SACRED HEART COLLEGE (AUTONOMOUS), THEVARA
KOCHI, KERALA, 682013

Syllabus of Courses

Under the discipline

Mass Communication and Journalism

(For Undergraduate (Honours) Degree Programmes)

Introduced from 2024-25 admissions onwards

Prepared by
Board of Studies in Mass Communication and Journalism
SH School of Communication, Sacred Heart College (Autonomous),
Thevara, Kochi.

BOARD OF STUDIES IN MASS COMMUNICATION AND JOURNALISM
SACRED HEART COLLEGE (AUTONOMOUS), THEVARA, KOCHI

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1. INTRODUCTION

The National Education Policy (NEP) 2020 envisages the revision of the ChoiceBased Credit System (CBCS) for instilling innovation and flexibility. It emphasizes on promoting interdisciplinary studies, introducing new subjects, and providing flexibility in courses and fresh opportunities for students. It also envisages setting up of facilitative norms for issues, such as credit transfer, equivalence etc., and a criterion-based grading system that assesses student achievement based on the learning goals for each programme.

The NEP document suggests several transformative initiatives in higher education. These include:

- Introduction of holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field (s) of learning.
- Adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts in addition to rigorous specialization in a subject
- Undergraduate degree programmes of either 3 or 4-year duration.
- The students are getting a chance to determine his/her own semester-wise academic load and will be allowed to learn at his/her pace, to the extent possible.
- Increase in the number of choices of courses available to students and the students are getting an opportunity to choose the courses of their interest from all disciplines.
- Multidisciplinary and holistic education with emphasizes on research, skill development and higher order thinking,
- Promotion of innovation and employability of the student.
- Flexibility for the students to move from one institution to another as per their choice.
- Flexibility to switch to alternative modes of learning (offline, ODL, and online learning, and hybrid modes of learning).

Honours Programs offered by

SH School of Communication, Sacred Heart College (Autonomous)

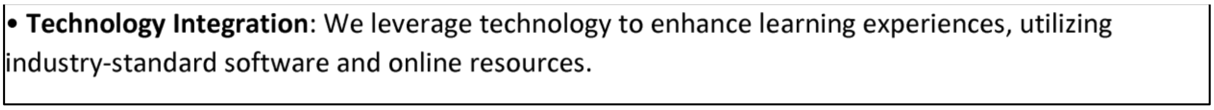
SH School of Communication offers 4 Honours programs – BA Animation and Graphic Design, BA Animation and Visual Effects, BA Mass Communication and Journalism and BA Visual Communication.

SH School of Communication (SHSC) is committed to providing a stimulating and rigorous learning environment for undergraduate students pursuing degrees in Journalism and Mass Communication, Animation and Graphic Design, Animation and Visual Effects, and Visual Communication. SHSC's academic policies are designed to foster dynamic learning in Media Arts that cultivates well-rounded graduates. We believe in the power of education to equip students with the knowledge, skills, attitude and ethical grounding necessary for successful careers in the ever-evolving media and communication landscape.

Teaching Philosophy

SHSC faculty employs a blend of teaching methods that cater to diverse learning styles and foster critical thinking, problem-solving, and creative expression. Our approach emphasizes:

- **Active and Participatory Learning**: Students actively participate in lectures, discussions, workshops, experience based and collaborative projects.
- **Personalized Attention and Mentoring**: Student hand holding and mentorship opportunities ensure personalized guidance and support for students.



- **Technology Integration**: We leverage technology to enhance learning experiences, utilizing industry-standard software and online resources.

- **Academia- Industry Interface**: Professionals from the media and communication industries are invited for guest lectures and workshops, bridging the gap between theory and practice.

Learning Outcomes

Our undergraduate programs aim to equip students with the following core learning outcomes:

- **Discipline-Specific Knowledge**: Students gain a strong foundation in the theoretical and practical aspects of their chosen field through analytical and scientific methods of learning.
- **Effective Communication and Leadership Skills**: Effective written, oral, and visual communication skills are fostered across all programs from day one along with practical training to form a strong set of leadership skills.
- **Critical Thinking and Problem-Solving**: Students develop the ability to analyse complex information, identify problems, and propose innovative solutions to be change makers in their chosen paths.
- **Networking, Collaboration and Lifelong Learning**: Graduates possess the skills to utilize relevant technologies as well as concepts for their chosen career paths. They are hand held to network and collaborate for the continuous betterment of their profession. Networking and collaboration in systematic manner along with application of lifelong learning form an organic support system for them to face challenges.
- **Social, Moral and Ethical Consciousness and Responsible Citizenship**: We emphasize the social, moral and ethical implications of communication practices and the importance of adhering to citizen's responsibilities that encompass a wide range of concerns including environment protection, civic responsibilities, social equality, inclusivity and justice in moulding a better world for all.

Highlights of Honours Programs offered by SHSC

1. *Signature Areas*

Animation

- Focus on industry-standard software: Our curriculum emphasizes hands-on training with industry-standard 2D and 3D animation software like Maya.

- Storytelling through animation: We cultivate strong storytelling skills alongside technical expertise, enabling students to create impactful and engaging animations.

- Specialization options: Students can choose to specialize in areas like character animation, visual effects, or motion graphics.

Graphic Design

- Emphasis on design thinking: We integrate design thinking methodology into the curriculum, equipping students to solve problems creatively and visually.

- User experience (UX) design focus: Our program recognizes the growing importance of UX design, offering courses in user interface (UI) design, interaction design, and information architecture.

- Interdisciplinary approach: We encourage collaboration with other departments, such as Animation and Cinema & Television, for projects that integrate various creative disciplines.

Visual Communication

- Film, TV and New media production from concept to completion: Students gain hands-on experience in all stages of filmmaking, from scriptwriting and directing to cinematography and editing.

- Focus on narrative storytelling: We emphasize the power of visual storytelling, developing students' ability to create compelling narratives for the screen.

- Exposure to diverse filmmaking styles: Our curriculum explores various filmmaking styles, including documentary, fiction, and experimental film.

Journalism and Mass Communication

- Convergence journalism: Our program prepares students for the converged media landscape, teaching them to work across multiple platforms like print, broadcast, and digital media.

- Data journalism skills: We equip students with essential skills in data analysis, visualization, and storytelling to create impactful data-driven journalism.

- Ethical considerations in media: We emphasize the ethical principles of journalism, ensuring responsible and accurate reporting practices.

2. *Cross disciplinary learning*

All SHSC programs encourage collaboration with relevant departments within School of Communication and other campuses of the college, fostering a cross-disciplinary learning environment. Additionally, we explore potential collaborations with other academic/ professional/ social organisations.

*3. **Industry Collaborations***

• Guest lectures and workshops: Industry professionals are invited to deliver guest lectures and workshops, providing students with insights into current trends and career opportunities. We will be continuing all programs that have been held in the previous year and design niche events for this purpose in 2024-25.

• Internship opportunities: We actively cultivate internship partnerships with media and communication companies, allowing students to gain practical experience in real-world settings.

• Eminent artists and professionals as advisory boards: Advisory boards composed of eminent artists and well-known media professionals provide guidance on curriculum development and ensures our programs remain aligned with the discipline and industry needs.

*4. **Special Needs and Requirements for Research and Innovation***

SHSC recognizes the importance of fostering a culture of research and innovation.

We offer research mentorship: Faculty members mentor students interested in pursuing independent research projects.

• Support participation in conferences and competitions: SHSC encourages students to participate in research conferences and design competitions to showcase their work and gain recognition.

*5. **Entrepreneurial Edge***

SHSC aims to empower students to develop their entrepreneurial spirit:

• Courses in entrepreneurship: Offer elective courses in entrepreneurship, business management, and creative industries marketing.

• Incubation support: Provide guidance and support to students interested in launching their own creative businesses.

• Networking opportunities: Connect students with industry professionals and potential investors to help them develop their entrepreneurial ventures.

Outcome Based Education (OBE)

Undergraduate courses in Psychology follow the Outcome-based Education (OBE) framework. OBE is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by the end of the course. Outcome-based education affirms teachers as facilitators, rather than lecturers. In this model, teachers guide the students and encourage them to develop their knowledge and skills. The undergraduate courses at the Department of Psychology, Sacred Heart College (Autonomous), Thevara provides a learning approach in which students develop analytical ability and critical thinking and research acumen over different situations.

Programme Outcomes:

The Undergraduate Programme Outcomes (POs) are as follows:

PO 1: Critical thinking and Analytical reasoning

- Critical thinking guides the assessment and judgment of information, while analytical reasoning involves specific methods for analysis and conclusion drawing. It includes the ability to assess evidence, identify assumptions, formulate coherent arguments, understand complex relationships, and evaluate practices and theories critically. Additionally, critical sensibility involves self-awareness and reflection on personal and societal experiences.

PO 2: Scientific reasoning and Problem solving

- Capacity to interpret and draw conclusions from data, critically evaluate ideas and evidence with an open-minded perspective; ability to apply learned competencies to solve unfamiliar problems and apply knowledge to real-life situations, avoiding mere replication of curriculum content.

PO 3: Effective communication and leadership skill

- Proficiency in expressing thoughts verbally and non-verbally, utilizing appropriate communication media. Confidently sharing ideas, active listening, analytical reading and writing and presenting complex information clearly to diverse groups. Effective teamwork and leadership skills, including setting direction, inspiring vision, building and motivating teams, and guiding them efficiently towards common goals.

PO 4: Social consciousness and responsible citizenship

- Social consciousness involves an empathetic and informed perspective, extending beyond personal concerns to embrace a responsibility for the collective good in nation-building. It includes reflecting on the impact of research on conventional practices and a clear understanding of societal needs for inclusive and sustainable development. Responsible citizens contribute positively through civic engagement, environmental stewardship, and a commitment to social justice, abiding by laws and working for the advancement of society.

PO 5: Equity, Inclusiveness and Sustainability

- Promoting equity, inclusiveness, sustainability, and diversity appreciation. Developing ethical and moral reasoning with values of unity, secularism, and national integration for dignified citizenship. Understanding and appreciating diversity, managing differences, and using an inclusive approach. Emphasizing creating environments where diverse individuals feel valued, addressing present needs without compromising future generations' ability to meet their own needs, considering environmental, economic, and social factors.

PO 6: Moral and Ethical Reasoning

- Possessing the capacity to embody moral and ethical values in personal conduct, articulating positions and arguments on ethical matters from diverse perspectives, and consistently applying ethical practices in all endeavours. Proficient in recognizing and addressing ethical issues pertinent to one's work, steadfastly steering clear of any unethical behaviour.

PO 7: Networking and Collaboration

- Cultivating networking skills in education entails establishing meaningful professional connections and relationships among educators, administrators, and stakeholders. It also involves fostering cooperative efforts among individuals, institutions, and research organizations within the educational realm. These practices are indispensable for nurturing a supportive, innovative, and dynamic learning environment.

PO 8: Lifelong Learning

- Cultivating the ability to continually acquire knowledge and skills, including the art of "learning how to learn," becomes paramount for lifelong learning. This self-paced and self-directed approach serves personal development, aligns with economic, social, and cultural objectives, and facilitates adaptation to evolving workplace demands through skill development and reskilling. It equips individuals with competencies and insights, allowing them to adeptly respond to society's changing landscape and enhance their overall quality of life. Lifelong learning extends beyond formal education, embracing diverse informal and non-traditional learning experiences.

2. REGULATIONS FOR UNDERGRADUATE(HONOURS) DEGREE PROGRAMMES

PREAMBLE

Sacred Heart College (Autonomous), Thevara, Kochi is a grant-in-aid private college affiliated to Mahatma Gandhi University, Kottayam, Kerala. The College was established in 1944 as a higher educational institute for men on the basis of the minority rights. It started admitting girls in 1975 and currently serves all sections of the society without any discrimination of caste or creed.

The College was granted Autonomous Status by the University Grants Commission (UGC) in 2014.

Vision and Mission of the Institution

The vision of the College aims at the formation of holistic individuals who would champion the cause of justice, love, truth and peace. To this effect, Sacred Heart College envisions the **"Fashioning of an enlightened society founded on a relentless pursuit of excellence, a secular outlook on life, a thirst for moral values as well as an unflinching faith in God."** It seeks the creation of a world, guided by divine wisdom, governed by moral principles, inclusive by secular outlook and united by the principle of equity.

The Mission of the Institution is to provide an environment that

- **facilitates the holistic development of the individual**
- **enables the students to play a vital role in the nation-building process and contribute to the progress of humanity**
- **disseminates knowledge even beyond the academia**
- **instils in the students a feel for the frontier disciplines, and**
- **cultivates a concern for the environment**

by setting lofty standards in the ever-evolving teacher-learner interface.

Framing of the Regulations

As part of the implementation of the National Education Policy 2020 (NEP 2020), the University Grants Commission (UGC) has issued the Curriculum and Credit Framework for Undergraduate Programmes 2023 (CCFUP) which would provide a flexible choice-based credit system, multidisciplinary approach, multiple entry and exit options, and establish three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).

The Kerala Higher Education Reforms Commission has recommended a comprehensive reform in the undergraduate curriculum for the 2023-24 academic year, adopting 4-year undergraduate programs to bring Kerala's undergraduate education at par with well acclaimed universities across the globe.

The Kerala State Curriculum Committee for Higher Education has been constituted, and have proposed a model Kerala State Higher Education Curriculum Framework (KSHECF) for Undergraduate Education.

Further, an Academic Committee and various sub committees were constituted for the implementation of the Regulations. The Academic Committee submitted the draft regulations on 15-03-2024, namely**: THE SACRED HEART COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 {SHC-UGP (Honours)}** under the New Curriculum and Credit Framework, 2024.

REGULATIONS

Short Title and Commencement

i. These Regulations may be called THE SACRED HEART COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 {SHC-UGP (Honours)} under the New Curriculum and Credit Framework 2024.
ii. These Regulations will come into effect from the academic year 2024-2025 and will have prospective effect.

Scope and Application

iii. These Regulations shall apply to all Undergraduate programmes under various Faculties conducted by THE SACRED HEART COLLEGE (AUTONOMOUS) for the admissions commencing in the academic year 2024-2025.
iv. Every programme conducted under the SHC-UGP shall be monitored by an SHC-UGP Academic Committee comprising members nominated by the Principal.

Definitions

Unless used in a context otherwise specified,

i. College means THE SACRED HEART COLLEGE (Autonomous), a grant-in-aid private college affiliated to Mahatma Gandhi University, Kottayam, Kerala.
ii. ‘University’ means the MAHATMA GANDHI University which is the affiliating University of Sacred Heart College (Autonomous).
iii. FYUGP means Four Year Undergraduate Programme.
iv. Academic Year: Two consecutive (one odd and one even) semesters followed by a vacation in one academic year.
v. Academic Coordinator/Nodal Officer: Academic Coordinator/Nodal Officer is a faculty nominated by the college council to coordinate the effective conduct of the FYUGP including Continuous Comprehensive Assessment (CCA) undertaken by various departments within the college. She/ he/ they shall be the convenor for the College level Academic Committee.
vi. Academic Week: A unit of five working days in which the distribution of work is organized, with at least five contact hours of one-hour duration on each day.
vii. Academic Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week in a semester. It is defined both in terms of student efforts and teacher’s efforts. A course which includes one hour of lecture or tutorial or minimum 2 hours of lab work/ practical work/ field work per week is given one credit hour. Accordingly, one credit is

equivalent to one hour of lecture or tutorial or two hours of lab work/ practical work/ field work/ practicum and learner engagement in terms of course related activities (such as seminars preparation, submitting assignments, group discussion, recognized club-related activities etc.) per week. Generally, a one credit course in a semester should be designed for 15 hours Lecture/ tutorials or 30 hours of practical/ field work/ practicum and 30 hours learner engagement.

viii. Academic Bank of Credits (ABC): An academic service mechanism as a digital/ virtual entity established and managed by Government of India to facilitate the learner to become its academic account holder and facilitating seamless learner mobility, between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible process of teaching and learning. This will facilitate the learner to choose their own learning path to attain a Degree/ Diploma/ Certificate, working on the principle of multiple entry and exit, keeping to the doctrine of anytime, anywhere, and any level of learning.

ix. Credit Accumulation: The facility created by ABC in the Academic Credit Bank Account (ABA) opened by learners across the country in order to transfer and consolidate the credits earned by them by undergoing courses in any of the eligible HEIs.

x. Credit Recognition: The credits earned through eligible/ partnering HEIs and transferred directly to the ABC by the HEIs concerned.

xi. Credit Redemption: The process of commuting the accrued credits in the ABC of the learner for the purpose of fulfilling the credits requirements for the award of various degrees. Total credits necessary to fulfil the criteria to get a degree shall be debited and deleted from the account concerned upon collecting a degree by the learner.

xii. Credit Transfer: The mechanism by which the eligible HEIs registered with ABC are able to receive or provide prescribed credits to individual’s registered with ABA in adherence to the UGC credit norms for the course(s) registered by the learner in any HEIs within India.

xiii. Credit Cap: Maximum number of credits that a student can take per semester, which is restricted to 30.

xiv. Continuous Comprehensive Assessment (CCA): The mechanism of evaluating the learner by the course faculty at the institutional level.

xv. End Semester Evaluation (ESE): The mechanism of evaluating the learner at the end of each semester.

xvi. Audit Course: a course that the learner can register without earning credits, and is not mandatory for completing the SHC-UGP. The student has the option not to take part in the CCA and ESE of the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is eligible for a pass in that course, without any credit (zero-credit).

xvii. Courses: refer to the papers which are taught and evaluated within a programme, which include lectures, tutorials, laboratory work, studio activity, field work, project work, vocational training, viva, seminars, term papers, presentations, assignments, self-study, group discussion, internship, etc., or a combination of some of these elements.

xviii. Choice Based Credit System (CBCS) means the system wherein students have the option to select courses from the prescribed list of courses.

xix. College-level Academic Committee: Is a committee constituted for the FYUGP at the college level comprising the Principal as the Chairperson, the Academic Coordinator/ Nodal Officer as its convenor.

xx. Academic Coordinator/ Nodal Officer: A senior faculty member nominated by the college council.

xxi. Course Faculty: A faculty member nominated by the Head of the Department shall be in charge of offering a particular course in a particular semester of FYUGP.

xxii. Department means any teaching department in a college offering a course of study approved by the College as per the regulations of the college and it includes a Department, Centre, or School of Teaching and Research conducted directly by the College.

xxiii. Board of Studies (BoS) means the academic body duly constituted to frame the syllabus of each department.

xxiv. Senior Faculty Advisor (SFA) is a faculty nominated by a Department Council to coordinate all the necessary work related to FYUGP undertaken in that department, including the continuous comprehensive assessment.

xxv. Department Council means the body of all teachers of a department in a college.

xxvi. Faculty Adviser (FA) means a teacher from the parent department nominated by the Department Council to advise students in academic matters.

xxvii. Graduate Attributes means the qualities and characteristics to be obtained by the graduates of a programme of study at the College, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes. The College will specify graduate attributes for its programmes.

xxviii. Programme means the entire duration of the educational process including the evaluation leading to the award of a degree.

xxix. Programme Pathway: Combination of courses that can be chosen by a student that give options to pursue interesting and unconventional combinations of courses drawn from different disciplinary areas, like the sciences and the social sciences/ humanities. The pathways could be in terms of major- minor options with different complementary/ allied disciplines.

xxx. Regulatory Body means University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) etc.

xxxi. Signature Courses: Signature courses are the specialized Discipline Specific Elective courses or skill-based courses designed and offered by the regular/ ad hoc/ visiting/ emeritus/ adjunct faculty member of a particular college with the prior recommendation of the BoS and the approval of the Academic Council of the College.

xxxii. Letter Grade or simply ‘Grade’ in a course is a letter symbol (O, A+, A, B+, B, C, P, F, and Ab). Grade shall mean the prescribed alphabetical grade awarded to a student based on their performance in various examinations. The Letter grade that corresponds to a range of CGPA.

xxxiii. Grade Point: Each letter grade is assigned a ‘Grade point’ (G) which is an integer indicating the numerical equivalent of the broad level of performance of a student in each course. Grade Point means point given to a letter grade on a 10-point scale.

xxxiv. Semester Grade Point Average (SGPA) is the value obtained by dividing the sum of credit points obtained by a student in the various courses taken in a semester by the total number of credits in that semester. SGPA shall be rounded off to two decimal places. SGPA determines the overall performance of a student at the end of a semester.

xxxv. Credit Point (P) of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course: P = G x C

xxxvi. Cumulative Grade Point Average (CGPA) is the value obtained by dividing the sum of credit points in all the semesters earned by the student for the entire programme by the total number of credits in the entire programme and shall be rounded off to two decimal places.

xxxvii. Grade Card means the printed record of students' performance, awarded to them.

xxxviii. Words and expressions used and not defined in this regulation, but defined in the Mahatma Gandhi University Act and Statutes, being the Act and Statues of Sacred Heart College (Autonomous)'s affiliating University shall have the meaning assigned to them in the Act and Statutes.

Features and Objectives of SHC-UGP

The features and objectives of the SHC-UGP shall be:

v. The features, meaning, and purpose of FYUGP shall be as stipulated by the UGC and as adapted by the Kerala State Higher Education Curriculum Framework (KSHECF) for undergraduate education.

vi. The practice of lateral entry of students to various semesters exists, but an exit with a Degree shall be awarded only upon successful completion of 133 credits as per the conditions stipulated in this regulation.

vii. FYUGP shall have three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).

viii. Students who choose to exit after 3 years shall be awarded UG Degree in their respective Discipline/ Disciplines after the successful completion of the required minimum Courses with 133 credits.

ix. A 4-year UG Degree (Honours) in the Discipline/ Disciplines shall be awarded to those who complete the FYUGP with a specific number of Courses with 177 credits including 8 credits from a graduate project/ dissertation in their major discipline.

x. Students who acquire a minimum 75% in their graduation (upto 6th semester) are eligible for Honours with Research Programme. However if necessary, College may conduct screening test for the honours with research programme in accordance with College Regulations from time to time.

xi. 4-year UG Degree (Honours with Research): Students who aspire to pursue research as a career may opt for 4-year UG Degree Honours with Research stream under FYUGP with a specific number of Courses with 177 credits including 12 credits from a research project in their major discipline.

xii. The recognized research departments or departments with at least two faculty members having PhD shall offer the Honours with Research programme. Minimum 2 students (mentees) should be allotted to a faculty member (Mentor).

xiii. Students who have chosen the honours with research stream shall do their entire fourth year under the mentorship of a mentor.

xiv. The mentor shall prescribe suitable advanced level/capstone level courses for a minimum of 20 credits to be taken within the institutions along with the courses on research methodology, research ethics, and research topic-specific courses for a minimum of 12 credits which may be obtained either within the institution or from other recognized institutions, including online and blended modes.

xv. Students who have opted for the honours with research should successfully complete a research project under the guidance of the mentor and should submit a research report for evaluation. They need to defend successfully the research project to obtain 12 credits under a faculty member of the College. The research shall be in the Major/ allied discipline.

xvi. The research outcomes of their project work may be published in peer-reviewed journals or presented at conferences or seminars or patented.

xvii. The proposed FYUGP curriculum comprises Three Broad Parts: a) Foundation Components, b) Discipline Specific Pathway components (Major/ Minor), and c) Discipline Specific Capstone Components.

xviii. The Foundation component of the FYUGP shall consist of a Set of General Foundation Courses and a Set of Discipline Specific Foundation Courses.

xix. General Foundation Courses shall be grouped into 4 major baskets as Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Addition Courses (VAC), and Multi-Disciplinary Courses (MDC).

xx. Ability Enhancement Courses shall be designed specifically to achieve competency in English, other languages as per the student’s choice with special emphasis on language and communication skills.

xxi. English or other language courses shall be designed to enable the students to acquire and demonstrate the core linguistic skills, including critical reading, academic and expository writing skills as well as the cultural and intellectual heritage of the language chosen. Separate courses will be designed for Science, Humanities and Commerce streams.

xxii. Multi-Disciplinary Courses (MDC) shall be so designed as to enable the students to broaden their intellectual experience by understanding the conceptual foundations of Science, Social Sciences, Humanities, and Liberal Arts. Students shall not be eligible to take the MDC in the same discipline that they have studied during their +2. Third semester MDC can be Kerala specific content.

xxiii. Skill Enhancement Courses (SEC) shall be designed to enhance 21st century workplace skills such as creativity, critical thinking, communication, and collaboration.

xxiv. Discipline Specific Courses shall include Discipline Specific Pathway Courses, both Major and Minor streams, enabling students to gain basic knowledge in the chosen discipline.

xxv. Discipline Specific Foundation Courses shall focus on foundational theories, concepts, perspectives, principles, methods, and critical thinking essential for taking up advanced/ Capstone Courses. Practical courses shall be included in discipline specific foundation courses.

xxvi. The curriculum of the SEC should be designed in a manner that at the end of year- 1, year-2, year-3, and year-4 students are able to meet the level descriptors for levels 5, 6, 7, and 8 of the UGC Guidelines on National Skills Qualifications Framework (NSQF). The detailed descriptors of the NSQF levels are provided as **Appendix I** below.

xxvii. Value Addition Courses (VAC) shall be so designed as to empower the students with personality development, perspective building, and self-awareness.

xxviii. Discipline Specific Pathway Components (Major/ Minor) shall provide the students with an opportunity to pursue in-depth study of a particular subject or discipline and develop competency in that chosen area, which includes Discipline Specific Core (DSC) courses and Discipline Specific Elective (DSE) courses as Major and Minor courses.

xxix. Major components consist of three types: Discipline Specific Core or the Discipline Specific Elective Courses, and the research /laboratory/ fieldwork.

xxx. Minor Courses can be selected from any discipline that may supplement or complement the Major Courses.

xxxi. Students who complete a sufficient number of Courses in a discipline or an interdisciplinary area of study other than their chosen Major shall qualify for a Minor in that discipline or in a chosen interdisciplinary area of study.

xxxii. Major Components shall be the main focus of study. By selecting a Major, the student shall be provided with an opportunity to pursue an in-depth study of a particular discipline.

xxxiii. Each Board of Studies (BoS) shall identify specific Courses or baskets of Courses towards Minor Course credits. Students shall have the option to choose Courses from disciplinary/ interdisciplinary minors and skill-based courses related to a chosen programme.

xxxiv. Students can opt for a change of Major at the end of the second semester to any Minor discipline studied among the foundation level courses. Students also can opt for a change of Major at the end of the second semester to any MDC.

xxxv. Students should opt their 5th and 6th semester VAC and SEC from their Major disciplines only.

xxxvi. Course cum Credits Certificate: After the successful completion of a semester as proof for re-entry to another institution this certificate is essential. This will help the learner to preserve the credits in the Academic Bank of Credits.

xxxvii. The Advanced Level/ Capstone Level Courses shall be designed in such a manner as to enable students to demonstrate their cumulative knowledge in their main field of study, which shall include advanced thematic specialization or internships or community engagement or services, vocational or professional training, or other kinds of work experience.

xxxviii. Advanced/ Capstone level Major Specialization shall include Courses focused on a specific area of study attached to a specific Major, which could be an Elective Course. They shall include research methodology as well.

xxxix. The student has the option to register for and attend a course without taking part in the CCA and ESE of that course. Such a course is called the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is/are eligible for a pass in that course, without any credit (zero-credit). The Audit Course will be recorded in the final grade card of the student.

xl. All students shall undergo Summer Internship or Apprenticeship in a Firm, Industry or Organization; or Training in labs with faculty and researchers or other Higher Education Institutions (HEIs) or Research Institutions. The College will adhere to the guidelines on internship published by the University.

xli. Students will be provided the opportunities for internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, municipalities), State Planning Board, State

Councils/ Boards, Research Institutions, Research Labs, Library, elected representatives to the parliament/ state assembly/ panchayat, media organizations, artists, crafts persons etc. These opportunities will enable the students to actively engage with the practical aspects of their learning and to improve their employability.

xlii. The College will provide opportunities for field-based learning/minor projects enabling them to understand the different socio-economic and development-related issues in rural and urban settings. The College will provide the students with opportunities for Community engagement and services, exposing them to socio-economic issues to facilitate theoretical learning in real-life contexts.

xliii. Additional Credits will be awarded for those who actively participating in Social Activities, which may include participation in National Service Scheme (NSS), Sports and Games, Arts, participation in College union related activities (for respective elected/ nominated members), National Cadet Corps (NCC), adult education/ literacy initiatives, mentoring school students, and engaging in similar social service organizations that deemed appropriate to the College.

xliv. Grace marks shall be awarded to a student for meritorious achievements in co-curricular activities (in Sports/ Arts/ NSS/ NCC etc.). Such a benefit is applicable in the same academic year spreading over two semesters, in which the said meritorious achievements are earned. The Academic Council will decide from time to time the eligibility and other rules of awarding the grace marks.

xlv. Options will be made available for students to earn credit by completing quality-assured remote learning modes, including Online programmes offered on the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) or other Online Educational Platforms approved by the competent body/university from time to time.

xlvi. Students shall be entitled to gain credits from courses offered by other recognized institutions directly as well as through distance learning.

xlvii. For the effective operation of the FYUGP, a system of flexible academic transaction timings shall be implemented for the students and teachers.

Eligibility for Admission and Reservation of Seats

i. The eligibility for admissions and reservation of seats for various FYUG Degree Programmes shall be in accordance with the norms/ rules made by the Government/ University from time to time.

ii. No student shall be eligible for admission to FYUG Degree Programmes in any of the disciplines unless he/she/they has successfully completed the examination conducted by a Board/University at the +2 level of schooling or its equivalent.

iii. Students shall be admitted and enrolled in the respective programmes solely based on the availability of the academic and physical facilities within the institution. The College shall provide all students with a brochure detailing the Courses offered by the various departments under the various Programmes and the number of seats sanctioned by the University for each Programme.

iv. During the time of admission each student may be provided with a unique higher education student ID which may be linked with the Aadhar number of the student so that this ID can be transferred if required to other higher education institutions as well.

v. The students at the end of second semester may be permitted to change their major programme of study to any course/ institution/ university across the state. Based on the availability of seats and other facilities, the students may be permitted to opt any discipline which he/she/they had studied during the first two semesters as Discipline Specific Foundation courses/ Multidisciplinary Foundation courses. If ranking is required it will be in the order of the highest-grade points secured in the discipline to which the switching of Major is sought.

vi. Students shall be allowed to change their major programmes, if required, to a maximum of 10% of the sanctioned strength of that particular programme depending upon the academic and infrastructural facilities available in the Institution.

vii. Depending upon the availability of academic and infrastructural facilities, the College may also admit a certain number of students who are registered for particular programmes in each semester by transfer method, if required, from other Institutions subject to conditions as may be issued by the University.

viii. A student who has already successfully completed a First-Degree Programme and is desirous of and academically capable of pursuing another First-Degree Programme may also be admitted with the prior approval of the University as per the conditions regarding programme requirements specified by the University.

ix. A Student can also be admitted for an additional major/ second major/ additional minor and on completion of the required credits he/she/they can be awarded a second major/ additional major/ minor. He/she/they may be exempted from minor pathway and general foundation course requirement.

x. The College can also enroll students in certain courses as per their choice depending upon the availability of infrastructure and other academic facilities from other recognized HEIs who are already registered for a particular programme there either through regular/ online/ distance mode irrespective of the nature of programme (Govt./ Aided/ Self- finance/ Autonomous). On successful completion of the course the credits may be transferred through the Academic Bank of Credit.

Academic Monitoring and Student Support

The academic monitoring and student support shall be in the following manner, namely

i. The College shall appoint a Senior Faculty member as Academic Coordinator/ Nodal officer for the smooth conduct of FYUGP.

ii. Advisory System: There shall be one Senior Faculty Advisor (SFA) for each department and one Faculty Advisor (FA) for 20 to 30 students of the class to provide advice in all relevant matters. The Head of the Department, in consultation with the SFA, shall assign FA for each student.

iii. The documents regarding all academic activities of students in a class shall be kept under the custody of the FA/ SFA.

iv. All requests/ applications from a student or parent to higher offices are to be forwarded/ recommended by FA/ SFA.

v. Students shall first approach their FA/ SFA for all kinds of advice, clarifications, and permissions on academic matters.

vi. It is the official responsibility of the institution to provide the required guidance, clarifications, and advice to the students and parents strictly based on the prevailing academic regulations.

vii. The SFA shall arrange separate or combined meetings with FA, faculty members, parents, and students as and when required and discuss the academic progress of students.

viii. The FA/ SFA shall also offer guidance and help to solve the issues on academic and non-academic matters, including personal issues of the students.

ix. Regular advisory meetings shall be convened immediately after the commencement of the semester and immediately after announcing the marks of the Continuous Comprehensive Assessment (CCA).

x. The CCA related results shall be displayed on the department notice board/ other official digital platforms of the college at least for two working days.
   a. Any concern raised by the students regarding CCA shall be looked into in the combined meetings of advisors, HOD, course faculty, and the students concerned.
   b. If the concerns are not resolved at the advisor’s level, the same can be referred to the properly constituted college-level grievance redressal committees as per the existing UGC/ University/ Government norms.
   c. The Principal/ HOD shall ensure the proper redressal of the concerns raised by the students regarding CCA.
   d. If the students raise further concerns about the issue, the principal shall refer the issue to the appropriate authorities with proper documents and minutes of all the committees.

xi. The FA/ SFA shall be the custodian of the minutes and action taken reports of the advisory meetings. The SFA shall get the minutes and action taken reports of advisory meetings approved by the Head of Department and the Principal.

xii. The Principal shall inform/forward all regulations, guidelines, communications, announcements, etc. regarding student academic and other matters to the HODs/ SFA for information and timely action.

xiii. It shall be the official responsibility of the Principal to extend the required administrative and financial support to the HODs, SFAs and FAs to arrange necessary orientation programmes for students regarding student counselling, the prevailing norms, regulations, guidelines and procedures on all academic and other related matters.

xiv. An integrated educational planning and administration software will be made available by the College to manage the academic information of all students including student admissions and registration, managing students’ personal and academic information, course registrations, attendance management, all process related to assessments including regular & online examinations, grading, publishing of results, supplementary examinations, LMS, stakeholders’ feedback, etc.

xv. Faculty, staff, students, and parents shall be allowed to access this software system over a highly secure authenticated mechanism from within the campus.

