & Photography

Subject Code: JMC092M111   **Level of Course - 100**
L-T-P-C: 1-0-4-3   **Credit Units:** 3

Course Objectives:

To define the meaning, concept, process, characteristics and different types of communication involves in human communication that will enable them to understand, appreciate, analyze, and interpret how the communication begins in human existence and the implications of communication theories in mass communication as well as to elaborate the underlying modus-operandi that dominates the media industry.

Course Learning Outcomes:

On successful completion of the course the students will be able to:		
SI. No	**Course Outcome**	**Blooms Taxonomy Level**
CLO 1	**Relate** the meaning, concept and process of communication involves in Communication	**BT 1**
CLO 2	Understanding the characteristics, types of photography and about the different tools of photography	**BT 2**
CLO 3	**Apply** the rules of visual communication in photography.	**BT 3**
CLO 4	**Create** a photography portfolio by **applying** photography techniques.	**BT 3**

Detailed Syllabus:

Modules	Course Content	Periods
1	**Introduction to Communication** Definition, meaning & concept, Different types of communication: Verbal and written, Scope and Process of Communication, Elements.	**15**
2	**Photography & Lights** Photography – definition and meaning; shots, camera – types and parts of camera body – aperture, shutter speed, focus; SLR cameras in brief and the various functions; lenses – types of lenses and the usage. Lights –types; filters, camera techniques; indoor and outdoor photography; depth of field.	**15**
3	**Genres of photography** Genres – the meaning; genres of photography – portrait, landscape, wild life, sports, cityscape, fashion, night life, food, candid, aerial, black and white, abstract, photo story.	**15**
4	**Photography projects** Students will have to submit two photography project portfolios. In the first project they will submit 5 photographs of each genre with caption and technical details. In the second project they will have to submit a photo story.	**15**
		60

Text Book:

1. Ilan,Jonathan*;TheInternationalPhotojournalismIndustry:Cultural Productionandthe Making and Selling of News Pictures Routledge Advances in Internationalizing Media Studies;* Routledge,2018.
2. *Photography: The Definitive Visual History*, Ang, Tom;DK Publishers, London;2014.

References:

1. Davis, Harold and Davis Phyllis, The Photoshop Darkroom 2; London: Focal Press, 2011.
2. Freeman, Michael; The Photographer's eye; Focal Press, London; 2007.
3. Kelby, Scott; Light it, Shoot it, Retouch it. San Fransisco: New Riders, 2011.
4. McCartney, Susan; Mastering Flash Photography;Amphoto Books, 1997.

5. Grimm, Tom; The basic book of photography; 5th Edition; A plume book, 2003.

NOTIONAL CREDIT HOURS (NCH) DISTRIBUTION (1C =30hrs, 3x30=90hrs)		
Lecture/Tutorial	Practicum	Experiential Learning
20 hrs.	40 hrs Photo Walk 1 – Morning golden hours Photo Walk 2 – Evening golden Hours Photo Walk 3 – Photo Story on Humans Preparation of Professional Photography Portfolio	30hrs. Photography Workshop

Break up of Experiential learning			
Activity	Time required for preparation(hrs.)	Time required for execution (hrs.)	Total Time (hrs.)
Photography Workshop		15	15
Interaction and learning from experts		15	15
		Total Hours	30

Skill Enhancement Course

Subject: Introduction to Photography   **Level of Course – 100**

Subject Code: **JMC092S111**

L-T-P-C: **1-0-4-3**   **Total credits: 3**

Course Objectives:

To define the basic principles of photography and able to describe the basic methods of visual communication. They will be able to verify the language of photography in visual

communication and clarify the concepts and creation of works in photography and visual communication.

Course Learning Outcomes:

On successful completion of the course the students will be able to:		
SI. No	**Course Outcome**	**Bloom's Taxonomy Level**
CLO 1	**Classify** the characteristics and basic principles of photography.	**BT 1**
CLO 2	**Identify** the basic methods of visual communication and determine the techniques of camera handling and capturing the images.	**BT 3**
CLO 3	**Categorize** the language of photography and visual	**BT 4**
CLO 4	**Analyze** mixed media techniques in the virtual and real world of media.	**BT 4**

COURSE OUTLINE:

Modules	Course Contents	Periods
1	**Fundamentals of Photography** Introduction to photography and DSLR; Camera Parts and its functions, Photography Cameras, Lenses and Accessories for Photography	**15**
2	**Image and development of Visual Communication** Early invention and growth of camera, fundamentals of photography, Exposure & methods of controlling exposure	**15**
3	**Techniques and Skills of Photography** Exposure, Iris and Aperture, manipulating the aperture and shutter speed, working on the Subject: Changing proximity, varying angles, Framing subjects	**15**
4	**Ethics and Principles of Visual Communication** Rules of Composition: Rule of the Thirds; Leading Lines; Selective Focus, Lighting, Journalistic Values and Visual ethics.	**15**
	TOTAL	**60**

Text Book:

1. Ilan,Jonathan*;TheInternationalPhotojournalismIndustry:Cultural Productionandthe Making and Selling of News Pictures Routledge Advances in Internationalizing Media Studies;* Routledge,2018.

2. *Photography: The Definitive Visual History*, Ang, Tom;DK Publishers, London;2014.

