

# **Detailed Syllabus**

Bachelor of Arts: Mass Communication (Honours)/ (Research)

**(Three/Four Years Full Time Undergraduate Degree Programme  
based on National Education Policy (NEP) 2020)**

**Effective from July 2021**

**Department of Mass Communication**

**Makhanlal Chaturvedi National University of Journalism  
and Communication, Bhopal**

**Programme Name : Bachelor of Arts : Mass Communication (Honours/Research)**  
**[BA:MC(Hons/Res)]**

**Seats Intake : 60**

**Eligibility : 10+2 (Any stream from Recognized Board)**

**Duration : 3+1 year**

**On completion of I year : Certificate in Mass Communication (36 Credits)**

**On completion of II year : Diploma in Mass Communication (80 Credits)**

**On completion of III year : Bachelor of Arts : Mass Communication (3 years (120 Credits)**

**On completion of IV year : Bachelor of Arts : Mass Communication (Honours) (4 years) (160 Credits) OR Bachelor of Arts : Mass Communication (Research) (4 years) (160 Credits)**

## **About the Programme:**

BA:MC( Honours/ Research) programme is based on “**National Education Policy (NEP) 2020.**” Multiple entry and exit options with appropriate certifications are introduced in this programme. This programme is intended to provide a broad learning framework within which Mass Communication, Journalism and the human capital programs respond to needs of the dynamic Media and Entertainment Industry (M & E Industry). It aims to prepare professionals with ability to meet the challenges and pursue successful careers in varied fields of Media and Entertainment Industry. This programme aims at creating understanding of the core concepts of communication, the knowledge of new communication technologies and the responsibility towards society.

## **Programme Educational Outcomes (PEO):**

- To impart students an understanding of the mass communication and to develop them into socially responsible Media Professionals, Researchers, Academicians with Global vision.
- To develop the learner into competent and efficient Media & Entertainment Industry- ready professional.
- To impart Information Communication Technologies (ICTs) skills, including Digital and Media Literacy and competencies.
- To encourage quality academic research and provide access to holistic and multidisciplinary education to the students.
- To imbibe the Culture of Research, Innovation, Entrepreneurship and Incubation.

## **Career opportunities you can choose after the programme**

- Journalist
- Producer
- TV Correspondent
- Radio Jockey
- Editor
- Photo journalist
- Event Manager
- Critic
- Public Relations Officer
- Content writer
- News Agencies
- Advertising Agencies
- NGOs
- Researcher

## **GRADUATE ATTRIBUTES (GAs)**

The Graduate Attribute (GAs) reflect particular qualities and abilities of an individual learner including knowledge, application of knowledge, professional and life skills, attitudes and human values that are required to be acquired by Mass Communication graduates at the Higher Education Institutions (HEIs). The graduate attributes include capabilities to strengthen one's professional abilities for widening current knowledge and industry-ready skills, undertaking future studies for global and local application, performing creatively and professionally, in a chosen career and ultimately playing a constructive role as a socially responsible global citizen. The Graduate Attributes define the characteristics of learners and describe a set of competencies that are beyond study of a particular area and programme.

Any graduate of Mass Communication should be Media Literate with the understanding of the core concepts of communication, the knowledge of new communication technologies and responsibility towards the society.

Graduate Attributes include:-

1. **Disciplinary Knowledge:**  
Knowledge of communication, concept and theories. Acquiring knowledge of different dimensions of communication, historical perspectives and other related areas of studies.
2. **Understanding the Role of Press:**  
The press in democratic society, importance of freedom of press and impact of media in general.
3. **Skilled and Industry-ready Professionals:**  
Strengthening the abilities of a learner by skills, gaining knowledge of the present scenario of Media & Entertainment industry including Advertising, Public Relations, Corporate Communication, Digital Communication, Media Management.
4. **Influential and Effective Communication:**  
Influential and Effective Communication ability to share thoughts, ideas and applied skills of Communication in its various perspectives like Written Communication, Speech Communication etc.
5. **Leadership Readiness/ Qualities:**  
To make learners fluent in multiple facets of Leadership. Creating the ability & enhancing the qualities to be an efficient leader. Cultivating key characteristics in learners, to be visionary leaders who can inspire the team to greatness.
6. **Critical/ Reflective Thinking & Language Efficiency:**  
Critical/ Reflective thinking ability to employ critical and reflective thinking along with the ability to create the sense of awareness of one self and society.
7. **Technologically Efficient Professional:**  
Capability to use various Communication technologies and ability to use various softwares for Content creation, Content editing for various forms of publishing platforms.
8. **Ethical Awareness:**  
As a Communication learner, one has to understand the importance of ethical values and its application in professional life.
9. **Lifelong Learning:**  
Every graduate to be converted into lifelong learner and consistently update himself or herself with current knowledge, skills and technologies. Acquiring Knowledge and creating the understanding in learners that learning will continue throughout life.
10. **Research-related Skills:**  
A sense of inquiry and investigation for raising relevant and contemporary questions, synthesizing and articulating.
11. **Cooperation/ Team work:**  
Building a team, motivating and inspiring the team members to work up with cooperation to their utmost efficiency.

## **PROGRAMME LEARNING OUTCOMES (PLOs)**

The key outcomes planned in this undergraduate programme in Mass Communication are underpinned as follows:

After completing this undergraduate programme, a learner:

1. Will be able understand, analyse and apply the fundamental knowledge of Mass Communication, the theories and related concepts.
2. Will be able to acquire and apply the knowledge related to Media and will be able to understand its impact.
3. Will be competent enough to undertake professional job as per demands and requirements of Media & Entertainment Industry.
4. Will empower themselves by Communication, Professional and Life Skills.
5. Will be able to enhance the ability of leadership.
6. Will become socially responsible citizen with global vision.
7. Will be equipped with ICTs competencies including Digital Literacy.
8. Will become ethically committed media professionals and entrepreneurs adhering to the human values, the Indian culture and the Global culture.
9. Will be able to recognize the need to undertake lifelong learning and also acquire the capacity to do so.
10. Will be able to identify the areas of research in society and understand the importance of Innovation, Entrepreneurship and incubation abilities.
11. Will be able to work in an efficient manner as an individual and also as a part of a team. Also will be able to understand the significance of cooperation and teamwork.

**CORRELATION OF GAs AND PLOs**

**(MAPPING OF GRADUATE ATTRIBUTES AND PROGRAMME LEARNING OUTCOMES)**

<b>PLO</b> <b>GA</b>	<b>PLO</b> <b>1</b>	<b>PLO</b> <b>2</b>	<b>PLO</b> <b>3</b>	<b>PLO</b> <b>4</b>	<b>PLO</b> <b>5</b>	<b>PLO</b> <b>6</b>	<b>PLO</b> <b>7</b>	<b>PLO</b> <b>8</b>	<b>PLO</b> <b>9</b>	<b>PLO</b> <b>10</b>	<b>PLO</b> <b>11</b>
<b>GA</b> <b>1</b>											
<b>GA</b> <b>2</b>											
<b>GA</b> <b>3</b>											
<b>GA</b> <b>4</b>											
<b>GA</b> <b>5</b>											
<b>GA</b> <b>6</b>											
<b>GA</b> <b>7</b>											
<b>GA</b> <b>8</b>											
<b>GA</b> <b>9</b>											
<b>GA</b> <b>10</b>											
<b>GA</b> <b>11</b>											

## UG Course Structure

**Bachelor of Arts : Mass Communication(Honours/Research): [BA:MC(Hons/Res)]**

<b>Sem</b>	<b>Discipline Specific Core</b>  (DSC-5CreditsEach)	<b>Discipline Specific Elective</b>  (DSE-5 Credits Each)	<b>Generic Elective</b>  (GE-5 Credits Each)	<b>Ability Enhancement Course</b> (AEC-2 Credits Each)	<b>Skill Enhancement Course</b> (SEC-2 Credits Each)	<b>Project</b>	<b>Total Credits</b>
<b>I</b>	Introduction to Communication  Development of Media			Social and Emotional Learning	Fundamentals of Computers		18
				Ethics and Culture			
				Hindi Bhasha Evam Sahitya			
<b>II</b>	Psychology and Media  Sociology			Environmental Science and Sustainable Development	Communicative Hindi		18
				English Language and Literature			
				Co-Curricular- (A):- Parliament: Practice and Procedure-I (B) :-Bhartiya Sangeet-I (C) :- Lalit Kala-I			

<b>AWARD OF CERTIFICATE in Mass Communication (After 1 Year Completion: 36 Credits)</b>							
<b>III</b>	Political Science		Photo Journalism	Innovation and Entrepreneurship			22
	Science of Communication		OR				
	English II		Choose from the list				
<b>IV</b>	Reporting and Editing for Print Media		Communication skills	Co-Curricular- (A):- Parliament: Practice and Procedure-II			22
	Economics		OR	(B) :-Bhartiya Sangeet-II			
	News Writing		Choose from the list	(C) :- Lalit Kala-II			
<b>AWARD OF DIPLOMA in Mass Communication (After 2 Years Completion: 80 Credits)</b>							
<b>V</b>	Reporting and editing for Electronic Media	Radio Programme Production	Creative Writing				20
	Development Communication	OR Print Production	OR Choose from the list				
<b>VI</b>	Media Laws and Ethics	Basics of Research	Art of Anchoring				20
	Advertising	OR Public Relations	OR Choose from the list				
<b>AWARD OF BACHELOR OF ARTS : MASS COMMUNICATION(3 YEARS) (After 3 Years Completion: 120 Credits)</b>							
<b>For proceeding to fourth year Course there are two options.</b>							



**Option I-** The first one is '4 Years Bachelor of Arts: Mass Communication (Honours)' only those candidates who have secured more than 60% in the 10+2 qualifying examination at the time of admission shall be eligible.

**Option II-** For the second option '4 Years Bachelor of Arts: Mass Communication (Research)' In this option only those candidates who have secured minimum CGPA 7.5 in the three years of Bachelor of Arts: Mass Communication shall be eligible to continue

Option I - Bachelor of Arts: Mass Communication (Honours)  
Only those candidates who have secured minimum 60% in the 10+2 in qualifying examination (with allowed 5% relaxation to candidates from SC, ST, PH as per State Gov rules) at the time of admission shall be eligible.

**Option I**

<b>VII</b>	Television Production	Communication and Social work  OR  Art, Culture and Lifestyle Communication	Media and Gender Studies  OR  *Choose from the list			Dissertation/Project  (5 Credits)	20
<b>VIII</b>		Film Aesthetics  OR  PR and Corporate Communication	Media Business Management  OR  *Choose from the list			Dissertation/Project//Internship  (10 Credits)	20

**AWARD OF BACHELOR of ARTS : MASS COMMUNICATION (HONS) (4 YEARS)  
(After 4 Years Completion: 160 Credits)**

Option II - Bachelor of Arts: Mass Communication (Research)

Only those candidates who have secured minimum CGPA 7.5 in the three years of Bachelor of Arts: Mass Communication shall be eligible.

**Option II**

<b>VII</b>	Communication Research	Communication and Social work  OR  Art , Culture and Lifestyle Communication	Media and Gender Studies  OR  *Choose from the list			Project (5 Credits)	20
<b>VIII</b>		Film Aesthetics  OR  PR and Corporate Communication	Media Business Management  OR  Choose from the list			Thesis/Internship (10 Credits)	20
<b>AWARD OF BACHELOR OF ARTS in MASS COMMUNICATION (RESEARCH)(4 YEARS) (After 4 Years Completion: 160 Credits)</b>							
<b>TOTAL CREDITS</b>							<b>160</b>

## Abbreviations Followed

Abbreviation	Full Name
L	Lecture
T	Tutorial
P	Practical
C	Discipline Specific Core (DSC)
E	Discipline Specific Elective (DSE)
R	Stream Elective (SE)
G	Generic Elective (GE)
S	Skill Enhancement Course (SEC)
A	Ability Enhancement Courses (AEC)
AD	All Departments Common Courses
Code for Department offering the courses	
ADA	All Departments
CS	Department of Computer Science and Applications (CS)
NM	Department of New Media Technology (NM)
EM	Department of Electronic Media (EM)
PR	Department of Advertising & Public Relation (PR)
MC	Department of Mass Communication (MC)
JR	Department of Journalism (JR)
BM	Department of Media Business Management (BM)
NC	National Cadet Corps (NCC)
NS	National Service Scheme (NSS)

### **Note:**

1. During the first and second semesters NCC & NSS are conducted and also examined but their evaluation is included from third semester onwards as Generic Electives. Please note that NCC and NSS chosen in first semester shall remain same during full course.
2. As per the national education policy the generic elective courses are offered from 3rd semester onwards, with wider choice of subjects indicated in each semester tables. In addition to these courses the university shall indicate permitted online courses like SWAYAM or MOOC as additional options for inclusion of credit in the respective semester. Some of them may need with additional fee like examination fee that would have to be borne by the concerned students.
3. The present course is based on NEP guidelines from UGC which is still in the process of up-gradation as it is being done for the first time. The proposed syllabus and course structure may undergo major changes and the University shall be fully authorized for the same.
4. As on date the university is not registered in the UGC portal for academic bank off credits hence the results shall be declared on the university website only.

**BA in Mass Communication: SEMESTER - I**

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC01	1BA(MC)1	Introduction to Communication	80	20	-	100
2.	MCC02	1BA(MC)2	Development of Media	80	20	-	100
3.	ADA01	1BA(MC)3	Social and Emotional Learning	30	10	-	40
4.	ADA02	1BA(MC)4	Ethics & Culture	30	10	-	40
5.	ADA03	1BA(MC)5	Hindi Bhasha Evam Sahitya	30	10	-	40
6.	MCS01	1BA(MC)6	Fundamentals of Computers	-	10	30	40

**BA in Mass Communication: SEMESTER - II**

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC03	2BA(MC)1	Psychology and Media	80	20	-	100
2.	MCC04	2BA(MC)2	Sociology	80	20	-	100
3.	ADA04	2BA(MC)3	Environmental Science and Sustainable Development	30	10	-	40
4.	ADA05	2BA(MC)4	English Language and Literature	30	10	-	40
5.	ADA06 ADA06 (A) OR ADA06 (B) OR ADA06(C)	2BA(MC)5	Co-Curricular- (A) Parliament: Practice and Procedure-I (B) Bhartiya Sangeet-I (C) Lalit Kala-I	-	10	30	40
6.	MCS02	2BA(MC)6	Communicative Hindi	30	10	-	40

**BA in Mass Communication : SEMESTER - III**

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC05	3BA(MC)1	Political Science	80	20	-	100
2.	MCC06	3BA(MC)2	Science of Communication	80	20	-	100
3.	MCC07	3BA(MC)3	English II	80	20	-	100
4.	ADA07	3BA(MC)4	Innovation and Entrepreneurship	30	10	-	40
5.	*MCG01	3BA(MC)6	Photo Journalism Or *Choose from the list given below	60	20	20	100

**GE - 1**

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG01	DTP with PageMaker & Photoshop	3/3	0	2/4	5/7	60	20	20	100
NMG01	Script Writing & Storyboarding	3/3	0	2/4	5/7	60	20	20	100
EMG01	Media Organizations	4	0	1	5	80	20	-	100
PRG01	Social Media Marketing	2	1	2	5	50	20	30	100
MCG01	Photo Journalism	4/4	0	1/2	5/6	60	20	20	100
JRG01	Entertainment Art & Cultural Journalism	3/3	1/1	1/2	5/6	60	20	20	100
NCG01	NCC-3								100
NSG01	NSS-3								100

## BA in Mass Communication : SEMESTER - IV

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC08	4BA(MC) 1	Reporting and Editing for Print Media	60	20	20	100
2.	MCC09	4BA(MC) 2	Economics	80	20	-	100
3.	MCC10	4BA(MC) 3	News Writing	80	20	-	100
4.	ADA08 (A) OR ADA08 (B) OR ADA08(C)	4BA(MC) 4	Co-Curricular- (A) Parliament: Practice and Procedure-II (B) Bhartiya Sangeet-II (C) Lalit Kala-II	-	10	30	40
5.	MCG02	4BA(MC) 6	Communication Skills Or *Choose from the list given below	60	20	20	100

### GE - 2

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG02	Multimedia With Corel Draw, Premier & Sound Forge/ Audacity	3/3	0	2/4	5/7	60	20	20	100
NMG02	Animation for Gaming using Blender	3/3	0	2/4	5/7	60	20	20	100
EMG02	Media Language & content	2	1	2	5	50	30	20	100
PRG02	Search Engine Optimization & Search Engine Marketing	1	1	3	5	50	20	30	100
MCG02	Communication skills	4/4	0	1/2	5/6	60	20	20	100
JRG02	Writing for Sports	3/3	1/1	1/2	5/6	60	20	20	100
NCG02	NCC-4								100
NSG02	NSS-4								100

## BA in Mass Communication: SEMESTER - V

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC11	5BA(MC)1	Reporting and Editing for Electronic Media	60	20	20	100
2.	MCC12	5BA(MC)2	Development Communication	80	20	-	100
3.	MCE01(A)	5BA(MC)3A	Radio Programme Production	60	20	20	100
	MCE01(B)	5BA(MC)3B	OR Print Production	60	20	20	100
4.	MCG03	5BA(MC)4	Creative Writing Or *Choose from the list given below	60	20	20	100

### GE - 3

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG03	Accounting with Tally	3/3	0	2/4	5/7	60	20	20	100
NMG03	AI and Robotics	5/5	0	0	5/5	80	20	0	100
EMG03	Development Communication	2	1	2	5	50	30	20	100
PRG03	Creative Communication	2	1	2	5	50	20	30	100
MCG03	Creative Writing	4/4	0	1/2	5/6	60	20	20	100
JRG03	Writing on Social Issues	3/3	1/1	1/2	5/6	60	20	20	100
NCG03	NCC-5								100
NSG03	NSS-5								100

BA in Mass Communication : SEMESTER - VI

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC13	6BA(MC)1	Media Laws and Ethics	80	20	-	100
2.	MCC14	6BA(MC)2	Advertising	60	20	20	100
3.	MCE02(A)	6BA(MC)3(A)	Basics of Research	60	20	20	100
	OR MCE02(B)	OR 6BA(MC)3(B)	OR Public Relation	60	20	20	100
4.	MCG04	6BA(MC)4	Art of Anchoring Or *Choose from the list given below	60	20	20	100

**GE - 4**

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG04	Social Media Marketing	3/3	0	2/4	5/7	60	20	20	100
NMG04	Augmented and Virtual Reality (AR/VR)	3/3	0	2/4	5/7	60	20	20	100
EMG04	Community Radio	2	1	2	5	50	30	20	100
PRG04	Event & Experiential Marketing	2	2	1	5	50	20	30	100
MCG04	Art of Anchoring	4/4	0	1/2	5	60	20	20	100
JRG04	Feature Writing	3/3	1/1	1/2	5/6	60	20	20	100
NCG04	NCC-6								100
NSG04	NSS-6								100



