

**Criteria 1.1.3: Average percentage of courses having focus on Employability/Entrepreneurship/Skill development during the last five years**

<b>SEMESTER</b>	<b>V</b>					
<b>YEAR</b>	<b>III</b>					
<b>COURSE CODE</b>	<b>19JH3503</b>					
<b>TITLE OF THE COURSE</b>	<b>Editing and Production for Print and Online</b>					
<b>SCHEME OF Instruction</b>	Lecture Hours	Tutorial Hours	Practical Hours	Seminar/Projects Hours	Total Hours	Credits
	<b>3</b>	<b>-</b>	<b>6</b>	<b>-</b>	<b>135</b>	<b>6</b>

<b>Prerequisite Courses (if any)</b>			
#	Sem/Year	Course Code	Title of the Course

**COURSE OBJECTIVES :**

- To get students to spot and correct errors in copy, make it read better and write attractive headlines.

**COURSE OUTCOMES :**

<b>CO No.</b>	<b>Outcomes</b>
	Students will be able to:
1.	Edit routine news agency stories
2.	Write headlines for such stories
3.	Lay out pages

**COURSE CONTENT:**

**MODULE 1: ROLE AND RESPONSIBILITY OF SUB-EDITORS**

**27Hrs**

What do sub-editors (and chief subs and news editors) in print and on the web do? **Mechanical and creative editing.** The first rule: Do no harm.

**MODULE 2: EDITING SKILLS**

**27Hrs**

**Editing for language: grammar and usage, clarity, brevity and style. Intros or leads, quotes, attribution, etc.**

### **MODULE 3: EDITING SKILLS 2**

**27Hrs**

Editing for story: spotting and plugging holes, ensuring internal consistency. When and how to rewrite. Good practices such as checklists and playback.

### **MODULE 4: WRITING A HEADLINE**

**27Hrs**

Headlines and captions. Considerations for the web.

### **MODULE 5: BASICS OF DESIGN**

**27Hrs**

Fact boxes, summaries and graphics, including which kind to use when. Choosing and using pictures. Print and web production and design basics.

### **TEXTBOOKS :**

1. George, T.J.S., *Editing: A Handbook for Journalists* (1989)
2. Quinn, Stephen, *Digital Sub-Editing and Design*
3. *The Associated Press Style Guide*

### **REFERENCES :**

1. Sellers, Leslie, *Simple Subs Book* (1968)
2. Ludwig, Mark D., and Gene Gilmore, *Modern News Editing*

<b>SEMESTER</b>	<b>V</b>					
<b>YEAR</b>	<b>III</b>					
<b>COURSE CODE</b>	<b>19JH3504</b>					
<b>TITLE OF THE COURSE</b>	<b>SHORT FILM PRODUCTION</b>					
<b>SCHEME OF Instruction</b>	Lecture Hours	Tutorial Hours	Practical Hours	Seminar/Projects Hours	Total Hours	Credits
	<b>3</b>	<b>-</b>	<b>6</b>	<b>-</b>	<b>135</b>	<b>6</b>

<b>Prerequisite Courses (if any)</b>			
#	Sem/Year	Course Code	Title of the Course
NIL			

### **COURSE OBJECTIVES :**

- To extend students' video production skills including writing, producing, directing, shooting and digital editing.
- To allow students to explore and refine their conceptual and aesthetic styles, as well as their practical and technical skills.
- To be able to use digital editing and multiple video elements together (images, sound, interviews, music, archival footage) to convey a message, tell a story, and achieve communication goals.

### **COURSE OUTCOMES :**

<b>CO No.</b>	<b>Outcomes</b>
	Students will be able to:
1.	Demonstrate skills of writing well crafted and meaningfulscripts before pre production can begin.
2.	Organize efficiently equipment and crew before thecamera can roll
3.	Produce and edit a video that is ready to be seen and experienced by an audience

**COURSE CONTENT:**

**MODULE 1 Script**

**20 Hrs**

Basic Guidelines for the Short Form  
Length  
The Central Theme  
Conflict  
The Dramatic Arc One  
Major Character Follow  
Through  
One Primary Event  
Dramatic Expectations  
Internal Motives External  
Actions Rewriting  
The Shooting Script  
Documentaries  
Forms of Documentaries  
Treatment Notes

**MODULE 2 Preproduction**

**15 Hrs**

Breaking down the script  
Production Book Breaking  
Down the Script Schedule  
Budget  
Storyboards  
Acting Fundamentals  
Directing Actors Casting

**MODULE 3 Production**

**5 Hrs**

Developing a Crew  
Mise-en-Scène  
Producing a Shooting Script  
Before the Camera Rolls  
Location Sound  
Continuity Directing  
Talent Directing  
Crew

**MODULE 4 Postproduction**

**5 Hrs**

Preparing to Edit  
Getting Started on the First Assembly

Editing Principles  
Using Analysis and Feedback  
Working with Music Editing from Fine Cut to Sound Mix  
Titles  
Promotional Material

**MODULE 5 Practical Production Projects**

**90 Hrs**

**List of Laboratory/Practical Experiments activities to be conducted (if any) :**

1. Production 1: Photo/Video Montage/ Others
2. Production 2: Short Film/Documentary/Corporate Video / **Others**

**TEXT BOOK :**

Peter W. Rea, David K. Irving - *Producing and Directing the Short Film and Video*-FocalPress (2010)

<b>SEMESTER</b>	<b>V</b>					
<b>YEAR</b>	<b>III</b>					
<b>COURSE CODE</b>	<b>19JH3505</b>					
<b>TITLE OF THE COURSE</b>	<b>SOCIAL MEDIA MARKETING</b>					
<b>SCHEME OF Instruction</b>	Lecture Hours	Tutorial Hours	Practical Hours	Seminar/Projects Hours	Total Hours	Credits
	<b>3</b>	<b>-</b>	<b>6</b>	<b>-</b>	<b>135</b>	<b>6</b>

<b>Prerequisite Courses (if any)</b>			
#	Sem/Year	Course Code	Title of the Course
NIL			

### **COURSE OBJECTIVES :**

- Understand the landscape of traditional, digital, and social media marketing
- Understand the major social media platforms, how they function, and what role they play in marketing
- Introduce current and core practices and tools used in Digital and Social Media Marketing that will allow learners to analyse, plan, execute and evaluate a digital marketing strategy.
- Develop social media content and campaigns that engage consumers

### **COURSE OUTCOMES :**

<b>CO No.</b>	<b>Outcomes</b>
1	Digital media has been disruptive and this has greatly affected content (NEWS) generation and distribution. Presentation of content is now dependent on the channel it is distributed thus changing the revenue models. Internet penetration and smartphone usage has contributed to changes in news consumption patterns enabling two way conversation in real time, thanks to social media. This as a channel has a history of breaking news at least three seconds before any other channel.
2	This new world audience is already beginning to look very distinct, having begun to subsume three distinct screens: television, computer and mobile phone screens into the latter's. Even that is just another part of the story.
3	Currently, the acknowledgement of the interconnected news consumers, with equally early access to news and information, as established media companies, is reordering how news is processed and disseminated in a networked society. But will that be all?

4	How are digital and social media changing the journalistic landscape in terms of content generation and distribution? How will news and information be presented and received? Journalism may survive as a practice but will it remain as a distinct industry? Or will it be consumed by the new circuits of information exchange?
5	This course is intended to enable the students to catch up with the trends and participate in real time NEWS generation and distribution by knowing the technical nuances involved.

## **COURSE CONTENT:**

### **MODULE 1: INTRODUCTION**

**30Hrs**

Introduction to digital media and differentiating it from traditional media. Various components of digital media – Formulating campaigns (Content generation and distribution (formats – text, photos, videos, graphics) SEO, SEM, Social media, Web Analytics, Email communication, ORM etc);

The OPLM (Online Presence Lifecycle Management) methodology (Developing content from an organization point of view, arriving at topics by coordinating with various departments in the organisation) – students to use different business verticals as practice sessions –

Developing your niche using the OPLM methodology (taking care of trends and searches – Keyword research, arriving at topics you want to write about)

### **MODULE 2: DOMAIN KNOWLEDGE**

**15Hrs**

Website – domain buying, hosting and putting up a Wordpress website – Theory + practical

Student requirement – money to buy domain and hosting space to put up a website – credited assignment

### **MODULE 3: DEVELOPING CONTENT**

**10Hrs**

Content development (optimized, monetizable) – Text, Graphics (using Canva) – 5 optimized blogs on website

### **MODULE 4: DIGITAL ASSETS**

**50Hrs**

Creating digital assets across social media channels – Facebook, Twitter, Instagram, LinkedIn, YouTube. Content distribution

Creating paid campaigns on Facebook (Ad reporting, analytics and tools), Twitter (TweetDeck), Instagram and LinkedIn

## MODULE 5: ANALYTICAL TOOLS

10Hrs

### Google Analytics: Basics

Introduction, Accounts, properties, views, basic terminologies, creating customized reports on dashboards

### TEXT BOOKS :

1. Jason MacDonald' *Social Media Marketing Workbook: How to Use Social Media for Business.*, 2016. Createspace Independent Publishing Platform

### REFERENCES :

1. Erik Qualman., (2012) *Socialnomics: How Social Media Transforms the Way We Live and Do Business.*, Wiley; 2nd edition (9 November 2012)
2. Henry Chambers., (2019) *Where Social Media Marketing is Headed in the Next 5 Years: The Unconventional Guide to Build Your Brand and Become an Expert Influencer Using Facebook, Twitter, LinkedIn, Pinterest, Instagram and YouTube.*, Amazon Digital Services LLC - KDP Print US, 2019

<b>SEMESTER</b>	<b>V</b>					
<b>YEAR</b>	<b>III</b>					
<b>COURSE CODE</b>	<b>19JH3506</b>					
<b>TITLE OF THE COURSE</b>	<b>Development Communication</b>					
<b>SCHEME OF Instruction</b>	Lecture Hours	Tutorial Hours	Practical Hours	Seminar/Projects Hours	Total Hours	Credits
	<b>5</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>90</b>	<b>6</b>

<b>Prerequisite Courses (if any)</b>			
#	Sem/Year	Course Code	Title of the Course
NIL			

**COURSE OBJECTIVES :**

- The objective of this paper is to illuminate the linkages between development and communication. It discusses the different perspectives on development

**COURSE OUTCOMES :**

<b>CO No.</b>	<b>Outcomes</b>
	Students will be able to:
1.	Critically analyze selected development initiatives
2.	Analyse media for development communication
3.	Design media for development communication

**COURSE CONTENT:**

**MODULE 1: INTRODUCTION**

**18Hrs**

Development: Concept, concerns, paradigms, Concept of development, Measurement of development, Development versus growth, Human development, Development as freedom, Models of development: Basic needs model, Nehruvian model, Gandhian model, Panchayati raj, Developing countries versus developed countries, UNmillennium dev goals

**MODULE 2: PARADIGMS OF DEVELOPMENT**

**18Hrs**

Development communication: Concept and approaches, Paradigms of development: Dominant paradigm, dependency, alternative paradigm, Dev comm. approaches –diffusion of innovation, magic multiplier, and alternative Dev comm. approaches: Sustainable Development, Participatory Development, Inclusive Development, Gender and development, Development support comm. – definition and genesis

### **MODULE 3: ROLE OF AGENCIES**

**18Hrs**

Role of development agencies and NGOs in development communication, Critical appraisal of dev comm. programmes and govt. schemes: SITE, Krishi Darshan, Kheda, Jhabua, MNREGA; Cyber media and dev – e-governance, e-choupal, national knowledge network, Community radio and dev, Television programmes for rural india (KrishiDarshan) Using new media technologies for development. Development Journalism and rural reporting in India

### **MODULE 4: USE OF TECHNOLOGY**

**18Hrs**

ICT for development, Development support communication in India in the areas of: agriculture, health & family welfare, population, women empowerment, poverty, unemployment, energy and environment, literacy, consumer awareness.

### **MODULE 5: THE RURAL CHALLENGE**

**18Hrs**

Rural Journalism Information needs in rural areas; Use of traditional media for development in rural areas; Rural newspapers; Critical appraisal of mainstream media's reportage on rural problems and issues; Information needs in tribal setting; Critical appraisal of mainstream media's reportage on tribal problems and issues

### **TEXT BOOKS :**

1. Srinivas R. Melkote and Steeves, Communication for Development in the Third World, SAGE, 2001
2. P.Sainath, Everybody Loves a Good Drought, Pearson, 2000
3. Karin Gwinn Wilkins, Thomas Tufte, Rafael Obregon, The Handbook of Development Communication and Social Change, Wiley-Blackwell, 2014
4. Bella Mody, Designing Messages for Development Communication, Sage, 1991

### **REFERENCES :**

1. Narula, Uma (1994) Development Communication, New Delhi, Hariand Publication
2. Servaes, Jan (2008). Communication for Development and Social Change, New Delhi, Sage Publication
3. Mefalopulos. P (2008) Development Communication Sourcebook- Broadening the boundaries of communication, The World Bank.

