

NSQF ALIGNED
CURRICULUM FOR TWO YEARS (FOUR SEMESTER)
P.G. DIPLOMA IN
JOURNALISM & MASS COMMUNICATION

For the State of Uttar Pradesh

**Effective from Session
2023-2024**

Semester System



Prepared by:

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PREFACE

An important issue generally debated amongst the planners and educator's world over is how technical education can contribute to sustainable development of the societies struggling hard to come in the same bracket as that of the developed nations. The rapid industrialization and globalization have created an environment for free flow of information and technology through fast and efficient means. This has led to shrinking of the world, bringing people from different culture and environment together and giving rise to the concept of world turning into a global village. In India, a shift has taken place from the forgettable years of closed economy to knowledge based and open economy in the last few decades. In order to cope with the challenges of handling new technologies, materials and methods, we have to develop human resources having appropriate professional knowledge, skills and attitude. Technical education system is one of the significant components of the human resource development and has grown phenomenally during all these years. Now it is time to consolidate and infuse quality aspect through developing human resources, in the delivery system. Polytechnics play an important role in meeting the requirements of trained technical manpower for industries and field organizations. The initiatives being taken by the Technical Education, UP to revise the existing curricula of diploma programmes as per the needs of the industry and making them NSQF compliant, are laudable.

In order to meet the requirements of future technical manpower, we will have to revamp our existing technical education system and one of the most important requirements is to develop outcome-based curricula of diploma programmes. The curricula for diploma programmes have been revised by adopting time-tested and nationally acclaimed scientific method, laying emphasis on the identification of learning outcomes of diploma programme.

The real success of the diploma programme depends upon its effective implementation. However best the curriculum document is designed, if that is not implemented properly, the output will not be as expected. In addition to acquisition of appropriate physical resources, the availability of motivated, competent and qualified faculty is essential for effective implementation of the curricula.

It is expected of the polytechnics to carry out job market research on a continuous basis to identify the new skill requirements, reduce or remove outdated and redundant courses, develop innovative methods of course offering and thereby infuse the much needed dynamism in the system.

Director
Institute of Research Development & Training
Uttar Pradesh
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5. All the participants from industry/field organizations, engineering colleges, polytechnics, and other technical institutions for their professional inputs during curriculum workshops.
6. Faculty /Subject Experts from different department of U.P Government Polytechnics for content updating .

Coordinator,
Institute of Research Development & Training,
U. P. Kanpur

1. SALIENT FEATURES OF P.G. DIPLOMA PROGRAM IN JOURNALISM AND MASS COMMUNICATION

1. Name of the Programme : P.G. Diploma Programme in Journalism and Mass Communication
2. Duration of the Programme : Two Years (Four Semesters)
3. Entry Qualification : Graduate in any Discipline
4. Intake : 60 (or as prescribed by the Board)
5. Pattern of the Programme : Semester Pattern
6. NSQF Level : Level - 6
7. Ratio between theory and practice : 70: 30 (Approx.)

8. Industrial Training: Four weeks of industrial training is included after II semester during summer vacation. Total marks allotted to industrial training will be 50.
9. Entrepreneurship Development: A full subject on Industrial Management and Entrepreneurship Development has been incorporated into the curriculum.
10. Student Centred Activities: A provision of 3-6 hrs per week has been made for organizing Student Centred Activities for overall personality development of students. Such activities will comprise of co-curricular activities such as expert lectures, self-study, games, hobby classes like photography, painting, singing, seminars, declamation contests, educational field visits, NCC, NSS and other cultural activities, disaster management and safety, etc.
11. Project Work: A project work has been included in the curriculum to enable the student to get familiarized with the practices and procedures being followed in the industries and provide an opportunity to work on some live projects in the industry.

2. EMPLOYMENT OPPORTUNITIES -

P.G. diploma holders in Journalism and Mass Communication can find employment opportunities in various industries that involve media and communication. Here are some industries where their skills and knowledge can be applied:

1. **Media Organizations:** Traditional media outlets such as newspapers, magazines, television channels, and radio stations are a primary employment sector for journalism and mass communication graduates. They can work as journalists, reporters, editors, news anchors, or producers.
2. **Digital Media:** With the rise of online platforms and digital content, there are ample opportunities in digital media organizations. This includes online news portals, digital magazines, streaming services, podcasting platforms, and social media companies. Roles can range from content creation and curation to digital marketing and social media management.
3. **Advertising and Marketing:** Advertising agencies and marketing firms require professionals with a strong understanding of media and communication. P.G. diploma holders can work as copywriters, content creators, media planners, account executives, or digital marketers.
4. **Public Relations (PR):** PR agencies and PR departments of corporations, government organizations, and non-profit entities offer opportunities for communication specialists. They can work as PR executives, media relations managers, crisis communicators, or PR consultants.
5. **Corporate Communication:** Many companies have dedicated communication departments to manage internal and external communication. P.G. diploma holders can find employment as corporate communication executives, internal communication specialists, or employee engagement managers.
6. **Government and Public Sector:** Government departments, public sector organizations, and public affairs firms require professionals with strong communication skills. They can work as public information officers, government spokespersons, communication strategists, or public affairs consultants.
7. **Non-profit and Non-governmental Organizations (NGOs):** NGOs and non-profit organizations often need skilled communicators to raise awareness, manage campaigns, and engage with stakeholders. P.G. diploma holders can work as communication officers, content creators, or campaign managers in this sector.
8. **Education and Research:** Universities, research institutions, and think tanks offer opportunities for journalism and mass communication graduates. They can work as educators, researchers, or communication officers in educational or research organizations.

9. Documentary and Film Production: The film and documentary industry provide avenues for those interested in visual storytelling. P.G. diploma holders can work as documentary filmmakers, producers, researchers, scriptwriters, or video editors.
10. Freelancing and Entrepreneurship: Some graduates choose to work as freelancers, offering their services as content writers, social media managers, editors, or communication consultants. Others may venture into entrepreneurship by starting their own media production companies, content agencies, or communication consulting firms.

These industries offer a wide range of opportunities for P.G. diploma holders in Journalism and Mass Communication. It's important to explore the specific needs and demands of each industry and align your skills and interests accordingly. Networking, building a strong portfolio, and gaining practical experience through internships or freelance projects can also enhance your chances of success in these industries.

3. LEARNING OUTCOMES OF DIPLOMA PROGRAMME IN JOURNALISM AND MASS COMMUNICATION

The learning outcomes of a Diploma Programme in Journalism and Mass Communication may vary depending on the specific curriculum and institution. However, here are some common learning outcomes you can expect from such a program:

1. **Understanding of Journalism and Mass Communication:** Graduates of the diploma programme should have a solid understanding of the fundamental concepts, theories, and principles of journalism and mass communication. They should be familiar with the historical, social, and cultural aspects of media and communication.
2. **News Gathering and Reporting:** Students should acquire skills in news gathering, research, and reporting. They should be able to identify news sources, conduct interviews, gather information, and present news stories in a clear, concise, and unbiased manner. This includes developing skills in fact-checking, verification, and adhering to ethical standards.
3. **Writing and Editing:** Graduates should have strong writing skills, including the ability to write for different platforms and media formats. They should be proficient in news writing, feature writing, opinion writing, and other forms of journalistic writing. Additionally, they should be skilled in editing and proofreading to ensure accuracy, clarity, and proper grammar and style.
4. **Multimedia and Digital Skills:** With the increasing influence of digital media, graduates should be proficient in using multimedia tools and technologies. This includes skills in digital photography, video production and editing, audio production, graphic design, and web content creation. They should also have an understanding of social media platforms and their role in communication.
5. **Media Ethics and Law:** Students should have knowledge of media ethics and legal frameworks governing journalism and mass communication. This includes an understanding of defamation, copyright, privacy, and other relevant laws and regulations. They should also develop a strong sense of professional ethics and responsibility.
6. **Media Research and Analysis:** Graduates should possess skills in conducting media research, analyzing media content, and interpreting audience behavior and trends. They should be able to use research methods and tools to gather data, analyze media messages, and draw meaningful insights for decision-making and strategic planning.
7. **Communication and Interpersonal Skills:** Effective communication is crucial in journalism and mass communication. Students should develop strong communication skills, both verbal and written, to effectively interact with sources, colleagues, and the public. They should also develop interpersonal skills, such as active listening, interviewing, and networking.
8. **Critical Thinking and Problem-Solving:** The programme should foster critical thinking skills, enabling graduates to evaluate information critically, identify biases,

and make informed judgments. They should be able to analyze complex issues, identify problems, and develop creative solutions within the context of media and communication.

9. **Media Management and Entrepreneurship:** Students should gain knowledge of media management principles, including budgeting, resource allocation, project management, and team leadership. They should also be equipped with entrepreneurial skills to explore opportunities in media entrepreneurship and innovation.
10. **Professionalism and Industry Awareness:** Graduates should develop a professional mindset and be aware of the industry landscape, emerging trends, and career opportunities in journalism and mass communication. They should be prepared to adapt to the evolving media industry and demonstrate a commitment to lifelong learning and professional growth.

These learning outcomes aim to provide students with a strong foundation in journalism and mass communication and equip them with the skills and knowledge necessary to pursue careers in various sectors of the media and communication industry.

4. DERIVING CURRICULUM AREAS FROM LEARNING OUTCOMES OF THE PROGRAMME

Sr. No.	Subject	Rationale
1.	Principles of Communication	Provides a comprehensive understanding of the basics of communication concepts and theories.
2.	Media Law and Ethics	Enables students to identify the information they can and can't obtain from various sources while adhering to ethical guidelines.
3.	History of Journalism	Explores the nature of journalism during its initial days, providing insights into its historical development.
4.	Photo Journalism	Equips students with the skills to perform different types of photography and utilize them in various media industries.
5.	Reporting & Editing	Emphasizes the importance of news gathering and enhances students' understanding of effective reporting and editing techniques.
6.	Computer Application in Media	Describes the development of computers and the internet, highlighting their impact on media practices and communication.
7.	Principles of Advertising & Public Relation	Provides knowledge of the concept, objectives, and classification of advertising and public relations, along with their historical context.
8.	New Media	Helps students understand how to utilize new media platforms for personal and professional growth and development.
9.	Development Communication	Focuses on discussing various issues, teaching ideas, and creating consensus for societal stability through effective communication strategies.
10.	Radio Journalism & Podcasting	Covers the basics of sound recording techniques and their application in radio journalism and podcast production.
11.	Media Management and Entrepreneurship development	Explains the concept, functions, principles, and relevance of media management in contemporary societies.
12.	Understanding Cinema	Explores the language and theories of film, allowing students to analyze and compare different perspectives in the field.
13.	Contemporary Media Issues & Global Information Flow	Enhances awareness of various forms of misinformation and disinformation prevalent in the media landscape.
14.	Television Journalism and Production	Analyzes the positive and negative aspects of the television industry, providing insights into its dynamics and production processes.
15.	Communication Research Methods	Introduces students to different research methods and their application in the field of communication studies.
16.	Project	Provides practical exposure and experience in the field, allowing students to apply their knowledge and skills to real-world scenarios.