## Option I

### BA in Mass Communication : SEMESTER - VII

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC15	7BA(MC)1	Television Production	60	20	20	100
2.	MCE03(A) OR MCE03(B)	7BA(MC)2	Communication and Social Work  OR Art, Culture and Lifestyle Communication	80  80	20  20	-  -	100  100
3.	MCC16	7BA(MC)3	Dissertation/Project	-	20	80	100
4.	MCG05	7BA(MC)4	Media and Gender Studies  Or *Choose from the list given below	60	20	20	100

## GE - 5

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG05	Big Data	4/4	0	1/2	5/6	60	20	20	100
NMG05	Social Media Data Analytics	3/3	0	2/4	5/7	60	20	20	100
EMG05	Formative Research	2	1	2	5	50	30	20	100
PRG05	Digital PR	1	2	2	4	50	20	30	100
MCG05	Media and Gender Studies	4/4	0	1/2	5	60	20	20	100
JRG05	Crime and Court Reporting	3/3	1/1	1/2	5/6	60	20	20	100

**BA in Mass Communication : SEMESTER - VIII**

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCE04(A)	8BA(MC)1	Film Aesthetics	80	20	-	100
	OR MCE04(B)		OR PR and Corporate Communication	60	20	20	100
2.	MCC17	8BA(MC)2	Dissertation/Project/Internship	-	40	160	200
3.	MCG06	8BA(MC)3	Media Business Management Or *Choose from the list given below	80	20	-	100

**GE - 6**

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG06	Analysis of Algorithm	4/4	0	1/2	5/6	60	20	20	100
NMG06	Mobile Journalism	3/3	0	2/4	5/7	60	20	20	100
EMG06	Academic Writing	2	1	2	5	50	30	20	100
PRG06	Web Advertising	1	2	2	5	50	20	30	100
MCG06	Media Business Management	4/4	1/1	0	5	80	20	0	100
JRG06	Parliamentary Reporting	3/3	1/1	1/2	5/6	60	20	20	100

## Option II

### BA in Mass Communication: SEMESTER - VII

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC18	7BA(MC)1	Communication Research	60	20	20	100
2.	MCE03 (A)	7BA(MC)2	Communication and Social Work	80	20	-	100
	OR MCE03 (B)		OR Art, Culture and Lifestyle Communication	80	20	-	100
3.	MCC19	7BA(MC)3	Project	-	20	80	100
4.	MCG05	7BA(MC)4	Media and Gender Studies Or *Choose from the list given below	60	20	20	100

## GE - 5

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG05	Big Data	4/4	0	1/2	5/6	60	20	20	100
NMG05	Social Media Data Analytics	3/3	0	2/4	5/7	60	20	20	100
EMG05	Formative Research	2	1	2	5	50	30	20	100
PRG05	Digital PR	1	2	2	4	50	20	30	100
MCG05	Media and Gender Studies	4/4	0	1/2	5	60	20	20	100
JRG05	Crime and Court Reporting	3/3	1/1	1/2	5/6	60	20	20	100

**BA in Mass Communication: SEMESTER - VIII**

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCE04(A)	8BA(MC)1	Film Aesthetics	80	20	-	100
	OR MCE04(B)		OR PR and Corporate Communication	60	20	20	100
2.	MCC20	8BA(MC)2	Thesis/Internship	-	40	160	200
3.	MCG06	8BA(MC)3	Media Business Management Or Choose from the list given below	80	20	-	100

**GE - 6**

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG06	Analysis of Algorithm	4/4	0	1/2	5/6	60	20	20	100
NMG06	Mobile Journalism	3/3	0	2/4	5/7	60	20	20	100
EMG06	Academic Writing	2	1	2	5	50	30	20	100
PRG06	Web Advertising	1	2	2	5	50	20	30	100
MCG06	Media Business Management	4/4	1/1	0	5	80	20	0	100
JRG06	Parliamentary Reporting	3/3	1/1	1/2	5/6	60	20	20	100

**BA in Mass Communication: SEMESTER - I**

<b>S. No.</b>	<b>Course of Study</b>	<b>Class &amp; Papers</b>	<b>Course Name/Subject</b>	<b>Th</b>	<b>IA</b>	<b>P</b>	<b>Total</b>
1.	MCC01	1BA(MC)1	Introduction to Communication	80	20	-	100
2.	MCC02	1BA(MC)2	Development of Media	80	20	-	100
3.	ADA01	1BA(MC)3	Social and Emotional Learning	30	10	-	40
4.	ADA02	1BA(MC)4	Ethics & Culture	30	10	-	40
5.	ADA03	1BA(MC)5	Hindi Bhasha Evam Sahitya	30	10	-	40
6.	MCS01	1BA(MC)6	Fundamentals of Computers	-	10	30	40

BAMC: I SEM			Marks:100		Credits:5			
INTRODUCTION TO COMMUNICATION			Th	Pr	Ia	Cre/ hrs.		
						L	T	P
			80	-	20	4/4	1/1	-

### Course Objectives

- To understand the concept of communication practice and relevance.
- To develop critical understanding about communication process.
- To introduce students to Models and Theories of Communication.
- To develop an insight on the scenario of media technology, audience and content.
- To impart knowledge about Indian Perspective of Communication.

### Learning Outcomes

- Student will be capable to analyze and evaluate the process of Communication and Mass Communication.
- Capable to plan and execute effective Communication Strategies.
- Ability to identify and apply Communication Models and Theories.
- Able to develop and demonstrate critical thinking about communicated content.
- Students will be able to acquire and apply the knowledge about issues related to communication in current scenario.

Unit-1	BASICS OF COMMUNICATION (Total hours- L+T+P=15hrs)	L	T	P
1.1	Essentiality of Communication in Society (Lectures, Classroom Discussion)	2	-	-
1.2	Communication :Concept, Definition, Scope, Process and Elements (Lectures, Classroom Discussion)	3	-	-
1.3	Functions of Communication and Mass Communication , Characteristics of Mass and Mass Society (Lectures, Classroom Discussion)	3	-	-
1.4	Types of Communication: Intra- Personal, Inter-Personal, Group and Mass Communication (Lectures, Classroom Discussion)	5	-	-
1.5	Barriers of communication (Lectures, Classroom Discussion)	2	-	-

Unit-2	MEDIA AND AUDIENCE (Total hours- L+T+P= 15 hrs)	L	T	P
2.1	Traditional Media: Folk Lore, Art, Song, Dance and other Traditional forms. Traditional Culture and Popular Culture (Lectures, Classrooms Discussion, Group Activity)	2	1	-
2.2	Mass Media- Characteristics, Strengths and Limitations Print: Newspaper and Magazine, Electronic: Radio, Television and Cinema (Lectures, Classrooms Discussion, Group Activity)	2	-	-
2.3	New Media: Social Media platforms, Applications and Digital Media. Global Communication and Media: Concept and Issues (Lectures, Classrooms Discussion, Group Activity)	3	1	-

2.4	Audience in Communication, Classification: Age, Gender, Education, Occupation, Socio Cultural Background (Lectures, Classroom Discussion, Group Activity)	2	1	-
2.5	Audience Characteristics :Audience as Public, as Market, Media Effects and Audience, Media Content and Audience (Lectures, Classroom Discussion, Group Activity)	2	-	-

<b>Unit-3</b>	<b>COMMUNICATION MODELS</b> (Total hours- L+T+P= 15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Aristotle's Model, Harold D Lasswell's Model (Lectures, Classroom Discussion)	3	1	-
3.2	Shannon and Weaver's Model (Lectures, Classroom Discussion)	2	-	-
3.3	Charles E Osgood Model, Wilbur Schramm Model (Lectures, Classroom Discussion)	3	-	-
3.4	Newcomb's Model, Westley and MacLean's Model (Lectures, Classroom Discussion)	3	-	-
3.5	George Gerbner's Model (Lectures, Classroom Discussion)	2	1	-

<b>Unit-4</b>	<b>Communication Theories</b> (Total hours- L+T+P= 15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Indian Perspective of Communication, Concept of Sadharanikaran (Lecture, Analysis of Theories)	2	1	-
4.2	One-Step/Hypodermic Needle Theory , Two-Step Theory, Multi-Step Theory, Agenda Setting Theory (Lecture, Analysis of Theories)	2	-	-
4.3	Normative Theories of Media-I : Authoritarian theory , Libertarian Theory, Social Responsibility theory (Lecture, Analysis of Theories)	3	1	-
4.4	Normative Theories of Media-II : SovietMedia Theory, Democratic Participant Theory, Development Media Theory (Lecture, Analysis of Theories)	3	1	-
4.5	Marshal McLuhan's Approach: Medium is the Message, Concept of Global Village and role of Media (Lecture, Classroom Discussion)	2	-	-

<b>Unit-5</b>	<b>New Information Technology and Communication</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Role of Information Technology in Communication, ICT in Rural Development and Good Governance (Lecture, Classroom Discussion)	2	1	-
5.2	Convergence Technology, Media convergence, Digital Divide (Lecture, Classroom Discussion)	2	1	-
5.3	Media Imperialism and Cultural Imperialism (Lecture, Classroom Discussion)	2	1	-
5.4	Public Opinion, Public Sphere, Propaganda (Lecture, Classroom Discussion)	2	1	-
5.5	Future of Communication with Changing Information Technology (Lecture, Classroom Discussion)	2	1	-

**Practical/Project/Assignments:**

- Identifying symbols in non-verbal communication and prepare a hand-written report
- Write an essay/article on Communication and society (800-1000 words).
- Write an essay/article/feature or write a report on any one Traditional/Folk form of communication (800-1000 words).
- PPT Presentation on the strengths and limitations of different mass media.
- Any assignment given by the concerned faculty.

**Suggested Readings:**

- Keval J. Kumar ( 1994) Mass Communication In India. Jaico Publishing House, Mumbai, India. (NewEd.)
- Larry L. Barker (1978) Communication Prentice-Hall, USA.
- James Lull (2000) Media, Communication, Culture. Blackwell Publishers, UK.
- Kamlesh Mahajan (1990) Communication and Society-The Emerging Human Concerns. Classical Publishing Company ,Delhi, India.
- Denis Mcquail (2010). Macquail's Mass Communication Theory. Thousand Oaks, United States: Sage.
- James W.Tankard Jr. and Werner J Severin (2003) Communication Theories: Origin, Methods, Uses in the Mass Media. New York: Longman.
- Wilbur Schramm (1973). Men, Message, and Media. New York, Harper and Row.
- Jessamy Perriam and Simon Carter (2021) Understanding Digital Societies. Sage Publishing.
- Uma Narula,Mass Communication:Theory and Practice.HAR-ANAND Publications.



<b>BAMC : I SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>			
<b>DEVELOPMENT OF MEDIA</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>80</b>	<b>-</b>	<b>20</b>	<b>4/4</b>	<b>1/2</b>	<b>-</b>

### Course Objectives

- To help students develop skill in primary resources about Indian Media.
- To provide students with knowledge of rich and diverse history of Indian press, television and radio.
- To make students able to recognize the great contribution of press in the freedom movement.
- To provide students with knowledge of Doordarshan as public broadcaster.
- To make students able to recognize cinema is medium of communication.

### Learning Outcomes

- Students will able to explain birth and growth of Indian Press.
- They will get thorough understanding or contribution of Indian press in the freedom struggle and able to share it.
- Students will be able to understand Indian News Agencies.
- Student will be able to understand objectives of Doordarshan.
- Student will be able to understand characteristics of Film and Social Media.

<b>Unit-1</b>	<b>Early History of Press In India 1780-1915</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Origin of Indian press in colonial period, newspaper, characteristics and their effect in the society (Lecture, Classroom Discussion,PPT)	2	1	-
1.2	Hickey's Bengal Gazette (Lecture, Classroom Discussion, PPT)	2	1	-
1.3	Brief history of prominent newspapers: The Hindu, Hindustan Times, Times of India, Amrit Bazar Patrika (Lecture, Classroom Discussion, PPT)	2	1	-
1.4	Brief introduction and contribution of eminent journalist Raja Ram Mohan Roy, Jugal Kishore Shukla, Bhartendu Harish Chandra (Lecture, Classroom Discussion, PPT)	2	1	-
1.5	Contribution of Indian media in social awakening (renaissance) social reforms (Lecture, Classroom Discussion, PPT)	2	1	-

<b>Unit-2</b>	<b>Press and freedom movement</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Role of press in freedom movement (Lecture, Classroom Discussion, )	2	1	-
2.2	Contribution of eminent journalist Lokmanya Bal Gangadhar Tilak, Mahatma Gandhi, Baburao Vishnu paradkar, Ganesh Shankar Vidyarthi, Makhanlal Chaturvedi, Madhav Rao Sapre (Lecture, Classroom Discussion, PPT)	2	1	-

2.3	Introduction to Press council and Press Commission (Lecture, Classroom Discussion, PPT)	2	1	-
2.4	Brief History of language press Urdu, Bangla, Malayalam, Tamil, Marathi (Lecture, Classroom Discussion, PPT)	2	1	-
2.5	Eminent journalist of post independence period Prabhas Joshi, Rajendra Mathur, Dharmveer Bharti, Rahul Barpute Press During Emergency. Present scenario of Indian Press (Lecture, Classroom Discussion, PPT)	2	1	-

<b>Unit-3</b>	<b>Introduction to News Agencies and Radio</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Brief history of AIR- Pre Independence Period, Post Independence Period (Lecture, Classroom Discussion)	2	1	-
3.2	Commission and Committees- Joshi Committee, Varghese Committee & Chanda Committee (Lecture, Classroom Discussion, PPT)	2	1	-
3.3	FM Broadcasting, Local Broadcasting, Interactive Radio Satellite Broadcast (Sky Radio) (Lecture, Classroom Discussion, PPT)	2	1	-
3.4	Organisation of AIR - News service division, external service division, Public Service and Commercial Radio, familiarisation with studio and equipment (Lecture, Classroom Discussion, PPT)	2	1	-
3.5	Introduction to News Agencies-PTI, UNI, Hindustan Samachar, Samachar Bharti,ANI (Lecture, Classroom Discussion, PPT)	2	1	-

<b>Unit-4</b>	<b>Introduction to Doordarshan</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Objectives of Doordarshan ,Role of DD in National Development (SITE project and Educational TV) (Lecture, Classroom Discussion, PPT)	2	1	-
4.2	Growth and development of Doordarshan in India Three tier service system of DD- National, Regional and Local Commercial Service and Special Audience Program (Lecture, Classroom Discussion, PPT)	2	1	-
4.3	Characteristics of television as a medium of Communication (Lecture, Classroom Discussion, PPT)	2	1	-
4.4	Difference and comparison of television with other media (Lecture, Classroom Discussion, PPT)	2	1	-
4.5	Prasar Bharti Nigam – Objective, Structure and Function (Lecture, Classroom Discussion, PPT)	2	1	-

<b>Unit-5</b>	<b>Introduction to Film and Social Media</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Cinema definition and scope, Introduction to Indian Cinema (Lecture, Classroom Discussion, PPT)	2	1	-
5.2	Types of Indian Cinema-Popular and Parallel,Importance of Cinema In Indian Society (Lecture, Classroom Discussion, PPT)	2	1	-
5.3	Cinema as a medium of communication (Lecture, Classroom Discussion, PPT)	2	1	-
5.4	Introduction to Social Media, Types of Social Media, Indian Social Media Platforms (Lecture, Classroom Discussion, PPT)	2	1	-
5.5	Types of Social Media as a effective medium of communication, Importance of Social Media In Contemporary Society (Lecture, Classroom Discussion, PPT)	2	1	-

#### **Practical/Project/Assignments:**

- Prepare a Assignment on Historical topic of media.
- Visit any media house and prepare a report
- Write an essay on contribution and relevance of any one freedom fighter journalist
- Prepare chart/poster on timeline of origin and growth of Indian Press/television and Radio Broadcast media
- Prepare a Assignment on History of Film in India
- Prepare a Assignment on Origin and Growth of Social Media
- Any assignment given by the concerned faculty.

#### **Suggested Readings:**

- Natrajan J, The Pblcation Division, History of Indian Journalism
- Gupta V S & Veer Bala Agrawal, Concept Publishing Company, New Delhi, Hand Book of Journalism & Mass Communication
- Fang E. Erving, Focal Press, History of Mass Communication: Six Information Revolutions
- Keavl J Kumar,Jaico Publication, New Delhi, Mass Communication and India
- Villanilam J V, NBT, New Delhi, Growth and Development of Mass Communication India

<b>BAMC : I SEM</b>			<b>Marks:40</b>		<b>Credits:2</b>			
<b>SOCIAL AND EMOTIONAL LEARNING</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>30</b>	<b>-</b>	<b>10</b>	<b>1/1</b>	<b>1/1</b>	<b>-</b>

### Course Objectives

- To understand the concept of emotional and social intelligence and learn ways of developing them.
- To understand and establish the role of emotional learning in life and existence of self and its dependency with Nature.
- To introduce the basic concepts of the learning such as self and social awareness
- To inculcate the skills among the students to learn from emotions and practice self management
- To inculcate the relationship skills among students for taking responsive decisions.
- To aware about unsupervised learning, misinformation and social learning.
- To develop the socio-emotional approach of learning among students.