<b>SEMESTER</b>	<b>VI</b>					
<b>YEAR</b>	<b>III</b>					
<b>COURSE CODE</b>	<b>19JH3601</b>					
<b>TITLE OF THE COURSE</b>	<b>COMMUNICATION RESEARCH</b>					
<b>SCHEME OF Instruction</b>	Lecture Hours	Tutorial Hours	Practical Hours	Seminar/Projects Hours	Total Hours	Credits
	<b>5</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>90</b>	<b>6</b>

<b>Prerequisite Courses (if any)</b>			
#	Sem/Year	Course Code	Title of the Course
NIL			

### **COURSE OBJECTIVES :**

- *To introduce students to the rigour of enriching theory through the collection and interpretation of valid data using research methodology*

### **COURSE OUTCOMES :**

<b>CO No.</b>	<b>Outcomes</b>
	Students will be able to:
1.	Understand the relationship between theory and research methods in the study of communication
2.	Critically evaluate communication and other behavioral and scientific research
3.	Design and conduct an original communication research project

### **COURSE CONTENT:**

#### **MODULE 1: INTRODUCTION**

**10Hrs**

The Research Process. characteristics of Research, Research ethics, Mass Media Research

#### **MODULE 2: RESEARCH TYPES & TOOLS**

**10Hrs**

Defining the Research Problem. Types of Research. Hypotheses. Literature Review. Data Sources. Research Instruments: Quantitative & Qualitative. Measurement: Levels of measurement, Measurement scales, Reliability and Validity, parametric and non-parametric

### **MODULE 3: SAMPLING**

**10Hrs**

Sampling Plan: Unit, Size, Sampling Procedure – Probability & Non Probability Sampling their applications and limitations. Contact Methods of data Collection: Interview, questionnaire, observation and survey. Research design - Content Analysis, field study and case study-advantages and limitations

### **MODULE 4: DATA COLLECTION & PROCESSING**

**10Hrs**

Statistical tools : measures of central tendency: measures of dispersion (standard deviation), frequency distribution, correlation and chi square. Data processing, presentation and interpretation of data. Pearson / Spearman.

### **MODULE 5: RESEARCH REPORT**

**10Hrs**

Research report: planning, designing, and presenting a research proposal, writing the research report, bibliography, arranging the references, analysis of data and graphical presentation. Research software: Spss;

### **TEXT BOOKS :**

1. Wimmer, Roger D & Dominick, Joseph R: *Mass Media Research: An Introduction*, USA, Thomson Wadsworth, 2007.

### **REFERENCES :**

1. Jensen, Klaus Bruhn: *Handbook of media and communication research – Qualitative and Quantitative Research Methods*, London, Routledge,2002.
2. Hansen, Anders and Newbold, Chris: *Mass Communication Research Methods*, London, Macmillan Press Ltd, 2004.
3. McBurney, Donald H, White, Theresa L: *Research Methods*, New Delhi, Thomson Wadsworth, 2007.
4. Bell, Judith: *Doing Your Research Project*, New Delhi, Viva Books Pvt. Ltd., 1999.
5. McQuail, Dennis, Golding, Peter and Bens, Els de: *Communication Theory and Research*, London, Sage Publications, 2005
6. Franzosi, Roberto: *Content Analysis Volume 1-4*, London, Sage Publications, 2008.
7. Krippendorff, Klaus: *Content Analysis-An Introduction to its Methodology*, London, Sage Publications, 2004.

<b>SEMESTER</b>	<b>VI</b>					
<b>YEAR</b>	<b>III</b>					
<b>COURSE CODE</b>	<b>19JH3602</b>					
<b>TITLE OF THE COURSE</b>	<b>Political Communication</b>					
<b>SCHEME OF Instruction</b>	Lecture Hours	Tutorial Hours	Practical Hours	Seminar/Projects Hours	Total Hours	Credits
	<b>5</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>90</b>	<b>6</b>

<b>Prerequisite Courses (if any)</b>			
#	Sem/Year	Course Code	Title of the Course
NIL			

**COURSE OBJECTIVES :**

- To introduce students to theories and evidence on the connection between mass media, citizens, and politics in the digital age. The idea is to provide students with a critical framework for understanding the nature of mediated politics, identifying the roles played by news media in contemporary politics, and analyzing debate, discourse and campaign messages.
- To analyze the role of communication in the democratic process and how media, political and ideological groups and government institutions work organically or deliberately to determine political discourse and public opinion

**COURSE OUTCOMES :**

<b>CO No.</b>	<b>Outcomes</b>
	Students will be able to:
1.	Demonstrate an introductory knowledge of the actors involved in political communication that attempt to drive public opinion
2.	Understand the relationships between media, political institutions and the public
3.	Demonstrate reasonable ability to apply the course learning to observe, recognize, contextualize and interpret the political nature of communication flows
4.	Consider the impact of political communication on Indian democracy.

## **COURSE CONTENT:**

### **MODULE 1: INTRODUCTION**

**18Hrs**

Politics in the age of mediation: Political organizations; public organizations; pressure groups; extremist organizations; the audience; the media; the international stage. politics, democracy and the media: theory of liberal democracy; constitutionality; participation; rational choice; public opinion and the public sphere; media and democratic process; the failure of education; absence of choice; the manufacture of consent; the limitations of objectivity.

### **MODULE 2: THE EFFECTS OF POLITICAL COMMUNICATION**

**18Hrs**

The communication process; the evidence; voting behaviour; experimental research; micro effects of political communication; effect of political advertising; political communication and the democratic process; the rising costs of campaigning; the commercialization of politics; politics and the post-modern.

### **MODULE 3: THE POLITICS OF MEDIA**

**18Hrs**

The political media: The broadcasting environment; democracy and the media; criticisms of the media; media and hegemony; politics and media production; commercialization; the organizational need for news; the profession of journalism. The media as political actors: Defining political reality; the press; the public voice of the press; the journalist as pundit; the online column; the feature; the bards; broadcasting; the political interview; the experts.

### **MODULE 4: PUBLIC RELATIONS & ADVERTISING**

**18Hrs**

Party political communication: The power of advertising; party political communication: political public relations; how advertisements work; advertising and politics; history of political advertising; the rise of image; myth and symbol; signifying power; typology of political advertising; political advertising in the democratic world; political advertising: the future; political public relations; media management; image management; political marketing; internal political communication during elections- Congress and the BJP; information management; prime-ministerial public relations.

### **MODULE 5: PRESSURE GROUPS**

**18Hrs**

Pressure-group politics and the oxygen of publicity: Sociology of source strategies; political communication and industrial relations; pressure groups; Dalit and LGBT liberation; popular protests; terrorism for publicity; case studies in global pr during conflicts.

## **TEXT BOOKS :**

1. McNair, Brian, An introduction to political communication, London: Routledge,2011.

## REFERENCES :

- Gastil, J.W., Political communication and deliberative democracy, Thousand Oaks, CA:Sage, 2008.
- Lilleker, D., Key concepts in political communication, London: Sage, 2006

<b>SEMESTER</b>	<b>VI</b>					
<b>YEAR</b>	<b>III</b>					
<b>COURSE CODE</b>	<b>19JH3605</b>					
<b>TITLE OF THE COURSE</b>	<b>PROJECT – DOCUMENTARY PRODUCTION</b>					
<b>SCHEME OF INSTRUCTION</b>	Lecture Hours	Tutorial Hours	Practical Hours	Seminar /Projects Hours	Total Hours	Credits
	-	-	-	<b>12</b>		<b>6</b>

### **COURSE OBJECTIVES:**

- To develop knowledge of documentary field video genres and techniques.
- To extend students’ video production skills including writing, producing, directing, shooting and digital editing to produce a documentary video.
- To allow students to explore and refine their conceptual and aesthetic styles, as well as their practical and technical skills.

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>Outcomes</b>
	At the end of the course, students will demonstrate:
1	Proficiency in a single-camera electronic field production
2	Their understanding of the nuances involved in different types of documentary
3	Skills in combining multiple video elements together to enable images and sounds in telling a story.

### **COURSE CONTENT:**

The purpose of this project is to combine all of the production techniques you have learned during this and previous semesters to produce a documentary. This will be an original work. Students are expected to demonstrate skills in developing an idea into images and sounds that acquire the documentary form. This is a team project. Students will be divided into groups based on the class strength.

### **FINAL PROJECT (15 - 20 minutes)**

Produce a short documentary as your major semester project. This project will also be graded on creativity and technical skills – managing under given sound and lighting conditions, recording audio video and editing let them tell the story.

### **Documentary Paperwork due before shooting:**

- 1) Synopsis
- 2) Research/Treatment
- 3) Full Production Plan/Schedule
- 4) Post-production script

On the day of the documentary screening, the students should turn in their Production Journal. The Journal must be at least three pages, in diary style, double-spaced, of your experience and your crew: expectations, successes, failures, and lessons for the future.

### **Course Grading Outline:**

The students will be evaluated on the basis of viva-voice as well as on the basis of documentary submitted.

**SEMESTER/YEAR** : **III SEM / II**  
**YEARCOURSE CODE** : **20JH2301**  
**TITLE OF THE COURSE** : **INTRODUCTION TO BROADCAST MEDIA**  
**L : T : P : S/P : C** : **3 : 0 : 6 : 0 : 6**

### **Objective**

- To make students aware of the broadcast media platforms and their working

### **Course outcomes**

Students will:

- Be familiar with the basic techniques of broadcasting.
- Understand the working pattern of broadcast media platforms.
- Understand electronic media content creation.
- Be able to write scripts for broadcast.

### **Unit 1**

History of sound media: emergence of radio technology; the coming of gramophone; early history of radio in India; history of AIR: evolution of AIR programming; penetration of radio in rural India -- case studies; patterns of state control; the demand for autonomy; FM: radioprivatization; music: cassettes to the internet.

### **Unit 2**

History of visual media: the early years of photography, lithography and cinema; from silent era to the talkies - cinema in later decades; the coming of television and the state's development agenda; commercialization of television programming (1980s); satellite programming: the coming of transnational television (1990s); formation of Prasar Bharati.

### **Unit 3**

Basics of sound and visual: concepts of soundscape, sound culture; types of sound -- sync, non-sync, natural sound, ambient sound; sound design -- its meaning with examples from different forms; sound recording techniques; introduction to microphones; characteristics of radio as a medium. What is an image? Image formats; what is a visual (still to moving); visual culture; changing ecology of images today; characteristics of television as a medium.

### **Unit 4**

Writing and editing – radio and television news: elements of a radio news story - gathering, writing/reporting. Elements of a radio news bulletin; working in a radio newsroom; introduction to recording and editing sound. (Editing news based capsules only.) Basics of a camera - lens and accessories; electronic news gathering (ENG) and electronic field production (EFP); visual grammar – camera movement, types of shots, focusing, visual perspective. Elements of a television news story: gathering, writing/reporting. elements of a television news

bulletin; basics of editing for TV- basic software and techniques (for editing a news capsule).

## Unit 5

Broadcast news: critical issues and debates: Public Service Broadcasters - AIR and DD News

- analysis of news on national broadcasters; changing character of television news (24 -hrs news format, news production cycle); news as event, performance and construction.

### Essential reading and references

- Zettl Herbert. *Television Production Handbook*. (Page nos: 20-80, 85-135).
- Robert C. Allen and Annette Hill (Ed- 2004). *The Television Reader*. Routledge (Page nos: 10- 40).
- P.C Chatterjee, *Broadcasting in India*. New Delhi, Sage 1987(Page nos- 25- 78).
- Carrol Fleming, *The Radio Handbook*. Rout ledge (London & New York 2002) (Page nos: 47- 105).
- Manuel, Peter, *Cassette Culture*, (Chicago, University of Chicago Press, 1993), (Page 1-32).
- Chatterjee, P.C, *Broadcasting in India*. (New Delhi, Sage, 1991) (Page 39-57).
- Neurath P., *Radio Farm Forum as a Tool of Change in Indian Villages*. Economic Development of Cultural Change, vol 10, No. 3 (pp 275-283).
- David Page and William Crawley, *Satellites Over South Asia*. (Sage, 2001) Chapter 2, chapter 8 and Chapter 9.
- Das, Biswajit, “*Mediating Modernity: Colonial Discourse and Radio Broadcasting in India*,|| *Communication Processes Vol 1: Media and Mediation*, B. Bel, B. Das, J. Brower, Vibhodh Parthasarathi, G. Poitevin (Ed.) (Sage 2005).
- Melissa Butcher, *Transnational Television, Cultural Identity and Change*, (New Delhi, Sage, 2003) 49-77.
- Boyd, Andrew, *Broadcast Journalism*.
- Yorke, Ivor, *The Technique of Television News*.

### Suggested Resources & Documentaries

- News Bulletins in English and Hindi on National and Private channels (as teaching material).
- Documentary - “*The Future of Television News*.”

**SEMESTER/YEAR** : **III SEM / II**  
**YEARCOURSE CODE** : **20JH2302**  
**TITLE OF THE COURSE** : **ADVERTISING AND PUBLIC RELATIONS**  
**L : T : P : S/P : C** : **5 : 0 : 2 : 0 : 6**

### **Objective**

- To enable students to plan, design and execute communication that helps in selling ideas, products and services creatively and effectively in a competitive world.