5. ABSTRACT OF CURRICULUM AREAS

1. Basic Courses in Mass Communication

1. Principles of Communication
2. History of Journalism
3. Development Communication

2. Advance Courses in Mass Communication

1. Media Law and Ethics
2. Photo Journalism
3. Reporting & Editing
4. Computer Application in Media
5. Principles of Advertising & Public Relations
6. New Media
7. Radio Journalism & Podcasting
8. Media Management and Entrepreneurship Development
9. Understanding Cinema
10. Contemporary Media Issue & Global Information Flow
11. Television Journalism and Production
12. Communication Research Methods

3. Industrial Training

1. Project

6. HORIZONTAL AND VERTICAL ORGANISATION OF THE SUBJECTS

Sr. No.	Subjects	Distribution in periods per week in various semesters			
		I	II	III	IV
1.	Principles of communication	09	-	-	-
2.	Media Law and ethics	12	-	-	-
3.	History of journalism	08	-	-	
4.	Photo journalism	10	-	-	-
5.	Reporting & editing	-	11	-	-
6.	Computer application in media	-	06	-	-
7.	Principles of advertising & public relations	-	15	-	-
8.	New media	-	12	-	-
9.	Development communication	-	-	08	-
10.	Radio journalism & podcasting	-	-	12	-
11.	Media management and entrepreneurship development	-	-	09	-
12.	Understanding cinema	-	-	08	-
13.	Contemporary media issue & global information flow	-	-	-	10
14.	Television journalism and production	-	-	-	13
15.	Communication research methods	-	-	-	08
16.	Project	-	-	-	08
17.	#Student Centered Activities (SCA)	04	04	04	04
Total		43	48	41	43

7. EVALUATION SCHEME FOR P. G. DIPLOMA PROGRAMME IN JOURNALISMANDMASSCOMMUNICATION

FIRST SEMESTER

Sr. No.	SUBJECTS	STUDY SCHEME			Credits	MARKS IN EVALUATION SCHEME								Total Marks of Internal & External
		Periods/Week				INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT					
		L	T	P		Th	Pr	Tot	Th	Hrs	Pr	Hrs	Tot	
1.1	Principles of Communication	07	02	-	06	20	-	20	50	2.5	-	-	50	70
1.2	Media Law and Ethics	12	-	-	10	20	-	20	50	2.5	-	-	50	70
1.3	History of Journalism	08	-	-	06	20	-	20	50	2.5	-	-	50	70
1.4	Photo Journalism	06	-	04	06	20	20	40	50	2.5	40	03	90	130
*Student Centered Activities (SCA)		-	-	04	01	-	30	30	-	-	-	-	-	30
Total		33	02	08	29	80	50	130	200	-	40	-	240	370

*Student Centered Aactivities will comprise of co-curricular activities like extension lectures, self-study, games, hobby clubs e.g., photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, cultural activities, disaster management and safety etc.

SECOND SEMESTER

Sr. No.	SUBJECTS	STUDY SCHEME			Credits	MARKS IN EVALUATION SCHEME								Total Marks of Internal & External
		Periods/Week				INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT					
		L	T	P		Th	Pr	Total	Th	Hrs	Pr	Hrs	Total	
2.1	Reporting & Editing	06	02	03	06	20	20	40	50	2.5	40	03	90	130
2.2	Computer Application in Media	03	-	03	03	20	20	40	50	2.5	40	03	90	130
2.3	Principles of Advertising & Public Relations	12	-	03	10	20	20	40	50	2.5	40	03	90	130
2.4	New Media	12	-	-	10	20	-	20	50	2.5	-	-	50	70
*Student Centered Activities (SCA)		-	-	04	01	-	30	30	-	-	-	-	-	30
Total		33	02	13	30	80	90	170	200	-	120	-	320	490

*Student Centered Activities will comprise of co-curricular activities like extension lectures, self-study, games, hobby clubs e.g., Photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities, disaster management and safety.

Note: **Four weeks of Industrial Training to be assessed in third semester. **Students will be required to complete four weeks of industrial training after the completion of 2nd semester.

THIRD SEMESTER

Sr. No.	SUBJECTS	STUDY SCHEME			Credits	MARKS IN EVALUATION SCHEME								Total Marks of Internal & External
		Periods/Week				INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT					
		L	T	P		Th	Pr	Total	Th	Hrs.	Pr	Hrs.	Total	
3.1	Development Communication	08	-	-	06	20	-	20	50	2.5	-	-	50	70
3.2	Radio Journalism & Podcasting	09	-	03	07	20	20	40	50	2.5	40	03	90	130
3.3	Media Management and Entrepreneurship development	09	-	-	07	20	-	20	50	2.5	-	-	50	70
3.4	Understanding Cinema	08	-	-	06	20	-	20	50	2.5	-	-	50	70
3.5	Industrial Training	-	-	-	-	-	-	-	-	-	50	3	50	50
*Student Centered Activities (SCA)		-	-	04	01	-	30	30	-	-	-	-	-	30
Total		34	-	07	27	80	50	130	200		90	-	290	420

*Student Centered Activities will comprise of co-curricular activities like extension lectures, self-study, games, hobby clubs e.g., Photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities, disaster management and safety etc.

FOURTH SEMESTER

Sr. No.	SUBJECTS	STUDY SCHEME			Credits	MARKS IN EVALUATION SCHEME									Total Marks of Internal & External
		Periods/Week				INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT						
		L	T	P		Th	Pr	Total	Th	Hrs	Pr	Hrs	Total		
4.1	Contemporary Media Issue & Global Information Flow	10	-	-	08	20	-	20	50	2.5	-	-	50	70	
4.2	Television Journalism and Production	08	-	05	08	20	20	40	50	2.5	40	03	90	130	
4.3	Communication Research Methods	08	-	-	06	20	-	20	50	2.5	-	-	50	70	
4.4	Project	-	-	08	03	-	50	50	-	-	100	03	100	150	
*Student Centered Activities (SCA)		-	-	04	01	-	30	30	-	-	-	-	-	30	
Total		26	-	17	26	60	100	160	150	-	140	-	290	450	

* Student Centered Activities will comprise of co-curricular activities like extension lectures, self-study, games, hobby clubs e.g., Photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities, disaster management and safety etc.

8. GUIDELINES FOR ASSESSMENT OF STUDENT CENTRED ACTIVITIES (SCA)

It was discussed and decided that the maximum marks for SCA should be 30 as it involves a lot of subjectivity in the evaluation. The marks may be distributed as follows:

- i. 10 Marks for general behavior and discipline
(by HODs in consultation with all the teachers of the department)
- ii. 5 Marks for attendance as per following:
(by HODs in consultation with all the teachers of the department)
 - a) 75 - 80% 2 Marks
 - b) 80 - 85% 4 Marks
 - c) Above 85% 5 Marks
- iii. 15 Marks maximum for Sports/NCC/Cultural/Co-curricular/ NSS activities as per following:
(by In-charge Sports/NCC/Cultural/Co-curricular/NSS)
 - a) 15 - State/National Level participation
 - b) 10 - Participation in two of above activities
 - c) 5 - Inter-Polytechnic level participation

Note: There should be no marks for attendance in the internal sessional of different subjects.

1.1. PRINCIPLES OF COMMUNICATION

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RATIONALE

This course is founded on the logical basis that effective communication is crucial for journalists and media professionals to disseminate information accurately, engage with diverse audiences, and create meaningful impact. By studying the fundamental principles and theories of communication, students gain a comprehensive understanding of the communication process, develop critical thinking skills to analyze and interpret messages and acquire the knowledge and techniques to communicate ethically and effectively across various media platforms. This course forms the logical foundation for students to navigate the complexities of journalism and mass communication, enabling them to foster interpersonal relationships, collaborate in teams, and fulfill their roles as responsible communicators in a dynamic and evolving media landscape.

LEARNING OUTCOMES

- Historical Perspective: Students will gain knowledge of the historical background of communication, including its origin, development, and evaluation in both Western and Eastern contexts. They will specifically explore the journey of communication from non-verbal to oral communication in India.
- Comparative Analysis: Students will be able to compare different forms of communication, including intra-personal, interpersonal, group, and mass communication. They will develop an understanding of the unique characteristics and functions of each form and their relevance in various contexts.

DETAILED CONTENTS

1. Unit1: Defining Communication (20 Lectures)

- 1.1. Historical background of communication and origin, evaluation, development in the West and the East, and definitions.
- 1.2. Concept of communication element process and function of communication, and barriers to communication.
- 1.3. Kinds of communication, intra-personal communication, interpersonal communication, group communication, and mass communication compare and contrast.
- 1.4. Journey of communication from non-verbal to verbal oral communication in India.

2. Unit2: Mass Communication (20 Lectures)

- 2.1. Historical background of mass communication, meaning, concept, definitions, functions, and its elements.
- 2.2. Origin of mass media in the West and the East (in brief), with a special focus on media contents.

2.3. Relevance of traditional media in the era of post-moderation of media.

2.4. Audio communication, visual communication, and new media.

3. Unit3: Models of Communication (20 Lectures)

3.1. Concept of communication model, meaning and definitions, the need in modern high-tech society, its developments,

3.2. Concept of the West and East.

3.3. Harold D. Laswell's model (1948), Shannon and Warren Weavers modal (1948), Charles E. Osgood's model (1954),

3.4. Wilbur Schramm's model (1971), Bruce H. Westley and M.S. Maclean's modal and gatekeeping (1957).

4. Unit4: Theories of Communication (20 Lectures)

4.1. Hypodermic or Bullet theory, Physical or Individuals difference theory of communication (selective exposure perception and retention).

4.2. Personal influence theory: Two-step flow of communication theory, multi-step flow of communication theory.

4.3. Sociological theory of mass communication, cultivation theory, agenda-setting theory, the use and gratification theory, dependency theory.

4.4. Normative theory of mass communication, authoritarian, libertarian, Carl Marx's communist theory, social responsibility theory, development communication theory, and democratic participant media theory.

5. Unit5: Mass Communication and Culture (18 Lectures)

5.1. Communication and culture, Frankfurt school and critical cultural theory,

5.2. Mass culture, popular culture,

5.3. Communication technology and culture,

5.4. Indian culture and post-modern society of the West.

INSTRUCTIONAL STRATEGY

- While teaching, the teacher should focus both on earlier as well as emerging theories related to communication.
-

Means of Assessment

- Assignments and quiz/ class, mid-term and end-term written tests
- Internal assessment.

RECOMMENDED BOOKS

- Baran, S. J. & Davis, D. K. (2012). Introduction to Mass Communication Theory: Foundations, Ferment and Future, 5th Indian Edition, Cengage Learning
- Dennis, M.Q. (2012). Mass Communication Theory, 6th South Asian Edition, Sage.

- Fiske, J. (1982). Introduction to Communication Studies, Routledge, London.
- Keval J. Kumar, Mass Communication in India, Jayco Publications.

SUGGESTED DISTRIBUTION OF MARKS

Sr. No	Topics	Time Allotted (Periods)	Marks Allotted (%)
1.	Topic-1	20	20
2.	Topic-2	20	20
3.	Topic-3	20	20
4.	Topic-4	20	20
5.	Topic-5	18	20
	Total	98	100

1.2 MEDIA LAW AND ETHICS

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RATIONALE

This paper provides students with a comprehensive understanding of the legal and ethical frameworks governing the media industry. It aims to equip them with knowledge of media laws, protecting freedom of expression and intellectual property, and to cultivate responsible media practices through the study of ethical guidelines. By navigating legal boundaries and upholding ethical standards, students will be prepared to address the legal and ethical challenges in the media industry, serving the public interest.