References:

a. Davis, Harold and Davis Phyllis, The Photoshop Darkroom 2; London: Focal

Press, 2011.
b. Freeman, Michael; The Photographer's eye; Focal Press, London; 2007.
c. Kelby, Scott; Light it, Shoot it, Retouch it. San Fransisco: New Riders, 2011.
d. McCartney, Susan; Mastering Flash Photography;Amphoto Books, 1997.
e. Grimm, Tom; The basic book of photography; 5th Edition; A plume book, 2003.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
20 hrs.	40 hrs Photo Walk 1 – Morning golden hours Photo Walk 2 – Evening golden Hours Photo Walk 3 – Photo Story on Humans	30 hrs. Photography Workshop Interaction and learning from experts

Break up of Experiential learning			
Activity	Time required for preparation(hrs.)	Time required for execution (hrs.)	Total Time (hrs.)
Photography Workshop	NA	10	10
Interaction and learning from experts	NA	10	10
Preparation of Professional Photography Portfolio	10	NA	10

	Total Hours	30

Semester II

Major Course – 1   Level of Course – 100

Title of the Paper: Pre-Production (Radio & TV)

Subject Code: JMC092C201

L-T-P-C: 2-1-0-3   **Total credits: 3**

Course Objectives:

The course highlights the principles of Radio and Television production and clarifies the history and origin of Radio and Television and its various programme productions. They will be taught to justify the process of planning, drafting and writing scripts before production and how to create scripts for audio and visual media as well as to apply the techniques of digital media in production.

Course Learning Outcomes:

On successful completion of the course the students will be able to:		
SI No	**Course Outcome**	**Blooms Taxonomy Level**
CLO 1	**Relate** to the principles of Radio and Television production.	**BT 1**
CLO 2	**Demonstrate the understanding of** the history and origin of Radio and Television and its various programme productions.	**BT 2**
CLO 3	**Identify** the process of planning, drafting and writing scripts before production.	**BT 3**
CLO 4	**Develop** scripts for audio and visual media as well as the tools and techniques of digital media in production.	**BT 3**

COURSE OUTLINE:

Modules	Course Contents	Periods
I	**Introduction to Radio and Television** A Short History of Radio & TV in India, - All India Radio - Doordarshan - Prasar Bharti main points - Convergence trends.	**15**

II	**Radio** Concept of AM and FM, Radio Program Formats and script writing: Talk, Discussion, Panel discussion, Radio-play, Feature, Commentary, Interview techniques and presentation, Various types of interviews, Moderating skills for radio discussion programs, Development of story and idea, Finer aspects of radio language, Impact of new technology on media, recent developments in radio		**15**
III	**Television** Various formats of television programmes: Fictional programmes: soap operas, sitcoms, series, films etc, Non-fictional programmes: news presentation and anchoring, talk show, documentary, reality show etc. Writing for video: concept, treatment, script visualization and storyboard, screenplay, Television news reporting: interview techniques, Piece to camera, Voice over, Sequencing and editing news packages.		**15**
IV	**Practical** Prepare Television, Radio Script for different types of programs. (News, interview, drama, advertisement, jingle)		**15**
TOTAL			**60**

Text Book:

- M. Neelamalar; Radio programme production; PHI Learning Pvt. Ltd., 2018.
- Sen, Biswarup & Roy, Abhijit; Channeling Cultures: Television Studies from India; Oxford University Press, 2014.

References:

1. Ellen, Phillips & Jennifer, C. P; *Graphic Design: The New Basics;* 2nd Edition; Princeton Architectural Press; UK; 2015.
2. David, Dabner, Sanra, Stewart & Eric, Zempol; Graphic Design School. Thames & Hudson; 2014.
3. Sharma, M.C; *Corel Draw Graphics Suite X4:BPB,* 2009.
4.

NOTIONAL CREDIT HOURS (NCH) DISTRIBUTION (1C =30hrs, 3x30=90hrs)		
Lecture/Tutorial	Practicum	Experiential Learning
60 hrs.	NA	30 hrs.

		Two Workshops Two Workshops on stages of Pre-production (10hrs), Extracurricular Activity (Writing scripts for royal podcast(10hrs). Interaction with prominent personalities from the media industry (5hrs), Activity – Scripting for radio and TV(5hrs), Documentary Screening(2:20hrs)

5.

Break up of Experiential learning			
Activity	Time required for preparation(hrs.)	Time required for execution (hrs.)	Total Time (hrs.)
Two Workshops on stages of Pre-production	NA	10	10
Extracurricular Activity (Writing scripts for royal podcast)		10	10
Activity – Scripting for radio and TV	NA	5	5
Interaction with prominent personalities from the media industry	NA	5	5
		Total Hours	30

Major Course: 2

Title of the Paper: Media and Society   **Level of Course – 100**

Subject Code: JMC092C202

L-T-P-C: 3-0-0-3   **Total credits: 3**

Course Objectives:

The module focuses to describe mass media, culture and society, and its co-relationships in

developing critical perspectives in media and the interplay between media content, culture, audiences and society of India, particularly the North Eastern region. It deals to verify various arts forms of Indian and western culture as well as to justify folk media as an effective medium in mass communication and the discourses of media coverage in northeast India.