Course Registration

i. Each department shall publish well in advance the relevant details of courses offered, such as the name, academic level, expected outcomes, time slot, and course faculty members.

ii. Students shall be allowed to visit and interact with respective faculty members during the first week of each semester, to gather more information about the courses and the availability of seats.

iii. Based on consultations and advice from the faculty adviser, each student shall complete course registration within one week from the commencement of each semester.
iv. The number of credits that a student can take in a semester is governed by the provisions in these Regulations, subject to a minimum of 16 and a maximum of 30 Credits.
v. A student can opt out of a Course or Courses registered, subject to the minimum Credit/ Course requirement, if he/she/they feels that he/she/they has registered for more Courses than he/she/they can handle, within 30 days from the commencement of the semester.
vi. The college shall publish a list of the students registered for each course including audit course, if any, along with the chosen Programmes, repeat/ reappearance courses, if any.
vii. The higher education institutions shall admit candidates not only for programmes, but also for courses.

Re-admission and Scheme Migration

i. Students who opt out before the completion of the third year shall be provided with a 'Course cum Credits Certificate' after the successful completion of a semester as proof for re-entry to another institution.
ii. Students who have successfully completed a particular programme pathway may be permitted to take an additional minor or second major.
iii. Those students who are opting for a second major are eligible for getting certain credit transfer/ credit exemption from their previous minor programs of study, subject to the prior recommendation of the BoS that those credits are relevant for the present major programme of study.

Duration of Programme, Credits, Requirements and Options

i. Students will be offered the opportunity to take breaks during the programme and resume after the break, but the total duration for completing the FYUG programme shall not exceed 7 years.
ii. Students who wish to complete the undergraduate programmes faster may do so by completing different courses equivalent to the required number of credits and fulfilling all other requirements in N-1 semesters, where N is the number of semesters in the FYUGP.
iii. Provided further that the students may complete the undergraduate programme at a slower pace, they may pursue the three years or six semester programme in 4 to 5 years (8 to 10 semesters), and four years, or eight semester programme in 5 to 6 years (10 to 12 semesters) without obtaining readmission.
iv. For students who crossed 6 semesters at a slower pace, the requirement of 16 credits per semester from the institutions where they enrolled may be relaxed.

Credit Structure

The proposed number of credits per course and the credit distribution of them for the FYUG Programmes are given below:

i. An academic year shall consist of 200 working days; one semester consists of 90 working days; and an academic year consists of two semesters.
ii. Ten working days in a semester shall be used for extracurricular activities. One semester consists of 18 weeks with 5 working days per week. In each semester, 15 days (3 weeks) should be kept aside for End Semester Evaluation (ESE) and CCA.

iii. The maximum number of available weeks for curriculum transactions should be fixed at 15 in each semester. A minimum of 5 teaching or tutorial hours could be made available for a day in a 5-day week.

iv. A course that includes one hour of lecture/ tutorial or two hours of lab work/ practical work/ field work/ practicum per week is given one credit hour.

v. One credit in a semester should be designed for 15 hours of lectures/ tutorials or 30 hours of lab work/ practical work/ field work/ practicum and 30 hours of learner engagement in terms of course-related activities such as seminar preparation, submitting assignments, etc.

vi. A one-credit seminar or internship or studio activities or field work/ projects or community engagement and service will have two-hour engagements per week (30 hours of engagement per semester).

vii. A course can have a combination of lecture credits, tutorial credits, and practicum credits.

viii. Minimum credit for one Course should be 2 (Two), and the maximum credit should be 4 (Four).

ix. All Discipline Specific Major/ Minor Courses shall be of 4 (Four) credits.

x. For all Discipline Specific Major/ Minor Courses, there may be practical/ practicum of two or four hours per week.

xi. All Courses under the Multi-Disciplinary, Ability Enhancement, Value Addition and Skill Enhancement categories are of 3 credits.

xii. Summer Internship, Apprenticeship, Community outreach activities, etc. may require sixty hours (or as appropriate) of engagement for acquiring one credit.

xiii. A student shall be able to opt for a certain number of extra credits over and above the requirements for the award of a degree.

xiv. Maximum number of credits that a student can earn per semester shall be restricted to 30. Hence, a student shall have the option of acquiring credits to a maximum of 180 credits for 6-semester UG programmes and 240 credits for 4-year (8-semester) programmes.

xv. Each faculty member shall offer a maximum of 16 credits per semester. However those who are offering both practical and theory courses shall offer a maximum of 12-16 credits per semester.

xvi. For a four-credit theory course, 60 hours of lecture/ tutorial class shall be assured as a mandatory requirement for the completion of that course.

Course Structure of the SHC-UGP Programme

The SHC-UGP consists of the following categories of courses and the minimum credit requirements for pathway option-one shall be as follows;

Sl. No.	**Categorization of Courses for all Programme**	**Minimum Number of Credit Required**	
1.	Major	68	88
2.	Minor	24	24+12*
3.	Multi-Disciplinary Courses (MDC)	9	9
4.	Skill Enhancement Courses (SEC)	9	9
5.	Ability Enhancement Courses (AEC)	12	12

6.	Value Addition Courses (VAC)	9	9
7.	Summer Internship, field-based learning etc.	2	2
8.	Research Project/Dissertation		12/8**

* The students can acquire advanced/ capstone level courses with 12 credits from their DSC/ DSE/ Minor courses depending on their pathway choice. The Minor courses can be of level 300 or above.

** The students pursuing the 4-year honours with research have to complete a project with 12 credits and for the 4-year honours degree students have to complete a project with 8 credits and DSC/ DSE capstone/ advanced level course in the 8th semester.

i. 20% syllabus of each course will be prepared by the teacher as ‘Teacher Specific Content’ and will be evaluated under CCA.
ii. In case of MDC, SEC, VAC courses coming under 3rd & 4th semester, college should make necessary arrangements to give adequate preference to courses designed by language departments. MDC in the 3rd semester can be Kerala Specific Content.

Academic Levels of Pathway Courses

Semester	**Difficulty level**	**Nature of Course**
1 & 2	100-199	Foundation-level or introductory courses
3 & 4	200-299	Intermediate level courses
5 & 6	300-399	Higher level courses
7 & 8	400-499	Advanced/Capstone level courses

Signature Courses

i. With a prior recommendation of BoS and the approval of academic council, each faculty member can design and offer at least one signature course in every semester, which may be offered as DSE /SEC/ VAC.
ii. The College will publish a list of signature courses in DSE/ SEC/ VAC offered by the faculty members with a prior recommendation of BoS and the approval of the academic council.
iii. The College may empanel distinguished individuals who have excelled in their field of specialization like science and technology, industry, commerce, social research, media, literature, fine arts, civil services etc. as adjunct faculty as per the UGC guidelines with

the approval of the College. With a prior recommendation of BoS and the approval of the academic council, the adjunct faculty can offer SEC/VAC as a signature course.

iv. Adhoc/ Guest faculty/ Visiting faculty/ Visiting Scholars can also offer DSE/ SEC/ VAC as signature courses with a prior recommendation of BoS and the approval of academic council.

v. The faculty concerned may design the particular course and it should be forwarded to the concerned BoS after the approval of the Academic Committees formed as part of these regulations.

vi. The examinations and evaluation of the signature courses designed by the faculty shall be conducted by the faculty themselves and an external expert faculty chosen by the college from a panel of experts submitted by the faculty and recommended by the BoS concerned.

Programme Pathways and Curriculum Structure

Students who have joined for any programme under these regulations shall have the option to choose the following pathways for their UG degree and Honours programme.

i. **Degree with single Major**: A student pursuing the FYUG programme in a specific discipline shall be awarded a Major degree if he secures at least 50% of the total credits in the specific discipline required for the award of the Degree in that Discipline. Example: Physics Major/ Economics Major/ Commerce Major

ii. **Degree Major with Minor**: If a student pursuing the FYUG Programme is awarded a Major Degree in a particular discipline, he/she/they are eligible to be awarded a Minor in another discipline of his choice, if he earns a minimum of 32 credits (approximately 25% of credit required for the three-year programme) from 8 pathway courses in that discipline. Example: Physics Major with Chemistry Minor/ Chemistry Major with English Minor/ Commerce Major with Economics Minor/ English Major with Functional English Minor/ Hindi Major with Malayalam Minor etc.

iii. **Major with Multiple Disciplines** of Study: This pathway is recommended for students who wish to develop core competencies in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/ subjects. If a student pursuing FYUG Degree Programme is awarded a major Degree in a particular discipline, he/she/they are eligible to get mentioned his core competencies in other disciplines of his choice if he has earned 12 credits from the pathway courses of that discipline. Example: Physics Major with Minors in Chemistry and Mathematics, Economics Major with Minors in History and English, Commerce Major with Minors in Economics and Statistics.

iv. **Interdisciplinary Major**: For these programme pathways, the credits for the major and minor pathways shall be distributed among the constituent disciplines/subjects to attain core competence in the interdisciplinary programme. Example: Econometrics Major, Global Studies Major, Biostatistics Major.

v. **Multi-Disciplinary Major**: For multidisciplinary major pathways, the credits for the major and minor pathways will be distributed among the broad disciplines such as Life Sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc. Example: Life Science, Data Science, Nano Science.

vi. **Degree with Double Major**: A student who secures a minimum of 50% credits from the first major will be awarded a second major in another discipline if he could secure 40% of credit from that discipline for the 3-year/ 4-year UG degree to be awarded a double major degree. Example: Physics and Chemistry Major, Economics and History Major, Economics and History Major, Commerce and Management Major.

Pathway Option 1 - Degree Major or Major with Multiple Disciplines of Study

Course Components	**No. of Courses**											
	Semester1	**Semester2**	**Semester3**	**Semester4**	**Internship 2 Credits**	**Semester5#**	**Semester6#**	**Total**	**Remarks**	**Semester7**	**Semester 8**	**Total**
DSC A (4 Credit/Course)	1 (P)	1 (P)	3 (2 P)	3 (2 P)		5	4	17	7 Out of 17 can be opted as DSE	3	2	22
DSC B&C (4 Credit/Course)	2 (P)	2 (P)	1(P) (B or C)	1(P) (CorB)				6		3		9
Multidisciplinary Courses (MDC) (3 Credit/Course)	1(P)	1(P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3
Ability Enhancement Courses (AEC) (3 Credit/Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4
Skill Enhancement Courses (SEC) (3 Credit/Course)				1*		1**	1**	3	*Recommended that the course may be offered by the English Department **From DSC A only			3
Value Addition Courses (VAC) (3 Credit/Course)			1*	1*			1**	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department **From DSC A only			3
Project/Dissertation 12 credits for Honours with Research & 8 for Honours											**12/8 (1 DSC /DSE for Honours)**	
Total Courses	**6**	**6**	**6**	**6**		**6**	**6**	**36**		**6**	**2+1**	

Total Credits	**21**	**21**	**22**	**22**	**2**	**23**	**22**		**Total Credits 133**	**24**	**20**	**Total Credits 177**
Total Hours per Week	**25**	**25**	**25**	**25**		**25**	**25**		**Exit Option Available**	**25**	**25**	

#BoS can include 2 practical courses in 5th semester and 3 practical courses in 6th semester in any of the 6 courses distributed in each semester.

Pathway Option 2 - Major with Minor

Course Components	**No. of Courses**											
	Semester1	**Semester2**	**Semester3**	**Semester4**	**Internship 2 Credits**	**Semester5#**	**Semester6#**	**Total**	**Remarks**	**Semester7**	**Semester 8**	**Total**
DSC A (4 Credit/Course)	1(P)	1(P)	3 (2 P)	3 (2 P)		4	3	15	7 Out of 15 can be opted as DSE	3	2	20
DSC B (4 Credit/Course)	2 (P)	2 (P)	1 (P)	1 (P)		1	1	8	1 Out of 8 can be opted as DSE	3		11
Multidisciplinary Courses (MDC)/ (3 Credit/Course)	1 (P)	1 (P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3
Ability Enhancement Courses (AEC) (3 Credit/Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4
Skill Enhancement Courses (SEC) (3 Credit/Course)				1*		1**	1**	3	*Recommended that the course may be offered by the English Department ** From DSC A only			3
Value Addition Courses (VAC) (3 Credit/Course)			1*	1*			1**	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department **From DSC A only			3
Project/Dissertation 12 credits for Honours with Research & 8 for Honours											**12/8 (1 DSC/ DSE for Honours)**	
Total Courses	**6**	**6**	**6**	**6**		**6**	**6**	**36**		**6**	**2+1**	
Total Credits	**21**	**21**	**22**	**22**	**2**	**23**	**22**		**Total Credits 133**	**24**	**20**	**Total Credits 177**
Total Hours per Week	**25**	**25**	**25**	**25**		**25**	**25**		**Exit Option Available**	**25**	**25**	

#BoS can include 2 practical courses in 5th semester and 3 practical courses in 6th semester in any of the 6 courses distributed in each semester.

Pathway Option 3 - Double Major

Course Components	No. of Courses											
	Semester1	**Semester2**	**Semester3**	**Semester4**	**Internship 2 Credits**	**Semester5#**	**Semester6#**	**Total**	**Remarks**	**Semester7**	**Semester8**	**Total**
DSC A (4 Credit/Course)	1(P)	1(P)	2(2P)	2(1P)		4	3	13	7 Out of 13 can be opted as DSE	3	2	18
DSC B (4 Credit/Course)	2(P)	2(P)	2(1P)	2(2P)		1	1	10	2 Out of 10 can be opted as DSE	3		13
Multidisciplinary Courses (MDC) (3 Credit/Course)	1(P)	1(P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3
Ability Enhancement Courses (AEC) (3 Credit/Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4
Skill Enhancement Courses (SEC) (3 Credit/Course)				1*		1	1	3	*Recommended that the course may be offered by the English Department			3
Value Addition Courses (VAC) (3 Credit/Course)			1*	1*			1	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department			3
Project/Dissertation 12 credits for Honours with Research & 8 for Honours											**12/8 (1 DSC/DSE for Honours)**	
Total Courses	**6**	**6**	**6**	**6**		**6**	**6**	**36**		**6**	**2+1**	
Total Credits	**21**	**21**	**22**	**22**	**2**	**23**	**22**		**Total Credits 133**	**24**	**20**	**Total Credits 177**
Total Hours per Week	**25**	**25**	**25**	**25**		**25**	**25**		**Exit Option Available**	**25**	**25**	

#BoS can include 2 practical courses in 5th semester and 3 practical courses in 6th semester in any of the 6 courses distributed in each semester.

Note:In all the above 3 tables“(P)”means courses with practical

Course Structure of Various Pathways based on Credit Requirements

The FYUG Programmes consist of the following categories of courses and the minimum credit requirements for each of them shall be as follows:

Table 1: FYUGP Course Structure – Major with Minors

Sl. No.	Categorization of courses for all Programmes	Minimum number of credits required	
		3-year UG	4-year UG
1	Major	68	88
2	Minor/ Minors	24	24+12*
3	Multi-disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Course (AEC)	12	12
6	Value Addition Courses (VAC)	9	9
7	Summer Internship, field-based learning etc.	2	2
8	Project / Dissertation		12**
	Total Credits	133	177

* Students can acquire 12 credits from their DSC/ DSE- Minor courses (300-399 level) depending upon their pathway choice.

** Students pursuing a four-year Honours degree are required to complete an 8-credit project as well as one capstone course from their chosen pathway, either DSC or DSE (400-499 level).

Table 2: FYUGP Course Structure – Double Major

Sl. No.	Categorization of courses for all Programmes	Minimum number of credits required	
		3-year UG	4-year UG
1	First Major	52	72
2	Second Major	40	52
3	Multi-disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Course (AEC)	12	12
6	Value Addition Courses (VAC)	9	9
7	Summer Internship, field-based learning etc.	2	2
8	Project/(8 Credit project + 1 capstone course)		12
	Total Credits	133	177

Table 3: FYUGP Course Structure – Multidisciplinary

Sl. No.	Categorization of courses for all Programmes	Minimum number of credits required	
		3-year UG	4-year UG
1	Multidisciplinary Major	52	72
2	Multidisciplinary Minors	40	52
3	Multi-disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Course (AEC)	12	12

6	Value Addition Courses (VAC)	9	9
7	Summer Internship, field-based learning etc.	2	2
8	Project/ (8 Credit project + 1 capstone course)		12
	Total Credits	**133**	**177**

Guidelines for Acquiring Credit from Other Institutions/Online/Distance Mode

i. A student shall register to a minimum of 16 credits per semester from the college/ department where he/she/they officially admitted for a particular programme. However, students enrolled for a particular programme in one institution can simultaneously enroll for additional credits from other HEIs within the University or outside University subject to a maximum of 30 credits per semester including the 16 institutional credits.

ii. The College shall publish a list of courses that are open for admission for students from other institutions well in advance before the commencement of each semester.

iii. Each BoS shall prepare and publish a list of online courses at different levels before the commencement of each semester offered in various online educational platforms recognized by the Academic Council of the college, which can be opted by the students for acquiring additional credits.

iv. BoS shall prepare and publish a list of allied/ relevant pathway courses before the commencement of each semester offered by other Board of Studies that can be considered as pathway courses for major/ minor for their disciplines at different levels.

v. At the end of each semester the college will include the credit acquired by the student through online courses in their semester grade card subject to a maximum of 30 credits.

Attendance

i. A student shall be permitted to register for the end-semester evaluation of a specific course to acquire the credits only if he has completed 75% of the prescribed classroom activities in physical, online, or blended modes, including any makeup activities as specified by the course faculty of that particular course.

ii. A student is eligible for attendance as per the existing university and government orders which includes participation in a meeting, or events organized by the college or the university, a regularly scheduled curricular or extracurricular activity prescribed by the college or the university. Due to unavoidable or other legitimate circumstances such as illness, injury, family emergency, care-related responsibilities, bad or severe weather conditions, academic or career-related interviews students are eligible for authorized absence. Apart from this, all other eligible leaves such as maternity leave, and menstrual leave shall also be treated as authorized absences.

iii. The condonation facility can be availed as per the university norms.

Workload

i. The workload of a faculty who offers only lecture courses during an academic year shall be 32 credits.

ii. The workload of a faculty offering both practical courses and theory courses may be between 24-32 credits per academic year.

iii. An academic year shall consist of two semesters.

iv. To protect the existing language workload, college should make necessary arrangements to give adequate preference to those courses designed by language departments coming under MDC, SEC and VAC of 3rd & 4th semester. It is recommended that the MDC offered in the third semester shall be based on Indian Knowledge Systems or Nation-specific topics and may be offered by the Other Languages department or any other department as may be seen fit. Additionally, the SEC in the fourth semester may be offered by the English Department and of the VACs in the third and fourth semesters, one may be offered by the Other Languages Department and the other may be offered by the English Department.

These recommendations may be modified as per the recommendations of the SHC-UGP Academic Monitoring Committee.

v. Programme wise workload calculation will be as per the FYUGP workload ordinance 2024.

vi. The teachers given the administrative responsibilities in the department and college level may give a relaxation in their work load as specified in the UGC regulations 2018.

Credit Transfer and Credit Accumulation

i. The college will establish a digital storage (DIGILOCKER) of academic credits for the credit accumulation and transfer in line with ABC.

ii. The validity of credits earned shall be for a maximum period of seven (7) years or as specified in the university/ UGC regulations.The students shall be required to earn at least 50% of the credits from the College.

iii. Students shall be required to earn the required number of credits as per any of the pathway structure specified in this regulation for the award of the degree.

Outcome Based Approach

The curriculum will be designed based on Outcome Based Education (OBE) practices. The Graduate Attributes (GA) and Programme Outcomes (PO) will be defined and specified in the syllabus of each programme.

Assessment and Evaluation

i. The assessment shall be a combination of Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).

ii. 30% weightage shall be given for CCA. The remaining 70% weight shall be for the ESE.

iii. Teacher Specific Content will be evaluated under CCA.

iv. CCA will have two subcomponents Formative Assessment (FA) and Summative Assessment (SA). Each of these components will have equal weightage and to be conducted by the course faculty/ course coordinator offering the course.

v. FA refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, module or course. FA is to encourage students to build on their strengths rather than fixate or dwell on their deficits. FA can help to clarify and calibrate learning expectations for both students. FA will help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility over their own educational growth. FA will be the prerogative of the course faculty/ course coordinator based on specific requirements of the student.

vi. Suggestive methods of FA are as follows: (anyone or in combinations as decided by the course faculty/ course coordinator)

a. Practical assignment
b. Observation of practical skills
c. Viva voce
d. Quiz

    e. Interview
    f. Oral presentations
    g. Computerized adaptive testing
    h. In-class discussions
    i. Group tutorial work
    j. Reflection writing assignments
    k. Home assignments
    l. Self and peer Assessments
    m. Any other method as may be required for a specific course/ student by the course faculty/ course coordinator.

vii. Summative Assessments (SA) are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period- typically at the end of a project, unit, module, course or semester. SA may be a class test, assignments, or project, used to determine whether students have learned what they were expected to learn. It will be based on evidence, collected using single or multiple ways of assessment. The systematically collected evidence should be kept in record by course faculty/ course coordinator and the marks should be displayed on the college notice board/ other official digital platforms of the college before the end semester examinations.

viii. The method of SA will be as follows: (any one as decided by the course faculty/ course coordinator)
- a. Written test
- b. Open book test
- c. Laboratory report
- d. Problem based assignments
- e. Individual project report
- f. Case study report
- g. Team project report
- h. Literature survey
- i. Standardized test
- j. Any other pedagogic approach specifically designed for a particular course by the course faculty/ course coordinator.

viii. A student may repeat SA only if for any compulsive reason due to which the student could not attend the assessment.

ix. The prerogative of arranging a CCA lies with the course faculty/ course coordinator with the approval of SHC-UGP Academic Committee based on justified reasons.

x. The course faculty/ course coordinator shall be responsible for evaluating all the components of CCA. However, the college may involve any other person (External or Internal) for evaluation of any or all the components as decided by the Principal/Controller of Examinations from time to time in case any grievances are raised.

xi. Written tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice), and the students should be informed about the evaluation modalities before the commencement of the course.

xii. The course faculty may provide options for students to improve their performance through continuous assessment mechanism.

xiii. There shall be theory and practical examinations at the end of each semester.

xiv. Regarding evaluation, one credit may be evaluated for 25 marks in a semester; thus, a 4-credit course will be evaluated for 100 marks; 3-credit courses for 75 marks and 2-credit courses for 50 marks.

xv. All examinations will be conducted by the College and will be evaluated at the College itself.

xvi. Individual Learning Plans (ILPs) and/ or specific assessment arrangements may be put in place for differently abled students. Suitable evaluation strategies including technology assisted examinations/ alternate examination strategies will be designed and implemented for differently abled students.

Practical Examination

i. The end semester practical examination will be conducted and evaluated by the institution.

ii. There shall be a CCA for practical courses conducted by the course faculty/ course coordinator.

iii. The scheme of evaluation of practical courses will be as given below:

Components for the Evaluation of Practical Courses	**Weightage**
CCA of practical/practicum.	30%
ESE of practical/practicum.	70%

iv. Those who have completed the CCA alone will be permitted to appear for the ESE.

v. For grievance redressal purpose, the university shall have the right to call for all the records of CCA.

vi. Duration of Examination: Questions shall be set as per the defined Outcome. The duration of the examinations shall be as follows.

Mode	**Time (in Hours)**
Written Examination	2
Multiple Choice	1.5
Open Book	2
Any Other Mode	2

Evaluation of Project/Dissertation

The evaluation of project work shall be CCA with 30% and ESE 70%. The scheme of evaluation of the Project is given below:

Project type	**Maximum Marks**	**CCA**	**ESE**
Research Project of Honours with Research (12 credits)	200	60	140
Project of Honours (8 credits)	100	30	70

Evaluation of Internship

The evaluation of internship shall be done by a committee constituted by the Department Council. The scheme of CCA and ESE is given below:

Components of Evaluation of Internship	**Weightage**	**Marks for Internship 2 Credits/50 Marks**
CCA	30%	15
ESE	70%	35

The department council may decide any mode for the completion of the Internship. If in case evaluation is not specified in any of the selected internship programme, institution can adopt a proper evaluation method as per the weightage specified in the table above.

Letter Grades and Grade Points

Mark system is followed for evaluating each question. For each course in the semester, letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below,

i. The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.

ii. Based on the marks obtained, the weighted grade point will be mentioned in the student's grade cards.

Letter Grade	**Grade Point**	**Percentage of Marks (Both Internal & External Marks put together)**	**Class**
O (Outstanding)	10	95% and above	First Class with Distinction
A+ (Excellent)	9	85% and above but below95%	
A (Very good)	8	75% and above but below 85%	
B+ (Good)	7	65% and above but below75%	First Class
B (Above average)	6	55% and above but below 65%	
C (Average)	5	45% and above but below 55%	Second Class
P (Pass)	4	35% and above below 45% Aggregate (external and internal put together) with a minimum of 30% in external	Third Class
F (Fail)	0	Below an aggregate of 35% or Below 30% in external evaluation	Fail
Ab (Absent)	0		Fail

iii. When students take audit courses, they may be given a pass (P) or fail (F) grade without any credits.

Computation of SGPA and CGPA

The following method is recommended to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

iv. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in the semester, i.e.

SGPA (Si) = Σ(Ci x Gi) / ΣCi

Where Si is the SGPA in the ith semester, Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

$$SGPA = \frac{Sum\ of\ the\ credit\ points\ of\ all\ courses\ in\ a\ semester}{Total\ Credits\ in\ that\ Semester}$$

Illustration – Computation of SGPA

Semester	**Course**	**Credit**	**LetterGrade**	**Grade Point**	**CreditPoint** (Credit x Grade)
I	DSCA	4	A	8	4x8=32
I	DSCB	4	B+	7	4x7=28
I	DSCC	4	B	6	4x6=24
I	MDC	3	B	6	3x6=18
I	AEC1	3	O	10	3x10=30
I	AEC2	3	C	5	3x5=15
	Total	21			147
	SGPA				147/21=7

The CGPA is also calculated in the same manner considering all the courses undergone by a student over all the semesters of a programme, i.e.

$$CGPA = \frac{Sum\ of\ the\ credit\ points\ of\ all\ courses\ in\ six\ or\ eight\ semesters}{Total\ Credits\ in\ Six\ (133)\ or\ Eight\ (177)\ semesters}$$

v. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Implementation and Monitoring of SHC-UGP

i. The implementation and monitoring of SHC-UGP will be carried out by duly appointed bodies/committees of the college such as the Academic Council, the various Boards of Studies and the Academic Monitoring Committee.

ii. Academic Council

Among its other functions, the Academic Council of the College shall:

i. Scrutinize and approve all the proposals submitted by the Board of Studies of each Department with regard to the SHC-UGP details such as, academic pathways, allowed syllabi enrichment/ updating, details of elective courses, Online courses, blended teaching, courses offering to the students of other HEIs, panel of examiners, summative and formative evaluation tools proposed by the course faculty concerned, new courses and syllabus proposed by the faculty members as signature courses etc.

ii. The Academic Council can differ on any proposal and it shall have the right to return the matter for reconsideration to the Board of Studies concerned or reject it, after giving sufficient reasons to do so.
iii. Undertake the scrutiny of all documents related to Teacher Specific Content.
iv. Recommend to the College Governing Council for starting innovative programmes using the flexibility and holistic nature of the SHC-UGP curriculum frame work.

iii. Board of Studies

Among its other functions, the Board of Studies of each Department shall:

i. Prepare teacher specific content of syllabi for various courses keeping in view the objectives of the SHC-UGP and submit the same for the approval of the Academic Council.
ii. Scrutinize the signature course content and its evaluation techniques.
iii. Suggest methodologies for innovative teaching and evaluation techniques.
iv. Suggest panel of examiners to the Office of the Controller of Examinations.
v. Coordinate research, teaching, extension and other academic activities in the department.

iv. SHC-UGP Academic Monitoring Committee

The SHC-UGP Academic Monitoring Committee shall be constituted under the Chairmanship of the Principal, with the Academic Coordinator as the Convenor, shall be entrusted to oversee the implementation and monitoring of the SHC-UG programme.

i. The Academic Monitoring Committee will collect and whet the proposals submitted by the Board of Studies of each Department with regard to the SHC-UGP and duly forward them to the Academic Council.
ii. It will oversee and coordinate the activities undertaken for the successful implementation of SHC-UGP in the College and will function as an advisory body in such matters.

Power to Remove Difficulties

If any difficulty arises in giving effect to the provisions of these Regulations, the Principal may by order make such provisions which appears to him/her to be necessary or expedient for removing the difficulty. Every order made under this rule shall be subject to ratification by the appropriate authorities.

Modifications to the Regulations

Notwithstanding anything contained in these Regulations, any amendments or modifications issued or notified by the University Grants Commission or the State Government or the Mahatma Gandhi University from time to time, shall be incorporated into these Regulations by the appropriate regulatory bodies of the College and shall constitute an integral part thereof.

SEMESTER-WISE COURSE DISTRIBUTION PER WEEK
PATHWAY: DOUBLE MAJOR

SEM	COURSES	COURSE CODE	COURSE NAME	COURSE STREAM	LEVEL	HOUR/ WEEK		
						Credit	**T**	**P**
I	**DSC A**	24UJMCDSC101	Principles of News Reporting	Journalism	100-199	**4**	3	2
	DSC B	24UJMCDSC102	Introduction to Communication	Mass Communication	100-199	**4**	3	2
	DSC B	24UJMCDSC103	Introduction to Visual Communication	Mass Communication	100-199	**4**	3	2
	AEC					**3**	3	0
	AEC					**3**	3	0
	MDC-01	24UJMCMDC101	Photojournalism	Journalism	100-199	**3**	2	2
						21	**17**	**8**
II	**DSC A**	24UJMCDSC104	Print Media: Design and Production	Journalism	100-199	4	3	2
	DSC-B	24UJMCDSC105	Fundamentals of Audio Production	Mass Communication	100-199	4	3	2
	DSC-B	24UJMCDSC106	Introduction to Cinema	Mass Communication	100-199	4	3	2
	AEC-ENG-02					3	3	0
	AEC-OL-02					3	3	0
	MDC-02	24UJMCMDC102	Anchoring and Presentation Skills for Media	Journalism	100-199	3	2	2
						21	**17**	**8**
III	**DSC A**	24UJMCDSC201	Television Production: Principles and Practices	Journalism	200-299	4	3	2
	DSC B	24UJMCDSC202	Videography and Editing	Mass Communication	200-299	4	3	2
	DSE	24UJMCDSE201 24UJMCDSE202	Photojournalism Magazine Journalism	Journalism	200-299	4	3	2
	DSE	24UJMCDSE203 24UJMCDSE204	Writing for Cinema Media in India: Historical Perspective	Mass Communication	200-299	4	4	0
	MDC-03	24UJMCMDC201	Ad Film Making	Mass Communication	200-299	3	3	0
	VAC-01	24UJMCVAC201	Citizen Journalism	Journalism	200-299	3	3	0
						22	**19**	**6**
IV	**DSC A**	24UJMCDSC203	Advertising: Theory and Practice	Journalism	200-299	4	3	2
	DSC B	24UJMCDSC204	Public Relations and Corporate Communication	Mass Communication	200-299	4	3	2
	DSE	24UJMCDSE205 24UJMCDSE206	Mobile Journalism Business Journalism	Journalism	200-299	4	3	2
	DSE	24UJMCDSE207 24UJMCDSE208	Media Management Media Psychology	Mass Communication	200-299	4	4	0
	VAC-02	24UJMCVAC202	AI and Media	Journalism	200-299	3	3	0
	SEC-01	24UJMCSEC201	Social Media Content Development	Mass Communication		3	3	0
						22	**19**	**6**
INTERNSHIP								
V	**DSC A**	24UJMCDSC301	Media Laws and Ethics	Journalism	300-399	4	3	2
	DSC B	24UJMCDSC302	Documentary Production	Mass Communication	300-399	4	3	2
	DSE	24UJMCDSE301 24UJMCDSE302	Media Entrepreneurship Development Communication	Journalism	300-399	4	4	0
	DSE	24UJMCDSE303 24UJMCDSE304	Sports Journalism Science and Health Journalism	Journalism	300-399	4	4	0

	DSE	24UJMCDSE305 24UJMCDSE306	Media and Modernity in Kerala Technical Writing and Content Management	Journalism	300-399	4	4	0
	SEC	24UJMCSEC301	Social Media Influencer Marketing	Mass Communication	300-399	3	3	0
						23	21	4
VI	**DSC A**	24UJMCDSC303	Digital Journalism	Journalism	300-399	4	3	2
	DSC B	24UJMCDSC304	Mass Media Research	Mass Communication	300-399	4	3	2
	DSE	24UJMCDSE307 24UJMCDSE308	Media, Culture and Society Data Journalism	Journalism	300-399	4	4	0
	DSE	24UJMCDSE309 24UJMCDSE310	Immersive technologies for Media Integrated Marketing Communication	Journalism	300-399	4	4	0
	VAC-03	24UJMCVAC302	Media and Human Rights	Journalism	300-399	3	3	0
	SEC-03	24UJMCSEC302	Branding for Start-Ups	Mass Communication	300-399	3	2	2
						22	**19**	**6**

VII	**DSC A**	24UJMCDSC401	Advanced Media Research	Journalism	400-499	4	3	2
	DSC A	24UJMCDSC402	Environmental Journalism	Journalism	400-499	4	4	0
	DSC A	24UJMCDSC403	Information Design for Media	Journalism	400-499	4	4	0
	DSC B	24UJMCDSC404	Film Theories	Mass Communication	400-499	4	4	0
	DSC B	24UJMCDSC405	International Communication	Mass Communication	400-499	4	4	0
	DSC B	24UJMCDSC406	Critical Media Theory	Mass Communication	400-499	4	4	0
						24	**23**	**2**
VIII	**DSC A**	24UJMCDSC407	Transmedia Storytelling	Journalism	400-499	4	3	2
	DSC A	24UJMCDSC408	Global Media and Politics	Journalism	400-499	4	3	2
	DSC A	24UJMCDSC409	Inclusivity Studies and Media	Journalism	400-499	4	3	2
	DSC A	24UJMCDSC410	Web Design and ICT Skills	Journalism	400-499	4	3	2
	DSC A	24UJMCDSC411	Media, Marginality and Sites of Resistance	Journalism	400-499	4	3	2
	Proj/Diss		Project/ Dissertation		400-499	**12**		
						20	**15**	**10**