### **Learning Outcomes**

- Students will be acquainted with the basics of advertising concepts
- Students will be able to understand and apply strategic principles to create advertisements using simple tools like Canva
- Students will be able to plan and execute ad campaigns for ideas products and services
- Students will be able to recognize and critique advertisements in India that do not meet the standard guidelines of ASCI
- Students will be able to combine the key principles of public relations and corporate communications, learnt through case studies, to design and execute simple promotional campaigns.

### **Unit 1**

Advertising: Definition and concept. How advertising works. Functions of advertising. Factors determining advertising opportunity of a product/service/idea, what a message must contain. Types and classification of advertising: display, classified, trade, product, financial, corporate. Brand management and positioning. Creative and campaign concepts. Advertising ethics, code and law. Brand equity and advertising.

### **Unit 2**

Creative campaigns: Introduction to advertising creativity. Advertising creativity in relation to overall objectives. Setting creative objectives and strategy development. Idea generation, creative thinking, creative process. Conceptualization and evaluation of ideas. The aesthetics of advertising. Advertising styles: tone and manner. Creative copywriting for different media. Visualization, layout and art direction. Campaign planning and execution of advertising. Campaign in different media. Media planning and buying. Advertising creativity in different product categories. PR and non-commercial advertising. Advertising creativity vis-à-vis urban-rural markets.

### Unit 3

Public Relations : Definition, planning. Analyzing and developing a PR strategy. Managing PR by objective. Internal communication: application and tools. External communication: tools, reach and production techniques of corporate brochures and films. Institutional, corporate, advocacy campaigns, exhibitions. Dealing with the media and their functioning. Organising press conferences and press visits. Crises – dealing with the unexpected. Special events, how they are planned and organized.

### Unit 4

Role of writing in Public Relations: Press releases and press communiqués. Backgrounders. Feature writing. Rejoinder writing. Writing for electronic media. Speech writing for corporate executives.

### Unit 5

Use of Social Media: Advertising and public relations campaigns and mapping through social media.

### Reading and References:

- Baskin, Otis, *Public Relations: The Professional*, Iowa: Brown, 1988.
- Black, Sam, *Practical Public Relations*, New Delhi: Universal Book Stall, 1984.
- Burton, Paul, *Corporate Public Relations*, New York: Reinhold Publishing Corporation, 1966.
- Jefkins, Frank, *Planned Press and Public Relations*, London: Text Book Company, 1977.
- Ogilvy, David, *Confessions of an Advertising Man*, New Delhi: Rupa, 1989.
- Ogilvy, David, *The Unpublished Ogilvy*, New Delhi: Rupa, 1989.
- Ogilvy, David, *Ogilvy on Advertising*, London: Orbis, Publications, 1983.
- Sengupta, Subroto, *Brand Positioning*, New Delhi: Tata McGraw, 1990.
- Wright, Warner, *Advertising*, New Delhi: Tata McGraw Hill, 1985.

**SEMESTER/YEAR** : **IV SEM / II**  
**YEARCOURSE CODE** : **20JH2401**  
**TITLE OF THE COURSE** : **WRITING AND REPORTING – II**  
**L : T : P : S/P : C** : **3 : 0 : 6 : 0 : 6**

## **Objective**

This subject is based on the learnings acquired in Writing and Reporting 1 and aims at making the student write full-fledged feature as well as a complete story “package”.

## **Learning outcomes**

- Upgrading reporting skills to writing features
- Understanding how to use numbers in stories
- Writing different constituents of a ‘package’
- Writing a follow-up story, features and completing a reporting project from start to end.

## **Unit 1**

Writing features: how to write a feature, a news feature and a feature for supplements; different types of features with various styles -- beginnings and conclusions; writing a trend story and a mood piece. Understanding analyses: the difference between analysis and opinion.

## **Unit 2**

Investigative and data-driven writing: using numbers for writing reports

## **Unit 3**

Handling the big story: breaking news, updates, leads, wraps and the day-after story; covering trends.

## **Unit 4**

Shift of Journalists as web workers: Introduction to aggregation and curation of content, value-added journalism. Writing a digital story, skills of a digital journalist, blogging and crowd-sourcing, Multimedia storytelling. Engaging audiences online.

## **Unit 5**

Reporting project: Writing stories -- from finding a story idea, identifying and contacting sources, drafting the story and publishing it.

## **Essential reading and references**

Three newspapers everyday.

Mencher, Melvin, *News Reporting and Writing*

Rich, Carole, *Writing and Reporting News*, Thomson Publishing, 2007, Reuters Handbook of Journalism

**SEMESTER/YEAR** : **IV SEM / II**  
**YEARCOURSE CODE** : **20JH2407**  
**TITLE OF THE COURSE** : **MULTIMEDIA STORY**  
**TELLINGL : T : P : S/P : C** : **3 : 1: 4 : 0 : 6**

## Objective

- To bring multiple media — such as audio, video and photography, among others in order to tell a story in a unique and interesting way.

## Course outcomes

Students will

- Understand how multimedia journalism works
- Be able to produce content for multimedia platforms
- Have a clear understanding of the role of interactivity in multimedia storytelling
- Be familiar with mobile journalism practices
- Know how to turn a linear series of events into multidimensional experiences

## Unit 1

Introduction to multimedia: multimedia and interactivity, Basics of multimedia reporting, importance of audio, photo and video production skills in the newsroom in contemporary times, brainstorming about story ideas, developing a portfolio – print and online, legal and ethical issues and diversity in the media - media law, ethics, multicultural sensitivity.

## Unit 2

Process of production: decision making and skills for multi-platform communications, paraphrases, quotes and attribution in media writing, leads and nut graphs, news writing for web, content development, sources and online research, story organization, strategies for effective interviewing and note taking, interviewing techniques.

## Unit 3

Photo on screen: rule of thirds, focal point, composition. Photography as a powerful tool to tell a story. Dynamic content and visual medium, increasing importance of photojournalism in today's journalism. Photography and cutline as an important part of storytelling. Placements and visual design

## Unit 4

Audio and video content: Focus on audio recording, telling stories with sources and natural sound, bytes, editing and placement of sound, storytelling with video, broadcasting/webcasting: collecting content, Structuring story, Writing, video editing with interviews and B-roll, streaming.

## Unit 5

Mobile journalism: Screen sizes and responsive web, information multimedia and web architecture, Marketing websites, corporate websites, web feature stories, key points for web interactive narrative, interactive users vs. linear narratives, elements of an interactive writer. Final project incorporating elements from all the previous units — taking a story and adding audio, photo and video to compliment it for online publication.

### Suggested readings:

- Savage, Terry Michael, and Vogel, Karla E. *An Introduction to Digital Multimedia*. Jones & Bartlett Publishers, 2013.
- Anne-Marie, ed. *A History of Writing: From Hieroglyph to Multimedia*.
- Castor, Flammarion-Pere and Korolenko, Michael D. *Writing for Multimedia: A Guide and Source Book for the Digital Writer*, 2002.
- Garrand, Timothy. *Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media*. CRC Press, 2006, Pearson. 2005.

<b>SEMESTER</b>	<b>I</b>					
<b>YEAR</b>	<b>I</b>					
<b>COURSE CODE</b>	<b>21JH1102</b>					
<b>TITLE OF THE COURSE</b>	Communication Theory					
<b>SCHEME OF Instruction</b>	Lecture Hours	Tutorial Hours	Practical Hours	Seminar/Projects Hours	Total Hours	Credits
	<b>5</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>90</b>	<b>6</b>

<b>Prerequisite Courses (if any)</b>			
#	Sem/Year	Course Code	Title of the Course

### **COURSE OBJECTIVES :**

- To help the student gain an understanding of the communication process and the variables that lead to effective communication.
- To build a bedrock of theory that has a bearing on designing messages and the use of various media.

### **COURSE OUTCOMES :**

<b>CO No.</b>	<b>Outcomes</b>	<b>Bloom's Taxonomy Level</b>
	Students will be able to:	
1.	Apply the underlying core of the communication process -- learnt by internalising important theories and models of communication -- to communication practice in the future.	
2	Build on theory learnt during the course to pursue research in the future.	

<b>COURSE CONTENT:</b>	
<b>MODULE 1 : Communication and Mass Communication</b>	<b>18Hrs</b>
Types and forms of communication, levels of communication, Normative theories of the press - authoritarian theory, libertarian theory, social responsibility theory, Soviet communist theory, development media theory, democratic participant media theory	
<b>MODULE 2: Mass Communication and Effects Paradigm</b>	<b>18Hrs</b>
Direct effects; mass society, magic bullet theory, propoganda, limited effects; individual difference theory, personal influence theory	
<b>MODULE 3: Cultural Effects and the Emergence of an Alternative Paradigm</b>	<b>18Hrs</b>
Cultural effects: agenda setting, spiral of silence, cultivation analysis, social learning theory, agenda setting theory, play theory, uses and gratifications theory, dependency theory. Media and the public sphere, critique of the effects paradigm and emergence of alternative paradigm	
<b>MODULE 4: Models of Communication -- Transmission models</b>	<b>18Hrs</b>
Models of communication, publicity model, reception model, Harold D. Lasswell's Model, Shannon-Weaver Model, Theodore M. Newcomb's Model, Osgood-Schramm Circular Model	
<b>MODULE 5 : Media and Everyday Life</b>	<b>18Hrs</b>
Television, mobile phones, internet - discussion around media and everyday life, discussions around mediated and non-mediated communication, Social media – Twitter, Facebook and other social media platforms.	

<b>List of Laboratory/Practical Experiments activities to be conducted (if any) :</b>
1.
2.

**TEXT BOOKS :**

1. Denis McQuail,, Mass Communication Theory, New Delhi: Sage, 2010.

**REFERENCES :**

1. Stanley J.Baran and Dennis K. Davis, Mass Communication Theory , Wadsworth, sixth edition

<b>SEMESTER</b>	<b>I</b>					
<b>YEAR</b>	<b>I</b>					
<b>COURSE CODE</b>	<b>21JH1104</b>					
<b>TITLE OF THE COURSE</b>	<b>ENGLISH SKILLS</b>					
<b>SCHEME OF Instruction</b>	Lecture Hours	Tutorial Hours	Practical Hours	Seminar/Projects Hours	Total Hours	Credits
	<b>3</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>60</b>	<b>4</b>

**COURSE OBJECTIVES :**

- To provide students a grounding in the English language so that they are able to communicate effectively and correctly in it.

**COURSE OUTCOMES :**

<b>CO No.</b>	<b>Outcomes</b>
	Students will be able to demonstrate the ability to:
1.	Think clearly and write effectively in English for the media.
2.	Clearly articulate ideas and organise material into an essay, listen to and read material (text and non-text) and summarise it.
3.	Use correct grammar for effective communication.
4.	Organise ideas, translate figures and charts into words, use quotes, facts and studies and understand the tools of persuasion that will strengthen writing.

**COURSE CONTENT:**

**MODULE 1 : GRAMMAR 12Hrs**

Tenses and their correct use; subject-verb agreement; converting direct speech to indirect and active to passive. Recognising common mistakes and avoiding them – sentence fragments, run-on, loose and choppy sentences, excessive subordination, parallel structure, dangling modifiers.

**MODULE 2 : COMPREHENSION 12Hrs**

Reading comprehension -- recognising the main idea, giving a headline for a paragraph, reading between lines.

**MODULE 3: EXPRESSION 12Hrs**

Reading a piece and writing a summary of the most important points. Writing from graphs/charts and tables.

#### MODULE 4 : LISTENING COMPREHENSION 12Hrs

Listening comprehension (classroom activity only); Following oral instructions; listening to podcasts and webcasts and summarising content

#### MODULE 5: WRITING 12Hrs

Framing clear and concise sentences; using conjunctions and clauses. Paragraph – elements of a good paragraph. Essay structure – the burger. Learning the tools of persuasion that strengthen writing and make it more effective – (such as use of quotes, facts, studies, figures, charts, mind maps).

#### TEXT BOOKS :

1. Strunk, William, and E.B. White. *The Elements of Style*. Delhi: Longman, 1999.

#### REFERENCES :

1. BBC radio, TV and website.
2. Wren and Martin. *High School English Grammar and Composition*.
3. Mills, Paul. *The Routledge Creative Writing Coursebook*. London: Routledge, 2006.
4. Swan, Michael. *Practical English Usage*. OXFORD, 3rd Edition, [Paperback] 2005.
5. Longman Dictionary of Common Errors.
6. Oxford Advanced Learner's Dictionary.

<b>SEMESTER</b>	<b>I</b>					
<b>YEAR</b>	<b>I</b>					
<b>COURSE CODE</b>	<b>21JH1105</b>					
<b>TITLE OF THE COURSE</b>	<b>COMPUTER TOOLS AND DESIGN SKILLS FOR JOURNALISTS</b>					
<b>SCHEME OF Instruction</b>	Lecture Hours	Tutorial Hours	Practical Hours	Seminar/Projects Hours	Total Hours	Credits
	-	1	2	-	45	2

**COURSE OBJECTIVES :**

- To enable students to use computers and the internet for journalistic work

**COURSE OUTCOMES :**

<b>CO No.</b>	<b>Outcomes</b>
	Students will be able to demonstrate the ability to:
1.	Navigate and collect information from the web
2.	Use industry standard software like Photoshop and InDesign
3.	Create content for various platforms.

