



# **SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES**

## **M.A. Journalism & Communication**

### **HANDBOOK**

**2022-24**

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**Rukmini Educational**  
Charitable Trust

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## Chancellor's Message

*“Education is the most powerful weapon which you can use to change the world.”*

- Nelson Mandela

There was a time when survival depended on just the realization of physiological needs. We are indeed privileged to exist in a time when ‘intellectual gratification’ has become indispensable. Information is easily attainable for the soul that is curious enough to go look for it. Technological boons enable information availability anywhere anytime. The difference, however, lies between those who look for information and those who look for knowledge.



It is deemed virtuous to serve seekers of knowledge and as educators it is in the ethos at REVA University to empower every learner who chooses to enter our portals. Driven by our founding philosophy of ‘Knowledge is Power’, we believe in building a community of perpetual learners by enabling them to look beyond their abilities and achieve what they assumed impossible.

India has always been beheld as a brewing pot of unbelievable talent, acute intellect and immense potential. All it takes to turn those qualities into power is a spark of opportunity. Being at a University is an exciting and rewarding experience with opportunities to nurture abilities, challenge cognizance and gain competence.

For any University, the structure of excellence lies in the transitional abilities of its faculty and its facility. I am always in awe of the efforts that our academic board puts in to develop the team of subject matter experts at REVA. My faculty colleagues understand our core vision of empowering our future generation to be ethically, morally and intellectually elite. They practise the art of teaching with a student-centered and transformational approach. The excellent infrastructure at the University, both educational and extra-curricular, magnificently demonstrates the importance of ambience in facilitating focused learning for our students.

A famous British politician and author of the 19<sup>th</sup> century - Benjamin Disraeli, once said ‘A University should be a place of light, of liberty and of learning’. Centuries later this dictum still inspires me and I believe, it takes team-work to build successful institutions. I welcome you to REVA University to join hands in laying the foundation of your future with values, wisdom and knowledge.

**Dr. P. Shyama Raju**

The Founder and Honorable Chancellor, REVA University

## **Vice-Chancellor's Message**

The last two decades have seen a remarkable growth in higher education in India and across the globe. The move towards inter-disciplinary studies and interactive learning have opened up several options as well as created multiple challenges. India is at a juncture where a huge population of young crowd is opting for higher education. With the tremendous growth of privatization of education in India, the major focus is on creating a platform for quality in knowledge enhancement and bridging the gap between academia and industry.

A strong believer and practitioner of the dictum “Knowledge is Power”, REVA University has been on the path of delivering quality education by developing the young human resources on the foundation of ethical and moral values, while boosting their leadership qualities, research culture and innovative skills. Built on a sprawling 45 acres of green campus, this ‘temple of learning’ has excellent and state-of-the-art infrastructure facilities conducive to higher teaching-learning environment and research. The main objective of the University is to provide higher education of global standards and hence, all the programs are designed to meet international standards. Highly experienced and qualified faculty members, continuously engaged in the maintenance and enhancement of student-centric learning environment through innovative pedagogy, form the backbone of the University.

All the programs offered by REVA University follow the Choice Based Credit System (CBCS) with Outcome Based Approach. The flexibility in the curriculum has been designed with industry-specific goals in mind and the educator enjoys complete freedom to appropriate the syllabus by incorporating the latest knowledge and stimulating the creative minds of the students. Benchmarked with the course of studies of various institutions of repute, our curriculum is extremely contemporary and is a culmination of efforts of great think-tanks - a large number of faculty members, experts from industries and research level organizations. The evaluation mechanism employs continuous assessment with grade point averages. We believe sincerely that it will meet the aspirations of all stakeholders – students, parents and the employers of the graduates and postgraduates of REVA University.

At REVA University, research, consultancy and innovation are regarded as our pillars of success. Most of the faculty members of the University are involved in research by attracting funded projects from various research organizations like DST, VGST, DBT, DRDO, AICTE and industries. The outcome of the

research is passed on to students through live projects from industries. The entrepreneurial zeal of the students is encouraged and nurtured through EDPs and EACs.

REVA University has entered into collaboration with many prominent industries to bridge the gap between industry and University. Regular visits to industries and mandatory internship with industries have helped our students become skilled with relevance to industry requirements. Structured training programs on soft skills and preparatory training for competitive exams are offered here to make students more employable. 100% placement of eligible students speaks the effectiveness of these programs. The entrepreneurship development activities and establishment of “Technology Incubation Centers” in the University extend full support to the budding entrepreneurs to nurture their ideas and establish an enterprise.

With firm faith in the saying, “Intelligence plus character – that is the goal of education” (Martin Luther King, Jr.), I strongly believe REVA University is marching ahead in the right direction, providing a holistic education to the future generation and playing a positive role in nation building. We reiterate our endeavor to provide premium quality education accessible to all and an environment for the growth of overall personality development leading to generating “GLOBAL PROFESSIONALS”.

Welcome to the portals of REVA University!

**Vice-Chancellor, REVA University**

## **Message from the Director of the School**

“For last year’s words belong to last year’s language/ And next year’s words await another voice/ and to make an end is to make a beginning.” (T.S. Eliot) A hearty welcome to this ‘new beginning’!

The School of Arts, Humanities and Social Sciences at REVA University, one of the most sought-after schools, has cut a niche for itself by building a prominent academic record. The School offers Undergraduate, Postgraduate, and Ph.D. programs to scholars from all over the world, initiating in them the continuous urge to delve into the vast arena of creative and critical thinking.

The programs of study offered in the school foster cultural, social and political understanding and enhance the creative abilities of the scholars. Here, students not only develop knowledge in their area of specialization but also acquire practical skills useful for their future careers. We are at a wonderful phase when the domain of Arts, Humanities and Social Sciences all over the world is taking very meaningful and innovative turns. With various new career opportunities and specializations coming to the forefront, young enthusiasts have the boon of limitless career choices. We, at REVA University, deem it fit to channelize the potential of the young minds towards newer horizons. With the expertise of the highly qualified and committed teaching faculty members of the School, we continuously strive to provide the best practical knowledge to our students.

This academic year, keeping in mind our trend, our goals are set very high. Focusing primarily on Research and Development, the School will initiate every scholar under our wings to take a step forward in their specialized areas by engaging in collaborative and individual research projects. Research collaboration with other prestigious organizations is also in the pipeline. Many external subject specialists from the teaching fraternity as well as industry will bring in their expertise to our scholars, providing them with current scenarios of the entire world.

I invite you to participate in the many opportunities offered by the School of Arts, Humanities and Social Sciences join our hands to strengthen our participation in the international global Humanities forum.

With Best Wishes,

**Dr. Payel Dutta Chowdhury**  
**Director**  
**School of Arts, Humanities and Social Sciences**

## **RUKMINI EDUCATIONAL CHARITABLE TRUST**

It was the dream of late Smt. Rukmini Shyama Raju to impart education to millions of underprivileged children as she knew the importance of education in the contemporary society. The dream of Smt. Rukmini Shyama Raju came true with the establishment of Rukmini Educational Charitable Trust (RECT), in the year 2002. **Rukmini Educational Charitable Trust** (RECT) is a Public Charitable Trust, set up in 2002 with the objective of promoting, establishing and conducting academic activities in the fields of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management and Science & Technology, among others. In furtherance of these objectives, the Trust has set up the REVA Group of Educational Institutions comprising of REVA Institute of Technology & Management (RITM), REVA Institute of Science and Management (RISM), REVA Institute of Management Studies (RIMS), REVA Institute of Education (RIE), REVA First Grade College (RFGC), REVA Independent PU College at Kattigenahalli, Ganganagar and Sanjaynagar and now REVA University. Through these institutions, the Trust seeks to fulfill its vision of providing world class education and create abundant opportunities for the youth of this nation to excel in the areas of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management and Science & Technology.

Every great human enterprise is powered by the vision of one or more extraordinary individuals and is sustained by the people who derive their motivation from the founders. The Chairman of the Trust is Dr. P. Shyama Raju, a developer and builder of repute, a captain of the industry in his own right and the Chairman and Managing Director of the DivyaSree Group of companies. The idea of creating these top notched educational institutions was born out of the philanthropic instincts of Dr. P. Shyama Raju to engage in public welfare, quite in keeping with his support to other socially relevant charitable works, such as, maintaining the Richmond Road Park, building and donating a police station, gifting assets to organizations providing accident and trauma care, to name a few.

The Rukmini Educational Charitable Trust drives with the main aim to help students who are in pursuit of quality education for life. REVA is today a family of ten institutions providing education from PU to Post Graduation and Research leading to Ph.D. degrees. REVA has well qualified experienced teaching faculty members of whom majority are doctorates. The faculty members are supported by committed administrative and technical staff. Over 15,000+ students study various courses across REVA's three campuses equipped with exemplary state-of-the-art infrastructure and conducive environment for the knowledge driven community.

## **REVA UNIVERSITY**

REVA University has been established under the REVA University Act, 2012 of Government of Karnataka and notified in Karnataka State Gazette dated 27<sup>th</sup> February, 2013. The University is empowered by UGC to award degrees in any branch of knowledge under Sec.22 of the UGC Act. The University is a Member of Association of Indian Universities, New Delhi. The main objective of the University is to prepare students with knowledge, wisdom and patriotism to face the global challenges and become the top leaders of the country and the globe in different fields.

REVA University, located in between Kempegowda International Airport and Bangalore city, has a sprawling green campus spread over 45 acres of land and equipped with state-of-the-art infrastructure that provide conducive environment for higher learning and research. The REVA campus has well equipped laboratories, custom-built teaching facilities, fully air-conditioned library, central computer center, a well-planned sports facility with cricket ground, running track and variety of indoor and outdoor sports activities, and facilities for cultural programs. The unique feature of REVA campus is the largest residential facility for students, faculty members and support staff.

The University is presently offering 26 Post Graduate Degree programs, 34 Undergraduate Degree programs in various branches of studies and has 15000+ students studying in various branches of knowledge at graduate and post graduate level and 410 scholars pursuing research leading to Ph.D. in 19 disciplines. It has 900+ well qualified, experienced and committed faculty members of whom majority are doctorates in their respective areas and most of them are guiding students pursuing research leading to Ph.D.

The programs offered by the REVA University are well planned and designed after detailed study with emphasis on knowledge assimilation, applications, global job market and their social relevance. Highly qualified, experienced faculty members and scholars from reputed universities / institutions, experts from industries and business sectors have contributed in preparing the scheme of instruction and detailed curricula for various programs. Greater emphasis on practice in respective areas and skill development to suit to respective job environment has been given while designing the curricula. The Choice Based Credit System and Continuous Assessment Graded Pattern (CBCS – CAGP) of education has been introduced in all programs to facilitate students to opt for subjects of their choice in addition to the core subjects of the study and prepare them with needed skills. The system also allows students to move forward under the fast track for those who have the capabilities to surpass others. These programs are taught by well experienced qualified faculty members supported by the experts from industries, business sectors and such other organizations. REVA University has also initiated many supportive measures such as bridge courses, special coaching, remedial classes, etc.,



for slow learners so as to give them the needed input and build in the confidence and courage to move forward and accomplish success in their career. The University has also entered into MOUs with many industries, business firms and other institutions seeking their help in imparting quality education through practice, internship and also assisting students' placements.

REVA University recognizes the fact that research, development and innovation are the important functions of any university and has therefore, established an independent Research and Innovation division headed by a senior professor as Dean of Research and Innovation. This division facilitates all faculty members and research scholars to undertake innovative research projects in engineering, science & technology and other areas of study. Interdisciplinary and multidisciplinary research is given the topmost priority. The division continuously liaisons between various funding agencies, R&D Institutions, industries and faculty members of REVA University to facilitate undertaking innovative projects. It encourages student research projects by forming different research groups under the guidance of senior faculty members. Some of the core areas of research wherein our young faculty members are working include Data Mining, Cloud Computing, Image Processing, Network Security, VLSI and Embedded Systems, Wireless Sensor Networks, Computer Networks, IOT, MEMS, Nano- Electronics, Wireless Communications, Bio-fuels, Nano-technology for coatings, Composites, Vibration Energies, Electric Vehicles, Multilevel Inverter Application, Battery Management System, LED Lightings, Renewable Energy Sources and Active Filter, Innovative Concrete Reinforcement, Electro Chemical Synthesis, Energy Conversion Devices, Nano-structural Materials, Photo-electrochemical Hydrogen generation, Pesticide Residue Analysis, Nano materials, Photonics, Nano Tribology, Fuel Mechanics, Operation Research, Graph theory, Strategic Leadership and Innovative Entrepreneurship, Functional Development Management, Resource Management and Sustainable Development, Cyber Security, General Studies, Feminism, Computer Assisted Language Teaching, Culture Studies etc.

REVA University has also given utmost importance to develop the much-required skills through variety of training programs, industrial practice, case studies and such other activities that induce various skills among all students. A full-fledged Career Development and Placement (CDC) department with world class infrastructure, headed by a dynamic experienced Professor and Dean, and supported by well experienced Trainers, Counselors and Placement Officers is one of the highlights of the university.

The University also has University-Industry Interaction and Skill Development Centre headed by a Senior Professor & Director facilitating skill related training to REVA students and other unemployed students. The University has been recognized as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana. The

Centre conducts several add-on courses in challenging areas of development. It is always active in facilitating students a variety of Skill Development Training programs.

The University has collaborations with industries, universities abroad, research institutions, corporate training organizations, and Government agencies, such as, Florida International University, Oklahoma State University, Western Connecticut University, University of Alabama, Huntsville, Oracle India Ltd, Texas Instruments, Nokia University Relations, EMC<sup>2</sup>, VMware, SAP, Apollo etc, to facilitate student exchange and teacher–scholar exchange programs and conduct training programs. These collaborations with foreign universities also facilitate students to study some of the programs partly in REVA University and partly in foreign university, viz, MS in Computer Science one year in REVA University and the next year in the University of Alabama, Huntsville, USA.

The University has also given greater importance to quality in education, research, administration and all activities of the university. Therefore, it has established an independent Internal Quality division headed by a senior professor as Dean of Internal Quality. The division works on planning, designing and developing different quality tools, implementing them and monitoring the implementation of these quality tools. It concentrates on training the faculty members to adopt the new tools and implement their use. The division further works on introducing various examination and administrative reforms.

To motivate the youth and transform them to become innovative entrepreneurs, successful leaders of tomorrow and committed citizens of the country, REVA University organizes interaction between students and successful industrialists, entrepreneurs, scientists and such others from time to time. As a part of this exercise great personalities, such as, Bharat Ratna Prof. C. N. R. Rao, a renowned Scientist, Dr. N R Narayana Murthy, Founder and Chairman and Mentor of Infosys, Dr. K Kasturirangan, Former Chairman ISRO, Member of Planning Commission, Government of India, Dr. Balaram, Former Director IISc, and noted Scientist, Dr. V S Ramamurthy, Former Secretary, DST, Government of India, Dr. V K Aatre, noted Scientist and former head of the DRDO and Scientific Advisor to the Ministry of Defense Dr. Sathish Reddy, Scientific Advisor, Ministry of Defense, New Delhi and many others have accepted our invitation and blessed our students and faculty members by their inspiring addresses and interaction.

As a part of our effort in motivating and inspiring the youth of today, REVA University also has instituted awards and prizes to recognize the services of teachers, researchers, scientists, entrepreneurs, social workers and such others who have contributed richly for the development of the society and progress of the country. One of such awards instituted by REVA University is ‘**Life Time Achievement Award**’ to be awarded to successful personalities who have made a mark in their field of work. This award is presented on the occasion of the “**Founders’ Day Celebration**” at REVA University on 6<sup>th</sup> January every year in the presence of dignitaries, faculty members and

students. The first “REVA Lifetime Achievement Award” for the year 2015 has been awarded to Shri. Kiran Kumar, Chairman ISRO, followed by Shri. Shekhar Gupta, renowned Journalist for the year 2016, Dr. K J Yesudas, renowned playback singer for the year 2017. REVA has also introduced the **“REVA Award of Excellence”** in the year 2017 and the first awardee of this prestigious award is Shri Ramesh Aravind, Actor, Producer, Director, Screen Writer and Speaker.

REVA University organizes various cultural programs to promote culture, tradition, ethical and moral values to our students. During such cultural events the students are given opportunities to unfold their hidden talents and motivate them to contribute innovative ideas for the progress of the society. One of such cultural events is REVOTHSAVA conducted every year. The event not only gives opportunities to students of REVA but also students of other Universities and Colleges. During three days of this mega event students participate in debates, quizzes, group discussions, seminars, exhibitions and a variety of cultural events. Another important event is the Graduation Day for the final year students of all the programs, wherein, the outgoing students are felicitated and are addressed by eminent personalities to take their future career in a right spirit, to be the good citizens and dedicate themselves to serve the society and make a mark in their respective sphere of activities. During this occasion, the students who have achieved top ranks and won medals and prizes in academic, cultural and sports activities are also recognised with awards and prizes. The founders have also instituted medals and prizes for sports achievers every year. The physical education department conducts regular yoga classes everyday for students, faculty members, administrative staff and their family members and organises yoga camps for villagers in the vicinity.

Recognizing the fast growth of the university and its quality in imparting higher education, the BERG (Business Excellence and Research Group), Singapore has awarded BERG Education Award 2015 to REVA University under Private Universities category. The University has also been honoured with many more such honours and recognitions.

## **SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES**

The School of Arts, Humanities and Social Sciences, established in the year 2014, is one of the most sought-after Schools for Humanities programmes. At present the School offers three under-graduate programmes - B.A. in Journalism, English and Psychology; B.A. in Political Science, Economics and Journalism; B.A. in Journalism and Mass Communication and B.A. in Tourism, History and Journalism and three post-graduate programmes – M.A. in English, M.A. in Journalism and Communication and M.Sc. in Psychology. The School offers programs that prepare graduates who are aware of and can interact with contemporary thought and research in their respective specializations and utilize the same in their professional lives. The graduates will also be equipped with foundation of subjects and variety of skills required to compete in the global job market. The School also facilitates research leading to Ph.D. in humanities disciplines in English, Psychology and Journalism.

### **Why Arts, Humanities and Social Sciences @ REVA University?**

The UG and PG programs offered by the school are designed with an extremely contemporary curriculum, where learners get a variety of choices to select electives and specializations that they desire.

In **B.A. (JEP), B.A. (PEJ), B.A. (THJ) and B.A. (JMC)** programs, students can experience a contemporary curriculum in a triple major scheme. In B.A. JEP, the focus is on equipping learners with various journalistic skills as well as creating a strong foundation of Psychology. The courses in English enable them to hone their communication which is the very basis of any career that they may choose in future. The triple combination opens wider avenues of career choices and ensures that students can decipher their own specialties in each stream. The needs of employers today are very global and intersperse different areas. Journalism provides opportunities in content writing, editing, filmmaking, photography, animation, print media, advertising, public relations etc. Psychology opens new areas in mental health such as counseling, clinical psychology, criminal psychology, human resources, personnel training etc. English is rudimentary to every aspect of the media field, particularly to writing, editing, publishing, content development, communication and teaching. The opportunities provided are limitless and with the emergence of New Media various individuals and associations are making their foray into blogging, vlogging, webcasting, podcasting and digital media marketing. Internships, research projects and placement trainings are integrated with the program to make it a full-fledged one. In B.A. PEJ, the students will gain an understanding of three major core disciplines associated with humanities and social sciences- Political Science,

Economics and Journalism and gather proficiency and eligibility to pursue higher studies in any of the branch of studies and also allied branches. They will also be equipped to prepare for various competitive exams for banking sector, central and state administrative government jobs. A Bachelor's Degree in Political Science, Economics and Journalism can help students to gain insights in various fields like media, management and administration in the public and private sectors. Career opportunities are available in academia, banking, economic consultancy, political campaign manager, politician, political consultant, international business specialist, PR specialist, and market researcher. The programme takes a multi-disciplinary approach to enlighten the students on the integral working of the significant three core subjects of the programme. In B.A. THJ program, the students will gain an understanding of three major core disciplines associated with humanities and social sciences-Tourism, History and Journalism and gather proficiency and eligibility to pursue higher studies in any of the branch of studies and also allied branches. A Bachelor's Degree in Tourism, Journalism & History addresses the requirements in the key sectors like hotels, restaurants, retailing, transportation, travel agencies, tour companies, tourist attractions, leisure, recreation and sport, and cultural industries. Besides these, students can also find scope in the industry as Travel Journalist, Travel Photographer, Blogger & Vlogger Archivist, Heritage manager, Historic buildings conservation officer, Museum or gallery curator, academia and research. The forte of this program is its multi-faceted approach to prepare skilled, confident, well-groomed and diligent aspirants who are well versed in the integral workings of the Tourism & Hospitality industry. In BA Journalism and Mass Communication programme, students are exposed to holistic learning that broadens their world-view and equips them to become effective communicators in all walks of life. This intricacy of maneuvering as a skilled communicator in both professional and personal spaces is what sets the programme apart and highlights its multi-dimensional nature.

The PG programs in English; Journalism and Communication, and M.Sc. Psychology are designed to make students ready for their future career. The focus in **M.A. English** program is to equip students with a complete knowledge of recent trends and concerns in literature and language in a global context. Emphasis is on building research skills in the learners and the courses are also exposed from that perspective. Learners are mentored and guided to take up various MOOC and other certification programs in their areas of interest. A compulsory research project is carried out by all students which is a preparation for serious research in the future. Various placement trainings in content writing, teaching pedagogy, etc. are designed

within the curriculum. The **M.A. in Journalism & Communication** at REVA University is outlined with subtle observation on the contemporary advancements in the field of journalism and mass communication. The curriculum is precisely refined to promote an innovative learning platform to assimilate the fundamentals of journalism & communication aspects. Students studying this influential discipline learn the usage of the various media i.e. print, radio, television, internet, photography, visual communication, graphics and animation, content writing, technical writing, media research and so on. They gain an insight into the history and organizational structure of these media which in turn aids them in evaluating the policies of media and how they are affecting and influencing the masses. The students of this program gain a firsthand knowledge of all such skills through real-life experiences, internships, projects, and so on. **M.Sc. Psychology** (Dual Specialization in Clinical Psychology and Organizational Psychology) program at REVA University is an extensive program which provides students an in-depth knowledge and training in the application of psychological theories and principles to the areas of Clinical and Organizational Psychology. The course for M.Sc. Psychology is well-structured in terms of academics and also combine the training and practical skills to equip for the present job market.