SEM	COURSE CODE	COURSE TITLE	COURSE LEVEL	
DISCIPLINE SPECIFIC COURSES:				
1	24UJMCDSC101	Principles of News Reporting	100-199	4
1	24UJMCDSC102	Introduction to Communication	100-199	4
1	24UJMCDSC103	Introduction to Visual Communication	100-199	4
2	24UJMCDSC104	Print Media: Design and Production	100-199	4
2	24UJMCDSC105	Fundamentals of Audio Production	100-199	4
2	24UJMCDSC106	Introduction to Cinema	100-199	4
3	24UJMCDSC201	Television Production: Principles and Practices	200-299	4
3	24UJMCDSC202	Videography and Editing	200-299	4
4	24UJMCDSC203	Advertising; Theory and Practice	200-299	4
4	24UJMCDSC204	Public Relations and Corporate Communication	200-299	4
5	24UJMCDSC301	Media Laws and Ethics	300-399	4
5	24UJMCDSC302	Documentary Production	300-399	4
6	24UJMCDSC303	Digital Journalism	300-399	4
6	24UJMCDSC304	Mass Media Research	300-399	4
7	24UJMCDSC401	Advanced Media Research	400-499	4
7	24UJMCDSC402	Environmental Journalism	400-499	4
7	24UJMCDSC403	Information Design for Media	400-499	4
7	24UJMCDSC404	Film Theories	400-499	4
7	24UJMCDSC405	International Communication	400-499	4
7	24UJMCDSC406	Critical Media Theory	400-499	4
8	24UJMCDSC407	Transmedia Storytelling	400-499	4
8	24UJMCDSC408	Global Media politics	400-499	4
8	24UJMCDSC409	Inclusivity Studies and Media	400-499	4
8	24UJMCDSC410	Web Design and ICT Skills	400-499	4
8	24UJMCDSC411	Media, Marginality and Sites of Resistance	400-499	4
3	24UJMCDSE201	Photojournalism	200-299	4
	24UJMCDSE202	Magazine Journalism	200-299	4
3	24UJMCDSE203	Writing for Cinema	200-299	4
	24UJMCDSE204	Media in India; Historical Perspective	200-299	4
4	24UJMCDSE205	Mobile Journalism	200-299	4
	24UJMCDSE206	Business Journalism	200-299	4
4	24UJMCDSE207	Media Management	200-299	4
	24UJMCDSE208	Media Psychology	200-299	4
5	24UJMCDSE301	Media Entrepreneurship	300-399	4
	24UJMCDSE302	Development Communication	300-399	4
5	24UJMCDSE303	Sports Journalism	300-399	4
	24UJMCDSE304	Science and Health Journalism	300-399	4
5	24UJMCDSE305	Media and Modernity in Kerala	300-399	4
	24UJMCDSE306	Technical Writing & Content Management	300-399	4
6	24UJMCDSE307	Media, Culture and Society	300-399	4
	24UJMCDSE308	Data Journalism	300-399	4
6	24UJMCDSE309	Immersive Technologies for Media	300-399	4
	24UJMCDSE310	Integrated Marketing Communication	300-399	4
1	24UJMCMDC101	Photojournalism	100-199	3
2	24UJMCMDC102	Anchoring and Presentation skills for Media	100-199	3
3	24UJMCMDC201	Ad Film Making	200-299	3

4	24UJMCSEC201	Social Media Content Development	200-299	3
5	24UJMCSEC301	Social Media Influencer Marketing	300-399	3
6	24UJMCSEC302	Branding for Start-Ups	300-399	3
3	24UJMCVAC201	Citizen Journalism	200-299	3
4	24UJMCVAC202	AI and Media	200-299	3
6	24UJMCVAC301	Media and Human Rights	300-399	3

3. SYLLABUS FOR DISCIPLINE SPECIFIC COURSES IN JOURNALISM AND MASS COMMUNICATION

Discipline/Programme	**Journalism**		
Semester	1		
Type of Course	Discipline Specific Course (DSC)		
Course Code	24UJMCDSC101		
Course Title	PRINCIPLES OF NEWS REPORTING		
Course Level	100-199		
Course Summary	This course offers a structural approach to comprehensively cover the basics of news gathering, writing, reporting, designing and focusing on script writing techniques for all forms of media. It provides students with a comprehensive and practical understanding of the key principles, skills and ethical considerations essential for effective news reporting.		
Lecture/Tutorial/Practical Hours	45/0/30		
Credits	Total	4	
Pre-requisite, if any	Strong command of language and writing skills, critical thinking and ability to verify information.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Understand the concept of news	Understand	PO1, PO2, PO8
2	Apply methods for gathering news including interviews using credible sources	Apply	PO1, PO2, PO7
3	Understand the styles of writing for diverse media platforms	Understand	PO8
4	Understand the sources, data and information relevant to specialised reporting	Understand	PO1, PO2, PO3, PO4
5	Develop weekly newspapers and radio and TV bulletins	Apply	PO8
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Understanding News (10 Hours)**			
	1.1	News: concepts, definitions, elements, values - News classification	6	CO1
	1.2	Sources of news – Types of sources – Verification of Sources	4	CO1, CO2
2	**Introduction to Reporting (10 Hours)**			
	2.1	Principles, functions, qualities and responsibilities of a reporter.	2	CO2
	2.2	News gathering Techniques- interviews, Press Conferences, press releases, Meet the press.	4	CO2
	2.3	Specialised Reporting: Investigative Reporting, Sports Reporting, Business, Health, Developmental, Environmental, food, travel and fashion	4	CO3, CO4
3	**Writing the News Story (17 Hours)**			
	3.1	Reporting for print-Headline writing, lead, different types of leads, - Inverted pyramid and other styles- Principles of news writing- Changing styles of news writing	5	CO1, CO3
	3.2	Reporting for radio-Introduction to radio writing, importance of voice, script writing techniques, radio programme format	3	CO1, CO3
	3.3	Reporting for TV-Introduction to TV writing, script writing techniques, writing for series and stand-alone episodes.	5	CO1, CO3
	3.4	Reporting for new media-introduction to new media, writing styles for digital platform	2	CO1, CO3
	3.5	Blogging and content creation, social media writing, emerging trends in new media	2	CO1, CO3
	Feature Reporting (8 Hours)			

4	4.1	Feature Writing: Difference between ‘feature’ and ‘news’; ‘News’ and ‘Non-news’; Types of features: Columns, Editorial-types of editorials, profiles, trend stories, reviews	4	CO3
	4.2	Skills for feature: interview, research, style, narrative; Interview: research before the interview, interview techniques; Research on the topic: formal research sources; Understanding style and tone: harmonious, light, descriptive, sarcastic, ironic, reflective, factual, conversational	4	CO3
5	**Covering News (30 Hours)**			
	5.1	Create two pages of newspaper on a weekly basis and a news bulletin each for radio and TV	30	CO1. CO2, CO5
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Practical Based Assignment, Viva-Voce **B. End Semester Examination (ESE)**

References:

1.Ahuja, B.N. (1990). Reporting, Surjeet Publications, New Delhi.

2.Srivastava, K.M. (1987). News Reporting and Editing. Sterling Publishing Home, New Delhi.

3.Chatterjee, P.C. (1997), Broadcasting in India, Sage.

4. Ahuja, Charanjit. (2016) Print Journalism: A Complete Book of Journalism; Partridgepublishing.com, India.

5. Roy, Barun. (2013). Beginner's Guide to Journalism & Mass Communication, V. S Publishers.

5. Kamath, M. V. (2009). The Journalist’s Handbook, Vikas Publishing House Pvt. Ltd.

Suggested Readings:

1. McLuhan, Marshal. (2008). Understanding Media – The Extension of Man. Routledge.

2. Natarajan, J. (2002). History of Indian Journalism (2nd Ed). Ministry of Information

& Communication, GOI.

3. Parthasarathy, Rangaswami. (1989), Journalism in India: From the Earliest Times to the Present Day, New Delhi: Sterling Publishers.

4. Poe, T. Marshal, (2011). History of Communication: Media, Society from Evolution of Speech to the Internet. Cambridge University Press

Mahatma

Discipline/Programme	**Mass Communication**		
Semester	1		
Type of Course	Discipline Specific Course (DSC)		
Course Code	24UJMCDSC102		
Course Title	INTRODUCTION TO COMMUNICATION		
Course Level	100-199		
Course Summary	This course aims to provide a comprehensive understanding of basics of communication, models and theories, including a specific focus on semiotics and its applications in various communication contexts. This course provides students with a foundational knowledge, critical thinking and technological know-how, preparing them to excel as communication professionals and socially responsible citizens.		
Lecture/Tutorial/Practical Hours	45/0/30		
Credits	Total	4	
Pre-requisite, if any	Basic writing and reading skills, interest in communication and media		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Explain the basic concepts of communication.	Understand	PO1, PO2, PO3
2	Explain the given models of communication and their relevance in specific communication contexts.	Understand	PO3, PO8
3	Understand the theoretical concepts of communication to real life experience.	Analyse	PO3, PO8
4	Understand the significance of semiotics in communication	Understand	PO1, PO2
5	Develop presentations based on communication and semiotics	Apply	PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Understanding Communication (7 Hours)**			
	1.1	Definition, scope, importance, elements, process and barriers of communication	3	CO1
	1.2	Levels of communication - intrapersonal, interpersonal, group, mass communication and online communication	2	CO1
	1.3	Verbal and nonverbal communication - types and importance	2	CO1
2	**Models of Communication (10 Hours)**			
	2.1	Classical, Intermediary, Interactive and transactional models- Aristotle, Laswell, Shannon and Weaver, Berlo, Osgood, Schramm, Wesley and Maclean, Gerbner, New Combs, two step flow of communication model, Gatekeeping model	10	CO2
3	**Theories of Communication (20 Hours)**			
	3.1	Media Effects- Hypodermic or Bullet theory	3	CO3
	3.2	Psychological theories- Individual difference theory, Selective exposure, Selective perception, selective retention and cognitive dissonance	4	CO3
	3.3	Sociological- Cultivation Theory, Agenda Setting Theory, The Uses and Gratification Theory, Dependency Theory	5	CO3
	3.4	Normative theories of the media.	5	CO3
	3.5	Indian Communication Theories- Concepts: - Natyashastra, sahrudaya and saadharanikaran	3	CO3
4	**Semiotics in Communication (8 Hours)**			
	4.1	Basics of semiotics-introduction, signs, signifier and signified	2	CO4

	4.2	Ferdinand de Saussure’s semiotic theory	2	CO4
	4.3	Semiotics and cultural studies	4	CO4
5	**Practical Exercises (30 Hours)**			
	5.1	Role playing exercises focusing on effective communication in various contexts, semiotic analysis by creating a collage with various media images to identify the signs and symbols, discussions about the various effects of media on individuals and society, recording and analysing personal communication styles through presentations or videos	30	CO5
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Practical Assignment, Group Project, News Analysis, Oral Presentation, Written test, **B. End Semester Examination (ESE)**

References:

1. Baran, S.J. (2013). Introduction to Mass Communication Theory (5th ed.). Wadsworth.
2. Kumar, J. K. (2012). Mass Communication in India (4th ed.), Jaico Publishing House.
3. McQuail, D. (2012). McQuail's mass communication theory, Los Angeles: SAGE.
4. Chandler, Daniel. (2002). Semiotics: The Basics. (4th Ed.), University of Wales, Aberystwyth.
5. McLuhan, Marshall and Quentin Flore. (2001). Medium is the Message, New York: Penguin Books.
6. Fiske, John. (1982). Introduction to Communication Studies, Routledge.
7. Melvin De Fluer (1988), Understanding Mass Communication. Boston, Massachusetts: Houghton Mifflin.
8. Emery, E, Ault, P.H Agee and W.K (1997), Introduction to Mass Communication (12th ed.) New York: Allyn & Bacon Publishers.
9. Wilbur Schramm and Donald F. Roberts (eds.) (I97I). The Process and Effects of Mass Communication. Urbana: University of Illinois Press.

Suggested Readings:

1. Baran, S. J. & Davis, D.K. (1999). Mass Communication and Man - Mass Communication Theory (2nd ed.). USA: Thomson/Wadsworth.
2. MacBride, S. (Eds.). (1982). Many Voices, One World. New Delhi: Oxford & IBH Publishing Co.
3. Narula, U. (2008). Mass Communication: Theory and Practice. Haranand Publications Pvt Ltd.

Discipline/Programme	**Mass Communication**		
Semester	1		
Type of Course	Discipline Specific Course (DSC)		
Course Code	24UJMCDSC103		
Course Title	INTRODUCTION TO VISUAL COMMUNICATION		
Course Level	100-199		
Course Summary	This course is an introductory course that explores the fundamental principles and techniques of visual communication across various media platforms. Through a combination of theory and hands-on practice, students will develop the skills necessary to effectively convey ideas, messages, and narratives using visual elements.		
Lecture/Tutorial/Practical Hours	45/0/30		
Credits	Total	4	
Pre-requisite, if any	Observation skills form the foundation upon which students can build their knowledge and expertise in visual communication		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Examine the historical milestones and movements in visual communication	Analyse	PO1, PO3

2	Understand the basic concepts of visual communication, visual culture, and theories	Understand	PO1, PO2 PO3
3	Demonstrate the fundamental principles of visual design	Understand	PO1, PO2, PO8
4	Apply different modes of visual communication through photography, videography, and graphics	Apply	PO7, PO8
5	Explain the role and significance of audio-video combination and non-verbal elements in visual communication	Understand	PO1, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**History of Visual Communication (15 Hours)**			
	1.1	Cave paintings, lithography, hieroglyphics etc.	5	CO1
	1.2	Major movements in Visual Communication - Expressionism, Pictorialism, Dadaism and Surrealism, Impressionism	5	CO1
	1.3	Keywords, definition, and the process of Visual Communication	5	CO1
2	**Fundamentals of visual language (15 Hours)**			
	2.1	Defining visual language	3	CO2, CO3, CO4
	2.2	Visual culture- Visualizing- Visual power- Visual pleasure	3	CO2, CO3, CO4
	2.3	Visual grammar	3	CO2, CO3, CO4
	2.4	Visual perception - eye & brain decoding	3	CO2, CO3, CO4
	2.5	Visual literacy and education	3	CO2, CO3, CO4
3	**Communication through Visuals (15 Hours)**			
	3.1	Elements of graphic design - Fundamentals of Design- Definition- Approaches- Elements - Line, Shape, Space, Color, Texture, Form- Principles of Design – Symmetry, Rhythm, Contrast, Balance, Mass/ Scale.	5	CO2, CO3, CO4
	3.2	Visual aesthetics - Color theory - lighting and mood	3	CO2, CO3, CO4
	3.3	Elements of graphic design - Fundamentals of Design- Definition- Approaches- Elements - Line, Shape, Space, Color, Texture, Form- Principles of Design – Symmetry, Rhythm, Contrast, Balance, Mass/ Scale.	4	CO2, CO3, CO4

	3.4	Visual aesthetics - Color theory - lighting and mood	3	CO2, CO3, CO4
4	**Audio as a tool of Visual Communication (15 Hours)**			
	4.1	How Audio became inseparable from video in the later ages? Audio as a supportive and powerful tool of visual communication	5	CO5
	4.2	Non-verbal communication as a form of visual communication-symbolism - semiotics	5	CO5
	4.3	Challenges of non-verbal communication - effects of non-verbal communication on culture	5	CO5
5	**Video Presentation (15 Hours)**			
	5.1	Group Project: Making video presentations on evolution of Visual Language	15	CO2, CO3, CO4, CO5
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Viv-Voce, Written test **B. End Semester Examination (ESE)**

References:

1. Aiello, Giorgia. (2019). Visual Communication: Understanding Images in Media Culture. SAGE.
2. Ambrose, Gavin. (2020). Design Thinking for Visual Communication. Bloomsbury.
3. Bergstrom, Bo. (1998). Essentials of Visual Communication. Lawrence King Publishers, London.
4. Parulekar, Aravind. (2018). Visual Communication. Sheth Publishers.
5. Baldwin, Jonathan and Roberts, Lucienne. (2020). Visual Communication: From theory to Practice. Bloomsbury.

Suggested Readings:

1. Hofstadter and Kuhns. (1976). Philosophies of Art and Beauty: Selected Readings in Aesthetics from Plato to Heidegger 2nd Edition, University of Chicago Press.

2. Berger, John. (2008). Ways of Seeing, Penguin.
3. Duarte, Nancy. (2011) Slideology: The Art and Science of Presentation Design, O'Reilly Media.
4. Video: Steve Jobs: “iPhone Keynote presentation at MacWorld” (2007)

Discipline/Programme	**Journalism**		
Semester	2		
Type of Course	Discipline Specific Course (DSC)		
Course Code	24UJMCDSC104		
Course Title	PRINT MEDIA: DESIGN AND PRODUCTION		
Course Level	100-199		
Course Summary	This is a comprehensive course that provides students with the knowledge and skills required to design and produce printed materials effectively. Through a combination of theoretical concepts and practical exercises, students will learn the principles of print design, prepress techniques, and the production process.		
Lecture/Tutorial/Practical Hours	45/0/30		
Credits	Total	4	
Pre-requisite, if any	Good language skills, a passion for writing, and an appreciation for software technology.		

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Illustrate news, its elements, news sources and different types of news	U	PO1
2	Understand the news writing process and different structures of news writing	U	PO3

3	Explain page makeup, typography, and type groups	U	PO1, PO2, PO3
4	Examine basic ethical issues in print journalism	U	PO6
5	Develop ability to publish a newsletter	A	PO1, PO2, PO8
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Newspaper Structure and Content (7 Hours)**			
	1.1	Types of newspapers - Dailies, National Dailies, etc.	2	CO1, CO2, CO3
	1.2	Newspaper format - tabloid, Berliner, standard size etc.	2	CO1, CO2, CO3
	1.3	Content categorization in newspaper - General stories, human interest stories, features, editorial, article, letters to the editor, columns etc.	3	CO1, CO2, CO3
2	**Writing for Print media (8 Hours)**			
	2.1	Structures of news writing - Inverted printed & hour glass	3	CO1, CO2, CO3
	2.2	Types of reporting in print - general assignment, beat, crime, live, parliamentary, special, human-interest reporting	2	CO1, CO2, CO3
	2.3	Writing for magazines - cover story - target audience specific contents - magazine features	3	CO1, CO2, CO3
3	**Fundamentals and Ethics of Editing (10 Hours)**			
	3.1	Organizational structure of an editorial department: editor, managing editor, associate editor, news editor, assistant editor, chief sub-editors and sub-editors	4	CO1, CO2, CO3
	3.2	Qualities and responsibilities of a sub-editor –- news processing; desk operation; editing terminology; readers' editor/ombudsman.	2	CO1, CO2, CO3
	3.3	Editorial freedom & ethics in editing	4	CO4
4	**Pagination, Layout and production (20 Hours)**			
	4.1	Principles of design - balance, contrast, proportion, harmony and white space, etc.	5	CO3
	4.2	Typography - Typeface, fonts, font size etc.	5	CO3
	4.3	Wraparounds and skews, photo cutouts, mortises and insets, screens and reverses, infographics, cartoons and caricatures.	5	CO3

	4.4	Technologies in print production	5	CO3
5	**Print Production (30 Hours)**			
	5.1	Utilizing editing software and pagination, create print materials.	15	CO1, CO2, CO3, CO5
	5.2	Develop expertise in design, illustration, and image processing software for printing	15	CO1, CO2, CO3, CO5
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Practical Assignment, Viva-Voce, Oral Presentation, Written test, **B. End Semester Examination (ESE)**

References:

1. The Art of Editing, Baskette and Scissors, Allyn and Bacon Publication
2. Dynamics of Journalism and Art of Editing, S.N. Chaturvedi, Cyber Tech Publications
3. News Writing and Reporting for Today’ s Media, Bruce Itule and Douglas Anderson, McGraw Hill Publication
4. Modern newspaper practice: A primer on the press, F.W. Hodgson, Focal Press
5. The Newspaper’s Handbook, Richard Keeble, Routledge Publication
6. Editing: A Handbook for Journalists – T.S.George, IIMC, New Delhi, 1989.
7. Sunil Saxena, Headline Writing, New Delhi: Sage Publications, 2006
8. Ambrish Saxena, Fundamentals of Reporting and Editing, New Delhi: Kanishka Publishers, 2007

Suggested Readings:

1. Subediting and Production for Journalists: Print, Digital & Social (Media Skills), Wynford Hicks, Tim Holmes, Routledge, 2002
2. Art and Print Production, N.N Sarkar, Oxford University Press, 2013
3. Handbook of Print Media, Helmutt Kipphan, Springer, 2015

Discipline/Programme	**Mass Communication**		
Semester	2		
Type of Course	Discipline Specific Course (DSC)		
Course Code	24UJMCDSC105		
Course Title	FUNDAMENTALS OF AUDIO PRODUCTION		
Course Level	100-199		
Course Summary	Fundamentals of Audio Production is to give students a thorough understanding of the fundamental ideas and methods utilized in audio production. Students will acquire the core ideas, instruments, and abilities required to produce audio contents via a combination of classroom instruction and practical experience.		
Lecture/Tutorial/Practical Hours	45/0/30		
Credits	Total	4	
Pre-requisite, if any			

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Understand the basics of sound	Understand	PO1, PO2
2	Explain theory of sound and milestones in audio history	Understand	PO1

3	Identify the fundamental uses of audio in radio, tv, and cinema	Understand	PO2, PO3
4	Develop skills to use different types of audio equipment	Apply	PO3, PO8
5	Apply recording and editing skills in audio production	Apply	PO3. PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	**Units**	**Course description**	**Hrs**	**CO No.**
1	**A historical overview (12 Hours)**			
	1.1	Definition of audio production	2	CO1
	1.2	Birth of audio - audio and video - how audio became inseparable - Audio formats - evolution of sound design	5	CO1, CO2
	1.3	Theory of sound - birth of sound - pitch, timbre, frequency, wavelength, decibel, harmony	5	CO1, CO2
2	**Audio in Radio (12 Hours)**			
	2.1	Magic of voice - RJ - News Reader - Voice modulation - studio recording - outdoor recording	4	CO3, CO4
	2.2	Radio drama - sound effects - recording dialogues	4	CO3, CO4
	2.3	Outdoor audio recording - audio editing – mixing and mastering for Radio	4	CO3, CO4
3	**Audio in TV (9 Hours)**			
	3.1	Voice over in news - using interview bytes and audio clips - refining the audio - excluding noise	3	CO3, CO4
	3.2	Voice of a VJ - Qualities of VJ’s voice talent	3	CO3, CO4
	3.3	Outdoor audio recording - audio editing – mixing and mastering for TV	3	CO3, CO4
4	**Audio in Cinema (12 Hours)**			
	4.1	Audio-Visual communication	2	CO3, CO4
	4.2	Sync sound in cinema - Dubbing - Sound effects - Audio as a supplement to the visuals	5	CO3, CO4
	4.3	Acoustics and Sound Design - Introduction to acoustics - definition of acoustics - architectural design - principles of acoustics	5	CO3, CO4O
5	**Production (30 Hours)**			
	5.1	Recording process in an audio booth Microphones, Mixers and Consoles, Analog and Digital Recording, Signal Processing, Loudspeakers, Production, Synchronization	15	CO4, CO5

	5.2	Post Production: Dialogue & Sound Effects, Sound Editing, Mixing and Recording Use of DAW & Editing software (Avid Protools, Magix GmbH &Co Sound Forge) Open-source tools (Audacity)	15	CO4, CO5
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Practical Assignment, Viva-Voce, Written test **B. End Semester Examination (ESE)**

References:

1. Kaempfer, Rick and Swanson, John.(2004). The Radio Producer's Handbook. Allworth Press.

2. Kern, Jonathan. (2008). Sound Reporting - The NPR Guide to Audio Journalism and Production. University of Chicago Press

3. McLeish Robert and Link, Jeff. (2005). Radio Production. Fifth Edition. Focal Press.

4. Owen, Jims and Millerson, Gerald. (2012). Television Production. Fifteenth Edition. Focal Press

5. Block, Mervin and Durso, Joe Jr. (1998). Writing News for TV and Radio. Age Publications Inc.

Suggested Readings:

1. Writing Radio Scripts: http://bsideradio.org/learn/writing-a-radio-script/46
2. Radio Production: http://download.nos.org/srsec335new/ch12.pdf

Discipline/Programme	**Mass Communication**		
Semester	2		
Type of Course	Discipline Specific Course (DSC)		
Course Code	24UJMCDSC106		
Course Title	INTRODUCTION TO CINEMA		
Course Level	100-199		
Course Summary	This course provides students with an exciting journey through the realm of cinema, encompassing its history, genres, techniques, and cultural influence. By utilizing a mix of screenings, discussions, readings, and assignments, students will acquire a thorough grasp of the artistic and linguistic aspects of filmmaking.		
Lecture/Tutorial/Practical Hours	45/0/30		
Credits	Total	4	
Pre-requisite, if any	Basic efficiency in Language Basic understanding of film and film language.		

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Understand the evolution and history of Cinema	Understand	PO1
2	Understand the basics of film language	Understand	PO1
3	Understand the basic techniques of filmmaking	Understand	PO8
4	Develop skills to analyse films	Apply	PO1, PO3, PO7, PO8
5	Analyse film as an art and film as communication	Analyse	PO3, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**History and Evaluation of Cinema (20 Hours)**			
	1.1	Silent to talkies, black & white to color, Hollywood studio system, Reel to Digital, 2D to 3D, cinema to OTT	5	CO1
	1.2	The major cinema movements — French Impressionism, German expressionism, Soviet montage, Golden age of Japanese movies, Italian neo-realism, French new wave, British New Wave, New Hollywood, Iranien New Wave, Dogme 95, New Indian cinema	15	CO1
2	**Film Communication (15 Hours)**			
	2.1	The language of film; signs and syntax, physiology of perception, denotative and connotative meaning	5	CO2
	2.2	Shot, scene, sequence, cuts and transitions, mise- en-scene and montage the framed image, sound.	5	CO2
	2.3	Film Theories	5	CO2
3	**Understanding basic techniques of Filmmaking (20 Hours)**			
	3.1	Pre-production — screenplay, scheduling, location hunt, casting, audition and rehearsals	6	CO3
	3.2	Production: Shots and takes, Action, Art direction, Costume, make up, location sound recording, log and Data management	7	CO3
	3.3	Post-production: Film editing, sound editing and design, dubbing and foley, color grading and VFX, soundtrack and music, Final mixing and mastering.	7	CO3
4	**Film analysis and appreciation (10 Hours)**			
	4.1	Film as an art; the nature of art, the ways of looking at art.	4	CO4
	4.2	Image and Sound	2	CO4C
	4.3	Genre Vs Auteur	2	O4
	4.4	Politics and Economics of Cinema	2	CO4
5	**Film Review (10 Hours)**			
	5.1	The student will be asked to submit a 750 words film review(written) and 10 minutes long film review video	15	CO2, CO3. CO4. CO5
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Written test, Practical based assignment, Viva voce **B. End Semester Examination (ESE)**

References:

Movies: Napoleon(1927), The Cabinet of Dr. Caligrai(1920), Battelship Potemkin(1925),Man With a Movie Camera(1929), Bicycle Thieves(1948), Umberto D (1952), Rashomon(1950), Tokyo Story(1953), Seven Samurai(1954),La Pointe Courte(1955),The 400 Blows(1959), Breathless(1960), The Loneliness of the Long Distance Runner(1962)Chinatown(1974),Taste of Cherry(1997), Apu Trilogy(1955-1959) City Lights (1931) Mirror (1975) Persona (1966) The Shining(1980) Citizen Kane (1941), Charulata(1964), Vertigo(1958) Psycho, Eight and Half(1963)

1. Cook, David A. (2016) A History of Narrative Film, New York: W.W. Norton & Co
2. Mackendrick, A. (2006). On Filmmaking: An Introduction to the Craft of the Director, Faber & Faber
3. Boardwell. K. and Thompson, K. (1990). Film Art– An Introduction. New York: Knopff
4. Monaco, J. (1986). How to Read a Film. Delhi: Macmillan.
5. Dick, B. (2000). Anatomy of Film. Bedford: St Martin's.

Discipline/Programme	**Journalism**		
Semester	3		
Type of Course	Discipline Specific Course (DSC)		
Course Code	24UJMCDSC201		
Course Title	TELEVISION PRODUCTION: PRINCIPLES AND PRACTICES		
Course Level	200-299		
Course Summary	Television Production" introduces undergraduate students to the process of creating television content, covering scripting, camera operation, editing, and more. Through hands-on projects and theoretical discussions, students develop practical skills and theoretical knowledge essential for careers in television production.		
Lecture/Tutorial/Practical Hours	45/0/30		
Credits	Total	4	
Pre-requisite, if any	Basic understanding of media, or visual storytelling can be beneficial		

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Understand the world of television, including its historical development, technological advancements, industry practices, and cultural impact	Understand	PO1, PO2
2	Analyse different TV programme’s unique characteristics, narrative structures, audience demographics, and production techniques	Analyse	PO1, PO2, PO8
3	Understand the key concepts, terminology, and techniques used in television production	Understand	PO3, PO4, PO5
4	Develop different contents suitable for diverse television audience	Develop	PO6, PO7, PO8
5	Analyse the organizational structure of news channels, including editorial hierarchies	Analyse	PO1, PO7
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introducing the world of TV (10 Hours)**			
	1.1	Characteristics of TV	3	CO1
	1.2	Limitations of TV	3	CO1
	1.3	The magic of visuals - audience engagement - multitudes of reality in news and news-based programmes	4	CO1
2	**TV programme formats (15 Hours)**			
	2.1	Familiarizing fictional & non-fictional programmes	5	CO2
	2.2	News and news-based programmes - news bulletins - news features - news packaging - news hour - news debates - Live reports	5	CO2
	2.3	SITCOM - serials - reality shows - game shows - chat shows - talk shows - Interviews	5	CO2
3	**Finding 'Story' & Writing for TV (10 Hours)**			
	3.1	Find a story - news sources - Need for contact cultivation - Cross-verification & reverification of data	3	CO3
	3.2	TV news values - news story structures - scripting format - cues for the presenter - Voice Over - Principles of news writing for TV - complimenting the visuals	3	CO3
	3.3	Art of interviewing - Prerequisites - Scheduling and execution of interviews	2	CO3
	3.4	Ethics in TV journalism - Biases - Paid news - Defamation - Sting Operation	2	CO3
4	**News Channel Organizational Structure (10 Hours)**			
	4.1	The editorial board	4	CO5
	4.2	The technical personnels - Graphics editor - Video Editors - Camera crew - Sound designers - Photographers and Videographers - technical experts	4	CO5
	4.3	News anchors - Interviewers – Reporters	2	CO5
5	**TV Production (30 Hours)**			
	5.1	TV production: Stages of production - Pre-production (Idea - scripting, budgeting, scheduling etc.), production, post-production (editing, adding special effects & graphics etc.)	10	CO2, CO3, CO4
	5.2	Positioning camera for TV shots	10	CO2, CO3, CO4

	5.3	Lighting plot - Set design (for stage-based shows)	10	CO2, CO3, CO4
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Written test, Practical Assignment, Viva-Voce **B. End Semester Examination (ESE)**

References:

1. Bignell, Jonathan, Jeremy, Orlebar, and Patrica Holland, The Television Handbook, London: Routledge, 2005.
2. Chatterji, P.C., Broadcasting in India. New Delhi: Sage,1987.
3. Owen, Jims and Millerson, Gerald. (2012). Television Production. Fifteenth Edition. Focal Press
4. Sandler, Ellen. (2007). The TV Writer's Workbook: A Creative Approach To Television Scripts. Delta
5. Zettl, Herbert. (2014). Television Production Handbook. Twelfth Edition. Cengage Learning.