**COURSE CONTENT:**

**MODULE 1 :** Word processing and spreadsheets

**9Hrs**

Avoiding common mistakes in document creation and editing using MS Word and open source alternatives. Tips and tricks for number-crunching with MS Excel and freeware alternatives. Introduction to G Suite, Gmail, Docs, Slides, Sheets, Forms, Keep, etc.

**MODULE 2:** The web for journalists

**9Hrs**

Search tools and techniques. Social media as sources and platforms. Blogs and vlogs with WordPress and other tools.

**MODULE 3: Images**

**9Hrs**

Formats. Storage and processing basics. Editing, morphing and manipulation of images using Adobe Photoshop and alternatives.

**MODULE 4: Graphics and design**

**9Hrs**

Principles of design; layout: concepts and types; working with colour: colour theory. Graphics: vector and bitmap graphics.

**MODULE 5: Pages and larger units**

**9Hrs**

Creating posters, book covers and newspapers using Adobe InDesign and QuarkXPress.

**TEXTBOOKS :**

1. Graphic Communications Open Textbook Collective.(2013) *Graphic Design and Print Production Fundamentals* Creative Commons and B.C. Open Textbook project.
2. 1 Muir, N. (2017). *Computers for seniors for dummies*.

**REFERENCES :**

1. White, A. (2011). *The Elements of Graphic Design* (1st ed.). Allworth Press
2. Villamil, John & Molina, Louis. (2001)*Multimedia: An Introduction*. Prentice-Hall.

<b>SEMESTER</b>	<b>II</b>					
<b>YEAR</b>	<b>I</b>					
<b>COURSE CODE</b>	<b>21JH1201</b>					
<b>TITLE OF THE COURSE</b>	<b>NEWS WRITING AND REPORTING I</b>					
<b>SCHEME OF Instruction</b>	Lecture Hours	Tutorial Hours	Practical Hours	Seminar/Projects Hours	Total Hours	Credits
	4	-	4	-	120	6

### **COURSE OBJECTIVES :**

- To enable students to do basic news writing and reporting. They should also understand how to write for promotion and know the difference between these two kinds of writing.

### **COURSE OUTCOMES :**

<b>CO No.</b>	<b>Outcomes</b>
	Students will be able to demonstrate:
1.	Familiarity with the language of newspapers
2.	An understanding of the basics of reporting
3.	The ability to independently spot a story idea, identify stakeholders and network and speak with sources to get information to write a report

### **COURSE CONTENT:**

#### **MODULE 1 : Covering news**

**24Hrs**

The newsroom. The reporter: role, functions and qualities. General assignment reporting and working on a beat. Covering speeches, meetings and press conferences. Working on a beat: health, crime, courts, city reporting, education, sports, business. Reporting for a news agency.

#### **MODULE 2 : Interviewing**

**24Hrs**

Researching, setting up and conducting an interview. Articles, features, types of features and human interest stories, leads for features, difference between articles and features. Promotional writing: how to write advertorials for online media such as websites; how to identify the reading audience and how it is different from conventional reporting.

**MODULE 3: Working online****24Hrs**

Understanding digital media and the internet as a medium of communication. Difference between print, audio-visual and web journalism. Functioning in a connected world --networking, connecting, speaking and writing to sources online. Getting story tip offs and ideas from social media. Checking and ensuring the authenticity of information received online.

**MODULE 4 : RTI and fact-checking****24Hrs**

When to use RTI applications for stories and how to file them. Fact-checking: how to check for authenticity in text, pictures and videos.

**MODULE 5: Understanding media and news****24Hrs**

Sociology of news: factors affecting news treatment, paid news, agenda setting, pressures in the newsroom, trial by media, gatekeepers. Objectivity and politics of news. Neutrality and bias in news.

**TEXT BOOKS :**

1. Keeble Richard. *The Newspaper's Handbook*. Routledge.

**REFERENCES :**

1. Rich, Carole. *News Writing and Reporting*. First Edition, Cengage Learning India Pvt Ltd.
2. Hodgson, F.W. *Modern Newspaper Practice: A Primer on the Press*. Focal Press.
3. Fedler, Fred, and John R. Bender. *Reporting for the Media*, Oxford University Press.

<b>SEMESTER</b>	<b>II</b>					
<b>YEAR</b>	<b>I</b>					
<b>COURSE CODE</b>	<b>21JH1202</b>					
<b>TITLE OF THE COURSE</b>	<b>PHOTOGRAPHY AND VIDEOGRAPHY</b>					
<b>SCHEME OF Instruction</b>	Lecture Hours	Tutorial Hours	Practical Hours	Seminar/Projects Hours	Total Hours	Credits
	4	-	4	-	120	6

### **COURSE OBJECTIVES :**

- To build equipment familiarity and impart basic skills in photography, videography and editing so as to enable students to use the skills for purposes laid out in the rest of the programme

### **COURSE OUTCOMES :**

<b>CO No.</b>	<b>Outcomes</b>
	Students will be able to demonstrate:
1.	The ability to handle a camera properly and click good images
2.	Frame and compose shots for video
3.	Understand the importance of photography and videography
4.	Perform basic editing on photos and videos

### **COURSE CONTENT:**

#### **MODULE 1 : INTRODUCTION 24Hrs**

What is photography? Definition and origin of photography; the birth of the camera and its evolution; modernisation of photography and its use in mass media; invention of digital photography; types of photography -- news, sports, nature, portrait, fashion and product photography; the basics of photojournalism and the importance of context in photojournalism.

#### **MODULE 2: EQUIPMENT 24Hrs**

Photographic equipment, controls and tools: camera -- point & shoot, SLRs, DSLRs, SLDs, SLT, mirrorless, digital camera; settings, menus, exposure, shooting modes and their significance; photographic optics -- lenses, their use, types and specifications; aperture -- role and significance in image making; kinds of shutters -- significance and application; ISO settings and their significance; white factor; depth of field as an image making tool.

### MODULE 3 : LIGHTING 24Hrs

Light -- visible spectrum, colour temperature, units and significance in photography; quality of light -- hard light, soft light; lighting equipment: on-camera flash, its use and limitation, studio flash and accessories; lighting ratio, the different types of lighting -- natural lighting and artificial lighting, three point lighting; introduction to indoor and outdoor lighting.

### MODULE 4 : INTRODUCTION TO VIDEOGRAPHY 24Hrs

Know your camera -- characteristics and functions of video camera; camera support and movements; basic microphones; handling the camera; shots: different types of shots, elements of shot -- frame composition basics -- shooting for continuity -- crossing the line. Shots and frames -- mastering frame compositions. Rule of thirds. Advanced features -- optimal usage and approximations for efficient shooting -- tips and tricks. Script and storyboard.

### MODULE 5: VIDEO EDITING 24Hrs

Need for editing, editing principles, audio and video transitions, editing for continuity; videoediting software - Edius, Adobe Premiere Pro, open source software. Basic sound and videoediting.

#### TEXT BOOKS :

1. Zettl, Herbert. *Television Production*. Delhi: Wadsworth, 2000

#### REFERENCES :

1. Langford, Michael. *Basic Photography*. Delhi: Focal Press, 2000
2. Millerson, Gerald. *The Technique of Television Production*. Delhi: Focal Press, 1990
3. Millerson, Gerald. *Basic Lighting Techniques*. New Delhi: Focal Press, 1998

<b>SEMESTER</b>	<b>II</b>					
<b>YEAR</b>	<b>I</b>					
<b>COURSE CODE</b>	<b>21JH1205</b>					
<b>TITLE OF THE COURSE</b>	<b>AUDIO AND VIDEO EDITING TOOLS</b>					
<b>SCHEME OF Instruction</b>	Lecture Hours	Tutorial Hours	Practical Hours	Seminar/Projects Hours	Total Hours	Credits
	-	2	-	-	30	2

### **COURSE OBJECTIVES :**

- To train students on the foundations & the techniques of audio-video editing and have a thorough working knowledge of a non-linear editing software.
- To understand the techniques editors use to construct stories
- To understand video formats and principles.

### **COURSE OUTCOMES :**

<b>CO No.</b>	<b>Outcomes</b>
	Students will be able to demonstrate:
1.	Proficiency in basic audio-video editing tools and techniques for television programs, motion pictures or webapplications.
2.	The ability to combine basic design principles in videoediting.

### **COURSE CONTENT:**

**MODULE 1** Adobe Audition- Audio recording, mixing, and restoration 6 Hrs  
Fundamentals of digital audio, tools, short cuts and workspace setup  
Applying effects, effects control and filters and noise reduction  
Creating remix and basic multi track controls; Video and surround sound

**MODULE 2** Adobe Premiere Pro-Video production and editing. 6 Hrs  
Time code, Audio and video editing tools and multi camera editing  
Video effects and transitions; Graphics, titles and animation  
Colour correction and grading

**MODULE 3** After Effects-Cinematic visual effects and motion graphics. 6 Hrs

Workspace, shortcut keys and projects, basics of composition

Text and motion graphics, layers, shape, paths and vectors

Colour adjustment, effects and animation presets

**MODULE 4** SparkCreate graphics, web pages, and video stories in minutes 6 Hrs

Adobe Spark Post

Adobe Spark Page

Adobe Spark Video

**MODULE 5** Media Encoder-Quickly output video files for virtually any screen. 6 Hrs

Presets, file formats and shortcuts

Audio, video encoding and compression

#### **TEXTBOOKS :**

1. Jago, M. (2018). *Adobe Audition CC Classroom in a Book* (2nd ed.). Adobe.
2. Jago, M. (2021). *Adobe Premiere Pro Classroom in a Book*. Adobe
3. Fridsma, L., & Gyncild, B. (2021). *Adobe after Effects Classroom in a Book (2021 Release)* (1st ed.). Adobe Press.
4. Wood, B. (2019) *Adobe Spark Classroom in a Book* (3rd ed.). Adobe Press

<b>SEMESTER</b>	<b>VI</b>					
<b>YEAR</b>	<b>III</b>					
<b>COURSE CODE</b>	<b>19JH3606</b>					
<b>TITLE OF THE COURSE</b>	<b>PROJECT - Ad or Corporate Film / Newsletter</b>					
<b>SCHEME OF Instruction</b>	Lecture Hours	Tutorial Hours	Practical Hours	Seminar/Projects Hours	Total Hours	Credits
				<b>12</b>		<b>6</b>

### **COURSE OBJECTIVES :**

- To help students develop hands-on skills in Ad filmmaking or Corporate filmmaking.
- Apply video production learnings from the previous semesters - pre-production (recce, research, writing and organising), production (shooting) and post-production (editing and packaging)
- Develop the individual's passion, aesthetic and work ethic.

### **COURSE OUTCOMES :**

<b>CO No.</b>	<b>Outcomes</b>	<b>Bloom's Taxonomy Level</b>
	The student will demonstrate his/her ability to:	
1.	Create ad films / corporate films all the way from conceptualizing to packaging it.	
2.	Ability to pitch ideas to potential clients.	
3.	Potential to create an independent career path in any of the two areas above.	

### **COURSE CONTENT:**

#### **PREVIEW**

Watch Ads / Corporate films to understand and analyze different types, styles, nuances, storytelling and communication to get a sense of one's direction.

#### **IDEATE**

Discuss concepts with the professor in charge to fine tune ideas.

#### **PITCH**

PITCH: Create a pitch for a potential client, go out and pitch the idea to a client from the relevant industry (tweak concept based on their interest.)

## **STORYBOARD / TREATMENT**

A shot by shot / scene by scene breakdown of the idea or a basic shoot script for Corporate Films.

## **SHOOT**

The production stage will see the team / student(s) shoot the concept. Depending on if it is an ad film or a corporate film the timelines would vary. But the teams will have a total of hours to complete the production process.

## **EDIT**

The edit stage will involve working on the available software to tell the story in the most dynamic and impactful way. The students will learn editing techniques, rectifying shots, salvaging visuals, and utilizing them in creative ways.

## **REFERENCES :**

1. Newth, Tom von Logue. *The Ad-Makers: How the Best TV Commercials are Produced*. Routledge, 1st Edition, 2013.
2. Sweetow, Stuart. *Corporate Video Production: Beyond the Board Room (And Out of the Bored Room)*. Routledge, 1st Edition, 2011.

## SEMESTER V

### 17UJ501. Media Studies

C	L	T	P	H
5	60	0	30	90

#### Objective:

*To help the students develop an informed and critical understanding of the nature of the media, the messages contained in the media, the techniques used by them, and the impact of these media.*

#### Syllabus:

##### Unit 1 Media Awareness (15 + 2 = 17 hrs)

In this module, we will examine the key concepts of media studies, as well as critically examine pop culture and media texts

##### Unit 2 Media Representation (15 + 2 = 17 hrs)

This module focuses on how the media represents us. We look issues around race, gender, class, violence, and stereotypes.

##### Unit 3 Television and Film (15 + 2 = 17 hrs)

This module includes an analysis of the genres of film and television.

##### Unit 4 Advertising (15 + 2 = 17 hrs)

The standards and ideas used in advertising and marketing are examined.