### Learning Outcomes

- Contemplate and apply the knowledge and skills for social emotional development.
- Create and practice the supportive environments.
- Demonstrate, establish and evolve the social-emotional harmony in their personal and professional life and growth.
- Explore and exploit different routes, channel of learning.
- To develop the abilities in students to understand their emotions and its interrelationship with the Socio –Economic contexts

<b>Unit-1</b>	Learning Concepts (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Meaning, Definition and Basic concepts of Learning, Significance, Importance and Relevance of Learning in present scenario, Learning by Digital platforms. (Lecture, Classroom Discussion)	2	-	-
1.2	Learning in Indian context: Indian views on learning, Teachings of Epics (Ramayna, Bhagvatgita etc.) (Lecture, Classroom Discussion)	1	-	-
1.3	Philosophers (Aurobindo, J. Krishnamurthy, Mahirshi Raman and NisargdattaMaharaj) (Lecture, Classroom Discussion)	2	1	

<b>Unit-2</b>	Emotional and Social Awareness (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Importance and Models of Emotional Intelligence; (Lecture, Classroom Discussion)	1	-	-
2.2	EQ competencies: self-awareness, Levels of emotional awareness;Recognizing Emotions in oneself; self-regulation (Lecture, Classroom Discussion)	2	-	-
2.3	Perceiving emotions accurately in others, Social awareness and empathy, and interpersonal skills (Lecture, Classroom Discussion)	2	-	-
2.4	strategies to develop emotional and social awareness, Social Co-Regulation. (Lecture, Classroom Discussion)	1	-	-

<b>Unit-3</b>	Managing Emotions (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Harmony of the Self with Society, Understanding Myself as Co-existence of the Self and the Society, Understanding Needs of the Self and the Needs of the Society (Lecture, Classroom Discussion)	2	1	-
3.2	Cultural Considerations in SEL, The relationship between emotions, thought and behavior; (Lecture, Classroom Discussion)	2	-	-
3.3	Techniques to manage emotions and social conflict (Lecture, Classroom Discussion)	1	-	-

<b>Unit-4</b>	Relationship Management (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Define social skills and explore its various competencies. (Lecture, Classroom Discussion)	1	-	-
4.2	Implement strategies to help build relationships and connections at work, recognize the difference between facts from emotions. (Lecture, Classroom Discussion)	2	1	-
4.3	Apply listening strategies to become a better listener and ultimately a better communicator. (Lecture, Classroom Discussion)	1	1	-

<b>Unit-5</b>	Social Emotional Learning and its Application (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Emotional Intelligence in Indian Context. Applications in the context of Mass Media /Mass Communication. (Lecture, Classroom Discussion)	2	-	-
5.2	Social Intelligence in Indian Context. Applications in the context of Mass Media/Mass Communication. (Lecture, Classroom Discussion)	2	-	-
5.3	Cultural Consideration in Social Emotional Learning (Lecture, Classroom Discussion)	1	-	-
5.4	Responsible Decision Making and Team Work. (Lecture, Classroom Discussion)	1	-	-

### **Practical/Project/Assignments:**

- Prepare chart / poster on human learning.
- Make a poster presentation on different social and emotional experiences.
- Self-critical awareness about ones abilities and assets in different contexts of life and limitations in terms of knowledge, attitudes, skills and values which may be revised or developed.
- Activities that develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision making and problem solving with all their components.
- Visits to the slums and natural calamities and stories of different children to tap empathy which is inherent.
- Group discussion on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills.
- Introducing yoga exercises to be done with ease and meditation which starts with self-knowledge with let come and let go spirit to experience spells of silence for

- healthy body and mind and to awaken the hidden faculties.
- Exercises to have inner observation for self knowing while in stress or in emotions and to develop skills of self management.
- Use of brain storming, value clarification and group discussion techniques to arrive at the realities free of habitual modes of thoughts, attitudes and action tendencies.
- Encouraging Nature observation, inner observation, nature walks, and reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness and sharing personal experiences.
- Any assignment given by the concerned faculty.

### **Suggested Readings:**

- A.N.Tripathy (2003). Human Values, New Age International Publishers.
- Adams, S. R., & Richie, C. (2017). Social emotional learning and English language learning: A review of the literature.
- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.
- Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.
- Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books. Singh, D. (2003). Emotional intelligence at work (2nd ed.) New Delhi: Response Books.
- Bajpai.B.L. (2004). Indian Ethos and Modern Management, New Royal Book Co., Lucknow, Reprinted.
- Baron and Byrne. Social Psychology.
- Bertrand Russell. Human Society in Ethics and Politics
- C.T. Morgan, R.A. King, J. R. Weisz, JSchopler (2011). Introduction to Psychology. Corliss Lamont: Philosophy of Humanism.
- Daniel Goleman (1995). Emotional Intelligence. Bantam Books.
- Daniel Goleman (2017). Emotional Intelligence and Social Intelligence: The New Science of Human Relationships.
- Plutchik, R. (2001). The nature of Emotions.
- VanAusdal, K. (2019). Collaborative classrooms support social-emotional learning.

<b>BAMC : I SEM</b>			<b>Marks:40</b>		<b>Credits:2</b>	
<b>ETHICS AND CULTURE</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>
						<b>L</b> <b>T</b> <b>P</b>
			<b>30</b>	<b>-</b>	<b>10</b>	<b>1/1</b> <b>1/1</b> <b>-</b>

### Course Objectives

- To introduce students to basic human values.
- To highlight the role of Values in Life.
- To educate students about moral freedom and struggles to achieve the same.
- To make students aware of Culture.
- To improve cultural quotient of students.

### Learning Outcomes

- Students will able to contemplate and apply moral values in their life.
- They will get thorough understanding of values and ethics.
- Students will have knowledge about personal and professional growth through Values and Ethics.
- They will understand different forms of culture.
- Understand the triangulation of society, media and culture

<b>Unit-1</b>	<b>Harmony in the Human Being</b> (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Human being: Concept and Meaning (Lecture, Classroom Discussion)	1	-	-
1.2	Human Being is more than just the Body (Lecture, Classroom Discussion)	1	-	-
1.3	Harmony of the Self ( I ) with the Body (Lecture, Classroom Discussion)	1	1	-
1.4	Understanding Myself as Co-existence of the Self and the Body (Lecture, Classroom Discussion)	1	-	-
1.5	Understanding Needs of the Self and the Needs of the Body (Lecture, Classroom Discussion)	1	-	-

<b>Unit-2</b>	<b>Social Ethics</b> (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	The Basics for Ethical Human conduct (Lecture, Classroom Discussion)	1	-	-
2.2	Defects in Ethical Human Conduct (Lecture, Classroom Discussion)	1	-	-
2.3	Holistic Alternative and Universal order (Lecture, Classroom Discussion)	1	-	-
2.4	Universal Human Order and Ethical Conduct (Lecture, Classroom Discussion)	1	1	-
2.5	Social Ethics: A way to success (Lecture, Classroom Discussion)	1	-	-

<b>Unit-3</b>	<b>Professional Ethics</b> (Total hours- L+T+P=5 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Value Based Life and Profession (Lecture, Classroom Discussion)	1	-	-
3.2	Professional Ethics and Right Understanding (Lecture, Classroom Discussion)	1	-	-
3.3	Technology and Ethics (Lecture, Classroom Discussion)	1	-	-
3.4	The nexus of Environment and Ethics (Lecture, Classroom Discussion)	1	-	-
3.5	Issues in Professional Ethics – The Current scenario (Lecture, Classroom Discussion)	1	-	-

<b>Unit-4</b>	<b>Study of Culture</b> (Total hours- L+T+P=8 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	The Idea of Culture, Perspectives of Indian Culture and Value System: Dharma, Karma, Vasudhaiv Kutumbkam, Sarve bhavantu sukhin, Shashwat dharma (Lecture, Classroom Discussion)	2	-	-
4.2	Indic philosophy in values and culture, Deh; mann; buddhi; atman, Happiness and Success (Lecture, Classroom Discussion)	1	-	-
4.3	Hindu-Buddhist ethics, Integral Humanism (Pt. Deen Dayal Upadhyay), Hind Swaraj, (Lecture, Classroom Discussion)	2	-	-
4.4	Culture and Civilization: Differences and Differences, Meaning and form of Culture and Civilization (Lecture, Classroom Discussion)	1	-	-
4.5	Similarities and differences between Indic and Western culture, Culture and Society in Contemporary India (Lecture, Classroom Discussion)	2	-	-

<b>Unit-5</b>	<b>Culture and Media</b> (Total hours- L+T+P=5 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Indian culture from the lens of Newspapers and Magazines (Lecture, Classroom Discussion)	1	-	-
5.2	Radio, Television, Advertising and Cinema as representatives of Indic culture (Lecture, Classroom Discussion)	1	-	-
5.3	Social Media and Cultural implications (Lecture, Classroom Discussion)	1	-	-
5.4	Digital Media in present scenario, Theory of Culture (Lecture, Classroom Discussion)	1	-	-
5.5	Globalization in context of Indian Culture (Lecture, Classroom Discussion)	1	-	-

#### **Practical/Project/Assignments:**

- Prepare chart / poster on human values
- Make a poster presentation on different Indian and universal anecdotes.
- Any assignment given by the concerned faculty.



### Suggested Readings:

- A.N.Tripathy, Human Values, New Age International Publishers, 2003
- Bajpai. B.L., Indian Ethos and Modern Management, New Royal Book Co., Lucknow, Reprinted, 2004
- Berger, A. (2012). Media and Society: A Critical Perspective.
- Bertrand Russell, Human Society in Ethics and Politics
- Corliss Lamont, Philosophy of Humanism
- Gerber S. Scherer and H.Hefner D. (2016). Social Capital in Media Societies: The Impact of Media use and media structure capital. International Communication Gazette, Vol. 78 (6), pp 493-513
- Ramanujan, A.K. (1999) Folk Tales of India, edited by Brenda Beck and Peter J. Klaus, Chicago: Univ. of Chicago Press.
- Schiffman, Harold. (1996) Linguistic Culture and Language Policy, London and New York: Routledge.
- Van, G. (2017). Part-1: What is Culture and how does it Affect our Daily Lives? HUFFPOST.

### e-resources

- <https://hvpenotes.blogspot.com/2017/01/chapter-v-understanding-human>
- <https://aktu.ac.in/hvpe/PDF> Presentations/PDF English Presentation/HVPE
- <https://www.digitalg1.com/courses/kve301-kve401-uhvpe/kve301-kve401>
- [http://www.huffingpost.com/gabriella-van-rij/part-1-what-is-culture-and-how- does-it-affect-our-daily-lives\\_b\\_9607312](http://www.huffingpost.com/gabriella-van-rij/part-1-what-is-culture-and-how- does-it-affect-our-daily-lives_b_9607312)

<b>BAMC : I SEM</b>			<b>Marks:40</b>		<b>Credits:2</b>	
<b>Hindi Bhasha Evam Sahitya</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>
						<b>L T P</b>
			<b>30</b>	<b>-</b>	<b>10</b>	<b>1/1 1/1 -</b>

**ikB~;dze ds mn~ns';%**

- fgUnh Hkk"kk dk lkekU; ifjp; vkSj mlds lapkj ds i{kksa dk Kku djukA
- fgUnh Hkk"kk vkSj lkfgR; ds izpfyr Lojwiksa dk lapkj dh n+f"V Is lapkj djukA
- fgUnh Hkk"kk dk vU; Hkk"kkvksa ds lkFk laca/kksa dk Kku djukA
- fgUnh ds iz;kstuewyd Lo:i dk izf'k{k.k iznku djukA
- O;kogkfjd fgUnh ds okpu vkSj ys[ku dk dkS'ky fodflr djukA

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- fgUnh Hkk"kk dh okD; lajpuk ds fuekZ.k o mlds iz;ksx esa fuiq.krka
- fgUnh Hkk"kk vkSj lkfgR; ds izpfyr Lo:iksa dh lapkj dh n`f"V Is le> vkSj izk;ksfxd dq'kyrkA
- fgUnh Hkk"kk ds vU; Hkk"kkvksa ds lkFk laca/kksa ds Kku Is Hkk"kk n{krk esa fodkIA
- fo|kFkhZ 'kCn] vFkZ ,oa O;kdj.k ds lkFk Hkk"kk ds lkekftd lanHkZ ij viuk n`f"Vdks.k fodflr dj ik,asxsA
- fo|kFkhZ laikndh;] fVli.kh] izk:i.k vkSj i=kpkj dk iz;ksx dj ik,saxsA

<b>bdkb Z&amp;1</b>	<b>fgUnh Hkk"kk ds rRo vkSj mudk cks/k</b>	<b>L</b>	<b>T</b>	<b>P</b>
<b>1.1</b>	Hkk"kk vkSj laizs"k.k] fgUnh dh fyfi] orZuh	1	1	-
<b>1.2</b>	fgUnh dh /ofu;ka] fgUnh :i jpuj	2	-	-
<b>1.3</b>	nsoukxjh fyfi vkSj mldh fo'ks"krk,a]	1	-	-
<b>1.4</b>	fgUnh dh miHkk"kk,a	1	-	-

<b>bdkb Z&amp;2</b>	<b>fgUnh Hkk"kk vkSj lkfgR; dh lajpuk</b>	<b>L</b>	<b>T</b>	<b>P</b>
<b>2.1</b>	fgUnh dh 'kCnkoyh] fgUnh dk ekud% O;kdj.k ¼lkekU; ifjp;½	2	-	-
<b>2.2</b>	fgUnh Hkk"kk vkSj lkfgR; dk laf{klr bfrgkl lkekU; ifjp;	1	-	-
<b>2.3</b>	fgUnh esa fofHkUu fo"k;ksa dk cks/ku	1	-	-
<b>2.4</b>	fgUnh ij ds fodkl dk lkekU; ifjp;	2	-	-

<b>bdkb Z&amp;3</b>	<b>O;kogkfjd fgUnh vkSj ys[ku</b>	<b>L</b>	<b>T</b>	<b>P</b>
3.1	eggkojs] ykdsksfDr;kW vkSj dggorsa	2	-	-
3.2	fgUnh dk lkekftd lanHkZ] laokn 'kSyh	1	-	-
3.3	ljdkjh i=kpkj rFkk fVli.k vkSj izk:i.k	1	1	-
3.4	vuqokn djus dk O;kogkfjd Kku	1	-	-

<b>bdkb Z&amp;4</b>	<b>fgUnh dk iz;kstuewyd Lo:i</b>	<b>L</b>	<b>T</b>	<b>P</b>
4.1	iz;kstuewyd Hkk"kk vkSj fgUnh ds fofo/k :	1	-	-
4.2	iz;kstuewyd fgUnh] lkekU; fgUnh vkSj ikfjHkkf"kd 'kCnkoyh	2	-	-
4.3	fgUnh Hkk"kk dk vU; Hkk"kkvksa ds laca/k] fgUnh Hkk"kk esa iz;qDr vU; Hkk"kkvksa ds 'kCnksa dk Kku	2	-	-
4.4	lEidZ Hkk"kk fgUnh] fgUnh dk vUrjZ"V <sup>ah</sup> ; lanHkZ	1	-	-

<b>bdkb Z&amp;5</b>	<b>fgUnh x]</b>	<b>L</b>	<b>T</b>	<b>P</b>
5.1	fgUnh x] dk fodkl] fgUnh x] dh fofo/k fo/kk,a	2	-	-
5.2	fgUnh dgkuh vkSj miU;kl %Lo:i vkSj fodkl	1	-	-
5.3	ledkyhu fgUnh ys[ku	1	-	-
5.4	fgUnh ,dkadh vkSj ukVd % ,d lkekU; ifjp;	2	-	-

### **l=h; dk;Z:**

1- de ls de 20 ,sls fgUnh 'kCnksa dks fy[kks ftlesa dqN /ofu;ksa ds cny tkus ds dkj.k vFkZ&Hksn gksrk gS A

2- fuEufyf[kr 'kCnksa dks 'kCndks'kh; dze esa jf[k,&HkfDr] vax] egkur] R;ksgkj] laLd`fr] iwohZ] i<+uk] cM+k] ekuo] izd`fr] \_rq] eq[;]Qly] iafDr;ka] egkiq:"k] iwtk] Hkkouk] C;kt] ftdz] rjDdhA

3- fgUnh dh leLr miHkk"kkvksa dh lwph cuk,a ,oa ml ij laf{klr fVli.kh fy[ksaA

4- fgUnh esa [ksy] vFkZO;oLFkk vkSj foKku fo"k;ksa ij ikap&ikap lepkj ys[ku djsaA

5- de ls de ikap vyx&vyx fo"k;ksa ¼vuq'kkluksa½ ij chl&chl ikfjHkkf"kd 'kCnkoyh dh lwph cuk,aA

### **lanHkZ xzUFk**

1- MkW- HkksykukFk frokjh ¼l½% fgUnh dh ?ofu lajpuk] lkfgR;] lgdkj] d`".kkuxj] fnYyhA

- 2- jkepanz oekZ] vPNh fgUnh] bykgkcknA
- 3- oklqnsouanu izlkn] vk/kqfud fgUnh O;kdj.k vkSj jpuk%] Hkkjrh Hkou] iVukA
- 4- fjosnh gtkjh izlkn] lkfgR; lgpj] yksdHkkjrh] izdk'ku] bykgkcknA
- 5- d".k dqekj xksLokeh] iz;kstuewyd fgUnh vkSj dk;kZy;hu fgUnh] dfyaxk izdk'ku] 1982]] ubZ fnYyhA
- 6- jkds'k 'kekZ ,oa uhyef.k 'kekZ] ¼2019½ jktHkk"kk fgUnh % dy vkt vkSj dy] n fdz,fVo vkVZ] nf{k.k iwohZ fnYyh&110044
- 7- xksiky jk; ¼2020½ fgUnh Hkk"kk dk fodkl] jktdey izdk'ku] v{kj] ubZ fnYyhA
- 8- MkW- gjnso ckgjh] fgUnh mn~Hko] fodkl vkSj :i] fdrkc egy]izdk'ku] ubZ fnYyhA
- 9- lar lehj] ¼2018½ vPNh fgUnh dSlS fy[ksa] izHkkr izdk'kuA
- 10-vkpk;Z jkepanz 'kqDy ¼2020½ fgUnh lkfgR; dk bfrgkl] izHkkr izdk'ku] ubZ fnYyhA

BAMC : I SEM			Marks:40		Credits:2	
Fundamentals of Computers			Th	Pr	la	Cre/ hrs.
			L	T	P	
			-	30	10	- 1/1 1/2

### Course Objectives

- Identify various components of the computer.
- Acquaint the students with the application of computers and understanding the latest trends in information technology.
- To familiarize the student with various office automation software and component of office automation.
- To make him comfortable to use MS Office Tools.
- To develop expertise in word processing, spreadsheet, and presentation skills.

### Learning Outcomes

- Use and identify various peripheral devices of the computer.
- Explain the functions of a computer.
- Use the Windows operating system and create files and folders, Printer Setting, Mouse, and keyboard Setting.
- Create a document in word, Check Spellings, Mail Merges Documents, and Use various features of words.
- Create an excel sheet, use various formulas, make different types of graphs for given data.
- Make slides and use of animation and transition effects in PowerPoint presentations.
- To develop expertise in word processing, spreadsheet, and PowerPoint presentations.