Suggested Readings:

- Television Programme Production: http://download.nos.org/srsec335new/ch16.pdf
- Television Production Roles and Responsibilities: http://syn.org.au/sites/default/files/SYN%20Guide%20to%20TV%20Roles%20and%20Responsibilities_0.pdf
- Successful Television Writing: http://www.ssnpstudents.com/wp/wpcontent/uploads/2015/01/ketab.pdf

Discipline/Programme	**Mass Communication**
Semester	3
Type of Course	Discipline Specific Course (DSC)
Course Code	24UJMCDSC202
Course Title	VIDEOGRAPHY AND EDITING
Course Level	200-299
Course Summary	This course provides the skills needed for shooting and editing videos. It covers camera operation, lighting, sound, and editing using industry-standard software. Through practical projects and discussions, students gain the knowledge for careers in videography and video editing, learning to create engaging visual stories.
Lecture/Tutorial/Practical Hours	45/0/30
Credits	Total 4
Pre-requisite, if any	Basic understanding of visual storytelling, photography, or media production can be beneficial.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Understand the evolution and growth of motion pictures and videography	Understand	PO1, PO3, PO7, PO8
2	Develop an understanding of visual composition principles and techniques, enabling them to effectively frame shots	Apply	PO1, PO3, PO7, PO8
3	Able to proficiently handle cameras, equipment, and accessories essential for videography, ensuring high-quality video capture	Apply	PO1, PO3, PO7, PO8
4	Analyse the concept of Visual language	Analyse	PO1, PO3, PO7, PO8
5	Able to understand the basics of editing softwares	Apply	PO1, PO3, PO7, PO8
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Overview of motion pictures and videography (10 Hours)**			
	1.1	Evolution and growth of motion pictures	4	CO1
	1.2	Evolution of editing-Soviet school, Pudovkin, New Wave, French New Wave, Continuity editing	4	CO1
	1.3	Roles and responsibility of a videographer	2	CO1
2	**Handling camera, Equipment and accessories (15 Hours)**			
	2.1	Types of cameras - DSLRs, mirrorless, video cameras	4	CO3
	2.2	Types of lens-prime, zoom, wide-angle, and macro lenses.	4	CO3
	2.3	Types of Equipment-tripods, stabilizers and microphones	4	CO3
	2.4	Types of accessories-gels, reflectors and diffusers	3	CO3
3	**Visual Language (10 Hours)**			
	3.1	Composition -Rule of Thirds, depth of field, grouping, Visual balance	4	CO2, CO4
	3.2	Concept of shots-wide shots, close-ups, angles, subjective and objective shots,180- and 30-degree rule, camera movements	4	CO2, CO4
	3.3	Principles of visual language- Framing, positive and negative space, head room, nose room and perspective	2	CO2, CO4
4	**Exposure (10 Hours)**			
	4.1	Exposure triangle-Aperture, shutter speed ISO and white balance	5	CO3
	4.2	Lighting techniques -three-point lighting ,4-point lighting, butterfly lighting loop lighting indoor, outdoor lighting and other types of lighting	5	CO3
5	**Basics of editing (30 Hours)**			
	5.1	Editing Software - Basics of editing -cut, transitions, adding audio, syncing audio and video, export settings	3	CO5
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Practical Assignment, Viva-Voce **B. End Semester Examination (ESE)**

References:

1. Sandler, Ellen. (2007). The TV Writer's Workbook: A Creative Approach To
2. Television Scripts. Delta
3. Zettl, Herbert. (2014). Television Production Handbook. Twelfth Edition. Cengage
4. Learning.
5. Working with Video: A Comprehensive Guide to the World of Video Production – Winston Brian and Julta Kevdal
6. Video Techniques – Millerson Gerald (Focal Press)
7. TV Sound Operations – Glyn Alkin
8. Sound Techniques for Video – TV Media Manual Series (Focal Press)

Suggested Readings:

1. "The Story of Film" by Mark Cousins
2. "The Camera Assistant's Manual" by David E. Elkins
3. "Digital Filmmaking for Beginners A Practical Guide to Video Production" by Michael Hughes
4. "Cinematography: Theory and Practice" by Blain Brown
5. "Film Lighting" by Kris Malkiewicz and M. David Mullen
6. “Video Production” - Vasuki Belavadi

Discipline/Programme	**Journalism**		
Semester	4		
Type of Course	Discipline Specific Course (DSC)		
Course Code	24UJMCDSC203		
Course Title	ADVERTISING: THEORY AND PRACTICE		
Course Level	200-299		
Course Summary	The course provides the students a holistic understanding of key areas of advertising as a communication tool. It is designed to build critical thinking and channelize skills toward possible careers in the industry. Students will be able to conceptualize advertisements, write copies and design advertisements in print, audio-visual and digital formats.		
Lecture/Tutorial/Practical Hours	45/0/30		
Credits	Total	4	
Pre-requisite, if any	Basic understanding of Mass Media and its impact in society		

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Understand the concepts and principles of Advertising	Understand	PO1, PO3, P4, P7, PO8
2	Identify and differentiate the various tools of advertising	Understand	PO1, PO3, P4, P7, PO8
3	Understand the functioning of an advertising agency, its services and the skills required to be a part of this industry	Understand	PO1, PO3, P4, P7, PO8
4	Understand the process of creating an advertising	Understand	PO1, PO3, P4, P7, PO8
5	Analyse the current ethical issues and regulatory guidelines in ad industry	Analyse	PO6

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introduction to Advertising (10 Hours)**			
	1.1	Definition – Objectives - Importance – Scope - Functions	2	CO1
	1.2	Historical development of Advertising	2	CO1
	1.3	Types / Classifications of Advertising - Types of advertising appeals	2	CO1
	1.4	AIDA model, DAGMAR model, Maslow’s Hierarchy Model, Theories of Advertising	2	CO1
	1.5	Economic, Cultural, Psychological and Social aspects of Advertising	2	CO1
2	**Understanding the Process of Creating an Ad (15 Hours)**			
	2.1	Creative Brief, Research Strategy Planning, Conceptualization and Ideation	3	CO2, CO4
	2.2	Copywriting: role and significance, elements of advertising copy	3	CO2, CO4
	2.3	Visualization and Art direction: Connotation and denotation in meaning creation - Visual appeal.	3	CO2, CO4
	2.4	Illustrating, Types of Illustrations, Guidelines for using Illustrations, Graphics, Typography	3	CO2, CO4
	2.5	Principles and components for Print, TV, Radio & Digital Advertisements	3	CO2, CO4
3	**Concept of Brand and Branding (10 Hours)**			
	3.1	Product vs. Brand - Brand positioning -Brand Image	4	CO2, CO4
	3.2	Brand extensions - Types of extensions - Brand identity and consistency - Brand identity prism	3	CO2, CO4
	3.3	Brand personality - Brand perceptual mapping – Repositioning	3	CO2, CO4
4	**Advertising Agency (10 Hours)**			
	4.1	Ad agencies- Organizational structure and types - Departments and Functions of an Ad Agency - Prominent advertising agencies and Personalities - Accreditation system	5	CO3
	4.2	Advertising and Ethics – Advertising and Law - Ethical & Regulatory Aspects of Advertising - Apex Bodies in Advertising – AAI, ASCI and their codes - Advertising to children, Product endorsements - Stereotyping, Cultural, religious and racial sensitivity, Obscenity in advertising	5	CO3, CO5

5	**Ad Campaign (30 Hours)**			
	5.1	Students will be asked to do a complete ad campaign for a product/idea/ or a service	30	CO2, CO4
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Practical Assignment and Viva-Voce **B. End Semester Examination (ESE)**

References:

1. Arens, W.F. (2006), Contemporary Advertising. New Delhi:Tata McGraw Hill.
2. Lane, W. R., King, K. W., & Russell, J. T. (2012). Kleppner's advertising procedure. Pearson Education.
3. Ogilvy, D. (1985), Ogilvy on Advertising. New York: Vintage Books.
4. Sengupta, S (2005), Brand Positioning. New Delhi: Tata McGraw Hill.
5. Valladares, June A (2000), The Craft of Copywriting. New Delhi, Response Books.
6. Chunawalla S. A. (2015), Advertising Theory and Practice. Himalaya Publishing House
7. Gupta, R. U. C. H. I. (2012). Advertising principles and practice: With 17 recent Indian case studies. S Chand & Co Ltd.
8. Jefkins Frank. Advertising, New Delhi: Tata McGraw Hill, 2007.
9. Kenneth, Clow, E., Integrated Advertising, Promotion and Marketing, London: Pearson Education Limited, 2016.
10. Keeler, F. Y., & Haase, A. E. (2015). The Advertising Agency:Procedure and practice. Routledge.
11. Dennison, Dell. (2003). The Advertising Handbook. Jaico Books

Discipline/Programme	**Mass Communication**		
Semester	4		
Type of Course	Discipline Specific Course (DSC)		
Course Code	24UJMCDSC204		
Course Title	PUBLIC RELATIONS AND CORPORATE COMMUNICATION		
Course Level	200-299		
Course Summary	The objective of this course is to help impart knowledge about the concepts and methods of strategic public relations and corporate communication for students who are interested to pursue a career in the industry.		
Lecture/Tutorial/Practical Hours	45/0/30		
Credits	Total	4	
Pre-requisite, if any	Basic understanding of Mass Media and its impact in society		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Explain the various concepts, characteristics, characters involved and organisations related to Public Relations.	Understand	PO1, PO3, PO4, PO7, PO8
2	Evaluate the tools of Public Relations depending upon different types of Media	Evaluate	PO1, PO3, PO4, PO7, PO8
3	Develop practical and professional skills in the field of Public Relations	Apply	PO1, PO3, PO4, PO7, PO8
4	Develop strategic communication plans for PR Campaigns	Apply	PO1, PO3, PO4, PO7, PO8

5	Examine media especially the trade media and its relevance to the practice of Corporate Communication	Analyse	PO1, PO3, PO4, PO7, PO8
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introduction to Public Relations (10 Hours)**			
	1.1	Definition, Concept, Importance, Role, Functions and Principles of PR	2	CO1
	1.2	Growth and Development of PR in the world and India - PR as a tool of modern management	2	CO1
	1.3	Difference and Similarities between PR, Publicity, Propaganda, Advertising and Lobbying	2	CO1
	1.4	Different theories of PR - Rhetoric and persuasion, dialogic theory, systems theory, critical theory and structuration theory	2	CO1
	1.5	Ethics of PR – IPRA code – Code of ethics of PR	2	CO1
2	**Tools and Techniques of PR (10 Hours)**			
	2.1	Preparing and planning house journals, Newsletters, Handouts, Brochures, Press releases, Lobbying, Press conferences, Annual meetings, Open houses, Exhibitions, Speeches, Seminars and Symposia, Demonstrations, Conducted tours, Interviews, Publicity materials and Corporate films	4	CO2
	2.2	Types of Public Relations; Areas of Public Relations Choosing the medium; Choosing the message; Advertising and publicity types and techniques used in PR practice, Preparing publicity messages.	4	CO1 CO2 CO3
	2.3	Major Professional Organizations; IPRA, PRSI, PRCI, PIB, DPR, DAVP, Films Division	2	CO1 CO2
3	**PR Agency (10 Hours)**			
	3.1	Organizational Structure - Basic Functions of a PR agency - Types of P R agencies	2	CO1 CO2 CO4
	3.2	Role of PR in Crisis Communication	2	CO1 CO2 CO4
	3.3	Attributes and skill set of a PR Manager - Structure of In-house PR Department -Limitations of In-house PR Department Communication flow-formal, informal - Vertical – Horizontal	2	CO1 CO2 CO4

	3.4	PR Campaigns- Steps - Fact finding – Research – Planning - Implementing - Evaluation and Feedback	4	CO3 CO4
4	**Corporate Communication (15 Hours)**			
	4.1	Definition, scope, nature and role of Corporate Communication	3	CO5
	4.2	Evolution of Corporate Communication in India Functions of Corporate Communication Corporate Communication Vs Public Relations	4	CO5
	4.3	Corporate Reputation Management Corporate identity, philosophy, image, Branding and Brand management	4	CO5
	4.4	Corporate Social Responsibility (CSR) CSR case studies in India Digital Media and its relevance in Corporate Communication	4	CO5
5	**PR Campaign (30 Hours)**			
	5.1	Students are divided into teams and assigned specific tasks. Each team is asked to come up with different campaigns for different brands. Team members then undertake consumer research, formulate a communication strategy, create a public relations campaign	30	CO3, CO4
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Practical Assignment and Viva-Voce **B. End Semester Examination (ESE)**

References:

1. Jefkins Frank Butterworth (1990), Public Relation Techniques, Heinmann Ltd.
2. Heath Robert L (2000), Handbook of Public Relations, Sage Publications.
3. Dennis L. Wilcose & Glen T (2014), Public Relations, Pearson.
4. Philip Leslie (2007), Public Relations Handbook,
5. Raymond Simon (1984), Public Relations Concepts & Practices, Mcmillan.
6. Cutlip S.M and Center A.H (1994), Effective Public Relations, Prentice Hall.
7. Kaul J.M., NoyaPrakash (1976), Public Relation in India

8. Kogan Page (1998), Corporate Communication: Principles, Techniques and
9. Anne Gregory (2010), Planning and Managing a Public Relations Campaign - a step by step guide

Discipline/Programme	**Journalism**		
Semester	5		
Type of Course	Discipline Specific Course (DSC)		
Course Code	24UJMCDSC		
Course Title	Media Laws and Ethics		
Course Level	300-399		
Course Summary	This course offers a comprehensive exploration of legal and ethical principles guiding media practices in India, covering topics such as freedom of speech, defamation, and intellectual property rights. Through case studies and practical applications, students gain the knowledge and skills to navigate legal complexities and make ethically sound decisions in journalism and media production.		
Lecture/Tutorial/Practical Hours	45/0/30		
Credits	Total	4	
Pre-requisite, if any	Should have a basic understanding of media and communication concepts. No prior legal knowledge is required, but familiarity with media practices and ethical dilemmas in journalism is beneficial.		

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Understand the Indian Constitution and its relevance to media laws and ethics	Understand	PO3, PO4, PO5, PO6, PO8
2	Gain knowledge of the legal system essentials in India as they pertain to media laws and ethics, including the structure of the legal system, the roles of various legal bodies, and the process of lawmaking and enforcement.	Understand	PO3, PO4, PO5, PO6, PO8

3	Evaluate the key media acts and laws in India	Evaluate	PO3, PO4, PO5, PO6, PO8
4	Analyse the ethical aspects of media practices in India	Analyse	PO3, PO4, PO5, PO6, PO8
5	Apply knowledge of media laws and ethics in India to real-world scenarios	Apply	PO3, PO4, PO5, PO6, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introduction to Constitution of India (10 Hours)**			
	1.1	Basic legal concepts, Indian constitution, Preamble, Salient features of Indian constitution, Fundamental rights, Directive principles of State Policy	5	CO1
	1.2	Freedom of press- evolution. Freedom of speech and expression, Article 19 (1)a, Reasonable restrictions.	5	CO1
2	**Legal System Essentials (10 Hours)**			
	2.1	Brief Introduction to Judicial System in India- civil and criminal framework-role of fourth estate	5	CO2, CO3, CO4
	2.2	Defamation-libel, slander-possibilities and challenges, Contempt of Court Act, press and parliamentary privileges.	5	CO2, CO3, CO4
3	**Media law and Acts in India (15 Hours)**			
	3.1	Official Secret Act, Working Journalist Act, Press and Registration of Book Act, Prasar Bharati Act 1990, Indecent Representation of Women's Act, Whistle Blowers Protection Act, 2011, Copyright Act, Right to Information Act, Intellectual Property Rights, Sedition laws, Data Privacy Protection Bills	10	CO2, CO3, CO4
	3.2	Cyber laws and other related media laws and acts. Case Studies	5	CO2, CO3, CO4
4	**Ethical aspects in India (10 Hours)**			
	4.1	Press Commission and their recommendations, PCI- structure and function	5	CO4, CO5
	4.2	Censorship vs self-regulation for media organisation, Social Responsibility of Press Ethics, professional code of conduct for media. -Case Studies	5	CO4, CO5

5	**Media Ethics Case Study Analysis** **(30 Hours)**			
	5.1	● Understanding of media laws and ethics in India. ● Analysis depth and critical thinking demonstrated in addressing ethical issues. ● Clarity and organization of the written analysis. ● Incorporation of relevant legal and ethical principles. ● Originality and creativity in recommendations and conclusions.	30	CO2, CO3, CO4, CO5
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Oral Presentation, Written test, Problem-based assignment and Viva-Voce **B. End Semester Examination (ESE)**

References:

1. Naresh Rao & Suparna Naresh, 'Media Laws, an appraisal', Premier Publishing Company, Bangalore.
2. Kundra. S, 'Media Laws & Indian Constitution', Anmol Publications Ltd, New Delhi.
3. Nirmala Lakshman,Writing a Nation, an Anthology of Indian Journalism',
4. Nalinin Rajan, 'Practising Journalism', Sage Publications

Suggested Readings:

- Media Ethics: Truth, Fairness, and Objectively 2nd Edition (English, Paperback, Paranjoy Guha Thakurta), Oxford, 2015.
- Sen, Amartya. “Freedom, Agency and Wellbeing.” In Inequality Re-examined, 56-72.USA: First Harvard University Press, 1992.
- Archard, David. “Privacy, the public interest and a prurient public. In Media Ethics edited Matthew Kieran, 82-96. USA; Canada: Routledge. 2014

Discipline/Programme	**Mass Communication**
Semester	5
Type of Course	Discipline Specific Course (DSC)
Course Code	24UJMCDSC302
Course Title	DOCUMENTARY PRODUCTION
Course Level	300-399
Course Summary	This course provides theoretical and practical training in creating non-fiction films, covering the entire production process from concept to post-production. Through hands-on experience, students learn storytelling techniques, visual composition, and ethical considerations, preparing them to produce compelling documentaries across different platforms.
Lecture/Tutorial/Practical Hours	45/0/30
Credits	Total 4
Pre-requisite, if any	Basic understanding of filmmaking principles, including camera operation, storytelling techniques, and video editing.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Understand the basic concepts and history of documentary filmmaking	Understand	PO1,PO3, PO4,PO6, PO8
2	Understanding the Different Processes of Documentary Production	Understand	PO1, PO3, PO4, PO6, PO8
3	Acquire proficiency in using camera equipment, sound recording devices, and editing software	Create	PO1, PO3, PO4, PO6, PO8

4	Apply storytelling techniques and narrative structure	Apply	PO1, PO3, PO4, PO6, PO8
5	Develop practical skills in all aspects of documentary production, including research	Create	PO1, PO3, PO4, PO6, PO8
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Overview of Documentary (15 Hours)**			
	1.1	History and Evolution of documentary	3	CO 1
	1.2	Documentary genres	4	CO 1
	1.3	Milestones and trends in documentary filmmaking	4	CO 1
	1.4	Prominent documentary filmmakers	4	CO 1
2	**Pre-Production (15 Hours)**			
	2.1	Research -Develop a clear conceptual story line	2	CO 2 CO 4 CO 5
	2.2	Script writing -Script for narration and interviews	2	CO 2 CO 4 CO 5
	2.3	Location visit -Analysing the area - Crew and Equipment - Production team with defined roles - Necessary filming equipment and accessories	2	CO 2 CO 5
	2.4	Permits -Permits for filming in specific locations	2	CO 2 CO 5
	2.5	Schedule -Detailed time for production and post production	2	CO 1 CO 5
	2.6	Planning for promotion	2	CO 2 CO 5
	2.7	Budgeting -Costs for travel, post production, equipment	3	CO 2 CO 5
3	**Production (5 Hours)**			
	3.1	Equipment Setup - check and prepare Camera, microphone and lighting	2	CO 2 CO3. CO 5

	3.2	Shooting - Main theme, interview, b roll footage	2	CO 2, CO3 CO 5
	3.3	Continuity checks	1	CO 2 CO3 CO 5
4	**Post Production (10 Hours)**			
	4.1	Editing & Recording Video & Audio- Cuts Transition, Colour grading, Sound effects, Voice-over, syncing audio and video	4	CO 3
	4.2	Feedback from test audience	3	CO 3
	4.3	Distribution	3	CO 3
5	**Documentary Production (30 Hours)**			
	5.1	Students should work in small groups to plan, shoot, and edit a short documentary film. The documentary should be 5-10 minutes in length and focus on a topic of social, cultural, or environmental significance. The student will go through all stages of documentary production, including research, pre-production, filming, and post-production. Each group member will have specific roles and responsibilities throughout the process.	30	CO 2 CO3 CO 4 CO 5
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Practical Assignment and Viva-Voce **B. End Semester Examination (ESE)**

References:

1. Documentary: A History of the Non-Fiction Film" by Erik Barnouw
2. "The Shut Up and Shoot Documentary Guide" by Anthony Q. Artis
3. "Introduction to Documentary, Third Edition" by Bill Nichols
4. "Making Documentary Films and Reality Videos: A Practical Guide to Planning, Filming, and Editing Documentaries of Real Events" by Barry Hampe
5. "Directing the Documentary" by Michael Rabiger
6. "Documentary: A History of the Non-Fiction Film" by Erik Barnouw

Suggested Readings:

1. Directing the Documentary" by Michael Rabiger
2."Documentary Storytelling: Creative Nonfiction on Screen" by Sheila Curran Bernard

Discipline/Programme	**Journalism**		
Semester	6		
Type of Course	Discipline Specific Course (DSC)		
Course Code	24UJMCDSC303		
Course Title	DIGITAL JOURNALISM		
Course Level	300-399		
Course Summary	This course outcomes provide a clear framework for assessing students' knowledge and skills in digital journalism, focusing on key areas such as content creation, storytelling, research, verification, and audience engagement		
Lecture/Tutorial/Practical Hours	45/0/30		
Credits	Total	4	
Pre-requisite, if any	Familiarity with multimedia tools and social media platforms can be beneficial		

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Understand digital journalism fundamentals, including news gathering techniques and digital media platforms.	Understand	PO1, PO4, PO6, PO8
2	Explain the principles of digital journalism and demonstrate comprehension of storytelling techniques for digital platforms.	Understand	PO1, PO3, PO4, PO6, PO8
3	Apply digital journalism skills to create multimedia content, such as articles, videos, podcasts, and social media posts.	Apply	PO1, PO3, PO4, PO6, PO8
4	Analyze digital media content critically, evaluating sources, fact-checking information, and verifying the authenticity of digital media.	Analyse	PO1, PO3, PO4, PO6, PO8

5	Develop original digital journalism content, integrating text, photos, videos, and interactive elements to create compelling news stories and features.	Create	PO1, PO2, PO3, PO8
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**The swift journey of Journalism (10 Hours)**			
	1.1	History of new media - the internet and the world wide web - Traditional media Vs Online media.	3	CO1, CO2
	1.2	Emergence of digital media - Brief history of internet - History of blogs and social media	3	CO1, CO2
	1.3	Emergence of new media and online journalism and characteristics of new media.	4	CO1, CO2
2	**Basic concepts of Digital Journalism (10 Hours)**			
	2.1	Definition of digital journalism, new media, and social media - Concept of digital media - technological determinism	4	CO1, CO2
	2.2	Information society - Digital literacy - Computer Mediated Communication (CMC) - Digital Divide - Network society	3	CO1, CO2
	2.3	Online Communities - Alternative journalism - contextual journalism - capsule journalism - Web 2.0 - UGC - Media Convergence	3	CO1, CO2
3	**Differentiating Online & Offline Journalism (10 Hours)**			
	3.1	Audience - proliferation of media - scattered audience - information overload - information saturation	3	CO3, CO4
	3.2	Differences in content formats and their nature.	3	CO3, CO4
	3.3	Ethical concerns in digital journalism - Lack of gatekeeping - Lack of followup stories - internet hoax - glorification and normalization of sensitive incidents - sensationalization	4	CO3, CO4
4	**Writing for the web (15 Hours)**			
	4.1	Flexible structure of online news	5	CO3, CO4
	4.2	Principles of online news writing - addition of images/graphics/audio etc. - Crispness and precision	5	CO3, CO4
	4.3	Trends in Digital Journalism - Vlogging as a parallel form of infotainment journalism - Online video news portals - hyper-interactive journalism - Incorporating literature to Journalism	5	CO3, CO4
	News Website Development (30 Hours)			

5	5.1	News Website Development	15	CO3, CO4, CO5
	5.2	Social Media Reporting - Podcast Production - Multimedia Storytelling Package	15	CO3, CO4, CO5
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Written test, Practical Assignment and Viva-Voce **B. End Semester Examination (ESE)**

References:

1. Hill, S., and P. Lashmar, Online Journalism -The Essential Guide, 2013.
2. Jim, H., Online Journalism: A critical Primer. London: Pluto Press, 2001.
3. Jones, and Lee, Digital Journalism.London: Sage, 2011.
4. Ray, T. Online Journalism: A basic text. Cambridge: Cambridge University press, 2006.

Suggested Readings:

1. Blaine, M., The Digital Reporter's Notebook. London: Routledge, 2013.
2. Bradshaw, P., and L. Rohumaa, Online Journalism Handbook. New York: Pearson, 2011.
3. Brigg, M., Entrepreneurial Journalism- How to build what is next for news. Washington DC: CQ Press, 2011.
4. Brigg, M. Journalism Next. Washington DC: CQ Press, 2016.

Discipline/Programme	**Mass communication and Journalism**		
Semester	6		
Type of Course	Discipline Specific Course (DSC)		
Course Code	24UJMCDSC304		
Course Title	MASS MEDIA RESEARCH		
Course Level	300-399		
Course Summary	This course provides students with an introduction to the principles and methodologies of conducting research in the field of mass media, covering topics such as research design, data collection methods, data analysis techniques, and ethical considerations, to develop the skills necessary for analyzing and evaluating media content, audience behavior, and media effects.		
Lecture/Tutorial/Practical Hours	15/30/30		
Credits	Total	4	
Pre-requisite, if any	Basic proficiency in using computer, Ability to think critically, evaluate information, and draw logical conclusions based on evidence.		

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Define concepts and perspectives in media research	U	PO1,2,6,8
2	Develop a focused research question, hypothesis and craft a research proposal outlining research design, methods and justification.	C	PO 1,2,3,6,8
3	Select appropriate data collection methods for specific research questions, collect and analyse the data, and write a report based on the research process, observations and inference of analysis.	C	PO1,2,3,6,7,8

4	Create innovative projects in Design and Practice based Research in Media Arts	C	PO 1,2,3,4,56,7, 8
5	Define concepts and perspectives in media research	U	PO1,2,6,8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Research in Media (25 Hours)**			
	1.1	Concept of Research: Meaning and significance of Research, Validity and Reliability	5	1
	1.2	Research perspectives : Social Analysis and Objectivity in Media Arts Research	5	1
	1.3	Types of Research: Historical and Analytical, Quantitative and Qualitative, Empirical and Normative	5	1
	1.4	Conduct of Research: Identifying research gaps, initiative and innovation	5	1
	1.5	Ethics in Research: Ethical considerations, professional best practices and plagiarism	5	1
2	**Research design (20 Hours)**			
	2.1	Defining key terms in research methodology: Methodology, Problem, Question, Hypothesis, Design, Methods, Analysis and Limitations	3	2
	2.2	a) Levels of measurement : Categorising measurement of data and appropriate ways of analysis - Nominal, Ordinal, Interval and Ratio. b) Operationalisation of Idea : Concept, Working Definition, Measurement Indicators, Measurement Tools	4	2
	2.3	Research Design: Experimental and exploratory research designs	5	2

	2.4	Preparing research proposal: Selection of the topic, Review of literature, Identifying objectives of the Study, Preparing Research Questions	5	2
	2.5	Research Question and Hypothesis formation: a) Research questions from the research problem and the knowledge gap addressed b) Tentative prediction about the relationship between variables tested through research.	3	2
3	**Data Collection and Analysis (20 Hours)**			
	3.1	Sources of Data: Primary, Secondary and Tertiary	3	3
	3.2	Methods of collecting data: Observation, Survey, Experiment, Interview, Focus groups and Case study method	3	3
	3.3	Types of Sampling: Probability and Non- probability	3	3
	3.4	Data collection: Role of library and Internet	2	3
	3.5	Validation and analysis of Data: organising, cleaning, and analysing to identify patterns, trends, or relationships relevant to research questions and hypotheses.	6	3
	3.6	Writing research report: Format of the report and Style of referencing and Bibliography.	3	3
4	**Design Research and Practice based Research in Media (10 Hours)**			
	4.1	Design Research: Core principles, Stages and methods	5	4
	4.2	Practice based research in media: Practice -led, Practice Based and Practise as Research in various media arts	5	4
5	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Group Project, Oral Presentation, Written test, Problem-based assignment Practical Assignment and Viva-Voce **B. End Semester Examination (ESE)**

References:

1. Alan Bryman (2018): Social Research Methods, London: OUP
2. B A Prasad Sharma and P. Satyanarayan. Ed.(1983): Research Methods in Social Sciences, New Delhi: Sterling
3. Bridget Somek and Cathy Lewin (2005): Research Methods in the Social Sciences, New Delhi: Sage
4. B.N Ghosh (1984): Scientific Method and Social Research, New Delhi: Sterling.
5. C. R Kothari (2004): Research Methodology: Methods and Techniques. New Delhi: New Age International.
6. Gary King et al., (1994): Designing Social Inquiry; Scientific Interference in Social Research, Princeton: Princeton University Press.
7. John W Cresswell& J David Cresswell (2017): Research Design, New Delhi: Sage.
8. S P Gupta (2012): Statistical Methods, New Delhi: Sultan Chand & Sons
9. William J.Goode and Paul K. Hatt (1952): Methods in Social Research, New York: Mc Graw-Hill Book Co.
10. Zina O'Leary (2010): The Essential Guide to Doing Your Research Project, New Delhi: Sage.
11. Visocky O’Grady, Jennifer and Visocky O’Grady, Kenneth (2017) A designer’s research manual : succeed in design by knowing your client and what they really need. Rockport Publishers, an imprint of The Quarto Group: USA.
12. Bestley, Russell and Noble, Ian (2005) Visual Research : An Introduction to Research in Graphic Design, AVA Publishing SA.
13. McKee, Robert (1997) Story : Substance, Structure, Style and Principles of Screenwriting, Harper Collins :USA
14. Lulkowska, Agata (2024) Practice - Based Research for Filmmakers, Routledge

Discipline/Programme	**Journalism**	
Semester	7	
Type of Course	DSC	
Course Code	24UJMCDSC401	
Course Title	ADVANCED MEDIA RESEARCH	
Course Level	400-499	
Course Summary	In this course, students will engage with the principles of contemporary media and communication research methodologies. Through critical analysis, they will gain a comprehensive understanding of the dominant research methods employed within the discipline. By applying at least one of these methodologies, students will have the opportunity to culminate their learning by producing a commendable original research project.	
Lecture/Tutorial/Practical Hours	45/0/30	
Credits	Total	4
Pre-requisite, if any	Students should possess the aptitude and skills for research.	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Explain the core principles and ethical considerations guiding scientific media research	U	PO1, PO2, PO4, PO5, PO6, PO8
2	Demonstrate the ability to discern the methodological suitability for specific theoretical frameworks and research traditions.	E	PO1, PO2, PO4, PO5, PO6, PO8
3	Critically evaluate the research of fellow scholars, employing a rigorous analytical lens.	E	PO1, PO2, PO4, PO5, PO6, PO8
4	Design and conduct empirical studies by strategically employing appropriate research methods.	C	PO1, PO2, PO4, PO5, PO6, PO8
5	Effectively communicate research findings through the composition of scholarly papers for conferences and publications.	C	PO1, PO2, PO4, PO5, PO6, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Fundamentals of Media Research (7 Hours)**			
	1.1	Framework for Media Research - Scientific Vs Social Research - Empirical-Analytical Vs Hermeneutic -Textual	2	CO 1 CO 2
	1.2	Concepts: Fact, Value, Ontology, Epistemology, Positivism and Interpretivism, Inductive and deductive methods	2	CO 1 CO 2
	1.3	Research approaches: Qualitative, Quantitative and Triangulation	3	CO 1 CO 2
2	**Research design (10 Hours)**			
	2.1	Research design: Problem statement, literature - Review, Stating Hypothesis and Research - Questions/Objectives	5	CO 1 CO 2, CO 3
	2.2	Writing a research proposal	5	CO 1 CO 2, CO 3
3	**Research Methods (18 Hours)**			
	3.1	Importance of review of literature and how to do it.	3	CO2, CO 3
	3.2	Methods: Survey research, Content Analysis, Textual Analysis, Focus Groups, Ethnography, Interview, Social text analysis etc. Sampling and its types	4	CO2, CO 3
	3.3	Methods of data collection, tools for data collection Qualitative and quantitative data analysis, Tools - Mixed methods of research	4	CO 3, CO4
	3.4	Digital Media Research: New Media Research areas - Websites, social media, Network analysis. Tools and techniques	4	CO 2, CO 3, CO 4
	3.5	Marketing and Advertising Research	3	CO 2, CO 3, CO 4
4	**Writing and presenting research work (10 Hours)**			
	4.1	Data Analysis and Interpretation		CO 2, CO 3, CO 4
	4.2	Report writing: Introduction, ROL, Findings and conclusion, referencing - styles and formats	6	CO 3, CO 4, CO5

	4.3	Ethics: Plagiarism, citation practices, authenticity, AI and research ethics	4	CO 1, CO 2, CO 4, CO5
5	**Minor Project (30 Hours)**			
	5.1	Research Paper - The students are to prepare a research paper for publication in UGC care listed journal or Scopus indexed journal	30	CO 1, CO 2, CO 3, CO 4, CO5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Discussions, Analysis of previous research, Student presentations
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class Test, Review of research papers, Research Proposal, Research Presentation, Research paper publication **B. End Semester Examination (ESE)**

References:

1. Wimmer, R. D., & Dominick, J. R. (2011). Mass media research (pp. 119-122). Boston: Wadsworth.
2. Berger, A. A. (2018). Media and communication research methods: An introduction to qualitative and quantitative approaches. Sage Publications.
3. Bauer, M. W., & Gaskell, G. (Eds.). (2000). Qualitative researching with text, image and sound: A practical handbook for social research. Sage.
4. Williams, F., Rice, R. E., & Rogers, E. M. (1988). Research methods and the new media. Simon and Schuster.
5. Henry E. Brady & David Collier (Eds.) (2004). Rethinking Social Inquiry: Diverse Tools, Shared Standards
6. King, Gary; Keohane, Robert; Verba, Sidney. (1994). Designing Social Inquiry: Scientific Inference in Qualitative Research
7. Bhattacherjee, A. (2012). Social science research: Principles, methods, and practices. University of South Florida.

Suggested Readings

8. Walter, N., Cody, M. J., & Ball-Rokeach, S. J. (2018). The ebb and flow of communication research: Seven decades of publication trends and research priorities. Journal of Communication, 68(2), 424- 440.

9. Fink, E. J., & Gantz, W. (1996). A content analysis of three mass communication research traditions: Social science, interpretive studies, and critical analysis. Journalism & Mass Communication Quarterly, 73(1), 114–134.
10. Müller, P., Schemer, C., Wettstein, M., Schulz, A., Wirz, D. S., Engesser, S., & Wirth, W. (2017). The polarizing impact of news coverage on populist attitudes in the public: Evidence from a panel study in four European democracies. Journal of Communication, 67(6), 968-992.
11. Gerring, J. (2004). What is a case study and what is it good for? American Political Science Review, 98(2), 341-354.
12. Hargittai, E., Gallo, J., & Kane, M. (2008). Cross-ideological discussions among conservative and liberal bloggers. Public Choice, 134(1-2), 67-86.
13. Shahin, S., Zheng, P., Sturm, H. A., & Fadnis, D. (2016). Protesting the paradigm: A comparative study of news coverage of protests in Brazil, China, and India. The International Journal of Press/Politics, 21(2), 143-164.
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15. Garrett, R. K. (2009). Echo chambers online?: Politically motivated selective exposure among Internet news users. Journal of Computer Mediated Communication, 14(2), 265-285.
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17. Wiltfang, G. L. (1990). Qualitative research methods for the social sciences.
18. Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. Educational Evaluation and Policy Analysis, 11(3), 255-274.
19. Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. Journal of mixed methods research, 1(2), 112-133.
20. Snelson, C. L. (2016). Qualitative and mixed methods social media research: A review of the literature. International Journal of Qualitative Methods, 15(1).
21. Shah, D. V., Cappella, J. N., & Neuman, W. R. (2015). Big data, digital media, and computational social science: Possibilities and perils. The ANNALS of the American Academy of Political and Social Science, 659(1), 6-13.
22. Guo, L., Vargo, C. J., Pan, Z., Ding, W., & Ishwar, P. (2016). Big social data analytics in journalism and mass communication: Comparing dictionary-based text analysis and unsupervised topic modeling. Journalism & Mass Communication Quarterly, 93(2), 332-359.