##### Unit 5 Final Project (0 + 22 = 22 hrs)

In addition to the semester-end exam, students will write a term paper that will incorporate what has been learned throughout the course.

#### Text Book:

- Croteau, David, and, William Hoynes, *Media/Society: Industries, Images and Audiences*, London: Pine Forge Press, 2003.

#### Further Reading:

- Dyer, R., *The Matter of Images: Essays on Representation*, London: Routledge, 1993.
- Branston, G., and, R., Stafford, *The Media Student's Book* 1996.
- Swanson, G., *The Media Studies Book*, London: Routledge, 1991.

## 17UJ503      Reporting III

### Objectives:

Honing students' reporting skills through classroom discussions and feet-on-the-street work. By the end of this term, they will be expected to generate story ideas and write a long piece or a package of reports looking at different aspects of the topic.

### Syllabus:

#### Units 1 (9 + 12 = 21 hrs)

Covering courts and the legislature

#### Unit 2 (9 + 12 = 21 hrs)

Investigative data-driven writing

#### Unit 3 (9 + 12 = 21 hrs)

Handling the big story: breaking news, updates, leads, wraps and the day-after story. Writing analyses; the difference between analysis and opinion. Covering trends.

#### Units 4 and 5 (18 + 24 = 42 hrs)

Reporting project

### Reading:

Three newspapers everyday.

Mencher, Melvin. *News Reporting and Writing*

Rich, Carole. *Writing and Reporting News*, Thomson Publishing, 2007

Reuters Handbook of Journalism

## 17UJ504 Corporate Communication

C	L	T	P	H
5	60	0	30	90

### **Objective:**

To familiarize students with current thinking and developments on corporate communication from both the academic and practitioner worlds.

### **Syllabus:**

#### **Unit 1 (12 + 6 = 18 hrs)**

Introduction to Corporate Communication. Importance of corporate communication and PR to organizations and organizational structure

#### **Unit 2 (12 + 6 = 18 hrs)**

PR and Corporate communication roles - Business Presentation: Written and oral presentation, event management, brand promotion, Financial Communication.

Report writing: business reports – types and forms. Project proposals – collection of data – tables constitution – charts –writing the report – documenting the sources – proof reading

#### **Unit 3 (12 + 6 = 18 hrs)**

Corporate Communications and Relationship management – employee relations, investor relations, customer relations, dealers and supplier relationship, media relations

#### **Unit 4 (12 + 6 = 18 hrs)**

Corporate Communication Functions - Managing corporate reputation, Recruiting top talent, Launching new products, Green/sustainability/environmental issues, Engagement with community leaders, corporate advertising and advocacy, Social Responsibility and Crisis Management

## Unit 5 (12 + 6 = 18 hrs)

Corporate communication in relation with – government, banks, tourism and transportation, public sector, transport, NGOs

### Books

1. Harris, Thomas L.(2000) Value- Added Public Relations, NTC Business Books.
2. Heath, Robert. L (2001) Handbook of Public Relations, Sage
3. Lattimore,Dan et.al (2011) Public Relations: The Profession and the Practice, McGraw Hill.
4. Newsom, Doug et.al (2009) This is PR, Wadsworth
5. *Principles, Techniques and Strategies*. London: Kogan Page. Perlman, D., & Takacs, G. J. (1990)  
A handbook of Public Relations and Communication-Lesle Philip

**17UJ505 Video Production**

<b>C</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>H</b>
5	30	0	90	120

**Objectives:**

- To extend students’ video production skills including writing, producing, directing, shooting and digital editing.
- To develop knowledge of established field video genres and techniques.
- To allow students to explore and refine their conceptual and aesthetic styles, as well as their practical and technical skills.
- To be able to use digital editing and multiple video elements together (images, sound, interviews, music, archival footage) to convey a message, tell a story, and achieve communication goals.

**Syllabus**

**Unit 1. Script (10 hours)**

Basic Guidelines for the Short Form

Length

The Central Theme

Conflict

The Dramatic Arc

One Major Character

Follow Through

One Primary Event

Dramatic Expectations

Internal Motives

External Actions

Rewriting

The Shooting Script

Documentaries

Forms of Documentaries

## **Unit 2: Preproduction (10 hours)**

Breaking down the script

Production Book

Breaking Down the Script

Schedule

Budget

Storyboards

Acting Fundamentals

Directing Actors

Casting

## **Unit 3. Production(5 hours)**

Developing a Crew

Mise-en-Scène

Producing a Shooting Script

Before the Camera Rolls

Location Sound

Continuity

Directing the Talent

Directing the Crew

## **Unit 4. Postproduction (5hours)**

Preparing to Edit

Getting Started on the First Assembly

Editing Principles

Using Analysis and Feedback

Working with Music Editing from Fine Cut to Sound Mix

Titles

Promotional Material

## Unit 5. Practical Projects (90 hours)

### *Production 1*

Short Documentary/Corporate Video/ Short feature using stills/video

### *Production 2*

Short Film

*Narrative Paperwork due before shooting short film:* 1) Synopsis 2) Treatment and Storyboard 3) Script 4) Full Production Plan/Schedule, Script Breakdown & Shot List

*Documentary/Experimental Paperwork due before shooting:* 1) Synopsis 2) Research/Treatment 3) Full Production Plan/Schedule

## Books

- David K. Irving and Peter W. Rea, *Producing and Directing the Short Film and Video* (London: Focal Press, 2006)
- Bill Nichols, *Introduction to Documentary* (Bloomington: Indiana University Press, 2001)
- Herbert Zettl, *Television Production Handbook* (Singapore: Thomson Wadsworth, 2006)
- Michael Rabiger, *Directing - Film Techniques And Aesthetics* (London: Focal Press, 2008)

**17UJ602 Digital Media and Journalism**

C	L	T	P	H
5	30	0	90	120

**Course Outline**

From the news gathering and news dissemination process, to staffing and revenue models, digital and social media are affecting every aspect of news.

Everyone with a mobile and some information has the opportunity to not only consume but contribute to the news gathering process, allowing an ongoing conversation between these two roles in real time. Through use of social media, such as Twitter and Face book posts, the new news gatherers are alerting each other within minutes, at the very instant of an occurrence.

This new world audience is already beginning to look very distinct, having begun to subsume three distinct screens: television, computer and mobile phone screens into the latter's. Even that is just another part of the story.

Currently, the acknowledgement of the interconnected news consumers, with equally early access to news and information, as established media companies, is reordering how news is processed and disseminated in a networked society. But will that be all?

How are digital and social media changing the journalistic landscape? How will news and information be presented and received? How will it be monetized? Journalism may survive as a practice but will it remain as a distinct industry? Or will it be consumed by the new circuits of information exchange?

The burden of the course is to raise and try and answer these questions based on the trends suggested by recent studies and analyses.

It will also dovetail the available knowledge on digital media with the practical elements required for the students in order to tell their stories across digital platforms.

**Syllabus**

**PART I. THE DIGITAL MEDIA INDUSTRY (30 lecture hours)**

**Unit 1 (30 lecture hours)**

State of the media industry and the rise of the digital media - Multi-Platform Video World - New Faces of the Content Industry – The Netflix Threat – OTT Video – MCNs to Mobile-first Video - Traditional media goes digital – Live streaming – Strategies for video -Immersive New Media - Virtual Reality, Augmented

Reality & Mixed Reality - Other Emerging Media 2.0 Platforms - Offline, live experiences, multi-platform plank Digital News distribution – Investment and M&A

## **PART II CONTENT & MULTIMEDIA STORYTELLING TECHNIQUES (90 Practicalhours)**

### **Unit 2**

Audience Development: synergizing analytics, distribution, content and product development

### **Unit 3**

Web and mobile journalism production- managing news contributors, verticals, liaison with AD and staffers/contributors, reading and editing content, updating, dealing with tools to self-publish text, photos, videos and other forms of content, highlighting content, driving traffic

### **Unit4**

Content production: coordinating the beats (verticals), recruiting each vertical, contract and incentive-based contributors, create monetizeable editorial content for web, engagement with real-time data, publishing tools, the audience and advertising sales team, coordinating with AD & WP

### **Unit 5**

Ad Operations and Marketing Social Analytics: Fulfilling advertising campaigns associated with sponsorships, special reports and other monetizeable content products across the digital enterprise, tapping into the real-time operations of the editorial team, optimizing traffic flows and tying ad campaigns to daily posts and dynamic content from verticals, Using social analytics tools for sponsors and advertisers - BetaWorks - tracking real-time usage, using data tools and internal data reports, smart phone as enabler. Google's Click Signals, Facebook's Social Graph, analyzing data, determining and correlating content with audience taste, exploring ways to connect content and advertising

### **Books/Readings**

Seth Gitner, *Multimedia Storytelling for Digital Communicators in a Multiplatform World* (New York: Taylor and Francis, 2016)

Scholarly articles from the web (URLs shall be provided)

## **17UJ603 Technical and Promotional Writing**

Objective: *To familiarise students with writing of different types. The aim is to make them conversant with technical writing, writing promotional material for different media including the Net and advertorials, writing press releases on technology and science.*

**Syllabus: Technical writing, promotional writing, press releases and advertorials**

### **Unit 1: (6+18=24hrs)**

Technical writing: why and for whom manuals are written, the process of creating and changing a document: co-ordinating with subject matter experts, listening, recording, writing, modifying, updating, publishing change in documents

### **Unit 2: (6+18=24hrs)**

The need to document correctly, maintaining and accessing repositories.

### **Unit 3: (6+18=24hrs)**

Promotional writing: identifying the audience, following specific guidelines, how it is different from writing for a newspaper

### **Unit 4: (6+18=24hrs)**

Writing press releases on science and technology: keeping an eye on the objective, explaining complex issues to a lay audience and how much to simplify

### **Unit 5: (6+18=24hrs)**

Advertorials: relevance.

Reading:

Raman, Meenakshi and Sharma, Sangeeta. *Fundamentals of Technical Communication*. Paperback, 30 Oct 2014.

Rickard T. A. *A Guide to Technical Writing*. (Classic Reprint) Paperback, 3 Dec 2017.

Handley, Ann. *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content*. Hardcover, September 15, 2014.

Stylebooks – Chicago Manual of Style, Microsoft Manual of Style.

**SEMESTER/YEAR** : **III SEM / II**  
**YEARCOURSE CODE** : **19JH2304**  
**TITLE OF THE COURSE** : **COMPUTER SKILLS – II**  
**L : T : P : S/P : C** : **4 : 0 : 0 : 0 : 4**

## **OBJECTIVE**

- To empower every student with design aesthetics and software skills required for media production practice

## **LEARNING OUTCOMES**

- To be able to design for print
- To get the basic knowledge of various audio editing tools.
- To have a hands-on experience on video editing techniques
- To be able to create content on various platforms.

### **UNIT 1:**

Communication and Graphics: Principle and theory of design and graphics, layout: concepts and types, working with color: theory of colors, pixel and resolution: vector and bitmap graphics

### **UNIT 2:**

Digital Images: Working with images, file formats of images, editing images, morphing and manipulation, creating special effects, Adobe Photoshop, Corel Draw, Adobe In design, using image for motion and video graphics

### **UNIT 3:**

Print Design: Book Cover, Posters, Tabloid, Preparing Text Graphics/ 2D Graphics, QuarkXpress

### **UNIT 4:**

Audio-Video editing software: Introduction, Basics of Sound editing softwares( like Sound Forge), Basics of Video editing software( Adobe Premiere), interactive videos, making videos for the web

## UNIT 5:

Web design and production: Basics of packages like WordPress, designing a blog or a website, user interface, responsive website

### ESSENTIAL READINGS AND REFERENCES

- White, Alex W. *The Elements of Graphic Design*. (Second Edition).
- Hearn, D. and Baker P. M. *Computer Graphics*. Prentice – Hall, New Jersey, 2001.
- Villamil, John and Molina, Louis. *Multimedia: An Introduction*. Prentice-Hall, New Delhi, 2001.

**SEMESTER/YEAR** : **IV SEM / II**  
**YEARCOURSE CODE** : **19JH2401**  
**TITLE OF THE COURSE** : **WRITING AND REPORTING**  
**L : T : P : S/P : C** : **3 : 0 : 6 : 0 : 6**

## **LEARNING OBJECTIVE**

This subject is based on the learnings acquired in Writing and Reporting 1 and aims at making the student write full-fledged feature as well as a complete story “package”.

## **LEARNING OUTCOMES**

Upgrading reporting skills to writing features Understanding how to use numbers in stories Writing different constituents of a ‘package’  
Writing a follow-up story, features and completing a reporting project from start to end.

### **UNIT 1**

Writing features: how to write a feature, a news feature and a feature for supplements; different types of features with various styles -- beginnings and conclusions; writing a trend story and a mood piece. Understanding analyses: the difference between analysis and opinion.

### **UNIT 2**

Investigative and data-driven writing: using numbers for writing reports

### **UNIT 3**

Handling the big story: breaking news, updates, leads, wraps and the day-after story; covering trends.

### **UNIT 4**

Shift of Journalists as web workers: Introduction to aggregation and curation of content, value-added journalism. Writing a digital story, skills of a digital journalist, blogging and crowd-sourcing, Multimedia storytelling. Engaging audiences online.