UNIT-1	Introduction to Computer (Total hours- L+T+P=6 hrs)	L	T	P
1.1	Definition, Block Diagram, Generation of Computer, Speed, Storage, Hardware & Software, Types of Computer, Desktop Computer, Laptop Computer, Palmtop Computer, Super Computer, Mainframe , Mini Computer, PC (Discussion, Practical)	-	1	1
1.2	<b>Memory:</b> Units, Types - Primary memory: RAM, ROM, PROM, EPROM, EEPROM, DDR, SRAM, DRAM (Discussion, Practical)	-	-	1

<b>1.3</b>	Secondary memory: Hard Disk, CD, DVD, Blue-Ray Disc, Pen Drive Magnetic Tape , Floppy disk & Zip Disk, Port: Serial, Parallel, USB, Use of Cloud Storage, Google Drive, Drop box (Discussion, Practical)	-	-	<b>1</b>
<b>1.4</b>	CPU: Functions of CPU, Mother Board, Graphics Card, Sound Card, Network Card – Modem (Discussion, Practical)	-	-	<b>1</b>
<b>1.5</b>	<b>Input, Output devices:</b> Keyboard, Mouse, Scanner, Digital Camera, Joystick, Pen drive, Monitor Types of Monitors, printers Types of Printer, Plotter, Scanners. Introduction to drivers (Discussion, Practical)	-	-	<b>1</b>

<b>UNIT-2</b>	<b>MS-Windows, Mobile OS and Open Source</b> (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
<b>2.1</b>	<b>Definition of Operating System</b> - Functions of OS, Types of OS: Single user, Multi-User, <b>Windows Desktop - GUI:</b> Definition, Standards, Cursors/Pointers, Icons, GUI Menus, GUI— Desktop icons and their functions (Discussion, Practical)	-	-	<b>1</b>
<b>2.2</b>	My computer, My documents, Network Neighborhood, Recycle Bin, Quick launch Tool Bar, System Tray, Start Menu, Taskbar <b>Dialog Boxes:</b> List Box, Spin Control Box, Slide, Drop-down list, Radio button, Check box, Text box (Discussion, Practical)	-	<b>1</b>	<b>1</b>
<b>2.3</b>	<b>Partsof Windows</b> -Title bar, Menu bar, Scroll bar, Status Bar, Maximize, Minimize, Close and Resize & Moving a Window – <b>Windows</b> - Start Menu – Help Menu- Preview Menu; Logoff & Shutdown (Discussion, Practical)	-	-	<b>1</b>
<b>2.4</b>	Working with Notepad & WordPad: Opening & Saving files, Formatting, Printing, Inserting objects, Creating & Editing Images with Microsoft paint, Using the Calculator – Personalizing Windows (Discussion, Practical)	-	-	<b>1</b>
<b>2.5</b>	<b>Introduction to Mobile,</b> Mobile Operating Systems (Android, IOS, Blackberry), Mobile apps, File Transfer, Various file format like JPEG, MPEG, Bitmap, PNG etc. Introduction to open Source softwaresIntroduction open office, Introduction to Linux OS (Discussion, Practical)	-	-	<b>1</b>

<b>UNIT-3</b>	<b>MS Word</b> (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
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<b>3.1</b>	<b>Working with Documents</b> -Opening & Saving files, Editing Text documents, Inserting, Deleting, Cut, Copy, Paste, Paste Special, Undo, Redo, Find, Search, Replace, Formatting page & setting Margins, Using Toolbars, Ruler (Discussion, Practical)	-	-	<b>1</b>
<b>3.2</b>	<b>(Formatting Documents</b> - Setting Font Styles, Font selection- Style, Size, color, etc. Typeface - Bold, Italic, Underline, Case Settings, Highlighting, Special Symbols, Paragraph Setting, Alignments, Indents, Line Space, Margins, Bullets & Numbering (Discussion, Practical)	-	-	<b>1</b>
<b>3.3</b>	<b>Setting Page style</b> - Formatting Page, Page tab, Margins, Layout settings, Columns, Header & footer, Page Numbering, Date & Time (Discussion, Practical)	-	<b>1</b>	<b>1</b>
<b>3.4</b>	Creating Tables- Table Settings, Borders, Alignments, Insertion, deletion, Merging, Splitting, Sorting, Convert Text to Table, Convert Table to Text (Discussion, Practical)	-	-	<b>1</b>
<b>3.5</b>	<b>Drawing</b> - Inserting Clipart, Pictures, Shapes, Textbox, SmartArt, Files, <b>Tools</b> – Use of Spell Checks, Mail Merge, Envelop, Labels (Discussion, Practical)	-	-	<b>1</b>

<b>UNIT-4</b>	<b>MS Excel</b> (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
<b>4.1</b>	<b>MS Excel:</b> SpreadSheet& Its Applications, Opening Spreadsheet, Menus - Main Menu, Formula Editing, Formatting, Toolbars, Using help, Shortcuts, Spreadsheet Types. Working with Spreadsheets- opening, Saving files, Setting Margins, Spreadsheet addressing - Rows, Columns & Cells, Referring Cells& Selecting Cells – Shortcut Keys (Discussion, Practical)	-	-	<b>1</b>
<b>4.2</b>	<b>Entering &amp; Deleting Data-</b> Find, and Replace, Inserting Data, Insert: Cells, Column, Rows, Sheets, Symbols, Data from External files, Clipart, Pictures, Files, etc. Inserting Functions (Discussion, Practical)	-	-	<b>1</b>
<b>4.3</b>	<b>Formula</b> – Relative and Absolute References Mathematical operations (Addition, Subtraction, Multiplication, Division, Exponentiation, Percent, SUM, COUNT, AVG, MAX, MIN (Discussion, Practical)	-	-	<b>1</b>
<b>4.4</b>	Chart: Various Chart Types, Creating each types of Charts, Add Labels, Title, Legends (Discussion, Practical)	-	<b>1</b>	<b>1</b>
<b>4.5</b>	<b>Formatting:</b> Cell Data, Auto Fills, Border and Shading (Discussion, Practical)	-	-	<b>1</b>

<b>UNIT-5</b>	<b>MS PowerPoint</b> (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
<b>5.1</b>	<b>MS PowerPoint: Introduction:</b> Multimedia, Components of Multimedia, Applications of Multimedia, Introduction to PowerPoint, Features, Working with Presentation, different views, Inserting, Deleting and Copying of Slides Working with Speaker Notes (Discussion, Practical)	-	-	<b>1</b>
<b>5.2</b>	. Handouts, Columns & Lists, Slide Layout and its types, Adding Graphics, Sounds, and Movies to a Slide, Animation, Transition (Discussion, Practical)	-	-	<b>1</b>
<b>5.3</b>	Working with PowerPoint Objects, Slide Show, Wizards, Slide Master, Chart, SmartArt, Changing Themes (Discussion, Practical)	-	-	<b>1</b>
<b>5.4</b>	Types of Networks: LAN, WAN, MAN, Topologies of LAN -Ring, Bus, Star, Mesh and Tree Components of LAN – Media, NIC, NOS, HUB, Bridge, Router Repeater and Gateways (Discussion, Practical)	-	-	<b>1</b>
<b>5.5</b>	<b>Internet:</b> History of the Internet, WWW, Clients, and Servers, Protocols (TCP/IP, HTTP, FTP), Search Engines, Portals, Internet Communication Services: Emails, Blogs, Mobile communications (Discussion, Practical)	-	<b>1</b>	<b>1</b>

**Practical / Projects/Assignments:**

**1. Lab Experiments for Word**

Create the table shown below:

<b>Troubleshooting Option</b>	<b>Explanation</b>	<b>Cost</b>
Cable Checker	3 devices for each office, @ Rs 225 a piece	Rs. 675
Onsite Troubleshooting	40 hours of onsite troubleshooting, @ Rs120 an hour	Rs. 4,800
Cable Tester	1 device to be shared among three offices	Rs. 1,400

- a) Insert a new row just below the Cable Tester row, and then enter the following information into the new row:
  - Troubleshooting Option: Onsite Training
  - Explanation: Informational seminar for all Madison employees
  - Cost: Rs 300
- b) Modify the widths of columns A and C to accommodate the widest entry in each, and then right-align the Cost column.
- c) Select the Heading row and Bold and Center the headings.
- d) Save the document.

## 2. Lab Experiments for Word

Type the following Paragraph as given.

“My Dream career”

My ambition of life is to become a doctor. I have taken up science and hygiene as optional subjects. When I join college, I shall take up medical group. I shall appear in the P.M.T. examination to qualify for joining a Medical College. After passing the P.M.T., I shall join the medical college to become a doctor.

I would like to be a doctor. My country has become free, Government has decided to uproot the diseases from the country and improve the health of the people. Hospitals are being opened for this purpose. There is great demand for doctor. Taking all these things into consideration. I have made up mind to become a doctor.

I do not want to be clerk. This line does not suit me. I do not want to be a teacher. Law is not a paying profession these days so becoming lawyer is not my goal.

a) Correct any spelling errors displayed in the given text.

b) Save the document as <My Dream >\_W01.

c) Change the layout of the page as given below.

>Page size: A4 (8.27" x 11.69") >Page orientation: Landscape

d) Change the page margins as follows:

>Top: 1.25">Bottom: 1.25">Right: 1.25">Left: 1.25"

e) Format the entire document as given below.

>Line spacing: 1.15">Font: Times New Roman >Font size: 14

>Align: Justify

f) Select the heading “Academy award” and format it as given below.

>Font color: blue >Style: Bold and underline >Align: Center

>Change all the letters to UPPERCASE

g) Make the first letter of the paragraph larger and fall into three lines (Drop cap).

h) Format the heading “My Dream career” with Style: Heading 2.

i) Create a bulleted list for the last paragraph lines of document.

j) Enter “My Document Tutorial” text as the heading of the table and format it to get the following output using a Wordart. (Font: Arial Black, Font size: 16, Align: Center)

k) Insert a footer with the following formatting options.

>Caption: <My First Document>>Font: Times New Roman >Font size: 12

l) Insert the W01 image given in the "Resources" directory, to the right hand side of the bulleted list of the document.

m) 14. Prepare your class time table using and Format the entire table as given below.

Change the cell size of the table to Auto Fit to Contents. >Align: Center

n) Select the Heading row and format it as given below.

Convert all text in to capital letters >Style: Bold >Align: Center



- o) Insert a new row just below the last row of the table and enter the following information into the new
- p) Send a Call Letter for All Applicants to Inform Interview Details using Mail Merge Base

### 3. Lab Experiments for Excel

In a new worksheet, create a table and insert the following information. Use different fonts for different columns.

- Names of people (at least 25)
- Their ages
- Number of years they have worked
- Salary per month
- Show housing, medical, travel and hardship allowances, and columns

Using the table to do the following:

- a) Calculate the total salary for each person and grand total for all persons.
- b) (Calculate Average, Minimum, Maximum and count entries.
- c) Show a graph of the their salaries
- d) Copy and paste your graph from sheet 1 to sheet 2, name your graph sheet ‘CHARTS’
- e) Add columns where necessary to include: leave payment, over time payment and sick off amount, and then calculate the net salary

### 4. Lab Experiments for Excel

	A	B	C	D	E	F	G	H
1		January	February	March	April	May	June	Average
2	House Payment	750	750	750	750	750	750	
3	Charity	200	200	200	200	200	200	
4	Groceries	300	425	425	290	325	350	
5	Car Payment	300	300	300	300	300	300	
6	Gasoline	45	45	50	55	45	60	
7	Clothing	100	75	60	50	100	85	
8	Utilities	95	85	95	90	80	90	
9	Total							
10	Income							
11								

#### Graph 1 – Pie Chart

- a) This graph will show the total amount of money spent on each category over a six-month period.
- b) To do this, you must total the amount spent on each item in column I. Do not include the average in your equation.
- c) Next, highlight the expenses (house payment, gasoline, etc). Hold down the Ctrl key and highlight your new totals.
- d) Create a pie chart. Go to data labels and show the percentages.
- e) Cut and paste all the information you need and the graph to a new sheet.

## Graph 2. – Bar Chart

This will be a bar chart for income and expenses.

Below your total column, type Income in A12. Enter the income for each month. They are as follows:

January:	2,000
February:	2,100
March:	2,000
April:	1,900
May:	2,500
June:	2,200

- Create a bar chart

## 5. Lab Experiments for MS PowerPoint

- Create a presentation with four blank slides.
- Modify the presentation as follows.
- Insert a suitable design template.
- Insert a footer to show Your name and your Student ID.
- Insert Today's date as a fixed date in the date area.
- Make necessary changes to appear slide numbers in the slide number area.
- Make necessary changes so that the footer, date and the slide number do not appear on the title slide (first slide).
- Add content to the title slide (first slide) by following the instruction given below.
- Type "River" as the slide title and its format should be Font Type: Arial, Style: Bold, Size:96, Color: Black [10 marks]
- Type "Our Life Support" as the sub title and insert an image from the resources directory to a suitable location.
- Add content to the second slide by following the instruction given below.
- Type the slide title as, "Rivers of North India" and format it as,  
Font Type: Arial, Style: Bold, Size: 44, Color: Black
- Insert the following content as shown below.
  - The Ganga
  - Indus
  - Bamhaputra
- In the third slide, add the following components.
- Type the slide title as, "Tributaries"
- Insert Rivers and their tributaries of slide 2 in a table.
- Insert few more important Rivers of India with their regions.
- Add the following animation effects to your presentation.

- s) Apply emphasis animation effect to each main point and sub point in the second slide.
- t) Apply sound effect when the second slide appears in the slideshow.
- u) Hide the fourth slide from the slide show.
- v) Save your presentation with the following file name < Rivers of \_North India>\_ P01.

**Suggested Readings:**

1. Pradeep K Sinha, PritiSinha, Computer Fundamentals, Sixth Edition BPB Publications
2. Alexis Leon & Mathews Leon-Fundamentals of Information Technology- Vikas Publishing House, New Delhi.
3. V. Rajaraman, NeeharikaAdabala, Computer Fundamentals, PHI
4. Peter Weverka"Office 2019 All-in-One For Dummies (Office All-in-one for Dummies)" 1st Edition
5. ReemaThareja -Fundamentals of Computers- Oxford University Press- First Edition
6. E. Balagurusamy-Fundamentals of Computers - Mcgraw Hill

**E-Resources:**

1. [https://www.tutorialspoint.com/computer\\_fundamentals/index.htm](https://www.tutorialspoint.com/computer_fundamentals/index.htm)
2. [https://www.tutorialspoint.com/word/word\\_getting\\_started.htm](https://www.tutorialspoint.com/word/word_getting_started.htm)
3. <http://www.apcce.gov.in/doc/04.MS%20Excel.pdf>
4. <https://www.tutorialspoint.com/powerpoint/>
5. <https://www.tutorialspoint.com/windows10/>

**BA in Mass Communication: SEMESTER - II**

<b>S. No.</b>	<b>Course of Study</b>	<b>Class &amp; Papers</b>	<b>Course Name/Subject</b>	<b>Th</b>	<b>IA</b>	<b>P</b>	<b>Total</b>
1.	MCC03	2BA(MC)1	Psychology and Media	80	20	-	100
2.	MCC04	2BA(MC)2	Sociology	80	20	-	100
3.	ADA04	2BA(MC)3	Environmental Science and Sustainable Development	30	10	-	40
4.	ADA05	2BA(MC)4	English Language and Literature	30	10	-	40
5.	ADA06 (A) OR ADA06 (B) OR ADA06(C)	2BA(MC)5	Co-Curricular- (A) Parliament: Practice and Procedure-I (B) Bhartiya Sangeet-I (C) Lalit Kala-I	-	10	30	40
6.	MCS02	2BA(MC)6	Communicative Hindi	30	10	-	40

<b>BAMC : II SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>		
<b>PSYCHOLOGY AND MEDIA</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>	
						<b>L</b>	<b>T</b>
<b>80</b>			<b>-</b>	<b>20</b>	<b>4/4</b>	<b>1/1</b>	<b>-</b>

### Course Objectives

- To develop an understanding of core concepts of Psychology.
- To orient students in understanding the Behavioural aspects of Individuals and Society.
- To analyze the issues of modern Behavioural deviations and suggest the remedies for the same.
- To inculcate aptitude among Students to express themselves according to Behavioural pre-dispositions.
- To make students well versed in Psychology in order to become a complete media professional.

### Learning Outcomes

- Students will be able to understand Psychology.
- Students will be able to know Behavioural discrepancies spread in Societies.
- To widen the Affective and Cognitive understanding of the world, among the students.
- Students will be able to increase the understanding of social groups.
- Students will become competent to discuss and write with the issues related to human behaviour.

<b>Unit-1</b>	<b>Introduction to Psychology</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	History of Psychology, Concept; Nature; Meaning and Definitions (Lecture and Classroom Discussion)	3	-	-
1.2	Schools of Psychology (Structuralism to Constructivism alongwith their proponents), Current trends in Psychology (Lecture and Classroom Discussion)	2	-	1
1.3	Goals of Psychology, Significance, Relevance (Lecture ,Classroom Discussion and Assignment)	3	-	-
1.4	Importance of studying Psychology for Media students (Lecture and Classroom Discussion)	3	-	-

1.5	Psychological Stress for Media Personals (Lecture, Practical and Classroom Discussion)	3	-	-
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<b>Unit-2</b>	<b>Human Behaviour and Cognition</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	ABC of Psychology (Affective, Behavioural and Cognitive Components) (Lecture and Classroom Discussion)	3	-	-
2.2	Elements of Human Behaviour (Lecture)	2	-	1
2.3	Sensation, Attention and Perception (Basic Concepts) (Lecture, Practical and Classroom Discussion)	3	-	-
2.4	Learning (Basic Concepts) (Lecture, Practical and Classroom Discussion)	3	-	-
2.5	Memory (Basic Concepts) (Lecture, Practical and Classroom Discussion)	3	-	-
<b>Unit-3</b>	<b>Psychopathology</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Historical background, Concept of Psychopathology (Lecture)	3	-	-
3.2	Differences between Normal and Abnormal (Lecture)	2	-	1
3.3	DSM-V (Lecture)	3	-	-
3.4	Major Psychological Disorders (Lecture)	3	-	-
3.5	Major Psychological Therapies (Lecture)	3	-	-

<b>Unit-4</b>	<b>Social Psychology</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Historical background, Concept of Social Psychology (Lecture and Classroom Discussion)	3	-	-
4.2	Attitude: Concept and Theories of Attitude change (Lecture, Practical and Classroom Discussion)	2	-	1
4.3	Attribution: Concept and Theories (Lecture, Practical and Classroom Discussion)	3	-	-
4.4	Cognitive Dissonance Theory (Leon Festinger), Social Learning Theory (Albert Bandura) (Lecture, Practical and Classroom Discussion)	3	-	-
4.5	Psychology of Social groups (Lecture and Classroom Discussion)	3	-	-

<b>Unit-5</b>	<b>Media Psychology</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Historical background, Concept of Media Psychology (Lecture and Classroom Discussion)	3	-	-
5.2	Needs: Real/Actual, Felt and Perceived (Lecture, Practical and Classroom Discussion)	2	-	1
5.3	Contemporary Media Psychology (Lecture, Practical and Classroom Discussion)	3	-	-

5.4	Play Theory/ Game theory (Lecture, Practical and Classroom Discussion)	3	-	-
5.5	Positive Media (Martin P. Seligman) (Lecture, Practical and Classroom Discussion)	3	-	-

**Practical/Project/Assignments:**

- Practical on Attention, Perception, Learning, Memory.
- Assignment on DSM-V/Theories of Attitude change/Theories of Attribution.
- Preparation of Case Study in Psychopathology.
- Practical's on Media Psychology.
- Any assignment given by the concerned faculty.