M.Sc. Psychology program is designed for students in such a way that it enhances their skills and competencies of an individual which is required for professional psychologists in the areas of Research, Assessment, Mental Health, Counselling, and Organizational Behavior.

#### **USP of the Programmes Run by the School of Arts, Humanities and Social Sciences:**

- Hi-tech State of the Art Media Lab and Studio with recording facility, radio room and editing room
- Well-equipped Psychology Labs
- Language Labs
- Contemporary curriculum
- Ample scope to gain practical exposure through internships. Present batch students are undergoing internships at Star Sports, Adzu Advertising, Red Advertisement, and so on.
- Academia-industry interface – expert lectures and workshops by resource persons from various industries, media houses, authors and academicians.
- Chance to participate in Vox Pops conducted by various TV Channels
- Chance to participate in various extension activities, such as, road shows, street theatre, educative programs, etc. in association with newspapers like *The Hindu* and other media houses.
- Training in event management – both in-house events and outside events, such as, International Film Festival conducted by Innovative Film City

- Training in anchoring for in-house events and outside events, such as, the Edu Expo by *The Hindu*
- Practical exposure through visits to various news channels, High Court, Press Clubs, etc.
- Certification programs, such as, Pearson Global English, Certification in Animation, Certification in Photography, etc.
- Certificate programs in foreign languages – French, German, Mandarin and Japanese
- Certification and training program for CBSE UGC NET exam
- Demo classes in teaching
- Training in placement/ employability skills integrated within the curriculum
- Complete guidance in research activities – students are trained by their mentors on presenting their research papers in conferences and seminars. They are also trained to publish their research papers in reputed journals. Many students have received “Best Paper” awards during conferences.
- Compulsory research project with complete guidance by teachers; deserving projects are published in the form of book or papers in journals.

## **VISION**

To promote excellence in advancement of Arts, Humanities and Social Sciences disciplines, professions, and services through education, research, innovation, extension and collaboration.

## **MISSION**

- Impart quality education to meet the needs of profession and society, and achieve excellence in teaching-learning and research in the area of communication, Journalism and Psychology through student-centric learning, interdisciplinary approach and innovative pedagogies;
- Attract and develop talented and committed human resource, and provide an environment conducive to research, innovation, creativity, and team-spirit;
- To establish collaborations, promote industry-university partnership, encourage entrepreneurship, and involve in community development services;
- Develop excellent infrastructural facilities, facilitate effective interaction among faculty and students with other schools, and foster networking with alumni, industries, institutions and other stake-holders; and
- To practice and promote high standards of professional ethics, enrich personality traits, promote patriotism and moral values.



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| 10.     | Ms. Bhagyalakshmi B.      | Member (Assistant Professor, Dept. of Media Studies, SoAHSS)              | REVA University  |
| 11.     | Ms. Odeal D'Souza         | Member (Assistant Professor, Dept. of Media Studies, SoAHSS)              | REVA University  |
| 12.     | Ms. Aishwarya Rakesh      | Alumnus (M.A. J&C) & currently, Defense Correspondent at Defenceworld.net | REVA University  |
| 13.     | Ms. Sindhuri Sappanipilai | Student Member (M.A. J&C) & Former Journalist, Sri Lanka                  | REVA University  |



**REVA**  
UNIVERSITY

Bengaluru, India

**Academic Regulations**

**Master Degree (2 years) Programs**

**(MA, M Com, MPA & M Sc. Programs)**

**2021 – 2023 batch**

(Framed as per the provisions under Section 35 (ii), Section 7 (x) and Section 8 (xvi) & (xxi) of the REVA University Act, 2012)

**1. Title and Commencement:**

1.1 These Regulations shall be called “**REVA University Academic Regulations – 2 years Masters Degree Programs 2021-23 Batch subject to amendments from time to time by the Academic Council on recommendation of respective Board of Studies and approval of Board of Management**”

1.2 These Regulations shall come into force from the date of assent of the Chancellor.

**2. The Programs:**

These regulations cover the following 2 years Masters Degree Programs of REVA University offered during 2020-21:

MA in English  
MA in Journalism & Mass Communications  
M Com  
M. Sc. In Psychology  
M.Sc. in Computer Science  
M.Sc. in Biotechnology  
M.Sc. in Biochemistry  
M.Sc. in Chemistry  
M.Sc. in Physics  
M.Sc. in Mathematics  
MPA

**3. Duration and Medium of Instructions:**

**3.1 Duration:** The Two Year Masters Degree program is of 4 Semesters duration. A candidate can avail a maximum of 8 semesters - 4 years as per double duration norm, in one stretch to complete the Two Year Masters Degree, including blank semesters, if any. Whenever a candidate opts for blank semester, s/he has to study the prevailing courses offered by the School when s/he resumes his/her studies.

**3.2** The medium of instruction shall be English.

**4. Definitions:**

**4.1 Course:** “Course” means a subject, either theory or practical or both, listed under a programme; Example: “Documentary & News Production” in MA in Journalism & Communication Program, “Immunology” in M.Sc. in Biochemistry program are examples of courses to be studied under respective programs.

Every course offered will have three components associated with the teaching-learning process of the course, namely:

|          |                 |
|----------|-----------------|
| <b>L</b> | <b>Lecture</b>  |
| <b>T</b> | <b>Tutorial</b> |
| <b>P</b> | <b>Practice</b> |

Where:

**L** stands for **Lecture** session consisting of classroom instruction.

**T** stands for **Tutorial** session consisting participatory discussion / self-study/ desk work/ brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture classes.

**P** stands for **Practice** session and it consists of Hands on Experience / Laboratory Experiments / Field Studies / Case Studies / Project Based Learning or Course end Project/Self Study/ Online courses from listed portals that equip students to acquire the much required skill component.

## 4.2 Classification of Courses

**Courses offered are classified as: Core Courses, Hard Core Courses, Soft Core Courses, Open Elective Courses, Project work/Dissertation**

4.2.1 **Core Course:** A course which should compulsorily be studied by a candidate choosing a particular program of study

4.2.2 **Hard Core Course (HC) simply core course:** The **Hard Core Course** is a Core Course in the main branch of study and related branch(es) of study, if any, that the candidates have to complete compulsorily

4.2.3 **Soft Core Course (SC) (also known as Professional Elective Course)**

A Core course may be a **Soft Core** if there is a choice or an option for the candidate to choose a course from a pool of courses from the main branch of study or from a sister/related branch of study which supports the main branch of study

4.2.4 **Open Elective Course (OE):**

An elective course chosen generally from other discipline / subject, with an intention to seek exposure to the basics of subjects other than the main discipline the student is studying is called an **Open Elective Course**

4.2.5 **Mandatory Course (MC):** The mandatory course is non-credited but must be passed in order to complete the Graduate Degree Program.

4.2.6 **Project Work / Dissertation:**

School can offer project work/dissertation as a course. Depending on the duration required for completing the project/dissertation work, credits can be assigned. Normally, a minor project carries 4-6 credits and a major project carries double the number of credits of a minor project.

**4.2.7 “Program”** means the academic program leading to a Degree, Post Graduate Degree, Post Graduate Diploma or such other degrees instituted and introduced in REVA University.

## 5. Eligibility for Admission:

5.1. The eligibility criteria for admission to **Two Years Masters Degree Program** (4 Semesters) is given below:

| Sl. No. | Program  | Duration                 | Eligibility   |
|---------|--|--------------------------|---|
| 1       | Master of Commerce                                 | 4 Semesters<br>(2 years) | B.Com. /BBM /BBA /BBS with 45% (40% in case of candidates belonging to SC/ST) of Semesters marks in aggregate of any recognized University /Institution or any other qualification recognized as equivalent there to.   |
| 2       | Master of Arts in English                          | 4 Semesters<br>(2 years) | i) Bachelors Degree of 3 years duration in Arts with English as a major / optional subject with a minimum 45% (40% in case of candidates belonging to SC/ST) marks in aggregate from any recognized University/ Institution; OR<br>ii) Any Degree of 3 years duration with minimum 50% (45% in case of candidates belonging to SC/ST) of marks in English language or English minor from any recognized University or Institution or any other qualification recognized as equivalent there to. |
| 3       | Master of Arts in Journalism & Mass Communications | 4 Semesters<br>(2 years) | Bachelors degree of three years in any stream or BE / B.Tech. with 50% (45% in case of candidates belonging to SC/ST) marks in aggregate from any recognized University / institution or any other qualification recognized as equivalent there to.   |
| 4       | Master of Science in Computer Science              | 4 Semesters<br>(2 years) | B E / B.Tech. in ECE / IT / EEE / CSE / ISE / TE / BCA/ M.Sc. or B.Sc. in Computer Science / Mathematics/ Information Science / Information Technology with a minimum of 50% (45% in case of SC/ST) marks in aggregate of any recognized University / Institution of AMIE or any other qualification recognized as equivalent there to.   |
| 5       | Master of Science in Psychology                    | 4 Semesters<br>(2 years) | 55% or equivalent CGPA in B.A/B.Sc. degree with Psychology as one of the core papers.   |
| 6       | Master of Science in Biotechnology                 | 4 Semesters<br>(2 years) | B.Sc. graduates with any Life Science subject securing at least 45% (40% in case of candidates belonging to SC/ST) marks in aggregate of all optional subjects from any recognized University/Institute or any other qualification recognized as equivalent there to.   |
| 7       | Master of Science in Biochemistry                  | 4 Semesters<br>(2 years) | Bachelors Degree of 3 years with Biochemistry, Chemistry, Microbiology, Agricultural Sciences, Animal Sciences or Life Sciences as biochemistry as principal or subsidiary subjects with 45% (40% in case of SC / ST) of marks in aggregate from any recognized University/ Institution or any other qualification recognized as equivalent there to.   |

|    |                                  |                       |   |
|----|----------------------------------|-----------------------|---|
| 8  | Master of Science. in Physics    | 4 Semesters (2 years) | Three years Bachelor's Degree in Science with Physics as one of the major / optional Subjects with 45% (40% in case of SC / ST) of marks in aggregate from any recognized University / Institution or any other qualification recognized as equivalent there to.                      |
| 9  | Master of Science in Chemistry   | 4 Semesters (2 years) | Bachelors Degree of 3 years with Chemistry as one of the major / optional Subjects with 45% (40% in case of SC / ST) of marks in aggregate from any recognized University / Institution or any other qualification recognized as equivalent there to.                                 |
| 10 | Master of Science in Mathematics | 4 Semesters (2 years) | Bachelors Degree of 3 years with Mathematics as one of the major / optional subjects with 45% (40% in case of SC / ST) marks in aggregate from any recognized University / Institution or any other qualification recognized as equivalent there to.                                  |
| 11 | Master in Performing Arts        | 4 Semesters (2 years) | A graduate in any degree from a recognized University along with any Govt. conducted Examination certificate in Karnataka (or an equivalent body from other States). A minimum of 5 years of learning experience from a reputed dance institution or guru/ an under graduate in Dance |

5.2 Provided further that the eligibility criteria are subject to revision by the Government Statutory Bodies, such as UGC from time to time.

## 6. Courses of Study and Credits

6.1 Each course of study is assigned with certain credit value

6.2 Each semester is for a total duration of 20 weeks out of which 16 weeks dedicated for teaching and learning and the remaining 4 weeks for IAs and final examination, evaluation and announcement of results.

6.3 The credit hours defined as below:

In terms of credits, every one hour session of L amounts to 1 credit per Semester and a minimum of two hour session of T or P amounts to 1 credit per Semester or a three hour session of T / P amounts to 2 credits over a period of one Semester of 16 weeks for teaching-learning process.

1 credit = 13 contact hours spread over 16 weeks or spread over the semester

**The total duration of a semester is 20 weeks inclusive of semester-end examination.**

## 7. Different Courses of Study:

Different **Courses of Study** are labeled as follows:

- a. Core Course (CC)
- b. Hard Core Course (HC)
- c. Soft Core course (SC)
- d. Open Elective Course (OE)

- e. Mandatory Course (MC)
- f. Project Work / Dissertation: School can offer project work/dissertation as a course. Depending on the duration required for completing the project/dissertation work, credits can be assigned. Normally, a minor project carries 4-6 credits and a major project carries double the number of credits of a minor project

## 8. Credits and Credit Distribution

Registered candidates are required to earn the credits stated in the below table for the award of degree in the respective programs:

| Credits     | Programs   |
|-------------|--|
| 90 credits  | M Com and M Sc in Computer Science, M.Sc. in Biotechnology, M.Sc. in Biochemistry, M.Sc. in Chemistry, M.Sc. in Physics and M.Sc. in Mathematics |
| 96 credits  | MA English, MA in Journal & Mass Communication and M Sc in Psychology,   |
| 120 credits | Masters of Performing Arts   |

- 8.2. The concerned BoS based on the credits distribution pattern given above shall prescribe the credits to various types of courses and shall assign title to every course including project work, practical work, field work, self-study elective, as **Hard Core (HC) or Soft Core (SC), Open Elective (OE).**
- 8.3. Every course including project work, practical work, field work, self-study elective should be entitled **Hard Core (HC) or Soft Core (SC) or Open Elective (OE) or Core Course (CC)** or **Mandatory Course (MC)** by the BoS concerned.
- 8.4. The concerned BoS shall specify the desired Program Educational Objectives, Program Outcomes, Program Specific Outcomes and Course Outcomes while preparing the curriculum of a particular program.
- 8.5. A candidate can enrol during each semester for credits as prescribed in the scheme of the program.
- 8.6. Only such full time candidates who register for a minimum prescribed number of credits in each semester from I semester to IV semester and complete successfully prescribed number of credits for the award of the degree for two year program in 4 successive semesters shall be considered for declaration of Ranks, Medals, Prizes and are eligible to apply for Student



Fellowship, Scholarship, Free ships, and such other rewards / advantages which could be applicable for all full time students and for hostel facilities.

## **9 Assessment and Evaluation**

9.1 The Scheme of Assessment will have two parts, namely;

- i. Internal Assessment (IA); and
- ii. Semester End Examination (SEE)

9.2 Assessment and Evaluation of each Course shall be for 100 marks for 3 and above credit courses. The Internal Assessment (IA) and Semester End Examination (SEE) of for 2 year Masters degree programs shall carry 50:50 marks respectively (i.e., 50 marks internal assessment; 50 marks semester end examination).

9.3 For 2 or 1 credit courses, There will be two internal assessment tests each for 25 marks and a semester end examination for 50 marks.

IA1 – 25 marks

IA2 – 25 marks

SEE – 50 marks

9.4 There shall be **two Internal Tests** conducted as per the schedule announced below. **The Students' shall attend both the Tests compulsorily.**

- 1<sup>st</sup> test is conducted for 15 marks during **8<sup>th</sup> week** of the Semester;
- 2<sup>nd</sup> test is conducted for 15 marks during **16<sup>th</sup> week** of the of the Semester;
- Suitable number of Assignments/quizzes/presentations are set to assess the remaining 20 marks of IA at appropriate times during the semester

9.5 The coverage of syllabus for the said tests shall be as under:

- Question paper of the **1st test should be based on first 50% of the total syllabus;**
- Question paper of the **2<sup>nd</sup> test should be based on second 50% of the total syllabus;**

9.6 The Semester End Examination for 50 marks shall be held in the 18<sup>th</sup> and 19<sup>th</sup> week of the beginning of the semester and the syllabus for the semester end examination shall be entire syllabus.

9.7 A test paper is set for a maximum of 30 marks to be answered as per the pre-set time duration (1 hr / 1 hr 15 minutes / 1 hr 30 minutes). Test paper must be designed with School faculty members agreed pattern and students are assessed as per the instructions provided in the question paper. Questions must be set using Bloom's verbs. The questions must be set to assess the students outcomes described in the course document.

- 9.8 The question papers for internal test shall be set by the internal teachers who have taught the course. If the course is taught by more than one teacher all the teachers together shall devise a common question paper(s). However, these question papers shall be scrutinized by School specific Question Paper Scrutiny Committee formed by the respective School Head /Director to bring in the uniformity in the question paper pattern and as well to maintain the necessary standards.
- 9.9 The evaluation of the answer scripts shall be done by the internal teachers who have taught the course and set the test paper.
- 9.10 Assignment/seminar/Project based learning/simulation based problem solving/field work should be set in such a way,students be able to apply the concepts learnt to a real life situation and students should be able to do some amount self-study and creative thinking. While setting assignment care should be taken such that the students will not be able to plagiarise the answer from web or any other resources. An IA1 and IA2 assignment / Quiz can be set each for a maximum of 5 marks, totals to 10 marks. Course instructor at his/her discretion can design the questions as a small group exercise or individual exercise. This should encourage collaborative learning and team learning and also self-study.
- 9.11 Internal assessment marks must be decided well before the commencement of Semester End examinations
- 9.12 Semester End Examination: The Semester End Examination is for 50 marks shall be held in the 19th and 20th week of the semester and the entire course syllabus must be covered while setting the question paper.
- 9.13 Semester End Examination paper is set for a maximum of 100 marks to be answered in 3 hours duration. Question paper must be prepared as per the format.
- 9.14 Each question is set using Bloom's verbs. The questions must be set to assess the students outcomes described in the course document. (Please note question papers have to be set to test the course outcomes)
- 9.15 There shall be three sets of question papers for the semester end examination of which one set along with scheme of examination shall be set by the external examiners and two sets along with scheme of examination shall be set by the internal examiners. All the three sets shall be scrutinized by the Board of Examiners. It shall be responsibility of the Board of Examiners particularly Chairman of the BOE to maintain the quality and standard of the question papers and as well the coverage of the entire syllabus of the course.

- 9.16 There shall be double evaluation, viz, first evaluation by the internal evaluator who has taught the course and second evaluation shall be an external examiner who is familiar with the course. The average marks of the two evaluations (internal examiner & external examiner) shall be the marks to be considered for declaration of results
- 9.17 Board of Examiners, question paper setters and any member of the staff connected with the examination are required to maintain integrity of the examination system and the quality of the question papers
- 9.18 There shall also be an **Program Assessment Committee (PAC)** comprising at-least 3 faculty members having subject expertise who shall after completion of examination process and declaration of results review the results sheets, assess the performance level of the students, measure the attainment of course outcomes, program outcomes and assess whether the program educational objectives are achieved and report to the Director of the School. **Program Assessment Committee (PAC)** shall also review the question papers of both Internal Tests as well as Semester End Examinations and submit to the Director of the respective School about the scope of curriculum covered and quality of the questions.
- 9.19 The report provided by the **Program Assessment committee (PAC)** shall be the input to the Board of Studies to review and revise the scheme of instruction and curriculum of respective program
- 9.20 During unforeseen situation , the tests and examination schedules, pattern of question papers and weightage distribution may be designed as per the convenience and suggestions of the board of examiners in consultation with COE and VC
- 9.21 University may decide to use available modern technologies for writing the tests and SEE by the students instead of traditional pen and paper
- 9.22 Any deviations required to the above guidelines can be made with the written consent of the Vice Chancellor
- 9.23 Online courses may be offered as per UGC norms.

For online course assessment guidelines would be as follows:

1. If the assessment is done by the course provider, then the School can accept the marks awarded by the course provider and assign the grade as per REVA University norms.
2. If the assessment is not done by the course provider then the assessment is organized by the concerned school and the procedure explained in the regulation will apply
3. In case a student fails in an online course, s/he may be allowed to repeat the course and earn the required credits

- 9.24 The online platforms identified could be SWAYAM, NPTEL, Coursera, Edx.org, Udemy, Udacity and any other internationally recognized platforms like MIT online, Harvard online etc.
- 9.25 Utilization of one or two credit online courses would be:
- 4 week online course – 1 credit – 15 hours
- 8 week online course / MOOC – 2 credits – 30 hours
- 12 week online course / MOOC – 3 credits – 45 hours
- 9.26 **Summary of Internal Assessment, Semester End Examination and Evaluation** Schedule is provided in the table given below.

#### Summary of Internal Assessment and Evaluation Schedule

| Sl. No. | Type of Assessment | when   | Syllabus Covered | Max Marks | Reduced to | Date by which the process must be completed |
|---------|--------------------|--|------------------|-----------|------------|---|
| 1       | Test-1             | During 8 <sup>th</sup> week                  | First 50%        | 30        | 15         | 8 <sup>th</sup> week                        |
| 2       | Assignment 1       | On or before 8 <sup>th</sup> week (5 marks)  |                  |           |            |   |
| 3       | Presentations 1    | On or before 8 <sup>th</sup> week (5 marks)  |                  |           |            |   |
| 4       | Test -2            | During 16 <sup>th</sup> Week                 | Second 50%       | 30        | 15         | 16 <sup>th</sup> Week                       |
| 5       | Assignment 2       | On or before 16 <sup>th</sup> Week (5 marks) |                  |           |            |   |
| 6       | Presentations 2    | On or before 16 <sup>th</sup> Week (5 marks) |                  |           |            |   |
| 7       | SEE                | 19/20 <sup>th</sup> Week                     | 100%             | 100       | 50         | 20 <sup>th</sup> Week                       |

- Note:** 1. Examination and Evaluation shall take place concurrently and Final Grades shall be announced as per notification from the Controller of Examination.
2. Practical examination wherever applicable shall be conducted after 2nd test and before semester end examination. The calendar of practical examination shall be decided by the respective School Boards and communicated well in advance to the Controller of Examination who will notify the same immediately

#### 10 Assessment of Students Performance in Practical Courses

The performance in the practice tasks / experiments shall be assessed on the basis of:

- Knowledge of relevant processes;
- Skills and operations involved;
- Results / products including calculation and reporting.