### **UNIT 5**

Reporting project: Writing stories -- from finding a story idea, identifying and contacting sources, drafting the story and publishing it.

## ESSENTIAL READING AND REFERENCES

- Three newspapers everyday.
- Mencher, Melvin. *News Reporting and Writing*.
- Rich, Carole. *Writing and Reporting News*. Thomson Publishing, 2007
- Reuters Handbook of Journalism

**SEMESTER/YEAR** : **IV SEM / II**  
**YEARCOURSE CODE** : **19JH2404**  
**TITLE OF THE COURSE** : **MULTIMEDIA STORY TELLING**  
**L : T : P : S/P : C** : **3 : 1 : 4 : 0 : 6**

## **OBJECTIVE**

- To bring multiple media — such as audio, video and photography, among others in order to tell a story in a unique and interesting way.

## **COURSE OUTCOMES**

Students will

- Understand how multimedia journalism works
- Be able to produce content for multimedia platforms
- Have a clear understanding of the role of interactivity in multimedia storytelling
- Be familiar with mobile journalism practices
- Take a linear series of events and learn to create multidimensional experiences.

## **UNIT 1**

**Introduction to Multimedia:** Multimedia and interactivity, Basics of multimedia reporting, importance of audio, photo and video production skills in the newsroom in contemporary times, brainstorming about story ideas, developing a portfolio – print and online, legal and ethical issues and diversity in the media - media law, ethics, multicultural sensitivity.

## **UNIT 2**

**Process of Production:** Decision making and skills for multi-platform communications, Paraphrases, quotes and attribution in media writing, Leads and Nut Graphs, News Writing for Web, Content Development, Sources and Online Research, Story Organization, Strategies for effective interviewing and note taking, Interviewing Techniques.

## **UNIT 3**

**Photo on Screen:** Rule of thirds, focal point, Composition. Photography as a powerful tool to tell a story. Dynamic content and visual medium, increasing importance of photojournalism in today's journalism. Photography and outline as an important part of storytelling. Placements and Visual Design

## UNIT 4

Audio and Video Content: Focus on audio recording, telling stories with sources and natural sound, bytes, editing & Placement of sound, Storytelling with video, broadcasting/ webcasting: Collecting content, Structuring story, Writing, video editing with interviews and B-roll, streaming.

## UNIT 5

Mobile journalism: Screen sizes & responsive web, Information multimedia and web architecture, Marketing websites, corporate websites, web feature stories, key points for web interactive narrative, interactive users vs. linear narratives, elements of an interactive writer.

Final project incorporating elements from all the previous units —taking a story and adding audio, photo and video to compliment it for online publication.

## ESSENTIAL READING AND REFERENCES

- Savage, Terry Michael, and Vogel, Karla E. *An Introduction to Digital Multimedia*. Jones & Bartlett Publishers, 2013.
- Anne-Marie, ed. *A History of Writing: From Hieroglyph to Multimedia*.
- Castor, Flammarion-Pere and Korolenko, Michael D. *Writing for Multimedia: A Guide and Source Book for the Digital Writer*. 2002.
- Garrand, Timothy. *Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media*. CRC Press, 2006, Pearson. 2005.

**SEMESTER/YEAR** : **IV SEM / II**  
**YEARCOURSE CODE** : **19JH2405**  
**TITLE OF THE COURSE** : **INTEGRATED MARKETING COMMUNICATION**  
**L : T : P : S/P : C** : **4 : 2 : 0 : 0 : 6**

### **COURSE OBJECTIVES:**

To introduce the concept of integrated marketing to students  
To equip students to develop a marketing plan/campaign

### **LEARNING OUTCOMES:**

At the end of this course, students will be able to

- understand the meaning of an integrated marketing plan
- understand how an IMC plan works and what makes it work
- devise IMC campaigns
- understand the marketing process

### **UNIT 1**

Understanding integrated marketing communication: meaning and concept, key features, objectives and components of IMC, theoretical underpinnings and models of IMC, benefits and barriers.

### **UNIT 2**

Intercultural communication: Introduction. Culture and marketing . Culture as communication. Cross-cultural consumer behavior. International advertising.

### **UNIT 3**

Promotional elements and tools: understanding promotional mix, IMC tools - personal selling, advertising, public relations, direct and database marketing, sales promotion, online communication / interactive marketing.

### **UNIT 4**

Marketing communication: the marketing concept, segmentation, targeting and positioning, developing marketing strategy- swot analysis, strategic planning process, consumer behaviour.

## UNIT 5

IMC plan and campaigns: developing IMC plan / campaign planning, situation analysis, marketresearch and formulating objectives, campaign creation and production, media planning, selection, budgeting and scheduling.

### ESSENTIAL READING AND REFERENCES

- Kotler, Philip and Keller, Lane. *Designing and Managing Integrated Marketing Communication*.
- Egan, J. *Marketing Communications*. Thomson, 2007.
- Fill, C. *Marketing Communications: Interactivity, Communities And Content*. 5th ed., FT Prentice Hall, 2009.
- Pickton, D. and Broderick A. *Integrated Marketing Communications*. 2nd ed., Pearsons, 2009.
- Ramaswami, V.S. and Namakumari, S. *Marketing Management, Planning, Implementation and Control*, 3rd edition, Macmillan.



**SEMESTER/YEAR** : **IV SEM / II**  
**YEARCOURSE CODE** : **19JH2406**  
**TITLE OF THE COURSE** : **GLOBAL MEDIA AND POLITICS\**  
**L : T : P : S/P : C** : **5 : 1 : 0 : 0 : 6**

## **OBJECTIVES**

- To understand how global communication flow, policy and regulation have shaped and are simultaneously being shaped by dominant powers, multinational corporations, media ownerships, political parties and interest groups in pursuit of their respective interests.

## **LEARNING OUTCOMES**

To understand

- the direction and implications of international communication flows
- the international debate surrounding the dominant flow
- the nature of reportage during conflicts involving global powers
- the linkages of international politics, media conglomerates and global entertainment

## **UNIT 1**

Media and international communication: The advent of popular media- a brief overview; Propaganda in the inter-war years: Nazi Propaganda, Radio and international communication

## **UNIT 2:**

Media and super power rivalry: Media during the Cold War, Vietnam war; disintegration of USSR; Radio Free Europe, Radio Liberty, Voice of America. Communication debates: NWICO, McBride Commission and UNESCO; unequal development and Third World concerns.

## **UNIT 3**

Global Conflict and global media: World wars and media coverage post-1990; Rise of Al Jazeera; The Gulf Wars: CNN's satellite transmission, embedded journalism; 9/11 and implications for the media.

## **UNIT 4**

Media and cultural globalization: Cultural imperialism, cultural politics: media hegemony and global cultures, homogenization, the English language; Local/Global, Local/Hybrid flows.

## UNIT 5

Media and the global market: Discourses of globalisation: barrier-free economy, multinationals, technological developments, digital divide. Media conglomerates and monopolies: Ted Turner/Rupert Murdoch. global and regional integrations: Zee TV as a pan- Indian channel; Bollywood entertainment: Local adaptations of global programmes KBC/BigBoss/others.

### ESSENTIAL READING AND REFERENCES:

- Thussu, Daya Kishan. International Communication: Continuity and Change, Oxford University Press, 2003.
- Yahya R. Kamalipour and Nancy Snow. War, Media and Propaganda - A Global Perspective, Rowman and Littlefield Publishing Group. 2004.
- Communication and Society, Today and Tomorrow “Many Voices One World”, Unesco Publication, Rowman and Littlefield Publishers, 2004.
- Barbie, Zelizer and Stuart Allan. Journalism after 9/11. Taylor and Francis Publication, 2012.
- Thussu, Daya Kishan. War and the Media: Reporting Conflict 24x7. Sage Publications, 2003.
- Allan, Stuart and Barbie Zelizer. Reporting War : Journalism in War Time. Routledge Publication, 2004.
- Artz, Lee and Kamalipour, Yahya R. The Globalization of Corporate Media Hegemony New York Press, 2003.
- Yadava, J.S, Politics of news, Concept Publishing and Co. 1984.
- Hussain, Zahida and Ray, Vanita. Media and Communications in the Third World Countries, Gyan Publications, 2007.
- Choudhary, Kameswar (ed). Globalisation, Governance Reforms and Development in India. Sage, New Delhi, 2007.
- Patnaik, B.N and Hasnain, Imtiaz (ed). Globalisation: Language, Culture and Media. Indian Institute of Advanced Studies, Shimla, 2006.
- Monroe, Price. Media Globalisation’ Media and Sovereignty. MIT press, Cambridge, 2002.

**SEMESTER/YEAR : I SEM / I**  
**YEARCOURSE CODE : 20JH1103**  
**TITLE OF THE COURSE : PHOTOGRAPHY AND VIDEOGRAPHY**  
**L : T : P : S/P : C : 3 : 0 : 6 : 0 : 6**

## **Objective**

- To build equipment familiarity and impart basic skills in photography, videography and editing so as to enable students to use the skills for purposes laid out in the rest of the programme

## **Learning Outcomes**

### Ability to

- Handle a camera properly and click good images
- Frame and compose shots for video
- Understand the importance of photography and videography
- Perform basic editing on photos and videos

## **Unit 1**

What is photography? Definition and origin of photography; the birth of the camera and its evolution; modernisation of photography and its use in mass media; invention of digital photography; types of photography -- news, sports, nature, portrait, fashion and product photography; the basics of photojournalism and the importance of context in photojournalism.

## **Unit 2**

Photographic equipment, controls and tools: camera -- point & shoot, SLRs, DSLRs, SLDs, SLT, mirrorless, digital camera; settings, menus, exposure, shooting modes and their significance; photographic optics -- lenses, their use, types and specifications; aperture -- role and significance in image making; kinds of shutters -- significance and application; ISO settings and their significance; white factor; depth of field as an image making tool.

## **Unit 3**

Lighting: Light -- visible spectrum, colour temperature, units and significance in photography; quality of light -- hard light, soft light; lighting equipment: on-camera flash, its use and limitation, studio flash and accessories; lighting ratio, the different types of lighting -- natural lighting and artificial lighting, three point lighting; introduction to indoor and outdoor lighting.

## Unit 4

Introduction to videography: Know your camera -- characteristics and functions of video camera; camera support and movements; basic microphones; handling the camera; shots: different types of shots, elements of shot – frame composition basics – shooting for continuity – crossing the line. Shots and frames – mastering frame compositions. Rule of thirds. Advanced features – optimal usage and approximations for efficient shooting – tips and tricks. Script and storyboard.

## Unit 5

Video editing: Need for editing, editing principles, audio and video transitions, editing for continuity; video editing software - Edius, Adobe Premiere Pro, open source software. Basic sound and video editing.

### Essential reading and references

- Langford, Michael. *Basic Photography*. Delhi: Focal Press, 2000
- Millerson, Gerald. *The Technique of Television Production*. Delhi: Focal Press, 1990
- Millerson, Gerald. *Basic Lighting Techniques*. New Delhi: Focal Press, 1998
- Zettl, Herbert. *Television Production*. Delhi: Wadsworth, 2000

**SEMESTER/YEAR** : **I SEM / I**  
**YEARCOURSE CODE** : **20JH1105**  
**TITLE OF THE COURSE** : **COMPUTER SKILLS**  
**- IL : T : P : S/P : C** : **4 : 0 : 0 : 0 : 4**

## **Objective**

To prepare students for the digital age

To teach them how to be safe online

## **Learning outcomes:**

Students will:

- Know their way around computers.
- Be well accustomed with Microsoft Office and G Suite
- Be able to use the internet safely
- Be able to make the best of the web

## **Unit 1**

Fundamentals: basics of computers, file storage and organization.

## **Unit 2**

Going online: setting up an email account, internet safety.

## **Unit 3**

Microsoft Office: introduction to MS Office, MS Word, MS Excel, MS Powerpoint, MS OneNote, MS Teams, etc.

## **Unit 4**

G Suite: introduction to G Suite, GMail, Docs, Slides, Sheets, Forms, Keeps, etc.

## **Unit 5**

Working online: graphics for the web.

## Suggested reading

- Rajaraman, V. *Fundamentals of Computers*. 4th Edition (Paperback). PHI, 2010.
- Kelly, Julia. *Office XP: The Complete Reference*. McGraw Hill Education, 2001.
- Breeden, I. *Exploring Microsoft Office XP*. BPB Publications, 2005.
- Norton, Peter. *Complete Guide To MS Office 2000*. BPB, 1999.
- Weverka, Peter. *Office 365 All-in-One For Dummies*. For Dummies, 2019.
- Guay, Matthew. *The Ultimate Guide to G Suite*.

**SEMESTER/YEAR** : **II SEM / I**  
**YEARCOURSE CODE** : **20JH1201**  
**TITLE OF THE COURSE** : **WRITING AND REPORTING – I**  
**L : T : P : S/P : C** : **3 : 0 : 6 : 0 : 6**

## **Objective**

To enable students to do basic news writing and reporting. They should also understand how to write for promotion and know the difference between these two kinds of writing.