Discipline/Programme	**Journalism**
Semester	7

Type of Course	DSC	
Course Code	24UJMCDSC402	
Course Title	ENVIRONMENTAL JOURNALISM	
Course Level	400-499	
Course Summary	This course provides an introduction to environmental journalism, equipping students with the skills and knowledge to report on environmental issues effectively. Students will explore the intersection of journalism and environmental science, learning to communicate complex environmental topics to diverse audiences.	
Lecture/Tutorial/Practical Hours	60/0/0	
Credits	Total	4
Pre-requisite, if any	Communication skills, critical thinking abilities, technical proficiency and interest in environmental issues can be beneficial	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Appraise the specialisation area of Environmental Journalism and its role in an informed citizenry, including both watchdog and storytelling roles	A	PO1, PO2, PO3, PO4, PO5, PO6
2	Assess pressing environmental issues with objectivity and fairness.	E	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8
3	Defend the environmental issues gathering environmental data and information using advanced research methodologies	E	PO1, PO2, PO3, PO4, PO6, PO7, PO8
4	Demonstrate ability to communicate in-depth environmental issues in journalistic form to lay audiences in compelling	C	PO1, PO2, PO3, PO4, PO7, PO8

	ways by following ethics in Environmental Journalism/media.		
5	Review environmental law, policy frameworks, and international environmental agreements.	E	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8

COURSE CONTENT

Module	Units	**Environmental issues and their communication (9 Hours)**	Hours	CO Mapping
1	1.1	Key environmental challenges and policies: Climate change, biodiversity loss, resource management, health effects, sustainability – International discussions and the Indian contexts	3	CO1 CO 2
	1.2	Understanding scientific research: Scientific methods, data interpretation, and communicating complex concepts for non-scientific audiences	3	CO1 CO 2
	1.3	Interviewing scientists and environmental experts: Extracting clear information, fostering trust, and navigating technical jargon	3	CO1 CO 2
Module	**Units**	**Investigative Environmental Reporting and Policy Analysis (16 Hours)**	**Hours**	**CO**
2	2.1	Advanced research techniques for environmental journalism: Data mining, freedom of information requests, and investigative reporting methods	6	CO2, CO3, CO4, CO5
	2.2	Investigative reporting techniques: RTI, FOIA, Open-source intelligence (OSINT), Interviews etc.	5	CO2, CO3, CO4, CO5
	2.3	Accountability: Reporting on environmental controversies, corporate malfeasance, and policy failures	5	CO3, CO4, CO5
Module	**Units**	**Storytelling and Advanced Reporting Techniques (15 Hours)**	**Hours**	**CO**

3	3.1	Mastering narrative storytelling: Compelling case studies, multimedia reporting, and engaging environmental narratives	5	CO2, CO3, CO4
	3.2	Feature writing and long-form journalism: Exploring environmental issues in depth with rich storytelling and data visualisation	5	CO2, CO3, CO4, CO5
	3.3	Visual storytelling: Utilizing photography, videography, and other multimedia tools to enhance environmental journalism	5	CO2, CO3, CO4, CO5
Module	**Units**	**Ethics, Impact, and Regulations (20 Hours)**	**Hours**	
4	4.1	Ethical considerations in environmental journalism: Balancing objectivity, responsibility, and advocacy	5	CO3, CO4, CO5
	4.2	Environmental justice and amplifying marginalized voices – Case Studies	5	CO2, CO3, CO4, CO5
	4.3	Measuring the impact of environmental journalism: Public discourse, policy change, and fostering environmental literacy	5	CO2, CO3, CO4, CO5
	4.4	Environmental regulations and policies: national and international, international agreements	5	CO1, CO2, CO3, CO4, CO5
5	**Teacher specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Case studies, Experiential Learning and Field visit

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Group Project, Document Analysis, Written test, Assignment on environmental story writing **B. End Semester Examination (ESE)**

References:

1. Bodker, H., & Neverla, I. (. (2014). *Environmental Journalism.* London & NY: Taylor & Francis.
2. Callicott, B. J., & Frodeman, R. (. (2009). *Encyclopedia of Environmental Ethics and Philosophy.* Gate Centage Learning.
3. Carthew, A., & Paul, L. (2012). *Environmental Journalism in Asia-Pacific* . Singapore: Konrad-Adenauer-Stiftung.
4. Hansen, A., & Cox, R. (. (2015). *The Routledge Handbook of Environment and Communication.* London: Routledge. doi:https://doi.org/10.4324/9781315887586
5. Manzoor, K. (2023). *Environmental Journalism: An Emerging Field in Journalism.* OrangeBooks Publication.
6. Sachsman, D. B., & Valenti, J. M. (2020). *Routledge Handbook of Environmental Journalism.* London: Routledge. doi:https://doi.org/10.4324/9781351068406
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8. Konwar, P. (2009). *Environmental Degradation and Sustainable Development*. Assam: Sonari College.
9. Kaushik, A. & Kaushik, P. C. (2012). *Perspectives in Environmental Studies.* Daryaganj, Delhi: New Age International (P) Ltd.
10. Payum, T. (2010). *Environmental Studies*. Pasighat: Bani Mandir Publication
11. Poornanda, D S. (2022). *Environmental Journalism: Reporting on Environmental Concerns and Climate Change in India.*
12. Miller, Tyler G. & Spoolman, Scott. (2013). *Introduction to Environmental Science*, Belmont: Brookes/Cole

Discipline/Programme	**Journalism**

Semester	7	
Type of Course	DSC	
Course Code	24UJMCDSC403	
Course Title	INFOMRATION DESIGN FOR MEDIA	
Course Level	400-499	
Course Summary	This intensive course equips the students with advanced skills and knowledge in crafting impactful information design for media. Through hands-on projects, they will refine your ability to translate data into compelling visuals, design interactive elements, and tailor information design strategies to diverse audiences and media contexts across various media platforms.	
Lecture/Tutorial/Practical Hours	60/0/0	
Credits	Total	4
Pre-requisite, if any	Interest in media and technology, computer skills, basic understanding of visual design principles, software skills	

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Analyse the evolving landscape of information design for media, considering the rise of new technologies and audience preferences.	A	PO1, PO2, PO3, PO7, PO8
2	Develop a deep understanding of human perception and information processing for effective information visualisation.	E	PO1, PO2, PO3, PO7, PO8
3	Integrate data visualisation techniques of industry standards.	A	PO1, PO2, PO3, PO7, PO8
4	Design interactive information experiences, leveraging UI/UX principles for optimal user engagement across platforms.	C	PO1, PO2, PO3, PO7, PO8
5	Develop a design portfolio showcasing the advanced information design skills and diverse project approaches.	C	PO1, PO2, PO3, PO7, PO8
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	**Units**	**Course description**	**Hrs**	**CO No.**

1	**User Research and Experience (15 Hours)**			
	1.1	Understanding User- Centred Design: Emerging trends and best practices in information design for media (print, digital, broadcast) User experience (UX) principles: Designing for user needs, information hierarchy, and accessibility.	5	CO1, CO2
	1.2	The science behind information visualisation: Human perception, cognitive psychology, and effective data representation.	5	CO1, CO2
	1.3	Introduction to advanced data visualisation tools and software.	5	CO1, CO2
2	**Design Thinking and Techniques (15 Hours)**			
	2.1	Principles of interactive information design: Storytelling through data, user interaction, and dynamic elements.	4	CO1, CO2, CO3
	2.2	User interface (UI) design: Creating clear and intuitive interfaces for optimal user experience.	4	CO1, CO2, CO3
	2.3	Design thinking for interactive information experiences: Prototyping, testing, and iterating on design solutions.	4	CO1, CO2, CO3
	2.4	Introduction to coding for information design: Leveraging code to enhance interactivity (optional).	3	CO1, CO2, CO3
3	**Storytelling with Data for Multiple Platforms (18 Hours)**			
	3.1	Advanced data visualisation methods: Charts, graphs, maps, and infographics tailored for specific data sets and audiences.	4	CO1, CO2, CO3, CO4, CO5
	3.2	Storytelling with data: Crafting narratives and visualisations that inform, persuade, and engage viewers.	4	CO1, CO2, CO3, CO4, CO5
	3.3	Designing for diverse platforms: Optimizing information design for print, web, mobile, and social media.	4	CO1, CO2, CO3, CO4, CO5
	3.4	Responsive Design Principles: Adapting information designs for different screen sizes and resolutions.	4	CO1, CO2, CO3, CO4, CO5
	3.5	Data storytelling ethics: Ensuring accuracy, fairness, and avoiding manipulation in data visualisation.	2	CO1, CO2, CO3, CO4, CO5
4	**Portfolio Development and Professional Practice (12 Hours)**			
	4.1	Narrative visualisation, interactive story telling methods, gamification, personalised storytelling.	4	CO1, CO2, CO3, CO4, CO5
	4.2	Professional communication for information designers: Presenting your work clearly, concisely, and with confidence.	3	CO1, CO2, CO3, CO4, CO5

	4.3	Refining your information design portfolio: Showcasing your skills, design process, and creative problem-solving abilities.	3	CO1, CO2, CO3, CO4, CO5
	4.4	Design critiques: Providing and receiving constructive feedback to enhance your design work.	2	CO1, CO2, CO3, CO4, CO5
5	**Teacher specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures by information design professionals and data visualisation, Interactive workshops and hands-on activities, Software tutorials and demonstrations, Group projects and design critiques, Student presentations and portfolio development.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test, Individual and Group projects and their presentations, Assignment submission **B. End Semester Examination (ESE)**

References:

1. Meirelles, Isabel. (2013). *Design for Information: An Introduction to the Histories, Theories, and Best Practices Behind Effective Information Visualizations*. Rockport Publishers.
2. Gans, Joshua. (2012). *Information Wants to Be Shared*. O'Reilly.
3. Ware Colin. (2021). *Visual Thinking for Information Design*. Morgan Kaufmann.
4. Pontis, Sheila. (2020). *Information Design Unbound*. Bloomsbury.
5. Black, Alison. (2017). *Information Design: Research and Practice*. Routledge.
6. Singer, B. (2017). *Fundamental concepts for interactive paper and cross-media information spaces.*
7. Mutsvairo, B., Bebawi, S. & Borges-Rey, E. (2020). Data Journalism in the Global South
8. Hermida, A & Young, ML. (2019). *Data Journalism and Degeneration of News.* Taylor & Francis.

Discipline/Programme	**Mass Communication**		
Semester	7		
Type of Course	DSC		
Course Code	24UJMCDSC404		
Course Title	FILM THEORIES		
Course Level	400-499		
Course Summary	This course delves into the theoretical frameworks that underpin film analysis and interpretation and explore various approaches, from the foundational to the contemporary, examining how they illuminate the form, function, and meaning of films. Through engaging with film theory, the students will develop critical thinking skills, refine their filmmaking vocabulary, and enhance their ability to deconstruct and analyse films with a		
Lecture/Tutorial/Practical Hours	60/0/0		
Credits	Total	4	
Pre-requisite, if any	Basic Film Literacy		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Assess the major film theories with a comprehensive knowledge on them.	E	PO1, PO2, PO3, PO7, PO8
2	Analyse films through the lens of different theoretical frameworks.	E	PO1, PO2, PO3, PO7, PO8
3	Critically evaluate Cinematic techniques and their cultural significance	E	PO1, PO2, PO3, PO7, PO8
4	Engage in informed discussions on contemporary issues in film studies	C	PO1, PO2, PO3, PO7, PO8
5	Articulate the students' own theoretical positions on specific films.	E	PO1, PO2, PO3, PO7, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Foundations of Film Theory (15 Hours)**			
	1.1	Introduction to Film Studies: Defining film as art and medium, history and theory, its place in culture and society.	3	CO1, CO2
	1.2	Formalism and Film Analysis: Close reading of film elements like mise-en-scene, editing, cinematography, and sound.	4	CO1, CO2
	1.3	Classical Hollywood Cinema: Examining narrative conventions, star system, and genre theory within dominant Hollywood models.	4	CO1, CO2
	1.4	Auteur Theory and Authorship: Debating the role of the director and individual artistic vision in film creation.	4	CO1, CO2
2	**Critical Frameworks & Movements (15 Hours)**			
	2.1	Marxist and Psychoanalytic Approaches: Exploring power dynamics, class struggles, and unconscious desires in film.	3	CO1, CO2, CO3
	2.2	Feminist Film Theory: Analysing representations of gender, sexuality, and the female gaze in cinema.	4	CO1, CO2, CO3
	2.3	Postmodernism and Deconstruction: Examining fragmented narratives, subjectivity, and challenges to grand narratives. Queer theory.	4	CO1, CO2, CO3
	2.4	Genre Studies and Hybridity: Deconstructing and rethinking genre conventions, exploring subgenres and cross-genre influences.	4	CO1, CO2, CO3
3	**Contemporary Theories & Applications (15 Hours)**			
	3.1	Postcolonial Film Theory: Analysing representations of race, ethnicity, and colonialism in film.	3	CO2, CO3, CO4
	3.2	Global Cinema and Transnationalism: Engaging with diverse film industries and international contemporary film movements.	4	CO2, CO3, CO4
	3.3	Environmental Film Studies: Examining representations of nature, the Anthropocene, and sustainability in film.	4	CO2, CO3, CO4
	3.4	Digital Cinema and New Media: Exploring the impact of digital technologies on film form and aesthetics.	4	CO2, CO3, CO4
4	**Case Studies & Research Methods (15 Hours)**			

	4.1	Applying Theories to Specific Films: In-depth analysis of films through the lens of different theoretical frameworks.	8	CO2, CO3, CO4, CO5
	4.2	Primary and Secondary Research: Introduction to critical film scholarship, research methodologies, and academic writing.	7	CO2, CO3, CO4, CO5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test, Debates, Assignments, Class presentations **B. End Semester Examination (ESE)**

Discipline/Programme	**Mass Communication**	
Semester	7	
Type of Course	DSC	
Course Code	24UJMCDSC405	
Course Title	INTERNATIONAL COMMUNICATION	
Course Level	400-499	
Course Summary	This course explores the complex and ever-evolving landscape of international communication in the 21st century. It will examine the flow of information across borders, the role of media in shaping global narratives, and the challenges and opportunities faced by journalists working in the international sphere. The students will develop a critical understanding of the key theoretical frameworks, ethical considerations, and practical skills required for effective international journalism.	
Lecture/Tutorial/Practical Hours	60/0/0	
Credits	Total	4

Pre-requisite, if any	An understanding of global media scenario and international communication, intercultural awareness

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Correlate major theories and concepts in international communication.	An	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8
2	Reflect on the impact of globalisation on media systems, information flows and prompted cultural imperialism through media.	E	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8
3	Comment on the ethical considerations of international news flow.	E	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8
4	Review the challenges of intercultural communication and ethical considerations in international journalism.	E	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8
5	Research, gather facts, and report using modern technologies on international news stories.	C	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	**Units**	**Course description**	**Hrs**	**CO No.**
1	**Foundations of International Communication (15)**			
	1.1	Historical perspective of international communication: NWICO, NIEO, UNESCO Declaration, NAM, NANAPOOL, NANAP, ITU etc.	5	CO1, CO2
	1.2	Key Concepts: globalization, information society, intercultural communication	5	CO1, CO2
	1.3	Theories: Dependency Theory, World Systems Theory, Cultural Imperialism	5	CO1, CO2
	International Communication Flow and Global Issues (15)			

2	2.1	The Global Media Landscape: International News Agencies (AP, Reuters, AFP), Global Media Corporations (Disney, BBC, Al Jazeera)	5	CO2, CO3, CO4
	2.2	International, national and internal disparities, Trans Boarder Data Flow (TDBF), international media dependency, impact of globalization on mass media. violence against media Professionals, international media and issues of national security, Regulation and ownership in international media	5	CO2, CO3, CO4
	2.3	Culture, Identity, and Communication: intercultural communication models, representation and stereotypes in global media, cultural hegemony and media power	5	CO2, CO3, CO4
3	**International Journalism Practices (20 Hours)**			
	3.1	Foreign Correspondents and Reporting: challenges of foreign reporting: war, conflict, censorship, sourcing and verification in international news	5	CO3, CO4
	3.2	Ethical Considerations: cultural sensitivity, objectivity, advocacy	5	CO3, CO4
	3.3	Global Communication Technologies and Journalism: impact of social media on international news, citizen journalism and participatory media, challenges and opportunities of digital platforms	5	CO3, CO4
	3.4	Case Studies - analysing reporting practices, ethical considerations, and the impact on global audiences.	5	CO3, CO4
4	**The Future of International Communication (10)**			
	4.1	Emerging Technologies and Communication Trends: Artificial Intelligence, Big Data, and Algorithmic Bias, the rise of national populism and disinformation, the future of journalism in a globalized world.	5	CO4, CO5
	4.2	Global Communication Ethics and Professional Practices: International Journalism Codes of Ethics, Safety and Security Issues for International Journalists, Building a Sustainable Career in International Journalism	5	CO4, CO5
5	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Case Studies and research articles, Experiential Learning.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Class test, oral Presentation, Assignment, Quiz **B. End Semester Examination (ESE)**

References:

1. MacBride, S. (1980). *Many voices, one world: Towards a new, more just, and more efficient world information and communication order.*
2. Hannerz, U. (2012). *Foreign news: Exploring the world of foreign correspondents*
3. Seib, PM. (2002). *The global journalist: News and conscience in a world of conflict*
4. Hall, Stuart. (1997). *Representation: Cultural Representations and Signifying Practices*
5. Oakley, K & O'Connor, J. (2015). *The Routledge companion to the cultural industries*
6. Oakley, K & O'Connor, J. (2015). *The cultural industries: An introduction.*
7. Kraidy, MM. (2012). *Communication and power in the global era: orders and borders.*
8. MacLuhan, Marshall. (1967). *Understanding Media: The Extensions of Man.*
9. Schiller, Dan. (1999). *Digital capitalism: Networking the global market system.*
10. Eldridge, SA. & Franklin, B. (2018). *The Routledge Handbook of Developments in Digital Journalism Studies.*
11. Ting-Toomey, S & Dorjee, T. (2018). *Communicating across cultures.*
12. Merril, John C. (1995). *Global Journalism: Survey of International Communication.*
13. Mishra, S. & Kern-Stone, R. (2019). *Transnational media: Concepts and cases*
14. Boyd-Barrett, O. (2012). *Researching the news agencies.*
15. Shrivastava, KM. (2007). *News agencies from pigeon to internet.*

Discipline/Programme	**Mass Communication**	
Semester	7	
Type of Course	DSC	
Course Code	24UJMCDSC406	
Course Title	CRITICAL MEDIA THEORY	
Course Level	400-499	
Course Summary	This course will help the student to understand critical media theory, analysing power structures, representation, and cultural influences in media landscapes.	
Lecture/Tutorial/Practical Hours	60/0/0	
Credits	Total	4
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Discuss critical media theory and the contributions of critical theorists.	An	PO1, PO2, PO3, PO4
2	Integrate critical media theory into the student's understanding of contemporary social, political, and cultural issues.	E	PO1, PO2, PO3, PO4, PO6, PO8
3	Critique power dynamics in media institutions and the role of media in cultural hegemony	E	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8
4	Evaluate representations of marginalised groups in the media and cultural hybridity and resistances.	E	PO3, PO4, PO5, PO6, PO7, PO8
5	Examine media texts through critical lenses by deconstructing media messages.	E	PO3, PO4, PO5, PO6, PO7, PO8
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Foundations of Critical Media Theory (20 hours)**			

	1.1	Critical media theory: Meaning and concept, historical developments - Frankfurt School, Birmingham School, Cultural Studies,	5	CO1, CO2
	1.2	Core concepts and applications: hegemony, ideology, representation, power, applying critical frameworks to analyse real-world examples of media coverage (e.g., political campaigns, social issues). Understanding power dynamics in media: hegemony, ideology, and cultural imperialism	5	CO1, CO2
	1.3	Examining critical theorists and their contributions: Frankfurt School; Herbert Marcuse, Theodor Adorno, Walter Benjamin, Raymond Williams, Erich Fromm, and Max Horkheimer.	5	CO1, CO2
	1.4	Marxist Media Theory, Feminist Media Theory, Postcolonial Media Theory, Critical Race Theory, Queer Media Theory	5	CO1, CO2
2	**Representation and Identity (15 hours)**			
	2.1	The politics of representation: race, gender, class, sexuality, and other axes of identity, Key theories of representation and their relevance to media analysis.	4	CO2, CO3, CO4
		Intersectionality in media: examining the complexities of identity and social hierarchies	4	CO2, CO3, CO4
	2.2	Media representation and identity formation: power imbalance through stereotyping and typecasting, visual language of media and its impact on social perceptions.	3	CO2, CO3, CO4
	2.3	Deconstructing media representations and their impact on identity construction and cultural belonging, counter-narratives, and resistance	4	CO2, CO3, CO4
3	**Media power and Control of information (15 hours)**			
	3.1	Political economy of media**:** Media ownership and control, their impact on content and ideology, corporate consolidation, censorship, and state regulation, rise of media conglomerates and their implications for diversity of voices.	3	CO3, CO4, CO5
	3.2	Public Opinion & Media Influence: How media shapes public opinion and sets agendas for social discourse, Strategies of persuasion and manipulation employed by media, Media, democracy, and activism: media's influence on political discourse, social movements, and public opinion	4	CO3, CO4, CO5
	3.3	Advertising and commercialisation of media: role of advertising in media and its influence on content production, Issues of media bias and the commodification of news.	4	CO3, CO4, CO5

4	**Media technologies and Culture (10 hours)**			
	4.1	Rise of New Media Technologies: Convergence and the changing media landscape (social media, digital platforms), impact of the internet and digital communication tools.	3	CO3, CO4, CO5
	4.2	Participatory Culture & Audience Agency: The rise of participatory culture and user-generated content, Rethinking audiences as active consumers and potential producers of media.	3	CO3, CO4, CO5
	4.3	Role of social media in news consumption and information dissemination, issues of "fake news," echo chambers, and online influence. Cultural hybridity and resistance: alternate media, globalisation's effects on local cultures and identities	4	CO3, CO4, CO5
5	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Case Studies, Exercises deconstructing portrayals of marginalised groups in media, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test, oral presentation, debate, Assignment **B. End Semester Examination (ESE)**

References:

1. Jong, W. D., Shaw, M., & Stammers, N. (2005). Global activism, global media. (No Title).
2. Alvermann, D. E., & Hagood, M. C. (2000). *Critical media literacy: Research, theory, and practice in "New Times"*. The Journal of educational research, 93(3), 193-205.
3. Ott, B. L., & Mack, R. L. (2020). *Critical media studies: An introduction*. John Wiley & Sons.
4. Sandoval, M., & Fuchs, C. (2010*). Towards a critical theory of alternative media. Telematics and informatics*, 27(2), 141-150.
5. Bolter, J. D. (2003). *Critical theory and the challenge of new media.*
6. Hall, Stuart. (1997). *Representation: Cultural Representations and Signifying Practice*

Discipline/Programme	**Journalism**

Semester	8	
Type of Course	DSC	
Course Code	24UJMCDSC407	
Course Title	TRANSMEDIA STORYTELLING	
Course Level	400	
Course Summary	This course introduces students to the principles and practices of transmedia storytelling, where narratives are told across multiple platforms and formats. Students will learn to craft cohesive stories that unfold across media such as film, television, books, games, social media, and more, engaging audiences through an immersive and interactive experience.	
Lecture/Tutorial/Practical Hours	45/0/30	
Credits	Total	4
Pre-requisite, if any	Creative writing abilities, basic technical proficiency, interest in various media forms can be beneficial	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Understand the basics of transmedia storytelling	U	PO1, PO2, PO3, PO7, PO8
2	Develop Transmedia Literacy	A	PO6, PO7, PO8
3	Analyse the transmedia storytelling techniques	An	PO6, PO7, PO8
4	Understand major avenues of transmedia	U	PO6, PO7, PO8
5	Create Transmedia Content	C	PO6, PO7, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introduction to Transmedia Storytelling (10 Hours)**			
	1.1	Historical Overview: Evolution of storytelling across multiple media	2	CO1, CO2

	1.2	Global Case Studies: Star Wars: Analysing the transmedia success of the Star Wars Franchise	2	CO1, CO2
	1.3	Indian case studies: Bahubali franchise, public awareness campaigns by Kerala Police etc.	3	CO1, CO2
	1.5	Ethics and representation in Transmedia	3	CO1, CO2
2	**Transmedia Literacy (10 Hours)**			
	2.1	Understanding Transmedia Elements. Defining transmedia elements: narrative extension, world-building, etc. Developing a vocabulary for transmedia storytelling	5	CO1, CO2
	2.2	Analysing Transmedia Texts. Case studies of transmedia texts from various genres Identifying patterns and commonalities in successful transmedia narratives	5	CO1, CO2
3	**Transmedia Narratives - Production Techniques (15 Hours)**			
	3.1	Developing a Transmedia Strategy: Planning and conceptualizing transmedia projects, Identifying entry points and platforms for narrative extension	3	CO3
	3.2	World-Building and Story Universes: Techniques for constructing immersive and consistent story worlds, Maintaining coherence across multiple media	4	CO3
	3.3	Character Development Across Platforms: Adapting characters for different mediums Coordinated character arcs in a transmedia context	4	CO3
	3.4	Collaborative Storytelling: Roles and responsibilities in a transmedia production team, Effective communication and collaboration among creators	4	CO3
4	**Transmedia Avenues - Major Projects (10 Hours)**			
	4.1	Interactive and Immersive Transmedia: Exploring interactive elements and immersive experience. Case study of successful projects.	4	CO4
	4.2	Transmedia in Gaming	3	CO4
	4.3	Marketing and Distribution Strategies	3	CO4
5	**Transmedia Pitch Package (30 Hours)**			
	5.1	Students select a fictional or exiting intellectual property that they will develop in to a transmedia project. This could be a book, movie, movie, TV series, video game, comic book, etc.	30	CO5
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Practical Assignment, Viva-Voce **B. End Semester Examination (ESE)**

References:

1. Freeman, M. (2016). *Historicising transmedia storytelling: Early twentieth-century transmedia story worlds*. Routledge.
2. Sachs, J. (2012). *Winning the story wars: Why those who tell (and live) the best stories will rule the future.* Harvard Business Press.
3. Phillips, A. (2012). *A creator's guide to transmedia storytelling: How to captivate and engage audiences across multiple platforms*. McGraw Hill Professional.

Discipline/Programme	**Journalism & Mass Communication**	
Semester	8	
Type of Course	DSC	
Course Code	24UJMCDSC408	
Course Title	GLOBAL MEDIA AND POLITICS	
Course Level	400-499	
Course Summary	This course explores the complex yet dynamic relationship between global media and politics and examines how media shape public opinion, influences foreign policy, and impacts political movements across the globe.	
Lecture/Tutorial/Practical Hours	45/0/30	
Credits	Total	4

Pre-requisite, if any	A general awareness on national and international politics and an interest in studying media and politics.

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Assess the historical development and evolution of global media systems and their intersections with political processes and power dynamics.	An	PO1, PO2, P3, PO6, PO7, PO8
2	Critically analyse the role of media in shaping public opinion, political agendas, and international relations, drawing connections between media representations and socio-political realities.	An	PO1, PO2, P3, PO6, PO7, PO8
3	Apply theoretical frameworks and analytical tools to evaluate media coverage of global events, identifying patterns of bias, propaganda, and agenda-setting within different media	A	PO1, PO2, P3, PO6, PO7, PO8
4	Evaluate the impact of technological advancements and globalization on media landscapes, assessing their implications for democracy, freedom of expression, and cultural diversity	E	PO1, PO2, P3, PO6, PO7, PO8
5	Evaluate the role of media conglomerates and transnational news agencies in shaping global media narratives	E	PO1, PO2, P3, PO6, PO7, PO8
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	**Units**	**Course description**	**Hrs**	**CO No.**
1	**Media and Global Communication (10 Hours)**			
	1.1	The advent of popular media- a brief overview Propaganda in the inter-war years:	2	CO1, CO2
	1.2	Nazi Propaganda, BBC foreign language broadcasts, Voice of America	2	CO1, CO2
	1.3	Globalisation: barrier–free economy, multinationals and development	2	CO1, CO2
	1.4	Technological advances, telecommunication, Globalization of TV formats	2	CO1, CO2
	1.5	Global networks - information society-network service economy	2	CO1, CO2
	Media and Super Powers (10 Hours)			

2	2.1	Media during the Cold War; Radio Free Europe	2	CO2, CO3, CO4
	2.2	Media during - Pentagon Papers	2	CO2, CO3, CO4
	2.3	World Wars and Media Coverage-the rise of Radio-propaganda and persuasion	2	CO2, CO3, CO4
	2.4	Communication debates during 70s – NWICO, McBride Commission and UNESCO	2	CO2, CO3, CO4
	2.5	Disintegration of USSR-Third World Concerns - North- South Dialogue	2	CO2, CO3, CO4
3	**Media Conglomerates (10 Hours)**			
	3.1	Media coverage post 1990s- 9/11 and global media	2	CO5
	3.2	Cultural Imperialism and Global media debate	2	CO5
	3.3	Media hegemony and Global cultures	2	CO5
	3.4	Media conglomerates and monopolies: Ted Turner/Rupert Murdoch	2	CO5
	3.5	Global and regional integrations- Zee TV as a Pan-Indian Channel - Local adaptations of global programmes Homogenization, the English language Local/Global, Local/Hybrid	2	CO5
4	**Global Conflict and Global Media (15 Hours)**			
	4.1	Rise of Regional Initiatives: Al-Jazeera	2	CO3, CO5
	4.2	International news flow of classified information like Wikileaks and legal and ethical debates,	3	CO3, CO5
	4.3	Domination of Transnational news agencies	3	CO3, CO5
	4.4	Technological Advancements- Digital Divide, Media and conflict resolution	3	CO3, CO5
	4.5	Embedded Journalism and Global Politics	2	CO3, CO5
	4.6	Social media and global media narratives: The rise of social media as a tool for political mobilization and organization, Online activism strategies, hashtag campaigns, and social movements in the digital age, The Arab Spring and other	2	CO3, CO5

		case studies of how social media empowered political movements.		
5	**Media Driven Cultural Changes – Case Studies (30 Hours)**			
	5.1	Case studies of media-driven cultural exchanges, such as the global popularity of K-pop, Bollywood films, or Japanese anime. Students analyse the case studies to identify key factors contributing to the success and impact of these cultural phenomena on a global scale.	30	CO3, CO4, CO5
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Oral Presentation, Written test, Problem-based assignment Practical Assignment and Viva-Voce **B. End Semester Examination (ESE)**

Refference:

1. Robertson, A. (2015). *Media and politics in a globalizing world.* John Wiley & Sons.

2.Miller, T., & Kraidy, M. M. (2016). *Global Media Studies.* John Wiley & Sons.

Discipline/Programme	**Mass Communication**
Semester	8
Type of Course	DSC
Course Code	24UJMCDSC409
Course Title	INCLUSIVITY STUDIES AND MEDIA
Course Level	400-499
Course Summary	This course will help the student to examine representation, diversity, and inclusivity in media to foster critical awareness and social change.
Lecture/Tutorial/Practical Hours	45/0/30

Credits	Total	4
Pre-requisite, if any	Gender awareness and gender consciousness	

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Understand the intersectionality of identity in media representation	U	PO1, PO2, P3, PO6, PO7, PO8
2	Analyse media representations of marginalized groups	An	PO1, PO2, P3, PO6, PO7, PO8
3	Critically evaluate diversity and inclusivity initiatives in media production	E	PO1, PO2, P3, PO6, PO7, PO8
4	Develop inclusive media practices	A	PO1, PO2, P3, PO6, PO7, PO8
5	Explore strategies for promoting diversity and inclusivity in media industry	C	PO1, PO2, P3, PO6, PO7, PO8
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	**Units**	**Course description**	**Hrs**	**CO No.**
1	**Definition and historical context (10)**			
	1.1	Definition and Scope: Meaning of inclusivity in different contexts, such as education, workplace, society, and interpersonal relationships.	5	CO1 CO2
	1.2	Historical Context: Historical background of inclusivity, past movements, struggles, and advancements in promoting diversity and inclusion	5	CO1 CO2
2	**Framework** (10)			
	2.1	Social Justice Frameworks: Theories and frameworks related to social justice, equity, and human rights forming the underlying principles of inclusivity.	5	CO2 CO3

	2.2	Intersectionality: Multiple aspects of identity (such as race, gender, sexuality, disability, socio-economic status) that intersect and influence experiences of inclusion and exclusion.	5	CO2 CO3
3	**Perspectives (15)**			
	3.1	Legal and Policy Perspectives: laws, regulations, and policies related to inclusivity at local, national, and international levels, and their impact on society.	8	CO2 CO3 CO4
	3.2	Psychological and Sociological Perspectives: Psychological and sociological theories that explain individual and group behaviours, attitudes, and perceptions related to inclusivity.	7	CO2 CO3 CO4
4	**Communication and Advocacy (10)**			
	4.1	Communication and Advocacy: Effective communication strategies and advocacy efforts that promote inclusivity, raise awareness, and facilitate positive social change.	10	CO3 CO4
5	**Strategic Communication for inclusivity (30 Hours)**			
	5.1	Develop a strategy for promoting diversity and inclusivity in media industries	30	CO2, CO3, CO4, CO5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test, Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Fergusen, Jackei. (2023). *The Inclusive Language Handbook: A Guide to Better Communication and Transformational Leadership*. Diversity Movement.

2. Creedon, Pamela. (2021). *Women in Mass Communicatio*n. Routledge.
3. Challouki, Hanan. (2022). *Inclusive Communication.* Pelckmans.
4. Lievrouw, Leaha. (2022). *Alternative and Activist New Media*. Polity.
5. Daniel, Jessie. (2016*). Digital Sociologies*. McMillan.