LEARNING OUTCOMES

After undergoing this subject, the students will be able to:

- **Legal Awareness:** Develop a comprehensive understanding of media laws and regulations, including freedom of expression, intellectual property, privacy, and defamation.
- **Ethical Decision-Making:** Acquire skills to analyze and navigate ethical dilemmas, applying principles of truthfulness, accuracy, fairness, and accountability in media practices.
- **Professional Responsibility:** Cultivate a sense of responsibility to uphold professional standards and ethical guidelines in media activities.
- **Compliance and Risk Management:** Learn to navigate legal boundaries and mitigate legal risks, ensuring media practices align with the law and ethical standards.

DETAILED CONTENT

1. Unit 1: Freedom of the Press in International Perspective (44 Lectures)

- 1.1. Overview of Freedom of Press
- 1.2. Freedom of Press in India
 - 1.2.1. Article 19(1)(a) of Indian Constitution
 - 1.2.2. Article 19(1)(2) Restrictions
 - 1.2.3. Supreme Court of India's Decision on Freedom of Press
- 1.3. Press Commissions in India and its Relevance
- 1.4. Press Council Act and its Relevance

2. Unit 2: Defamation, Contempt of Court and Media Ethics (44 Lectures)

- 2.1. Defamation (IPC 499 & 500)
- 2.2. Civil and Criminal Defamation - Libel and Slander
- 2.3. Contempt of Court Article 361A
- 2.4. Parliamentary Privilege Act 105 and 194
- 2.5. Media Ethics and the Need for Ethics in Journalism in Postmodern Society

3. Unit 3: Regulatory Bodies and Laws (40 Lectures)

- 3.1. Role and Function of RNI (Registrar of Newspaper for India)
- 3.2. Intellectual Property Right
- 3.3. RTI – 2005 and Amendments
- 3.4. Official Secret Act 1923
- 3.5. Press Registration Book Act 1867/1955

4. Unit 4: Electronic Media Laws (40 Lectures)

- 4.1. Emergence of Electronic Media Laws
- 4.2. Commercial Code of AIR and Door Darshan
- 4.3. Cyber Law's, TRAI Law's
- 4.4. IT Acts and Social Media

INSTRUCTIONAL STRATEGY:

- Lectures
- Case Studies
- Group Discussions

Means of Assessment:

- Assignments, Case Study, Quizzes
- Mid-term and End-term Written Tests
- Internal Assessment

RECOMMENDED BOOKS:

- Media Law and Ethics by N.V. Madhava Rao
- Mass Media Laws and Regulations in India by V.K. Joshi
- Media Ethics and Laws by S. K. Mandal
- Electronic Media Law and Regulation by Sanjay Kumar Pandey
- Media Law by P.K. Ravindranath

Note: This format follows the standard structure for presenting academic course content.

SUGGESTED DISTRIBUTION OF MARKS

Sr. No	Topics	Time allotted (periods)	Marks Allotted (%)
1.	Topic-1	44	25
2.	Topic-2	44	25
3.	Topic-3	40	25
4.	Topic-4	40	25
	Total	168	100

1.3 HISTORY OF JOURNALISM

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8 - -

RATIONALE

The aim of this paper is to give brief introduction about growth and development of various media in India and make students aware about the major trends in the history of newspaper, cinema, radio, television and digital media.

LEARNING OUTCOMES

After completing this course, student should be able to:

- Identify about the nature of journalism during initial days
- Describe the development of cinema and major trends in its history
- Examine major milestones in the progress of radio in India
- Summarize the growth of television and digital media

DETAILED CONTENTS

1. Unit 1: Colonial and Post-colonial press in India (28 Lectures)

- 1.1. Origin of newspaper in Indian historical background, Hicky's Gazette and after.
- 1.2. Indian languages press; Malayalam, Tamil, Kannada, Gujarati, Marathi and others
- 1.3. Origin and growth of national press (Hindi and English)
- 1.4. Press in the era of Raja Ram Mohan Roy (Period of reformation)

2. Unit 2: Freedom movement period press and the contribution of freedom fighters

(28 Lectures)

- 2.1. Ranade, Tilak, Gokhale's role in Indian Journalism
- 2.2. Gandhi and his Harijan and Young India's contribution

3. Unit 3: News agencies and contemporary trends in press (28 Lectures)

- 3.1. News agencies: A world view, AP, UPI, AFP Reuters, Sttar, Tass and others.
- 3.2. News agencies in Indian, its set up, role and functions- UNI, PT, Bhasha, Varta, ANI.
- 3.3. 3.3 Feature services and its syndicates.
- 3.4. Government media organizations PIB, DAVP, RNI, Photo Division their role and responsibilities.

3.5. Other media related agencies ABC, INS, editor's Guild, IFWJ, NUJ, PII, NBA (News Broadcaster Associations).

4. Unit 4: Era of Modern expansion of Indian Journalism (28 Lectures)

4.1 Hindi, Urdu, English

4.2 Bengali, Gujarati, Assamese, Punjabi,

4.3 Malayalam, Marathi, Kannada and others

INSTRUCTIONAL STRATEGY

- Interactive lectures supported by real life examples, power point presentations
- Sharing of teaching materials, e-notes, e-books and related videos
- Classroom discussion, students' presentation, and assignments
Doing case studies on topics assigned

RECOMMENDED BOOKS:

- 1- Natrajan, J :History of Indian Journalism, Publication division, Ministry of Information and broadcasting Govt. Media, 1997
- 2- IIMC Publication : News agencies pool of Nonaligned countries, Delhi-110067,1983
- 3- Singh, Dharmendra : Mass communication and social development, Adhyayan Publications Delhi-2004
- 4- Wainwright, David : Journalism Media Simple, Rupa Delhi

SUGGESTED DISTRIBUTION OF MARKS

Sr. No	Topics	Time allotted (periods)	Marks Allotted (%)
1.	Topic-1	28	25
2.	Topic-2	28	25
3.	Topic-3	28	25
4.	Topic-4	28	25
	Total	112	100

1.4 PHOTO JOURNALISM

L T P
6 - 4

RATIONALE:

This subject combines visual storytelling with journalistic principles, conveying news and social issues through impactful images. Studying this subject equips students with technical skills in capturing and presenting images ethically. It emphasizes journalistic integrity, objectivity, and responsible image use. Photojournalism explores the societal impact of visual storytelling, raising awareness and evoking emotions. In today's digital era, the ability to create compelling visual content is essential. Studying photojournalism enables students to excel in media and journalism, contributing to informed and engaging storytelling.

LEARNING OUTCOME

Upon completing this subject, students will acquire the following skills:

- Master the operation of cameras for photography.
- Apply various types of photography techniques and utilize them in diverse media industries.
- Demonstrate a comprehensive understanding of DSLR camera terminology and photography-related concepts.
- Engage in practical exercises that involve the use of photo editing software commonly used in the media industry.

DETAILED CONTENT

- 1. Unit 1: Introduction to Photography (20 Lectures)**
 - 1.1. Photography; Definition, Elements & Principles
 - 1.2. Photography; Visual Language, Digital Photography
 - 1.3. Basic Principles of Composition
 - 1.4. Essential Qualities of a Photographer
- 2. Unit 2: Basic Elements of Photography (20 Lectures)**
 - 2.1. Camera, Lens & Other parts of camera, Photographic Equipment

- 2.2. Focus, Aperture, Shutter speed, Depth of Field
- 2.3. Camera movements, Shots, Angles
- 2.4. Photo Editing & Photo Caption

3. Unit 3: Professional Photography (20 Lectures)

- 3.1. Amateur & Professional Photography
- 3.2. Photographing people; Portrait and Still
- 3.3. Different Types of Photography
- 3.4. Famous Photographers

4. Unit 4: Photojournalism (24 Lectures)

- 4.1. Photojournalism; Meaning & Basic Principles
- 4.2. Photo journalist; Ethical Consideration
- 4.3. Planning for News Photography
- 4.4. Photo Feature

LIST OF PRACTICALS

1. Photography according to principles of Composition.
2. Use of aperture, shutter speed and ISO.
3. Photography under three-point and four-point lighting.
4. Different types of photography: street, lifestyle, wildlife, fashion, product.
5. News photography and caption writing.
6. Creation of Photo-story and Photo-assay etc.

INSTRUCTIONAL STRATEGY:

- Practical demonstration of Photography skills
- Expert lectures on different types of Photography
- Sharing of teaching materials related to Photography, e-notes, e-books
- Documentary Session on famous photographer
- Field work for hand on knowledge on Photography

Means of Assessment:

- Photography understanding evaluation and practical assessment of different assignments

RECOMMENDED BOOKS:

- Edwards Steve, Photography- A Very Short Introduction, Oxford University Press (2006)
- Bruce Barnbaum, The Art of Photography 2nd edition, Rocky Nook Publishing
- Mitchell Beazley, The art of color photography, Octopus Publishing Group Ltd
- John Hedgecoe, Basic photography, Collin & Brown ltd, 2000

- Nair Archana, All about photography, New Delhi: Goodwill Publishing House, (2004)
- Bryan Peterson, Understanding Exposure, Amphoto Publishing
- Al Judge, Mastering Aperture, Shutter Speed, ISO & Exposure, Create Space Publisher
Martin Evening, Adobe Photoshop CC for Photographers, Routledge.

SUGGESTED DISTRIBUTION OF MARKS

Sr. No	Topics	Time Allotted (Periods)	Marks Allotted (%)
1.	Topic-1	20	22
2.	Topic-2	20	24
3.	Topic-3	20	24
4.	Topic-4	24	30
	Total	84	100

2.1 REPORTING AND EDITING

L T P
6 2 3

RATIONALE:

This paper is equipping students with vital skills for effective journalism. It focuses on gathering accurate information, critical analysis, and engaging presentation. Students learn ethical journalism principles, identifying newsworthy content, and maintaining objectivity. Through practical experience in interviews, research, and writing, students develop a strong foundation in responsible and unbiased reporting, enabling them to inform the public ethically in today's media landscape.

LEARNING OUTCOME

Upon completing this subject, students will achieve the following learning outcomes:

- Recognize the significance of news gathering in journalism.
- Demonstrate proficiency in essential reporting and editing skills.
- Effectively report and write news articles.
- Apply editing techniques according to standard norms and practices.

DETAILED CONTENT

- 1. Unit 1: News (20 Lectures)**
 - 1.1. Definition of Journalism
 - 1.2. The Role and Responsibilities of a Journalist
 - 1.3. News: Elements, Value, Timeliness, Proximity, Size, Importance, Conflict, and Human Interest
 - 1.4. Structure of news: Inverted pyramid, Types of Lead, Types of Headlines
 - 1.5. Types of News: News vs. Information, Hard News, and Soft News
- 2. Unit 2: Reporting and Editing (20 Lectures)**

- 2.1. What is News Reporting: Types of Reporting for Magazines, News Agencies, and Newspapers,
- 2.2. Problems in News Reporting
- 2.3. News Reporting Staff: Roles and Responsibilities from Stringers to Bureau Chiefs
- 2.4. Reporting for Different Beats: Specialized Reporting in Politics, Finance, Local Authorities, Entertainment, Sports, Travel, Holidays, Fashion, Women's Pages, Critical Reporting of Films, Books, and Theatre.