**Suggested Readings :**

- Morgan, King, Weisz and Schopler: Introduction to Psychology.
- Baron and Byrne: Social Psychology.
- Neale and Davidson: Abnormal Psychology.
- Rashmi Gahlwt: Introduction to Media Psychology.

**e- resources:**

- e-books

<b>BAMC : II SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>	
<b>SOCIOLOGY</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>
						<b>L</b> <b>T</b> <b>P</b>
			<b>80</b>	<b>-</b>	<b>20</b>	<b>4/4</b> <b>1/1</b> <b>-</b>

### Course Objectives

- To develop an understanding of core values of Sociology.
- To orient students in understanding their surroundings to analyze the issues implicit in Indian society.
- To inculcate aptitude among students to express themselves according to Social conscience.
- To impart an overall concept of Social development of individual.
- To make students map out the critical thinking to rationalize social settings, logically.

### Learning Outcomes

- Students will be able to understand Indian Social system better.
- Students will be able to know social functioning of various institutions and social settings.
- The enhancement of Social Quotient.
- Students will become competent to discuss and write with the issues related to social set-ups.
- Students will be enabled to discuss Social issues and their solutions.

<b>Unit-1</b>	<b>Introduction to Sociology</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Philosophy of Sociology: August Comte, McIver and Page, Madan and Majumdar, Irawati Karwe (Lecture method and Discussion )	3	-	-
1.2	Meaning, Nature, Concept and Importance of Sociology (Lecture method and Discussion )	3	-	-
1.3	Significance, Relevance and Scope of Sociology (Lecture method and Discussion )	3	-	-
1.4	Correlation of Sociology with other Social Sciences (Lecture method and Discussion )	3	-	-
1.5	Importance of studying Sociology for Media students (Lecture method and Discussion )	2	1	-



<b>Unit-2</b>	<b>Basic Sociological Concepts</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Humanity, Biosphere, Ecology and Environment (Lecture method and Discussion )	3	-	-
2.2	Individual, Group, Institution, Organization, Society (Lecture method and Discussion )	3	-	-
2.3	Class, Caste, Clan, Tribe (Lecture method and Discussion and Assignment preparation)	3	-	-
2.4	Family, Kinship, Community (Lecture method and Discussion )	3	-	-
2.5	Social Reform, Social Movements (Lecture method and Discussion)	2	1	-
<b>Unit-3</b>	<b>Indian Society and Culture</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Meaning, Nature, Concept and Importance of Society in Indian context (Lecture method and Discussion )	3	-	-
3.2	Varna System, Ashram System, Rina System (Lecture method and Discussion )	3	-	-
3.3	Religions in India (Lecture method and Discussion and Assignment preparation)	3	-	-
3.4	Social Institutions in India (Lecture method and Discussion and Assignment preparation)	3	-	-
3.5	Current Indian Social scenario (Lecture method and Discussion )	2	1	-
<b>Unit-4</b>	<b>Social Change</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Concept and Process of Social Change (Lecture method, Practical and Discussion )	3	-	-
4.2	Agents of Social Change (Lecture method and Discussion )	3	-	-
4.3	Contemporary Changes in India (Lecture method and Discussion )	3	-	-
4.4	Concept and Process of Socialization (Lecture method and Discussion )	3	-	-
4.5	Concept and Process of Social Stratification (Lecture method, Practical and Discussion )	2	1	-
<b>Unit-5</b>	<b>Indian Culture and Society</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Meaning, Definition and Characteristics of Culture (Lecture method, Practical and Discussion )	3	-	-
5.2	Salient features of Indian Culture (Lecture method, Practical and Discussion )	3	-	-
5.3	Cultural Imperialism (Lecture method, Practical and Discussion )	3	-	-
5.4	Meaning, Definition and Characteristics of Cross-cultural Communication	3	-	-

	(Lecture method, Practical and Discussion )			
5.5	John Berry and Geert Hofstede (Lecture method, Practical and Discussion )	2	1	-

**Practical/Project/Assignments:**

- Preparation of Assignment on Sociology for Media students.
- Preparation of Assignment on Basic Sociological Concepts.
- Any assignment given by the concerned faculty.

**Suggested Readings:**

- S.L. Doshi and P.C. Jain: मुख्य समाजशास्त्रीय विचारक: पाश्चात्य एवं भारतीय चिन्तक (MukhyaSamajshashtriyaVicharak: Key Social Thinkers – Western and Indian) Hindi
- Vidhya Bhushan and DR Sachdeva: Fundamentals of Sociology
- HR Mukhi: Indian Sociology
- CN Shanker Rao: Sociology of Indian Society
- Carah and Louw: Media and Society

**e-resources:**

- Concerned books and study material available online

<b>BAMC : II SEM</b>			<b>Marks:40</b>		<b>Credits:2</b>			
<b>ENVIRONMENTAL SCIENCE AND SUSTAINABLE DEVELOPMENT</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Crehrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>30</b>	<b>-</b>	<b>10</b>	<b>1/1</b>	<b>1/1</b>	<b>-</b>

**Course Objectives**

- To demonstrate a congenial learning of Environment Factors to students
- To generate in students the awareness about Environmental Problems
- To define the types of Environmental Ecosystems & its formation to students
- To associate the knowledge of various Environmental Ethics to students
- To illustrate to the students problems relating to Human Population on Environment

**Learning Outcomes**

- Recognize various environmental factors
- Analyze environmental problems
- Characterize ethical issue for environmental related issue
- Identity methods to protect environmental
- Recognize effect to population on environmental

<b>Unit-1</b>	<b>The Multidisciplinary Nature of Environmental Studies and Natural Resources (Total hours- L+T+P=6 hrs)</b>	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Natural resources and associated problems. Forest resources: Use and Over-exploitation, deforestation, (Class room lectures)	4	-	-
1.2	Water resources: Use and over-utilization of surface and ground water. ( PPTs)	4	-	-
1.3	Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources. (PPTs & Class room lectures)	3	-	-
1.4	Energy resources: Growing energy needs, renewable and non-renewable energy sources. ( PPTs)	3	-	-

1.5	Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. ( Class room lectures )	4	-	-
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<b>Unit-2</b>	<b>Ecosystems, Biodiversity and its Conservation</b> (Total hours- L+T+P=6hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Concept, structure and function of an ecosystem, producers, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids ( Class room lectures & PPTs)	4	-	-
2.2	Introduction, types, characteristic features, structure and function of the following ecosystem: - Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) (PPTs)	4	-	-
2.3	Biodiversity introduction-Definition: genetic, species and ecosystem diversity. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values, biodiversity at global, national and local levels, India as a mega-diversity nation, Hot-spots of biodiversity ( PPTs & Class room lectures)	4	-	-
2.4	Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, endangered and endemic species of India (PPTs & Case study related to Kanha Wild life reserve)	4	-	-
2.5	Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity ( PPTs & Class room lectures)	2	-	-

<b>Unit-3</b>	<b>Environmental Pollution</b> (Totalhours- L+T+P=6hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Definitions. Causes, effects and control measures of: (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards (PPTs)	3	-	-
3.2	Solid waste Management: Causes, effects and control measures of urban and industrial wastes (PPTs & Class room Lectures)	4	-	-
3.3	Role of an individual in prevention of pollution (PPTs & Class room lectures, )	3	-	-
3.4	Pollution case studies ( Case Study)	4	-	-
3.5	Disaster management: floods, earthquake, cyclone and landslides (PPTs & Class room lectures)	4	-	-

<b>Unit-4</b>	<b>Social Issues and Environment</b> (Total hours- L+T+P=6hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	From Unsustainable to Sustainable development. Water conservation, rain water harvesting, watershed management. ( PPTs & Case Studies related to watershed management)	3	-	-
4.2	Environmental ethics: Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies ( PPT)	4	-	-
4.3	Wasteland reclamation, Consumerism and waste products ( PPT & class room lectures)	4	-	-

4.4	Environment Protection Act- Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act ( PPT & class room lectures)	3	-	-
4.5	Forest Conservation Act, Issues involved in enforcement of environmental legislation, Public awareness (PPT )	4	-	-

Unit-5	Human Population and Environment (Totalhours- L+T+P=6hrs)	L	T	P
5.1	Population growth, variation among nations (PPT & class room lectures)	3	-	-
5.2	Population explosion-Family welfare Program ( PPTs)	4	-	-
5.3	Environment and human health (PPTs , class room lectures& GDs)	4	-	-
5.4	Human Rights, Value Education, HIV/AIDS, Women and Child Welfare ( PPTs & Class room lectures)	3	-	-
5.5	Role of information Technology in Environment and human health. ( Class room lectures)	4	-	-

**Practical/Project/Assignments:**

- Project report on ill effects of environmental pollution.
- Group Study on biotic & a biotic components of environment.
- Perform a case study on 10 households in your vicinity and mention the type of natural and renewable resources they use or consume on a day-to-day basis.
- Mention along with photographs and small description of major types of biotic (fauna and Flora (5 each) and a biotic components (minimum 5) that are present in your surrounding areas.
- Prepare a short story with picture illustrations of the ill effect of environmental pollution in your surrounding areas.
- Mention the legal Acts to Prevent and Control Pollution.
- Mention the role of media towards prevention, control and awareness towards future environmental pollution impacts and consequences.
- Any assignment given by the concerned faculty.

**Suggested Readings:**

- Srivastava, Smriti.(2009). Environmental Studies.NewDelhi:S.K. Kataria& Sons
- Dhankar, Rajesh.(2006).Environmental Studies.New Delhi: Daya Books Pvt. Ltd.
- Kanagasabai, S.(2010). Environmental Studies.NewDelhi:PHI Learning Pvt. Ltd
- Bagad,Anjali.(2009). Environmental Studies. New Delhi: Technical Publications.

**e- resources:**

- <https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf>
- <https://www.kopykitab.com/Environmental-Studies-by-J-P-Sharma>
- [https://www.tutorialspoint.com/environmental\\_studies/environmental\\_studies\\_tutorial.pdf](https://www.tutorialspoint.com/environmental_studies/environmental_studies_tutorial.pdf)
- [https://www.ametuniv.ac.in/exam\\_attachment/Question%20Bank/UG/Marine-Bio-Technology/EVS.pdf](https://www.ametuniv.ac.in/exam_attachment/Question%20Bank/UG/Marine-Bio-Technology/EVS.pdf)

<b>BAMC : II SEM</b>			<b>Marks:40</b>		<b>Credits:2</b>			
<b>ENGLISH LANGUAGE AND LITERATURE</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>30</b>	<b>-</b>	<b>10</b>	<b>1/1</b>	<b>1/1</b>	<b>-</b>

### Course Objectives

- To help learners use English Language for contemporary academic and social needs.
- To enable students to learn to use language creatively and critically.
- Develop Oral and Written Communication.
- To enable students comprehend complex English Texts.
- To develop language skills with the literary texts

### Learning Outcomes

- Comprehend language and Communication Skills in academic and social contexts.
- Cope with complex language use.
- Communicate precisely orally as well in Written Communication.
- Read and understand literary and non literary texts.
- Understand and appreciate literary texts.

<b>Unit-1</b>	<b>English Grammar</b> (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Parts of Speech (Lecture, Discussion)	1	1	-
1.2	Direct Narratives (Lecture, Discussion)	1	-	-
1.3	Indirect Narratives (Lecture, Discussion)	1	-	-
1.4	Types of Sentences (Lecture, Discussion)	1	-	-
1.5	Tense (Lecture, Discussion)	1	-	-

<b>Unit-2</b>	<b>Basic Language Skills</b> (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Vocabulary (Lecture, Discussion)	1	-	-
2.2	Synonyms (Lecture, Discussion)	1	1	-
2.3	Antonyms (Lecture, Discussion)	1	-	-
2.4	Prefixes (Lecture, Discussion)	1	-	-
2.5	Suffixes (Lecture, Discussion)	1	-	-

<b>Unit-3</b>	<b>Oral and Written Communication Skills</b> (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Listening (Lecture, Discussion)	1	-	-
3.2	Speaking (Lecture, Discussion)	1	-	-
3.3	Reading (Lecture, Discussion)	1	1	-
3.4	Body Language (Lecture, Discussion)	1	-	-
3.5	Writing Formal and Informal Letters (Lecture, Discussion)	1	-	-

<b>Unit-4</b>	<b>Creativity Through Language</b> (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Comprehension (Lecture, Discussion)	1	-	-
4.2	Paragraph Writing (Lecture, Discussion)	1	-	-
4.3	Precise Writing (Lecture, Discussion)	1	-	-
4.4	Unseen Passage (Lecture, Discussion)	1	1	-
4.5	Essay Writing (Lecture, Discussion)	1	-	-

<b>Unit-5</b>	<b>Appreciating Literature</b> (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	The Solitary Reaper - William Wordsworth (Lecture, Discussion)	1	-	-
5.2	The Portrait of a Lady- Khushwant Singh (Lecture, Discussion)	1	-	-
5.3	Where the mind is without fear- Rabindranath Tagore (Lecture, Discussion)	1	-	-
5.4	Indian Weavers- Sarojini Naidu (Lecture, Discussion)	1	-	-
5.5	A Hero- R. K. Narayan (Lecture, Discussion)	1	1	-

**Practical/Project/ Assignments:**

- Creating a Digital Profile – LinkedIn (Resume/Video Profile)
- Word Games
- Writing Slogans
- Role Play
- Extempore and Debates
- Writing Picture Stories
- Any assignment given by the concerned faculty.

**Suggested Readings:**

- Parul Papat. Communication Skills . Pearson Education: 2015
- Professional Speaking skills, Aruna Koneru, Oup, 2015
- Scanlon, Jaimie, et al. Q: Skills for success. Listening and Speaking.2 Oxford University Press, 2015
- Meena Agarwal, English Communication, 2016, Edition 1, ISBN-13: 978-9351676737
- How to Speak and Write Correctly, Joseph Devlin, 2017, Edition 1, CreateSpace Independent Publishing Platform, ISBN-13: 978-1974637218
- Oxford English Dictionary and Thesaurus
- Collected Poems of William Wordsworth
- The Portrait of a Lady- Khushwant Singh
- Where the mind is without fear- Rabindranath Tagore
- Indian Weavers- Sarojini Naidu
- A Hero- R. K. Narayan

**e-resources:**

- Basic English Grammar rules with example sentences accessed at <https://basicenglishspeaking.com/basic-english-grammar-rules/>
- Basic English Grammar rules accessed at <https://grammar.yourdictionary.com/grammar-rules-and-tips/basic-english-grammar-rules.html>
- English Grammar accessed at <https://www.englishgrammar101.com/>
- Basics of English Grammar accessed at <https://www.talkenglish.com/grammar/grammar.aspx>
- Complete Handbook of English Grammar accessed at <https://www.learngrammar.net/english-grammar>
- Listening for Pronunciation Practice accessed at <http://orelt.col.org/module/unit/1-listening-pronunciation-practice>
- Phonetics: The Sounds of Language <https://scholar.harvard.edu/files/adam/files/phonetics.ppt.pdf>

## Co- Curricular- 1

<b>Bachelor's :I Year</b>	<b>Marks:40</b>			<b>Credits:2</b>		
<b>(A) Parliament: Practice and Procedure-I</b>	<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
				<b>L</b>	<b>T</b>	<b>P</b>
	-	<b>30</b>	<b>10</b>	-	<b>1/1</b>	<b>1/2</b>

### Course Objectives

- To acquaint students with knowledge of the Indian Constitution.
- To make students familiar with concept of Parliament.
- To understand the concept of various practices and procedures of Indian Parliament
- To develop understanding about powers and privileges of Parliamentary and Legislative members

### Learning Outcomes

- Students will be able to understand the concept of Indian Constitution and Parliament.
- Students will be able to understand working of Indian Parliament
- Students will be able to understand and analyze working of State Assembly and Legislative Councils
- Ability to apply the theory into practice.

<b>Unit-1</b>	<b>Introduction to Indian Constitution</b> (Total hours- L+T+P=6hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Introduction to Indian Constitution	-	1	1
1.2	History of Indian Constitution	-	-	2
1.3	Characteristics of Indian Constitution	-	-	2

<b>Unit-2</b>	<b>Introduction to Indian Parliament</b> (Total hours- L+T+P=6hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Introduction to Indian Parliament	-	1	1
2.2	History of Indian Parliament	-	-	2
2.3	Powers of Indian Parliament	-	-	2

<b>Unit-3</b>	<b>Lok Sabha and Rajya Sabha</b> (Total hours- L+T+P=6hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Introduction to Lok Sabha	-	1	1
3.2	Functions of Lok Sabha	-	-	2
3.3	Introduction and Functions of Rajya Sabha	-	-	2

<b>Unit- 4</b>	<b>State Assemblies and Legislative Councils</b> (Total hours- L+T+P=6hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Introduction to State Assemblies	-	1	1
4.2	Election of Members	-	-	2
4.3	Functions of State Assemblies	-	-	2

<b>Unit 5</b>	<b>Different Parliamentary Systems in World</b> (Total hours- L+T+P=6hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	British Parliamentary System	-	1	1
5.2	US Parliamentary System	-	-	2
5.3	Australian Parliamentary System	-	-	2



**Practical/Projects/Assignments:**

- Role play/Skit/Mock Parliament.
- PPT Presentation on various contemporary issues
- Visit to Vidhan Sabha
- Virtual tour of the Indian Parliament.
- Any other assignment given by the concerned faculty.

**Suggested Readings:**

- Kaul M.N and Shakhder S.L, Practice and Procedure of Parliament, Lok Sabha Secretariat, New Delhi, Seventh Edition
- Khosla Madhav, The Constitution of Most Surprising Democracy, Oxford
- Basu Dr. Durga Das, Introduction of Indian Constitution, Lexis Nexis, 2019
- Rules of Procedure and Conduct of Business in the Council of States, Rajya Sabha Secretariat, New Delhi, 2013.
- Chaudhary Sujit, Khosla Madhav and Mehta Pratap Bhanu, The Oxford Hand book of the Indian Constitution, Oxford University Press U.K, 2016
- Role of Rajya Sabha in Indian Parliamentary Democracy, Rajya Sabha Secretariat, New Delhi, 2019
- Narain Dr. Yogendra, Role and Relevance of Rajya Sabha in Indian Polity, Rajya Sabha Secretariat, New Delhi.
- Kashyap Subhash C., Our Parliament, National Book Trust, India
- Handbook for Members of Rajya Sabha, Rajya Sabha Secretariat, New Delhi, 2010
- Bakshi PM, Constitution of India, Universal Law Publishing, 2017
- De Rohit, A Peoples Constitution, Princeton University Press, 2018.