Course Learning Outcomes:

On successful completion of the course the students will be able to:		
SI. No	**Course Outcome**	**Blooms Taxonomy Level**
CLO 1	**Outline** the culture and society, and its co-relationships in developing critical perspectives in media and the interplay between media content, culture, audiences and society of India, particularly the North Eastern region. **Identify** various arts	**BT 2**
CLO 2	**Understanding** the symbiotic relation between media and society	**BT 2**
CLO 3	**Summarize** the characteristics of media, society and culture in northeast India	**BT 2**
CLO 4	**Analyse** the discourses of media coverage in northeast India.	**BT 4**

COURSE OUTLINE:

Modules	Course Contents	Periods
I	**Introduction to Society and Culture** Meaning of culture, its importance, Difference between tradition and culture, understanding various aspects of Indian Culture and their scope. Dance, theatre, music, painting, sculpture and literature. Different forms: classical and folks, Indian and western, fusion etc. development of these arts forms and contemporary status.	15
II	**Introduction to media and society** Mass media and society: Importance of media, role of media and its impact on society, social responsibility of media. Media and democracy: public sphere, Freedom of speech and expression, right to information, right to privacy and media as a watchdog.	15
III	**Understanding Northeast** Formation of North East India, movements, boundaries, culture and traditional heritage, language, festivals, media scenario in Northeast.	15
IV	**Covering NE** Case studies of media coverage in North East India – Through the media of northeast.	15
	TOTAL	**60**

Text Book:

1. Dzüvichü, Lipokmar&Baruah, Manjeet; Modern Practices in North East India: History, Culture, Representation; Routledge, New York, 2018.
2. Alam, Zakirul; Journalism and Media Industry of North East India; EBH Publisher, 2014.

References:

1. Samovar, L. A & Porter, R. E; Inter-cultural Communication-A Reader; Wadsworth; ; 2000.
2. Price, Stuart; Communication Studies; Longman; 1998.
3. Curran, James; Mass Media and Society; Arnold; 2000.
4. Caldwell'(eds);Production Studies: Cultural Studies of Media Industries; New York: Routledge; 2009.
5. Livingstone, S; The Changing Nature of' Audiences: From the Mass Audience to the Interactive; Blackwell Publishing, Oxford, UK; , 2006.

NOTIONAL CREDIT HOURS (NCH) DISTRIBUTION (1C =30hrs, 3x30=90hrs)		
Lecture/Tutorial	Practicum	Experiential Learning
60 hrs.	NA	30hrs. Co-Curricular Activities (Representing one tradition from different parts of the nation) Activity – Reporting on a culture of NE by visiting nearby places in Guwahati Study Tour Interaction with prominent personalities

Break up of Experiential learning			
Activity	Time required for preparation(hrs.)	Time required for execution (hrs.)	Total Time (hrs.)
Co-Curricular Activities (Representing one tradition		10	10

from different parts of the nation)			
Activity – Reporting on a culture of NE by visiting nearby places in Guwahati	6	3	9
Study Tour	NA	6	6
Interaction with prominent personalities	NA	5	5
		Total Hours	**30**

Minor Paper

Title of the Paper: Sound and Radio   **Level of Course – 100**

Subject Code: JMC092M211

L-T-P-C: 1-0-4-3   **Total credits: 3**

Course Objectives:

The course highlights the principles of Sound and Radio and clarifies the relation between sound waves and radi0. They will be taught about the various technologies used for radio production. Students will learn to produce radio content like, radio news, radio drama and radio jingle.

Course Learning Outcomes:

On successful completion of the course the students will be able to:		
SI No	**Course Outcome**	**Blooms Taxonomy Level**
CLO 1	**Relate** to the principles of sound and radio	BT 1
CLO 2	**Understand** the importance of radio in the human society and its proliferation to the masses	BT 2
CLO 3	**Apply** the process of planning, drafting and writing scripts for production.	BT 3
CLO 4	**Create** scripts and produce content for audio media.	BT 3

Detailed Syllabus:

Module	Course Content	Name
1	**Introduction to sound** Sound – basic concept, importance, types of sound, relation with mind, theatre of mind; sound designs.	**15**
2	**Radio** sound and radio; importance of radio; types of radio broadcast; radio production technologies; microphones; audio console; editing; indoor and outdoor sound recording.	**15**
3	**Radio production** Pre-production – brainstorming, script writing; production – recording dialogues/narration/voice overs, music, sound effects; post production - editing	**15**
4	**Sound projects** Students will have to individually produce a 5 minutes radio drama and submit in a CD/DVD. They will also have to submit the script of the radio drama.	**15**
		60

Text Book:
1. UNESCO; *Radio Programme Production: A Manual for Training*; UNESCO, 1973
2. Hand, J Richard & Traynor Mary; *Radio in Small Nations: Production, Programmes, Audiences;* University of Wales Press, 2012

References:
- Schultz, Brad; *Broadcast News Producing*; Sage Publication; 2004.
- Bandyopadhyay, P.K.; *Radio communication at Close Range*; B. R. Publishing Corporation, New Delhi, 2010.
- Hesmondhalgh, David; *Media Production*; Open University Press, 2006.

NOTIONAL CREDIT HOURS (NCH) DISTRIBUTION (1C =30hrs, 3x30=90hrs)		
Lecture/Tutorial	Practicum	Experiential Learning

20 hrs.	40hrs Radio Studio Activity (Scripting, Recording, Mixing, Broadcasting/Releasing)	30 hrs. Podcast, Interaction and learning from experts, Industry Visit.