Discipline/Programme	**Mass Communication**		
Semester	8		
Type of Course	DSC		
Course Code	24UJMCDSC410		
Course Title	WEB DESIGN AND ICT SKILLS		
Course Level	400-499		
Course Summary	This course will help the student to understand web design principles and essential ICT skills to create effective digital communication solutions.		
Lecture/Tutorial/Practical Hours	45/0/30		
Credits	Total	4	
Pre-requisite, if any	Computer literacy		

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Understand the basics of web design principles and best practices	Understand	PO1, PO2, P3, PO6, PO7, PO8
2	Understand the role of HTML and CSS in web development	Understand	PO1, PO2, P3, PO6, PO7, PO8
3	Apply User Experience (UX) Design Principles and ICT Tools and Software for Web Development and Design	Apply	PO1, PO2, P3, PO6, PO7, PO8

4	Able to write engaging and effective web-optimized copy	Apply	PO1, PO2, P3, PO6, PO7, PO8
5	create a fully functional and visually appealing website	Create	PO1, PO2, P3, PO6, PO7, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introduction to Web Design (10 hours)**			
	1.1	Introduction to Internet, Basics of web design, Important jargons and tools related to internet and websites. Overview of web design principles and best practices	3	CO1
	1.2	Understanding the role of HTML and CSS in web Design	3	CO1 CO2
	1.3	Introduction to web standards and accessibility considerations	4	CO1 CO2
2	**Advanced Web Design Techniques (10 hours)**			
	2.1	HTML and functioning of websites, Review of existing HTML document, Basic HTML coding, HTML syntax, File Transfer Protocol (FTP), Creation of basic HTML web page, layout techniques, responsive design, and CSS frameworks	4	CO2 CO4
	2.2	Exploring multimedia integration (images, video, audio) in web design	4	CO2 CO4
	2.3	Basics of cyber security	2	CO1
3	**User Experience (UX) Design and ICT Tools (15 hours)**			
	3.1	Understanding the principles of user-centred design and usability testing	5	CO3
	3.2	Introduction to UX design methodologies and tools - Overview of ICT tools and software for web development and design	5	CO3
	3.3	Introduction to Graphic Design- Concept, Understanding the elements and principles of design- Colour theory, typography, and layout composition.	5	CO3 CO4
4	**Writing Web-optimized Copy and Linking Pages (10 Hours)**			
	4.1	Key concepts and terminology, Creating SEO-optimized website, Link anchors, Writing SEO-optimized copy, Linking, labelling, and storing files- SEO best practices,	5	CO3 CO4

	4.2	Evaluation of an existing website's copy and page linking according to best practices.	5	CO3 CO4
5	**Website Development (30 Hours)**			
	5.1	Create a website: Applying web design principles and ICT skills to develop a complete website	30	CO 5
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Written Test , Assignment submission, Viva Voce **B. End Semester Examination (ES**

References:

1. Baxley, B. (2002). *Making the Web Work: Designing Effective Web Applications*. Sams Publishing.

2. Baxley, B. (2002). *Making the Web Work: Designing Effective Web Applications*. Sams Publishing.
3. Robbins, J. N. (2012). *Learning web design: A beginner's guide to HTML, CSS, JavaScript, and web graphics.* " O'Reilly Media, Inc.".

Discipline/Programme	**Mass Communication**
Semester	8
Type of Course	DSC
Course Code	24UJMCDSC411
Course Title	MEDIA, MARGINALITY AND SITES OF RESISTANCE
Course Level	400-499
Course Summary	This course will help the student to understand the media and its role on the upliftment of marginal community at the best possible way.
Lecture/Tutorial/Practical Hours	45/0/30
Credits	Total 4
Pre-requisite, if any	Awareness on media representation of marginalised peoples and communities.

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Understand the Dynamics of Power and Oppression in Media	U	PO1, PO2, P3, PO6, PO7, PO8
2	Identify Sites of Resistance and Counter-Narratives in Media	U	PO1, PO2, P3, PO6, PO7, PO8
3	Explore Intersectionality in Media Representations	U	PO1, PO2, P3, PO6, PO7, PO8
4	Analyse Representations of Marginalised Groups in Media	An	PO1, PO2, P3, PO6, PO7, PO8

5	Report issues of the marginal communities	C	PO1, PO2, P3, PO6, PO7, PO8
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Marginalisation: Basic Concept and Meaning (10 Hours)**			
	1.1	Marginalisation: Basic Concept and Meaning	2	CO1 CO2
	1.2	Notions of mainstream culture	2	CO1 CO2
	1.3	Cultures of dominance and traditions of resistance	2	CO1 CO2
	1.5	Socio-economic Indices of marginalized communities: Poverty, Deprivation, Exploitation, Social Stratification and Emerging Patterns of Marginalisation	4	CO1 CO2
2	**Marginalisation: Basic Concept and Meaning (10 Hours)**			
	2.1	Social Diversity and Marginalization in India	2	CO1 CO2 CO3
	2.2	Nation Building Process and Marginalization in India	2	CO1 CO2 CO3
	2.3	Development Dynamics and Regional Marginalisation in India	3	CO1 CO2 CO3
	2.4	Caste System, Identity and Politics	3	CO1 CO2 CO3
3	**Marginalisation: Basic Concept and Meaning (15 Hours)**			
	3.1	Media Representation and the Marginal: Region	4	CO4
	3.2	Media representation and marginal- Gender	3	CO4
	3.3	Media Representation and Marginal –Caste and Tribes	4	CO4
	3.4	Media Representation and Alternative Sexualities	4	CO4

4	**Marginalisation: Basic Concept and Meaning (10 Hours)**			
	4.1	Representing marginals across media	3	CO4
	4.2	Marginal voices and the mainstream media	2	CO4
	4.3	Marginal Voices and use of social media	2	CO4
	4.4	Children, Disability and Media	2	CO4
5	**Lab Journal (30 Hours)**			
	5.1	Prepare a lab journal	30	CO5
		The student will be asked to cover the issues of marginal communities nearby and prepare a lab journal		CO5
6	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Written Test,Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Robinson, F. (1993). *Technology and religious change: Islam and the impact of print. Modern Asian Studies*, 27(1), 229-251.
2. Neurath, P. M. (1962). *Radio farm forum as a tool of change in Indian villages. Economic Development and Cultural Change*, 10(3), 275-283.
3. Arshia, Z. A. İ. B. (2023). *Marginality as a Site of Resistance. Eurasian Journal of English Language and Literature*, 5(2), 50-75.
4. Avraham, E. (2003). *Behind media marginality: Coverage of social groups and places in the Israeli press.* Lexington Books

DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)				
3	24UJMCDSE201	Photojournalism	200-299	4
	24UJMCDSE202	Magazine Journalism	200-299	

3	24UJMCDSE203	Writing for Cinema	200-299	4
	24UJMCDSE204	Media in India: Historical Perspective	200-299	
4	24UJMCDSE205	Mobile Journalism	200-299	4
	24UJMCDSE206	Business Journalism	200-299	
4	24UJMCDSE207	Media Management	200-299	4
	24UJMCDSE208	Media Psychology	200-299	
5	24UJMCDSE301	Media Entrepreneurship	300-399	4
	24UJMCDSE302	Development Communication	300-399	
5	24UJMCDSE303	Sports Journalism	300-399	4
	24UJMCDSE304	Science and Health Journalism	300-399	
5	24UJMCDSE305	Media and Modernity in Kerala	300-399	4
	24UJMCDSE306	Technical Writing & Content Management	300-399	
6	24UJMCDSE307	Media, Culture and Society	300-399	4
	24UJMCDSE308	Data Journalism	300-399	
6	24UJMCDSE309	Immersive Technologies for Media	300-399	4
	24UJMCDSE310	Integrated Marketing Communication	300-399	

Discipline/Programme	**Mass Communication & Journalism**
Semester	III
Type of Course	DSE
Course Code	24UJMCDSE201
Course Title	Photojournalism
Course Level	200-299
Course Summary	This course is perfect for students who are passionate about current events, learn the technical skills to take compelling photos using digital cameras and explore how to capture newsworthy events and social issues through your lens.
Lecture/Tutorial/Practical Hours	45/0/30

Credits	Total	4
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Understand the evolution of photography and photojournalism	U	3
2	Understand the importance of ethics, roles, and responsibilities of a photojournalist	U	6
3	Identify essential camera components, types of camera, and their functions.	U	3
4	Apply composition and lighting strategies for photography.	A	3
5	Develop image editing skills	A	3
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	**Units**	**Course description**	**Hrs**	**CO No.**
1	**Evolution of photography and introduction to photojournalism (22 Hours)**			
	1.1	History of photography - Role of photography in communication and journalism	5	1
	1.2	Definition of Photo Journalism- Nature, scope and functions of photo Journalism- qualifications and responsibilities of photojournalists- well known photojournalists	5	1
	1.3	Covering news – sources - Writing captions and cut lines for photo	5	2
	1.4	Latest trends, legal and ethical requirements	2	2
	1.5	Types of photography - portrait, candid shot, news photo, photo feature, landscape, nature, wildlife and sports	5	2
2	**Exploring camera (20 Hours)**			
	2.1	Types of cameras - Polaroid camera - Point and shoot - SLR, DSLR, Mirrorless	5	3
	2.2	Familiarising camera parts - Lens, eyecup, hotshot, lcd display, shutter trigger, shutter, mirror, viewfinder, button interface, mode dial, job dial, communication ports, memory slot, battery compartment, tripod mount - types of lenses: wide, zoom, and normal lens	9	3

	2.3	Working mechanism of camera Understanding Exposure - ISO, Shutter Speed, Aperture, WB	6	3
3	**Understanding composition and lighting (20 Hours)**			
	3.1	Elements of composition - Perspective and leading line - Rule of third - Grouping and organization - Space - Depth of Field - Colour - Light - Scale	6	4
	3.2	Lighting equipment - HMI, Fresnels, LED lights, Sungun, CFL, Soft light, Gobos Lighting Accessories - Gels, Diffusers, Reflectors, Scrims, Barndoors	7	4
	3.3	Lighting techniques - three-point, four-point, butterfly, Rembrandt, loop, flat, split	7	4
4	**Introduction to Image editing software (13 Hours)**			
	4.1	Understanding basic tools of any one image editing software	13	5
5	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Practical assignment, Viva-voce **B. End Semester Examination (ESE)**

References:

1. Langford, M. (2013). *Basic photography*. Routledge.
2. Berger, J., & Werder, F. (1991). ways of seeing [WAYS OF SEEING].
3. Stroebel, L. (1999). *View camera technique*. Routledge.
4. Benjamin, W. (2015). *On photography*. Reaktion Books.
5. Benjamin, W. (1972). A short history of photography. *Screen*, *13*(1), 5-26.

Discipline/Programme	**Journalism**	
Semester	3	
Type of Course	Discipline Specific Elective Course (DSE)	
Course Code	24UJMCDSE202	
Course Title	MAGAZINE JOURNALISM	
Course Level	200-299	
Course Summary	This course will equip students to write engaging articles for today's dynamic magazine world, sharpen writing skills to inform, entertain, and inspire readers and master different writing styles for features, profiles, reviews, and more.	
Lecture/Tutorial/Practical Hours	45/0/30	
Credits	Total	4
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Understand the different types of magazine formats (news, feature, lifestyle) and their characteristic elements	U	PO1, PO4, PO5, PO7, PO8
2	Explain the target audience of a specific magazine and tailor their writing style accordingly	U	PO1, PO4, PO5, PO7, PO8
3	Understand the revenue models of Magazine Journalism	U	PO1, PO4, PO5, PO7, PO8
4	Critically evaluate the effectiveness of headlines, leads, and visuals in grabbing the reader's attention	E	PO1, PO4, PO5, PO7, PO8
5	Develop a complete magazine article proposal, including a clear pitch, target audience, and outlined structure	A	PO1, PO4, PO5, PO7, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Foundations of Magazine Journalism (10 Hours)**			
	1.1	Evolution of magazine journalism.	4	CO1
	1.2	Types of magazines and their target audiences.	3	CO1
	1.3	Magazine production process and editorial hierarchy.	3	CO1
2	**Storytelling in Magazines (10 Hours)**			
	2.1	Anatomy of a magazine article	4	CO2
	2.2	Narrative techniques: building suspense, creating characters, utilizing voice & tone	3	CO2
	2.3	Different writing styles: feature, interview, profile, review, etc.	3	CO2
3	**Visual Storytelling and Design (10 Hours)**			
	3.1	Visuals in magazines: photo essays, infographics, and illustrations	4	CO4
	3.2	Integrating visuals and collaboration with photographers and designers: communication and workflow	3	CO4
	3.3	Design principles for magazine layout and typography	3	CO4
4	**Magazine Economics (15 Hours)**			
	4.1	Revenue models for magazines: advertising, subscriptions, and digital avenues	4	CO1, CO3
	4.2	Marketing and promotion strategies for magazines	4	CO1, CO3
	4.3	The future of magazine publishing: digital subscriptions, niche markets, etc.	4	CO1, CO2
	4.4	Pitching your work to magazines: guidelines and best practices	3	CO1, CO2
5	**Magazine Design (30 Hours)**			
		Create and design a full magazine issue, including articles, layout, editorial elements, and advertisements, tailored to your chosen theme, showcasing your skills in magazine journalism	30	CO5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test**,** Assignment submission, Viva Voce **B. End Semester Examination (ESE)** **Theory:** Written-test

References:

1. Theodore Bernard Peterson (1964), Magazines in the Twentieth Century, University of Illinois Press.
2. R.E. Wolsley (1951), The Magazine World. Prentice-Hall.
3. Rowena Fergusson (1976), Editing the small Magazine, Columbia University Press.
4. Ruari Maclean (1969), Magazine Design, Oxford University Press.

Discipline/Programme	**Mass Communication**	
Semester	3	
Type of Course	Discipline Specific Elective Course (DSE)	
Course Code	24UJMCDSE203	
Course Title	WRITING FOR CINEMA	
Course Level	200-299	
Course Summary	This course will transform students from storyteller to screenwriter, crafting narratives that captivate audiences.	
Lecture/Tutorial/Practical Hours	60/0/0	
Credits	Total	4
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Identify the different elements of cinematic storytelling	U	PO1, PO2, PO6, PO7, PO8

2	Explain the different film genres (e.g., comedy, drama, thriller) and their conventions	U	PO1, PO2, PO6, PO7, PO8
3	Apply screenwriting format to write clear and concise scenes with proper dialogue and action lines	A	PO1, PO2, PO6, PO7, PO8
4	Analyse film scripts by identifying character arcs, thematic elements, and potential pacing issues	An	PO1, PO2, PO6, PO7, PO8
5	Develop a complete film treatment or short screenplay, outlining the narrative, characters, and central conflict	A	PO1, PO2, PO6, PO7, PO8
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introduction to screenplay (15 Hours)**			
	1.1	History and evolution of storytelling	3	CO1
	1.2	Cinema- a composite art form	4	CO1
	1.3	Aristotle's poetics	4	CO1
	1.4	Cosmology of screenplays; Classical design, minimalism, anti-plot and everything in between	4	CO1, CO2
2	**Fundamentals of screenplay (15 Hours)**			
	2.1	Story- Meaning	3	CO1, CO2
	2.2	The great idea -research and imagination	4	CO1, CO2
	2.3	Developing the idea into step outline, script treatment, synopsis and screenplay	4	CO1, CO2
	2.4	Elements of story; structure, setting, genre, character	4	CO1, CO2
3	**Principles of story design (15 Hours)**			
	3.1	Substance of story	2	CO3, CO4
	3.2	Acts, sequences, scenes and action beats	6	CO3, CO4
	3.3	Character- Universal archetypes	4	CO3, CO4
	3.4	Dialogue - text, subtext, exposition.	3	CO3, CO4
	Writing Screenplay (15 Hours)			

4	4.1	Logline, synopsis, step outline, treatment, screenplay	10	CO5
	4.2	Formatting Screenplay	5	CO5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test**,** Practical Assignment, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Field, S. (2005). Screenplay: The Foundations of Screenwriting. Delta Trade Paperbacks.
2. Snyder, B. (2005). Save the cat! The last book on screenwriting you'll ever need. M. Wiese Productions.
3. Trottier, D. (2019). The Screenwriter's Bible: A Complete Guide to Writing. Formatting, and Selling Your Script.
4. Mckee, R (1997). Story:substance,structure,style, and the principles of screenwriting.Reganbooks
5. Campbell, J. (2003). *The hero's journey: Joseph Campbell on his life and work* (Vol. 7). New World Library.

Discipline/Programme	**Mass Communication**	
Semester	3	
Type of Course	Discipline Specific Elective Course (DSE)	
Course Code	24UJMCDSE204	
Course Title	MEDIA IN INDIA: HISTORICAL PERSPECTIVE	
Course Level	200-299	
Course Summary	This course offers students a fascinating exploration of the relationship between media and Indian history.	
Lecture/Tutorial/Practical Hours	60/0/0	
Credits	Total	4
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Understand the historical evolution of media in India	U	PO1, PO3, PO5
2	Analyse the role of media in Indian society	An	PO1, PO3, PO5

3	Evaluate the significance of different media forms	E	PO1, PO7, PO8
4	Examine the influence of colonialism on Indian media	An	PO1, PO4, PO5, PO6, PO8
5	Evaluate challenges and opportunities in contemporary Indian media	E	PO1, PO4, PO5, PO6, PO8
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introduction to Media in India (15 Hours)**			
	1.1	Understanding the concept of media	3	CO1
	1.2	Evolution of media in India from ancient times to the modern era	4	CO1
	1.3	Role of media in Indian society	4	CO2
	1.4	Key milestones in the history of Indian media -Influence of colonialism on Indian media	4	CO4
2	**Print Media in India (15 Hours)**			
	2.1	Historical development of print media in India - - Growth of vernacular press and its impact	3	CO1
	2.2	Emergence of newspapers and their role in the Indian freedom struggle	4	CO3
	2.3	Evolution of English-language newspapers	4	CO3
	2.4	Notable figures and publications in Indian print media history	4	CO1, CO3
3	**Broadcasting in India (15 Hours)**			
	3.1	Early history of broadcasting in India - Introduction and growth of radio broadcasting	4	CO1, CO3
	3.2	The role of All India Radio (AIR) in shaping Indian society	4	CO1, CO3
	3.3	Development of television broadcasting in India	4	CO1, CO3
	3.4	Impact of satellite television and cable networks	3	CO1, CO3
	Indian Cinema, New Media and Digital Revolution (15 Hours)			

4	4.1	Evolution of Indian cinema: from silent films to talkies - Impact of Bollywood on Indian culture and society	5	CO2, CO3
	4.2	Role of cinema in reflecting and shaping Indian identities - Influence of regional cinemas on Indian media landscape - Challenges and opportunities for Indian cinema in the digital age	5	CO2, CO3
	4.3	New Media and Digital Revolution - Rise of digital media in India - Impact of internet and social media on Indian society - Role of digital platforms in shaping public opinion	5	CO2, CO3

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test**,** Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Briggs, A., & Burke, P. (2009). *A social history of the media: From Gutenberg to the Internet*. Polity.
2. Sharma, A., & Uniyal, D. (2019). Growth of Journalism in India and its Contribution in Freedom Struggle: A Study on Fearless Journalist of Pre Independence Era. *IJRAR-International Journal of Research and Analytical Reviews (IJRAR)*, *6*(1), 484-489.
3. Bhat, R. M., Silllalee, A., & Kandasamy, L. S. (2023). Revolutionary Trends in Indian History: Ideological Diversity and Collective Resistance. *Journal of Social Science (JoSS)*, *2*(8), 750-758.
4. Jalarajan, R. S., & Suresh, A. K. (2024). Indian Television and the Rise of the Local: Televised Realities of Localized Sociocultural Experience. In *Television Publics in South Asia* (pp. 74-90). Routledge India.
5. Das, B. (2005). Mediating Modernity: Colonial Discourse and Radio.’. *Media and Mediation: Communication Processes*, *1*, 229-255
6. Neurath, P. M. (1962). Radio farm forum as a tool of change in Indian villages. *Economic Development and Cultural Change*, *10*(3), 275-283.
7. Foulger, D. (2004). Models of the communication process. *Brooklyn, New Jersey*, 1-13.

Discipline/Programme	**Journalism**	
Semester	3	
Type of Course	Discipline Specific Elective Course (DSE)	
Course Code	24UJMCDSE205	
Course Title	MOBILE JOURNALISM	
Course Level	200-299	
Course Summary	This course is designed to get started in using mobile phone to produce more quality cross-platform content with smartphone. Mojo could involve highlighting its relevance in enhancing professional skills, staying current with industry trends, and providing practical knowledge in a specific field.	
Lecture/Tutorial/Practical Hours	45/0/30	
Credits	Total	4
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Explain Mobile journalism skills and ethical considerations in mobile reporting	U	PO1, PO3, PO4, PO5, PO6, PO8
2	Utilize mobile tools for storytelling, enhance their multimedia abilities, and adapt to the evolving landscape of digital journalism	A	PO1, PO3, PO4, PO5, PO6, PO8
3	Develop E-zine and blogging typically focuses on digital publishing and content creation for online magazines	A	PO1, PO3, PO4, PO5, PO6, PO8
4	Discover the skills necessary to create, produce, and distribute engaging audio content	An	PO1, PO3, PO4, PO5, PO6, PO8
5	Develop skills in video content creation using mobile devices	A	PO1, PO3, PO4, PO5, PO6, PO8

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introduction to Mobile Journalism (10 Hours)**			
	1.1	Mobile Journalism, Purpose of Mobile Journalism, Scope and reach of Smartphone, Popular Mobile journalists	3	CO1
	1.2	MOJO's Basic Equipment, Overcoming the Limitations of Smartphone. (different lenses, microphone, apps, camera mounts)	3	CO1
	1.3	Ethical concerns related to digital manipulation of images and videos - Explore the ethical use of technology in mobile journalism - Address cybersecurity considerations to protect sensitive information and sources	4	CO1
2	**E-zine & Blogging (10)**			
	2.1	E-zine, content creation, design and publishing. Understanding user-friendly and best apps for layout and design	4	CO3
	2.2	Creating an account customizing your blog's settings and appearance	2	CO3
	2.3	Writing and formatting blog posts, adding images, videos, and links, engaging with readers via mobile, social media sharing	2	CO3
	2.4	Utilizing mobile-friendly marketing strategies, using analytics to improve content strategy	2	CO3
3	**Podcasting (Audio Production via Mobile) – 10 Hours**			
	3.1	Understanding the podcasting landscape, crafting a podcast concept, structuring episodes and planning content, Incorporating storytelling techniques.	5	CO2
	3.2	Podcast Artwork and Branding, Hosting and Distribution,	5	CO2
4	**Mobile Video Production – 15 Hours**			
	4.1	Explore camera settings and features on mobile device - External equipment and their use - Recording and mixing audio with a mobile device. {zoom}	8	CO2, CO4
	4.2	Familiarize the video editing app's interface and features - Stages of production - Uploading and sharing videos on various platforms (YouTube, social media, etc.) - Augmented reality	7	CO2, CO4
5	**MoJo Reporting (30 Hours)**			

	5.1	Students will work individually or in pairs to cover a local event or issue using their smartphones or mobile devices. They will produce a news package comprising text, photos, and videos for online publication.	30	CO2, CO3. CO4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test **,**Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Field, S. (2005). Screenplay: The Foundations of Screenwriting. Delta Trade Paperbacks.
2. Snyder, B. (2005). Save the cat! The last book on screenwriting you'll ever need. M. Wiese Productions.
3. Trottier, D. (2019). The Screenwriter's Bible: A Complete Guide to Writing. Formatting, and Selling Your Script.
4. Joseph Camphell Hero with a 1000 Faces
5. Mckee, R (1997). Story:substance,structure,style, and the principles of screenwriting.Reganbooks

Discipline/Programme	**Journalism**
Semester	4
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24UJMCDSE206
Course Title	BUSINESS JOURNALISM
Course Level	200-299
Course Summary	This course will equip you to understand complex financial topics and translate them into clear, engaging news for a public audience.
Lecture/Tutorial/Practical Hours	45/0/30
Credits	Total 4
Pre-requisite, if any	

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Outline the basic areas in business journalism and how to write about them with Intelligence and understanding.	U	PO1, PO8
2	Compose a range of business stories, including company news, market reports and economic indicators.	U	PO1, PO3, PO4, PO7, PO8
3	Discuss key financial terms that can be used for reporting and writing business stories	E	PO1, PO3, PO4, PO7, PO8
4	Analyse the functioning of stock markets and evaluate the various financial institutions nationally and internationally	An	PO1, PO3, PO4, PO7, PO8
5	Analyse the Kerala, Indian and world economic scenarios	An	PO1, PO3, PO4, PO7, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	**Units**	**Course description**	**Hrs**	**CO No.**

1	**Introduction to Business Journalism (10 Hours)**			
	1.1	Fundamentals of business journalism; growth, role, styles, trends and factors affecting	2	CO1
	1.2	National and international business journals	2	CO1
	1.3	History of Indian business journalism	2	CO1
	1.4	Growth of Indian business journalism.	2	CO1
	1.5	Financial reporting, roles, styles, trends	2	CO2
2	**Industry Analysis (10 Hours)**			
	2.1	Money and markets; financial instruments – equity, stock, share, bond, debentures, loans	1	CO2
	2.2	Basics of stock market: bear, bull, brokers and sub brokers – SEBI	1	CO2
	2.3	Stock exchanges an overview: Wall Streets, bullion market, Dalal Street, NASDAQ, NSE, BSE	2	CO2
	2.4	Indian financial institutions: Reserve Bank of India – NABARD, IDBI	2	CO2
	2.5	International financial institutions, IMF, WTO, World Bank, ADB	2	CO2
	2.6	International collaborations: European Union, G9 and G11.	2	CO2
3	**Finance Reporting (15 Hours)**			
	3.1	Indian economy; salient features	2	CO4
	3.2	Strengths, weakness of Indian economy	2	CO4
	3.3	Approaches - concept of planning- Five Year Plans & NITI Aayog	2	CO4
	3.4	The concept of mixed economy in at the time of Socialism and Capitalism	3	CO4
	3.5	Role of public and private sectors in India	2	CO4
	3.6	Review of Indian economic policies	2	CO4
	3.7	India’s position in the world economy and market.	2	CO4
4	**Kerala – Indian Economy(10 Hours)**			
	4.1	Kerala economic scenario; planning and assessment.	2	CO5
	4.2	Unique features of Kerala model of development	2	CO5
	4.3	Major financial newspapers in English in India	2	CO5
	4.4	Business publications in Kerala	2	CO5
	4.5	Content analysis of in India - business channels of television - business journalism and financial reporting in Kerala	2	CO5
	Business Newspaper Designing (30 Hours)			

5	5.1	Preparing a 2-page A3 size Business newspaper with own stories of the students.	30	CO1, CO2, CO3

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test**,** Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Kjaer (2007), Mediating Business: The Expansion of Business Journalism, Denmark, Copenhagen Business School Press
2. Terry Thompson (2001). Writing about Business: The New Columbia Knight-Bagehot Guide to Economics and Business Journalism, Columbia University Press
3. Mary Ellen Guffey, Dana Loewy (2014), Essentials of Business Communication, Cengage, New York.
4. Keith Hayes (2013), Business Journalism: How to Report on Business and Economics 1st ed. Edition Apress.

Discipline/Programme	**Mass Communication**	
Semester	4	
Type of Course	Discipline Specific Elective Course (DSE)	
Course Code	24UJMCDSE207	
Course Title	MEDIA MANAGEMENT	
Course Level	200-299	
Course Summary	The media landscape is constantly evolving, and this course will equip you to be at the forefront. This course is ideal for students who are passionate about media, business-minded, and eager to shape the future of how stories are told and shared.	
Lecture/Tutorial/Practical Hours	60/0/0	
Credits	Total	4
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Define key terms and concepts related to media management, such as media convergence, media planning, and audience targeting.	R	PO1, PO3, PO4, PO5, PO6, PO8
2	Apply media management principles to develop a marketing campaign for a specific product or service.	An	PO1, PO3, PO4, PO5, PO6, PO8
3	Evaluate the effectiveness of different media channels in reaching a target audience.	E	PO1, PO3, PO4, PO5, PO6, PO8
4	Critically assess the ethical implications of a particular media strategy.	An	PO1, PO3, PO4, PO5, PO6, PO8
5	Develop a media plan that integrates different media channels.	C	PO1, PO3, PO4, PO5, PO6, PO8
****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***			

COURSE CONTENT

Module	**Units**	**Course description**	**Hrs**	**CO No.**

1	**Basic concepts of Management (15 Hours)**			
	1.1	Management: concept and functions.	7	CO1
	1.2	Principles of management - planning and decision making, organising, directing and controlling: Factors influencing good management. Theories of management	8	CO1
2	**Management of Media organisations (15 Hours)**			
	2.1	Structure and characteristics of media organisations, flow of communication in an organisation, management decision in media.	5	CO2
	2.2	Ownership patterns in media-chain, cross media, conglomerate and vertical integration, media ownership in India.	5	CO2
	2.3	Theoretical perspectives	5	CO2
3	**Media Economics (15 Hours)**			
	3.1	Business, legal and financial aspects of media organizations, market trends-revenue models in print, radio, television and online news media.	8	CO3, CO4
	3.2	Management Information Systems	7	CO2
4	**Policy Formulation (15 Hours)**			
	4.1	Planning and Control: problems, process and prospects of launching media ventures.	8	CO3, CO4
	4.2	Media management: the manager/leader/entrepreneur	7	CO3, CO4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test**,** Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Jönhill, J. I. (2011). Mass Media Organizations and Managing Diversity: Possibilities and Limitations. *From a Communicational Systems Theoretical Perspective, i Graf (red.)(2011)*, 47-93
2. Albarran, A. B., Mierzejewska, B., & Jung, J. (Eds.). (2018). *Handbook of media management and economics*. New York: Routledg

3. Raviola, E. (2012). Exploring organizational framings: Journalism and business management in newspaper organizations. *Information, Communication & Society*, *15*(6), 932-958
4. Pringle, P., & Starr, M. F. (2013). *Electronic Media Management, Revised*. Routledg
5. Macnamara, J., & Zerfass, A. (2012). Social media communication in organizations: The challenges of balancing openness, strategy, and management. *International journal of strategic communication*, *6*(4), 287-308

Discipline/Programme	**Mass Communication**	
Semester	4	
Type of Course	Discipline Specific Elective Course (DSE)	
Course Code	24UJMCDSE208	
Course Title	MEDIA PSYCHOLOGY	
Course Level	200-299	
Course Summary	This course will take you on a fascinating journey to understand the powerful connection between media and our minds. This course is perfect for students who are curious about human behaviour, fascinated by media, and want to understand the complex interplay between the two.	
Lecture/Tutorial/Practical Hours	60/0/0	
Credits	Total	4
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Define key terms and concepts in media psychology	R	PO1, PO3, PO4, PO5, PO6, PO8
2	Interpret the psychological effects of media on individuals and society	U	PO1, PO3, PO4, PO5, PO6, PO8
3	Identify and evaluate media bias	A	PO1, PO3, PO4, PO5, PO6, PO8
4	Compare and contrast different theoretical perspectives on media effects	An	PO1, PO3, PO4, PO5, PO6, PO8
5	Critically check ethical implications of media use	E	PO1, PO3, PO4, PO5, PO6, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introduction to Media Psychology (15 Hours)**			
	1.1	Definition, origin and development of media psychology.	5	CO1
	1.2	Scope and purpose of media psychology	5	CO1
	1.3	Basics of Psychology – Sensation and perception, learning, memory, attention, language, motivation, personality	5	CO1
2	**Media Psychology: Theoretical premises (15 Hours)**			
	2.1	Behaviourism, Cognitive psychology, cultivation theory, gratification theory, expectancy value theory	8	CO4
	2.2	Affective disposition theory, simulation theory, Play theory	7	CO4
3	**Social psychology of the media (10 Hours)**			
	3.1	Social influence: conformity, persuasion - Fans and fandom,	2	CO2, CO3
	3.2	Social relations: interpersonal relations, prejudice, aggression, conflict and peace making. Media and adolescents; cultural functions of media, etiquette influence of media, influence of fashion, construction of social media algorithm.	4	CO2, CO3
	3.3	Representation of different social groups – gender, minorities, children and differently abled Children and advertising; colour psychology, food habit and obesity in children. Ethical aspects in children’s advertisements	4	CO2, CO3
4	**The psychological effects of media (20 Hours)**			
	4.1	Impact on cognitive and affective domains	5	CO4
	4.2	Media and violence, Audience research and media psychology	5	CO4, CO5
	4.3	Media psychology: impact of technology, group dynamics on internet, psychology of online aggression, gaming, social media, pornography etc.	5	CO4
	4.4	Ethical issues	5	CO5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test**,** Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Giles. D, (2003). Media Psychology, Lawrence Erlbaum Associates & Publishers: London
2. Rutledge, P.B. (2013) Arguing for Media Psychology as a Distinct Field. New York
3. Arthur, Raney (2011). “The Role of Morality in Emotional Reactions to and Enjoyment of Media Entertainment”. Journal of Media Psychology: Theories, Methods, and Applications. Hogrefe Publishing
4. Giles, David. (2003). Media Psychology
5. Asrat, Yihunselam. (2017), Media Psychology, Global Books
6. Fergusen, Christopher J (2020), Media Psychology 101, Springer.