3. Unit 3: Basics of Editing (20 Lectures)

- 3.1. What is Editing and Pagination? Objectives of Editing for Newspapers, Magazines, and Journals
- 3.2. Editing Style: Spelling and Grammar, Attribution, and Editing Symbols
- 3.3. Specialized Editing, Functions, and Responsibilities of Editors and Sub-Editors
- 3.4. Editorial Writing and its Importance in the Modern Techno Era
- 3.5. Letters to the Editor: References

4. Unit 4: Data Journalism (24 Lectures)

- 4.1. Emerging Trends
- 4.2. Data Journalism: Sourcing, Processing, Gathering, Analyzing and Visualization
- 4.3. Info-graphics
- 4.4. Identifying and verifying Fake news Stories
- 4.5. Verifying user generated content
- 4.6. Fact Checking, verifying user generated content

LIST OF PRACTICALS

1. Writing letter to editor. Preparing press releases. Taking interviews.
2. News writing on different beats. Organizing press conferences.
3. Editing different types of news.
4. Writing headlines. Writing features and articles.
5. News translation and other related activities.
6. Use of computer in news writing or other practical activities as directed and guided by teachers.

INSTRUCTIONAL STRATEGY

- Lectures and ppt of theoretical aspects
- Reporting practical of different beat.
- Editing practical
- Creation of infographics
- Fake news verification

Means of Assessment:

- Assignments, Quizzes
- Mid-term and End-term Written Tests

- Internal Assessment

RECOMMENDED BOOKS-

- Kamath M. V, **Professional Journalism**, Asia Publishing House
- Melvin Mencher, **Basic News Writing**, Brown Publishers
- Fleming Carole, **An Introduction to Journalism**, Vistaar
- Aggarwal S.K, **Investigative Journalism in India**, Mittal Publication
- Curtis MacDougall D, **Interpretative Reporting**, Prentice Hall
- Stovall James Glen, **Journalism: Who, What, When, Where, Why & How**
- Rao Chalpati, **The Romance of the Newspaper**, NCERT
- Rao Chalpati, **The Press**, National Book Trust
- **Financial Times: Style Guide**, Viva Books
- Franklin Bob, **Key Concepts in Journalism Studies**, Vistaar
- Bird L George and Merwin FE, **The Press and Society**, Prentice Hall
- Spark David, Harris Geoffrey, **Practical Newspaper Reporting**, Sage (fourth Edition)
- Varma Adarsh Kumar, **Advanced Journalism**, Har-Anand Publications
- Evans Herold, Heinamann William, **Editing & Design**, London (Five books)
- New Man's English, **Handling Newspaper Text, News Headlines, Picture Editing, Newspaper Design**

SUGGESTED DISTRIBUTION OF MARKS

Sr. No	Topics	Time Allotted (Periods)	Marks Allotted (%)
1.	Topic-1	20	25
2.	Topic-2	20	25
3.	Topic-3	20	25
4.	Topic-4	24	25
	Total	84	100

2.2 COMPUTER APPLICATION IN MEDIA

L T P

3 - 3

RATIONALE

This paper equips students with essential skills and knowledge to effectively utilize technology in the field of media. This subject focuses on teaching students how to leverage computer applications and software to enhance media production, editing, and content creation. By studying computer application in media, students gain proficiency in using various digital tools, graphic design software, video editing software, and content management systems. This subject prepares students to adapt to the ever-evolving digital landscape of the media industry and enables them to produce high-quality multimedia content, effectively engage audiences, and stay competitive in the modern media landscape.

LEARNING OUTCOMES

Upon completing this subject student will be able to achieve the following learning outcomes:

- Proficiency in computer applications: Students will develop a strong command over various computer applications and software relevant to media production, editing, and content creation. They will gain hands-on experience in using digital tools, graphic design software, video editing software, and content management systems.
- Effective multimedia content creation: Students will learn to utilize computer applications to create engaging and impactful multimedia content. They will be able to integrate text, graphics, audio, and video elements to produce high-quality media materials across different platforms.
- Technical skills in media production: Students will acquire the technical skills necessary to navigate and operate media production tools and equipment. They will learn about image manipulation, video editing, audio processing, and other aspects of media production using computer applications.
- Digital media management: Students will understand the principles of digital media management, including file organization, storage, and retrieval. They will be able to effectively manage and organize media assets using computer applications.

DETAILED CONTENT

1. Unit 1: Computer Basics (08 Lectures)

- 1.1. Definition, Origin & History
- 1.2. Classification & Types of computers
- 1.3. Computer Hardware & Software
- 1.4. Different storage devices
- 1.5. Introduction to memory: Primary & Secondary

2. Unit 2: Operating System and Office Tools (12 Lectures)

- 2.1. Introduction

- 2.2. Introduction to Operating System & Need
- 2.3. Operating System classification
- 2.4. Single user, multi-user
- 2.5. MS Office Tools: MS Word, Excel, Power Point Presentation
- 2.6. Google Doc, Google Form

3. Unit 3: DTP (12 Lectures)

- 3.1. Principles of Design & Its elements
- 3.2. Persistence of vision
- 3.3. Design & Layout (news paper, posters, magazines)
- 3.4. Concept of RGB & CMYK
- 3.5. Different file formats: JPEG, MPEG, AVI, GIF, MP3, MP4, BITMAP, TIFF

4. Unit 4: Introduction to Media Software (10 Lectures)

- 4.1. Internet: HTML, Different types of web pages, Search engines & SEO
- 4.2. Quark Express, In Design, Photo Shop, Light Room, Coral Draw
- 4.3. Editing Software: Sound Forge, Premier Pro, FCP,
- 4.4. Evolution, Services (Email, Newsgroup, Chartroom, Bulletin Board), Fundamentals of the Internet (WWW, IP, Web Page, Websites, Networking and its classification)
- 4.5. Fundamentals of Web Design: Principles of Web Design, Illustrations & Web Imaging, Site Navigation Types
- 4.6. Overview of Relevant Apps

LIST OF PRACTICALS

1. Typing exercises in Hindi and English
2. Creating a PowerPoint presentation on a topic assigned by the teacher
3. Designing a newspaper/magazine page using computer software
4. Basic exercises in photo editing using computer software
5. Using various social media platforms and creating a blog
6. Efficient use of search engines

INSTRUCTIONAL STRATEGY:

- Interactive lectures supported by demonstrations and PowerPoint presentations
- Sharing of teaching materials, e-notes, e-books, and related videos
- Classroom discussions, student presentations, and assignments
- Writing exercises supervised by the class teacher

Means of Assessment:

- Creation of pages and projects using different software
- Production of video stories and news

RECOMMENDED BOOKS:

- Pradeep Sinha and Priti Sinha, Computer Fundamentals, BPB Publications, New Delhi 2016
- Tim Berners-Lee, Weaving the Web: The Original Design and Ultimate Destiny of the World Wide Web, Harper Publications, 1999
- Pradip Dey and Manas Ghosh: Computer Fundamentals and Programming, Oxford University Press 2006
- Martin Turner, Mathias Guenther: Desktop Publishing with QuarkXpress2018: Making the most of the world

SUGGESTED DISTRIBUTION OF MARKS

Sr. No	Topics	Time allotted (periods)	Marks Allotted (%)
1.	Topic-1	8	20
2.	Topic-2	12	30
3.	Topic-3	12	30
4.	Topic-4	10	20
	Total	42	100

2.3 PRINCIPLES OF ADVERTISING AND PUBLIC RELATIONS

L T P
12 - 3

RATIONALE

This paper equips students with the knowledge and skills necessary to create effective communication strategies and campaigns. By studying this subject, students develop an understanding of key concepts, theories, and ethical considerations in advertising and public relations. They learn how to analyze target audiences, craft engaging messages, plan media placement, and execute innovative campaigns. Additionally, students explore the significance of market research, consumer behavior, reputation management, and strategic communication. This subject prepares students for diverse career opportunities in advertising, public relations, marketing, and related industries, enabling them to make valuable contributions to the dynamic realm of communication and promotion.

LEARNING OUTCOMES

Upon completing this subject, students will acquire the following abilities:

- Acquire knowledge about the concepts, objectives, and classification of advertising and public relations, along with an understanding of the global and Indian history of advertising.
- Demonstrate comprehension of various theories and models relevant to the fields of advertising and public relations.
- Develop skills to create creative advertising campaigns for different media platforms, including both traditional and modern channels.
- Produce various public relations materials, such as press releases, backgrounders, publicity materials, house journals, and newsletters.
- Organize press conferences and other events effectively.
- Create classified, display, audio, and visual advertisements and commercials suitable for diverse media platforms.

DETAILED CONTENT

1. Unit 1: Advertising

(42 Lectures)

- 1.1. Advertising, definition, meaning, its role and functions, nature and scope
- 1.2. Growth and development of advertising in India
- 1.3. An overview of Advertising in International perspective, Brief History of its origin.
- 1.4. Advertising in Digital Age

2. Unit 2 : Advertising as Tool (42 Lectures)

- 2.1. As communication tool (Print and electronic media)
- 2.2. AIDA, DAGMAR and A.H. Maslow's model of hierarchy of advertising
- 2.3. Advertising creativity and its application in traditional as well as modern media, advantages and disadvantages.
- 2.4. Concept of Surrogate Advertising and Embedded Advertising

3. Unit 3: Advertising Agencies and its functions (42 Lectures)

- 3.1. Ad agency- Role, type, function, and structure
- 3.2. The Advertisers: consumers and agency relations, criteria to select and ad agency
- 3.3. Copywriting for Advertisements
- 3.4. Ethics in Advertising

4. Unit 4 : Public Relations (42 Lectures)

- 4.1. Definition, need, nature and scope functions of public relations and ethics of PR-IPRA code- Professionalism, PRSI.
- 4.2. Tools and techniques corporate communication, press release, media relations, external and internal PR media, PR campaign
- 4.3. Role of PR in media in rural, defence, political party, educational institute, and other sectors
- 4.4. Propaganda and Public Opinion

LIST OF PRACTICALS

1. Preparing various types of PR materials - press release, backgrounder, publicity materials, house journal, newsletter.
2. Organizing press conferences and other PR events.
3. Preparing classified and display advertisements for newspaper and magazines.
4. Copy writing.
5. Preparing audio-visual commercials.
6. Preparing corporate presentations or as directed by teacher.

INSTRUCTIONAL STRATEGY

- For this subject the teacher should demonstrated how advertising campaigns are produced through power point presentations and videos. The teacher should make students familiarize with samples of press releases and other PR materials for better understanding. The students should be encouraged to design advertising campaigns.

Means of Assessment

- Assignments and quiz/ class, mid-term and end-term written tests
- Advertisements production related projects, exercise, and viva-voice.

- Internal assessment.

RECOMMENDED BOOKS -

- Vigyapan aur Jansampark by Jaishri Jethwaney, Sagar Prakashan, New Delhi, 2000
- Advertising Management (Second Edition) by JaishriJethwaney and Shruti Jain, Oxford University Press, New Delhi, 2013
- Corporate Communication: A guide to theory and Practice, by Joep Cornelissen, Sage Publications, New Delhi.