## **Learning outcomes**

Students will be:

- Familiar with the language of newspapers
- Understand the basics of reporting
- Able to independently spot a story idea, identify stakeholders and network and speak with sources to get information to write a report

### **Unit 1**

Covering news: The newsroom. The reporter: role, functions and qualities. General assignment reporting and working on a beat. Covering speeches, meetings and press conferences. Working on a beat: health, crime, courts, city reporting, education, sports, business. Reporting for a news agency.

### **Unit 2**

Interviewing: researching, setting up and conducting an interview. Articles, features, types of features and human interest stories, leads for features, difference between articles and features. Promotional writing: how to write advertorials for online media such as websites; how to identify the reading audience and how it is different from conventional reporting.

### **Unit 3**

Working online: Understanding digital media and the internet as a medium of communication. Difference between print, audio-visual and web journalism. Functioning in a connected world -- networking, connecting, speaking and writing to sources online. Getting story tipoffs and ideas from social media. Checking and ensuring the authenticity of information received online.

### **Unit 4**

RTI and fact-checking: When to use RTI applications for stories and how to file them. Fact-checking: how to check for authenticity in text, pictures and videos.

## Unit 5

Understanding media and news. Sociology of news: factors affecting news treatment, paid news, agenda setting, pressures in the newsroom, trial by media, gatekeepers. Objectivity and politics of news. Neutrality and bias in news.

### Essential reading and references

- Rich, Carole. *News Writing and Reporting*. First Edition, Cengage Learning India Pvt Ltd.
- Hodgson, F.W. *Modern Newspaper Practice: A Primer on the Press*. Focal Press.
- Fedler, Fred, and John R. Bender. *Reporting for the Media*, Oxford University Press.
- Keeble Richard. *The Newspaper's Handbook*. Routledge.

## 17HU501 Environment and Public Health

C	L	T	P	H
0	30	0	0	30

### Unit I

6 hours

Linkages between Environment and Health: Understanding linkages between Environment and Public Health: Effect of quality of air, water and soil on health. Perspective on Individual health: Nutritional, socio-cultural and developmental aspects, Dietary diversity for good health; Human developmental indices for public health

### Unit 2

6 hours

Climate Change and Implications on Public Health: Global warming - Agricultural practices (chemical agriculture) and Industrial technologies (use of non-biodegradable materials like plastics, aerosols, refrigerants, pesticides); Manifestations of Climate change on Public Health- Burning of Fossil fuels , automobile emissions and Acid rain.

### Unit 3

6 hours

Diseases in Contemporary Society Definition- need for good health- factors affecting health. Types of diseases - deficiency, infection, pollution diseases- allergies, respiratory, cardiovascular, and cancer Personal hygiene- food - balanced diet. Food habits and cleanliness, food adulterants, avoiding smoking, drugs and alcohol. Communicable diseases: Mode of transmission -epidemic and endemic diseases. Management of hygiene in public places - Railway stations, Bus stands and other public places. Infectious diseases: Role of sanitation and poverty case studies on TB, diarrhea, malaria, viral diseases .Non-communicable diseases: Role of Lifestyle and built environment. Diabetes and Hypertension.

### Unit 4

6 hours

Perspectives and Interventions in Public Health Epidemiological perspectives — Disease burden and surveillance; Alternative systems of medicine - Ayurveda, Yoga, Unani, Siddha and Homeopathy (AYUSH); Universal Immunization Programme (UIP); Reproductive health-Youth Unite for Victory on AIDS (YUVA) programme of Government of India. Occupational health hazards-physical-chemical and biological. Occupational diseases- prevention and control.

## Unit 5

6 hours

Environmental Management Policies and Practices Municipal solid waste management: Definition, sources, characterization collection and transportation and disposal methods. Solid waste management system in urban and rural areas. Municipal Solid waste rules. Policies and practices with respect to Environmental Protection Act, Forest Conservation Act, Wild life protection Act, Water and Air Act, Industrial, Biomedical and E waste disposal rules.

### REFERENCES BOOKS:

1. Indian Academy of Paediatrics.(2011). Guidebook on Immunization.mfc bulletin, 45-50.
2. Nandini N, Sunitha N. and Sucharita Tandon, (2007), Environmental Studies, Sapna Book House, Bangalore.
3. Michel, Mckinney, Robert and Logan (2007). Environmental Science – Systems & Solutions. Jones & Barlett Publishers, Canada.
4. Minkoff, E., & Baker, P. (2003). Biology Today: An Issues Approach (3 ed.).
5. Park, K. (2011). Preventive and Social Medicine. Benarsi Das Publications, (pp. 16- 19,24-27).
6. Public Health Nutrition in Developing Countries Part-2). Wood head Publishing India.
7. Sadgopal, M., & Sagar, A. (2007, July-September). Can Public Health open up to the AYUSH Systems and give space for People’s views of health and disease?.
8. Sekhsaria, P. (2007). Conservation in India and the Need to Think Beyond 'Tiger vs. Tribal'. Biotropica, 39(5), 575-577.
9. Tyler Miller and Scott E. Spoolman ‘Environmental Science’ (2012) 13th edition First Indian Reprint Chapters 14-17
10. UNDP. (2013). The Human Development Report, The Rise of the South: Human Progress in Diverse World. New York: UNDP, (also available in Hindi),
11. Wani, M., & Kothari, A. (2007, July 15). Protected areas and human rights India: the impact of the official conservation model on local communities. Policy Matters, 100-114.

## 17UJ303

## Reporting II

### Objective

C	L	T	P	H
5	30	0	90	120

- Reporting II has been designed as the next progression to Reporting Basics
- It will begin with bolstering what students have learnt in basic reporting. Students will then advance to putting to work what they have studied in theory.
- The focus is on practical work. Students will write extensively, which will take them closer to the practice of journalism. By the end of this module, they are expected to be able to write a complete report independently.

### Syllabus:

#### Unit 1 (6 + 18 = 24 hrs)

Reinforcing the basics: intros, nutgrafs, background and quotes.

#### Unit 2 (6 + 18 = 24 hrs)

The groundwork for a story: The tipoff and its authenticity, reading up online and off, including social media and one's own stories on the subject; developing contacts; generating story ideas.

#### Unit 3 (6 + 18 = 24 hrs)

Civic reporting: Learning how civic agencies (BBMP, BESCOM, BWSSB) work and writing about them. Crime reporting; dealing with identities of victims.

#### Unit 4 (6 + 18 = 24 hrs)

Reporting on politics; background, speeches. Science reporting. How to write a 'honey' story for the news pages.

#### Unit 5 (6 + 18 = 24 hrs)

Better interviews and profiles: the homework, meeting personalities, learning how best to get information; writing the interview.

### References:

- Harrower, Tim, *Inside Reporting: A Practical Guide to the Craft of Journalism*, Tata McGraw Hill
- Rich, Carole, *Writing and Reporting News*, Thomson Publishing 2007
- Mencher, Melvin, *News Reporting and Writing*

17UJ304

**Radio News Production**

**Objective:**

C	L	T	P	H
5	30	0	90	120

- This is a module for broadcast journalism students seeking their first job in radio.
- It reflects up-to-date techniques and is comprehensive but it does not cover all aspects of radio journalism and production. This module deals with the basics.

**Syllabus:**

**Unit 1** (6 + 18 = 24 hrs)

News gathering

News writing

**Unit 2** (6 + 18 = 24 hrs)

News bulletins

News presentation

**Unit 3** (6 + 18 = 24 hrs)

Interviewing

News reporting

**Unit 4** (6 + 18 = 24 hrs)

Newsdesk management

Small newsrooms

**Unit 5** (6 + 18 = 24 hrs)

Programme production

Specialized programming

**Text Book:**

Chantler, Paul, *Basic Radio Journalism*, Singapore: Focal Press, 2003

**Further Reading:**

Boyd, Andrew, *Broadcast Journalism Techniques*, London: Focal Press, 1995.

Keith, Michael, *The Radio Station*, London: Focal Press, 2010.

**Objectives**

- To get students to learn to leverage digital technology to practice better journalism.
- To get students to make a connection between new technology and emerging concepts with the core principles of journalism.

**Syllabus:****Unit 1** (9 + 12 = 21 hrs)

Net as a medium of communication. Journalists to Web workers: the essential shift.

Bloggng: beyond the basics.

**Unit 2** (9 + 12 = 21 hrs)

Crowd-powered collaboration

Microblogging: Write small, think big, going mobile

**Unit 3** (9 + 12 = 21 hrs)

Visual storytelling with photographs

Photojournalism – an introduction

**Unit 4** (9 + 12 = 21 hrs)

Using audio and video

Making audio journalism “visible”

Telling stories with video

Digital storytelling

**Unit 5** (9 + 12 = 21 hrs)

Editing and decision making

Data-driven journalism and digitizing your life

Managing news as a conversation; Accent on audience, Building an audience online, covering a diverse audience, audience engagement

**References:**

- Briggs, Mark, *Journalism Next: A Practical Guide to Digital Reporting and Publishing*, Washington: C.Q. Press, 2010

**17UJ403****Television Journalism****Objectives**

To develop in the student the skills, techniques and art of capturing visual news through sight, sound and motion. It is a "hands-on" course teaching the use of the camera and the editing equipment used to create stories for news programmes.

C	L	T	P	H
6	60	0	60	120

**Syllabus:****Unit 1** (12 + 12 = 24 hrs)

Electronic news gathering -- the equipment, The camera: its functions and parts; Camera use for TV news; Rise of ENG and its working; Editing suite; Microphones

**Unit 2** (12 + 12 = 24 hrs)

Sources and writing; TV style; Basic commentary construction; Cueing into speech; Videotape writing; Pieces to camera; Interviewing

**Unit 3** (12 + 12 = 24 hrs)

Packaging; Package editing; Writing the intro

**Unit 4** (12 + 12 = 24 hrs)

Interviewing; Different types of interviews

**Unit 5** (12 + 12 = 24 hrs)

Camera crews at work; Basics of camera work; Live and recorded productions

**Textbook:**

Boyd, Andrew, Broadcast Journalism Techniques, London: Focal Press, 1995.

## 17UJ404

## Editing I

### Objectives

- To get students to spot and correct errors in copy, make it read better and write attractive headlines.

### Syllabus:

#### Unit 1 (12 + 12 = 24 hrs)

What do sub-editors and other editors do? The first rule: Do no harm.

#### Unit 2 (12 + 12 = 24 hrs)

Editing for language: grammar and usage, clarity, brevity and style. Leads/intros, quotes, attribution.

#### Unit 3 (12 + 12 = 24 hrs)

Editing for story: spotting and plugging holes, ensuring internal consistency. When and how to rewrite.

Good practices such as checklists and playback.

#### Unit 4 (12 + 12 = 24 hrs)

Headlines and captions.

#### Unit 5 (12 + 12 = 24 hrs)

Fact boxes, summaries and other graphical stuff. Print production and design basics.

### References:

- George, T.J.S., *Editing: A Handbook for Journalists* (1989)
- Sellers, Leslie, *Simple Subs Book* (1968)
- Quinn, Stephen, *Digital Sub-Editing and Design*
- Ludwig, Mark D., and Gene Gilmore, *Modern News Editing*
- The Associated Press Style Guide*

17UJ405

IPR

C	L	T	P	H
2	30	0	0	30

**Objectives**

- To familiarise students with the law on copyright and related matters.

**Unit 1** (6 + 0 = 6 hrs)

Legislation, trademarks, domain names.

**Unit 2** (6 + 0 = 6 hrs)

Copyrights, Patents, Designs.

**Unit 3** (6 + 0 = 6 hrs)

Geographical Indications of Goods (Registration and Protection) Act, 1999; The Protection of Plant Varieties and Farmers' Rights Act, 2001; The Biological Diversity Act, 2002.

**Unit 4** (6 + 0 = 6 hrs)

Confidential information and trade secrets; international conventions; special tribunals.

**Unit 5** (6 + 0 = 6 hrs)

Tax regime in India; enforcement.

## 17UJ502 Media Business

C	L	T	P	H
5	60	0	30	90

### Objective:

To introduce to the student the business and economic environment of media organisations within which they function

### Unit I (12+2=14 hr)

An overview of Media Business – Media Organizations: Functions and characteristics of Media Products – Media Products Vs. Consumer Products

### Unit II (12+6=16 hr)

Manufacturing Chain – Role of Technology and the changing manufacturing and distribution processes – Social Role, Responsibilities and Expectations – Nature of Employees

### Unit III (12+6=20 hr)

Media Industries and Firms – Audience Reach & Revenue; Trends & Patterns – Size and Characteristics of the big media – Performance Mapping in Different Industries - Analytics

### Unit IV (12+6=12 hr)

Media Economics: Concepts and Issues – Role of the Market -Government Intervention-Market Responses – Consumer & Producer Choices – Labour – Monopolies – Competition in the Media Market/s, Digital Disruption

### Unit V (12+10=12 hr)

The Marketing perspective of Media – Marketing Mix – Life Cycles – Market & Product Planning & Analysis, Use of Consumer Research for Product Development – Promotion – Advertiser Influence in Product Design – Distribution Competitive Strategy with Case Studies & Problem Solving

### Suggested Books:

- Albarran, Alan, *Management of Electronic Media*, Boston: Wadsworth, 2010.
- Lavine, M., John, and, Daniel Wackman, *Managing Media Organizations*, Michigan: Longman, 1988.
- Picard, Robert, *The Media Economy*, New Delhi: Routledge, 2011
- Porter, Michael. *Competitive Advantage*. New York: Free Press, 1985
- Csathy, Peter. *Media 2.0. - An Insider's Guide to Today's Digital Media World & Where It's Going*, New York: CreatV Media, 2018.