- 10.1 The 50 marks meant for Internal Assessment (IA) of the performance in carrying out

Practical shall further be allocated as under:

|     |  |                 |
|-----|--|-----------------|
| i   | Conduction of regular practical / experiments throughout the semester  | 20 marks        |
| ii  | Maintenance of lab records   | 10 marks        |
| iii | Performance of mid-term test (to be conducted while conducting second test for theory courses); the performance assessments of the mid-term test includes performance in the conduction of experiment and write up about the experiment. | 20 marks        |
|     | <b>Total</b>   | <b>50 marks</b> |

10.2 The 50 marks meant for Semester End Examination (SEE), shall be allocated as under:

|     |   |                 |
|-----|---|-----------------|
| i   | Conducting of semester end practical examination    | 30 marks        |
| ii  | Write up about the experiment / practical conducted | 10 marks        |
| iii | Viva Voce   | 10 marks        |
|     | <b>Total</b>  | <b>50 marks</b> |

The duration for semester-end practical examination shall be decided by the concerned School Board.

#### **11. Evaluation of Minor Project / Major Project / Dissertation:**

Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the supervisor. At the end of the semester, the candidate has to submit final report of the project / dissertation, as the case may be, for final evaluation. The components of evaluation are as follows:

|                 |  |
|-----------------|--|
| Component – I   | Progress Report 1 (25%)                        |
| Component – II  | Progress Report 2 (25%)                        |
| Component – III | Evaluation of Report and final viva voce (50%) |

All assessments must be done by the respective Schools as per the guidelines issued by the Controller of Examinations. However, the responsibility of announcing final examination results and issuing official transcripts to the students lies with the office of the Controller of Examinations.

#### **12. Requirements to Pass a Course:**

A candidate's performance from all 3 components will be in terms of scores, and the sum of all three scores will be for a maximum of 100 marks (25 + 25 + 50). A candidate who secures a minimum of 40% in the SEE and an overall 40% (IA1+IA2+SEE) in a course is said to be successful.

**The Grade and the Grade Point:** The Grade and the Grade Point earned by the candidate in the subject will be as given below:

| Marks,<br>P | Grade,<br>G | Grade Point<br>(GP=V x G) | Letter<br>Grade |
|-------------|-------------|---------------------------|-----------------|
| 90-100      | 10          | v*10                      | O               |
| 80-89       | 9           | v*9                       | A+              |
| 70-79       | 8           | v*8                       | A               |
| 60-69       | 7           | v*7                       | B+              |
| 55-59       | 6           | v*6                       | B               |
| 50-54       | 5.5         | v*5.5                     | C+              |
| 40-49       | 5           | v*5                       | C               |
| 0-39        | 0           | v*0                       | F               |
| ABSENT      |             |                           | AB              |

*O - Outstanding; A+-Excellent; A-Very Good; B+-Good; B-Above Average; C+-Average; C-Satisfactory; F – Unsatisfactory.*

Here, P is the percentage of marks ( $P = [IA + SEE]$ ) secured by a candidate in a course which is **rounded to nearest integer**. V is the credit value of course. G is the grade and GP is the grade point.

**a. Computation of SGPA and CGPA**

The Following procedure to compute the Semester Grade Point Average (SGPA).

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in a given semester, i.e : **SGPA (Si) =  $\sum(C_i \times G_i) / \sum C_i$**  where  $C_i$  is the number of credits of the  $i$ th course and  $G_i$  is the grade point scored by the student in the  $i$ th course.

**Examples on how SGPA and CGPA are computed**

**Example No. 1**

| Course   | Credit    | Grade Letter | Grade Point | Credit Point (Credit x Grade) |
|----------|-----------|--------------|-------------|-------------------------------|
| Course 1 | 4         | A+           | 9           | 4X9=36                        |
| Course 2 | 4         | A            | 8           | 4X8=32                        |
| Course 3 | 4         | B+           | 7           | 4X7=28                        |
| Course 4 | 3         | O            | 10          | 3X10=30                       |
| Course 5 | 3         | C            | 5           | 3X5=15                        |
| Course 6 | 3         | B            | 6           | 3X6=18                        |
|          | <b>21</b> |              |             | <b>159</b>                    |

Thus, **SGPA =  $159 \div 21 = 7.57$**

**Example No. 2**

| Course | Credit | Grade letter | Grade Point | Credit Point (Credit x |
|--------|--------|--------------|-------------|------------------------|
|--------|--------|--------------|-------------|------------------------|

|          |           |    |   | Grade point) |
|----------|-----------|----|---|--------------|
| Course 1 | 4         | A  | 8 | 4X8=32       |
| Course 2 | 4         | B+ | 7 | 4X7=28       |
| Course 3 | 4         | A+ | 9 | 4X9=36       |
| Course 4 | 4         | B+ | 7 | 4X7=28       |
| Course 5 | 4         | B  | 6 | 4X6=24       |
|          | <b>20</b> |    |   | <b>148</b>   |

Thus, **SGPA =  $148 \div 20 = 7.4$**

**b. Cumulative Grade Point Average (CGPA):**

Overall Cumulative Grade Point Average (CGPA) of a candidate after successful completion of the required number of credits for the respective programs are calculated taking into account all the courses undergone by a student over all the semesters of a program, i. e : **CGPA =  $\sum(C_i \times S_i) / \sum C_i$**  Where  $S_i$  is the SGPA of the  $i$ th semester and  $C_i$  is the total number of credits in that semester.

**Example:**

**CGPA after Final Semester**

| Semester (ith)    | No. of Credits (Ci) | SGPA (Si) | Credits x SGPA (Ci X Si) |
|-------------------|---------------------|-----------|--------------------------|
| 1                 | 21                  | 7.57      | 21 x 7.57 = 158.97       |
| 2                 | 20                  | 7.4       | 20 x 7.4 = 148.00        |
| 3                 | 23                  | 8.11      | 23 x 8.11 = 186.53       |
| 4                 | 26                  | 7.40      | 26 x 7.40 = 192.40       |
| <b>Cumulative</b> | <b>90</b>           |           | <b>685.90</b>            |

Thus, **CGPA =  $685.90/90 = 7.62$**

**c. Conversion of grades into percentage:**

Conversion formula for the conversion of CGPA into Percentage is:

Percentage of marks scored = CGPA Earned x 10

**Example: CGPA Earned  $7.62 \times 10 = 76.2$**

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

**13. Classification of Results**

The final grade point (FGP) to be awarded to the student is based on CGPA secured by the candidate and is given as follows.

| CGPA            | Grade<br>(Numerical<br>Index) | Letter<br>Grade | Performance    | FGP                  |
|-----------------|-------------------------------|-----------------|----------------|----------------------|
|                 | G                             |                 |                | Qualitative<br>Index |
| 9 >= CGPA 10    | 10                            | O               | Outstanding    | Distinction          |
| 8 >= CGPA < 9   | 9                             | A+              | Excellent      |                      |
| 7 >= CGPA < 8   | 8                             | A               | Very Good      | First Class          |
| 6 >= CGPA < 7   | 7                             | B+              | Good           |                      |
| 5.5 >= CGPA < 6 | 6                             | B               | Above average  | Second Class         |
| > 5 CGPA < 5.5  | 5.5                           | C+              | Average        |                      |
| > 4 CGPA < 5    | 5                             | C               | Satisfactory   | Pass                 |
| < 4 CGPA        | 0                             | F               | Unsatisfactory | Unsuccessful         |

**Overall percentage=10\*CGPA**

- a. **Provisional Grade Card:** The grade card will be issued by the Controller of Examinations at the end of every semester indicating the courses completed successfully. The grade card provides **Semester Grade Point Average (SGPA)**.
- b. **Final Grade Card:** Upon successful completion of two year Degree a Final Grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Controller of Examinations.

#### **14. Attendance Requirement:**

- 14.1 All students must attend every lecture, tutorial and practical classes.
- 14.2 In case a student is on approved leave of absence (e g:- representing the University in sports, games or athletics, placement activities, NCC, NSS activities and such others) and / or any other such contingencies like medical emergencies, the attendance requirement shall be minimum of 75% of the classes taught.
- 14.3 Any student with less than 75% of attendance in aggregate of all the courses including practical courses / field visits etc., during a semester shall not be permitted to appear to the end semester examination and such student shall seek re-admission

#### **15. Re-Registration and Re-Admission:**

- 15.1 In case a candidate's class attendance in aggregate of all courses in a semester is less than 75% or as stipulated by the University, such a candidate is considered as dropped the semester and is not allowed to appear for semester end examination and s/he shall have to seek re-admission to that semester during subsequent semester / year within a stipulated period.
- 15.2 In such case where in a candidate drops all the courses in a semester due to personal



reasons, it is considered that the candidate has dropped the semester and s/he shall seek re-admission to such dropped semester.

**16. Absence during Internal Test:**

In case a student has been absent from an internal tests due to the illness or other contingencies s/he may give a request along with necessary supporting documents and certification from the concerned class teacher / authorized personnel to the concerned Director of the School, for conducting a separate internal test. The Director of the School may consider such request depending on the merit of the case and after consultation with course instructor and class teacher, and arrange to conduct a special internal test for such candidate(s) well in advance before the Semester End Examination of that respective semester. Under no circumstances internal tests shall be held / assignments are accepted after Semester End Examination.

**17. Provision for Appeal**

If a candidate is not satisfied with the evaluation of Internal Assessment components (Internal Tests and Assignments), s/he can approach the Grievance Cell with the written submission together with all facts, the assignments, and test papers, which were evaluated. S/he can do so before the commencement of respective semester-end examination. The Grievance Cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the University on the candidate if his/her submission is found to be baseless and unduly motivated. This Cell may recommend for taking disciplinary/corrective action on an evaluator if s/he is found guilty. The decision taken by the Grievance committee is final.

**18. Grievance Committee:**

In case of students having any grievances regarding the conduct of examination, evaluation and announcement of results, such students can approach Grievance Committee for redressal of grievances. Grievance committees will be formed by CoE in consultation with VC

For every program there will be one grievance committee. The composition of the grievance committee is as follows:-

- The Controller of Examinations - Ex-officio Chairman / Convener
- One Senior Faculty Member (other than those concerned with the evaluation of the course concerned) drawn from the school / department/discipline and/or from the sister schools / departments/sister disciplines – Member.
- One Senior Faculty Members / Subject Experts drawn from outside the University school / department – Member.

**19. Eligibility to Appear for Semester End Examination (SEE)**

Only those students who fulfil a minimum of 75% attendance in aggregate of all the courses including practical courses / field visits etc., as part of the program shall be eligible to appear for Semester End Examination

**20. Provision for Supplementary Examination**

In case a candidate fails to secure a minimum of 40% (20 marks) in Semester End Examination (SEE) and a minimum of 40% marks together with IA and SEE to declare pass in the course, such candidate shall seek supplementary examination of only such course(s) wherein his / her performance is declared unsuccessful. The supplementary examinations are conducted after the announcement of even semester examination results. The candidate who is unsuccessful in a given course(s) shall appear for supplementary examination of odd and even semester course(s) to seek for improvement of the performance.

**21. Provision to Carry Forward the Failed Subjects / Courses:**

A student who has failed in a given number of courses in odd and even semesters shall move to next semester of immediate succeeding year and final year of the study. However, s/he shall have to clear all courses of all semesters within the double duration, i.e., with four years of admission of the first semester failing which the student has to re-register to the entire program.

**22. With regard to any specific case of ambiguity and unsolved problem, the decision of the Vice-Chancellor shall be final.**

## **M.A. Journalism and Communication**

### **Program Overview**

The **M.A. Journalism & Communication** at REVA University is outlined with subtle observation on the contemporary advancements in the field of Journalism and Mass communication. The curriculum is precisely refined to promote an innovative learning platform to assimilate the fundamentals of journalism & communication aspects. Students studying this influential discipline learn the usage of the various media i.e. print, radio, television, internet, photography, visual communication, graphics and animation, content writing, technical writing, media research and so on. They gain an insight into the history and organizational structure of these media, which in turn aids them in evaluating the policies of media and how they are affecting and influencing the masses. The students of this programme gain a firsthand knowledge of all such skills through real-life experiences, internships, projects, and so on.

### **USP of M.A. Journalism & Communication Programme at REVA University:**

- Hi-tech State of the Art Media Lab and Studio with recording facility, radio room and editing room
- Contemporary curriculum
- Ample scope to gain practical exposure through internships
- Academia-industry interface – expert lectures and workshops by resource persons from various industries, media houses, authors and academicians.
- Chance to participate in Vox Pops conducted by various TV Channels
- Chance to participate in various extension activities, such as, road shows, street theatre, educative programmes, etc.
- Training in event management – both in-house events and outside events
- Training in anchoring for in-house events and outside events
- Practical exposure through visits to various news channels, High Court, Press Clubs, etc.
- Certification in Animation, Certification in Photography, etc.
- Certificate programmes in foreign languages – French, German, Mandarin and Japanese
- Certification and training programme for CBSE UGC NET exam
- Training in placement/ employability skills integrated within the curriculum
- Complete guidance in research activities – students are trained by their mentors on presenting their research papers in conferences and seminars. They are also trained to publish their

research papers in reputed journals. Many students have received “Best Paper” awards during conferences.

- Compulsory research project with complete guidance by teachers; deserving projects are published in the form of book or papers in journals.

### **Programme Educational Objectives:**

**After two years of graduation, the graduates of M.A. (Journalism & Communication) will be able to:**

**PEO 1:** Carryout higher studies and get employment in Universities either as Professors or Researchers.

**PEO 2:** Effectively discharge duties as a team member in Public, Private and Government Media Sector as a Journalist/News Editor/News Presenter/Producer/Director/Analyst with effective Communication and ethics.

**PEO 3:** Communicate effectively with the customers in his own enterprise and adopt lifelong learning Skills for imparting Business.

### **Program Specific Outcomes:**

**On successful completion of the programme, the graduates of M.A. (Journalism and Communication) will be able to:**

**PSO 1:** Demonstrate the Knowledge in Journalism and Communication

**PSO 2:** Analyze and apply skills in Journalism and Communication effectively

**PSO 3:** Use different techniques to gather information in Journalism and Communication

### **Programme Outcomes:**

**On successful completion of the programme, the graduates of M.A. (Journalism and Communication) will be able to:**

**PO 1: Disciplinary knowledge:** Demonstrate comprehensive knowledge in understanding Journalism and Communication.

**PO 2: Reasoning:** Analyze, interpret and draw conclusions from evidence and experiences from an open-minded and reasoned perspective.

**PO 3: Problem solving:** Extrapolate and apply their competencies to solve different kinds of non-familiar problems and apply one’s learning to real life situations using curriculum content knowledge.

**PO 4: Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**PO 5: Research-related skills:** Recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation

**PO 6: Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**PO 7: Cooperation/Team work:** Work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

**PO 8: Communication Skills:** Express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups

**PO 9: Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

**M.A. Journalism and Communication**  
**Scheme of Instructions**  
**(2022-2024)**

| Sl. No          | Course Code   | Course Title  | Course Type | Credit Pattern |   |   |    | Weekly Contact Hrs |
|-----------------|---|---|-------------|----------------|---|---|----|--------------------|
|                 |   |   |             | L              | T | P | C  |                    |
| FIRST SEMESTER  |   |   |             |                |   |   |    |                    |
| 1               | M21AG0101   | Principles of Mass Communication                                    | HC          | 4              | 0 | 0 | 4  | 4                  |
| 2               | M21AG0102   | Advanced Reporting and Editing                                      | HC          | 3              | 1 | 0 | 4  | 5                  |
| 3               | M21AG0103   | Development Communication   | HC          | 3              | 1 | 0 | 4  | 5                  |
| 4               | M21AG0104   | Theories of Mass Communication                                      | HC          | 4              | 0 | 0 | 4  | 4                  |
| 5               | M21AG0105   | Visual Communication  | HC          | 3              | 0 | 0 | 3  | 3                  |
| 6               | M21AG0106   | Visual Communication Lab  | HC          | 0              | 0 | 1 | 1  | 2                  |
| 7               | M21AG0107   | Lab Journal Production  | HC          | 0              | 0 | 2 | 2  | 4                  |
|                 |   | Total Credits   |             | 17             | 2 | 3 | 22 | 27                 |
| SECOND SEMESTER |   |   |             |                |   |   |    |                    |
| 1               | M21AG0201   | Communication Research Methods                                      | HC          | 4              | 0 | 0 | 4  | 4                  |
| 2               | M21AG0202   | Media Laws and Management   | HC          | 4              | 0 | 0 | 4  | 4                  |
| 3               | M21AG0203   | Branding and Marketing Research                                     | HC          | 3              | 0 | 1 | 4  | 5                  |
| 4               | M21AG0204   | New Media   | HC          | 3              | 1 | 0 | 4  | 5                  |
| 5               | M21AGS211   | Fundamentals of Photography   | SC          | 3              | 0 | 0 | 3  | 3                  |
|                 | M21AGS212   | Magazine Production and Writing Techniques                          |             |                |   |   |    |                    |
| 6               | M21AGS213   | Fundamentals of Photography Lab                                     | SC          | 0              | 0 | 1 | 1  | 2                  |
|                 | M21AGS214   | Magazine Production and Writing Techniques Lab                      |             |                |   |   |    |                    |
| 7               | M21AGS221   | Business Journalism   | SC          | 3              | 1 | 0 | 4  | 5                  |
|                 | M21AGS222   | Sports Journalism   |             |                |   |   |    |                    |
| 8               | M22AS0201   | Tree Plantation in Tropical Region: Benefits and Strategic Planning | FC          | 1              | 0 | 0 | 1  | 1                  |
|                 |   | Total Credits   |             | 21             | 2 | 2 | 25 | 29                 |
|                 | *Students have to undergo internship of 4 weeks duration after the Second Semester examination; internship marks will be added in the third semester. |   |             |                |   |   |    |                    |

| THIRD SEMESTER  |  |  |    |                                   |           |           |           |            |
|-----------------|--|--|----|-----------------------------------|-----------|-----------|-----------|------------|
| 1               | M21AG0301                              | Television Production                              | HC | 3                                 | 0         | 0         | 3         | 3          |
| 2               | M21AG0302                              | Television Production-Lab                          | HC | 0                                 | 0         | 1         | 1         | 2          |
| 3               | M21AG0303                              | Public Relation & Corporate Communication          | HC | 3                                 | 1         | 0         | 4         | 5          |
| 4               | M21AG0304                              | Principles and Practices of Advertising            | HC | 3                                 | 1         | 0         | 4         | 5          |
| 5               | M21AGS311                              | Radio Production                                   | SC | 1                                 | 1         | 0         | 2         | 3          |
|                 | M21AGS312                              | Documentary and News Production                    |    |                                   |           |           |           |            |
| 6               | M21AGS313                              | Radio Production Lab                               | SC | 0                                 | 0         | 1         | 1         | 2          |
|                 | M21AGS314                              | Documentary and News Production Lab                |    |                                   |           |           |           |            |
| 7               | M21AGS321                              | International Communication                        | SC | 1                                 | 1         | 0         | 2         | 3          |
|                 | M21AGS322                              | Political Communication                            |    |                                   |           |           |           |            |
|                 | M21AGS323                              | Environmental Communication                        |    |                                   |           |           |           |            |
| 8               |  | Open Elective                                      | OE | 4                                 | 0         | 0         | 4         | 4          |
| 9               | M21AHON01                              | MOOC   | ON | 0                                 | 0         | 1         | 1         | 2          |
| 10              | M21AG0304                              | Internship   | HC | 0                                 | 0         | 4         | 4         | 0          |
|                 |  | <b>Total Credits</b>                               |    | <b>15</b>                         | <b>4</b>  | <b>7</b>  | <b>26</b> | <b>29</b>  |
| FOURTH SEMESTER |  |  |    |                                   |           |           |           |            |
| 1               | M21AG0401                              | Event Management                                   | HC | 3                                 | 1         | 0         | 4         | 5          |
| 2               | M21AG0402                              | Film Studies                                       | HC | 3                                 | 0         | 1         | 4         | 5          |
| 3               | M21AGS411                              | Technical Writing                                  | SC | 1                                 | 1         | 0         | 2         | 3          |
|                 | M21AGS412                              | Digital Media Marketing                            |    |                                   |           |           |           |            |
| 4               | M21AGS413                              | Technical Writing- Lab                             | SC | 0                                 | 0         | 1         | 1         | 2          |
|                 | M21AGS414                              | Digital Media Marketing Lab                        |    |                                   |           |           |           |            |
| 5               | M21AG0403                              | Major Project-<br><i>Documentary/ Dissertation</i> | HC | 0                                 | 0         | 6         | 6         | 12         |
| 6               | M21AHM401                              | Employability Skills                               | M  | Non-Credit<br>Mandatory<br>Course |           |           |           | 2          |
|                 |  | <b>Total Credits</b>                               |    | <b>7</b>                          | <b>2</b>  | <b>8</b>  | <b>17</b> | <b>29</b>  |
|                 | <b>Total Credits of Four Semesters</b> |  |    | <b>58</b>                         | <b>13</b> | <b>22</b> | <b>90</b> | <b>115</b> |
|                 |  |  |    |                                   |           |           |           |            |

**Note:** HC=Hard Core; SC=Soft Core; OE=Open Elective

#### Semester-Wise Summary of Credit Distribution

| Semesters | No. of Credits | No. of Hours |
|-----------|----------------|--------------|
|-----------|----------------|--------------|

|                      |           |            |
|----------------------|-----------|------------|
| First Semester       | <b>22</b> | <b>27</b>  |
| Second Semester      | <b>25</b> | <b>29</b>  |
| Third Semester       | <b>26</b> | <b>29</b>  |
| Fourth Semester      | <b>17</b> | <b>29</b>  |
| <b>Total Credits</b> | <b>90</b> | <b>114</b> |

**Distribution of Credits Based on Type of Courses**

| <b>Semester</b> | <b>HC</b> | <b>SC</b> | <b>OE</b> | <b>CREDIT</b> |
|-----------------|-----------|-----------|-----------|---------------|
| I               | 22        | 0         | 0         | 22            |
| II              | 16        | 8         | 0         | 24            |
| III             | 16        | 7         | 4         | 27            |
| IV              | 14        | 3         | 0         | 17            |
| <b>Total</b>    | <b>68</b> | <b>18</b> | <b>4</b>  | <b>90</b>     |