Break up of Experiential learning			
Activity	Time required for preparation(hrs.)	Time required for execution (hrs.)	Total Time (hrs.)
Podcast	10	10	20
Interaction and learning from experts	NA	4	4
Industry Visit	NA	6	6
		Total Hours	**30**

Skill Enhancement Course   **Level of Course – 100**

Title of the Paper: Computer Application (Design & Graphics)

Subject Code: JMC092S211

L-T-P-C: 0-0-6-3   **Total credits: 3**

Course Objectives:

The course is design to define the meaning, importance and concept of information and communication technology (ICT), and its applications in media. They will get familiarize to adapt with computerizations in practicing journalism and the applications of DTP softwares in print media industry and clarify with various tools in layout and design.

Course Learning Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO 1	**Demonstrate** the understanding of Photoshop, InDesign and Microsoft Publisher, and develop their skills in editing and altering photographs.	BT 2
CLO 2	**Illustrate** newspapers and magazines design.	BT 2
CLO 3	**Apply** DTP software's in print media industry.	BT 3
CLO 4	**Analyze** various formats of layout and design for magazine, book, advertising poster, logo and brochure.	BT 4

COURSE OUTLINE:

Modules	Course Contents	Periods
I	**Fundamental to Computer** Functions and types of Operating system, Input and output devices, CPU, Storage Devices, Windows accessories and control panel.	15
II	**Photoshop** Mastering the effects of the clone and healing brush tools, Understanding and working with Layers and the Adjustments Panel, Understanding the basics of Masking, Transforming and maximizing Smart Objects, Employing Smart Filters to create interesting effects, Color correction, working with text and vector shapes in PSD, File formats, resizing, and saving.	15
III	**In-design** The Application window; Navigating Pages; Rulers, Guides & Frames; Panels & Panel Menus; View and Preview settings, New Document Set Up and settings; Adding and Editing Text; Adding and Replacing Graphics; Moving Objects; Printing and Creating a PDF; Saving Files, Managing Pages, Working with Type, Importing & Editing Graphics, Working with Color, Frames & Paths, Layers, Text wrap, Paragraph & Character Styles.	15

IV	**Use of Microsoft Publisher** Magazine and Book Layout, Advertisement Layout, Poster Design, Logo Design, Brochure design	**15**
	TOTAL	**60**

Text Book:

1. Faulkner, Andrew & Chavez, Conrad; Adobe Photoshop CC Classroom in a Book (2019 Release); Adobe; 2019.
2. Smith, Christopher; InDesign CC Digital Classroom 2018 Edition; American Graphic Institute; 2018.

References:

1. Williams, Robin; The Non-Designer's Design Book; Fourth Edition, Peachpit Press; 2014.
2. Office 2016 All-In-One For Dummies; Weverka, Peter; First Edition; John Wiley & Sons, Inc, New Jersey; 2015.
3. Graphic Design: The New Basics;Lupto, Ellen & Phillips, Jennifer Cole; Second Edition;Princeton Architectural Press; 2015

NOTIONAL CREDIT HOURS (NCH) DISTRIBUTION (1C =30hrs, 3x30=90hrs)		
Lecture/Tutorial	Practicum	Experiential Learning
20 hrs.	40hrs Lab Work and Practice	30 hrs. Project - Publication of a newsletter (30hrs)

Break up of Experiential learning			
Activity	Time required for preparation(hrs.)	Time required for execution (hrs.)	Total Time (hrs.)
Project - Publication of a newsletter	20	10	30
		Total Hours	**30**

Semester-III

MajorCourse:1   **LevelofCourse –100**

Title of the Paper: Introduction to

Film
:3-1-0-4 CreditUnits:3

CourseObjectives:

The course shall teach the students to define the fundamental elements of film artistry and production andto describe film styles, history, and production techniques as well as the social values reflected in film art,appreciation, writing for films and regional with special reference to Assam.   They   will   be   taught toanalyzetheelementscoveredinselectedfilmsanditsgenresinordertomakefilmswithintheirrespectiv ethematic and historicalcontexts.

CourseLearningOutcomes:

SI. No	CourseOutcome	Blooms Taxonomy Level
Onsuccessful completionofthecoursethestudentswill beableto:		
CO 1	**Define**theimportanceoffilms forthesocietywithnational and Internationalperspectives.	**BT1**
CO 2	**Compare** and **contrast** art of filmmaking, appreciation and stepsinvolvedin preto postproduction.	**BT2**
CO 3	**Identify**toreadand produce film.	**BT3**
CO 4	**Analyse**film contents,censorshipand filmfestivals.	**BT4**

Detailed Syllabus

Modules	CourseContents	Periods
I	**Introductiontofilm** Film-Definition,NationalandInternationalperspectiveswithemphasis OnIndianCinema,filmsasapowerfulmassmedium,characteristicsofffilmsasa medium	**12**
II	**Stagesinfilm production** Pretopost production,distribution,replication, FictionalandNon-Fictional,film-makingtrends-globalandIndian	**12**
III	**FilmcensorshipandFestivals** Censorship-necessity,relevancetoday,CGFC,NFDC.FilmfestivalsinIndia,Cine	**12**

	societiesin India withspecialreferencetoAssam		
IV	**Film Appreciation** Basicsoff filmappreciation,Writingaboutfilms,Regionalfilmswithspecialrefere nce toAssam	**12**	
	TOTAL	**48**	

Texts:

1. Devasundaram, Ashvin Immanuel; Indian Cinema Beyond Bollywood: The New Independent CinemaRevolution; Routledge;NewYork, 2018.
2. Dix,Andrew;BeginningFilmStudies;ManchesterUniversityPress;2016.
3. *FilmStudies*,Hill,John&Gibson,Pamela, Church*;* OxfordUniv. Press;2000.
4. *FilmTheory:AnIntroduction*,Stam,Robert;BlackWellPublishers;2000.
5. *IntroductiontoFilmStudies*,Nelms,J*;* 3rdedition;London: Routledge;2003.