SUGGESTED DISTRIBUTION OF MARKS

Sr. No	Topics	Time Allotted (Periods)	Marks Allotted (%)
1.	Topic-1	42	25
2.	Topic-2	42	25
3.	Topic-3	42	25
4.	Topic-4	42	25
	Total	168	100

2.4 NEW MEDIA

L T P
12 - -

RATIONALE

By studying this subject, students gain a comprehensive understanding of new media platforms, technologies, and practices used across industries. They learn about emerging trends, digital technologies, social media, mobile apps, and interactive content creation. This subject prepares students to navigate and harness the power of new media in their professional careers, adapt to technological advancements, and contribute effectively to the evolving digital landscape.

LEARNING OUTCOME:

After completing this subject student will be able to:

- Understand the concepts and technologies associated with new media platforms.
- Identify and analyze emerging trends in digital communication.
- Utilize social media and mobile applications effectively for communication and marketing purposes.
- Create interactive and engaging content for new media platforms.
- Adapt to technological advancements and navigate the ever-changing digital landscape in their professional careers.

DETAILED CONTENT

1. Unit 1: Introduction to New Media (42 Lectures)

- 1.1. New Media: Mapping, Measuring and Characteristics
- 1.2. Principles of New Media
- 1.3. Virtual culture, scope of AI
- 1.4. New media Economy

2. Unit 2: Understanding New Media Technologies & Applications (42 Lectures)

- 2.1. Introduction to New Media Technologies
- 2.2. Digitization of media - media convergence
- 2.3. Encoding and Compression Standards

- 2.4. Types of New Media - Web 2.0-3.0, Blogs, Micro Blogs, Wikis,
- 2.5. Different Social Media Platforms
- 2.6. Building communities - pages & channels
- 2.7. Search Engine Optimisation and Hash Tag culture

3. Unit 3: Impact of New Media on Journalism (42 Lectures)

- 3.1. Mass Communication
- 3.2. Characteristics & New roles of Journalists in the Internet age & Digital Era
- 3.3. Story telling structures
- 3.4. Trends in web/online Journalism & Communication
- 3.5. Content Strategy and Audience analysis
- 3.6. E- Publication and its Types
- 3.7. Fake News and Deep Fakes

4. Unit 4: New Media Social Engagement and Ethical Issues (42 Lectures)

- 4.1. Journalism ethics and restraint in new media
- 4.2. Copyright & Legal issues in cyberspace
- 4.3. Using social media to engage public
- 4.4. Community Informatics
- 4.5. Activism in cyberspace
- 4.6. Citizen and Participatory Journalism
- 4.7. Globalization & Emerging Cyber cultures

INSTRUCTIONAL STRATEGY

- Interactive lectures supported by real life examples, PowerPoint presentations
- Sharing of teaching materials, e-notes, e-books, and related videos
- Classroom discussion, students' presentation, and assignments
- Interactive exercises and practical classes
- Creation of blog, vlog, Facebook Page

Means of Assessment

Case study of any website, Content analysis, project work and evaluation of different media contents.

RECOMMENDED BOOKS -

- Lie vrouw, L.A., & Livingstone, S., **Handbook of New Media**, Sage Publications, 2006
- Jenkins, H., **Convergence Culture: Where Old and New Media Collide**, Routledge, 2009

- Manovich, L., **The Language of New Media**, MIT press, 2001
- Beer,D., &Gane, N., **New Media- The Key Concepts**, Oxford New York, 2008
- Ray, T., **Online Journalism: A Basic Text**, Cambridge University Press, 2006
- Bansal, S.K., **Information Technology and Journalism**, Aph Publishing Corporation, 2009

SUGGESTED DISTRIBUTION OF MARKS

Sr. No	Topics	Time Allotted (Periods)	Marks Allotted (%)
1.	Topic-1	42	25
2.	Topic-2	42	25
3.	Topic-3	42	25
4.	Topic-4	42	25
	Total	168	100

3.1 DEVELOPMENT COMMUNICATION

L T P
8 - -

RATIONALE

The subject will explore the relationship between development and communication, examining various viewpoints on development, national issues, and programs. It will also analyze how different media approaches development. Ultimately, the subject aims to enhance students' comprehension of how media can be utilized for development purposes.

LEARNING OUTCOME

Upon finishing this course, students will possess the following abilities:

- Gain practical experience and expertise in producing compelling developmental stories as experienced professionals.
- Provide communities with valuable information that can contribute to improving their quality of life.
- Engage in discussions on diverse issues, impart ideas, and foster a foundation of consensus for the stability and progress of the state.
- Harness new technologies for development communication and utilize them to bring about positive social change.

DETAILED CONTENT

- 1. Unit 1: Introduction to Development Communication (28 Lectures)**
 - 1.1. Introduction to Development Communication
 - 1.2. Development, and Empowerment in the Third World
 - 1.3. Identifying and writing for issues of Development(Science, Health, Environment, etc.)
 - 1.4. Concept and Meaning of the Third World, Communication Development, EmpowermentDevelopment Communication in Media.
- 2. Unit 2: Indicators of Development (28 Lectures)**
 - 2.1. Process of Development, Theories and Models of Development (Unilinear and Non-Unilinear Model)

- 2.2. Basic Needs Models and Developments, HDI (Human Development Index), Human Rights, GDP/GNP Social Relation, Democracy, and Happiness Index of Lord Buddha
- 2.3. The Millennium Development Goals (MDCS)

3. Unit 3: Development Communication, Definition, and Concept (28 Lectures)

- 3.1. Approaches: Trickle-Down and Trickle-Up Approach
- 3.2. Diffusion and Innovation: E. Rogers Magic Multiple and Logical Approach
- 3.3. Development Support Communication: Extension Approach, Health, Family Welfare, Women Empowerment, RTE (Right to Education), Use of ICT, Save the Environment

4. Unit 4: Development Communication in the Indian Perspective (28 Lectures)

- 4.1. Rural Development
- 4.2. Panchayati Raj
- 4.3. Rural Culture
- 4.4. Consumer Awareness
- 4.5. Save Wildlife
- 4.6. Tribes
- 4.7. Transport
- 4.8. Urban sanitation

INSTRUCTIONAL STRATEGY:

- Interactive lectures supported by real life examples from developing and underdeveloped nations, PowerPoint presentations
- Sharing of different teaching materials
- Classroom discussion
- Students' presentation and assignments on topics assigned by respective teacher
Case studies related to development campaigns designed by various countries

Means of Assessment:

Analysis of different government schemes. Objective and subjective unit test.

RECOMMENDED BOOKS –

- Prasad, K., Communication for Development: Reinventing Theory and Action, BR Publishing Corporation, Delhi, 2011
- Narula, U., Development Communication: Theory and Practice, HarAnand Publication, 2007
- Melkote, R.S., Communication for Development in the Third World: Theory and Practice for Empowerment, SAGE India, 2001
- Servaes, J., Communication for Development and Social Change, SAGE India, 2007
- Vilanilam, J.V., Development Communication in Practice: India and the Millennium Development Goals, SAGE India, 2009

SUGGESTED DISTRIBUTION OF MARKS

Sr. No	Topics	Time Allotted (Periods)	Marks Allotted (%)
1.	Topic-1	28	25
2.	Topic-2	28	25
3.	Topic-3	28	25
4.	Topic-4	28	25
	Total	112	100

3.2 RADIO JOURNALISM AND PODCASTING

L T P
9 - 3

RATIONALE

This paper focuses on audio storytelling and communication. It aims to equip students with the necessary skills and knowledge for success in the field. By studying this subject, students understand the principles, techniques, and ethics of radio journalism and podcast production. They learn to create compelling audio content, conduct interviews, and edit sound. The subject also explores the dynamic landscape of podcasting for creative expression and audience engagement. Graduates can pursue careers in radio broadcasting, podcasting, and audio journalism, effectively conveying stories, and ideas through the impactful medium of sound.

LEARNING OUTCOME-

After successfully finishing the course, students will possess the following capabilities:

- Comprehend the fundamental principles of sound recording and its associated techniques.
- Acquire the necessary skills and knowledge for producing various types of radio programs.
- Grasp the essential requirements for reporting and writing radio news.
- Demonstrate proficiency in writing radio programs.
- Create and manage podcasts on different platforms, establishing their own channels.

DETAILED CONTENTS

1. Unit1: Radio as Mass Medium (30 Lectures)

- 1.1. History of Radio in the east and west
- 1.2. Radio as a medium of mass communication, its characteristics, types, Benefits and limitations
- 1.3. Mode of transmission: AM, SW, FM, Community Radio

2. Unit2: Radio format (32 Lectures)

- 2.1. Format and its need in radio in contemporary Indian Society

- 2.2. Radio Announcements, Talks, Commentaries, comments, interviews, discussions, running commentaries
- 2.3. Radio feature and its importance, documentaries, advertisements and commercial programme, phone in programme.
- 2.4. How the characteristics of radio differ from the other modes of mass communication.

3. Unit3: Writing for Radio and Production (38 Lectures)

- 3.1. Introduction, use pictorial words, target audience, style of script for radio
- 3.2. How radio writing formats differ from the other mode of mass media.
- 3.3. Elements of Radio Productions,
- 3.4. Acoustics, perspective, sound effect in making of radio programmes
- 3.5. Different types of microphones and its uses, Music and its use, distort/filter
- 3.6. Editing of radio programme

4. Unit 4: Podcasting (26 Lectures)

- 4.1. Introduction
- 4.2. Types of Podcasting
- 4.3. Idea, Script and Art of Podcasting
- 4.4. Editing Apps of Podcasting

PRACTICALS

1. Writing for different programmes of radio. Taking an interview.
2. Organizing discussion programmes. Radio Programme production.
3. Comparing for radio. Other related activities.
4. Producing various radio programmes including educational programmes and as directed by teachers.
5. Scripting and recording for podcasting in different apps and other related activities.

INSTRUCTIONAL STRATEGY

- Expert lectures, PPTs
- Sharing of teaching materials
- Classroom discussions
- Presentation and assignments on topics (Radio Jingle, commercials, promo, etc.)
- Radio stations visit (Private FM channels, AIR)
-

Means of Assessment: Evaluation of practical assignments and unit test.

Website/Books for Reference:

- H.R.Luthra: Indian Broadcasting, publication division
- Robert McIiesh: Radio Production, Focal press
- James R. Alburger: The Art of Voice Acting, Focal Press

SUGGESTED DISTRIBUTION OF MARKS

Sr. No	Topics	Time Allotted (Periods)	Marks Allotted (%)
1.	Topic-1	30	25
2.	Topic-2	32	25
3.	Topic-3	38	30
4.	Topic-4	26	20
	Total	126	100

3.3 MEDIA MANAGEMENT AND ENTREPRENEURSHIP DEVELOPMENT

L T P
9 - -

RATIONALE

This subject provides students with an understanding of media management and ownership structures in different media organizations. It explores the world of entrepreneurial journalism and media start-ups, which is particularly relevant in today's era of lucrative social media ventures. The subject also enables students to examine the role of advertising in sustaining media institutions financially and its potential impact on media objectivity and fairness.

LEARNING OUTCOMES

This subject aims to enhance understanding in the following areas:

- The concept, functions, principles, and significance of media management in today's societies.
- The economic aspects of media organizations, such as newspapers, electronic media, and print media, including the relationship between costs and revenue generation.
- The ownership structures observed in different media organizations, including the process of monetizing social media start-ups.