**Distribution of Credits Based on L: T: P**

| <b>Semester</b> | <b>L</b>  | <b>T</b>  | <b>P</b>  | <b>CREDIT</b> | <b>Total Hours</b> |
|-----------------|-----------|-----------|-----------|---------------|--------------------|
| I               | <b>17</b> | <b>2</b>  | <b>3</b>  | <b>22</b>     | <b>27</b>          |
| II              | <b>21</b> | <b>2</b>  | <b>2</b>  | <b>25</b>     | <b>29</b>          |
| III             | <b>15</b> | <b>4</b>  | <b>7</b>  | <b>26</b>     | <b>29</b>          |
| IV              | <b>7</b>  | <b>2</b>  | <b>8</b>  | <b>17</b>     | <b>29</b>          |
| <b>Total</b>    | <b>60</b> | <b>10</b> | <b>20</b> | <b>90</b>     | <b>114</b>         |



**TYPICAL CURRICULUM MAP**

| <b>SL.NO.</b> | <b>Course</b>                    | <b>Effective Communication</b> | <b>Media Ethics and Social Responsiveness</b> | <b>Critical Thinking, Analysis ,Problem solving</b> | <b>Global Exposure and cross cultural understanding</b> | <b>Domain Knowledge</b> | <b>Leadership and Team work</b> | <b>Entrepreneurial thinking, creativity and Innovation</b> | <b>Research Oriented</b> |
|---------------|----------------------------------|--------------------------------|---|---|---|-------------------------|---------------------------------|--|--------------------------|
| 1             | Principles of Mass Communication | √                              |   | √   | √   |                         |                                 |  |                          |
| 2             | Advanced Reporting and Editing   | √                              | √   | √   |   |                         |                                 | √  |                          |
| 3             | Development Communication        | √                              | √   | √   |   | √                       |                                 |  | √                        |
| 4             | Theories of Communication        |                                | √   | √   | √   |                         |                                 |  | √                        |
| 5             | Visual Communication             | √                              |   | √   |   |                         |                                 | √  |                          |
| 6             | Visual Communication Lab         | √                              |   | √   |   |                         |                                 | √  |                          |
| 8             | Lab Journal Production           | √                              | √   | √   |   |                         |                                 | √  |                          |
| 9             | Communication Research Methods   |                                | √   | √   |   | √                       |                                 |  | √                        |
| 10            | Media Laws and Management        |                                | √   |   | √   |                         | √                               | √  | √                        |
| 11            | Branding and Marketing Research  |                                | √   | √   |   | √                       |                                 |  | √                        |
| 12            | New Media                        | √                              |   |   |   | √                       |                                 | √  |                          |
| 13            | Fundamentals of Photography      | √                              |   |   |   |                         |                                 | √  |                          |
| 14            | Magazine Production and Writing  | √                              |   |   |   | √                       | √                               | √  |                          |

|    |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|
|    | Techniques  |   |   |   |   |   |   |   |   |
| 15 | Fundamentals of Photography Lab/ Magazine Production and Writing Techniques Lab | √ |   |   |   | √ | √ | √ |   |
| 16 | Business Journalism   | √ |   |   |   | √ | √ | √ | √ |
| 17 | Sports Journalism   | √ |   |   |   | √ | √ | √ |   |
| 18 | Television Production   | √ |   |   |   | √ | √ | √ |   |
| 19 | Television Production-Lab   | √ |   |   |   | √ | √ | √ |   |
| 20 | Public Relation & Corporate Communication                                       | √ | √ |   |   | √ | √ | √ |   |
| 21 | Principles and Practices of Advertising   | √ | √ | √ |   | √ | √ | √ |   |
| 22 | Radio Production  | √ |   | √ |   | √ |   | √ |   |
| 23 | Documentary and News Production   | √ | √ |   |   | √ | √ | √ | √ |
| 24 | Radio Production Lab/ Documentary and News Production Lab                       | √ | √ |   |   | √ | √ | √ | √ |
| 25 | International Communication   | √ | √ | √ | √ |   |   |   |   |
| 26 | Political Communication   | √ |   | √ |   | √ | √ |   | √ |

|    |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|
| 27 | Environmental Communication                         | √ | √ | √ | √ | √ |   |   | √ |
| 28 | Media & Society**                                   | √ |   | √ | √ | √ |   |   |   |
| 29 | MOOC  | √ |   | √ | √ | √ | √ |   | √ |
| 30 | Internship  |   | √ |   | √ | √ |   | √ | √ |
| 31 | Event Management                                    | √ |   |   |   | √ | √ | √ |   |
| 32 | Film Studies  | √ | √ | √ | √ | √ |   |   | √ |
| 33 | Technical Writing                                   | √ |   |   | √ | √ |   | √ |   |
| 34 | Digital Media Marketing                             | √ |   |   | √ | √ |   | √ |   |
| 35 | Technical Writing- Lab/ Digital Media Marketing Lab | √ |   |   | √ | √ |   | √ |   |
| 36 | Major Project- Documentary/ Dissertation            | √ | √ | √ |   | √ | √ |   | √ |
| 37 | Employability Skills                                | √ |   | √ | √ | √ | √ |   | √ |

**M.A. Journalism and Communication**  
**(2021-2023)**

**Detailed Syllabus**

**FIRST SEMESTER**

| Course Code | Course Title                     | Course Type | L | T | P | C | Hrs/Wk |
|-------------|----------------------------------|-------------|---|---|---|---|--------|
| M21AG0101   | Principles of Mass Communication | HC          | 4 | 0 | 0 | 4 | 4      |

**Course Description:**

The course Principles of Mass Communication provides students the opportunity to explore the various elements in the communication process as well as get acquainted with communication models that explains how and why we communicate the way we do. Students explore the models that explain how communication influences our perspective of others, the world and ourselves. By examining media messages from print, electronic media and new media, students explore how the media create meaning and how technology shapes the ways we communicate.

**Pre-requisites:** Interest in learning communication process and functions

**Pedagogy:** Direct Instruction, Collaborative Learning

**Course Objectives:**

1. To help the students explore the process of communication and study the various models of communication
2. To delve into the history and aspects of print, electronic and new media
3. To generate awareness of students about the media messages and their impact on everyday life
4. To understand the various areas under the broad scope of Mass Communication

**Course Outcomes:**

On completion of this course, the students will be able to:

1. Examine the process and elements in communication
2. Analyze the process, models and levels of communication
3. Assess the various types of mass media
4. Critically analyze the issues in the field of communication

**Course Content:**

**Unit I- Introduction to Communication**

**13 Hours**

Communication: Definition, concept. The seven C's of Communication; Forms of Communication; Mass Communication: Meaning & definitions, Characteristics & features, Scope the concept of Mass & Mass Culture; Interface between Intra personal & Mass Communication; Functions of Mass Communication: To-Persuade, Inform, Educate, Entertain; Other functions; Impact & Influence of Mass Media

**Unit II- Process of Communication****13 Hours**

Process of Communication: Transmission of ideas, Facts & feelings from one person to another; Elements of Communication process; Models of Communication: Aristotle, SMCR Model, Shannon & Weaver Model, Lass well Model, Osgood Model, Dance Model, Schramm Model, Gerbner's Model, New Comb Model, Convergent Model, Gate Keeping Model.

**Unit III-Tools of Mass Communication****13 Hours**

Tools of Mass Communication: Folk Media, Newspapers, Magazines, Radio, TV, Films, Internet, Social Media; Advertising, Public Relations & Public Affairs

**Unit IV- Impact of Globalization on Media****13 Hours**

Globalization and media industry, commodification of news, information, ideology, content control, cultural imperialism; FDI in Indian Media; Globalization: socio-political-economic and technological impact on media in India; Media convergence and fragmentation

**References:**

- J Kumar, Keval. *Mass Communications in India*. Jaico Publication, 2006.
- Melkote, Srinivas R. *Communication for Development in the Third World: Theory and Practice*, Sage Publications, 1991.
- Arvind and Rogers, Everett M. *India's Information Revolution*, Sage Publications, New Delhi. 1989.
- Narula, Uma . *Development Communication: Theory and Practice*, Har Anand Publications, 2007.
- McQuail, D. *McQuail's Mass Communication Theory*. (5th edition). Sage Publications, 2005.

| Course Code | Course Title                   | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--------------------------------|-------------|---|---|---|---|-----------|
| M21AG0102   | Advanced Reporting and Editing | HC          | 3 | 1 | 0 | 4 | 5         |

**Course Description:**

The course Advanced Reporting & Editing is structured to prepare students for suitable careers in newspapers, magazines, convergence, or journalism education. It caters to students who want to gain proficiency on the content-providing side of the media. By offering hands-on, engaging courses such as Reporting, Interview, Press Conference, Computer Assisted Reporting and Design for Print media, the Reporting and Editing program prepares the students to be leaders in their chosen field upon graduation.

**Pre-requisites:** Keen understanding about the practical skills involved in reporting and editing

**Pedagogy:** Direct Instruction, Inquiry Based Learning, Collaborative learning, ICT based Learning

**Course Objectives:**

1. To help the students understand the process of news gathering or print media
2. To impart skills in writing and editing media content- news story, press release, headlines, photo-captions
3. To gain knowledge about the various beats of journalism

4. To gain hands-on training with design softwares

**Course Outcomes:**

On completion of this course, the students will be able to:

1. Interpret the importance of news and its elements
2. Develop the various techniques involved in the process of news gathering
3. Develop skills in news editing, proofreading and rewriting
4. Discover to design a page and the different design elements and softwares

**Course Content:****Unit I - Attributes of Print Journalism****13 Hours**

Introduction: News - Definitions, News values, Changing values of news; Elements, Principles of news writing, structure of news, news lead, types of lead, Objectivity in reporting; Interview Techniques, Types of Interview, How different a Print medium journalist is to an Electronic Medium. Sources of News: meaning; types of sources; cultivating sources; using and attributing sources in stories

**Unit-II-Reporting Beats & Techniques of News Gathering****13 Hours**

Reporting Beats: Rules of Reporting: How to cover crime, legislature, court, business, disaster, science and defense stories how to do follow up stories on routine/exclusive news; How to report public speeches, elections, press conferences. How to turn a routine story into a scoop/investigative story; Techniques: Maintaining focus; listening and note-taking skills, concise report writing; Human interest news story writing, Interview techniques, Data collection before covering a story; Tools: Gadgets to be carried during crime, court, legislature war reporting

**Unit III- Principles of Editing****13 Hours**

Techniques of Editing: Techniques of editing; news editing process - Style sheet; Editing & designing newspapers & Magazines - Principles of page make up and design; Articles, Features, Columns, profiles, editorials; Headline writing, Types of headlines; Rewriting; Proofreading/reading the edited copies

**Unit IV- Design Elements in Newspapers****13 Hours**

Info graphics, Political Cartoons & Caricatures; Photo editing - Photographs and caption writing, photo features, advertisement placement; News photography- news and photo agencies, picture library; Legal and ethical aspects of photography

**References:**

- Mencher, Melvin. *News Reporting and Writing*, MC Graw Hill, 2003.
- Harris, Julian et. al. *The Complete Reporter* (4th ed.), Macmillian, 1981.
- Macdougall, Curtis. *Interpretative Reporting*. (7th Edn), Macmillian, 1977.
- Kamath, M.V. *Professional Journalism*, Vikas Pub., 1980.
- Jan Nakemulder et al. *Professional Journalism* Anmol Pub., 1998.
- Chandra, Navin & Chaughan. *Journalism Today*, Kanishka Pub., 1997.

| Course Code | Course Title              | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|---------------------------|-------------|---|---|---|---|-----------|
| M21AG0103   | Development Communication | HC          | 3 | 1 | 0 | 4 | 5         |

### Course Description:

This course explores the roles of media and communication in development issues. The course critically assesses the strategic use of communication and media tools in advancing the goals of social, cultural, and political change. The course will examine various approaches, models, and strategies of development communication, from both theoretical and historical points of view

**Pre-requisites:** Exposure to development perspective presented in news media

**Pedagogy:** Direct Instruction, Flipped Classroom, ICT based Learning

### Course Objectives:

The course aims to:

1. Explore emerging and alternative strategies of communicating social change
2. Analyze concepts such as open development, indigenous movements, cultural resistance and digital media activism.
3. Outline the case studies to map-out specific communication strategies
4. Demonstrate particular development issues from a global, national, or local perspective

### Course Outcomes:

On completion of this course, the students will be able to:

1. Interpret the theory and history of the role of communication in development
2. Assess critically the strategic use of communication and media tools in development goals
3. Analyze case studies on contemporary perspectives on development communication
4. Apply strategies of communicating social change on various development issues from a local, national, and global perspective

### Course Content:

#### Unit I- Origin of Development Communication

**13 Hours**

Concept and Indicators of Development: Definition and Process of Development, Economic and Social Indicators of Development- GDP/GNP, Human Development Index, Physical Quality of Life Index, The Millennium Development Goals; Development Communication- Definition; Historical Context of Development Communication

#### Unit II- Paradigms of Development

**13 Hours**

Dominant Paradigm; Modernization- WW Rostow's Theory, Lerner's empathy approach and Schramm's multiplier effect; Dependency theory- Center-Periphery Debate, Alternative Paradigm; Participation Paradigm- Participatory Development Communication (Paulo Freire, Miguel Sabido); Third world countries – issues and challenges before third world countries

#### Unit III- Media & Development

**13 Hours**

Development of message design and communication; Role and performance of mass media: Print, Radio, TV, Outdoor publicity and traditional media - music, drama, dance, puppetry, street play, fairs, festivals and their role in development; Cyber-media and development: e-governance,

digital democracy, e-chaupal; ICT & Development- Sakala and other case studies: SITE Experiment, Community-based water harvesting by Rajendra Singh in Rajasthan;

#### **Unit IV- Issues in Development Communication**

**13 Hours**

The genesis of agricultural extension, extension approach system - approach in agricultural communication - diffusion of innovation - model of agricultural extension - case studies of communication support to agriculture; Development Communication and Environment and Sustainability; Development support communication: population and family welfare - health - education and Society; Problems faced in development support communication; Role of NGOs in social development; Development Journalism- Tenets of Development Journalism.

#### **Projects**

- Developing skills in planning and conducting small group communication.
- Analysis of development programmes
- Designing media for development communication
- Case studies for programmes and campaign for women's development.
- Design and use of graphic media for designing Public Service Advertisements
- Case studies of monitoring and evaluation of development programmes
- Engaging with agencies involved in training and development- NGOs, GOs and Corporate

#### **References:**

- Melkote, Srinivas R. *Communication for Development in the Third World: Theory and Practice*. Sage Publications. 1991.
- Arvind and Rogers, Everett M. *India's Information Revolution*. Sage Publications, 1989.
- Usha Rani, N. *Folk Media for Development*. Karnataka Book Publishers. 1996.
- Schramm and Lerner. *Communication and Change in the Developing Countries*. Honolulu, East West Center Press. 1967.

| Course Code | Course Title                   | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--------------------------------|-------------|---|---|---|---|-----------|
| M21AG0104   | Theories of Mass Communication | HC          | 4 | 0 | 0 | 4 | 4         |

#### **Course Description:**

This course will explore the theoretical foundations of the media and the paradigm shifts in Mass Communication. It will trace the development of media theories following the four eras of Mass Communication theory: mass society, scientific perspective/limited effects and moderate effects.

**Pre-requisites:** Interest in media functioning and its effects

**Pedagogy:** Direct Instruction, Flipped Classroom, ICT based Learning

#### **Course Objectives:**

1. To understand the historical development of Mass Communication theories
2. To analyze how they link with historically important social, political and technological events/issues in the field of communication



3. To develop an understanding of the strengths and limitations of basic theories of mass communication
4. To gain the ability to apply those theories in research and practice

### **Course Outcomes:**

On completion of this course, the students will be able to:

1. Analyze elements and characteristics of theories in Communication
2. Analyze the Theories of Communication
3. Examine the various categories of theories including Normative, Message and Audience theories and introduce students to the use of these theories for analyzing and understanding the processes and problems of mass communication
4. Appraise the impact and influence of mass communication on society

### **Course Content:**

#### **Unit I- Introduction to Mass Communication Theory**

**13 Hours**

Introduction to Mass Communication Theory: Defining and redefining mass communication; Historical Development Of Theory: Emergence of scientific perspective on mass communication; Paradigm shifts in Mass communication theories; Normative Theories - Authoritarian media theory, Soviet-communist media theory, Libertarian or free press media theory, Social responsibility media theory, Democratic participant media theory, Development media theory

#### **Unit II- Message Theories**

**13 Hours**

Gate-keeping; Agenda setting- Framing & Priming; Diffusion of Information  
Representation/Depiction; Propaganda

#### **Unit III- Audience Theories**

**13 Hours**

Hypodermic/Magic Bullet; Two-step flow; Uses and gratifications; Individual Differences; Cultivation Analysis; Spiral of Silence; Media Dependency; Reception

#### **Unit IV- Cyber Communication And Virtual Community Theories**

**13 Hours**

Technological Determinism; Digital Divide; Outcome Interactivity; Global Village; Internet Addiction; Internet Dependency; Internet Use and Depression

### **References:**

- Vivian, John. *The Media of Mass Communication*. PHI Learning Private Limited, 2012.
- J Kumar, Keval. *Mass Communications in India*. Jaico Publication, 2006.
- Devi, Meena. *Fundamentals Of Mass Media And Communication*. Alfa Publication, 2006.
- Mcquail, Denis. *Mass Communication Theory*. Sage Publication, 2004.
- Chandra, Ramesh. *Analysis of Media and Communication Trends*. Gyan Books Publishers Pvt Ltd., 2004.
- S Baran, Stanly and K. Davis, Dennis. *Mass Communication Theory: Foundations Ferment and Future*. Thomson Wads Worth, 1999.

| Course Code | Course Title         | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|----------------------|-------------|---|---|---|---|-----------|
| M21AG0105   | Visual Communication | HC          | 3 | 0 | 0 | 3 | 3         |

### Course Description:

This course is framed to fundamentally examine and appropriate the skills needed to succeed in the world of communications technology, like Designing and Graphics and Animation, the principles of Visual Communication, and the use of Internet-based resources for the latest communications.

**Pre-requisites:** A basic understanding of computer graphics and to operate a computer system (Windows or Mac OS)

**Pedagogy:** Direct Instruction, ICT based Learning

### Course Objectives:

1. To enable the students an understanding of the basic technology related to Visual communication
2. To enable the students an understanding of various attributes of visual communication
3. To enable the students visualize in terms of design parameters and visual grammar
4. To help students understand Designing tools, Photoshop, Dream viewer and Adobe package

### Course Outcomes:

On completion of the course, students will be able to:

1. Develop familiarity with Photoshop and other designing tools.
2. Design a short animation project
3. Appraise the relationship between visual grammar and animation technology and work with them.
4. Discover the newer technological mediums incorporated in visual communication.

### Course Content:

#### Unit I- Elements of design

**10 Hours**

Visual Elements- line and shape, forms, value, texture, color, measure, type, direction; Space and composition; Visual culture. Reading Pictures, Vocabulary of color, Drawings, Portraits, Landscapes; Visual thinking and Designing of Visual media Illustrations

#### Unit II- CG and Printing

**10 Hours**

Computer Graphics. Elements, principles of visual design, layout principles, Balance, contrast, harmony, proportion, perspective design & communication; Electronic media design (television & computer) - Still & moving, Design as a Two-way conversation

#### Unit III- Digital Graphics

**10 Hours**

Graphics input output devices: Direct input devices - Cursor devices - direct screen interaction - logical input; Interactive design, Interaction as a Medium, Line drawing displays - raster scan

displays. Two-dimensional graphics. Raster and vector graphics. File formats -GIF, JPEG, TIFF, PNG, Graphics Animation Files, Postscript/Encapsulated Postscript files; Animation using flash.

#### Unit IV- Innovation in Visual Communication

**9 Hours**

Informational Graphics; Weather maps, Infographics – Personal perspective and Historical perspective, Modern forms of Visual Communication- Mobile technology, I-MAX and 3D movies; Virtual reality, Augmented reality

#### References:

- Newmann, William M. & Sproull, Robert F. *Principle of Interactive Computer Graphics*. McGraw Hill International Book Company, 1989.
- Hill, Francis S., Hill, Jr. *Computer Graphics*. Maxwell Macmillan International Editions, 1990.
- Farrel, James Alan. *From PIXELS to Animation: An Introduction to Graphics Programming*, AP Professional, 1994.

| Course Code | Course Title             | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--------------------------|-------------|---|---|---|---|-----------|
| M21AG0106   | Visual Communication Lab | HC          | 0 | 0 | 1 | 1 | 2         |

#### Practical Components:

- Composition
- Designing of Lay-outs for various magazines/newspapers
- Designing pamphlets, folders, flash cards, flip charts, Greeting Cards
- Preparation of illustrations
- Advertisements using computer graphics
- Short animation projects
- Title card graphics Photoshop projects

| Course Code | Course Title           | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|------------------------|-------------|---|---|---|---|-----------|
| M21AG0107   | Lab Journal Production | HC          | 0 | 0 | 2 | 2 | 4         |

#### Course Description:

This course introduces students to the practical aspects of designing a newspaper. Students will be trained in writing and reporting; editing the story, proof reading with proper editing signs and symbols, layout of the story with DTP softwares such as PageMaker, In-Design.