References:

1. Turner,Graeme; *TheFilmCulturesReader;*Routledge;2002.
2. Thoraval,Yves;*CinemasofIndia*;MacmillanPublishersIndia;2000.
3. Monaco,James;*HowtoReadaFilm*(3rdEd.)OxfordUniv. Press;1981.
4. Roberts,Graham& Wallis,Heather;*IntroducingFilm;*ArnoldPublishers;2003.
5. Rushton,RichardandBettinson,Gary;WhatisFilmTheory,Anintroductiontocontemporarydebates ; RawatPublication,2011.

Major Course: C-2

Title of the Paper: Development Journalism

L-T-P-C :3-1-0-4   **Totalcredits:4**

CourseObjectives:

The course introduces to define models and research in the development communication in order to classifyinternational agencies and development goals of various organizations. They will learn to apply various aspectsof society, major development issues and how communication can help to fill the gaps in the developmentcontext of any given society.

CourseOutcomes:

Onsuccessful completionofthecoursethestudentswill beableto:		
SI No	CourseOutcom e	BloomsTa xonomyLevel

CO 1	**Illustrate**theroleofmediainthedevelopmentalprocess ofacommunityanddifferentmodelsofdevelopmentinhumandevelopment al process	**BT2**
CO 2	**Explain** and **interpret** the issues of any given area and design adevelopmentalplan accordingly.	**BT2**
CO 3	**Identify**themodelsand supportindevelopmentcommunication.	**BT3**
CO 4	**Examine** the report on development communication for regional andnational media.	**BT4**

Detailed Syllabus:

Modules	CourseContents	Periods
I	**DevelopmentCommunication** Concept,evolution,HistoricalPerspective,Debates,RoleofmediainNationaldevelopment,Development Communicationin ruralandurban.	**12**
II	**Developmentmodels** Mass Media and Modernization, media programs, Model of development,AlternativeModelsofDevelopment.Casestudy:SatelliteInstructionalTelevisionExperiments,KhedaCommunicationProcess,Jhabua DevelopmentCommunicationProject.	**12**
III	**DevelopmentSupportCommunication** Internationaldevelopmentagencies,MillenniumDevelopmentGoals,RoleofGovernment and society, Television and Radio for development communication, Community Radio, Community Television, Socialmedia/newmedia	**12**
IV	**Practical** IdentifyDevelopmentCommunicationinregional/nationalnewspaperfora monthandpreparea reportonthesame and present.	**12**
	TOTAL	**48**

Texts:

1. Muobike,Omanwa;DevelopmentJournalism:TheRoleofJournalistsinNationalDevelopment;LAPLAMBERTAcademic Publishing;2017.
2. Fackson,Banda;Teachingjournalismforsustainabledevelopment:newsyllabi;UNESCO,2015.
3. *Communication Technology and Development*, Tiwari, I.P; Publication Division; Govt.of India; NewDelhi; 2001.
4. *Growth and Development –With Special Reference to Development Economics*, Thirwall,A.P;ELBS/Macmillan; NewYork;2006.

References:

1. Singhal,Arvind.,Rogers,M;*India'sInformationRevolution*,Sage; NewDelhi;1989.
2. Melkote,Srinivas,R;*CommunicationforDevelopmentintheThirdWorld.TheoryandPractice*;Sage,NewDelhi;2001.
3. Ostman,RonalsE;*CommunicationandIndianAgriculture*;Sage; NewDelhi;1989.
4. Hasan,Seema;MassCommunication:PrinciplesAndConcepts,2E;Cbs,2013.

Minor Course-1
Title of the Paper: Message Design for

Media

L-T-P-C :4-0-0-4   Totalcredits:4

CourseObjectives:

The course focuses to identify the development and application of theory in digital media and describe
thecharacteristicsofsocialmediatoolsthatenableindividualstocreate,collaborate,andsharemessagesindividually and masses. They will learn to articulate the possibilities and limitations of social media platformsand its implication in mass communication where students learn to design messages for various formats ofmedia.