Discipline/Programme	**Journalism**	
Semester	5	
Type of Course	Discipline Specific Elective Course (DSE)	
Course Code	24UJMCDSE301	
Course Title	MEDIA ENTREPRENEURSHIP	
Course Level	300-399	
Course Summary	This course explores the role of entrepreneurship in media and journalism, and helps students to observe and investigate various entrepreneurial activities in the media landscape. The syllabus also covers developing a media business plan and pitching the idea with potential investors and motivates the students for entrepreneurship.	
Lecture/Tutorial/Practical Hours	60/0/0	
Credits	Total	4
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Summarise the concept of entrepreneurship and its processes for different media landscapes.	U	PO1, PO2, PO8
2	Evaluate media industry trends and opportunities of the evolving media landscape and pinpoint areas with entrepreneurial potential.	E	PO1, PO2, PO3, PO8
3	Craft a comprehensive business plan for a media venture/startup outlining key elements like target audience, marketing strategy, and financial projections.	A	PO1, PO2, PO3, PO4, PO5, PO7, PO8
4	Analyse and adapt to the changing legal landscape and the legal considerations relevant to media entrepreneurs, including intellectual property rights and online regulations.	E	PO1, PO2, PO3, PO4, PO5, PO7, PO8
5	Pitch the students' media idea with confidence, and effectively communicate their media venture's value proposition to potential investors or collaborators.	C	PO1, PO2, PO3, PO4, PO5, PO7, PO8
****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introduction to media entrepreneurship (11 Hours)**			
	1.1	Meaning, definition and concept of Entrepreneurship	3	CO1, CO2
	1.2	Nature and scope of media entrepreneurship, Duties and responsibilities of the entrepreneurs	3	CO1, CO2
	1.3	Challenges and risks in media Entrepreneurship	3	CO1, CO2
	1.4	Famous Media entrepreneurs in the World, Famous Media entrepreneurs in India	2	CO1, CO2, CO3
2	**Media industry trends and opportunities for entrepreneurship (14 Hours)**			
	2.1	Evolving media ecosystem (traditional, digital, social) and media industry trends and opportunities	5	CO2, CO3, CO4
	2.2	Entrepreneurship in print media, in Television and radio, in advertising and Public Relations, in the entertainment Industry	5	CO2, CO3, CO4
	2.3	Business planning for media ventures	4	CO2, CO3, CO4
3	**Legal aspects and financial strategies for media entrepreneurs (17 Hours)**			
	3.1	Basic principles of freelancing and self-employment, Attitudes, behaviours, knowledge, and skills required for entrepreneurship	3	CO2, CO3, CO4
	3.2	Professional, financial, legal and regulatory framework of self-employment - Intellectual property rights and copyright protection, Business entity structure and legal considerations - Funding options for media ventures (bootstrapping, grants, investors) Financial budgeting, forecasting, and management, Understanding business contracts and negotiations	6	CO2, CO3, CO4, CO5
	3.3	Developing and polishing a freelance pitch	4	CO2, CO3, CO4, CO5
	3.4	Developing a strong brand identity Strengthening personal brand through social media and online portfolio	4	CO2, CO3, CO4, CO5
4	**Theoretical perspectives for entrepreneurial management (18 Hours)**			
	4.1	Modern management theory and practice for planning, organizing, leading, and deploying human	5	CO3, CO4, CO5

		capital to maximize organizational and personal success.		
	4.2	Motivation, human capital planning. performance management, organisational culture, decision making and leadership of self and others.	5	CO2, CO3, CO4, CO5
	4.3	Technology behind multiple digital platforms and new innovations in their media-related companies, Managing of communication technology	5	CO2, CO3, CO4, CO5
	4.4	Managing budgets, vendors, workflow, hardware, software, and production.	3	CO2, CO3, CO4, CO5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test**,** Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Blank, S., & Dorf, B. (2020). *The startup owner's manual: The step-by-step guide for building a great company*. John Wiley & Sons
2. Eyal, N. (2014). *Hooked: How to build habit-forming products*. Penguin
3. Berger, J. (2016). *Contagious: Why things catch on*. Simon and Schuste
4. Christensen, C. M. (2013). *The innovator's dilemma: when new technologies cause great firms to fail*. Harvard Business Review Pres
5. Ferrier, M., & Mays, E. (2017). *Media innovation and entrepreneurship*. Rebus Community

Discipline/Programme	**Journalism**
Semester	5
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24UJMCDSE302

Course Title	DEVELOPMENT COMMUNICATION	
Course Level	300-399	
Course Summary	The course dives into how communication is used to drive positive social change and address global challenges like poverty, health, and education.	
Lecture/Tutorial/Practical Hours	60/0/0	
Credits	Total	4
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Explain the role of communication in achieving development goals	U	PO1, PO2, PO3, PO4, PO5, PO7, PO8
2	Select appropriate communication channels for development projects	A	PO1, PO2, PO3, PO4, PO5, PO7, PO8
3	Evaluate the strengths and weaknesses of different communication strategies in development contexts.	E	PO1, PO2, PO3, PO4, PO5, PO7, PO8
4	Analyze the impact of communication campaigns on target communities	An	PO1, PO2, PO3, PO4, PO5, PO7, PO8
5	Critically assess the ethical considerations in development communication	E	PO1, PO2, PO3, PO4, PO5, PO7, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Development: Approach (15 Hours)**			
	1.1	Meaning of Development	5	CO1
	1.2	Major Development Theories - Dominant Paradigm, Alternative Paradigm	5	CO1

	1.3	Approaches to Development - Modernization Approach, Mass Media Approach	5	CO1
2	**Development Paradigms (15 Hours)**			
	2.1	Paradigms of Development Communication	4	CO1, CO2
	2.2	Models of Development - Rostow's Stages of Growth, Diffusion of Innovation	4	CO1, CO2
	2.3	Participatory and Sustainable Development Communication	4	CO1, CO2
	2.4	Strategies for Empowerment	3	CO1, CO2
3	**Communication for Development (15 Hours)**			
	3.1	Development Support Communication	5	CO3, CO4
	3.2	Strategic Approaches to Development Communication	5	CO3, CO4
	3.3	Community Radio and Development	5	CO3, CO4
4	**Social Change and Issues (15 Hours)**			
	4.1	Global and Regional Initiatives –Millennium Development Goals, Human Rights, Social Inclusion, Gender, Ecology and Sustainable Development, Public Health, Family Welfare	5	CO4, CO5
	4.2	International agencies and development aid	5	CO4, CO5
	4.3	Role of Radio, television, Internet, Information and Communication Technologies and print media for development in the current scenario	5	CO4, CO5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test **,**Assignment submission, Viva Voce **B. End Semester Examination (ESE)** **Theory:** Written-test

References:

1. Lennie, J., & Tacchi, J. (2013). *Evaluating communication for development: A framework for social change*. Routledg
2. Xiaoge, X. (2009). Development journalism. In *The handbook of journalism studies* (pp. 377-390). Routledge
3. Bryant, C. (2019). *Managing development in the Third World*. Routledge

4. Mendel, T. (2008). Applying Unesco's media development indicators. *A Practical Guidebook to*.
5. Nathan, H. S. K., & Reddy, B. S. (2008). A conceptual framework for development of sustainable development indicators. *Indira Gandhi Institute of Development Research Mumbai*.
6. Rogers, E. M. (1976). Communication and development: The passing of the dominant paradigm. *Communication research*, *3*(2), 213-240.

Discipline/Programme	**Mass Communication and Journalism**
Semester	5
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24UJMCDSE303
Course Title	SPORTS JOURNALISM
Course Level	300-399
Course Summary	This course will turn your passion into a career, equipping you to become a skilled storyteller in the fast-paced world of sports media. This course is ideal for students with an unwavering love for sports, a knack for storytelling, and the drive to become the next big name in sports media.
Lecture/Tutorial/Practical Hours	60/0/0
Credits	4
Pre-requisite, if any	

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Identify prominent sports journalists and their work.	Remember	PO1, PO2, PO3, PO4, PO5, PO7, PO8
2	Interpret different writing styles used in sports journalism	Understand	PO1, PO2, PO3, PO4, PO5, PO7, PO8
3	Compare and contrast the coverage of different sports by various media outlets.	Analyse	PO1, PO2, PO3, PO4,

			PO5, PO7, PO8
4	Critique the ethical implications of sports journalism practices	Evaluate	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8
5	Evaluate the effectiveness of different sports marketing campaigns	Evaluate	PO1, PO2, PO3, PO4, PO5, PO7, PO8
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Basics of Sports News (15 Hours)**			
	1.1	Definition of Sports News	3	CO1
	1.2	Characteristics of Sports Journalists	4	CO1
	1.3	Sports Journalism: Trends	4	CO1
	1.4	International and Indian sports scenario – main sports items, events, bodies	4	CO1
2	**Sports Reporting (20 Hours)**			
	2.1	Analysis of Sports news	4	CO2, CO3, CO5
	2.2	Types of sports reporting	4	CO2, CO5
	2.3	Language of sports reporting	4	CO2, CO5
	2.4	Spot reporting for print and Television	4	CO2, CO5
	2.5	Sports features for print and Television	4	CO2, CO5
3	**Ethics in Sports Reporting (10 Hours)**			
	3.1	Ethics in use of Audio-Visual Medium	10	CO4
4	**Visuals for Sports Reporting (15 Hours)**			
	4.1	Importance of visuals in sports	5	CO3
	4.2	Basics of Sports Photography	5	CO3
	4.3	Selection of Visuals	5	CO3

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test **,** Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Phil Andrews. (2013). *Sports Journalism: A Practical Introduction.* SAGE.
2. Steen, Novick, & Richards. (2020). *Routledge Handbook of Sports Journalism.* Taylor & Francis.
3. Stofer, Schaffer, & Rosenthal. (2019). *Sports Journalism: An Introduction to Reporting and Writing.* ROWMAN AND LITTLEFIELD.
4. Dr. Kamaljeet Kaur (2021). *Sports Journalism*. Rudra Publishers.
5. Patrick S. Washburn (2020). *Sports Journalism: A History of Glory, Fame and Technology. University* of Nebraska Press.

Discipline/Programme	**Mass Communication and Journalism**
Semester	5
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24UJMCDSE304
Course Title	SCIENCE AND HEALTH JOURNALISM
Course Level	300-399
Course Summary	This course will help to spot the methods adapted in analyzing subjects related to science and health and interpret scientific data to accurate reports
Lecture/Tutorial/Practical Hours	60/0/0
Credits	4
Pre-requisite, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Understand the basic concepts of Science and Health Journalism	Understand	PO1, PO2
2	Impart the basic journalistic skills and techniques	Analyse	PO1, PO2, PO3
3	Update knowledge and competency in various functional areas of Science and Health Journalism.	Apply	PO1, PO2, PO3, PO5, PO7, PO8
4	Familiarise the students about the ethics of Science and Health Journalism	Evaluate	PO1, PO2, PO3, PO5, PO7, PO8
5	Provide hands-on experience in critical areas of Science and Health Journalism	Analyse	PO1, PO2, PO3, PO5, PO7, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introduction to Science journalism (15 Hours)**			
	1.1	Overview of Science Journalism. Fundamentals of Science journalism – Definition, Sources of information.	3	CO1, CO2
	1.2	History of Science journalism - Evolution of the concepts of Science and modern medicine	3	CO1, CO2
	1.3	Need for Science journalism – Significance of Health Journalism in present day context.	3	CO1, CO2
	1.4	Qualities and qualifications of Science journalist. Well known Science reporters and Science editors	3	CO2, CO5
	1.5	Elements of a good science story. Major issues in Science journalism.	3	CO2, CO5,
2	**Introduction to Health journalism (20 Hours)**			
	2.1	Fundamentals of Health journalism – Definition, Health communication and its significance.	3	CO1, CO2,
	2.2	History of Health journalism	5	CO1, CO2
	2.3	Social determinants of Health, National Health Policy Primary Health Care - National Health Programs - Concept of small family - India's Population Problem & Policy - NRHM/NHM.	8	CO1, CO2, CO3

		International Organisations WHO, UNICEF - Millennium Development Goals (MDGs) - Sustainable Development Goals (SDGs)		
	2.4	Challenges related to Health journalism & communication - Resistance to change Overcoming the Hurdles - Role of Primary Health Centres and Anganwadi - ASHA.	4	CO3, CO4, CO5
3	**Mass media for Science and Health Journalism (15 Hours)**			
	3.1	Models of science communication - Disseminating model, Dialogue model and participatory model.	4	CO2, CO3,
	3.2	Use of print, broadcast and online media platforms popular science and health magazines - scope of science and health journalism on radio & television, science and health journalism for the digital media.	6	CO2, CO3, CO4, CO5
	3.3	Agricultural journalism, Health and Medical journalism, Bio-technology journalism, Environmental journalism, I& T journalism.	5	CO2, CO3, CO4, CO5
4	**Health communication campaign (10 Hours)**			
	4.1	Health Campaigns – Content and treatment of message.	3	CO2, CO3,
	4.2	Message preparation for health campaign - Message structure- Steps to create effective health campaign.	3	CO2,CO4, CO5
	4.3	Health and Family Welfare Communication Campaigns - Campaigns against Polio, AIDS/HIV, Malaria, Small Pox, TB, Female infanticide, Corona.	4	CO2, CO3, CO4, CO5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test **,**Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Friedman, L. D., & Jones, T. (Eds.). (2022). *Routledge Handbook of Health and Media*. Routledge..
2. Seale, C. (2003). Health and media: an overview. *Sociology of health & illness*, *25*(6).
3. Albert, T. (2017). *Medical journalism: the writer's guide*. CRC Press.

4. Jenitta Sabu. (2019). *Health Journalism in India.*LAMBERT Academic Publishing.
5. Rajput, A. S., & Sharma, S. (2023). An exploratory study of Indian scientists' perceptions of their roles and responsibilities in science communication. *African Journal of Science, Technology, Innovation and Development*, *15*(4), 415-428.
6. Angler, M. (2017). *Science journalism: an introduction*. Routledge.
7. Klass, J. (2022). The Twilight Zone as Jewish Science Fiction. *Jews in Popular Science Fiction: Marginalized in the Mainstream*, 257.

Discipline/Programme	**Mass Communication and Journalism**
Semester	5
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24UJMCDSE305
Course Title	MEDIA AND MODERNITY IN KERALA
Course Level	300-399
Course Summary	This course delves into the dynamic interplay between media and modernity in the unique context of Kerala, a South Indian state known for its high literacy rate, social progressivism, and vibrant cultural scene. Through lectures, discussions, film screenings, and primary source analysis, the students will explore how various media forms – print, radio, cinema, television, and digital – have influenced and been shaped by Kerala's modernization process. It will focus on themes of social reform, political activism, regional identity, and the evolving role of media in a globalized world.
Lecture/Tutorial/Practical Hours	60/0/0
Credits	4
Pre-requisite, if any	Basic ability to think critically and reflect on socially relevant topics.

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Analyze the historical development and impact of different media in shaping Kerala's modernity.	Analyse	PO1, PO2, PO8
2	Understand the role of media in social reform movements and political processes in Kerala.	Evaluate	PO1, PO2, PO3, PO8
3	Examine how media representations have constructed and challenged notions of Kerala's identity.	Apply	PO1, PO2, PO3, PO4, PO5, PO7, PO8

4	Analyze the relationship between media, culture, and language in Kerala.	Evaluate	PO1, PO2, PO3, PO4, PO5, PO7, PO8
5	Explore the impact of globalization and digital media on Kerala's media landscape.	Create	PO1, PO2, PO3, PO4, PO5, PO7, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Concept of Modernity (16 Hours)**			
	1.1	The Rise of Modernity: Industrial Revolution, urbanization, and social change.	3	CO1, CO2
	1.2	The rise of mass communication and the public sphere – shaping public opinion and national identity.	3	CO1, CO2
	` 1.3	Introduction: Media and Modernity in Kerala. The rise of Malayalam print media and its contribution to social reform movements.	3	CO1, CO2
	1.4	Educational advancements and the growth of vernacular literature.	2	CO1, CO2
	1.5	The emergence of early Malayalam cinema and its social commentary.	3	CO1, CO2
	1.6	Debates on language, culture, and identity in the public sphere.	2	CO1, CO2
2	**Media and Modernity (15 Hours)**			
	2.1	The rise of political parties and their use of media for mobilization.	3	CO2, CO3
	2.2	The role of media in Communist politics and the Left Movement in Kerala.	3	CO2, CO3
	2.3	Media and the articulation of regional identity within the Indian nation-state.	3	CO2, CO3
	2.4	The emergence of television and its impact on Kerala's political landscape.	3	CO2, CO3
	2.5	Debates on censorship, freedom of expression, and media ethics.	3	CO2, CO3
3	**Kerala Perspectives (17 Hours)**			
	3.1	Media and the preservation and promotion of Malayalam language and literature.	3	CO2, CO3
	3.2	The rise of satellite television and its impact on cultural homogenization vs. Diversification.	3	CO2, CO3

	3.3	The role of digital media in fostering a participatory media culture in Kerala.	4	CO2, CO3
	3.4	Media representations of caste, gender, and religious identities in the digital age.	4	CO2, CO3
	3.5	The influence of global media trends on local media production in Kerala.	3	CO2, CO3
4	**Challenges and Future (12 Hours)**			
	4.1	The evolving media landscape in Kerala: Fake news, online censorship, and media literacy.	3	CO4, CO5
	4.2	The role of media in promoting sustainable development and environmental consciousness.	3	CO4, CO5
	4.3	Media and the challenges/opportunities of globalization for Kerala's economy and society.	3	CO4, CO5
	4.4	Exploring the future of media: New technologies and their implications for Kerala.	3	CO4, CO5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test**,** Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Robin Jeffrey**. (**2010): *Media and modernity: communications women and the State in India.* Permanent Black.
2. Allemand, L. INDIA’S PARALLEL CINEMA.
3. David, N. (2024). *The Origins and Nature of Kerala Political Specificity; Social Reform, Nationalism and Communism to 1940* (Doctoral dissertation, University of Essex)..
4. Namboodiripad.EM.S. *Kerala: A Model.*
5. Yadav, Y. (1999). Electoral politics in the time of change: India's third electoral system, 1989-99. *Economic and political weekly*, 2393-2399..
6. Mochish, K. S. (2014). Public action and the print media in Kerala: A historical analysis, 1923–1965. *Social Scientist*, *42*(1/2), 37-62.
7. Sebastian, T. (2021). Laughter and abjection: The politics of comedy in Malayalam Cinema. In *Sexuality, Abjection and Queer Existence in Contemporary India* (pp. 112-130). Routledge India.
8. Mansell, R. (Ed.). (2007). *The Oxford handbook of information and communication technologies*. Oxford Handbooks Online.

Suggested readings:

1. Venkatraman, S. SOCIAL MEDIA.
2. Arora, B. (2023). Rethinking powers of political: The national emergency and the JP movement in Rahi Masoom Raza’s Katra Bi Arzoo. *The Journal of Commonwealth Literature*, *58*(1), 83-100.
3. Marcinkowski, M. (2018). Contextualization of Autonomous Spaceflight Operations for deep space planetary encounters.
4. Rajagopal, A. (1993). The rise of national programming: The case of Indian television. *Media, Culture & Society*, *15*(1), 91-111.
5. Rangarajan, S., Sanyu, V., & Shikhu, Y. I. (2019). Pavithra, R. Marginalisation and Resilience in Mahasweta Devi‟‟ s „The Why-Why Girl‟‟. International Journal of English Language, Literature and Translation Studies. Vol. 2. Issue 4., 2015 (Oct.-Dec.). ISSN: 2349-9451. 12 June 2017.12: 44 pm. pdf Pou, KB Veio. Literary Cultures of India‟‟ s Northeast: Naga Writings in English. Dimapur: Heritage Publishing House, 2015. *WOMAN AS SUBALTERN: A STUDY OF SELECT WORKS OF MAHASWETA DEVI AND EASTERINE KIRE*, 86.

Discipline/Programme	**Mass Communication and Journalism**
Semester	5
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24UJMCDSE306
Course Title	TECHNICAL WRITING AND CONTENT MANAGEMENT
Course Level	300-399
Course Summary	To introduce the theoretical explanations necessary to understand the basic concepts on which technical writing is based and the practical aspects that would enable students to put into practice these theoretical concepts.
Lecture/Tutorial/Practical Hours	60/0/0
Credits	4
Pre-requisite, if any	

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Understand theoretical explanations necessary to understand the basic concepts of technical writing	Understand	PO1, PO2, PO8
2	Develop practical aspects that would enable students to put into practice the theoretical concepts	Analyse	PO1, PO2, PO3, PO8

3	Develop writing abilities in the stages involved in writing	Apply	PO1, PO2, PO3, PO7, PO8
4	Engage in self-directed language learning and the application of the same	Analyse	PO1, PO2, PO3, PO5, PO7, PO8
5	Perfect writing skills in English from a professional point of view	Evaluate	PO1, PO2, PO3, PO5, PO7, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	**Units**	**Course description**	**Hrs**	**CO No.**
1	**Introduction to Technical Writing (15 Hours)**			
	1.1	Technical writing: Categories and Traits – Distinguishing technical, non-technical writing and Academic Writing.	3	CO1, CO2
	1.2	Need and functions of technical writing – Principles of technical writing.	3	CO1, CO2
	1.3	End products of technical writing –technical reports, Project proposals, project abstracts, project documents and manuals - technical, installation and end-user.	3	CO1, CO2
	1.4	Qualities and qualifications of technical writers – Professionals involved – Project manager/editor, writers, graphic artists.	3	CO1, CO2
	1.5	Level of Technicality in Communication - Readability and Text - Aberrations in Technical Writing.	3	CO1, CO2
2	**Pre-writing stage (15 Hours)**			
	2.1	Brainstorming – Free Writing –Stepping out of one's element –Analysing technical products.	5	CO3, CO4, CO5
	2.2	Analysing audience – Analysing purpose – Considering style and tone – Outlining.	5	CO3, CO4, CO5
	2.3	Generating ideas – Target Group in Written Communication – The cultural iceberg.	5	CO3, CO4, CO5
3	**Writing stage (15 Hours)**			
	3.1	Document formats – hard and soft copy versions designs.	3	CO2, CO3, CO4
	3.2	Aim of writing – knowing the writing assignment, its clients and end users.	3	CO2, CO3, CO4, CO5

	3.3	Gathering of facts/data – Planning the document content and organisation.	3	CO2, CO3, CO4, CO5
	3.4	Writing the draft – draft revision; use of graphics/illustrations – Providing intra-paragraph coherence.	3	CO2, CO3, CO4, CO5
	3.5	Structuring the essay – Developing essay patterns – Providing inter-paragraph coherence – Incorporating visual aids.	3	CO2, CO3, CO4, CO5
4	**Post-writing stage (15 Hours)**			
	4.1	Review of the document aim, content and its organisation – Revision of intra- and inter-coherence.	5	CO3, CO4, CO5
	4.2	Checking for grammatical accuracy – Main constituents in language: the phrase, the clause and the sentence – Punctuation and structure.	5	CO2, CO3, CO4, CO5
	4.3	Editing for accuracy of technical details – Editing tables, graphs/ illustrations; copy fitting, design and layout of documents – Online editing process.	5	CO2, CO3, CO4, CO5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test **,** Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Donald C. Samson Jr.(1993) : *Editing Technical Writing*. Oxford University Press.
2. Mills, G. H., & Walter, J. A. (2018). *Technical writing*. Holt Rinehart and Winston.
3. James, H. S. (2010). *Handbook of Technical Writing*. NTC Business Books.
4. Hall, E.T. & Hall, M.R. (1990). *Understanding Cultural Differences*. Intercultural Press.
5. Patricia A. Robinson.(1985) : *Fundamentals of Technical Writing*. Houghton Mifflin College Div.
6. Rechcigl Jr, M. (2019). *Notable American Women with Czechoslovak Roots: A Bibliography, Bio-Bibliographies, Historiography and Genealogy*. AuthorHouse.

7. Bly, R. W., & Blake, G. (1982). Technical writing: structure, standards, and style. *(No Title)*.

Discipline/Programme	**Mass Communication and Journalism**
Semester	6
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24UJMCDSE307
Course Title	MEDIA, CULTURE AND SOCIETY
Course Level	300-399
Course Summary	This course will examine the intersections of media, culture, and society. The goal of this course is for students to apply a sociological and cultural perspective to the production, content, and reception of various forms of media such as the news, television, film, social media, etc.
Lecture/Tutorial/Practical Hours	60/0/0
Credits	4
Pre-requisite, if any	Completion of Level 2 Courses

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Examine the relationship between culture and communication	Analyse	PO1, PO2, PO3, PO7, PO8
2	Perceive that human identities develop out of adaptation to cultural and social circumstances	Evaluate	PO1, PO2, PO3, PO7, PO8
3	Analyse media's role as fourth estate in the contexts of cultural diversity and diverse social institutions, systems and mass political movements	Evaluate	PO1, PO2, PO3, PO7, PO8
4	Appraise the relationship between media, culture and society and the ways in which they influence each other citing examples	Evaluate	PO1, PO2, PO3, PO7, PO8
5	Interpret the media content of television, film, social media, video games, photographs, and audio messages through the critical lens of media literacy	Evaluate	PO1, PO2, PO3, PO7, PO8

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

COURSE CONTENT

Module	**Units**	**Course description**	**Hrs**	**CO No.**
1	**Culture and communication (15 Hours)**			
	1.1	Cultural elements, characteristics of culture, subcultures, high culture/low culture, popular culture, mass culture, counterculture, multiculturalism	5	CO1
	1.2	Iceberg Model of culture, cultural variables, cultural diversity, cultural hegemony, cultural identity, communication and culture, cultural imperialism, cultural pluralism	5	CO1
	1.3	Typology of culture, cultural semiotics, major social institutions, culture as a social institution	5	CO1
2	**Media and Society (15 Hours)**			
	2.1	Concepts of society, community, association, institution & group, media and social change -development, human rights, environmental awareness, national integration	5	CO2, CO3
	2.2	Meanings of modernism, postmodernism, globalisation, capitalism, consumerism, socialism, secularism, fascism, Marxism, Gandhism, social movements	5	CO2, CO3
	2.3	Media and Democracy, Freedom of media- Relation of media with the State – Legislative, Executive and Judiciary- Media and civil society- Media as Fourth Estate - Power of Media and accountability of Media, Legal aspects to freedom of expression	5	CO2, CO3
3	**Media and Culture (15 Hours)**			
	3.1	Mass culture, mass society, culture industry, cultural communication: inter and intra cultural communication; media and cultural manufacturing	5	CO3, CO4
	3.2	Sociology of mass media, Cultural Studies, popular discrimination, culture industries, popular culture vs. people's culture, politics and popular culture, celebrity culture and personality branding through media	5	CO3, CO4
	3.3	Medium as the message, technological transitions and communication industries, media and consumerism, information and communication as tools of equality and exploitation	5	CO3, CO4
4	**Media Literacy (15 Hours)**			
	4.1	Definition, needs and functions of media literacy, concepts of media literacy theory – competency, critical thinking,	5	CO4, CO5

		media constructions, media effects, agenda setting, framing, priming,		
	4.2	Media representations of cultures, genders, caste, ethnicity, marginalised, children, youth, aged	5	CO3, CO4
	4.3	Media literacy Process – how to read media messages, media literacy skills, media literacy plan for news, comics, social media, video games, photographs, and audio messages	5	CO3, CO4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test**,** Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Freccero, C. (1999). *Popular culture: An introduction*. NYU Press..
2. Coe, P. (2021). *Media freedom in the age of citizen journalism*. Edward Elgar Publishing.
3. Kellner, D. (2003). *Media culture: Cultural studies, identity and politics between the modern and the post-modern*. Routledge.
4. Storey, J. (2021). *Cultural theory and popular culture: An introduction*. Routledge.
5. Oswell, D. (2006). *Culture and Society: An Introduction to Cultural Studies.* London: Sage.
6. Kubey, R. W. (Ed.). (1997). Media literacy in the information age: Current perspectives.

Discipline/Programme	**Mass Communication and Journalism**
Semester	6
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24UJMCDSE308
Course Title	DATA JOURNALISM
Course Level	300 – 399
Course Summary	This course will transform you from a passive consumer to a master storyteller who can uncover insights and trends hidden within numbers. Students can learn how to find, collect, and clean data from a variety of sources, including government databases, public records, and social media.

Lecture/Tutorial/Practical Hours	60/0/0
Credits	4
Pre-requisite, if any	

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Identify different data sources relevant for storytelling	Remember	PO1, PO2, PO3, PO7, PO8
2	Apply ethical frameworks to evaluate data sources and findings	Analyse	PO1, PO2, PO3, PO7, PO8
3	Analyse data to identify trends, patterns, and relationships	Analyse	PO1, PO2, PO3, PO7, PO8
4	Judge the effectiveness of data visualizations in conveying information	Evaluate	PO1, PO2, PO3, PO7, PO8
5	Evaluate the ethical implications of publishing data-driven stories	Evaluate	PO1, PO2, PO3, PO7, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	**Units**	**Course description**	**Hrs**	**CO No.**
1	**Introduction to Data Journalism (12 Hours)**			
	1.1	Definition, Data journalism in Perspective-Computer Assisted Reporting	4	CO1
	1.2	Precision Journalism, Info-graphics, Mass Data Literacy, Pros and cons of Data journalism.	4	CO1
	1.3	Data Collection and Analysis- Finding and accessing data sources- Data analysis	4	CO1
2	**Data Analysis and Interpretation (15 Hours)**			
	2.1	Idea of Data – 3 Vs (volume, velocity and variety) Basics of data analysis using tools like Excel, Google Sheets- Statistical concepts and techniques for journalists	5	CO2
	2.2	Organising Data, Verifying Data, Summarising and Simplifying Data Insights	5	CO2

	2.3	Data Privacy- Importance **-** Ethics and legal considerations in data journalism	5	CO2
3	**Data to Stories (13 Hours)**			
	3.1	Principles of effective data visualization- Choosing the right visualization techniques for different data types	5	CO3
	3.2	Tools for data visualization (Tableau, Datawrapper, Infogram, etc.)	4	CO3
	3.3	Data Mining, Scraping PDFs, Scraping websites,	4	CO3
4	**Applying Data in Journalism (20 Hours)**			
	4.1	Understanding the role of data in journalism. Investigative Data Journalism - Strategies for investigative reporting using data	4	CO4
	4.2	Working with large datasets and databases- Finding and accessing data sources. Reporting on social issues using data-driven approaches	8	CO4, CO5
	4.3	Collaborative storytelling using data-driven approaches. Integrating data into multimedia formats (videos, podcasts, etc.) Presenting final data-driven projects.	8	CO4, CO5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test**,** Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Bounegru, L., & Gray, J. (2021). *The data journalism handbook: Towards a critical data practice* (p. 415). Amsterdam University Press.
2. Houston, B. (2014). *Computer-assisted reporting: A practical guide*. Routledge.
3. Tong, J. (2022). Journalism in the data age.
4. Rogers, S. (2013). Facts are sacred: The power of data. *(No Title)*.

5. Mutsvairo, B., Bebawi, S., & Borges-Rey, E. (Eds.). (2020). *Data journalism in the Global South*. Springer Nature.
6. Cairo, A. (2012). *The Functional Art: An introduction to information graphics and visualization*. New Riders.

Suggested readings / Web Resources

1. http://datajournalismhandbook.org/1.0/en/
2. http://datadrivenjournalism.net/
3. https://tcij.org/sites/default/files/u4/Data%20Journalism%20Book.pdf
4. http://www.theguardian.com/news/datablog
5. www.informationisbeautiful.net
6. http://visualisingdata.com
7. https://www.rug.nl/research/portal/files/51262766/Baack_2017_Practically_Engaged.pdf
8. https://www.datacamp.com/community/blog/data-journalism-guide-tools
9. https://datajournalism.com/watch/doing-journalism-with-data-first-steps-skills-and-tool

Discipline/Programme	**Mass Communication and Journalism**
Semester	6
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24UJMCDSE309
Course Title	IMMERSIVE TECHNOLOGIES FOR MEDIA
Course Level	300-399
Course Summary	The course will introduce the students to the various ways in which immersive technology is changing the field of journalism. The students will be encouraged to engage critically with the key debates in the field and its implication for practicing journalists. Ethical concerns related to emerging media and technologies will be addressed.
Lecture/Tutorial/Practical Hours	60/0/0
Credits	4
Pre-requisite, if any	

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**

1	Understand the evolution in immersive media	Understand	PO1, PO2, PO3, PO7, PO8
2	Understand the emerging trends in immersive media and possible future of immersive media	Understand	PO1, PO2, PO3, PO7, PO8
3	Analyse the possibilities of immersive media	Analyse	PO1, PO2, PO3, PO7, PO8
4	Understand the different hardware and software can be used to produce these VR experiences	Understand	PO1, PO2, PO3, PO7, PO8
5	Evaluate the ethical perspectives immersive media	Evaluate	PO1, PO2, PO3, PO7, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Basics of immersive journalism (15 Hours)**			
	1.1	Understanding immersive media, AR, VR, MR. The use of immersive technologies in journalism, Debates around emerging technologies and new Interfaces	5	CO1, CO2
	1.2	Relationship between communication and technology, Evolution of technology in the immersive field, Journalism’s role in modern AR, VR and MR age.	4	CO1, CO2
	1.3	The emerging landscape of immersive journalists, The future of Narrative journalism, Interactive software, Future technologies, 5G and internet of things	3	CO1, CO2
	1.4	Challenges of immersive media- Disinformation, Misinformation, Deep fake, Ethical concerns: The use of immersive technologies raises ethical concerns around privacy, data security, and addiction.	3	CO1, CO2
2	**Immersive video content (15 Hours)**			
	2.1	ABC of Panoramic video production, 360-degree films, AR, VR, MR Systems and history immersive technologies, Instruments for 360 TV. Use of panoramic sound and 3D Graphics.	5	CO2, CO3
	2.2	Mojo(Mobile Journalism) visual storytelling- Producing news story using portable gadgets, wearable devices and head-mounted displays (HMDs) such as mobile phone, mount, tripod and other accessories	5	CO2, CO3
	2.3	Preparation of digital storyboard, Producing an immersive component to augment a written or	5	CO2, CO3

		data story, Understanding VHIL (Virtual Human Interaction Lab), Understanding 3d models and spherical videos, Google cardboard headset and its usage.		
	2.4			
3	**Ethics and Process of Immersive Journalism (15 Hours)**			
	3.1	Immersive worlds, experiential news, future of virtual and augmented reality, fiction and non-fiction story telling in immersive projects.	5	CO3, CO4, CO5
	3.2	New ethical questions VR Journalists, debate in editing/altering reality, Discussion about the challenges, collision of old media ethics and new platforms, Applying traditional journalism ethics to this new technology,	5	CO3, CO4, CO5
	3.3	The different cameras available to produce live-action, 360 video, The different software available to produce experiences. Platforms for 360 casting YouTube 360, Facebook 360, Headjack, Jaunt, VRideo, VR Player, Samsung VR	5	CO3, CO4, CO5
4	**VR/AR/MR (15 Hours)**			
	4.1	VR-gadgets and their potential. Computer modelling and types of VR. 3D Graphics. Classification of VR technology. The spheres of use for VR. VR software Applications NYT VR, Within, Cardboard camera, Lumber, Vrscout, Stitching Software.	8	CO3, CO4, CO5
	4.2	Augmented reality basics, Difference between VR and AR, Latest trend in immersive journalism- Mixed Reality, Analysis of existing AR contents, Advantages and disadvantages of different viewers. AR Application softwares Quiver, Lumyer, Holo, Layar, Aurasma	7	CO3, CO4, CO5

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Class test **,** Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Jerald, J. (2015). *The VR book: Human-centered design for virtual reality*. Morgan & Claypool.
2. Schmalstieg, D., & Hollerer, T. (2016). *Augmented reality: principles and practice*. Addison-Wesley Professional.
3. De la Peña, N., Weil, P., Llobera, J., Spanlang, B., Friedman, D., Sanchez-Vives, M. V., & Slater, M. (2010). Immersive journalism: Immersive virtual reality for the first-person experience of news. *Presence*, *19*(4), 291-301
4. Rampolla, J., & Kipper, G. (2012). *Augmented reality: An emerging technologies guide to AR*. Elsevier.
5. Craig, A. B. (2013). Understanding augmented reality: Concepts and applications

Discipline/Programme	**Mass Communication and Journalism**
Semester	6
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24UJMCDSE310
Course Title	INTEGRATED MARKETING COMMUNICATION
Course Level	300-399
Course Summary	This course will equip you to be the mastermind behind cohesive and impactful marketing campaigns.
Lecture/Tutorial/Practical Hours	60/0/0
Credits	4
Pre-requisite, if any	

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Define the core elements of Integrated Marketing Communication (IMC) and its role in marketing strategy	Remember	PO1, PO3, PO5, PO7, PO8
2	Interpret the relationship between brand identity, brand equity, and IMC	Understand	PO1, PO3, PO5, PO7, PO8
3	Develop a basic IMC mix for a specific product or service	Analyse	PO1, PO3, PO5, PO7, PO8
4	Critically assess the ethical implications of various IMC strategies	Evaluate	PO1, PO3, PO5, PO6, PO7, PO8

5	Design a creative IMC campaign concept that integrates different communication channels	Create	PO1, PO3, PO5, PO7, PO8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introduction to Integrated Marketing Communication (15 Hours)**			
	1.1	Definition and principles of IMC	4	CO1, CO2
	1.2	Historical development and evolution	4	CO1, CO2
	1.3	Role of IMC in marketing strategies	4	CO1, CO2
	1.4	IMC Planning Process	3	CO1, CO2
2	**Communication Channels in IMC (15 Hours)**			
	2.1	Advertising in IMC	4	CO3, CO4
	2.2	Public Relations and IMC	4	CO3, CO4
	2.3	Crisis communication	4	CO3, CO4
	2.4	Media relations and publicity	3	CO3, CO4
3	**Digital and social media in IMC (15 Hours)**			
	3.1	Social Media Strategies	5	CO4, CO5
	3.2	Basics of SEO and SEM	5	CO4, CO5
	3.3	Tools and analytics for SEO/SEM	5	CO4, CO5
4	**Evaluation and Future Trends in IMC (15 Hours)**			
	4.1	Measuring IMC Effectiveness	4	CO4
	4.2	Emerging technologies in marketing	4	CO4
	4.3	Globalisation and cross-cultural considerations	4	CO4
	4.4	Sustainability and ethical dimensions in IMC	3	CO4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)**

SEM	MULTIDISCIPLINARY COURSES (MDC)				
1	24UJMCMDC101	Photojournalism	100-199	3	
2	24UJMCMDC102	Anchoring and Presentation skills for Media	100-199	3	
3	24UJMCMDC201	Ad Film Making	200-299	3	
	SKILL ENHANCEMENT COURSES (SEC)				
4	24UJMCSEC201	Social Media Content Development	200-299	3	
5	24UJMCSEC301	Social Media Influencer Marketing	300-399	3	
6	24UJMCSEC302	Branding for Start-Ups	300-399	3	
	VALUE ADDITION COURSES (VAC)				
3	24UJMCVAC201	Citizen Journalism	200-299	3	
4	24UJMCVAC202	AI and Media	200-299	3	
6	24UJMCVAC301	Media and Human Rights	300-399	3	

	Class test, Assignment submission, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Kitchen, P. J., Tourky, M. E. (2022). *Integrated Marketing Communications: A Global Brand-Driven Approach*. Switzerland: Springer International Publishing.
2. Eagle, L., Dahl, S., Czarnecka, B., Lloyd, J. (2014). *Marketing Communications*. United Kingdom: Taylor & Francis.
3. *Digital and Social Media Marketing: Emerging Applications and Theoretical Development*. (2019). Germany: Springer International Publishing.
4. Juska, J. M. (2021). *Integrated Marketing Communication: Advertising and Promotion in a Digital World*. United Kingdom: Taylor & Francis.
5. Lipschultz, J. H. (2023). *Social Media Communication: Concepts, Practices, Data, Law and Ethics*. United Kingdom: Taylor & Francis.