**Pre-requisites:** Keen understanding on practical aspects of reporting and editing for newspaper production

**Pedagogy:** Direct Instruction, Inquiry Based Learning, Collaborative learning (grp projects)

**Course Objectives:**

1. To make students acquainted with all the important principles of news gathering for print
2. To make students proficient with principles of news editing for print
3. To develop the skill & knowledge of DTP softwares
4. To impart professional skills of Page layout and design

**Course Outcomes:**

On completion of this course, the students will be able to:

1. Simplify news reporting and writing
2. Take part in editing, proof reading, page designing
3. Examine software involved in bringing out a print publication
4. Evaluate deeply get acquainted with the final stages of print production

**Course Content:**

**Unit I- Reporting**

**7 Hours**

Prepare three Press Releases, Attend Press conferences in Press club and write news stories, Try to do follow up stories of any eight daily routines, do two profile stories of a local celebrity/ startup company, pick two human interest news and convert them into news feature stories, take four video and audio interviews/ Do four photo essays covering a street in Bangalore with a news angle, Capture all lab journal assignments with photographs and videos

**Unit II- Editing**

**6 Hours**

Edit the story in the proper format; Rewrite the stories, Insert photos with captions and catch words; Writing suitable headlines for each stories; Preparing first proof; Conduct proof reading

**Unit III- Softwares**

**7 Hours**

Learning various software used for print editing- In-design Adobe Photoshop; Learning photo editing and placing photographs in the layout; Learning different layout for print media, Colour Printing & Colour Combinations. Visit to printing press

**Unit IV- Layout**

**6 Hours**

Preparing the dummy sheet; Page layout with DTP softwares; Insert photos - cropping, trimming etc.; Third Proof-read the lay out page; Printing the final copy

**References:**

- Pandey, B.K Desh. *Photo Journalism*. Sonali Publication, 2007.
- Carole, Rich. *Writing and Reporting News*. Wadsworth Thompson Learning Inc., 2005.
- Pilger, John (Edt). *Tell me no lies*. Vintage Publishers, 2005.
- Jon & Lawis(Eds). *The Mammoth Book of Journalism*. Robinsm Publishers, 2003.
- R. Smith, Schumeman(Edt). *Photographic Communication: Principles Problem and Challenges of Photo Journalism*. Hasing House, 2000.
- Kamath, M.V. *Professional Journalism*, Vikas Publication, 1991.
- Desai, M.V. and Ninan Sevanti. *Beyond Those Headlines*. Allied Publishers Limited, 1996.
- Westley, Bruce. *News Editing*, Oxford IBH., 1980.
- Parthasarathy, Rangaswamy. *Basic Journalism*. Macmillan India Ltd., 1984.
- Stovall, James Glen. *Writing for the Mass Media* Boston. Allyn and Bacon.,1998.

## SECOND SEMESTER

| Course Code | Course Title                   | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--------------------------------|-------------|---|---|---|---|-----------|
| M21AG0201   | Communication Research Methods | HC          | 4 | 0 | 0 | 4 | 4         |

### Course Description:

This course provides students with a general background in strategic communication research methodologies, including qualitative (e.g., interviewing, focus groups) and quantitative (surveys, experiments) methods. The course will introduce students to practical considerations in study design, data collection, analysis, and reporting.

**Pre-requisites:** Inquisitive nature to identify the problems

**Pedagogy:** Direct Instruction, Flipped Classroom, Inquiry Based Learning, ICT based Learning

### Course Objectives:

1. To help the students examine the notion of Scientific Research
2. To study Media Messages texts from various Research Perspective perspectives
3. To apply the various research methods
4. Relate Research to the media business management

### Course Outcomes:

On completion of this course, the students will be able to:

1. Relate to generic types of scientific research
2. Evaluate various media messages using contemporary research terminology
3. Apply various research methods for carrying of basic and applied research in the field of media studies
4. Interpret key research terms like readership survey, and viewership measurements

### Course Content:

#### Unit I- Concepts & Process

**13 Hours**

What is research? Nature and scope of research; Characteristics of scientific research, history, definition of communication research; Basics and applied research; Element of scientific research - concepts and constructs, variables, scales and measurement; Research process: Selection of research problem, Review of literature, Formulation of research questions/ Significance of hypothesis; Types of Hypothesis

#### Unit II- Qualitative research methods

**13 Hours**

Qualitative research methods: nature, limitations, interpreting qualitative data; Various methods: i) field observations: participant, non-participant; techniques; focus group discussions/interviews: procedure, advantages and disadvantages, iii) intensive interviews: procedure, advantages and disadvantages, iv) Case studies: utility and process

#### Unit III- Quantitative research methods

**13 Hours**

Quantitative research methods: nature, uses, generalization etc.; Various methods: i) Content Analysis: definition, uses and limitations; steps, unit and categories, ii) Survey Research:

Descriptive and analytical surveys. Types of surveys, advantages and disadvantages, constructing questionnaire, pre-testing, data collection. Analysis; iii) Longitudinal research: types: trend analysis, cohort analysis, panel studies; iv) Experimental Research: Laboratory experiments, design; field experiments

#### Unit IV- Research Methodology

**13 Hours**

Sampling: population and sample, probability and non-probability samples; Research tools- questionnaires, interview schedules, content schedule; Introduction to Statistics: descriptive and interpretive statistics. Introduction to Statistical software-SPSS; Research ethics; Research report writing, bibliography, in-text citations etc.; Audience Research- Readership measurement systems, viewership measurement systems-TRP, TAM, INTAY and other ratings systems; Major trends in mass communication research in India

#### References:

- Kothari, C.R. *Research Methodology: Methods and Techniques*, New age International Ltd. Publishers, 1990.
- Berger, Arthur Asa. *Media Analysis Techniques*. (Third Edition). Sage, 2005.
- Hansen, Anders et al. *Mass Communication Research Methods*. Macmillan, 2004.
- Lindolf, Thomas R. *Qualitative Communication Research Methods*. Sage, 1995.
- Murthy, DVR. (ED.). *Media Research: Themes and Applications*. Kanishka, 2008.
- Rubin, Rebecca B. et al (Eds.) *Communication Research Measures: A Sourcebook*. Routledge, 2009.
- Sparks, Glenn B. *Media Effects Research*. (Third Edition) Boston: Wadsworth (International Edition), 2006.
- Wimmer, Roger D. and Joseph Dominick. *Mass Media Research*. Wadsworth (Indian Edition), 2006.

| Course Code | Course Title              | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|---------------------------|-------------|---|---|---|---|-----------|
| M21AG0202   | Media Laws and Management | HC          | 4 | 0 | 0 | 4 | 4         |

#### Course Description:

The course builds the intersection of law and communications -- both the traditional media and legal areas relating to Press. Major laws under constitution, Supreme Court and other courts relating to issues including the press, Internet, prior restraint, privacy, libel, copyright and broadcasting are considered. At the same time, this course exposes students to economics and management of competitive businesses. The course espouses about how companies in the media and technology industries are managed.

**Pre-requisites:** 1) Keen understanding of the requirement of laws in society  
2) Exposure to the workings of media organizations

**Pedagogy:** Direct Instruction, Inquiry based learning, ICT based learning

#### Course Objectives:

1. To familiarize them with Article 19(1)(a) & 19(2) and the reasonability of restriction.
2. To help the students to analyze various case studies related to media and law in India

3. To help the students to build an understanding of actors, processes, institutions, and best practices towards managing in media through individual research and analyzing case studies
4. To make students explore the very latest in the competitive business environment in Media and Entertainment Industry

### **Course Outcomes:**

On completion of the course, the students will be able to:

1. Analyze various aspects of freedom of speech and expression
2. Perceive various types of case studies related to media and law in India
3. Plan a career in commercial or non-profit businesses in such fields as politics, public service, business administration, marketing, public relations, and journalism
4. Build their own media enterprises in future

### **Course Content:**

#### **Unit I- Media Management: Terms and Concepts**

**13 Hours**

What is Media management: Media unit as a corporate entity ,Organizational structure of print, broadcast and social media; Different management functions- Editorial management, Business management, Human Resources Management and Technical Management; Ownership of media houses: Types of ownership: proprietary, family-owned, run by trust, cross-media ownership Vertical Integration, Conglomerate Ownership, media chains; Role of Managing Director. Editorial Board and Editorial Policy, Role of Managing Editor.

#### **Unit II- Economics of Different Types of Media**

**13 Hours**

Economics of Print & Electronic Media: Economics of newspaper, production costs, operation, non-operation, revenue heads-selling of spaces, commercial print jobs, budgeting, break even points, promotional strategies; circulation and revenue;

Economics of electronic media- radio and television, production costs, operation and non operation, budgeting; International market for India's television software; Film production- cost and revenue, Royalty and minimum guarantee; Film distribution and commission; Film exhibition, theatre hire and commission, Export market for Indian films

#### **Unit III- Relationship between Indian Constitution and Media**

**13 Hours**

Constitution of India: Fundamental rights, freedom of speech and expression; and their limits; Directive principles of state policy; provisions of declaring emergency and its effects on media; Provisions for amending the constitution Provisions for legislature reporting; parliamentary privileges and media; Media and public interest litigation

#### **Unit IV- Media Laws**

**13 Hours**

Media Laws: History of press laws in India, Contempt of Courts Act 1971, civil and criminal law of defamation; Relevant provisions of Indian Penal Code with reference to sedition; Official Secrets Act, 1923; Right to Information Act. Press and Registration of Books Act, 1867; Working Journalists and Other Newspaper Employees (Conditions of Service & Miscellaneous Provisions) Act, 1955; Cinematograph Act, 1953; Prasar Bharati Act; Copyright Act, Trade Marks Act and Patent Act; IT Act- information technology; Convergence; Nature of Cyber Crimes; Legislations including cyber laws; Concept of self-regulation; Revealing sources; Code of ethics; Code of professional organizations

### **References:**

- Khandekar, Vanita Kohli. *The Indian Media Business*. Sage Publication, 2006.
- James Redmind and Robert. *Media Organization Management*. Biztantra: Response Books, 2004.
- Stantton, W.J. and Futrell, Charles. *Fundamental & Marketing*. MC Graw Hill, 2003.
- Cabera, E F and Bonache. An Expert H. R. *System for Aligning Organizational Culture & Strategy*. Academic Press, 1999.
- Gouldon, Thons. *News Management*. WillianHeiremamm Ltd., 1997.
- C, Halzer. *Total Quality Management*. Champra& Hall, 1991.
- Basu, D.D. *Introduction to the Constitution of India*. Prentice-Hall of India, 2004.
- Singh, P.P. et. al. *Media, Ethics and Laws*. Anmol, 1998.
- Prabhakar, M. et. al. *A Compendium of Codes of Conduct for Media Professional*, University Book House, 1999.
- Fackler, Mark et. al. *Media Ethics -Cases and Moral Reasoning*, Longman S K, 1995.

| Course Code | Course Title                    | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|---------------------------------|-------------|---|---|---|---|-----------|
| M21AG0203   | Branding and Marketing Research | HC          | 3 | 1 | 0 | 4 | 5         |

### Course Description:

This course is to introduce students to the concepts, analyses, and activities that comprises brand management and to provide practice in assessing and solving marketing problems through research. Topics include marketing strategy, customer behavior, segmentation, market research, product management, pricing, promotion, sales force management and competitive analysis.

**Pre-requisites:** Students must have a basic understanding of marketing concepts and general brand awareness

**Pedagogy:** Direct Instruction, Collaborative Learning, Inquiry based, ICT based learning

### Course Objectives:

1. To introduce the learners to the various concepts of brand management
2. To sensitize the students on various market research tools
3. To understand consumer perception which is crucial to determine a branding strategy
4. To choose the main tool for marketing and branding: marketing mix, BCG charts, SWOT analysis, benchmarking, market research and the creation of a branding strategy

### Course Outcomes:

On completion of the course, students will be able to:

1. Interpret various aspects of brand management.
2. Evaluate, summarize and synthesize various market research tools
3. To analyze brand strength and brand value
4. Design research proposals on branding placement and research

### Course Content:

#### Unit I- Brand Planning

**13 Hours**

Introduction to brand planning: Brand planning and management; Role of branding, brand equity, brand loyalty; Brand awareness, perceived quality and brand allocations.



**Unit II- Functions of Brand Manager****13 Hours**

Functions of brand manager: Jobs of brand manager; Factors affecting brand management, brand classification, market planning process and components of a marketing plan, marketing strategy, competitor analysis, consumer analysis, market estimation and sales forecasting

**Unit III- Creative and Innovation****13 Hours**

Creativity and innovation, Product life cycle, Product Strategy, Perceived quality, after marketing, Pricing strategy, New product development process; Analysis: future of product/ brand management; Role of information technology, product/ brand management and the internet, Criteria for brand elements, Memorability, meaningfulness, likability, transferability, adaptability, protectability, Logos and symbols, characters, Slogans, Jingles

**Unit IV- Strategies and Planning****13 Hours**

Strategies: Defining Brand equity, Customer-based brand equity, Brand awareness, Brand Image, Establishing Brand positioning, Target Market, Nature of competition, Developing, managing, launching and sustaining brands, brand leveraging, brand extension, brand valuations and globalizing brands

**References:**

- Arnold. *The Handbook of Brand Management*, Perseus Books, 1993.
- Jean – Noel Kapferer. *Strategic Brand Management- Creating and Sustaining Brand Equity*, KoganPage India Pvt Ltd, 2004.
- Barnd Van Auckers. *The Brand Management Check List- proven tool and techniques for creating winning brands*, Kogan Page Ltd., 2002.
- Ulrich and Eppinger. *Product Design and Development*, McGraw Hill International. 1995, 2000, 2004, 2008.
- Jones, John Philip. *Whats in a Brand?* Tata McGraw Hill Publishing Co Ltd. 1998.
- Majumdar: *Product Marketing in India*-2<sup>nd</sup> edition, Prentice Hall of India Pvt ltd., 2007.
- Crawford: *New Products Management*- 5<sup>th</sup> edition, Irwin Publication, 1997.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--------------|-------------|---|---|---|---|-----------|
| M21AG0204   | New Media    | HC          | 3 | 1 | 0 | 4 | 5         |

**Course Description:**

This course offers you a critical introduction to these emerging “wired” or “cyber” technologies and the economic and political implications of the same. In this course, the students will learn about the historical development of the Internet and other forms of new media and examine the repercussions of the digital revolution for our communities, our identities, our politics, and our daily lives. Students will learn how to create a web page and also master the art of blogging.

**Pre-requisites:** Basic knowledge to work with ICT

**Pedagogy:** Direct Instruction, Inquiry Based Learning, Collaborative learning, ICT Based Learning

**Course Objectives:**

1. Through a variety of online and offline projects, students will develop the skills needed to be an active participant in the new media culture
2. Students will be prepared to spearhead change in emerging digital journalism tools in continuously evolving integrated newsroom practices
3. Students will learn trends relating to production, delivery or dissemination and consumption of news in innovative multimedia digital formats across multiple platforms
4. To enable the students to develop a critical, sociologically and historically informed perspective on the digital communication revolution and the Internet

**Course Outcomes:**

On completion of this course, the students will be able to-

1. Define and discuss key theoretical concepts related to new media studies
2. Acquire requisite technical proficiency to be an active participant in the new media culture.
3. Assess the social, cultural and political implications of new media production and consumption process.
4. Relate to upcoming digital evolution

**Course Content:****Unit I- Introduction to New Media****13 Hours**

Spread of Internet:

What is internet?

Salient features and advantage over traditional media;

History and spread of internet in India, reach and problem of access;

Internet and Knowledge Society;

Convergence and Transmedia

**Unit II- Online Journalism****13 Hours**

What is online journalism?

E-books and E-publishing;

Web Journalism;

Open source journalism: Responding to the audience, Annotative reporting; Citizen Journalists;

Problem of verification, accuracy and fairness;

Visual Design; New Media aesthetics for audience interaction

Use of blogs, tweets, etc. for story generation and development Protecting copyright;

Ethics of web: Security and privacy concerns;

Nature of Cyber crimes and Cyber laws

**Unit III- Social Media****13 Hours**

New Social Media: Dynamics of social media networks, novelty, strength and weakness;

Growing personal sphere and online communities;

New business model: advertisements, marketing and online revenue;

Future trends

**Unit IV- Issues related to New Media****13 Hours**

Internet and Social Activism: Digital divide: Problem of access and other issues;

Use of internet for development, by NGOs and E-governance;

and Virtual Democracy; Cyber activism;

National and international campaigns on environment human rights and other issues; Brut, Quint, Scroll, Wire, Scoopwoop, rising alternative online media outlets and analysis of case studies

**Projects:**

- Writing Blogs- 1 blog every week
- Designing Webpage (Group Exercise)
- Creation and maintaining a YouTube channel
- Creation and maintenance of Facebook page, Twitter handle, Instagram
- Comparative study of different news websites

**References:**

- Nath, Shyam. *Assessing the State of Web Journalism*. Authors Press, New Delhi. 2002
- Chakravarthy, Jagdish. *Net, Media and the Mass Communication*. Authors press, New Delhi. 2004.
- Bhargava, Gopal. *Mass Media and Information Revolution*. Isha Books, New Delhi. 2004.
- Menon, Narayana. *The Communication Revolution*. National Book Trust. 1976
- Pavlik J.V. *Media in the Digital Age*. Columbia University Press. 2008.

| Course Code | Course Title                | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|-----------------------------|-------------|---|---|---|---|-----------|
| M21AGS211   | Fundamentals of Photography | SC          | 3 | 0 | 0 | 3 | 3         |

**Course Description:**

The course stimulates an interest in and furthers the understanding of the techniques and principles of photography. The course introduces students to camera lenses, types of black and white film, proper film exposure, black and white film processing, and basic printmaking. This course requires a 35mm film camera. The course aims at satisfying an activity required in the study of humanity.

**Pre-requisites:** Basic ability to read visual images and handling equipment

**Pedagogy:** Direct Instruction, Inquiry Based Learning, Collaborative learning

**Course Objectives:**

1. To enable the students to understand the key elements of photo journalism
2. To enable the students to understand and relate technology and aesthetic factors of photography
3. To help students to understand the concept of Digital Photography
4. To familiarize students with the Post Production concepts of Photography

**Course Outcomes:**

On completion of the course, students will be able to:

1. Illustrate technical skills of photography
2. Estimate the relationship between news values with photographs
3. Assess the importance and variety of photography
4. Relate to the upcoming digital evolution in photography

**Course Content:**

**Unit I- Introduction to Photography****10 Hours**

Introduction to Photography: What is photography?  
Brief History of photography;  
How Camera works;  
The role & importance of photography;  
Principles of Camera Obscura  
Aesthetics- Rule of Third, Compositions

**Unit II- Anatomy of Camera****10 Hours**

Camera parts: Lens, Film Chamber (CCD & CMOS), Aperture, Shutter, View finder, Pentaprism, Memory (Internal & External);  
Camera formats – 35mm, medium format, large format; Camera design & its working – simple camera, compact camera, view camera, range finder & reflex camera SLR, POLOROID, UNDERWATER CAMERA & DIGITAL CAMERA; mirrorless camera  
Lenses – controlling the image: Photographic lenses – prime & zoom lens, angle of view (Narrow & Wide Angle Lens), Aperture, Focal No. & Focal Length, Depth of focus, Depth of Field and How they work, Lens care, Lens perspective,  
Film speed, flash gun, light meter; Exposure, Measurement of light – exposure metering system, Exposure control – relationship between shutter speed and aperture;  
Camera accessories: Tripod, monopod, filters, Lens hood

**Unit III- Lighting and Visual Communication****10 Hours**

Lighting And Visual Communication: Lighting: Sources of light: Natural & Artificial, Nature and physical properties of light, Direction & angle of light; Lighting contrast and its control by fill in lights; One, two & three point lighting  
Principles of Photographic composition;  
Various types of photography: Portrait, Wildlife, Nature, Photo-journalism, Advertising and Night photography, Street photography

**Unit IV- Visual Grammar****9 Hours**

Visual vocabulary through photographic works,  
Photo-features, Photo - essays,  
Writing captions; Visual storytelling  
Visual reading and Analysing 3-5 works of 5 contemporary photographers of different fields  
Photography for advertising-Consumer and industrial;  
Planning a shoot studio, location, set props and casting;  
Different problems related to Photography

**References:**

- Sharma, O.P. *Practical Photography*, Hind Pocket Books. 2013.
- Langford, Michael, et al. *Basic Photography*, Focal Press. 2007.
- Folts, James, Lovell, Ronald P. & Zwahlen, Jr. Fred. *Handbook of Photography*, Thompson Delmar Learning. 2005.
- Lee Frost. *Photography*, Hodder & Stoughton Publisher, 1993.

| Course Code | Course Title                               | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--|-------------|---|---|---|---|-----------|
| M21AGS212   | Magazine Production and Writing Techniques | SC          | 3 | 0 | 0 | 3 | 3         |

### Course Description:

The purpose of this course is to introduce you to the art of writing magazine and feature stories. The course introduces students to the various formats of magazine writing ranging from elaborate feature articles to columns and reviews. The course will identify the current trends in magazine journalism and how can it be a lucrative career option for freelance writers associated with niche areas of writing.