CourseOutcomes:

	On successful completion of the course the students will be able to:	
SI.No	**CourseOutcome**	**Blooms Taxonomy Level**
CO 1	**Demonstrate**usesofsocialmediaplatformsproductivelyandclarifymessagesfor variousmediaunitsofalltheformats ofmedia	**BT2**
CO 2	**Apply**journalisticethicsinonlinejournalismpractices	**BT3**
CO 3	**Develop**thedynamicsofsocialmedianetworksinadvertising,publicrelationsandmediafirms	**BT3**
CO 4	**Analyse** the proposal of events and promotion of a company in social media.	**BT4**

COURSEOUTLINE:

Modules	CourseContents	Periods
I	**DigitalPlatform** Mobile,cyberspace,online,apps,Internet,Intranet,TheUser-representation&reproduction,SocialNetworkingSite	**12**
II	**Social Media** Dynamicsofsocialmedianetworks,strengthandweakness;Growing Personalsphereandonlinecommunities;Newbusinessmodel:advertisements,marketingandonline revenue; Futuretrends.	**12**
III	**Ethics** Securityandprivacyconcerns;NatureofCybercrimesandCyberlaws; Net warandTerrorism;Needfor anationalICTpolicy.	**12**
IV	**Practical** Prepareaproposalofevent orpromotionofacompanyinsocialmedia. Thismayincludeproperplanninganddesignofthesocialmessage/advertisement ofthe event/company.	**12**
TOTAL		**48**

Texts:

1. Sloan, Luke &Quan-Haase, Anabel; The SAGE Handbook of Social Media Research

Methods; SAGE,2017.

2. *AssessingtheStateofWebJournalism*, Nath,Shyam;AuthorsPress,New Delhi,2002.
3. *MassMediaandInformationRevolution*,Bhargava,Gopal;IshaBooks;NewDelhi;2004.

4. *TheCommunicationRevolution*,Menon,Narayana;National BookTrust;1976.

References:

1. Jenkins, Henry; *Convergence Culture: Where Old and New Media Collide*; New York UniversityPress;London;2006.
2. Hassan,Robert;*Media,PoliticsandtheNetworkSociety*,OpenUniversityPress;2004.
3. Warschauer,Mark;*TechnologyandSocialInclusion:RethinkingtheDigitalDivide*;MIT
4. Marshall,P.David;*NewMediaCultures*,HodderStoughtonEducational,2004.
5. Hamelink,Cees.J; *EthicsofCyberspace*; SagePublications;2001.

Skill Enhancement Course (SEC3)
Title of the Paper: Production (Radio &

TV)

L-T-P-C :2-0-0-2   Totalcredits:2

CourseObjectives:

The course introduces to define the overview of the principles and practices of broadcasting and audio-
visualproductiontechniquesinordertoclarifythewritingskillsforradioandtelevisionjournalismanditsproduction.Thecoursedeals todescribe the history,originandgrowth of electronicmedia.

CourseOutcomes:

On successful completionofthecoursethestudentswill beableto:		
SI No	**CourseOutcome**	**Blooms Taxonomy Level**
CO 1	**Relate**theoverviewoftheprinciplesandpracticesofbroadcasting, Andaudio-visualproductiontechniques.	**BT1**
CO 2	**Explain**writingskillsforradioandtelevisionjournalismandits production.	**BT2**
CO 3	**Apply**thetechniquesinproduction,interviewing,voice-over,anchoringand presentationof news.	**BT3**
CO 4	**Develop** various stages of programme production in both Radio andTelevision.	**BT3**

COURSEOUTLINE:

Modules	Course Contents	Periods

I	**IntroductiontoBroadcasting**	12
	Evolution and growth of Radio/TV Broadcasting, Principles and practices ofBroadcasting, Broadcasting as an Industry, Characteristics of Radio and TV,Broadcasting,BroadcastingpoliciesandregulatoryAuthorities,Types ofBroadcasting: Public Service,CommercialandCommunity.	

II	**RadioProduction&Broadcasting** Organizationalstructure,AMandFMbroadcasting,PhasesofRadioProduction, Radio programme formats, Internet Radio, Podcast, Physics ofSound, Microphones, Speakers, Recorders, Cables and Connectors, MixersandConsoles, Software.	**12**
III	**Television** PhasesofProduction,DepartmentsofProduction,Differentformatsoftelevisionprogrammes,IdeaDevelopment,Research,Recce,Synopsis&TreatmentforProduction,AnchoringandInterviewTechniques,Voiceover/Bytes.	**12**
IV	**Practical** Prepare a presentation/case study on any radio or broadcasting channel ofAssam; Prepare detail reports on the Industrial visits to Radio and TelevisionChannelsof the city.	**12**
TOTAL		**48**

Texts:

1. *VideoProduction*;Belavadi,Vasuki; OxfordUniversityPress;2007.
2. *TeachingTVProductioninaDigitalWorld*;Robert,KennyF.; LibraryUnlimitedPublications;2004.

References:

1. Tyrell,Robert;*TheWorkofaTVJournalist*; HastingsHouse;1972.
2. Scannell,Paddy;*Radio,TV& Modern Life*; John Wileyand Sons;1996.
3. Schultz,Brad;*BroadcastNewsProducing*; SagePublication;2004.
4. Bandyopadhyay,P.K.;*RadiocommunicationatCloseRange*;B.R.PublishingCorporation,NewDelhi,2010.
5. Hesmondhalgh,David; *MediaProduction*;OpenUniversityPress,2006.

Semester -IV
Major Course- 1

Title of the Paper: Media Management

L-T-P-C :3-1-0-4   **Totalcredits:4**

CourseObjectives:

To articulate all the techniques of preparing strategies to manage media units and clarify the media

units and

how to manage it. They will outline the inflow of capital in media and classify the conglomerates and chain inmainstream Indianmediain ordertoprepare advertising salesanditsstrategies.