DETAILED CONTENTS

1. Unit 1: Media Management

(30 Lectures)

- 1.1. Concept, Function, Principles, and Needs in Contemporary Societies
- 1.2. Authority, Responsibility, and Accountability of Media Manager
- 1.3. Planning: Concept, Meaning, Definition, Process, Importance, and Directing, Controlling, and Organizing

2. Unit 2: Leadership and Behavioural Aspects of Media Management (32 Lectures)

- 2.1. Importance, Types, and Qualities of Leadership
- 2.2. Foundation of Behaviour, Attitudes, Personality, and Learning
- 2.3. Motivation and Conflicts of Media Management

3. Unit 3: Media Organization (32 Lectures)

- 3.1. Meaning, Nature, Process, and Importance of Ownership Pattern of Media Organization
- 3.2. Organizational Structure of Media Organization of both Print and Electronic.

4. Unit 4: Economics of Media Organization (32 Lectures)

- 4.1. Economics of Newspapers
- 4.2. Electronic and Print Media Organizations: Cost and Revenue Generation Relationship

INSTRUCTIONAL STRATEGY

- The students can be motivated to start their own ventures like creative YouTube channels for financial independence.

Means of Assessment

- Assignments and quiz/ class, mid-term and end-term written tests
- Various research methods related projects
- Internal assessment.

RECOMMENDED BOOKS -

- Media Management: Strategy, Business Models and Case Studies by Bernd W. Wirtz, Springer, 2020.
- Media Management by B. K. Chaturvedi, Global Vision Publishing House, 2022.
- Entrepreneurial Journalism: How to Build What's Next for News, Mark Briggs, 2011.

SUGGESTED DISTRIBUTION OF MARKS

Sr. No	Topics	Time Allotted (Periods)	Marks Allotted (%)

1.	Topic-1	30	25
2.	Topic-2	32	25
3.	Topic-3	32	25
4.	Topic-4	32	25
	Total	126	100

3.4 UNDERSTANDING CINEMA

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12 - -

RATIONALE

This paper provides comprehensive knowledge and appreciation of filmmaking. It explores the history, theory, and aesthetics of cinema, allowing students to analyze storytelling techniques, visual composition, cinematography, sound design, and editing. By studying this subject, students develop a critical understanding of cinema as a powerful medium of expression, cultural representation, and social commentary. They gain insights into its impact on society, popular culture, and narratives. This subject enhances visual literacy, enabling students to engage with films on a deeper level and evaluate cinematic works. Ultimately, it prepares students for careers in film and media, equipping them with the necessary skills for visual storytelling.

LEARNING OUTCOMES

Upon completion of this subject, students will have the ability to:

- Identify and examine significant film movements globally.
- Articulate the language of film.
- Compare various film theories.
- Critically assess current trends in the film industry.
- Develop practical skills for film production.

DETAILED CONTENTS

1. Unit1: History of Cinema

(42 Lectures)

1.1. History and origin of cinema

1.2. Development of cinema- Silent cinema

- 1.3. World Cinema – Schools of world cinema
- 1.4. Indian cinema- Pioneers of Indian cinema;
- 1.5. Parallel Cinema Reflection

2. Unit 2: Film Language (42 Lectures)

- 2.1. Film language as an art form – signs and syntax
- 2.2. Narrative, Time, Space, sound, colour, image, and technology
- 2.3. Film Forms -Silent comedy, Avant-Garde, and Modern
- 2.4. 2.4Films in digital age Reflection

3. Unit 3: Film Theories (42 Lectures)

- 3.1. Realism, Montage, and Semiotics
- 3.2. Post-Neorealist Italian Cinema
- 3.3. Auteur Theory, Feminist, Formalist, Psychoanalysis Theory
- 3.4. Montage, Mise-en-scène and Queer Cinema Reflection

4. Unit 4: Film Production (42 Lectures)

- 4.1. Introduction to stages of film production
- 4.2. Film Scripting- treatment, screenplay, storyboards
- 4.3. Production: planning and shooting
- 4.4. Editing and exhibition L T P C 3 0 0 3 57 Reflection

INSTRUCTIONAL STRATEGY

Lecture, PPT, Self-Learning, Brainstorming, Group Discussion, Case Study, Video, Mobile Learning, Tutorial

Means of Assessment: Quiz, Presentation, Objective and Subjective evaluation

RECOMMENDED BOOKS -

1. Barnwell, J. (2008). The Fundamentals of Film Making (0 ed.). AVA Publishing.
2. Bordwell, D., Thompson, K., & Smith, J. (2016). Film Art: An Introduction (11th ed.). McGraw-Hill Education.
3. Braudy, L., & Cohen, M. (2016). Film Theory and Criticism: Introductory Readings (8th ed.). Oxford University Press.
4. Cook, D. A. (2016). A History of Narrative Film (Fifth ed.). W. W. Norton & Company.
5. First Day First Show: Writings from the Bollywood Trenches by Shahrukh Khan (Foreword), Anupama Chopra (15-Apr-2011) Paperback. (2021). Penguin Books India (15 April 2011).
6. Hayward, S. (2017). Cinema Studies: The Key Concepts (Routledge Key Guides) (5th ed.). Routledge.

7. Hughes, M. (2012). Digital Filmmaking for Beginners A Practical Guide to Video Production (1st ed.). McGraw-Hill Education TAB.
8. Kabir, N. M. (2006). Guru Dutt: A Life in Cinema (New ed.). Oxford University Press.
9. Mayer, J. P. (2011). Sociology of Film - Studies and Documents. Stokowski Press.
10. Nelmes, J. (2011). Introduction to Film Studies (5th ed.). Routledge.
11. Nowell-Smith, G. (2018). The History of Cinema: A Very Short Introduction (Very Short Introductions) (1st ed.). Oxford University Press.
12. Proferes, N. (2008). Film Directing Fundamentals, Third Edition: See Your Film Before Shooting (3rd ed.). Focal Press.
13. Thoraval, Y. (2001). Cinemas of India (1996–2000). South Asia Books.
14. Film and Television Institute of India; www.ftiindia.com/.
15. British Film Institute; www.bfi.org.uk/. •<http://www.arthousecinema.in/2013/04/uski-roti-1970/>

SUGGESTED DISTRIBUTION OF MARKS

Sr. No	Topics	Time Allotted (Periods)	Marks Allotted (%)
1.	Topic-1	42	25
2.	Topic-2	42	25
3.	Topic-3	42	25
4.	Topic-4	42	25
	Total	168	100

3.5 INDUSTRIAL TRAINING

Following the first-year exam, during the summer break, students enrolled in the P.G. Diploma in Mass Communication program will participate in a four-week Industrial Exposure program within the field of mass communication and journalism. During this period, they will actively engage in the following areas of focus, integrating their experiences into their reports.

ANNEXURE – I FIELD EXPOSURE - I

1. Name & Address of the organization.
2. Date of
 - 2.1. Joining.
 - 2.2. Leaving.
3. Nature of Industry
 - 3.1. Product.
 - 3.2. Services.
 - 3.3. Working Hours.
4. Sections of the unit visited and activities therein.
 - 4.1. Details of machines/Tools & instruments used in working in the section of the unit visited.

- 4.2. Work procedure in the section visited.
- 4.3. Specifications of the product of the section and materials used.
- 4.4. Use of computer - if any.
- 4.5. Visit of unit's store, Manner of keeping store items, Their receiving & distribution.
- 4.6. Safety measures in the workplace and working conditions in general - comfortable, convenient & hygienic.

ANNEXURE – II

TRAINEES ASSESSMENT

This Institution invites the comments on the training of its students (work & behavior) from their immediate supervisors on the following points.

1. Name of the trainee
2. Date of
 - 2.1. Joining.
 - 2.2. Leaving.
3.
 - 3.1. Regularity & Punctuality
 - 3.2. Sense of responsibility
 - 3.3. Readiness to work/learn
 - 3.4. Obedience
 - 3.5. Skill acquired
4. Name of the sections of the unit he attended during his stay.His activities/worth of being there.
5. Anything specific

Signature of the Assessor

Date:

Designation

Post Script : There will be 60 marks for this exposure. These marks will be awarded by the project examiner in the final year (Examination Marks: 40, Sessional Marks: 20).

4.1 CONTEMPORARY MEDIA ISSUES AND GLOBAL INFORMATION FLOW

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10 - -

RATIONALE:

This paper aims to provide students with a comprehensive understanding of the rapidly evolving media landscape and its impact on global communication. It explores critical issues such as fake news, filter bubbles, and algorithmic biases. Additionally, the subject examines the ethical considerations, responsibilities, and challenges faced by media professionals and consumers. It equips students with critical thinking skills and media literacy to navigate the abundance of information and discern credible sources. Moreover, the subject holds professional relevance by preparing students for careers in various fields where understanding the media landscape is essential.

LEARNING OUTCOME:

Upon completing this subject, students will possess the following abilities:

- Articulate an understanding of contemporary media issues.
- Analyze the functioning and operations of global media organizations.
- Recognize different forms of misinformation and disinformation prevalent in the media.

DETAILED CONTENT

Unit 1: India and Foreign Relations (35 Lectures)

- 1.1. India's relationship with UNO, SAARC, NAM, BRICS, and G-20
- 1.2. Gender issues in India, consumerism, naxalism, criminalization of Indian politics, corporate interference in media

Unit 2: International Communication (35 Lectures)

- 2.1 Dominant north and dependent south
- 2.2 Monopoly of transnational news agency
- 2.3 International information flow and its barriers

Unit 3: Voices for Balance of Information Flow (35 Lectures)

- 3.1 Mac Bride commission and its brief history
- 3.2 Demand of new world information and communication order
- 3.3 Recommendation of Mac Bride commission
- 3.4 Continuation of UN Agencies to remove the gap between the haves and have-nots' countries (case studies)

Unit 4: Contemporary Trends (35 Lectures)

- 4.1 Global communication and meta culture
- 4.2 Democratization of communication system
- 4.3 Hegemony of media owners

INSTRUCTIONAL STRATEGY

- Interactive lectures supported by real life examples, power point presentations
- Sharing of teaching materials, e-notes, e-books, and related videos
- Classroom discussion, students' presentation, and assignments
- Doing case studies on topics assigned

Means of Assessment:

Unit test. Presentation on different media issues.

RECOMMENDED BOOKS -

- Marshall McLuhan and Bruce R. Powers, **The Global Village**, Oxford University Press, 1992
- Terry Flew, **Understanding Global Media**, Macmillan Education UK, 2018

- Benjamin Birkinbine, Rodrigo Gomez, Janet Wasco, **Global Media Giants**, Routledge Publications, 2016
- Micky Lee, Dal Yong Jin, **Understanding the Business of Global media in The Digital Age**, Routledge Publication, 2017
- Lee Artz, **Global Entertainment Media: A Critical Introduction**, John Wiley & Sons, 2015
- Gabriele Balbi, Paolo Magaudda, **A History of Digital Media: An Intermedia and global Perspective**, 2018
- Arnold S.De Beer, **Global Journalism: Topical Issues and Media systems**, Pearson, 2009
- Stanley Baran, **Introduction to Mass Communication – Media Literacy and Culture**, 2017
- John Herbert, **Practicing Global Journalist – Exploring Reporting Issues Worldwide**, Focal Press, 2013
- Ratnesh Dwivedi, **Mass Media and Communication in Global Scenario**, Kalpaz Publications, 2013

SUGGESTED DISTRIBUTION OF MARKS

Sr. No	Topics	Time Allotted (Periods)	Marks Allotted (%)
1.	Topic-1	35	25
2.	Topic-2	35	25
3.	Topic-3	35	25
4.	Topic-4	35	25
	Total	140	100

4.2 TELEVISION JOURNALISM AND PRODUCTION

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8 - 5

RATIONALE

This course offers students a comprehensive understanding of the intricacies and demands of television news reporting and production. The rationale behind this subject is to equip students with the necessary knowledge and skills to excel in the field of television journalism. By exploring key concepts, techniques, and practices, students gain insights into the power of television as a medium for news dissemination, understand the technical aspects of production, and develop critical storytelling and reporting abilities. This subject aims to prepare students for careers in television journalism, enabling them to effectively navigate the dynamic and competitive world of television news.