**Pre-requisites:** Keen understanding of various aspects of magazine journalism

**Pedagogy:** Direct Instruction, Inquiry Based Learning, Collaborative learning

### Course Objectives:

1. To enable the student to understand the characteristics and different types of feature stories
2. To familiarize students with a variety of interviewing techniques to draw out useful and colorful information
3. To help students to acquire the skills for various formats of magazine writing
4. To enable the students to apply writing tightly, clearly and colorfully
5. To aid students to maximize publishing stories in newspapers, magazines or Web sites

### Course Outcomes:

On completion of the course, students will be able to:

1. Interpret the evolution of magazine journalism
2. Illustrate writing skills in different formats of magazine writing
3. Relate different softwares involved in magazine production
4. Determine the process of production of magazines

### Course Content:

#### Unit I- Introduction to Magazine Journalism

**10 Hours**

Origin and growth of magazines; A survey of magazines in India- English language and regional language magazines; Competition with Television and other new media; Globalisation and technological impact on Indian magazines; arrival of foreign magazines in India; Trends and prospects of magazines journalism

#### Unit II- Anatomy of Magazine

**10 Hours**

Classification of magazines: Types of Magazines, popular magazines; news magazines, magazines for specialized group; Pocket magazines —Readers Digest, Children's magazines

#### Unit III- Magazine specific writing

**10 Hours**

Paid features, advertorials, reviews, Special reports and cover story reporting and writing, column writing. Writing features for Political, entertainment and business Magazines: Political News magazines how they cover politics, India Today as examples. Political feature reporting in India- elections, candidates and their performances, political issues and controversies, scams, political

surveys and opinion polls. Entertainment Reporting- covering the city and its happenings- film premiers, theatre fests, galas, hotel openings, cultural dos, travel writing, fashion. Lifestyle features of the urban reader and the various facets associated with them. Business writing- Principles of writing on business features, economy and financial aspects. Business jargons, stock market analysis, e-business, trends in the economy, urban-rural divide and other such discrepancies, investment options and advice. Concept of Travel in Magazine journalism (Magazine journalism can involve national and international travel for weeks)

#### Unit IV- Production of Magazines

**9 Hours**

Production; Learn In Design and Photoshop Design, layout, headlines; typography, caption writing and visual aspects of magazines; Photographs, cartoons, graphics, illustrations and colour; Current production techniques pagination

#### References:

- Isabella Ziegher (Edt). *Creative Writing*, Dalrnes and Noble Books, 1989.
- Gunter, Max (Eds). *Writing the Modern Magazine*, Article Boston The writer inl., 1999.
- Mclean, Ruari, (Eds). *Magazine Design*, Putvan, 2001.
- Schumeman, R. Smith, (Eds). *Photographic Communication: Principles Problem and Challenges of Photo Journalism*, Hasing House, 2000.
- Brain, Nicholas, (Edt). *Features with Flair*, Vikas Publications, 1972.
- Shahay, Udaya (Edt). *Making News*, Oxford University Press, 2006.
- Mathur, Asha Rani (Edt). *The Indian Media, Illusion, Delusion & Reality*, Roopa & Co., 2006.

| Course Code | Course Title                    | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|---------------------------------|-------------|---|---|---|---|-----------|
| M21AGS213   | Fundamentals of Photography Lab | SC          | 0 | 0 | 1 | 1 | 2         |

#### Practical Components:

- Make a Photo feature on a specific topic by using self-clicked photographs from Digital Camera. (Photographs should be of postcard size. A photo feature must comprise of 10 – 12 photographs)
- Analyze world famous photographs in class
- Shooting exercise in artificial lights- Table top photography, Fashion photography
- Editing of captured images with the help of Adobe Photoshop and Lightroom
- Click various types of photos (wildlife, fashion, portrait, Night Photography, Architecture, Landscape, etc) and conduct monthly photo exhibition (team work)
- Create and design a photo album with text, captions, catch word (individual assignment; minimum 12 prints in A4 pages in multi color, spiral binding)
- Works of photojournalists

#### Reference:

Susan Sontag. *On Photography*.

| Course Code | Course Title                                   | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--|-------------|---|---|---|---|-----------|
| M21AGS214   | Magazine Production and Writing Techniques Lab | SC          | 0 | 0 | 1 | 1 | 2         |

**Practical Components:**

- Critical study of two general magazines and specialized magazines of teacher's choice
- Create Magazine Content- 2 features, 1 column, 2 Reviews, 1 Editorial, 1 Profile Writing
- Design a Magazine Cover

| Course Code | Course Title        | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|---------------------|-------------|---|---|---|---|-----------|
| M21AGS221   | Business Journalism | SC          | 3 | 1 | 0 | 4 | 5         |

**Course Description:**

This course will focus on the mechanics of how to identify and pursue narrative business topics. The course would help students to develop the necessary skills to research on these topics and write while maintaining an appropriate narrative style. Ultimately the course would guide students as to how and where to get published as a narrative business writer, while also examining the issues that face practitioners in traditional and new media.

**Pre-requisites:** Basic knowledge of Finance and Business and flair for writing.

**Pedagogy:** Direct method, Collaborative Method, ICT and digital method

**Course Objectives:**

1. To orient the students on basic economic concepts and how to report business and economic issues
2. To train the students in the craft of writing a credible and relevant business and/or economic stories
3. To ensure the students learn the language of business and economics as journalists/writers, and to translate their knowledge for readers
4. To enable the students to produce succinct news stories in a variety of areas from company performance and activity, to economics, the stock market and currencies to personal finance

**Course Outcomes:**

On completion of this course, the students will be able to:

1. Judge the work in a variety of newsrooms and adequately cover business news stories
2. Evaluate the basic areas in business journalism and how to write about them with intelligence and understanding
3. Explain key financial terms
4. Construct write-ups on wider economic issues, government budgets, industrial relations, how firms communicate

**Course Content:**

**Unit I- Introduction to Economic Concepts**

**13 Hours**

Understanding Economy: Basic principles of economy, important economic terms; Growth and development, environment concerns, employment generation, Price rise and inflation; Economics of Primary Sector, Manufacturing and Service sectors, Share, securities and commodity markets; Bullion market

## **Unit II- Fundamentals of Indian Economy**

**13 Hours**

Fundamentals of Indian Economy: Growth and progress of Indian economy; Finance system in India, NITI Ayog; Role of RBI; Federal economic structure and revenue sharing; Changes in economic policy: From mixed economy to LPG; Information Technology, E-commerce, Understanding of Central and state budgets, Problem of black money and corruption, anticorruption mechanism; Company and industrial laws, labor and consumer issues; Contemporary issues related to Indian economy

## **Unit III- World Economy**

**13 Hours**

World Economy: Capitalism, communism, socialism and other perspectives; New International Economic order (NIEO); World economic bodies and forums – WTO, IMF, BRICS & UNCTAD, regional economic forums –FICCI & CII, economy and international politics; India's place in world economy, Cryptocurrency

## **Unit IV- Business Journalism**

**13 Hours**

Business Journalism: Reporting- Business and industry as a beat, Sources of news on business; Using and analyzing financial data, Understanding numbers and what they mean, Reading tables, charts and graphs; Developing business story ideas; Investigative reporting in business sector; Editing- business stories and articles, using internet database, verifying information; Designing special economic pages and budget issues; Ethical issues of business journalism, Media and business relations economic pages and budget issues; Ethical issues of business journalism, Media and business relations

### **References:**

- Boveen and Thill. (1995). *Business Communication Today*, 1995.
- AshaKaul. ( 2000), *Business Communication*, Prentice Hall of India, 2000.
- Murphy and Hildebrandt. (1991), *Effective Business Communication*, McGraw Hill, 1991.
- Madhukar, R.K., (2010). *Business Communication*, Vikas Publishing House, 2010.

| Course Code | Course Title      | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|-------------------|-------------|---|---|---|---|-----------|
| M21AGS222   | Sports Journalism | SC          | 3 | 1 | 0 | 4 | 5         |

### **Course Description:**

This course will ensure that students learn the art of framing sports stories in its true sense, which is to go beyond the players' stats and game scores to report compelling stories. They will be also initiated to understand how to break news across multiple platforms and what sports and media mean to our society. Further, students will promisingly learn about economic analysis of professional and collegiate sports, sports psychology, principles of marketing, management and promotion, and the culture of sports in the country. Students will be prepared in reporting and



coverage of sports events in all types of media which will help groom them for a career in sports journalism.

**Pre-requisites:** Basic knowledge of sports rules and regulations and interest in sports writing.

**Pedagogy:** Direct method, Collaborative Method, ICT and digital method

**Course Objectives:**

1. To help the students grasp the form and guidelines followed in written coverage of sports events
2. To teach the students to track and interpret statistics to inform sports event coverage
3. To prompt the students to cultivate sources vital to good sports reporting
4. To develop interview skills in the students
5. To enable the students to conceptualize a second-day story angle and apply it to sports events and breaking news

**Course Outcomes:**

On completion of this course, the students will be able to:

1. Utilize the basic style, form and guidelines followed in written coverage of sports events
2. Interpret and track statistics to inform sports event coverage and plan to cover a sports event on deadline, using multiple platforms, including social media, infographics, photos and video
3. Plan interviews in a variety of settings, from sidelines to press conferences to locker rooms and plan to find, report and write a timely and interesting sports profile
4. Perceive sources vital to good sports reporting

**Course Content:**

**Unit I- Sports Culture in India**

**13 Hours**

History and Traditions: Brief history of International Games: Olympic, Commonwealth, Asian; National and state sports awards like Arjuna, Dronacharya, Shiv Chatrapati Puraskar, etc.; Sports and Society: Importance and place of sports in a civilization Growing importance of sport, its impact as a global business, the staging of events; Sports and public opinion, sports culture; National sports policy; Sports Diplomacy: Use of sports in international relations, major cases in history and present trends; Sports Associations

**Unit II- Aspects of Sports Journalism**

**13 Hours**

Sports Journalism: Tradition of sports reporting- in the world and in India. Legacy of sports writers and commentators- English, Hindi; Sports magazines in India; Sports marketing and PR: Commercial relationship between media coverage and sports events, marketing, merchandise and advertising sales; Future of sports journalism, career opportunities

**Unit III- Sports Reporting and Editing**

**13 Hours**

Sports Reporting and Writing: Differences and similarities with other reporting; Explain, interpret, amplify and clarify; How to report results: Do's and don'ts; Developing sources- advances, match reports, reviews and follow up; Prospects; Sports features; Post-match interviews, special interviews. Sports writing for print, radio, TV, online and multi-media; Radio commentaries; Live telecast, Sportscast, Web commentaries, News alerts for mobiles; Fanzines, Match-day magazines, Sports blogs. Importance of knowing and understanding a game, research and background information; Importance of statistics, official record and history.

**Unit IV- Allied aspects of Sports Coverage**

**13 Hours**

Sports Editing: Sports Style Guide: AP, Reuters; Working on a sports desk; Editing sports stories; Translation of sports stories; Use of photos: action photos, cutouts, profile photos; photo-editing and writing captions; Use of archives and reference section; Sports columns by experts, players, syndicated columns; Standalone sports sections and sports pages; Designing sports pages; planning and coverage of major games, tournaments; Sports in the post Covid-19 situation; Coverage of sports ethics.

## References

- Reinardy, Scott & Wanta, Wayne. *The Essentials of Sports Reporting*, Routledge, 2015.
- Stofer, Kathryn T. et al. *Sports Journalism: An Introduction to Reporting and Writing*, Rowman & Littlefield Publishers, 2009.
- Gisondi, Joe. *Field Guide to Covering Sports*, CQ Press, 2017.

| Course Code | Course Title   | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--|-------------|---|---|---|---|-----------|
| M22AS0201   | Tree Plantation in Tropical Region: Benefits and Strategic | FC          | 1 | - | - | 1 | 1         |

### Course Description:

This course introduces significance of trees that provide us with a great many ecosystem services, including air quality improvement, energy conservation, stormwater interception, and atmospheric carbon dioxide reduction. These benefits must be weighed against the costs of maintaining trees, including planting, pruning, irrigation, administration, pest control, liability, cleanup, and removal.

Students are expected to involve in planting a tree and nurturing till the completion of their degree program. Successful maintenance of tree is considered to be one of the eligibility criteria for the award of university degree.

This course is a part of “**REVA Vanamahotsava – One Student, One Tree**”

### Course Objectives:

The Course objectives are to

1. Develop basic understanding of role of trees in climate change
2. Emphasize on the selection and placing a tree for maximum benefit to environment
3. Involve in planting a tree and nurture till the completion of the degree program
4. Generate experiential report on the tree plantation process involved

### Course Outcomes:

1. Interpret the possible key benefits of trees arresting climate change and global warming

2. Develop the ability to identify the type of a tree to be planted in urban areas, agricultural fields and forestry areas
3. Make use of reading different literature on climate change and global warming by adopting various reading strategies (Reading Skills)
4. Take part in planting a tree and nurturing it and Generate report on tree plantation process involved

**Course Content:**

**Unit 1:** Introduction: The tropical region, Benefits and costs of urban and community forests

**Unit 2:** General Guidelines for Selecting and Placing Trees: Guidelines for Energy Savings, Guidelines for Reducing Carbon Dioxide, Guidelines for Reducing Stormwater Runoff, Guidelines for Improving Air Quality Benefits, Guidelines for Avoiding Conflicts with Infrastructure, Guidelines for Maximizing Long-Term Benefits, Trees for Hurricane-Prone Areas

Activity based learning

Every student has to thoroughly understand the significance of planting a tree, identify type of tree and place to be planted, plant a tree and nurture till the completion of the degree.

**Text Books:**

1. Kelaine E. Vargas, E. Gregory McPherson, James R. Simpson, Paula J. Peper, Shelley L. Gardner, and Qingfu Xiao, "Tropical community tree guide: Benefits, Costs and Strategic Planting", U.S. Department of Agriculture, Forest Service Pacific Southwest Research Station Albany, California, 2008

**Reference Books:**

1. Peter Wohlleben, The Heartbeat of Trees, Penguin Books, 2021
2. Daniel Chamovitz, "What a Plant Knows: A Field Guide to the Senses", 2020

### THIRD SEMESTER

| Course Code | Course Title          | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|-----------------------|-------------|---|---|---|---|-----------|
| M21AG0301   | Television Production | HC          | 3 | 0 | 0 | 3 | 3         |

**Course Description:**

This course examines the various concepts associated with television production. Students are introduced to the technical concepts in audio-visual media. It introduces students to the fundamentals of using a range of electronic media to communicate information and ideas. The course enumerates the process of content creation for television and the various stages of television production.

**Pre-requisites:** Basic knowledge of camera operations and visual communication theories

**Pedagogy:** Direct Instruction, ICT based Learning, Collaborative Learning

**Course Objectives:**

1. To generate interest in the study of electronic media
2. To demonstrate familiarity with historical development of electronic media industries and technologies
3. Students will gain hands-on technical experience with film and video equipment and production techniques.
4. Students will learn about job opportunities in the television industry

**Course Outcomes:**

On completion of this course, the students will be able to:

1. Assess the evolution of electronic media
2. Appraise the key characteristics of the electronic media as contrasted with their print counterparts
3. Examine electronic media terms and concepts
4. Discover and Produce their own small-scale production

**Course Content:****Unit I- Process of TV Production****10 Hours**

The process of TV production: Basics of field production-Different types of cameras-CCD, CMOS-ENG/EFP variety and Studio Cameras; Audio and Video Switchers; Video Transmission and Production Server; Different types of Video Recorders – Taped/Tapeless Video recording formats; Graphics Systems – Clients and Servers; Video Editing - Linear and Non-Linear, Multi-Viewers and Displays; Studio production concepts

**Unit II- Studio Set-up****10 Hours**

Studio floor plan and signal chain; Three-point lighting technique; Cool and warm lights; LED lights, DMX control; Production control Room-CCU, VM, SEG, CG & teleprompter; Field

lighting, HMI, Xenon, Tungsten Fresnels and understanding colour temperature; Colour wheel; Hue Chroma, Value, Grey Scale, Single Camera/Multi Camera Production

### Unit III- Field Production

**10 Hours**

TV Direction: Field production: Basic shots, camera angles; Ideas, visualizations & production scripts; Pre production and post production activities; Grammar of visuals, Cinematic Continuity, Continuity of content, continuity of movement, continuity of position, video editing concepts; Studio production- Floor plans, pre-production planning; Dry runs & walk through; Establishing of Line, Time line & production schedules; Working out schedules; Cues and commands; PCR production, The Zone system, Grey scale system; Place and fall

### Unit IV-Video Editing

**9 Hours**

Video editing: Linear and Non-linear editing, Concepts, Principles and process- Process of editing continuity, action continuity, relational continuity, match cut, jump cut in, cut away, fade in- fade out, dissolve, Cross-fade, Exponential fade, master shots, pace and rhythm. Montage; Similarities and differences in film and video editing; Forms of video editing- linear and non-linear editing, application of audio in video editing

### References:

- Pati, Malay Ranjan. *Some Aspects Of Broadcast Journalism in India*, Kalyani Publication, 2001.
- Rajgopal, Arvind. *Politics after Television-Hindu Nationalism and Reshaping of Public in India*, Cambridge University Press, 2001.
- Shah, Amrita. *Hype, Hypocrisy and Television in Urban India*, Vikas Publication, 1997.
- Sharma, Roop. *Multi Channel Television in India*, Cable Operators Federation of India, 1995.
- Saxena, Gopal. *Television in India- Changes and Challenges*, Vikas Publication, 1996.
- Chatterjee, P.C. *Broadcasting in India*, Sage Publication, 1987.

| Course Code | Course Title                | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|-----------------------------|-------------|---|---|---|---|-----------|
| M21AG0302   | Television Production - Lab | HC          | 0 | 0 | 1 | 1 | 2         |

### Practical Components:

- Camera operation & video shooting exercises
- Video editing and laying of sound track and special effects
- Studio lighting exercises
- Field production exercises

| Course Code | Course Title                                | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|---|-------------|---|---|---|---|-----------|
| M21AG0303   | Public Relation and Corporate Communication | HC          | 3 | 1 | 0 | 4 | 5         |

### Course Description:

Within corporate communications classes, students focus on the management, strategic planning, and implementation of marketing, communication, and public relations techniques all to resolve corporate dilemmas. The Corporate communication course focuses on researching problems, setting objectives, identifying audiences, designing messages, choosing communication channels, and evaluating results for all types of organizations. Ethical decision-making, on-line communication, and career opportunities are also analyzed via case studies in the field. The course will be a combination of informal lecture and small-group discussion, case analysis, and guest lecture.

**Pre-requisites:** Primary understanding of reputation management.

**Pedagogy:** Direct Method, ICT and Collaborative Method

### Course Objectives:

1. To take the students through the role and scope of PR in management
2. To train students in various tools and the emerging importance of the discipline in varying areas
3. To look at the evolution of Corporate Communication
4. To understand the expanded role PR in organizational and marketing communication

### Course Outcomes:

On completion of this course, the students will be able to:

1. Construct and analyze audience research, media research, and environmental scanning
2. Design public relation strategy for the organization image and well-being
3. Formulate corporate communication strategy for crisis management,
4. Formulate corporate communication strategy for brand management

### Course Content:

#### Unit I- Introduction to Public Relations

**13 Hours**

Public Relations: Definitions, PR as a management concept; Elements of PR, evolution of PR, PR as a profession; PR Functions: Differences between PR, public opinion, propaganda, and publicity; Lobbying, PR practice in the present context, PR firms in India: status and growth.

#### Unit II- Elements of Public Relations

**13 Hours**

Principles of persuasion – effective communication – attitude change; PR Publics: Internal and external public; PR strategy, Channels of Communication – public perception, evaluation; Tools of PR - mass media, ICT, press conference, press kits, exhibition, outdoor media, house journal, special events, advertising; PR publics: Employees, shareholders, consumers, community, government, media.

#### Unit III- Introduction to Corporate Communication

**13 Hours**

Corporate Communication; Concept, Definition, Nature, Scope; Corporate Communication Publics; Internal and External; Corporate Image, Corporate Identity, Corporate Reputation; Four stages of Corporate Communication – Research, Action Plan, Communication and evaluation; Professional organizations - PRSI, PASA, IPRA, BPRA

#### **Unit IV- Corporate Communication and Management**

**13 Hours**

Corporate Communication and Management; Employee Relations, Financial Relations, Consumer Relations, Media Relations; Corporate Communication in Crisis Management, Case Studies; Govt. Corporate Communication - Indian Information Service; Ministry of Information and Broadcasting; Genesis and Growth of media units in Central Govt. - Corporate Communication Research and Evaluation of Corporate Communication Programmes. Event Management - Process & Techniques

#### **References:**

- Caywood C. *The Handbook of Strategic PR & Integrated Communications*, McGraw Hill, 1997.
- Sandon, Larkin, T.J. and Larkin S. *Communicating Change*, McGraw Hill, 1994.
- Packard D, Collins. *The HP Way: How Bill Hewlett and I built our company*, 2006.
- Schenkler, Irv and Herring, Tony. *Guide to Media Relations*, Prentice Hall, 2004.
- Fearne, Banks Kathleen. *Crisis Communications*. Evbaum Associates, 2007.
- Dibakar, Panigrahy & Biswasroy. *Media Management in India*. Kanishka Pub, 1993.
- Cutlip et al. *Effective Public Relations*. Prentice Hall, 1982.

| Course Code | Course Title                            | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|---|-------------|---|---|---|---|-----------|
| M21AG0304   | Principles and Practices of Advertising | HC          | 3 | 1 | 0 | 4 | 5         |

#### **Course Description:**

The course comprises of a comprehensive survey of basic principles and practices of advertising. This course also emphasizes on the creative/media strategy decision processes and historical, social, and economic influences.

**Pre-requisites:** Knowledge of basic marketing terminology and how to operate a computer (Windows or Mac)

**Pedagogy:** Direct Instruction, ICT and Collaborative Method

#### **Course Objectives:**

1. To help the students understand the role of marketing and advertising planning
2. To aid the students to learn the role and methods of media planning
3. To help the students in evaluating the advantages and disadvantages of using various forms of media in advertising
4. To help students interpret the methods used for market segmentation and audience targeting

#### **Course Outcomes:**

On completion of this course, the students will be able to:

1. Analyze the concept of Integrated Marketing Communication
2. Examine the concept of advertising
3. Assess the basic economic impact of advertising
4. Adapt to the different job functions and responsibilities of those employed in advertising

## **Course Content:**

### **Unit I- Elements of Advertising**

**13 Hours**

Advertising - Definition, Advertising as Communication force and Marketing tools; Effects of advertising, status of advertising industry in India; Socio economic effects of Advertising; Advertising in Global Marketing, Theories of Advertising; DAGMAR model, STARCH and AIDA model, Four P's of Marketing, Advertising vs Branding vs Marketing.