CourseOutcomes:

Onsuccessful completionofthecoursethestudentswill beableto:		
SI.No	CourseOutcome	Blooms Taxonomy Level
CO 1	**Compareandcontrast**thetechniques andstrategiestomanage Mediaunitsand evaluatemediaunitsandmanagement.	**BT2**
CO 2	**Organize** marketing strategies in different media houses andcorporatestrategies,spaceandtimesellingforvariousmedia.	**BT3**
CO 3	**Apply**advertisingsalesanditsstrategies.	**BT3**
CO 4	**Analyze**thepatternsof mediaownership,conglomeratesandchain InmainstreamIndianmedia.	**BT4**

COURSEOUTLINE:

Modules	CourseContents	Periods
I	**Ownershipin Media** OwnershippatterninMedia,Inflowofcapital inIndianMedia, Major	**12**

	Headsofincome,ImportanceofMediainIndia.	
II	**IntroductiontoMediaHouse** Timesgroup,Hindustantimesgroup,PioneerGroup,Expressgroup,Hindu Group,AnandaBazarPatrikaGroup,MalayalamManoramaGroup,Prasar Bharati,Zeenetworks,StarIndia,NDTVGroup,SunNetwork,TV18Group.	12
III	**Structureand FunctionsofMedia** StructureandFunctioningofRadioandTelevisionChannel,Roleof Editorial,Technical,MarketingandHRSections,Recruitment,Hiringand Trainingof staff.	12
IV	**MediaMarketing** Characteristics of different media, Media Marketing Techniques,Advertisementcollectionandcorporatestrategies,spaceandtimeselling	12
	TOTAL	**48**

Texts:

1. Hollifield,C.Ann&WicksJanLeBlanc;*MediaManagement:ACasebookApproach;*NewYork,2016.
2. *HandbookofJournalismandMassCommunication*,Aggarwal,Virbala*;*NehaPublisher;2012.
3. *ManagementofElectronicandDigitalMedia*,Albarran,AlanB; 5thEdition;Wadsworth; 2012.
4. *ElectronicMediaManagement*,Chiranjeev,Avinash;AuthorPress;2000.

References:

1. Fink,C. Conrad; *StrategicNewspaperManagement*;Pearson;1995.
2. Jethwaney,J.Jain,S; *AdvertisingManagement;*OxfordUniversityPress;NewDelhi;2006.
3. Kotharli,Gulab;*NewspaperManagementinIndia;*InterculturalOpenUniversity;1995.
4. Sohn,ArdythBroadrick;*MediaManagement:ACasebookApproach*; Routledge;2007.
5. Fiske,john;*IntroductiontoCommunicationStudies;*Routlegde,1990.

Major Course- 2

Title of the Paper: Advance

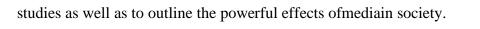**Communication Theories**

L-T-P-C:3-1-0-4   Totalcredits:4

CourseObjectives:

The course defines the basic theoretical and conceptual aspects of mass media, society, economy and culture,anditsrelationshiptoindividualsandhowtoanalyzethe

theoriesandmodelsindifferentformsofcommunication. It focuses to justify critical humanistic and social scientific theories in communication andclarify psychological and sociological theories in media

studies as well as to outline the powerful effects ofmediain society.

CourseOutcomes:

	Onsuccessful completionofthecoursethestudentswill beableto:	
SI.No	CourseOutcome	Blooms Taxonomy Level
CO 1	**Compareandcontrast** basicconcept ofcommunicationtheories Anditsimpactonthesociety,culture andmedia.	**BT2**
CO 2	**Organize** critical humanistic and social scientific theories incommunication.	**BT3**
CO 3	**Apply**psychological and sociologicaltheoriesinmediastudies.	**BT3**
CO 4	**Analyze**powerfuldynamics ofmediaand itseffectsinsociety.	**BT4**

COURSEOUTLINE:

Modules	CourseContents	Periods
I	**CommunicationTheory** Sadharikaran, The Marxist View, Frankfurt School, Public Sphere, Critical Theory, Cultural Studies,&Postmodernism.	12
II	**MediaEffectsTheory** Diffusion of Innovation Theory, Framing & Priming, Proximics.	12
III	**PsychologicalandSociological Theory** Argumentation Theory, Confirmation Bias, Constructivism, Dramatism, Face Negotiation Theory.	12
IV	**PowerfulEffectsofCommunication** The Narrative Paradigm, DominantParadigm, Social Penetration Theory, Gendelect.	12
	TOTAL	**48**

Texts:

1. *The UsesofMassCommunication*,Blunder;J.andE.Katz;Thousand Oaks, CA:Sage;1974.
2. *CommunicationTheory-Media*,*TechnologyandSociety*,DavidHolmer;SagePublication,London;2005.