LEARNING OUTCOMES

Upon finishing this course, students will acquire the following competencies:

- Demonstrate proficiency in crafting, capturing, and editing both fictional and non-fictional content.
- Familiarize themselves with the tools and equipment utilized in television production.
- Stay updated on the latest technological advancements employed in the industry.
- Critically evaluate the advantages and disadvantages associated with the television industry.

DETAILED CONTENTS

Unit 1: Television as a Mass Medium (24 Lectures)

- 1.1. Brief history of TV in media and its impact.
- 1.2. Characteristics, nature and languages of television.
- 1.3. Types of television programmes and their formats.
- 1.4. Scriptwriting for non-fiction/fiction and news format for television.

Unit 2: News Gathering in TV (28 Lectures)

- 2.1 Basics of TV reporting, writing, and reporting for TV.
- 2.2 Importance of interviews in TV journalism and types of interviews.
- 2.3 Anchoring techniques for live shows and packaging.

Unit 3: TV Programme Production (30 Lectures)

- 3.1 Basics of pre-production, production and post-production process, and editing in television.
- 3.2 Production experts and use of techniques such as camera, lighting, graphics and sound effects, and developing a video brief.

Unit 4: Fundamentals of Video Editing (30 Lectures)

- 4.1 Aesthetics and applications of video editing, and types of editing such as non-linear, cut-to-cut, assemble, and insert, online and offline editing.
- 4.2 Designing TV programmes, testing of TV programmes, and post-production editing techniques.

LIST OF PRACTICALS

1. PSA (Public Service Announcement)
2. Breaking News
3. Interview
4. Panel Discussion
5. TV Commercials
6. Piece to Camera (PTC)

INSTRUCTIONAL STRATEGY:

Interactive lectures supported by real life examples, PowerPoint presentations. Sharing of teaching materials, e-notes, e-books and related videos. Classroom discussion, students' presentation and assignments, Interactive exercises and practical class. Preparation of short PSA (Public Service Announcement), soft story, TV commercials

Means of Assessment:

Evaluation of Practical assignments and unit test.

RECOMMENDED BOOKS

- Herbert,Zettle : Handbook of Television production, wadsworth
- Allan, W., **Television Production**, McGraw Hill Book Co, New Delhi, 1996
- McMahan, H.W., **Television Production**, Hastings House Publishers, New York, 2012
- Palmer, S., **Television Disrupted: The transition from Network to Networked TV**, Elsevier Publication, 2006
- Mollison, M., **Producing Videos: A complete guide**, AFTRS, 2003
- Holman, T., **Sound for digital video**, Elsevier Publication, 2006

SUGGESTED DISTRIBUTION OF MARKS

Sr. No	Topics	Time Allotted (Periods)	Marks Allotted (%)
1.	Topic-1	24	20
2.	Topic-2	28	24
3.	Topic-3	30	28
4.	Topic-4	30	28
	Total	112	100

4.3 COMMUNICATION RESEARCH METHODS

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8 - -

RATIONALE

This paper equips students with the necessary skills and knowledge to conduct rigorous and effective research in the field of communication. This subject aims to explore various research methods, techniques, and methodologies used in the study of communication phenomena. By understanding research design, data collection, analysis, and interpretation, students can develop the ability to critically evaluate and contribute to the existing body of communication knowledge. This subject prepares students for careers in academia, market research, media analysis, and other fields where research skills and data-driven insights are valued. Ultimately, the goal is to foster a deeper understanding of communication processes and their impact on individuals, organizations, and society.

LEARNING OUTCOMES

Upon completion of this subject, students will possess knowledge and comprehension in the following areas:

- The definition, goals, types, and significance of communication research.
- The sequential phases involved in conducting communication research.
- Various methodologies and approaches utilized in communication research, along with their practical applications.

- The ability to design a research project, including formulating research questions and selecting appropriate methods.
- Generating research-based ideas and insights through the application of communication research methods.

DETAILED CONTENT

Unit 1: Principles of Communication Research (28 Lectures)

- 1.1. Introduction to communication research: meaning, Function, Role, types and importance of communication research.
- 1.2. Steps of Research
- 1.3. Basic components of Communication Research: Research problems, Introduction, Methodology, Research Design, Variables, Chapterization,
- 1.4. Tools of Data Collection
- 1.5. Audience Research

Unit 2: Research Methods (28 Lectures)

- 2.1 Sampling and its types, Sample size, Sampling error
- 2.2 Public Opinion, Pre-Election Studies, Exit Polls
- 2.3 Feedback, feed forward studies
- 2.4 Pilot Studies, Online polls

Unit 3: Methods of Analysis (28 Lectures)

- 3.1 Coding, Tabulation
- 3.2 Descriptive, Historical and Statistical analysis
- 3.3 Level of Measurement: Mean, Median, Mode, T- Test
- 3.4 Content analysis: Survey, Case study

Unit 4: Report Writing (28 Lectures)

- 3.1 Writing Research Report, Steps in writing a report,
- 3.2 APA, Chicago, MLA
- 3.3 Types of Report
- 3.4 Ethics and biases in research
- 3.5 Plagiarism Checking and Software

INSTRUCTIONAL STRATEGY

The students can be taught by demonstrating various examples of communication research through research papers and articles. The students should be asked to prepare a research project towards the end of the subject syllabus to provide them more practical exposure.

Means of Assessment

- Assignments and quiz/ class, mid-term and end-term written tests
- Various research methods related projects
- Internal assessment.

RECOMMENDED BOOKS

- Research Methodology: Methods and Techniques by C. R. Kothari and Gaurav Garg, New Age International Publishers, 2019.
- Principles of Research in Communication by Thomas D. Stewart, Pearson (1st Edition), 2001

SUGGESTED DISTRIBUTION OF MARKS

Sr. No	Topics	Time Allotted (Periods)	Marks Allotted (%)
1.	Topic-1	28	25
2.	Topic-2	28	25
3.	Topic-3	28	25
4.	Topic-4	28	25
	Total	112	100

4.4 PROJECT

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- - 8

RATIONALE

The project study has been aimed to make students apply the learning of various subject including research methodology to any issue/ problem concerning marketing/advertising/ public relations/ communication and suggest recommendations based on their findings.

LEARNING OUTCOMES

- This project would help students to look beyond their text books and lectures to become independent, critical, and analytical thinkers for the chosen issues.
- Through these project studies students might get a lot of practical exposure in the field.

Introduction:

Project study is a research-based approach that involves the pursuit of truth through study, observation, comparison, and experiment. The primary objective of a project report is to enable students to apply the learning of research methodology to any issue/problem concerning marketing/advertising/public relations/communication and make recommendations based on their findings. This report aims to inculcate independent, critical, and analytical thinking and provide deeper insight into the subject matter.

Main Content:

The project report should have relevance to the course content, bibliography, and should have a minimum of 25 pages. The topics for the project shall be selected in consultation with the respective faculty member of the institute who would also supervise their work. The topics should be selected considering their relevance in terms of the conceptualized expectation of the curricula.

The students shall appear for the final viva-voce examination before the external examiner appointed by the Board of Technical Education, Uttar Pradesh. The project work will carry 100 marks for external examination and 50 marks for internal sessional work.

Some examples of projects in this field include field surveys/content analysis projects/impact studies, and development projects such as documentary preparation, audio CD preparation, photo story exercises, and the use of the internet in multimedia. Each project will be accompanied by a complete script.

Conclusion:

Project study provides an opportunity for students to develop research skills and apply their learning to real-world issues. By completing a project report, students will learn to think independently, critically, and analytically, gaining deeper insights into their chosen subject matter.

Some projects in this field are:

- 1) Field Survey/Content Analysis Project/Impact Study
 - a. Impact of television advertising on different target population
 - b. Development of polytechnic in Uttar Pradesh
 - c. Analysis of public relation functions in organisation
 - d. Analysis of the literature on certain areas
- 2) Development Projects
 - a. Documentary (10 minute) preparation
 - b. Audio CD preparation
 - c. Photo story exercises
 - d. Use of internet in multimedia.

NOTE: The above will be accompanied by a complete script

INSTRUCTIONAL STRATEGY

- The teacher would guide students with practical oriented approach to accomplish all kind of tasks and projects assigned to the students.

Means of Assessment

- Assignments and tasks.
- Internal assessment.
-

RECOMMENDED BOOKS

- Interviews: Learning the Craft of Qualitative Research Interviews: Steinar Kvale. Thousand Oaks, CA: Sage, 1996.
- Doing Survey Research: Peter M. Nardi, Taylor & Francis Group, 2013.
- Content Analysis: An Introduction to its Methodology (Fourth Edition): Klaus Krippendorff, Sage Publications, 2018.

10 RESOURCE REQUIREMENT FOR IMPLEMENTING THE COURSE

Staff Structure

Intake of Course: 60

Post	Nos	Qualifications
Head of Department	1	- Master's degree in Mass Communication with 5 years' experience
Lecturers	4	
- New Media/Multimedia	1	- Master in Mass Communication (Spl.In Multimedia)
- Advertising	1	- Master degree in Mass Communication or Bachelor degree in Mass Communication and P.G. Diploma in Advertising and visual publicity or Post graduate with P.G.Diploma in Advertising
		- Master's degree in Mass communication or

- Print Journalism	1	Post Graduate with Bachelor's degree in Mass Communication
- Radio and Television	1	- Master degree in Mass Communication with specialization in Radio and Television
Supporting Staff		
Computer Operator/Programmer	1	Graduation with one-year Spl. Video Editing from recognized organization and with two years field experience
Photographer/Cameraman	2	As per State Government Norms
Assistant	1	
Peon	1	
Video Editor	1	Graduation with one-year Spl. Video Editing from recognized organization
Production Assistant	1	

SPACE REQUIREMENT

The following space is recommended for the Department of Journalism & Mass Communication:

Particulars	Qty	Space (Square -Meter)
Class Room	02	60
Head of Department Room	01	15
Faculty Rooms	04	40
Computer Centre	01	60
Media Laboratory comprising of:		
Library and newspaper Section	01	50
Computer Lab	01	30
Photo lab(Studio) and Advertising	01	30
Electronic Media Studio	01	50

Note:

1. The facility of Library and office space available in existing polytechnic will be utilized.
2. It is presumed that the polytechnic will have Audio Visual Aid.

It is suggested that a media laboratory-cum-Advertising Agency equipped with the equipment given in the next section may be set up for providing practical training to students. The equipment will be arranged in an integrated manner, to present a picture of an Advertising Agency and media laboratory in which the students will be able to perform varied activities. These facilities may be utilized for providing media services to others on payment basis. This will be managed by students themselves.