**c-resources:**

- <https://eparlib.nic.in>
- <https://epgp.inflibnet.ac.in>
- <http://Indias-Founding-Moment-Constitution-Surprising-ebook/>

Bachelor's: I Year	Marks:40			Credits:2		
(B) : भारतीय संगीत-I	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	-	30	10	-	1/1	1/2

### उद्देश्य

- 1/ विद्यार्थियों में वैदिक युग सी चली आ रही संगीत परंपरा का परिचय कराना ।
- 2/ जीवन में संगीत के महत्व को समझना ।
- 3/ हिन्दुस्तानी संगीत की परिभाषाओं थाट और अलंकार को जानना एवं अभ्यास ।
- 4/ लय, ताल, थाट, राग का परिचय एवं अभ्यास ।
- 5/ शब्द उच्चारण, राष्ट्रगान, गीत, गजल भजन का अभ्यास कराना ।

### शिक्षण के परिणाम

- 1/ भारतीय संगीत की परंपरा और महत्व की समझ ।
- 2/ थाट, अलंकार, लय, ताल की सक्षिप्त जानकारी एवं अभ्यास ।
- 3/ राग यमन, विलावल, खमाज की प्रारंभिक जानकारी ।
- 4/ राग यमन, विलावल, खमाज में छोटा ख्याल ।
- 5/ शब्द उच्चारण के महत्व के साथ भजन गीत, गजल, राष्ट्रगान की प्रारंभिक जानकारी ।

ईकाई – 1	परिभाषायें (Total hours- L+T+P=6 hrs)	L	T	P
1.1	संगीत, स्वर, अलंकार		1	-
1.2	थाट, राग, सप्तक		1	-
1.3	आरोह, अवरोह		-	2
1.4	पकड़, वादी, सेवादी		-	2
1.5	अनुवादी, विवादी		-	2
ईकाई –2	(Total hours- L+T+P=6 hrs)	L	T	P
2.1	हिन्दुस्तानी संगीत पद्धति के दस थाट एवं उनके सांकेतिक चिन्ह ।		1	1
2.2	हिन्दुस्तानी संगीत पद्धति के दस थाट एवं उनके सांकेतिक चिन्ह ।		1	1
2.3	हिन्दुस्तानी संगीत पद्धति के दस थाट एवं उनके सांकेतिक चिन्ह ।		1	1
2.4	हिन्दुस्तानी संगीत पद्धति के दस थाट एवं उनके सांकेतिक चिन्ह ।		1	1
2.5	प्रारंभिक 05 अलंकारों का लेखन ।		1	
ईकाई –3	(Total hours- L+T+P=6 hrs)	L	T	P
3.1	पंडित विष्णु नाराण भातखण्डे स्वर लिपि		1	1
3.2	नाल लिपि पद्धति		1	1
3.3	पंडित विष्णु दिगम्बर पलुस्कर स्वर एवं ताल लिपि पद्धति		1	1
3.4	पंडित विष्णु दिगम्बर पलुस्कर स्वर एवं ताल लिपि पद्धति		1	1
3.5	पंडित विष्णु दिगम्बर पलुस्कर स्वर एवं ताल लिपि पद्धति		1	

ईकाई –4	(Total hours- L+T+P=6 hrs)	L	T	P
4.1	ताल, लय		1	2
4.2	मात्रा, विभाग			1
4.3	सम, ताली, खाली			1
4.4	आवर्तन, ताल का महत्व			1
4.5	सरगम, लक्षणगीत, घोराख्याल		1	2

ईकाई -5	(Total hours- L+T+P=6 hrs)	L	T	P
5.1	राग-यमन		1	2
5.2	बिलावल			1
5.3	खमाज का सम्पूर्ण परिचय			1
5.4	ताल-दादरा			1
5.5	कहरवा, गिताल का सम्पूर्ण परिचय (मात्रा, बोल, विभाग एवं चिन्ह)		1	2

### भारतीय संगीत प्रायोगिक

- प्रारंभिक पांच अलंकारों का गायन ।
- राग यमन, बिलावल, खमाज में आरोह, अवरोह, पकड एवं सरगम का गायन एवं लक्षणगीत गायन
- राग यमन, बिलावल, खमाज में छोटा ख्याल गायन (श्रायी अंतरे सहित)
- 4- सैद्धान्तिक प्रश्न पत्र में दिये गये तालों को हाथ से ताली, खाली, देकर प्रस्तुति । (दादरा, कहरवा, त्रिताल) गीत, गजल
- 5- सैद्धान्तिक प्रश्न पत्र में दिये गये तालों को हाथ से ताली, खाली, देकर प्रस्तुति । (दादरा, कहरवा, त्रिताल) गीत, गजल ,भजन, राष्ट्रगान, राष्ट्रगीत, मध्यप्रदेश गायन, का गायन (स्पष्ट शब्दोच्चारण एवं धुन के साथ)

### संदर्भ-

- राग परिचय 1,2,3, हरिश्चन्द्र श्रीवास्तव
- संगीत विशारद, बसंत
- क्रमिक पुस्तक मालिका भाग 1, विष्णु नारायण भातखंडे

Bachelor's: I Year	Marks:40			Credits:2		
(C) : ललित कला-I	Th	Pr	Ia	Cre/ hrs		
				L	T	P
	-	30	10	-	1/1	1/2

#### उद्देश्य

- भारतीय कला के मूल सिद्धांतों से छात्रों को परिचित कराना।
- छात्रों को दृश्यकला के मूल सिद्धांतों से परिचित कराना।
- प्रकृति और जीवन की सुंदरता की सराहना करने के लिए उनकी दृष्टि को समृद्ध कराना।
- रेखा, रूप, रंग और बनावट के सरल प्रयोग का परिचय और अभ्यास I
- प्राकृतिक और मानवनिर्मित वस्तुओं के विभिन्न रूपों का अभ्यास।
- भारतीय लोकचित्रकला - गोंडचित्रकला, वरली चित्रकला और मधुबनी चित्रकला का परिचय और अभ्यास I

#### शिक्षणकेपरिणाम

- भारतीय चित्रकला के छह अंगों और दृश्यकला के मूल सिद्धांतों की समझ।
- रेखा, रूप, रंग और बनावट के सरल और भिन्न उपयोग की समझ।
- भारतीय लोककलाओं की समझ-उनके उद्देश्य, मध्यम, लोकजीवन और लोककथाओं की जानकारी I
- भारतीय लोक कला के रूपांकनों की समझ।
- विभिन्न भारतीय लोककलाओं की विशिष्ट विशेषताओं में अंतर करना और उनकी पहचान करना I
- प्राकृतिक और मानवनिर्मित वस्तुओं के विभिन्न रूपों का अध्ययन कर के कला के नए रूप को बनाने की प्रेरणा I

ईकाई - 1		L	T	P
	भारतीय चित्रकला के छह अंग	0	3	3

Unit - 2		L	T	P
	दृश्य कला के मूल तत्व	0	3	3

Unit - 3		L	T	P
	दृश्य कला के तत्व और सिद्धांत	0	3	3

Unit - 4		L	T	P
	भारतीय लोक चित्रकला का परिचय- गोंड चित्रकला	0	3	3

Unit - 5		L	T	P
	वरली चित्रकला और मधुबनी चित्रकला	0	3	3

#### • ललित\_कला प्रायोगिक

- 1- विभिन्न माध्यमों में रेखा, रूप, रंग और बनावट का सरल प्रयोग
- 2- प्रकृति और वस्तु अध्ययन

- 3- गोंड पेंटिंग / वारली पेंटिंग / मधुबनी

- (कोई भी 2-कला रूप)

- संदर्भ-

- Fundamentals Of Plastic Art रूपप्रदकलाकेमूलाधार - Dr. R.A. Aggrawal, International Publishing House
- Fundamental Of Visual Art - Mukesh Kumar, Doaba Publications
- Introduction to Indian Art Part II - NCERT
- Unique Art of Warli Paintings - Sudha Satyawadi, D.K. Print World Ltd
- Madhubani Art: Indian Art Series - Bharti Dayal, Niyogi Books
- Indian Folk Arts and Crafts - National Book Trust

<b>BAMC : II SEM</b>			<b>Marks:40</b>		<b>Credits: 2</b>		
<b>COMMUNICATIVE HINDI</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/hrs.</b>	
						<b>L</b>	<b>T</b>
<b>30</b>			<b>-</b>	<b>10</b>	<b>2/2</b>	<b>-</b>	<b>-</b>

**Course Objectives**

- mPpkj.k vkSj 'kq) orZuh ds laca/k esa crkukA

- x| ikB~; dk vH;kl djukA
- ehfM;k esa Hkk"kk dk egRo le>kukA
- Hkk"kk laLd`fr ds laca/kksa dks Li"V djukA
- dF; vkSj mldh Hkk"kk ds laca/k esas crkukA

### Learning Outcomes

- fo|kFkhZ lgh mPpkj.k djuk vkSj 'kq+) fy[kuk lh[ksaxsA
- ehfM;k Hkk"kk dk lVhd iz;ksx djuk lh[ksaxsA
- Hkk"kk dk laLd`fr&lekt ls fj'rk D;k gS];g le> ldsaxsA
- fizaV ,oa bysDV<sup>a</sup>kWfud ehfM;k dh Hkk"kk esa varj le> ldsaxsA
- fganh lkfgR; ds v/;;u ds izfr :fp c<s+xA

Unit-1	mPpkj.k ,oa 'kCnksa dk izlaxkuq:i iz;ksx (Total hours- L+T+P=6 hrs)	L	T	P
1.1	mPpkj.k ,oa orZuh nks"k (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	2	-	-
1.2	xn~;ka'k ikB % izokg] rkjrE;rk] ckyk?kkr ,oa fojke (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	1	-	-
1.3	'kq) mPpkj.k (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	2	-	-
1.4	orZuh dk vH;kl (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	2	-	-
1.5	fgUnh 'kCn & ifjokj ls ifjp; (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	2	-	-

Unit-2	ehfM;k esa Hkk"kk (Total hours- L+T+P=6 hrs)	L	T	P
2.1	ehfM;k esa Hkk"kk dk mi;ksx ,oa egRo (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	2	-	-
2.2	ehfM;k dh "k"kk dh izd`fr ,oa fo'ks"krk,a (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	1	-	-
2.3	lepkjksa esa mi;ksx gksus okys ykdsfiz; 'kCn (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	2	-	-
2.4	foKkiuksa esa mi;ksx gksus okys ykdsfiz; 'kCn (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	2	-	-
2.5	ehfM;k esa vke cksypky dh Hkk"kk dh izklafxdrk (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	2	-	-

Unit-3	fofHkUu ehfM;k dh Hkk"kk esa izpyu ,oa iz;ksx (Total hours- L+T+P=6 hrs)	L	T	P
3.1	fizaV ehfM;k dh Hkk"kk esa u, izpyu ,oa iz;ksx (व्याख्यान, समूह चर्चा, प्रयोगिद अभ्यास)	2	-	-
3.2	bysDV <sup>a</sup> kfud ehfM;k dh Hkk"kk esa u, izp;u ,oa iz;ksx (व्याख्यान, समूह चर्चा, प्रयोगिद अभ्यास)	1	-	-
3.3	fizaV ehfM;k dh Hkk"kk ds fodkj ,oa leL;k (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	2	-	-
3.4	bysDV <sup>a</sup> kfud ehfM;k dh Hkk"kk ds fodkl ,oa leL;k	2	-	-

	(व्याख्यान, समूह चर्चा, प्रयोगिद अभ्यास)			
3.5	osc ehfM;k dh "k"kk% fodkl ,oa leL;k (व्याख्यान, समूह चर्चा, प्रयोगिद अभ्यास)	2	-	-

Unit-4	miU;kl (Total hours- L+T+P=6hrs)	L	T	P
4.1	dF; ,oa Hkk"kk laca/kh fo'sk"krk,j (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	2	-	-
4.2	xksnku ¼amiU;kl½ ys[kd % izsepUn (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	1	-	-
4.3	xqukgksa dk nsork ¼amiU;kl½ ys[kd % /keZohj Hkkjrh (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	2	-	-
4.4	oksYxk ls xaxk& jkgqy lkad`R;k;u (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	2	-	-
4.5	'ks[kj ,d thouh& lfPPknkuan okRL;k;u ^vKs,* (व्याख्यान, प्रदर्शन, असाइनमेंट, प्रयोगिद अभ्यास)	2	-	-

Unit-5	Hkk"kk] laLd`fr ,oa lekt (Total hours- L+T+P=6 hrs)	L	T	P
5.1	Hkk"kk vkSj laLd`fr (व्याख्यान, समूह चर्चा)	2	-	-
5.2	Hkk"kk vkSj IH;rk (व्याख्यान, प्रदर्शन, असाइनमेंट, समूह चर्चा)	1	-	-
5.3	Hkk"kk vkSj lekt (व्याख्यान, प्रदर्शन, असाइनमेंट, समूह चर्चा)	2	-	-
5.4	ehfM;k dh Hkk"kk (व्याख्यान, प्रदर्शन, असाइनमेंट, समूह चर्चा)	2	-	-
5.5	fofHkUu ehfM;k dh Hkk"kk esa vUrj (व्याख्यान, प्रदर्शन, असाइनमेंट, समूह चर्चा)	2	-	-

#### Practical/Project/Assignments:

- विशेष क्षेत्रों के समाचारों में उपयोग होने वाले शब्दों की सूची A
- हिंदी मुहावरों की सूची A
- समाचार शीर्षक और फोटो कैप्शन लेखन का अभ्यास A

#### Suggested Readings :

- Robert L. Hilliard (2010). Writing for Television, Radio, and New Media, Wadsworth Publishing Company Inc, USA.
- Andrew Bonime& Ken C. Pohlmann (1997). Writing for New Media: The Essential Guide to Writing for Interactive Media, Wiley, United States
- Robert M. Knight (2010). Journalistic Writing: Building the Skills, Honing the Craft, Marion Street Press, Portland
- James G Stovall (2014). Writing for the Mass Media, Pearson, New York.
- चतुर्वेदी रामस्वरूप (1981), भाषा और संवेदना, लोकभारती, इलाहाबाद
- तिवारी भोलानाथ (1984), भाषा और संस्कृति, प्रभात प्रकाशन, दिल्ली
- तिवारी भोलानाथ (1986), मानक हिन्दी का स्वरूप, प्रभात प्रकाशन, दिल्ली

- तिवारी भोलानाथ (1984), पत्रकारिता में अनुवाद की समस्याएँ, शब्दाकार प्रकाशन, नई दिल्ली
- तिवारी भोलानाथ (1987), अनुवाद विज्ञान, शब्दाकार प्रकाशन, दिल्ली
- द्विवेदी अनुपम (2014), हिन्दी व्याकरण, रीतू पब्लिकेशन, जयपुर

**e- resources:**

- <https://www.bbc.co.uk/academy/hi>
- <http://www.newswriters.in/>
- <http://cij.co.in/index.php>
- <http://www.dailywritingtips.com/the-art-of-writing-news/>



**BA in Mass Communication : SEMESTER - III**

<b>S. No.</b>	<b>Course of Study</b>	<b>Class &amp; Papers</b>	<b>Course Name/Subject</b>	<b>Th</b>	<b>IA</b>	<b>P</b>	<b>Total</b>
1.	MCC05	3BA(MC)1	Political Science	80	20	-	100
2.	MCC06	3BA(MC)2	Science of Communication	80	20	-	100
3.	MCC07	3BA(MC)3	English II	80	20	-	100
4.	ADA07	3BA(MC)4	Innovation and Entrepreneurship	30	10	-	40
5.	*MCG01	3BA(MC)6	Photo Journalism Or *Choose from the list given below	60	20	20	100

<b>BAMC : III SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>			
<b>POLITICAL SCIENCE</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>80</b>	<b>-</b>	<b>20</b>	<b>4/4</b>	<b>1/1</b>	<b>-</b>

### Course Objectives

- To develop an understanding of core values of Political Science.
- To orient the students in understanding their surroundings and to analyze the issues implicit in Indian Polity as-well-as International polity.
- To inculcate aptitude among students to express themselves according to Political conscience.
- To impart an overall concept of Political fervor.
- To make students map out the critical thinking to rationalize political system, logically.

### Learning Outcomes

- Students will be able to understand Indian constitution.
- Students will be able to know political functioning of various countries of the world.
- The National and Global understanding of the world, among the students will widen.
- Enhancement of knowledge regarding Government, Democracy, Bureaucracy.
- Students will become competent to discuss and write with the issues related to Polity.

<b>Unit-1</b>	<b>Introduction to Political Science</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Philosophy of Political Science: <i>Kautilya, Manu, Socrates, Plato and Aristotle</i> (Chalk and talk method)	3	-	-
1.2	Meaning, Nature, Concept and Importance of Political Science (Chalk and talk method)	3	-	-
1.3	Significance, Relevance and Scope of Political Science (Chalk and talk method)	3	-	-
1.4	Correlation of Political Science with other Social Sciences (Chalk and talk method)	3	-	-
1.5	Importance of studying Political Science for Media students (Chalk and talk method)	2	1	-

<b>Unit-2</b>	<b>Elements of Indian Constitution</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Preparation of Indian Constitution: Government of India Act 1935, Drafting Committee of Indian Constitution: Concept, Composition, Functioning and Working (Chalk and talk method and Classroom Discussion)	3	-	-
2.2	Preamble of Indian Constitution: <i>Keshvanand Bharthi vs. State of India</i> (Case study), Post 42 <sup>nd</sup> amendment, Articles, Parts, Amendments and Schedules in Indian Constitution (Chalk and talk method and Classroom Discussion)	2	1	-
2.3	Citizenship, Federal nature of Indian Constitution, Centre-state relationship (Ppt. Lectures)	3	-	-
2.4	Fundamental Rights, Fundamental Duties, Directive Principles of State Policy (Ppt. Lectures)	3	-	-
2.5	42 <sup>nd</sup> Amendment of Indian Constitution, 42 <sup>nd</sup> Amendment as Mini Constitution (Ppt. Lectures)	3	-	-

<b>Unit-3</b>	<b>Democratic Functioning</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Parliament (Ppt. Lectures)	3	-	-
3.2	Legislative assembly and Prerogatives (Ppt. Lectures)	3	-	-
3.3	Legislature, Executive and Judiciary (Ppt. Lectures)	3	-	-
3.4	Bureaucracy, Police, Vigilance, Defense forces (Ppt. Lectures)	3	-	-
3.5	Panchayati Raj System in India (Ppt. Lectures)	2	1	-

<b>Unit-4</b>	<b>Indian Political Parties</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Party System in India (Ppt., Lectures and Classroom Discussion)	2	1	-
4.2	Major National Parties: Concept, Background, Functioning (Ppt., Lectures and Classroom Discussion)	3	-	-
4.3	Major Regional Parties: Concept, Background, Functioning (Ppt., Lectures and Classroom Discussion)	3	-	-
4.4	Origin of Coalition Government (Ppt., Lectures and Classroom Discussion)	3	-	-
4.5	Future of Coalition Government with special reference to India (Ppt., Lectures and Classroom Discussion)	3	-	-

<b>Unit-5</b>	<b>Contemporary Polity</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Public opinion, Pre-poll, Exit-poll (Classroom Lectures, Practicals)	3	-	-
5.2	Elections and Voting (Classroom Lectures, Group Discussion, Practicals)	3	-	-
5.3	Present International Political Scenario (Classroom Lectures, Focus Group Discussion, Practicals)	3	-	-
5.4	Present Indian Political Scenario (Classroom Lectures, Focus Group Discussion, Practicals)	3	-	-
5.5	Role of Pressure groups in Indian politics (Classroom Lectures, Assignments, Practicals)	2	1	-

**Practical/Project/Assignments:**

- Preparation of Audience Survey/ Pre-poll/ Exit-poll.
- Preparation of profile (s) of Political Parties.
- Preparation of comparative study on various Philosophies with respect to Political Science.
- Case study on prominent cases like *Keshvanand Bharthi vs. State of India*, *Minerva Mills's case*, etc.
- Any assignment given by the concerned faculty.