References:

1. DenisMcQuail;*AnIntroductiontoCommunicationTheories*;SagePublication,NewDelhi; 1994.
2. DenisMcQuail;*Mass CommunicationTheory*;Sage;Publication,London,4thEdition; 2000.
3. DuaiR.&Manonmani.T,*CultureandCommunication:NewPerspectives*;GalgotiaPublication,NewDelhi; 1997.
4. Hasan,Seema;*MassCommunication:PrinciplesAndConcepts*,2E;Cbs,2013.
5. Ghosh, Subir; Mass Communication An Indian Perspective, Shishu Sahitya Samsad Publication, Kolkata; 2009

Minor Course- 1

Title of the Paper: Introduction to New Media

L-T-P-C **:3-1-0-4**   **Totalcredits:4**

CourseObjectives:

The course introduces to define internet and World Wide Web from the perspective of online journalism andclassification of multimedia tools like digital audio recorders, video recorders, cameras and GSM phones to tellstories and its effects in society. Student will adapt the characteristics of new media in various avenues ofdigital and convergence media, where, they learn to preparethebasics of onlinepublishingandwriting withtheimplications ofjournalistic ethics.

CourseOutcomes:

Onsuccessful completionofthecoursethestudentswill beableto:		
SI.No	CourseOutcome	Blooms Taxonomy Level
CO 1	**Explain**and**classify**thehistoryandgrowthofInternet,WorldWideWeb and various NewMedia platforms.	BT2
CO 2	**Identify**reportingandpublishingofflineandonlinetechniquesin journalism..	BT3
CO 3	**Construct**thecharacteristicsofnewmediaandtheapplicationsofjourna listicethics in onlinejournalism.	BT3
CO 4	**Analyse**thenewsreportingand contentsof convergentmedia.	BT4

COURSEOUTLINE:

Modules	CourseContents	Periods
I	**IntroductiontoNewMedia** History,definitionandcharacteristics;TheWorldWideWebandtheInformationSociety;MediaConvergence;OnlineJournalism:Definition AndConceptandFeaturesofOnlineJournalism	12
II	**NewsFlow** Trendsandtechnologiesindigitalnewsmedia:BlogsandSocialMedia;IssuesandChallengesinOnlineJournalism;ImpactofNewMedia Technology;MobileJournalism	12
III	**ReportingandDigitalAge** Tools of report; Contextual hyper linking; Citizen Journalism and PrecisionJournalism; Computer Assisted Reporting; Basic Principles of writing forweb,PreparationandPresentationofwebcontent,EthicsofOnline Journalism andSocialMedia,Ethicsofimages	12
IV	**Practical** Conductinterviewsandcollectreportsonuniversitynewsofthreedifferent monthsandprepareonlinenewscontentwithrelevantphotographs,audio Andvideo clips.	12
	TOTAL	**48**

Texts:

1. *InTheNewJournalist:Roles,Skills,andCriticalThinking*,Benedetti,Paul; EmondPublishing; 2010.

References:

1. Bradshaw,Paul;*TheOnlineJournalismHandbook:Skillstosurviveandthriveinthedigitalalage*;Routl edge; 2011.
2. Jones,JanetandSalter,Lee; *Digital Journalism*;SagePublication;2012.
3. Zion,LawrieandCraig,David*;EthicsforDigital Journalists*;Routledge;2015.
4. Hill,Steve*;OnlineJournalism*;SagePublicationsLtd;2013.

Skill Enhancement Course (SEC-4)

Title of the Paper: Print

Production

L-T-P-C:2-0-0-2   Totalcredits:2

CourseObjectives:

To clarify the growth and development of printing press as well as to equip with the software of designing forbothprintand digitalmedia.

CourseOutcomes:

Onsuccessful completionofthecoursethestudentswill beableto:		
SI.No	CourseOutcome	Blooms Taxonomy Level
CO 1	**Compareandcontrast**thefunctions,growthanddevelopmentof Printingpress.	**BT2**
CO 2	**Relate**thepressoperations,techniquesanddigitalprinting.	**BT2**
CO 3	**Apply**digitaltechnologyandsoftwareusedindesigning andlayout.	**BT3**
CO 4	**Identify**variousprocessesof print anddigital production.	**BT3**

COURSEOUTLINE:

Modules	CourseContents	Periods
1	**Introductiontoprinting** Meaning,historyofprinting,developmentofprinttechnology,typesofprinting,process,methods.	6

2	**Printproduction** History,Scope,typography,fonts,typeface,Rolesindesignandproductionprocesses,definingrolesandorganizationintheprintproductionworkflow.	6
3	**DigitalProduction** Desktoppublishing,Newspapermake-up,designingaposter,Magazinelayoutdesigning,Visualcommunicationandcolours Introductionto	6

		PhotographySelectionandplacementofphotos.	
4	**Practical** Establishingacollaborativedesignteam.Thestudentmustcompletea Multipagelayoutforaprintpiece.Documentmustincludelinkedassets,textre flow,and propermargins/bleed.		6
	TOTA L		**24**

Texts:

- Kipphan,Helmut;*HandbookofPrintMedia:TechnologiesandProductionMethods;*Springer;2014.
- *AdobePhotoshopCS6ClassroominaBook*,AdobeCreativeTeam; California:AdobePress;2012.
- *TheGraphicDesign:Reference&SpecificationBook*,Evans,Poppy,SherinAaris;Sixthedition;US:Rockp ort Publishers;1998.

References:

- Ellen,Phillips&Jennifer,C.P;*GraphicDesign:TheNewBasics;*2ndEdition;PrincetonArchitecturalPress ;UK;2015.
- David,Dabner,Sanra,Stewart&Eric,Zempol; GraphicDesignSchool.Thames& Hudson;2014.
- Sharma,M.C; *CorelDrawGraphicsSuite X4:BPB,*2009.