LIST OF EQUIPMENT FOR COMPUTER LAB

Sr. No.	Items with Specification	Qty	Cost
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1	Computer i7 or latest RAM-8GB or latest SSD-512 GB latest MONITOR COLOUR 21" 4K 52X MM KIT (52x CD Drive, Speaker, sound card) FDD - 1.44 MB Key Board - 107 Keys Multimedia Mouse - Optical Fibre Mouse 64 Bit PCI ETHERNET CARD (10/100) Mbps Pre-loaded Windows Latest OS Pre-loaded Norton Anti Virus with license media and manual OR Computer of latest Specification	30	18,000,00/-
2	Lanyfax935 or equivalent LCD Projector	01	50,000/-
3	Printer (MFP)	01	25,000/-
4	Printer (Laser)	01	35,000/-
5	UPS	30	60,000/-
6	Software (latest windows, latest MS Office)	1	1,00,000/-
7	Internet Facility on Computers	LS	2,00,000/-
8	Antivirus Software	LS	10,000/-
9	Photocopy machine with enlarging and reducing facility, 30 to 40 pages output per minute	01	1,40,000/-
10	Software: 1. FCP, 2. QuarkXPress, 3. Photoshop, 4. Coral Draw, 5. Lightroom, 6. Premier Pro, 7. Sound forge		

LIST OF EQUIPMENTS FOR AUDIO-VIDEO LAB

S.No.	Equipment	Quantity	Price
1.	Camera a7 III Full-Frame Mirrorless 28-70mm Lens	01	175,000/
2.	Video camera XA – 40	02	101000/ Per camera
3.	Tripod Digitek	03	6976/ Per Tripod
4.	Yamaha MG 12xU in PA Mixer	01	38000/-
5.	Television 42”	01	40000/-
6.	Boya Level Mic	04	1800/- Mic
7.	Boya Boom Mic	02	2200/- Mic
8.	Boya Shotgun Mic	02	2200/- Mic
9.	Simpex 300D Studio Light	04	5800/- Light
10.	SD Card (128GB)	04	2170/- Per Card
11.	Hard Drive (2TB)	02	7098/- Per Drive
12.	Apple iMac (24 inch)	02	170000/- Per iMac
13.	Projector BenQ (3800 Lumens)	01	67900/-
14.	Printer (HP M438NDA LaserJet)	01	66000/-
15.	Computer (i5 RAM 8GB SSD 512GB)	10	46179/ Per Computer
16.	Head Phone (JBL Tune 760 NC)	04	7999/ Per Head Phone
17.	Speaker (JBL 16W)	02	6000/ Per Speaker

11 EVALUATION STRATEGY

a. INTRODUCTION

Evaluation plays an important role in the teaching-learning process. The major objective of any teaching learning endeavor is to ensure the quality of the product which can be assessed through learner's evaluation.

The purpose of student evaluation is to determine the extent to which the general and the specific objectives of curriculum have been achieved. Student evaluation is also important from the point of view of ascertaining the quality of instructional processes and to get feedback for curriculum improvement. It helps the teachers in determining the level of appropriateness of teaching experiences provided to learners to meet their individual and professional needs. Evaluation also helps in diagnosing learning difficulties of the students. Evaluation is of two types: Formative and Summative (Internal and External Evaluation) Formative Evaluation It is an on-going evaluation process. Its purpose is to provide continuous and comprehensive feedback to students and teachers concerning teaching-learning process. It provides corrective steps to be taken to account for curricular as well as co-curricular aspects. Summative Evaluation It is carried out at the end of a unit of instruction like topic, subject, semester or year. The main purpose of summative evaluation is to measure achievement for assigning course grades, certification of students and ascertaining accountability of instructional process. The student evaluation has to be done in a comprehensive and systematic manner since any mistake or lacuna is likely to affect the future of students. In the present educational scenario in India, where summative evaluation plays an important role in educational process, there is a need to improve the standard of summative evaluation with a view to bring validity and reliability in the end-term examination system for achieving objectivity and efficiency in evaluation.

b. STUDENTS' EVALUATION AREAS

The student evaluation is carried out for the following areas:

- Theory
- Practical Work (Laboratory, Field Exercises)
- Project Work
- Professional Industrial Training

Theory

Evaluation in theory aims at assessing students' understanding of concepts, principles and procedures related to a course/subject, and their ability to apply learnt principles and solve problems. The formative evaluation for theory subjects may be caused through sessional /class-tests, home-assignments, tutorial-work,

seminars, and group discussions etc. For end-term evaluation of theory, the question paper may comprise of three sections.

Section-I

It should contain objective type items e.g. multiple choice, matching and completion type. Total weightage to Section-I should be of the order of 20 percent of the total marks and no choice should be given in this section. The objective type items should be used to evaluate students' performance in knowledge, comprehension and at the most application domains only.

Section-II

It should contain short answer/completion items. The weightage to this section should be of the order of 40 percent of the total marks. Again, no choice should be given in section-II

Section-III

It may contain two to three essay type questions. Total weightage to this section should be of the order of 40 percent of the total marks. Some built-in, internal choice of about 50 percent of the questions set, can be given in this section

Table II : Suggested Weightage to be given to different ability levels

Abilities	Weightage to be assigned
Knowledge	10-30 percent
Comprehension	40-60 percent
Application	20-30 percent
Higher than application i.e. Analysis, Synthesis and Evaluation	Upto 10 percent

Practical Work .

Evaluation of students performance in practical work (Laboratory experiments, Workshop practicals/field exercises) aims at assessing students ability to apply or practice learnt concepts, principles and procedures, manipulative skills, ability to observe and record, ability to interpret and draw conclusions and work related attitudes. Formative and summative evaluation may comprise of weightages to performance on task, quality of product, general behavior and it should be followed by viva-voce .

Project Work

The purpose of evaluation of project work is to assess students ability to apply, in an integrated manner, learnt knowledge and skills in solving real life problems, manipulative skills, ability to observe, record, creativity and communication skills. The formative and summative evaluation may comprise of weightage to nature of project, quality of product, quality of report and quality of presentation followed by viva-voce.

Professional Industrial Training

Evaluation of professional industrial training report and viva-voce/ presentation aims at assessing students' understanding of materials, industrial processes, practices in the industry/field and their ability to engage in activities related to problem-solving in industrial setting as well as understanding of application of learnt knowledge and skills in real life situation. The formative and summative evaluation may comprise of weightages to performance in testing, general behavior, quality of report and presentation during viva-voce.

12. RECOMMENDATIONS FOR EFFECTIVE IMPLEMENTATION OF CURRICULUM

This curriculum document is a Plan of Action and has been prepared based on exhaustive exercise of curriculum planning and design. The representative sample comprising selected senior personnel (lecturers and HODs) from various institutions and experts from industry/field have been involved in curriculum design process.

The document so prepared is now ready for its implementation. It is the faculty of polytechnics who have to play a vital role in planning instructional experiences for the courses in four different environments viz. class-room, laboratory, library and field and execute them in right perspective. It is emphasized that a proper mix of different teaching methods in all these places of instruction only can bring the changes in stipulated students behaviour as in the curriculum document. It is important for the teachers to understand curriculum document holistically and further be aware of intricacies of teaching-learning process (T-L) for achieving curriculum objectives. Given below are certain suggestions which may help the teachers in planning and designing learning experiences effectively. These are indicative in nature and teachers using their creativity can further develop/refine them. The designers of the programme suggest every teacher to read them carefully, comprehend and start using them.

(A) Broad Suggestions:

1. Curriculum implementation takes place at programme, course and class-room level respectively and synchronization among them is required for its success. The first step towards achieving synchronization is to read curriculum document holistically and understand its rationale and philosophy.
2. An academic plan needs to be prepared and made available to all polytechnics well in advance. The Principals have a great role to play in its dissemination and, percolation upto grass-root level. Polytechnics, in turn are supposed to prepare institutional academic plan.
3. HOD of every Programme Department along with HODs and incharges of other departments are required to prepare academic plan at department level referring to institutional academic plan.
4. All lecturers/Senior lecturers are required to prepare course level and class level lesson plans referring departmental academic plan.

(B) Course Level Suggestions

Teachers are educational managers at class room level and their success in achieving course level objectives lies in using course plan and their judicious execution which is very important for the success of programme by achieving its objectives.

Polytechnic teachers are required to plan various instructional experiences viz. theory lecture, expert lectures, lab/workshop practicals, guided library exercises, field visits, study tours, camps etc. In addition, they have to carry out progressive assessment of theory, assignments, library, practicals and field experiences. Teachers are also required to do all these activities within a stipulated period of time. It is essential for them to use the given time judiciously by planning all above activities properly and ensure execution of the plan effectively.

Following is the gist of suggestions for subject teachers to carry out T-L process effectively:

1. Teachers are required to prepare a course plan, taking into account departmental academic plan, number of weeks available and courses to be taught.
2. Teachers are required to prepare lesson plan for every theory class. This plan may comprise of contents to be covered, learning material for execution of a lesson plan. They may follow steps for preparing lesson plan e.g. drawing attention, state instructional objectives, help in recalling pre-requisite knowledge, deliver planned subject content, check desired learning outcomes and reinforce learning etc.
3. Teachers are required to plan for expert lectures from field/industry. Necessary steps are to plan in advance, identify field experts, make correspondence to invite them, take necessary budgetary approval etc.
4. Teachers are required to plan for guided library exercises by identification of course specific experience requirement, setting time, assessment, etc. The assignments and seminars can be thought of as terminal outcome of library experiences.
5. Concept and content based field visits may be planned and executed for such content of course which is abstract in nature and no other requisite resources are readily available in institute to impart them effectively.
6. There is a dire need for planning practical experiences in right perspective. These slots in a course are the avenues to use problem based learning/activity learning/ experiential learning approach effectively. The development of lab instruction sheets for the course is a good beginning to provide lab experiences effectively.
7. Planning of progressive assessment encompasses periodical assessment in a semester, preparation of proper quality question paper, assessment of answer sheets immediately and giving constructive feed back to every student

8. The student centred activities may be used to develop generic skills like task management, problem solving, managing self, collaborating with others etc.
9. Where ever possible, it is essential to use activity based learning rather than relying on delivery based conventional teaching all the time.
10. Teachers may take initiative in establishing liaison with industries and field organizations for imparting field experiences to their students.
11. Students be made aware about issues related to ecology and environment, safety, concern for wastage of energy and other resources etc.
12. Students may be given relevant and well thought out project assignments, which are purposeful and develop practical skills. This will help students in developing creativity and confidence for their gainful employment.

A Project bank may be developed by the concerned department of the polytechnics in consultation with related Industry, research institutes and other relevant field organizations in the state.

13 LIST OF PARTICIPANTS

The following experts participated in workshop for Developing the Curricula Structure and Contents of This P.G. Diploma Programme for UP State on 22-03-2023 & 15-05-2023 at Govt. polytechnic Lucknow -

- 1- Smt. Nisha yadav HOD, (Journalism & mass Com.) Govt. Poly. Lucknow .
- 2- Dr Ruchita Sujoy Chaudhary Asst. Prof. K. M. C. Language University Lucknow .
- 3- Dr. A.K. Singh Asst. Prof. B. B. A. University Lucknow .
- 4- Dr. Satish Jaisal Asst. Prof. U.P.R.T.O. University, Prayagraj .
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