**SEMESTER/YEAR** : **I SEM / I**  
**YEARCOURSE CODE** : **19JH1101**  
**TITLE OF THE COURSE** : **INTRODUCTION TO JOURNALISM**  
**L : T : P : S/P : C** : **4 : 0 : 4 : 0 : 6**

### **Unit 1: What is it?**

What is journalism? What makes it different from other forms of communication? Definitions. Obligation to truth, loyalty to readers, verification, balance and fairness and other basic principles. The concept of “journalistic truth.” A historical perspective of print: yellow journalism, penny press, etc. The Press in India

### **Unit 2: Understanding news**

News: meaning, definition, nature. Ingredients of news (news values). Hard news vs. soft news. Basic components of a news story. Five W’s and one H. Attribution, embargo, dateline, credit line, byline and other terms. Sources of news; use of archives; use of internet. The news process: how news is carried from the event to the reader.

### **Unit 3: Language of news**

Skills to write news. Robert Gunning’s principles of clear writing; Rudolf Flesch’s formula; brevity. Basic differences between print, electronic and online journalism.

### **Unit 4: Structure and construction of news**

Organising a news story: inverted pyramid, hourglass/martini glass and other forms. Types of intros: direct and delayed, summary and narrative, etc.

### **Unit 5: Contemporary debates and issues**

Role of media in a democracy. Responsibility to society. Ethics in journalism. Different media-a comparison. Citizen journalism.

### **Essential reading and references:**

- A newspaper, a TV news channel and a news website or social media platform daily.
- Rosenstiel, Tom and Kovach, Bill, *The Elements of Journalism*, Revised and Updated 3rd Edition [Paperback 2014]
- Harcup, Anthony, *Principles and Practice of Journalism*
- GuhaThakurta, Paranjy, *Media Ethics: Truth, Fairness and Objectivity*

- Harrower, Tim, *Inside Reporting*
- Rich, Carole, *News Writing and Reporting*, Cengage Learning, 1st Edition [2010]
- [drc.centerfornewsliteracy.org/](http://drc.centerfornewsliteracy.org/)
- [thenewsmanual.net](http://thenewsmanual.net)
- Bruce D. Itule and Douglas A. Anderson. *News writing and reporting for today's media*; McGraw Hill Publication, 2000.
- M.L. Stein, Susan Paterno & R. Christopher Burnett. *News writer's Handbook: An Introduction to Journalism*; Blackwell Publishing, 2006.
- George Rodmann. *Mass Media in a Changing World*; McGraw Hill Publication, 2007.
- Carole Fleming and Emma Hemmingway. *An Introduction to Journalism*; Vistaar Publications, 2006.
- Richard Keeble. *The Newspapers Handbook*; Routledge Publication, 2006

**SEMESTER/YEAR** : **I SEM / I**  
**YEARCOURSE CODE** : **19JH1104**  
**TITLE OF THE COURSE** : **COMPUTER SKILLS – I**  
**L : T : P : S/P : C** : **2 : 0 : 0 : 0 : 2**

### **Unit 1**

#### **Word processing**

Word processing and document creation basics with MS Word and open source alternatives.

### **Unit 2**

#### **Spreadsheets**

Number-crunching tips and tricks with MS Excel and freeware alternatives.

### **Unit 3**

#### **Images**

Types. Storage and processing basics.

### **Unit 4**

#### **Search**

Search tools and techniques for journalists.

### **Unit 5**

#### **Social media**

Tips and tricks for Facebook, Twitter etc.

### **Essential reading and references:**

Muir, Nancy *Computers for Seniors for Dummies*, New Jersey: John Wiley & Sons, 2013

Hartman, Karen Ackerman, Ernest *Searching and Researching on the Internet and the WorldWide Web*, 5th Edition

**SEMESTER/YEAR** : **I SEM / I**  
**YEARCOURSE CODE** : **19JH1105**  
**TITLE OF THE COURSE** : **PHOTOGRAPHY & VIDEOGRAPHY**  
**L : T : P : S/P : C** : **3 : 0 : 6 : 0 : 6**

### **Unit 1**

What is photography? How photography works, picture structuring, the roles photographs play, changing attitudes towards photography, personal styles and approaches.

### **Unit 2**

Controlling the image; Aperture and f-number, depth of field, depth of focus.

### **Unit 3**

Organizing the picture; noticing subject features, structuring pictures through the camera, trends in photography.

### **Unit 4**

Know your camera: Characteristics and functions of TV camera, camera support and movements. Handling the camera.

Shots: Different types of shots, Elements of shot – frame composition basics – shooting for continuity – crossing the line. Shots and frames – Mastering frame compositions. Rule of thirds. Advanced features – Optimal usage and approximations for efficient shooting – Tips and tricks.

Lighting: Basics of Lighting, Importance of lighting, light sources, three point lighting, shooting in daylight.

### **Unit 5**

Editing: Need for editing, editing principles, audio and video transitions, editing for continuity.

**Essential reading and references:**

- Langford, Michael, *Basic Photography*, Delhi: Focal Press, 2000
- Zettl, Herbert, *Television Production*, Delhi: Wadsworth, 2000
- Millerson, Gerald, *The Technique of Television Production*, Delhi: Focal Press, 1990
- Millerson, Gerald, *Basic Lighting Techniques*, New Delhi: Focal Press, 1998

**SEMESTER/YEAR** : **II SEM / I**  
**YEARCOURSE CODE** : **19JH1201**  
**TITLE OF THE COURSE** : **REPORTING**  
**L : T : P : S/P : C** : **3 : 0 : 6 : 0 : 6**

### **UNIT 1: Covering news**

#### **The newsroom**

Reporter -- role, functions and qualities

General assignment reporting/working on a beat; news agency reporting  
Covering speeches, meetings and Press conferences

Covering beats -- crime, courts, city, health and hospitals, education, sports  
News writing recap: Leads/intros, structure of the news story

### **UNIT 2: Interviewing**

Doing the research, setting up the interview, conducting the interview  
Articles, features, types of features and human interest stories, leads for features, difference between articles and features, difference between hard and soft news

### **UNIT 3: Fact-checking and RTI**

Fact-checking: how to check for authenticity in text, pictures and videos; RTIs: when to use for stories and how to file RTI applications

### **UNIT 4: Trends in sectional news**

Week-end pullouts Supplements;

backgrounders

Columns/columnists

### **UNIT 5: Understanding media and news**

Sociology of news: factors affecting news treatment, paid news, agenda setting, pressures in the newsroom, trial by media, gatekeepers.

Objectivity and politics of news

Neutrality and bias in news

### **Essential reading and references:**

- The Art of Editing, Baskette and Scissors, Allyn and Bacon Publication
- *Dynamics of Journalism and Art of Editing*, S.N. Chaturvedi, Cyber Tech Publications
- *News Writing and Reporting for Today's Media*, Bruce Itule and Douglas Anderson, McGraw Hill Publication
- *Modern newspaper practice: A primer on the press*, F.W. Hodgson, Focal Press
- *Reporting for the Media*, Fred Fedler and John R. Bender, Oxford University Press
- *The Newspaper's Handbook*, Richard Keeble, Routledge Publication
- Rich, Carole, *News Writing and Reporting*, (English) 1st Edition, Cengage Learning India Pvt Ltd

**SEMESTER/YEAR** : **II SEM / I**  
**YEARCOURSE CODE** : **19JH1204**  
**TITLE OF THE COURSE** : **COMPUTER SKILLS – II**  
**L : T : P : S/P : C** : **2 : 0 : 0 : 0 : 2**

### **Unit 1**

#### **Print design and production**

Design and production of newspapers and other print products with tools like QuarkXPress.

### **Unit 2**

#### **Web design and production**

Tips and tricks for packages like WordPress.

### **Unit 3**

#### **Graphics**

Creating maps and charts for print and the web.

### **Unit 4**

#### **Presentations**

Basics of packages like PowerPoint.

### **Unit 5**

#### **Archival**

The basics of cataloging and archival.

### **Essential reading and references:**

- Muir, Nancy *Computers for Seniors for Dummies*, New Jersey: John Wiley & Sons, 2013
- Graphic Communications Open Textbook Collective. *Graphic Design and Print Production Fundamentals* Creative Commons and B.C. Open Textbook project, 2013
- Marcotte, Ethan. *Responsive Web Design*: New York: Jeffrey Zeldman, 2011

**Objectives**

- To train students in the basics of reporting and news writing. The main objective is to help develop a clear, concise writing style and a passion for thorough, accurate reporting.

**Syllabus:****Unit 1** (6 + 18 = 24 hrs)

What is news? News values. Hard news and soft; human interest. The five Ws and one H. Newsroom organisation and processes. Sources; social media as source.

**Unit 2** (6 + 18 = 24 hrs)

The structure of the news story: inverted pyramid and other forms. Leads, nutgrafs, background and context. Quotes. The body, conclusion. Verification, attribution, balance, fairness.

**Unit 3** (6 + 18 = 24 hrs)

Covering deadline and non-deadline stories; press conferences, speeches, public meetings. Handling press releases.

**Unit 4** (6 + 18 = 24 hrs)

Covering government; introduction to beats like crime, municipality. Covering courts. RTI.

**Unit 5** (6 + 18 = 24 hrs)

Interviewing basics. Covering diverse communities. Ethical dilemmas. Introduction to multimedia storytelling. Finding and developing ideas.

**References:**

- Rich, Carole, *Writing and Reporting News*, London: Thomson Publishing, 2007
- Harrower, Tim, *Inside Reporting: A Practical Guide to The Craft of Journalism*, Tata McGraw-Hill
- Fedler, Fred, *Reporting for the Media*, London: Thomson Publishing, 2009

**17UJ204**

**Media Technology**

C	L	T	P	H
5	60	0	30	90

**Objectives**

- To help students learn the technological aspects of audiovisual media.
- To differentiate between print and electronic media and the techniques used in reporting and writing.
- To teach students to leverage digital technology in the practice of journalism.
- To get students to make a connection between new technology and emerging concepts and the core principles of journalism.

**Unit 1** (12 + 6 = 18 hrs)

Definitions of electronic news gathering (ENG), outdoor broadcasting (OB) and satellite news gathering (SNG), the TV picture, principal elements in covering an event, analogue theory

**Unit 2** (12 + 6 = 18 hrs)

Terrestrial microwave links, digital modulation in ENG microwave transmission, antennas, trucks and masts, basic digital SNG system, digital compression, MPEG compression, audio compression

**Unit 3** (12 + 6 = 18 hrs)

DSNG processing equipment, flyaways, typical flyaway operation, satellite operators, satellite capacity, operating an SNG uplink

**Unit 4** (12 + 6 = 18 hrs)

Web 2.0: Static to dynamic websites. Domain Name System (DNS) and IP address, hyperlinks, search engine optimization (SEO). Content management systems (open source): WordPress and Joomla

**Unit 5** (12 + 6 = 18 hrs)

Online interactive media, social media and blogging, file-sharing and online backup, cookies, tracking and data synchronization, cyber identity and data verticalisation

**Reference:**

- Higgins, Jonathan, *Introduction to ENG and SNG*, Singapore: Focal Press, 2004
- Jones, Steven, *Encyclopedia of New Media: An Essential Reference to Communication and Technology*, First edition. Sage Publications, 2002
- Hassan, Robert and Thomas, Julian, *The New Media Theory Reader*, 1<sup>st</sup> Edition, Open University Press, 2006

17UJ205

## Design Principles

C	L	T	P	H
5	30	0	90	120

### Objectives

- To understand the basic elements and principles of design and learn to put them to use across all media forms.

### Syllabus:

**Unit 1** (6 + 18 = 24 hrs)

**Design Principles:** Design Process: Introduction, Procedures, Thinking, Looking, Doing, Critique, Constructive Criticism; Unity: Introduction, Gestalt, Ways to Achieve Unity, Unity with Variety, The Grid, Chaos and Control

**Unit 2** (6 + 18 = 24 hrs)

**Emphasis and Focal Point: Introduction:** Ways to Achieve Emphasis, Degree of Emphasis, Absence of Focal Point, Emphasizing the Whole over the Parts, Scale/ Proportion, Balance, Rhythm

**Unit 3** (6 + 18 = 24 hrs)

**Design Elements:** Line, Shape/Volume, Texture

**Unit 4** (6 + 18 = 24 hrs)

Illusion of Motion, Value, patterns, emphasis, space

**Unit 5** (6 + 18 = 24 hrs)

**Colour:** characteristics, properties, visual colour mixing, space, uses.

### Textbook:

Lauer, David A. and Pentak, Stephen, *Design Basics*, 6th Edition, Thomson Wadsworth, 2005.