**Suggested Readings:**

- Basu Durga Das, Introduction to the Constitution of India, Lexis Nexis, 2019
- Bakshi P.M., Constitution of India Pocket Edition, Universal Law Publishing, 2019
- Singh M.P. & Roy Himanshu, Indian Political System, Fourth Edition, Pearson Education, 2018.
- Johari J.C., Indian Political System, Anmol Publication Pvt. Ltd., 2002
- Ghai K.K., Indian Government and Politics, Kalyani Publishers, 2012

**e-resources:**

- <https://Indian-Political-System-J-Johari/dp/817488162>
- <https://www.Indian-Political-System-Singh-Himanshu-ebook/dp/B07F63QBMF>
- <https://www.sagepub.in/indian-government-and-politics-bidyut-chakrabarty-9788178298818.html>
- [www.eathshala.nic.in](http://www.eathshala.nic.in)
- <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199793471.001.0001/oxfordhb-9780199793471>

<b>BAMC: III SEM</b>	<b>Marks:100</b>			<b>Credits:5</b>		
<b>SCIENCE OF COMMUNICATION</b>	<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
				<b>L</b>	<b>T</b>	<b>P</b>
	<b>80</b>	<b>-</b>	<b>20</b>	<b>4/4</b>	<b>1/1</b>	<b>-</b>

### Course Objectives

- To make students familiar with concept of Human Communication.
- To acquaint students with knowledge of the fundamentals of Communication
- To understand the concept of various types of Communication and be acquainted with their various components.
- To make students understand the various theories of Communication .
- To make them understand in detail the Traditional / folklore Communication.

### Learning Outcomes

- Students will be able to understand the concept of Human Communication.
- Students will be able to understand Effective Communication.
- Students will be able to differentiate between various types of Communication.
- Ability to apply the theory into practice.
- Ability to utilize the folk art forms of communication.

<b>Unit-1</b>	<b>Concept of Human Communication</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Evolution of Social Groups (Lectures, Classroom Discussion)	3	-	-
1.2	Organic Structure of Society (Lectures, Classroom Discussion)	3	-	-
1.3	Essentiality of Communication in social groups (Lectures, Classroom Discussion)	3	-	-
1.4	Concept, Definitions and Elements of human Communication (Lectures, Classroom Discussion)	3	-	-
1.5	Socialization and Role of Communication in Socialization (Lectures, Classroom Discussion)	2	1	-

<b>Unit-2</b>	<b>Communication</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Concept of Communication (Lectures, Classroom Discussion)	3	-	-
2.2	Indian perspectives of Communication (Lectures, Classroom Discussion)	3	-	-
2.3	Bharat Muni's Natyashastra and Ras-sidhanta (Lectures, Classroom Discussion)	3	-	-
2.4	International Communication (Lectures, Classroom Discussion)	3	-	-
2.5	Effective Communication (Lectures, Classroom Discussion)	2	1	-

<b>Unit-3</b>	<b>Classification of Communication</b> (Total hours- L+T+P = 15hrs)	L	T	P
3.1	Types of Communication : Intrapersonal communication & Interpersonal communication, Group Communication, Mass Communication (Lectures, Classroom Discussion, Group Activities)	3	-	-
3.2	Verbal Communication : Oral and Written Communication (Lectures, Classroom Discussion, Group Activities)	3	-	-
3.3	Non-Verbal Communication : Kinesics, Proxemics, Oculesics, Haptics, Chronemics (Lectures, Classroom Discussion, Group Activities)	3	-	-
3.4	Organisational Communication (Lectures, Classroom Discussion, Group Activities)	3	-	-
3.5	Focussed and Unfocussed Interactions (Lectures, Classroom Discussion, Group Activities)	2	1	-

<b>Unit-4</b>	<b>Theories of Communication</b> (Total hours- L+T+P=15hrs)	L	T	P
4.1	Psychological theories : Selective exposure, Selective perception, Selection retention (Lecture, Analysis of Theories in today's context through discussion)	3	-	-
4.2	Cognitive Dissonance theory (Lecture, Analysis of Theories in today's context through discussion)	3	-	-
4.3	Personal influence theory - Two-step flow and Multi-step flow (Lecture, Analysis of Theories in today's context through discussion)	3	-	-
4.4	Sociological theories – Cultivation theory, Agenda setting theory (Lecture, Analysis of Theories in today's context through discussion)	3	-	-
4.5	Uses and Gratification theory, Dependency theory (Lecture, Analysis of Theories in today's context through discussion)	2	1	-

<b>Unit-5</b>	<b>Folk or Traditional Communication</b> (Total hours- L+T+P=15hrs)	L	T	P
5.1	Scope and Concept of Folklore (Lectures, Classroom Discussion)	3	-	-
5.2	Folklore Theories Historical – Geographical Theory; Functional Theory; Psychoanalytical Theory; Structural Theory (Lectures, Classroom Discussion)	3	-	-
5.3	Contextual Theory; Performance Theory; Other Theories. Folklore and other disciplines. (Lectures, Classroom Discussion)	3	-	-
5.4	Folk Media: Folk songs, Folk narrative poems (Lectures, Classroom Discussion)	3	-	-
5.5	Various forms of Folk Media in Indian states: Origin; Characteristics; Classification; Functions and Study (Lectures, Classroom Discussion)	2	1	-

**Practical/Project/Assignments:**

- Prepare a Speech on any current Social/Political/Economic/Technological issue, present it individually.
- Write an essay/article on Communication and society (800-1000 words).
- Write an essay/article/feature on any one Traditional/Folk form of communication (800-1000 words).
- Students will test the relevance of any one selected theory on basis of survey and interaction, and present the result through ppt.
- Any assignment given by the concerned faculty.

**Suggested Readings:**

- Kumar. J. Keval, 'Mass Communication in India, Jaico Publishing house, Bombay, (NewEd.).
- McQuail Denis. 2000 Mass Communication Theory, 4th ed., Sage Publication Ltd., London.
- Barnlund, D. C. (2008). A transactional model of communication. In. C. D. Mortensen (Eds.), Communication theory (2nd ed., pp47-57). New Brunswick, New Jersey: Transaction
- Wadsworth Julia T , Wood, (2001). Communication Mosaics: An Introductionto the Field of Communication.
- Littlejohn, W. Stephen. Theories of Human Communication, 3rd ed., Belmont, California, 1989.

**e- resources:**

- <https://www.thoughtco.com/socialization-in-sociology>
- <https://www.sociology.org>
- [https://www.researchgate.net/journal/0360-3989\\_Human\\_Communication\\_Research](https://www.researchgate.net/journal/0360-3989_Human_Communication_Research)

<b>BAMC : III SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>	
<b>ENGLISH II</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>
						<b>L</b> <b>T</b> <b>P</b>
			<b>80</b>	<b>-</b>	<b>20</b>	<b>4/4</b> <b>1/1</b> <b>-</b>

### Course Objectives

- To give students an insight into the Grammar & usage.
- To develop Communicative Competence in students.
- To develop an understanding about Translation.
- To impart knowledge, idea and concept in the technicalities of proper writing structure, appropriate use and style of the English language as well as application area of English communication.
- To develop Vocabulary skills in the students.

### Learning Outcomes

- Differentiate between acceptable and unacceptable sentences in English.
- Apply and use Translation as per context.
- Students will be able to understand Media Language.
- Enhancement in understanding about various Writing Skills.
- Apply and use various kinds of Jargons.

<b>Unit-1</b>	<b>Grammar and Usage</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Syntax-different types of Sentence Formation (Lecture, Practical Exercises)	3	-	-
1.2	Part of Speech (Lecture, Practical Exercises)	3	-	-
1.3	Tenses (Lecture, Practical Exercises)	3	-	-
1.4	Subject – Verb Agreement (concord) (Lecture, Practical Exercises)	2	1	-
1.5	Question tags and Short answer (Lecture, Practical Exercises)	2	1	-

<b>Unit-2</b>	<b>Writing skills</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Paragraph writing (Lecture, Practical Exercises)	3	-	-
2.2	Story writing (Lecture, Practical Exercises)	3	-	-
2.3	Dialogue writing (Lecture, Practical Exercises)	3	-	-
2.4	Travel writing (Lecture, Practical Exercises)	2	1	-
2.5	Review writing (Lecture, Practical Exercises)	2	1	-



<b>Unit-3</b>	<b>Nature of Media Language</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Use and importance of Language in Media (Lecture, Practical Exercises, Expert Lecture)	3	-	-
3.2	Nature and scope of Media Language (Lecture, Practical Exercises)	3	-	-
3.3	New trends in Media Language (Lecture, Practical Exercises)	3	-	-
3.4	Sports & Business words (Lecture, Practical Exercises)	2	1	-
3.5	Advertisement, Political news words (Lecture, Practical Exercises)	2	1	-

<b>Unit-4</b>	<b>Synonyms &amp; Antonyms</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Synonyms of different Words (Lecture, Practical Exercises)	3	-	-
4.2	Antonyms of different Words (Lecture, Practical Exercises)	3	-	-
4.3	Study of Jargon / Register (Lecture, Practical Exercises)	3	-	-
4.4	One word Substitution (Lecture, Practical Exercises)	2	1	-
4.5	Study of different Quotations (Lecture, Practical Exercises)	2	1	-

<b>Unit-5</b>	<b>Translation</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Translation, Types, Process (Lecture, Practical Exercises)	3	-	-
5.2	Importance of Translation (Lecture, Practical Exercises)	3	-	-
5.3	Translation news and other Media Scripts (Lecture, Practical Exercises)	3	-	-
5.4	Glossary of Administrative Terms (Lecture, Practical Exercises)	2	1	-
5.5	English- Hindi Translation (vice-versa) (Lecture, Practical Exercises)	2	1	-

**Practical/Project/Assignments:**

- Study of Spelling Rules.
- Introducing One self .
- Translation Exercises.
- Reading For Comprehension.
- Any assignment given by the concerned faculty.

**Suggested Readings:**

- Allen W. Stannard, Living English Structure, 5<sup>th</sup> Edition, Pearson Education India.
- Lewis Norman., Word Power Made Easy, Penguin Publishers, 2019
- Nagaraj Geetha, English language Teaching, Orient blackswan Pvt. Ltd.
- Swan Michael, Practical English Usage, Oxford University Press, 2017
- Tickoo Champa and Sashikumar Jaya , Writing With A Purpose, Generic, 2011

**e- resources :**

- [www.talkenglish.com](http://www.talkenglish.com)
- [www.open.edu](http://www.open.edu)
- [www.abcya.com](http://www.abcya.com)
- [www.a4esi.com](http://www.a4esi.com)
- [www.bbc.co.uk](http://www.bbc.co.uk)

<b>BAMC : III SEM</b>			<b>Marks:40</b>		<b>Credits:2</b>			
<b>INNOVATION AND ENTREPRENEURSHIP</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Contact hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>30</b>	<b>-</b>	<b>10</b>	<b>2</b>	<b>-</b>	<b>2</b>

### Course Objective

- To describe students regarding Entrepreneurship&its Management.
- To explain the students difference between Entrepreneurs & Managers.
- To outline the students about importance of E.D.Programmes.
- To illustrate students Practical problems related to Transportation.
- To determine various Project Appraisal methods to the students .

### Learning Outcomes

- Students would be able to develop the concept of Entrepreneurship Management.
- By analyzing the importance of E.D programmes, students would be able to integrate the various factors leading to success of Entrepreneurship.
- Student would be able to summarize various concepts Leading to Small Businesses & would learn to integrate them into a concrete Business Approach.
- Applying Transportation concepts would enable the students to find out the Optimum way to solve the problems.

<b>Unit-1</b>	<b>Entrepreneurship</b> (Total Hours L+T+P= 6hrs)	L	T	P
1.1	Entrepreneurship: Nature & Scope (Class room lectures & PPT)	1	-	-
1.2	Role & Importance in Indian economy ( PPT & class room lectures)	1	-	
1.3	Traits of Entrepreneurs (PPT)	1	-	
1.4	Entrepreneurs vs Professional Managers ( Role Play, PPT)	1	-	
1.5	Problems faced by Entrepreneurs ( Class room Lectures)	1	-	

<b>Unit-2</b>	<b>Environmental analysis</b> (Total Hours L+T+P= 6hrs)	L	T	P
2.1	Factors affecting External Environment (PPT)	1	-	-
2.2	Significance & Role of Environmental Infrastructure Network (PPT & Class room Lectures)	1	-	
2.3	Environmental Analysis ( class room lectures)	1	-	
2.4	E.D programmes (E.D.P) ( PPT , Class room lectures)	1	-	
2.5	Problems of E.D.P ( Class room Lectures )	1	-	

<b>Unit-3</b>	<b>Transportation problems</b> (Total Hours L+T+P= 6hrs)	L	T	P
3.1	North West Corner method ( practical )	1	-	-
3.2	Matrix Minima & VAM Method ( practical )	1	-	
3.3	Degenerating (practical)	1	-	
3.4	MODI method (practical)	1	-	
3.5	Assignment Problems (practical)	1	-	

<b>Unit-4</b>	<b>Project Appraisal</b> (Total Hours L+T+P= 6hrs)	L	T	P
4.1	Project & Project Reports ( PPTs)	1	-	-
4.2	Search for Business Idea (PPTs & Class room Lectures)	1	-	
4.3	Projects& Classifications : Idea into Reality (PPTs)	1	-	
4.4	Identification of Projects, Project Design & Network Analysis ( PPTs &group discussions)	1	-	
4.5	Project Appraisal & Plant Layout ( Class Room Lectures)	1	-	

<b>Unit-4</b>	<b>Types of organizations</b> (Total Hours L+T+P= 6hrs)	L	T	P
5.1	Small Industry Setup (Class room Lectures)	1	-	-
5.2	Types of Organization: Sole Proprietorship, Partnership , Joint Stock Company, Co-operative Organization, Merits , Limitations , Suitability (PPTs & class room lectures)	1	-	
5.3	Organizational Locations ( Role Play , Class room lectures)	1	-	
5.4	Steps in Starting a Small industry ( PPTs)	1	-	
5.5	Incentives & subsidies available , Export Possibilities ( PPTs)	1	-	

#### **Practical / Projects / Assignments :**

- Case Studies: Related to real life entrepreneurs ( Kabadwala.com)
- Practical solving of transportation problems.
- Any assignment given by the concerned faculty.

#### **Suggested Readings :**

- Burns, Paul.(2016). Entrepreneurship & Small Business Development. New Delhi: Palgrave Macmillan Publishers
- Chakraborty, K.(2006). Entrepreneurship & Small Business Development. New Delhi: Mittal Publishers
- Charantimath, Poornima.(2005). Entrepreneurship & Small Business Development. New Delhi: Pearson education
- Khanka, S.K. (2006). Entrepreneurial Development . New Delhi: S.Chand publishing
- Nirjhar, A. (2011) . Entrepreneurial Development. New Delhi: Sanbun Publishers

**E-resources:**

- <https://www.slideshare.net/esmatullahamini1/entrepreneurial-developmentbook-pdf>
- <http://ncert.nic.in/ncerts/l/lebs213.pdf>
- [http://164.100.133.129:81/econtent/Uploads/Entrepreneurship\\_Development.pdf](http://164.100.133.129:81/econtent/Uploads/Entrepreneurship_Development.pdf)

<b>BAMC : III SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>		
<b>PHOTO JOURNALISM</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Contact hrs.</b>	
			<b>L</b>	<b>T</b>	<b>P</b>		
<b>60</b>	<b>20</b>	<b>20</b>	<b>4/4</b>	<b>-</b>	<b>1/2</b>		

### Course Objectives

- To acquire a basic working understanding of photo camera and its parts.
- To learn about various types of lighting and use of filters .
- To know basic terminology and concepts of composition.
- To know different types of lenses and their use.
- Understand the techniques of aesthetics for good photo.

### Learning Outcomes

- Analyze the aesthetic and technical photographic contributions to a News.
- Demonstrate the use of lighting and photo accessories in a professional and safe manner.
- Use the Language of a photographer to communicate with their News team.
- Student will have sound understanding of digital photo techniques and editing.
- Proficiency in the use of digital camera and new trends.