### **Unit II- Types of Advertising**

**13 Hours**

Types of Advertising -Consumer advertising, industrial Advertising, Corporate Advertising, Cooperative Advertising, Retail Advertising, Farm Advertising, Comparative Advertising, Political Advertising, Public Advertising, Life-style Advertising, Trade Advertising, Web Advertising; Merits and demerits of all types. Critical analysis of ad

### **Unit III- Advertising Agency**

**13 Hours**

Advertising Agency - Structure and functions; Types of Agencies, Agency selection, Advertiser-Agency - Media Relationship, internal and external constraints, Diversifications and Specializations, Revenue model of an Ad agency, Research - Measuring advertising effectiveness - Pre and post test, Research methods and techniques - Media, Message and Market research; Trends in Advertising research in India

### **Unit IV- Production Aspect of Advertising**

**13 Hours**

Characteristics of Media- Print, Electronic, new media and outdoor; Production - copy - copy platform, copy format, structure, elements, appeal, visuals and other creative functions. Creative process – Idea generation, Value approach, Unique selling proposition, competitors appeal; Advertising layout - Principles of design, Layout planning, Designing an print ad via digital graphic designing, Preparation of advertising for radio, television, web; Media planning strategies; Professional Bodies in advertising - Advertising Agencies Association, Advertising Standards Council, Press Council; Professional Ethics, issues and problems

## **Projects:**

- Understanding Creativity in Advertising/Communication: Creative Brief, Ideation and Brainstorming
- Case studies
- Campaign Planning & Production
- Create advertisements, one each for print, radio and television

## **References:**

- Willshurst, John. *The Fundamentals of Advertising*, Heinemann Publication, 1986.
- Hart, Norman. *The Practice of Advertising*, Heinemann Publication, 3rd Edition, 1990.
- Motian, M. *Advertising Management: Concepts and Cases*, Tata McGraw Hill, 1989.
- Sen Gupta. *Brand Positioning*, Tata McGraw Hill, 1990.
- Mooij, Marieke de. *Advertising World Wide*, Prentice Hall, 2<sup>nd</sup> Edition. 1994



- Hasking & Kendreck. *Successful Advertising Research Methods*, NTC Business Books. 1991.
- Fletcher & Bowers. *Fundamentals of Advertising Research*, Grid Publication, 1979.
- Rd. Philip Jones. *How Advertising Works*, Sage Publication, 1998.

| Course Code | Course Title     | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|------------------|-------------|---|---|---|---|-----------|
| M21AGS311   | Radio Production | SC          | 1 | 1 | 0 | 2 | 3         |

### Course Description:

This course will look at the operation of a typical radio station, from programming, sales, and promotions to the technology that makes it all happen. It will also look at the history of radio with a special focus on current trends in the business, such as Internet radio, ownership consolidation, syndication, satellite programming, and regulatory changes

**Pre-requisites-** Practice of listening to radio stations- AIR, FM

**Pedagogy-** Inquiry Based Learning, Collaborative Learning, ICT based learning

### Course Objectives:

1. To convey to students the difference and similarities between audio and audio-visual communication
2. To sensitize the learners to the various technical aspects of radio production
3. To help the learners to become acquainted with various formats of radio production
4. To know the technique of mixing audio sources

### Course Outcomes:

On completion of the course, the students will be able to:

1. Apply technical aspects of radio production- pre production, production and post production
2. Design the various formats of radio production
3. Demonstrate the techniques of radio news production
4. Apply the technique of mixing audio sources

### Course Content:

#### Unit I- Understanding the Radio Medium

**7 Hours**

Radio as a Medium of Communication; Origin and growth of radio in India; Broadcasting Formats; Voice modulation, Common errors in pronunciation, Techniques of radio announcing, Audition: conducting audition, Preparations for audition.

#### Unit II- Writing for Radio

**6 Hours**

Elements of spoken word; Conceptual process; Principles of script writing; Types of scripts; Script formats; Creativity in scripting and editing for radio; Radio commentary

#### Unit III- Types of Programmes

**7 Hours**

Preparing log sheet of radio programs, Planning and Production- talks, interviews, discussion, drama, features, news, news reels, special audience programme for rural audience, women children, industrial workers, youth, students, teachers, phone-in-programmes, Agriculture programmes

#### Unit IV- Radio Production

**6 Hours**

Audio Technology- Nature and types of microphones; Selection and placement of microphones; Audio control and sound effect; Stereo and mono sound; Recording techniques with practical; Structure of Radio studio and News Room; Production any one format of Radio Programme; Recording of programs; Selection of sound effects; Audio editing and mixing techniques; Process of planning, scheduling and transmission; Evaluation of programmes and quality control

#### References:

- De Maeseneer, Paul. *Here's The News: A Radio News Manual*, Asian Books, 1982.
- Ciignel, Hugh. *Key Concepts in Radio Studies*, Sage. 2009.
- Hyde, Stuart W., *Television and Radio Announcing*, Kanishka Publisher, 1988.
- Mehra, Masani. *Broadcasting and the People*. National Book Trust, 1976.
- Awasthi, G. C. *Broadcasting in India*, Allied Publications, 1965.

| Course Code | Course Title                    | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|---------------------------------|-------------|---|---|---|---|-----------|
| M21AGS312   | Documentary And News Production | SC          | 1 | 1 | 0 | 2 | 3         |

#### Course Description:

This course provides an opportunity for students to advance their script writing, reporting and production techniques required in broadcast journalism and other broadcast related positions. During this course, students will learn introductory skills associated with producing television documentaries, PSA's and News packages.

**Pre-requisites-** Knowledge of TV production techniques

**Pedagogy-** Inquiry Based Learning, Collaborative Learning, ICT based learning

#### Course Objectives:

1. To help the students build upon basic broadcast writing, shooting and editing video, and reporting skills
2. To help the students learn how to analyze and critique broadcast reporting and writing
3. To aid the students to learn the intricacies of documentary-making
4. To impart to students the necessary skills for using Final Cut Pro Editing Software

#### Course Outcomes:

On completion of this course, the students will be able to-

1. Demonstrate basics in broadcast writing, shooting and editing video, and reporting skills
2. Analyze and critique documentaries and TV News
3. Propose and produce documentaries as independent documentary-makers
4. Utilize Final Cut Pro Editing Software

#### Course Content:

**Unit I- TV Reporting****7 Hours**

TV Reporters Tools and techniques; Locating TV stories; Developing TV stories; Structuring a TV news report, V/O's, packages & story formats; PTC: Opening, Bridge and closing; The equipment, Field work, TV news interviews, shooting, recording and editing; Live reporting: organizing thoughts and adlibbing, DSNG, Multiple OB locations and Split screen, V/O from field and technical challenges; Major International events and TV coverage; Satellite link for News reporting from abroad; Satellite bookings & co-ordination with local TV channels, booking local editing facilities; Planning news stories of cultural and social interest on the side lines; Satellite phones, broadband, optical fibre and internet & 3G based solutions

**Unit II- Production of TV News Program****6 Hours**

The production team and the process- Line producers, field producers and their role; The production process; Gate keeping, the run downs, leads, bunching, kickers, Rhythm and flow; Back timing and going on air; News analysis and experts; Commercials and promo breaks; Headlines; Discussions and talk shows; Organizing the studio for TV news programmes

**Unit III- Script Writing****7 Hours**

Script Writing: Understanding Visual Grammar, Writing for the eyes, Writing Anchor Leads; Writing for Astons, subtitles, scrawls and other TV screen value addition, Transcribing footage, Maintaining Logging sheets; Broadcast styles and techniques of writing- Handling information overload and allowing visuals to breathe; Rewriting agency copy; Writing for Bytes and Outside Broadcast (OB) copy; Understanding the pitfalls of broadcast punctuation and presentation

**Unit IV- TV Documentary****6 Hours**

TV Documentary: Formats, types: Expository, essayistic, observational, participatory, performance, interview, docu-drama, docu-fiction, animated, RECCE, planning, shooting script, editing, narration, background music, post-production; Rendering process

**References:**

- Pati, Malay Ranjan. *Some Aspects Of Broadcast Journalism in India*, Kalyani Publication, 2001
- Rajgopal, Arvind. *Politics after Television-Hindu Nationalism and Reshaping of Public in India*, Cambridge University Press, 2001.
- Shah, Amrita. *Hype, Hypocrisy and Television in Urban India*, Vikas Publication, 1997.
- Sharma, Roop. *Multi Channel Television in India*, Cable Operators Federation of India, 1995.
- Saxena, Gopal. *Television in India- Changes and Challenges*, Vikas Publication, 1996.
- Chatterjee, P.C. *Broadcasting in India*, Sage Publication, 1987.

| Course Code | Course Title         | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|----------------------|-------------|---|---|---|---|-----------|
| M21AGS313   | Radio Production Lab | SC          | 0 | 0 | 1 | 1 | 2         |

**Practical Components:**

- Understanding the Equipment
- Preparing a Music clock for FM channels
- Drawing up fixed point chart for community radios
- Compiling short news bulletins
- Production of field based Radio features
- Production of Studio based Radio programmes in different formats

| Course Code | Course Title                        | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|-------------------------------------|-------------|---|---|---|---|----------|
| M21AGS314   | Documentary And News Production Lab | SC          | 0 | 0 | 1 | 1 | 2        |

#### Practical Components:

- TV writing for different types of visuals
- Structuring TV news reports
- Reporting TV news stories
- Different types of PTC
- Interactive OB exercises
- Facing the camera and voice training
- Studio anchoring and Use of Teleprompter
- Voice over, sound track for features
- Create a documentary of 10 minutes duration
- Production of 'News Capsule'

| Course Code | Course Title                | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|-----------------------------|-------------|---|---|---|---|----------|
| M21AGS321   | International Communication | SC          | 1 | 1 | 0 | 2 | 3        |

#### Course Description:

This course is structured to expose the students to the role of mass media in a global context. It will focus on the technological developments and direction of information flow among nations, the need to continue the debate on the new world information and communication order and the monopoly of the information highway by countries in the northern hemisphere.

**Pre-requisites:** Acquaintance with the International political, economic, social and technological scenario

**Pedagogy:** Direct, ICT and Digital, Collaborative Method

#### Course Objectives:

1. To help the students in analyzing the impact of international communication in a global society
2. To aid the students to evaluate the effect of various social and political philosophies on the media
3. To ensure that the students can demonstrate an ability to apply communication to find solutions of global problems

4. To initiate among the students the competence for the evaluation of the processes of international communication within the frame work of social, cultural, economic, religious and political division of the early 21st century

### **Course Outcomes:**

On completion of this course, the students will be able to:

1. Analyze and explain the role of international communication in a global society
2. Analyze critically the impact of various social and political philosophies on the media
3. Demonstrate an ability to apply communication to the solution of global problems
4. Evaluate the process of international communication within the frame work of social, cultural, economic, religious and political division of the early 21st century

### **Course Content:**

#### **Unit I- Introduction to International Communication**

**7 Hours**

Global Issues: Globalization, Changing nature of Capitalism; International conflicts like War, Ethnicity or Fundamentalism, Terrorism; Environment and Climate Change; Human Rights. Insight into the 20th Century: European Imperialism and World Wars, Cold War and post-Cold War, Ideological divides; Emergence of super powers, Third World and Non Aligned Movement Regional Cooperation Towards a new world order; cultural imperialism.

#### **Unit II- International Journalism**

**6 Hours**

International Journalism: The role of International journalism in a changing media world; Foreign correspondent duties and challenges – Daniel pearl and others, International journalist, their qualifications & Cultural context; International reporting, covering war; Global communication and media ethics; citizen journalist and political blogging; Leading newspapers in the world

#### **Unit III- International Channels**

**7 Hours**

International Channels, Freedom of the press- Propaganda and Counter propaganda – A study of BBC, CNN & Al Jazeera; Tunisian revolution and new media; International radio journalism and globalization; Alternate journalism - international scenario; Global entertainment media, Global terrorism and new media.

#### **Unit IV- Trends in Global Media**

**6 Hours**

Trends in Global Media- Impact of digital technology in international media scenario; Different trends of media in different regions-Asian, European, Africa; Post 9/11 media; Gulf war reporting, media and covid-19 crisis; embedded reporting; International news agencies and their role.

### **References:**

- Berglez, P. *Global Journalism: Theory and Practice*, 2013.
- Boyd-Barrett, O. *The international news agencies*. Constable, 1980.
- Cottle, S. *Global crisis reporting: Journalism in the Global Age*. Maidenhead, Open University Press, 2009.
- De, B. A., & Merrill, J. C. *Global Journalism: Topical Issues And Media Systems*. Pearson, Allyn and Bacon, 2009.
- El-Nawawy, M., & Khamis, S. *Egyptian revolution 2.0: Political blogging, Civic Engagement, And Citizen Journalism*. Palgrave Macmillan, 2013.
- Hamilton, J. M., & Lawrence, R. G. *Foreign Correspondence*. Routledge, 2012.

- Herbert, J. Practising Global Journalism: Exploring Reporting Issues Worldwide. Oxford: Focal Press, 2001.
- Hohenberg, J. *Foreign Correspondence: The Great Reporters And Their Times*. Columbia University Press, 1964.

| Course Code | Course Title            | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|-------------------------|-------------|---|---|---|---|----------|
| M21AGS322   | Political Communication | SC          | 1 | 1 | 0 | 2 | 3        |

### Course Description:

This course introduces the principles and practices of political communication. During the course, the students will examine globalization and new technologies, and the way these dramatic changes affect civic engagement and political participation. Discussions in this course will consider the effects of political communication, including concrete evidence regarding persuasion, political beliefs and behavior.

**Pre-requisites:** Acquaintance with the political, economic, social and technological scenario

**Pedagogy:** Direct, ICT and Digital, Collaborative Method

### Course Objectives:

1. To help the students in critically analyzing issues and trends in media and communication, including the impact of technologies and globalization
2. To aid the students in identifying social and policy issues influencing communication industries
3. To ensure that the students communicate knowledge through situating political communication practice in the context of the literature and best practice
4. To help to understand the context of political representation in the media content & text

### Course Outcomes:

On completion of this course, the students will be able to:

1. Interpret the role of communication in governance and citizenship in liberal democracies domestically
2. Analyze the influence of globalization, mass media and new technologies in transforming political communications around the country and globe
3. Examine and reflect on the effects of political communication on civic engagement
4. Analyze the impact of political communication on political participation and voter turnout

### Course Content:

#### Unit I: Introduction to Political Communication

**7 Hours**

Introduction to Political Communication: Era of the partisan press and yellow journalism; the democratic process, the media in modern times; Contemporary politics and political communication; how media shape public perceptions? Intergroup Communication and Its Effects

#### Unit II: Political Communication Theories

**6 Hours**

Political Communication Theories: Agenda Setting: Priming, Framing; The effect of media in the formation and change of political attitudes- Anti-incumbency, Public Opinion and Public Policy; political polarization.

### **Unit III: Political News Coverage**

**7 Hours**

Political News Coverage: Media bias; Press - government relations; Election campaigns and media coverage; Communication and civic engagement – Public Participation, Role of media in political participation-Political Socialization; Political ownership of media; The Transmission of Political Information Within Social Networks; Social media- its impact on politics-case studies

### **Unit IV: Foreign Policy and Mass Media**

**6 Hours**

Foreign Policy and Mass Media: Mass Media as an instrument of foreign policy; Global Media influences; FDI in media-Govt policies. Online Media and Political Communication: The diverse uses of internet and mobile phones in politics, online political campaigns; Political communication by civic actors, social movements and NGOs

### **References:**

- Bennett, .W. L; Entman, R M (Ed.s) *Mediated Politics: Communication and Future of Democracy*, Cambridge University Press, 2004.
- Graig,G.*The Media, Politics and Public Life*, Auckland: Allen and Unwin, 2004.
- Darren G. Lilleker. *Key Concepts in Political Communication*, Sage Publications Ltd. Esser 2004.
- P, Fersch B (Ed.s). *Comparing Political Communication: Theories, Cases and Challenges*, Cambridge University Press, Cambridge, 2006.
- Foster, S. *Political Communication- Politics Study Guides*, Edinburgh University Press, 2010.
- Iyengar S. *Media Politics: A Citizen's Guide*, WW Norton & Co., 2011.

| Course Code | Course Title                | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|-----------------------------|-------------|---|---|---|---|-----------|
| M21AGS323   | Environmental Communication | SC          | 1 | 1 | 0 | 2 | 3         |

### **Course Description:**

Environmental Communication is an area of growing interest within the communication discipline; this course provides an overview of its theoretical approaches, research literature, and practical applications. The course discusses the social construction of nature, and human relationships with nature, through discourse, rhetoric, and communication practices. Students have to adopt critical and cultural approaches to environmental discourses through studying environmental issues in organizational, mass media, political, and international contexts.

**Pre-requisites:** Acquaintance with the climate and environment news and issues

**Pedagogy:** Direct, ICT and Digital, Collaborative Method

### **Course Objectives:**

1. To help the students in generating understanding of environmental issues
2. To enable the students to enforce public participation in environmental decision-making
3. To ensure that students can undertake expert-public-government dialogue

4. To enable students to devise communication messages to address environmental risk, environmental advocacy, deliberation, and public relations

**Course Outcomes:**

On completion of this course, the students will be able to-

1. Infer ways in which public discourses socially construct relationships between nature and humans
2. Interpret critical and cultural approaches to environmental communication
3. Formulate communication skills relevant to disseminating environmental information in organizational, political, and international contexts
4. Assess key issues in environmental conflicts, risk communication, and democratic participation in policy-making

**Course Content:****Unit I-Introduction to Environmental Communication****7 Hours**

Basic perspective: Definition, nature and importance; Environment groups - citizens and community groups; Anti-environmental groups - scientists, corporations, business lobbyists; Contemporary Environmental issues: Local, National, International Environmental issues; Environmental protection programmes and strategies

**Unit II- Media and Environment****6 Hours**

Reporting environment through print, electronic and new media. Major environmental publications. Environmental campaigns through social media; Risk communication –Assessing risk – Media reporting of risk –News production and the environment – Political economy – Gate keeping – Newsworthiness – Media frames – Norms of objectivity and balance – Media effects – Direct transmission – Agenda setting – Narrative framing and cultivation analysis

**Unit III- Environmental Protection and Media****7 Hours**

Development v/s environment debate: International agreement; Earth summits; UN and Climate Change Environmental advocacy – Case studies- Dilemmas of environmental advocacy – Green marketing and media and corporate campaigns; Rise of alternative environmental media

**Unit IV- Writing and Reporting Environmental Issues****6 Hours**

Writing and reporting environmental issues: Environmental reporting; Types of stories- investigative, in-depth and interpretative; Writing for different media; Professional societies for environmental journalists - Society of Environmental Journalists (SEJ), International Federation of Environmental Journalists (IFEJ) and Forum of Environmental Journalists in India (FEJI), code of ethics for environmental news coverage, case studies in environmental reporting.

**References:**

- Smith, Edward Gold & Hildyard, Nicholas (Edt). *The Earth Report*, Oxford University Press, 1988.
- Chhokar, Kiran B et al. (Eds). *Understanding Environment*, Sage Publication, 1999.
- Chopra, Kanchon & Gulati, S C (Eds). *Migration, Common Property Resources and Environmental Degradation*. Sage Publication, 2000.
- Singh, Katar And Ballabh, Vishwa, (Eds). *Cooperative Management Of Natural Resources*, Sage Publication, 2001.
- Parikit, Jyoti,(Edt). *Sustainable Management Of Wetlands*, Sage Publication.
- Jefferry, Roger & Sundar, Nandini (Eds). *A New Moral Economy For India's Forests*,



Sage Publication, 2003.

- Shahay, Udaya, (Edt). *The Indian Media, Illusion, Delusion & Reality*, Roop& Co. 2006.

\* **Note:** Media and Society as an Open Elective Course is offered to III Semester PG Non-Engineering students except students of School of Arts, Humanities and Social Sciences

| Course Code | Course Title      | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|-------------------|-------------|---|---|---|---|----------|
|             | Media and Society | OE          | 4 | 0 | 0 | 4 | 4        |

**Course Description:**

This course serves to provide an introduction to the mediascapes in the present times. Students will examine the significance and impact of media in the society. They will understand and assess current scientific debates in the field and appreciate the relationships between communication, media, culture and evolution of humankind. Students will understand the wide-ranging influences of media and thereby critically analyze how it is shaping the society of present times.

**Pre-requisites:** Basic understanding of communication and media

**Pedagogy:** Direct Instruction, ICT based learning

**Course Objectives:**

1. To introduce the students to the field of media studies
2. To familiarize the students with the significance and impact of media on society
3. To enable the students to critically analyze the role of media in shaping the society in present times
4. To make the students understand the different concepts of media

**Course Outcomes:**

On completion of the course, the students will be able to:

1. Appraise the basic concepts related to the field of media studies
2. Determine the debilitating influence of media in modern times
3. Analyze various types of media and their role in shaping the society
4. Interpret the different concepts of media

**Course Content:**

**Unit I- Introduction**

**13 Hours**

Communication meaning, definition and process; principles and functions; Importance of media, Kinds of Mass Media, New Media Technology; functions of media; Mass Media and Culture; social responsibility of media

**Unit II- Media, Freedom and Society**

**13 Hours**

Freedom of speech and expression: Article 19(1)a and Reasonable restrictions 19(2); Article 21; Right to information, functions of media in Indian Democracy and other political systems.

**Unit III- Media Controls and Impact**

**13 Hours**

Ownership of media, controls: Internal and external threats, pressures on media; Scams, Page-3, Paid News, Sting Operation, fake news

#### Unit IV- Issues in Media

13 Hours

New Media – Blogs, websites and social media; Citizen Journalism; Media Convergence; Mobile Journalism; Role of Media in a Democracy; Yellow Journalism; Breaking News; Trial by media; Media Literacy; Media and Children; Media and Youth; Media and Women

#### References:

- Vivian, John. *The Media of Mass Communication*. New Delhi: PHI Learning Private Limited, 2012.
- J Kumar, Keval. *Mass communications in India*. Mumbai: Jaico Publication, 2006.
- Devi, Meena. *Fundamentals Of Mass Media And Communication*. Alfa Publication, 2006.
- Mcquail, Denis. *Mass Communication Theory*. Sage Publication, 2004.
- Chandra, Ramesh. *Analysis of Media and Communication Trends*. Gyan Books Publishers Pvt Ltd., 2004.
- S Baran, Stanly and K. Davis ,Dennis. *Mass Communication Theory: Foundations Ferment and Future*. Thomson Wads Worth, 1999.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--------------|-------------|---|---|---|---|-----------|
| M21AHON01   | MOOC         | ON          | 0 | 0 | 2 | 2 | 4         |

Globally, MOOC (Massive Open Online Course) platforms are gaining much popularity. Considering the popularity and relevance of MOOCs, Government of India has also launched an indigenous platform, SWAYAM. SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is basically an integrated MOOCs platform for distance education that is aimed at offering all the courses from school level (Class IX) to post-graduation level. The platform has been developed collaboratively by MHRD (Ministry of Human Resource Development) and AICTE (All India Council for Technical Education) with the help of Microsoft and is capable of hosting 2,000 courses. There are many other international agencies, foreign universities offering MOOC courses.