Multi-Disciplinary Courses

Discipline/Programme	**Mass Communication & Journalism**
Semester	I
Type of Course	MDC
Course Code	24UJMCMDC101

Course Title	Photojournalism	
Course Level	100-199	
Course Summary	To provide the students with a solid foundation in photography from the historical evolution of the art to the practical skills by understanding lighting techniques, composition, and basic image editing.	
Lecture/Tutorial/Practical Hours	30/0/30	
Credits	Total	3
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Understand the evolution of photography and photo journalism	U	3
2	Understand the importance of ethics, roles, and responsibilities of a photo journalist	U	6
3	Identify essential camera components, types of camera, and their functions.	U	3
4	Apply composition and lighting strategies for photography.	A	3
5	Summarise the fundamental features of image editing software	U	3
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Evolution of photography and introduction to photo journalism (20 Hours)**			
	1.1	History of photography - Role of photography in communication and journalism	5	1
	1.2	Definition of Photo Journalism- Nature, scope and functions of photo Journalism- qualifications and responsibilities of photojournalists- well known photojournalists	5	1
	1.3	Covering news – sources - Writing captions and cut lines for photo	5	2
	1.4	Latest trends, legal and ethical requirements	5	2
	Exploring camera (15 Hours)			

2	2.1	Types of cameras - Polaroid camera - Point and shoot - SLR, DSLR, Mirrorless	5	3
	2.2	Familiarising camera parts - Lens, eyecup, hotshot, lcd display, shutter trigger, shutter, mirror, viewfinder, button interface, mode dial, job dial, communication ports, memory slot, battery compartment, tripod mount - types of lenses: wide, zoom, and normal lens	5	3
	2.3	Working mechanism of camera Understanding Exposure - ISO, Shutter Speed, Aperture, WB	5	3
3	**Understanding composition and lighting (15 Hours)**			
	3.1	Elements of composition - Perspective and leading line - Rule of third - Grouping and organization - Space - Depth of Field - Colour - Light - Scale	5	4
	3.2	Lighting equipment - HMI, Fresnels, LED lights, Sungun, CFL, Soft light, Gobos Lighting Accessories - Gels, Diffusers, Reflectors, Scrims, Barndoors	5	4
	3.3	Lighting techniques - three-point, four-point, butterfly, Rembrandt, loop, flat, split	5	4
4	**Introduction to Image editing software (10 Hours)**			
	4.1	Understanding basic tools of any one image editing software	10	5
5	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Practical based assignment , Viva voce **B. End Semester Examination (ESE)**

References:

6. Langford, M. (2013). *Basic photography*. Routledge.

7. Berger, J., & Werder, F. (1991). ways of seeing [WAYS OF SEEING].

8. Stroebel, L. (1999). *View camera technique*. Routledge.

9. Benjamin, W. (2015). *On photography*. Reaktion Books.

10. Benjamin, W. (1972). A short history of photography. *Screen*, *13*(1), 5-26.

Discipline/Programme	**Mass Communication & Journalism**	
Semester	II	
Type of Course	MDC	
Course Code	24UJMCMDC102	
Course Title	Anchoring and Presentation skills for Media	
Course Level	100-199	
Course Summary	Master presentation and anchoring for media: skills, confidence, professionalism, engagement.	
Lecture/Tutorial/Practical Hours	30/0/30	
Credits	Total	3
Pre-requisite, if any	Command over any language	

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Understand the fundamentals of anchoring and presentation skills.	U	1,3
2	Develop participants' verbal and non-verbal communication skills essential for effective anchoring and presentation.	U	1,3
3	Develop specialised anchoring skills tailored for various media platforms, including television, radio, and online streaming.	A	1,3,
4	Understand a diverse set of skills for presentation	U	1,3,
5	Apply skills in crafting clear, impactful, and audience-centric scripts.	A	1,3,
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Foundations of Anchoring and Presentation (15 Hours)**			
	1.1	Introduction to Anchoring: Understanding the role of an anchor	2	1
	1.2	Differentiating between anchoring and presentation	2	1
	1.3	The impact of effective communication in anchoring and presentations	3	1
	1.4	Key elements of successful communication	4	1
	1.5	Presentation Formats and Styles (informative, persuasive, entertaining)	4	1
2	**Verbal and Non-Verbal Communication Skills (15 Hours)**			
	2.1	Clear and Articulate Speech - Techniques for clear and effective verbal communication - Voice modulation and tone control - Pronunciation and enunciation exercises	3	2
	2.2	Body Language and Presence: Importance of non-verbal communication in anchoring	4	2
	2.3	Mastering body language and posture - Role of Facial expressions, gestures, and eye contact	4	2
	2.4	Confidence Building and Nervousness Management - Strategies for building confidence as an anchor or presenter - Techniques to manage nervousness and stage fright, Visualisation, and relaxation exercises	4	2
3	**Mastering Media-Specific Anchoring Techniques (15 Hours)**			
	3.1	Understanding Media Dynamics: Overview of television, radio, and online streaming as distinct media platforms - Recognizing the nuances and demands of each medium - Importance of adapting anchoring techniques to specific media contexts	4	3,4
	3.2	**Television Anchoring Techniques**: On-camera presence and visual appeal, Teleprompter usage and reading techniques, managing live broadcasts and pre-recorded segments, Coordinating with production teams and directors	3	3,4
	3.3	**Radio Anchoring Techniques:** Developing a compelling radio voice, scripting for radio and conveying information effectively without visuals, Live radio hosting and managing time constraints, Incorporating music, interviews, and sound effects	4	3,4
	3.4	**Online Streaming and Social Media Anchoring:** Engaging with virtual audiences through live streaming, leveraging social media platforms for interactive anchoring, creating short-form content for online consumption, Managing comments, feedback, and audience participation	4	3,4
	Scripting and Preparation Techniques (15 Hours)			

4	4.1	Crafting a Compelling Script - Elements of a well-structured script, tailoring scripts for different presentation formats, Writing for clarity and impact	5	4,5
	4.2	Rehearsal and Time Management: Importance of rehearsal in anchoring and presentation Time management techniques during live presentations - Handling unexpected challenges and disruptions	5	4,5
	4.3	Adapting to Different Settings: Adjusting content and style for diverse settings - Special considerations for formal vs. informal presentations - Strategies for virtual presentations and webinars	5	4,5
5	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Presentation, Practical based assignment **B. End Semester Examination (ESE)**

References:

1. Gallo, C. (2014). Talk like TED: The 9 public-speaking secrets of the world's top minds. St. Martin's Press.

2. Gelb, M. J. (2008). The power of presentation: How to make your message impactful and persuasive. John Wiley & Sons.

3. Hogan, J. (2011). Anchor power: How to become a TV news anchor. McGraw-Hill.

4. Kramer, L. (2017). The art of anchoring: Strategies for broadcast professionals. Routledge.

5. Mims, B. W. (2015). Broadcast journalism: Writing, reporting, and producing across media platforms. Routledge.

6. Nicholson, J. (2019). The television presenter's handbook: A practical guide to on-air performance. Routledge.

Discipline/Programme	**Mass Communication & Journalism**	
Semester	III	
Type of Course	MDC	
Course Code	24UJMCMDC201	
Course Title	Ad Film Making	
Course Level	200-299	
Course Summary	This course will help the student to master the art of storytelling through captivating visuals and sound to create persuasive advertising films that resonate.	
Lecture/Tutorial/Practical Hours	45/0/0	
Credits	Total	3
Pre-requisite, if any	Basic knowledge of videography and video editing	

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Remember and identify fundamental principles of advertising and visual storytelling	U	3
2	Understand the importance of creative brief in advertising	U	3
3	Apply ad film production skills, including scriptwriting, directing, and editing, to create compelling narratives.	A	3
4	Understand various elements of ad film production to produce innovative and engaging advertisements.	U	3
5	Design and execute ad film campaigns that persuade and resonate with target audiences.	A	3
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	**Units**	**Course description**	**Hrs**	**CO No.**
1	**Introduction to Advertising (8 Hours)**			
	1.1	Introduction to Advertising: overview, elements, functions and need of advertising	2	1
	1.2	Principles of visual storytelling in advertising: structure, visual composition, Symbolism and metaphor, visual pacing, appeal, brand story telling and audience engagement	3	1

	1.3	Types of ad films	2	1
	1.4	Case studies	1	1
2	**Creative Brief (8 Hours)**			
	2.1	Understanding the brand; messaging – brand persona, positioning and tone of voice	3	2
	2.2	Creative brief propositions; USP, Target Audience, Task, expected outcome, call to action etc.	3	2
	2.3	Writing creative brief	2	2
3	**Pre-Production (12 Hours)**			
	3.1	Brainstorming; Creative concepting and ideation	2	3
	3.2	Copywriting and Script writing for ad films: formats and techniques	5	3
	3.3	Story board, shot list, style and treatment	2	3
	3.4	Casting, art direction, location, costume and makeup	2	3
4	**Production and post-production (17 Hours)**			
	4.1	Cinematography; types of shots, camera movements and lighting	4	4,5
	4.2	Product placement	2	4,5
	4.3	Direction: framing, blocking, and directing talent	4	4,5
	4.4	Sound: dubbing, voice over, effects, foley, music	2	4,5
	4.5	Editing: pacing, continuity, colour grading, CGI and VFX	3	4,5
	4.6	Final mixing and mastering	1	4,5
	4.7	Final out; file compression and aspect ratio	1	4,5
5	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Practical based assignment, Viva Voce **B. End Semester Examination (ESE)**

References:

1. Barnwell, J. (2008). *The Fundamentals of Film Making*. AVA Publishing.
2. Ogilvy, D. (2023). *Ogilvy on advertising*. Hachette UK.
3. Tellis, G. J. (2003). *Effective advertising: Understanding when, how, and why advertising works*. Sage Publications.
4. Shaw, M. (2009). *Copywriting: Successful Writing for Design, Advertising, Marketing*. Hachette UK.

Skill Enhancement Courses

Discipline/Programme	**Mass Communication & Journalism**	
Semester	IV	
Type of Course	SEC	
Course Code	24UJMCSEC201	
Course Title	Social Media Content Development	
Course Level	200-299	
Course Summary	This course provides a comprehensive journey through social media, covering historical evolution, content creation, analytics insights, ethical considerations, and future trends. Students gain practical skills in profile management, content creation, and analytics, ensuring a well-rounded understanding of the social media landscape.	
Lecture/Tutorial/Practical Hours	45/0/0	
Credits	Total	3
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Understand the Social Media Landscape	U	1,3
2	Identify target audiences and emerging trends in the dynamic social media landscape.	A	1,3
3	Create various types of engaging social media content, including text, images, and videos.	A	1,3
4	Develop an understanding of social media jargon key metrics and analytical tools	A	1,3
5	Apply social media etiquette and best practices in content dissemination.	A	1,3
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Understanding the Social Media Landscape (10 Hours)**			
	1.1	Introduction to social media	1	1
	1.2	Historical Evolution of Social Media Platforms	2	1
	1.3	Overview of Major Social Media Platforms (Facebook, Twitter, Instagram, LinkedIn, etc.)	2	1
	1.4	Understanding Social Media Jargons: Engagement – Influencer - DM (Direct Message) -Hashtag – Trending – Analytics – Viral – Geotagging – Reach – Carousel – Stories – Filter etc.	2	1,2
	1.5	Analysing audience behaviour on different platforms	1	1,2
	1.6	Identifying target audiences and trends	2	1,2
2	**Social Media Content Creation (16 Hours)**			
	2.1	Creating and Managing Social Media Profiles: Setting up and Optimizing Social Media Profiles	2	3
	2.2	Types of Content on social media	2	3
	2.3	Introduction to Hashtags and Trends	2	3
	2.4	Tools for text Creation	2	3
	2.5	Video editing tools and techniques	2	3
	2.6	Tools for images & Graphics	2	3
	2.7	Tools for Scheduling	2	3
	2.8	Tools for Surveys & Quizzes	2	3
	Social Media Analytics and Insights (10 Hours)			

3	3.1	Definition and Importance of Social Media Analytics	1	4
	3.2	Overview of Key Metrics (Likes, Shares, Comments, Impressions, Reach)	2	4
	3.3	Introduction to Analytics Tools (Facebook Insights, Twitter Analytics, Google Analytics)	2	4
	3.4	Assessing content performance and audience engagement	1	4
	3.5	Strategies for content optimisation based on analytics	2	4
	3.6	Case studies on successful social media content campaigns	2	4
4	**Ethics and Future Trends in Social Media Content (09 Hours)**			
	4.1	Ethical Considerations in Content Creation	2	5
	4.2	Navigating Controversial Topics Responsibly	2	5
	4.3	Social Media Etiquette and Best Practices	2	5
	4.4	The Rise of New Platforms and Features	2	5
	4.5	Emerging Trends in Social Media Content	1	5
5	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Oral Presentation, Practical based assignment **B. End Semester Examination (ESE)**

References:

1. Krasniak, M., Zimmerman, J., &amp; Ng, D. (2021). Social Media Marketing All-in-One For Dummies. For Dummies.

2. Riley, J. A. (2011). 2011 Social Media Directory: The Ultimate Guide to Facebook,Twitter, and LinkedIn Resources. Que.

3. Turner, G. (2019). Content Marketing: Proven Strategies to Attract an Engaged Audience Online with Great Content and Social Media to Win More Customers, Buildyour Brand and Boost your Business (Marketing and Branding). E.C. Publishing.

Discipline/Programme	**Mass communication & Journalism**	
Semester	V	
Type of Course	SEC	
Course Code	24UJMCSEC301	
Course Title	Social Media Influencer Marketing	
Course Level	300-399	
Course Summary	The course will equip students with essential skills in influencer marketing, emphasising brand collaboration, content creation, and ethical considerations. Through a hands-on project, students will gain practical experience, preparing them for success in the evolving digital marketing landscape.	
Lecture/Tutorial/Practical Hours	45/0/0	
Credits	Total	3
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	To understand the influencer marketing ecosystem, including the roles of influencers, brands, and followers.	U	1,2,
2	To develop analytical skills to assess the effectiveness of influencer-generated content.	U	1,2,3
3	To evaluate the impact of influencer marketing on brand perception.	E	1,2,3
4	To create engaging collaborative content by applying creative and strategic approaches.	C	1,2,3,4
5	To apply ethical influencer marketing strategies to real-world scenarios.	A	1,2,3,4,7
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introduction to Influencer Marketing (12Hours)**			
	1.1	Definition and Evolution of influencer marketing	3	1
	1.2	Importance of influencer marketing within the digital marketing landscape	2	1
	1.3	Overview of major social media platforms	3	1,2
	1.4	Identifying target audiences on different platforms	2	1,2
	1.5	Emerging trends in influencer marketing across platforms	2	1,2
2	**Branding and Influencers (13Hours)**			
	2.1	Definition of branding and its significance	2	3
	2.2	Evolution of influencer marketing in brand promotion	2	3
	2.3	Components of brand identity (logos, colours, brand name, graphics, and images)	4	3
	2.4	Case studies on successful brand identities	3	3
	2.5	Brand perception and consumer loyalty		3
	2.6	Social media collaborations and Influencer-brand collaborations	2	3
3	**Content Creation for Social Media Influencers (10 Hours)**			
	3.1	Role of content in social media influencing	1	4
	3.2	Audience analysis and segmentation: Identifying and defining your niche	2	4
	3.3	Developing a personal brand style guide	2	4
	3.4	Content Planning and Editorial Calendar	1	4
	3.5	Video creation and editing basics: Storyboarding and scripting	2	4
	3.6	Creating interactive content	2	4
4	**Influencer Marketing Ethics and Compliance (10 Hours)**			
	4.1	FTC guidelines for influencer marketing content	2	5
	4.2	Intellectual property and rights management	2	5
	4.3	Ensuring transparency and authenticity in content	2	5
	4.4	Ethical issues in influencer marketing	2	5
	4.5	Case studies on successful and controversial campaigns	2	5
5	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Oral Presentation, Practical based assignment **B. End Semester Examination (ESE)**

References:

1. Grau, S. L. (2022). Celebrity 2.0: The Role of Social Media Influencer Marketing in Building Brands. Business Expert Press.
2. Grenny, J., Patterson, K., & Maxfield, D. (2007). Influencer: The Power to Change Anything. McGraw-Hill Education.
3. Handley, A. (2014). Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content. Wiley.
4. Hennessy, B. (2018). Influencer: Building Your Personal Brand in the Age of Social Media. Citadel Press.
5. Kane, B. (2019). One Million Followers, Updated Edition: How I Built a Massive Social Following in 30 Days. Atria/Keywords Press.

Discipline/Programme	**Mass Communication & Journalism**
Semester	VI
Type of Course	SEC
Course Code	24UJMCSEC302
Course Title	Branding for Start-Ups
Course Level	300-399
Course Summary	The syllabus aims knowledge creation on how to build a brand that stands out in the market and connects with the target audiences' emotions through strategies.

	The course equips students with insightful understanding about branding a startup on their own. Real world examples and creating their own brand as an assignment will make them understand why certain brands succeed and others fail.	
Lecture/Tutorial/Practical Hours	30/0/30	
Credits	Total	3
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Understand the true idea of branding and why people buy brands.	U	1,2
2	Understand brand personality	U	1,2
3	Analyse the elements of brand identity	An	1,2
4	Analyse case studies to identify successful branding tactics utilized by startups.	E	1,2
5	Create a personalized branding plan for a startup venture.	C	1,8
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introduction to Branding for Startups (15 Hours)**			
	1.1	Brand Identity, brand value and brand loyalty for a startup	3	1
	1.2	Brand culture – brand authors: companies, popular culture, customers & influencers	3	1
	1.3	Brands and competitive advantages	3	1
	1.4	Consumer psychology on branding	3	1
	1.5	Branding and ethics	3	1
2	**Designing the brand strategy for startups (15 Hours)**			
	2.1	Steps of branding process: 5 steps (Building a brand strategy, market research, developing brand identity, building a unique style guide, Working on brand awareness)	4	1,2
	2.2	Brand Personality	2	1,2
	2.3	Unique selling point: How to be different?	2	1,2

	2.4	Brand Story	2	1,2
	2.5	Brand Positioning	2	1,2
	2.6	Case Studies to identify successful branding tactics utilized by startups.	3	2,4
3	**Verbal elements of Branding (15 Hours)**			
	3.1	Brand identity development	3	3,5
	3.2	Key checks & domain	3	3,5
	3.3	Tagline creation	3	3,5
	3.4	Brand promise	3	3,5
	3.5	Storytelling: How to turn your personal story into new customers?	3	3,5
4	**Visual elements of Branding (15 Hours)**			
	4.1	Introducing Visual Expression	3	3,5
	4.2	Building Brand Identity: Colour palette, Typography, Logo	4	3,5
	4.3	Brand Mood Board	3	3,5
	4.4	Style guide and final pitch deck for presentation	5	3,5
5	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, practical based assignment, Viva voce **B. End Semester Examination (ESE)**

References:

1. Clifton, R. (2009). *Brands and branding* (Vol. 43). John Wiley & Sons.

2. Sitorus, S. A., Romli, N. A., Tingga, C. P., Sukanteri, N. P., Putri, S. E., Gheta, A. P. K., ... & Ulfah, M. (2022). BOOK of BRAND MARKETING: THE ART OF BRANDING.

3. Rajaram, S., & Shelly, C. S. (2012). History of branding. *International Journal of Social Sciences & Interdisciplinary Research*, *1*(3), 100-104.

4. Franzen, G., & Moriarty, S. E. (2015). *The science and art of branding*. Routledge.

Value Added Courses

Discipline/Programme	**Mass Communication & Journalism**	
Semester	III	
Type of Course	VAC	
Course Code	24UJMCVAC201	
Course Title	Citizen Journalism	
Course Level	200-299	
Course Summary	This course will help the student to explore the democratization of news through citizen journalism and learn to navigate ethical challenges and contribute to informed public discourse.	
Lecture/Tutorial/Practical Hours	45/0/0	
Credits	Total	3
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Recall and identify key principles of journalism ethics and standards.	R	1,2
2	Analyse and evaluate the credibility and reliability of citizen-generated content.	An	1,2,6
3	Apply journalistic techniques to gather, verify, and report news as a citizen journalist.	A	3
4	Analyse multiple sources to construct compelling narratives.	An	1,2
5	Develop and distribute citizen journalism content that informs and engages diverse audiences.	A	3,4
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Principles of Journalism, Ethics and Standards (10 hours)**			
	1.1	Introduction to journalism ethics: historical context and contemporary relevance	3	1
	1.2	Key principles of journalistic integrity, including truthfulness, accuracy, fairness, and impartiality	2	1
	1.3	Case studies exploring ethical dilemmas in traditional and citizen journalism	3	1
	1.4	Professional codes of conduct and standards	2	1
2	**Evaluating Credibility and Reliability of Citizen-Generated Content (10 hours)**			
	2.1	Understanding the challenges of assessing credibility in citizen journalism	3	2
	2.2	Techniques for verifying user-generated content: fact-checking, source verification, and triangulation	4	2
	2.3	Analysing bias and agenda in citizen-generated content	3	2
3	**Journalism Techniques for Citizen Reporters (15 hours)**			
	3.1	Basics of news gathering: identifying newsworthy events, sources, and angles	4	3
	3.2	Interviewing skills for citizen journalists: preparation, questioning techniques, and ethical considerations	4	3
	3.3	Writing news stories for digital platforms: structure, style, and audience engagement	5	3,4
	3.4	Multiple sources of information	2	3,4
4	**Content Creation (10 Hours)**			
	4.1	Crafting compelling narratives in citizen journalism: storytelling techniques and multimedia integration	5	3,5
	4.2	Tailoring content to diverse audiences: understanding audience demographics, interests, and preferences	5	3,5
5	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, News Analysis, Oral Presentation, Practical based assignment **B. End Semester Examination (ESE**

References:

1. Hirst, M. (2018). *Navigating social journalism: a handbook for media literacy and citizen journalism*. Routledge.

2. Allan, S. (Ed.). (2017). *Photojournalism and citizen journalism: co-operation, collaboration and connectivity*. Taylor & Francis.

3. Wall, M. (2018). *Citizen journalism: Practices, propaganda, pedagogy*. Routledge.

4. Bird, S. E. (Ed.). (2010). *The anthropology of news and journalism: global perspectives*. Indiana University Press.

Discipline/Programme	**Mass Communication & Journalism**	
Semester	IV	
Type of Course	VAC	
Course Code	24UJMCVAC202	
Course Title	AI and Media	
Course Level	200-299	
Course Summary	To Gain hands-on experience and insights into the AI tools and empower to navigate AI's dynamic role in the media landscape. The course equips students with practical skills in applying AI tools to create media content and stay relevant. The hands-on approach, ethical considerations, and real-world case studies ensure that students are not just knowledgeable but ready to thrive in AI-driven media environments.	
Lecture/Tutorial/Practical Hours	45/0/0	
Credits	Total	3
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Understand the essentials of artificial intelligence and the latest tech trends in media.	U	1,2
2	Demonstrate hands-on skills using AI tools to create text, images, audio, and video.	U	3,8

3	Apply ethical principles when using AI in media, ensuring responsible and thoughtful deployment.	A	6
4	Analyse real-world applications of artificial intelligence in media, exploring diverse scenarios and industry use cases.	An	2
5	Analyse diverse case studies thereby gaining an understanding of the multifaceted impact of AI integration in the media industry.	An	2
****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**Introduction to AI (15 Hours)**			
	1.1	Artificial Intelligence	2	1
	1.2	Overview of AI and its impact on media industries	2	1
	1.3	Historical perspective and evolution of AI in media	2	1
	1.4	Types of artificial intelligence: ANI, AGI, ASI	2	1
	1.5	Augmented Intelligence versus Artificial Intelligence	2	1
	1.6	Advantages and Disadvantages of Artificial Intelligence	2	1
	1.7	Applications of AI	3	1
2	**AI-driven content creation: AI for Text and Image (10 Hours)**			
	2.1	AI for text	2	2
	2.2	Personalisation of content	2	2
	2.3	Tools for AI text	2	2
	2.4	AI for Image	2	2
	2.5	Text-To-Image	2	2
3	**AI-driven content creation: AI for Audio and Video (10Hours)**			
	3.1	AI for Audio	2	2
	3.2	Text-to-Speech Tools	2	2
	3.3	Audio Enhancer	2	2
	3.4	AI for Video	2	2
	3.5	Text in motion tools	2	2
4	**Shaping the future of AI in a responsible and ethical manner (10 Hours)**			
	4.1	The potential risks and benefits of AI	2	3,4,5

	4.2	Ethical use of Artificial Intelligence - Originality of the content, emphasising uniqueness and avoiding plagiarism	2	3,4,5
	4.3	Case Studies for AI Integration in Media	2	3,4,5
	4.4	Artificial intelligence governance and regulations	2	3,4,5
	4.5	AI and the Future of Media	2	3,4,5
5	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Group Project, Oral Presentation, Written test, Problem-based assignment **B. End Semester Examination (ESE)**

References:

1. Connock, A. (2022). Media management and artificial intelligence: Understanding media.
2. Goel, L. (2021). Artificial intelligence: concepts and applications. Wiley India Pvt Ltd.
3. Pihlajarinne, T., & Alén-Savikko, A. (Eds.). (2022). Artificial intelligence and the media: Reconsidering rights and responsibilities. Edward Elgar Publishing Ltd.
4. Rich, E., Knight, K., & Nair, B. S. (2017). Artificial intelligence (3rd ed.). McGraw Hill Education.
5. Russell, S., & Norvig, P. (2015). Artificial intelligence: A modern approach (3rd ed.). Pearson Education India.

Discipline/Programme	**Journalism & Mass Communication**

Semester	VI	
Type of Course	VAC	
Course Code	24UJMCVAC301	
Course Title	Media and Human Rights	
Course Level	300-399	
Course Summary	This course will help the student to explore the intersection of media and human rights, examining the role of media in both advocating for and potentially violating human rights.	
Lecture/Tutorial/Practical Hours	45/0/0	
Credits	Total	3
Pre-requisite, if any		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO
1	Understand the concept of human rights	U	1,2,4
2	Understand the history and evolution of human rights	U	1,4
3	Understand the importance of Human Rights	U	1,2,4,5
4	Analyse the ethical and legal dimensions of Human rights	An	2,6
5	Evaluate the Intersection of Media and Human Rights	E	1,2
Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**The Concept of Human Rights (10 Hours)**			
	1.1	Human Rights: Concept, Scope and need of Human Rights.	2	1,2,3
	1.2	History and Evolution of Human Rights	2	1,2,3
	1.3	Human Rights and Democracy, Human Rights and Education, Human Rights and Communal Riots	3	1,2,3
	1.4	Human Rights and Crimes against women and children	3	1,2,3
	Introduction to Media and Human Rights (10 Hours)			

2	2.1	History and evolution of media activism and human rights movements in India	3	5
	2.2	Media representation of marginalised communities	4	5
	2.3	Intersectionality and the portrayal of gender, caste, religion and ethnicity in Indian Media	4	5
3	**Ethics and Regulations (15 Hours)**			
	3.1	Ethical dilemmas in media coverage of human rights issues	4	2,4,5
	3.2	Legal frameworks and challenges to freedom of speech and expression in India	5	4,5
	3.3	State Commission for Human Rights	3	4
	3.4	National Commission on Human Rights	3	4
4	**Digital media Human Rights (10 Hours)**			
	4.1	Impact of social media, citizen journalism, and digital activism on human rights discourse in India	5	5
	4.2	Challenges of online censorship, surveillance, and misinformation	5	5
5	**Teacher-specific course components**			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** **Theory:** Group Project, News Analysis, Oral Presentation, Written test, Problem-based assignment **B. End Semester Examination (ESE)**

References:

1. Sen, A. (2005). Human rights and capabilities. *Journal of human development*, *6*(2), 151-166.

2. Muntaqim, K. A. (2004). *Protection of Human Rights: National & International Perspectives*. Law Publishers (India).

3. Aggarwal, S. K. (1989). *Media credibility*. Mittal Publications.

4. Rayudu, C. S., & Rao, S. N. (1995). *Mass Media Laws and Regulations*. Himalaya Publishing House.

SIGNATUTRE COURSES

Discipline/Programme	**Journalism & Mass Communication**	
Semester	VI	
Type of Course	Signature Course	
Course Code		
Course Title	Storytelling for All	
Course Level	300-399	
Course Summary	This course equips a learner with the skills to become a captivating storyteller, a powerful asset in today's communication-driven world. Through interactive sessions, practical exercises, and theoretical exploration, the student will master the art of crafting and delivering impactful narratives that resonate with their audience	
Lecture/Tutorial/Practical Hours	15/15/30	
Credits	Total	4
Pre-requisite, if any	An interest in stories and their making	

COURSE OUTCOMES (CO)

CO No.	**Expected Course Outcome**	**Learning Domains ***	**PO**
1	Analyse the power of storytelling in different dimensions	An	1-6,8

2	Evaluate the building blocks of a story	E	1-6,8
3	Apply styles to different formats of storytelling	A	1-6,8
4	Creating a storytelling performance	C	1-8
5	Analyse the power of storytelling in different dimensions	An	1-6,8
***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	**The Power of Storytelling (15 Hours)**			
	1.1	Storytelling Matters: The history and psychology of storytelling, its effectiveness in communication and connection	5	1
	1.2	The Benefits of Storytelling: Enhancing persuasion, building trust, and fostering empathy	5	1
	1.3	Applications of Storytelling: Use of storytelling across industries, from marketing and public relations to education and leadership	5	1
2	**Building Blocks of a Story (15 Hours)**			
	2.1	The Anatomy of a Story: Five key elements of every compelling story: plot, setting, characters, point of view, and conflict	5	2
	2.2	Crafting Engaging Plots: Structuring the narrative for optimal flow, anticipation, and emotional impact	5	2
	2.3	Developing Compelling Characters: Learn to create characters your audience can connect with, fostering empathy and investment in their journey	5	2
3	**Styles and Formats of Storytelling (10 Hours)**			
	3.1	The Storytelling Spectrum: Explore various storytelling formats like fables, myths, personal anecdotes, and historical narratives, understanding their strengths and applications	5	3

	3.2	Adapting Your Story to Your Audience: Learn how to tailor your storytelling approach based on the audience's demographics, expectations, and setting	5	3
4	**The Art of Performance (15 Hours)**			
	4.1	Finding Your Voice: Enhance your vocal skills through practical exercises on pitch, volume, tempo, and tone, fostering powerful communication	3	4
	4.2	Storytelling Through the Body: Master the art of body language, encompassing posture, gestures, facial expressions, and eye contact to connect with your audience	3	4
	4.3	The Power of Presence: Develop confidence and vulnerability to project genuine emotions and connect with your audience on a deeper level	3	4
	4.4	Performing with Impact: Learn techniques to build audience rapport, create suspense, and deliver a memorable performance	3	4
	4.5	Crafting a S.T.A.R. Moment: Discover how to create a dramatic climax or impactful ending that leaves a lasting impression on your audience	3	4
5	**Refining the craft (5 hours)**			
	5.1	Feedback and Evaluation: Analysing performance with constructive feedback from peers and instructors	3	1-4
	5.2	The Art of Improvement: Using open-ended questions to gather valuable audience insights and continuously refining storytelling skills	2	1-4

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive lectures, Lecture-based Learning, Experiential Learning.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment** Group Project, News Analysis, Oral Presentation, Written test, Problem-based assignment **B. End Semester Examination (ESE)**

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The Seven Basic Plots: Why They Work and How to Use Them, Christopher Booker, Continuum, 2005

Wired For Story: The Writer's Guide to Using Brain Science to Hook Readers from the Very First Sentence, Lisa Cron, Ten Speed Press, 2012

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