A student shall register and successfully complete any of the courses available on any reputed online platform. Student shall inform the MOOC coordinator of the school about the course to which he/she has enrolled. The minimum duration of the course shall be not less than 30 hours for 2 credits. The student should submit the certificate issued by the respective online platform to the MOOC coordinator of the school.

| <b>Course Code</b> | <b>Course Title</b> | <b>Course Type</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> | <b>Hrs./ Wk.</b> |
|--------------------|---------------------|--------------------|----------|----------|----------|----------|------------------|
| <b>M21AG0304</b>   | <b>Internship</b>   | <b>HC</b>          | <b>0</b> | <b>0</b> | <b>4</b> | <b>4</b> | <b>0</b>         |

**Internship:**

Internship shall be carried out by students during summer vacations after second semester examination; Credits / Marks are awarded during third semester

The students shall have to undergo internship of the minimum duration fixed by the university and as per the guidelines of the University either in industry or in a business sector, R&D organization, including educational institutes with excellent research culture. The students are expected to submit a formal report at the end of the internship programme. The marks for internship shall be awarded based on the (a) presentation and (b) comprehensive viva, by the panel of examiners constituted by the School.

## FOURTH SEMESTER

| Course Code | Course Title     | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|------------------|-------------|---|---|---|---|-----------|
| M21AG0401   | Event Management | HC          | 3 | 1 | 0 | 4 | 5         |

### Course Description:

This course when compared to the other traditional tenets of mass communication is still relatively a young field. It is an area that is growing rapidly and now represents hundreds of professionals who are responsible for planning, coordinating and evaluating a wide range of events all year round. Event management is predominantly about creating an experience through organized communication, planning and implementation. This course will provide students with the practical skills and knowledge required to successfully plan, implement, organize, manage, monitor and evaluate special events.

**Pre-requisites:** Basic organizational skills and positive personality towards learning

**Pedagogy:** Direct Instruction, Inquiry Based Learning, Collaborative learning

### Course Objectives:

1. To help the students by providing them with a structured approach to operational and creative fundamentals, from inception to debrief
2. To help students plan, implement, organize and manage events
3. To teach the students how to develop and deliver successful events with a focus on meetings, incentives, conferences and exhibitions
4. To provide the students with the scope to develop budgets, work breakdown structures, and gain an insight into risk mitigation and contingency planning

### Course Outcomes:

On completion of this course, the students will be able to:

1. Develop sense of responsibility for the multi-disciplinary nature of event management
2. Develop confidence and enjoyment from involvement in the dynamic industry of event management
3. Plan competently in the development and delivery of successful conference and corporate gatherings
4. Assess current market requirements

### Course Content:

#### Unit I- Introduction to Event Management

13 Hours

Introduction to event:

Determining Market,

Market Research, type of event, 5 W's and involve 1H;

Establishing Business Site, Business Resources and Equipment's, process of event management;

Mapping of Plan: Concept, Importance of planning, Various procedures of planning

## **Unit II- Event Planning**

**13 Hours**

Financial Planning: Relationship with sponsor, planning of event, customer relationship, Services Pricing, Client and Supplier contracts, Operation Records, marketing & selling of ticket; Advertisement of event, Operation & Logistics; Crisis management  
Definition of Workshop, Types of Workshop, Ideal duration of Workshop, Execution of Workshop, Advantages of Workshop

## **Unit III- Media Planning for Events**

**13 Hours**

Media planning: Marketing, Advertising and Promotion, Employees & Personal;  
Determining communication objective, target audience, step of event, making Ads, booking process, making of invitation card;  
Introduction to Media; the Printed world, The Broadcast Media, Film as a Media, Web as a Prominent Media

## **Unit IV- Types of Event Management**

**13 Hours**

Portfolio Development: The Event Planning Process, Working with Suppliers, Request for Proposal, Budget making, Managing cash flow in event, Award Winning Events(case studies), Evaluation, Coordination and Control: Coordination: Concept, Significance, Techniques Control: Meaning, Process, Requisites of effective control, Control techniques,  
Music, Film, Art Festivals (Indian/international), Sporting Events; Running Events –Writing Your Major Event Strategy; UK Sport’s World Class Events Program; Preparing a Bid;  
A Suggested Business Plan Template;  
Insurance & Legal Issues; Marketing and Sponsorship;  
Health and Safety & Risk Assessment; Data Protection;  
Volunteers;  
Ethical Considerations; Anti-Doping;  
Environment; Tourism and Sporting Events;  
The Economic Impact of Major Events;  
Support Services;  
Directory of Useful Contacts and Resources;  
Checklist and Practical Last Thoughts

## **Projects**

- Case studies
- Planning, concept, designing and lay out of an event
- Organize and conduct an event (Teamwork)

## **References:**

- Silvers, Julia Rutherford. *Professional Event Coordination (The Wiley Event Management Series)*, 2003.
- Kilkenny, Shannon. *The Complete Guide to Successful Event Planning : With Companion CD-ROM*. 2007.
- Jones, Meegan. *Sustainable Event Management: A Practical Guide*. 2010.
- Getz, Donald. *Event Studies: Theory, Research and Policy for Planned Events (Events Management)*. 2007.
- Silvers, Julia Rutherford. *Risk Management for Meetings and Events (Events Management)*, 2007.
- Monroe, James C. and Kates, Robert A. *Art of the Event: Complete Guide to Designing and Decorating Special Events (The Wiley Event Management Series)*, 2005.

| Course Code | Course Title | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|--------------|-------------|---|---|---|---|-----------|
| M21AG0402   | Film Studies | HC          | 3 | 0 | 1 | 4 | 5         |

### Course Description:

The course Film Studies is the study of the production, aesthetics and history of the 20th century's most important visual medium—the cinema. As an effective storytelling device, as a historical document, as an expression of imagination, as an artistic object, there is no form more capable of capturing our interest and provoking the senses. Cinema can create worlds of magic, fantasy and romance just as easily as it can expose the dim reality of actually lived life. The primary interest in this course will be in reading—in this case, reading the language of cinema in order to improve our critical understanding of the way texts create meaning.

**Pre-requisites:** Avid viewer of cinema of different genres, languages and culture

**Pedagogy:** Screening films followed by discussion, ICT based learning

### Course Objectives:

1. To teach students how to read and analyze films much like a novel, a poem or a short story
2. To help students to familiarize themselves with certain theoretical ideas presented by major film theorists
3. To ensure that the students explore the major aesthetic trends in the history of cinema
4. To impart to the students a greater understanding of the way art works—how it manipulates reality to make a thematic point (political, social, philosophical, sexual, aesthetic, etc.)

### Course Outcomes:

On completion of this course, the students will be able to:

1. Explain key terms and concepts in film studies
2. Analyze a range of significant films in relation to key questions in film studies
3. Interpret film criticism and apply it within an academic argument
4. Plan and write logical and coherent arguments based on film theories, and engage in writing research papers

### Course Content:

#### Unit I- Introduction to Film Studies

**13 Hours**

What is cinema? Definition of cinema; Film's relationship to each of the arts: music, dance, literature, theatre, architecture, photography and painting. The relationship between film and 20th century art movements: impressionism, cubism, surrealism; The vocabulary of film: shot, scene, sequence, frame, composition in depth, point of view, transitions, Mise-en-scène etc. The tools of expression- frequency and number of shots, the size of the subject in the frame, the angle of view, composition and balance, the use of lighting and color, the movement of camera and lens; Element of sound: dialogues, background score, music, silence, ambience

#### Unit II- Film Styles and Genres

**13 Hours**

Film styles and Genres: Different genres. Analysis of recurrent themes, images, and narrative structures. Action, adventure, comedy, drama, epic/historical, horror, Sci-fi, war etc.; Other formats i.e. short films: fiction & non-fiction

**Unit III- History of Film****13 Hours**

Film history: Development of film in Europe, US and India. Important directors and their contribution to world cinema, film companies and films; World cinema: D. W. Griffith, Sergei Eisenstein, Robert Flaherty, Vittorio De Sica, Walt Disney, Charles Chaplin Akira Kurosowa, Steven Speilberg, Majid Majidi, etc. Indian cinema: V. Shantaram, Guru Dutt, Satyajit Ray, Shyam Benegal, Ritwik Ghatak, Girish Karnad, Raj Kapoor, Adoor Gopalakrishnan, Mrinal Sen, Bimal Roy, Maniratnam, and contemporary trend-setting directors; Trends in Kannada Cinema

**Unit IV- Film Institutions****13 Hours**

Film institutions: NFDC, NFAI, FTII, Film Festivals Authority of India, Children Film Society; International film festivals; Films as an industry; Film Censorship; Film Studies: Film appreciation, analysis, criticism, reviewing films for various media.

**Film Screenings:**

1. Birth of a Nation
2. The Cabinet of Dr. Caligiri
3. Battleship Potemkin
4. Nanook of the North
5. Rashomon
6. Psycho/Birds
7. Wild Strawberries
8. Jaws
9. Children of heaven
10. PatherPanchali
11. Ankur/ Mandi
12. Ghatashraddha
13. Sholay
14. Mughal-e-azam
15. Pyaasa
16. Shatranj Ke Khilar

**References:**

- J Kumar Keval. *Mass communications in India*. Mumbai: Jaico Publication. 2006.
- Thoraval, Yves. *The Cinema of India (1896-2000)*, Macmillan Publishers India; First edition. 2000.
- Roberge, Gaston. *The Subject of Cinema*. Seagull Books Pvt. Limited. 1987.
- Roberge, Gaston. *Films for an ecology of Mind*. Seagull Books Pvt. Limited. 1977
- Halliwell. *The Filmgoers Companion* 6<sup>th</sup> Edition. 1977.

| Course Code | Course Title      | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|-------------------|-------------|---|---|---|---|-----------|
| M21AGS411   | Technical Writing | SC          | 1 | 1 | 0 | 2 | 3         |

**Course Description:**

This course focuses on the kind of writing that fills manuals—description, instruction, and analysis. The students will read and discuss technical documents as well as materials about

technical writing. There is a special focus on audience as evidenced in this quote from the Society for Technical Communicator's Code of Ethics: Technical writers "satisfy the audience's need for information, not the writer's own need for self-expression." This kind of writing is all about the reader, which the students will master by the end of the course.

**Pre-requisites:** Keen understanding of various types of technical communication

**Pedagogy:** Direct Instruction, Inquiry Based Learning, Collaborative learning

**Course Objectives:**

1. To explain to the students how technical writing differs from academic writing
2. To provide the students with a proper insight into the key elements of technical writing
3. To make the students understand the role that communication plays within an organization
4. To ensure that the students are proficient in the foundations of technical writing.

**Course Outcomes:**

On completion of this course, the students will be able to:

1. Outline the draft technical communication text
2. Plan the edit of a technical document
3. Compare between writing for print and online
4. Develop strategies for information design, to include producing visually enhanced documents

**Course Content:**

**Unit I- Introduction to Technical Writing and gathering information**

**7 Hours**

Role of a Technical writer, Principles of Technical Writing, Technical writing industry & job prospects; Getting information for technical writing: technical specifications, prototypes, legacy documentation; Subject matter experts, interview with users

**Unit II- Key essentials in Technical Writing**

**6 Hours**

**Key essentials:** Audience, terminology, types of content, interface information, reference information, conceptual information, procedural information, writing task oriented information, illustrations and graphics; Process of Technical Writing-Document development process: Documentation Planning, Collecting and Organizing information, Drafting information with graphical elements, Selection of Tools, Information Architecture, Task Analysis, Document Conversions

**Unit III- Editing**

**7 Hours**

Editing; preventive measures, establishing style guidelines, terminology, examining legacy documentation, editorial/grammar checklists; Indexing, editing copy and re-writing; Verification of technical jargons/terminologies Legal considerations of publishing on the web.

**Unit IV- Knowing the audience for Technical Writing**

**6 Hours**

Knowing the audience: understanding how people use the web, differences between writing and editing for the web and for other media; Customizing content, updating web content. Securing Online Content – Creative Commons, Copyscape; Technical writing software tools



**References:**

- Gerald J Alfred et al, *St Martin's, Handbook of Technical Writing Press*, St Martin's Press, 2003.
- Ross-Larson, Bruce, *Writing for the Information Age*, WW Norton & Co., 2002.
- Young, Matt, *Technical Writer's Handbook: Writing with Style and Clarity*, USB. 2002.
- Pfeiffer, William Sanborn, *Technical Writing: A Practical Approach* (5<sup>th</sup>ed) PHI. 2002.
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| Course Code | Course Title            | Course Type | L | T | P | C | Hrs./Wk. |
|-------------|-------------------------|-------------|---|---|---|---|----------|
| M21AGS412   | Digital Media Marketing | SC          | 1 | 1 | 0 | 2 | 3        |

**Course Description:**

This course has been planned to offer training to the students to develop a strong grip over the aspects of Internet, Social Media and Mobile Marketing that we think are most relevant to the marketing mix for 'Business to Business' (B2B), 'Business to Consumer' (B2C) and 'Not-for-Profit' marketing, communications and PR.

**Pre-requisites:** Knowledge of digital media platforms

**Pedagogy:** ICT based learning, Inquiry Based learning, Direct Instruction, Collaborative Learning

**Course Objectives**

1. To help the students to explore the emerging tools offered by internet and social media in marketing
2. To provide the students with the appropriate skills to understand and estimate the mind-set of online consumers
3. To help the students to understand the intricacies of Search Engine Optimization
4. To familiarize with the concepts of managing brands

**Course Outcomes**

On completion of this course, the students will be able to

1. Apply the emerging tools offered by internet and social media in marketing
2. Estimate the mind-set of online consumers
3. Apply the intricacies of Search Engine Optimization
4. Analyze the new media technologies as a medium to communicate to stakeholders

**Course Content:****Unit I- Introduction to Digital Media Marketing****7 Hours**

The changing face of advertising, What is Digital Marketing, defining a Digital Marketing Strategy, understanding a Digital Consumer, the 4 P's of Marketing, What makes an effective website, Website designing and production process, Website Marketing: Overview of websites –e-commerce. Usability testing; Website user experience. Bookmarking and News aggregators. Really Simple Syndication (RSS); Creating a website and content management tool using WordPress (hands on exercise)

**Unit II- Website Building and Marketing****6 Hours**

Introduction to Wordpress and e-Commerce platforms; Planning, Designing and Building your own CMS platform and e-commerce website. Managing the website backend and front-end. Integration of Payment gateway in your website – International and Indian consumers. Writing effective web content. Hosting and Types of hosting, Domains, DNS and Server

Introduction: Introduction to course objective, digital publications & blogging, Special considerations in segmentation, consumer 1umathi1 in digital, basic tenets of direct marketing: Target, List, Offer, Testing

### **Unit III- Search engine optimization**

**7 Hours**

Search engine optimization (SEO): Search engine optimization (SEO) tools and techniques, Meta Tags, free vs. paid SERPs, Google Adwords and AdSense, Page Rank, Alexa Ranking, Web analytics; Blackhat SEO

### **Unit IV- Marketing on Social Media**

**6 Hours**

Marketing on Social Media: Content management strategy, Social Networking Sites, Maps, Behavioural Targeting, Ads on social Media networks; Marketing opportunities for Business to business (B2B) and Business to Consumer (B2C) and Not-For-Profit; Mobile Marketing: Overview of the B2B and B2C Mobile Marketing. Mobile Sites, Apps (Applications) and Widgets; Trends, Opportunities and pitfalls of Mobile Marketing. Platforms and Handsets. User interface and architectures

#### **References:**

- Brogan, Chris. *Trust Agents: Using the Web to Build Influence, Improve Reputation, and Earn Trust*. 2012.
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- Shih, Clara. *The Facebook Era: Tapping Online Social Networks To Build Better Products Reach New Audiences And Sell More Stuff*, 2010.
- EnggeEt. Al *The Art of a SEO 2e*. O'Reilly; 2nd edition. 2012.
- Ryan, Damian and Jones, Calvin. *Understanding Digital Media Marketing: Marketing Strategies for Engaging the Digital Generation*. 2008.

| Course Code | Course Title            | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|-------------------------|-------------|---|---|---|---|-----------|
| M21AGS413   | Technical Writing - Lab | SC          | 0 | 0 | 1 | 1 | 2         |

#### **Practical Components:**

- The students will produce and analyze common technical writing genres, including emails, letters, resumes, memos, reports, proposals, technical descriptions, technical definitions, technical manuals, and proposals. Students will work toward understanding how to analyze and react to rhetorical situations each genre and writing situation presents, including issues of audience, organization, visual design, style, and the material production of documents
- E-Portfolio – Students will build and maintain a digital portfolio in a public space online throughout the semester (e.g.: WordPress blog, private website, etc.) This portfolio will include an introduction to the student as a technical communicator/writer, a Curriculum Vitae or professional resume, and a collection of writing samples from the other

assignments created over the duration of the course. Students will present their E-Portfolios at the end of the semester

| Course Code | Course Title                | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|-----------------------------|-------------|---|---|---|---|-----------|
| M21AGS414   | Digital Media Marketing Lab | SC          | 0 | 0 | 1 | 1 | 2         |

**Practical Components:**

- Submit a case analysis of the digital media strategies of any Indian brand of your choice
- Do a comparative analysis of the digital media strategies of an Indian and a foreign brand
- Prepare a brand plan to brand yourself with digital media strategies
- Prepare a digital media strategy for a new product to be introduced

| Course Code | Course Title                                      | Course Type | L | T | P | C | Hrs./ Wk. |
|-------------|---|-------------|---|---|---|---|-----------|
| M21AG0403   | Major Project - <i>Documentary / Dissertation</i> | HC          | 0 | 0 | 6 | 6 | 12        |

**Project:**

Each student will choose the topic of research particularly from any area of soft cores studied and work under the guidance of allocated faculty member. The project shall preferably be application oriented or industry need based that could be useful to the society. In case of industry need base project the student may opt co-supervisor from the concerned industry. The student will have to make a preliminary survey of research done in broad area of his/her area of interest and decide on the topic in consultation with his/her supervisor(s). The project work floated should be completed within 16 weeks and project report has to be submitted within the stipulated date by the University/ within 18 weeks whichever is earlier. The student has to meet the concerned supervisor(s) frequently to seek guidance and also to produce the progress of the work being carried out. The student should also submit progress report during 5<sup>th</sup> week and 10<sup>th</sup> week of the beginning of the semester and final draft report with findings by 15<sup>th</sup> week. After the completion of the project the student shall submit project report in the form of dissertation on a specified date by the School.

**Pre-requisites:** Student must have knowledge of Research methodology

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/Guiding and supervising

**Course Objectives:**

1. To carry out the research Project (Documentary / Dissertation) under the guidance of supervisor and in the process of learning the techniques of research.
2. To explore new and fruitful ideas in the chosen field of the programme
3. To develop a perspective and to design and execute a research
4. To experience how the research is performed and to investigate an identified problem

**Course Outcomes:**

On successful completion of the project, the student shall be able to:

1. Infer with the literature search
2. Demonstrate the experiments related to research and formulate computational techniques
3. Interpret the data and to demonstrate their domain knowledge
4. Apply and write report and defend the research findings.

| Course Code | Course Title         | Course Type | L                           | T | P | C | Hrs./ Wk. |
|-------------|----------------------|-------------|-----------------------------|---|---|---|-----------|
| M21AHM401   | Employability Skills | MC          | Non-Credit Mandatory Course |   |   |   | 2         |

**Note:** The students will have to undergo Employability skills course being conducted by Training and Placement cell of the University or by any internal faculty

## CAREER COUNSELING AND PLACEMENT

Having a degree will open doors to the world of opportunities for you. But Employers are looking for much more than just a degree. They want graduates who stand out from the crowd and exhibit real life skills that can be applied to their organizations. Examples of such popular skills employers look for include:

1. Willingness to learn
2. Self motivation
3. Team work
4. Communication skills and application of these skills to real scenarios
5. Requirement of gathering, design and analysis, development and testing skills
6. Analytical and Technical skills
7. Computer skills
8. Internet searching skills
9. Information consolidation and presentation skills
10. Role play
11. Group discussion, and so on

**REVA University** therefore, has given utmost importance to develop these skills through variety of training programs and such other activities that induce the said skills among all students. A full-fledged Career Counseling and Placement division, namely Career Development Center (CDC) headed by well experienced senior Professor and Dean and supported by dynamic trainers, counselors and placement officers and other efficient supportive team does handle all aspects of Internships and placements for the students of REVA University. The prime objective of the CDC is to liaison between REVA graduating students and industries by providing a common platform where the prospective employer companies can identify suitable candidates for placement in their respective organization. The CDC organizes pre-placement training by professionals and also arranges expert talks to our students. It facilitates students to career guidance and improve their employability. In addition, CDC forms teams to perform mock interviews. It makes you to enjoy working with such teams and learn many things apart from working together in a team. It also makes you to participate in various student clubs which helps in developing team culture, variety of job skills and overall personality.

The need of the hour in the field of Commerce / media industries / publishing industries is efficient leaders of repute, who can deal the real time problems with a flavour of innovation.

This kept in focus, the CDC in cooperation with the respective Schools has designed the training process, which will commence from second semester along with the curriculum. Special coaching in personality development, career building, English proficiency, Writing and reporting skills, reasoning, puzzles, leadership, and strategic management and communication skills to every student of REVA University is given with utmost care. The process involves continuous training and monitoring the students to develop their soft skills including interpersonal skills that will fetch them a job of repute in the area of his / her interest and march forward to make better career.

The University has recognized skill development and industry relationship as its very important activities. Therefore, the University-Industry Interaction and Skill Development Centre headed by a Senior Professor & Director has been established to facilitate skill related training to REVA students and other unemployed students around REVA campus. The center conducts variety of skill development programs to students to suite to their career opportunities. Through this skill development centre the students shall compulsorily complete at least two skill / certification based programs before the completion of their degree. The University has collaborations with Industries, Corporate training organizations, research institutions and Government agencies like NSDC (National Skill Development Corporation) to conduct certification programs. REVA University has been recognised as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana.

The University has signed MOUs with Multi-National Companies, research institutions, Government agencies like NSDC (National Skill Development Corporation) and universities abroad to facilitate greater opportunities of employability, students' exchange programs for higher learning and for conducting certification programs.