<b>Unit-1</b>	<b>Introduction to Photography</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Photography as an Art (Lecture)	3	-	-
1.2	Principles of Photography (Lecture)	3	-	-
1.3	Photography Genres (Lecture, Practical)	3	-	-
1.4	Understanding the structure and working of a professional camera- camera view finder, lenses, aperture, iris diaphragm, shutter, light meter (Lecture, Practicals)	2	-	1
1.5	Major Types of Camera (Lecture, Practicals)	2	-	1

<b>Unit-2</b>	<b>Technical Aspects</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Lenses (Lecture, Practical)	3	-	-
2.2	Types of Lenses (Lecture, Practical)	3	-	-
2.3	AOV and Focal lengths of various lenses (Lecture, Practical)	3	-	-
2.4	Depth of Field & Depth of Focus (Lecture, Practical)	2	-	1
2.5	Relationship between shutter speed, Aperture & Film for various genres of photography (Lecture, Practical)	2	-	1

<b>Unit-3</b>	<b>Photo Composition</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Concept & Importance of Composition (Lecture, Field Practical)	3	-	-
3.2	Photo Composition Rules (Lecture, Field Practical)	3	-	-
3.3	Elements of Photo Composition (Lecture, Practical)	3	-	-
3.4	Straight and converging lines diagonal & shaped compositions (Lecture, Practical)	2	-	1
3.5	Repetitions and rhythms secondary subjects, moving towards the centre (Lecture, Practical)	2	-	1

<b>Unit-4</b>	<b>Photo Accessories</b> (Total hours- L+T+P= 15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Photography Accessories (Lecture, Practical)	3	-	-
4.2	Tripod : Qualities & Use (Lecture, Practical)	3	-	-
4.3	Colour correction filters (Lecture, Practical)	3	-	-
4.4	UV, NID filter, polarizing filters etc Special effect filters (Lecture, Practical)	2	-	1
4.5	Flash gun : Types & Use (Lecture, Practical)	2	-	1

<b>Unit-5</b>	<b>Photo Editing</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Cropping & Editing (Lecture, Practical)	3	-	-
5.2	Techniques of Photo Editing (Lecture, Practical)	3	-	-
5.3	Essentials of a Press photograph (Lecture, Practical)	3	-	-
5.4	Qualities of a good Photo Journalist (Lecture, Practical)	2	-	1
5.5	Legal & Ethical aspects of Photo Journalism (Lecture, Practical)	2	-	1

#### **Practical/Project/Assignments:**

- Study the depth of field by varying f.no. , focal length of lens and distance between camera and subject.
- Study the use of different filters & exposing with star filter, N.D.filter, and Multi image filters to study their effects.
- Practical for three point lighting in a Studio and studying different ways of controlling light.
- Study effect of different types of lenses.
- Exposing with different Composition and compare their effect.
- Any assignment given by the concerned faculty

**Suggested Readings :**

- Belt Angela Faris , The Elements of Photography understanding and creating Sophisticated Images , focal press , 2012.
- Fincher Terry , Creative Techniques in Photo Journalism , BT Batsford Ltd. London , 1980.
- 'kekZ 'k'khizHkk ] QksVks i=dkfjrk ds ewy rRo ] dfu"d ifCy'kIZ ] fMLV<sup>ah</sup>C;wVIZ ubZ fnYyh 2007
- Kobre Kenneth , Photo Journalism The Professionals Approach , Focal Press Oxford , 2004.
- Sharma O.P. , Hind Pocket Books (P) Ltd. , New Delhi , 2001.

**e- resources :**

- [https://www.nationalgeographic.com/ebooklets/e\\_ultimate\\_photo\\_guide.pdf](https://www.nationalgeographic.com/ebooklets/e_ultimate_photo_guide.pdf)
- <https://the-photo-ebook.com/>
- <https://swayam.gov.in/courses/5181-basics-of-photography>



**BA in Mass Communication : SEMESTER - IV**

<b>S. No.</b>	<b>Course of Study</b>	<b>Class &amp; Papers</b>	<b>Course Name/Subject</b>	<b>Th</b>	<b>IA</b>	<b>P</b>	<b>Total</b>
1.	MCC08	4BA(MC)1	Reporting and Editing for Print Media	60	20	20	100
2.	MCC09	4BA(MC)2	Economics	80	20	-	100
3.	MCC10	4BA(MC)3	News Writing	80	20	-	100
4.	ADA08 (A) OR ADA08 (B) OR ADA08(C)	4BA(MC)4	Co-Curricular- (A) Parliament: Practice and Procedure-II (B) Bhartiya Sangeet-II (C) Lalit Kala-II	-	10	30	40
5.	MCG02	4BA(MC)6	Communication Skills Or *Choose from the list given below	60	20	20	100

<b>BAMC : IV SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>			
<b>REPORTING AND EDITING FOR PRINT MEDIA</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>60</b>	<b>20</b>	<b>20</b>	<b>4/4</b>	<b>-</b>	<b>1/2</b>

### Course Objectives

- Describe the importance of Reporting in a news paper.
- Enumerate various types of Reporting.
- Describe the Qualities of Reporter & their reports.
- Define the the News Editing, Principles of editing etc.
- Enlist the contribution of the Electronic revolution to the Media Industry.

### Learning Outcomes

- Students will be able to understand significance of Reporting.
- Students will be able to judge the news worthiness of events and ideas.
- Students will be analyse stories for content, form and style.
- Students will be able to develop the qualities of Good and Responsible Reporter.
- Students will be able to do editing by following rules and techniques.

<b>Unit-1</b>	<b>Reporting</b> (Total hours- L+T+P= 15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Principles of Journalism (Classroom Lecture, Discussion)	3	-	-
1.2	Concept, Definition & Elements of Reporting (Classroom Lecture, Discussion)	3	-	-
1.3	Responsibilities of a Reporter: Towards the News Organization, Towards the Sources, Towards the Readers (Classroom Lecture, Discussion)	3	-	-
1.4	Essential Qualities of a Reporter (Classroom Lecture, Discussion)	3	-	-
1.5	Types of Reporting (Classroom Lecture, Discussion)	1	-	2

<b>Unit-2</b>	<b>Specialized Reporting</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Local Reporting (Classroom Lecture, Practicals)	2	-	1
2.2	Concept of Specialized Reporting (Classroom Lecture, Practicals)	2	-	1
2.3	Court Reporting, Legislature Reporting, Crime Reporting (Classroom Lecture, Practicals)	3	-	-
2.4	Science & Technology Reporting , Sports Reporting (Classroom Lecture, Practicals)	3	-	-
2.5	Development Reporting, Lifestyle Reporting (Classroom Lecture, Practicals)	3	-	-

<b>Unit-3</b>	<b>Art of Editing</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Introduction, Definition & Principles of Editing (Classroom Lecture, Practicals)	3	-	-
3.2	Newsroom, Desk Management (Classroom Lecture, Practicals)	3	-	-
3.3	Concept of Copy Editor, Duties of a Copy Editor, Qualities of copy Editor, Tools (Classroom Lecture, Expert Lecture)	3	-	-
3.4	Language (Classroom Lecture, Discussions, Expert Lecture)	2	-	-
3.5	Editing Marks & Symbols (Classroom Lecture, Discussions, Expert Lecture)	2	-	2

<b>Unit-4</b>	<b>Photo Editing &amp; Design</b> (Total hours- L+T+P= 15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Concept, definition & principles of Photo Editing (Classroom Lecture, Practicals)	2	-	-
4.2	Creative Cropping of pictures, Choosing of pictures, Captions (Classroom Lecture, Practicals)	3	-	1
4.3	Graphics Illustrations (Classroom Lecture, Practicals)	2	-	-
4.4	Computer Application in Photo Editing (Classroom Lecture, Practicals)	3	-	-
4.5	Design- Layout Typography (Classroom Lecture, Practicals)	3	-	1

<b>Unit-5</b>	<b>Electronic Editing</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Introduction of Electronic Revolution (Classroom Lecture, Practicals)	2	-	-
5.2	Textual Editing-I (Classroom Lecture, Practicals)	3	-	1
5.3	Textual Editing –II (Classroom Lecture, Practicals)	2	-	-
5.4	Online Editing-I (Classroom Lecture, Practicals)	3	-	1
5.5	Online Editing-II (Classroom Lecture, Practicals)	3	-	-

#### **Practical/Project/Assignments:**

- Attending city's five events and writing news report of five different beats.
- Copy editing assignment.
- Creating dummy and preparing the layout of the front, back and other pages of a newspaper and a magazine.
- Photo coverage of news events in the campus or outside.
- Any assignment given by the concerned faculty.

#### **Suggested Readings:**

- Madhok M., News Agency Journalism, MCU Publications, Bhopal, 2014
- Publications, New Delhi, 2019
- Researcher C.Q., Dynamics of News Reporting and Writing, Sage

- Researcher C.Q., Issues in News Reporting, Sage Publications, New Delhi, 2019
- Shrivastava K.M., News reporting And Editin, Sterling Publishers, New Delhi, 2013
- Spark D., Practical Newspaper Reporting, Sage Publications, New Delhi, 2012
- Trikha N.K., Reporting, MCU Publications, Bhopal, 2013
- Westley Bruce H., News Editing, Houghton Mifflin, Boston, 2016
- कश्यप श्याम और कुमार मुकेश, खबरें विस्तार से, राजकमल प्रकाशन, नईदिल्ली, 2008
- त्रिखा नंद किशोर, भेंटवार्ता और प्रेस कांफ्रेंस, राधाकृष्ण प्रकाशन, नईदिल्ली, 2003

**e- resources:**

- <https://www.scribd.com/doc/23738974/7-Reporting-Editing-Techniques>
- <http://download.nos.org/srsec335new/ch7.pdf>
- <http://www.universityofcalicut.info/SDE/sde%20NEWS%20%20REPORTING%202014%281%29.pdf>
- <http://egyankosh.ac.in/bitstream/123456789/7498/1/Unit-5.pdf>
- [https://www.researchgate.net/publication/263238313\\_Science\\_Reporting\\_in\\_the\\_Media\\_A\\_Scientist\\_Science\\_Reporting\\_in\\_the\\_Me](https://www.researchgate.net/publication/263238313_Science_Reporting_in_the_Media_A_Scientist_Science_Reporting_in_the_Me)

<b>BAMC : IV SEM</b>	<b>Marks:100</b>	<b>Credits:5</b>
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<b>ECONOMICS</b>					
<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
			<b>L</b>	<b>T</b>	<b>P</b>
<b>80</b>	-	<b>20</b>	<b>4/4</b>	<b>1/1</b>	-

### Course Objectives

- To develop an understanding of core concepts of Economics.
- To orient students in understanding the behavioural aspects of Economics.
- To analyze the issues of modern Economics.
- To gain factual knowledge and learn basic economic principles.
- Learn to apply economic theory in order to understand past, current and future economic and social issues.

### Learning Outcomes

- Students will be able to understand Economics.
- Students will be able to know Economics in wider parlance.
- The affective and cognitive understanding of the Economics, among the students will widen.
- Students will become competent to discuss and write the issues related to Economics.
- Students will be enabled to discuss issues in context of Economics and their solutions.

<b>Unit-1</b>	<b>Introduction to Economics</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Economics: History, Concept and Nature (Lecture )	5	-	-
1.2	Scope and Importance of studying Economics (Lecture method and Discussion)	3	-	-
1.3	Relation of Economics with other Areas (Lecture )	2	-	-
1.4	Importance of studying Economics for Media students (Lecture method, Assignment and Discussion)	2	-	-
1.5	Media Economics: Introduction (Lecture )	2	1	-

<b>Unit-2</b>	<b>Understanding Economics</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Principles of Demand and Supply (Lecture method, Assignment and Discussion)	2	-	-
2.2	Meaning and Process of Monopoly making (Lecture , Discussion)	3	-	-
2.3	Meaning and Process of Inflation (Lecture , Discussion)	3	-	-
2.4	Concept and Processing of Union Budget (Lecture )	3	-	-
2.5	Concept and Functioning of Share Market ( Lecture )	3	1	-

<b>Unit-3</b>	<b>Indian Economy</b> (Totalhours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Introduction to Indian Economy (Lecture , Discussion)	3	-	-
3.2	Infrastructure, Production (Lecture , Discussion)	3	-	-

3.3	Service sector, Agriculture Sector (Lecture , Discussion)	3	-	-
3.4	Present state of Indian Trade and Commerce (Lecture , Discussion)	3	-	-
3.5	History and Present state Indian Banks ( ( Review (Presenting the new information by linking it to previous learning), Lecture)	2	1	-

<b>Unit-4</b>	<b>Economic Issues</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Consumer Behaviour: Concept and Characteristics ( ( Review (Presenting the new information by linking it to previous learning), Lecture)	3	-	-
4.2	Capitalization and Privatization (Lecture, Discussion )	3	-	-
4.3	Globalization and Liberalization (Lecture, Discussion )	3	-	-
4.4	Economic crisis and Recession (Lecture, Discussion )	3	-	-
4.5	Contemporary Economic issues (Lecture, Discussion )	2	1	-

<b>Unit-5</b>	<b>Media and Development</b> (Totalhours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Media and Development: Introduction (Lecture )	3	-	-
5.2	Governance Media and Development (Lecture, Discussion )	3	-	-
5.3	Education and Development (Lecture )	3	-	-
5.4	Internal trade, Mixed Economy (Lecture )	3	-	-
5.5	Wages, Foreign Investment (Lecture )	2	1	-

**Practical/Project/Assignments:**

- Assignment on Indian share market.
- Assignment on Understanding Economics.
- Preparation of Case Study.
- Any assignment Given by the concerned faculty.

**Suggested Readings:**

- \_Myneni Dr.S.R., Principles of Economics, Allahbad Law Agency , 2017
- Otnes Cele C. and Zayer Linda Tuncay, Gender Culture and Consumer Behaviour, Routledge, 2017
- PuriV.K and Mishra S.K, Indian Economics, Himalaya Publishing House, 2020
- Verma Sanjiv, The Indian Economy, Unique Publisher, New Delhi,2018
- सिन्हा डॉ. वी. सी, भारतीय अर्थशास्त्र, सीबीपीडी पब्लिशिंग हाउस, आगरा, 2021

**e-resources:**

- [https://www.researchgate.net/publication/24116294\\_The\\_Role\\_of\\_Education\\_in\\_Economic\\_Development\\_A\\_Theoretical\\_Perspectiv](https://www.researchgate.net/publication/24116294_The_Role_of_Education_in_Economic_Development_A_Theoretical_Perspectiv)
- [https://www.researchgate.net/publication/344045305\\_Globalization\\_and\\_Its\\_Impact\\_on\\_Indian\\_Economy](https://www.researchgate.net/publication/344045305_Globalization_and_Its_Impact_on_Indian_Economy)
- <https://www.oecd.org/daf/ca/corporategovernanceofstate-ownedenterprises/2668393.pdf>
- <https://www.indiabudget.gov.in/economicsurvey/doc/echapter.pdf>
- <https://www.researchgate.net/>

<b>BAMC : IV SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>	
<b>NEWS WRITING</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>
						<b>L T P</b>
			<b>80</b>	<b>-</b>	<b>20</b>	<b>4/4 1/1 -</b>

### Course Objectives

- Understand the News concept.
- Fundamentals of good writing.
- Describe the news values which a news reporter should keep in mind for determining whether an event is news worthy or not.
- Explain the important sources of news, and the sources a reporter should tap for news stories.
- Understand the basic element of digital storytelling.

### Learning Outcomes

- Students will be able to understand the news values and the basics of news writing.
- Students will able to write different types of leads and intro.
- Students will able to understand the structure of news writing and its purpose.
- Students will be able to write clear, concise, accurate and interesting news stories.
- Students will able to write for blogs in different issues.

<b>Unit-1</b>	<b>Concept of News</b> (Total hours- L+T+P= 15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	News: Concept, Definitions, Elements (Classroom Lecture, News Paper Reading& Practices)	3	-	-
1.2	Kinds of News: Soft & Hard News, Short news, Importance of News (Classroom Lecture, News Paper Reading& Practices)	3	-	-
1.3	News values & Dynamics of News (Classroom Lecture, News Paper Reading& Practices)	3	-	-
1.4	Truth, Objectivity, diversity, Plurality, Social welfare & relevance (Classroom Lecture, News Paper Reading& Practices)	3	-	-
1.5	Sources of News, Cultivation & Protection, Verification & Validation of facts (Classroom Lecture, News Paper Reading& Practices)	2	1	-

<b>Unit-2</b>	<b>News structure, Style &amp; Techniques</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	News structure & Content (Classroom Lecture, Practical)	3	-	-
2.2	Style : Inverted pyramid, Chronological (Classroom Lecture, Practical)	3	-	-
2.3	Headlines : Types, Function, Importance, Technique (Classroom Lecture, News Paper Reading& Practical)	3	-	-
2.4	Concept of News story, Types of Intro (Classroom Lecture, News Paper Reading& Practical)	3	-	-
2.5	Concept & Importance of Photo in news (Classroom Lecture, Practical)	2	1	-



<b>Unit-3</b>	<b>News Writing</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Introduction & Concept of Newswriting, News language (Classroom Lecture, News Paper Reading& Practices)	2	1	-
3.2	Writing news for Newspapers (Classroom Lecture, News Paper Reading& Practices)	3	-	-
3.3	Writing news for Radio & Television (Classroom Lecture, Practical)	3	-	-
3.4	Differences from other forms of Media writing (Classroom Lecture, Practical)	3	-	-
3.5	Writing Reviews(Book, film, Theatre) (Classroom Lecture, Reading & Writing)	3	-	-

<b>Unit-4</b>	<b>News Writing for different beats/areas/fields</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	News writing for different beats/ areas/fields like Political, Crime, Court, Sports, Commercial & Business, Art & Culture etc. (Classroom Lecture, Reading & Writing)	3	1	-
4.2	News Analysis & Backgrounders (Classroom Lecture, Reading & Writing)	3	-	-
4.3	Writing News based Interview (Classroom Lecture, Practical)	3	-	-
4.4	Writing for Specialized reporting like Investigative and Interpretative news (Classroom Lecture, Reading & Writing)	3	-	-
4.5	News based article, News based features (Classroom Lecture, Reading & Writing)	2	-	-

<b>Unit-5</b>	<b>Writing for Web</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	News writing for Web, E-paper (Classroom Lecture, Practical)	3	1	-
5.2	Writing Blog (Classroom Lecture, Practical)	3	-	-
5.3	Writing for Photo captions (Classroom Lecture, Practical)	3	-	-
5.4	Writing for Cartoons (Classroom Lecture, Practical)	3	-	-
5.5	Concept & Technique of Proofreading (Classroom Lecture, Practical)	2	-	-

**Practical/Project/Assignments:**

- Read any of the three news papers of one day in the context of the given points.
- Lead story
- News page & location
- Presentation of news
- News language & style
- Carefully read the question of business & finance in two newspapers/magazines. List the published news /articles in them.
- Make a list of words used in these news/articles.
- Watch radio/television news for two days consecutive weeks. Observe and Analyse the content and its presentation.
- Write news for radio, newspaper and television.
- Any assignments given by concerned faculty.

**Suggested Readings:**

- Allan Stuart, The Routledge Companion to News Journalism, Routledge Newyork, 2010.
- Frost Chris , Reporting for Journalists.London: Routledge, 2001
- Mitchell W.J.T. & Hansen Mark B.N., Critical Terms for Media Studies, The University of Chicago Press, 2010
- Rich Carole, Writing and Reporting News: A Coaching Method, Cengage Learning Custom,2010
- Shrivastava K..M., Radio and TV Journalism, Sterling Publishers Pvt. Ltd., New Delhi, 2015
- Stovall James G., Writing for the Mass Media. Ninth Edition, Pearson, NewYork, 2015

**e- resources:**

- Cyber Journalist: Technology, Tools & Ethics:<http://cyberjournalist.org.in/index.html>
- [https://www.researchgate.net/publication/307571500\\_Writing\\_Feature\\_Articles\\_For\\_The\\_Print\\_Media\\_And\\_e-Media](https://www.researchgate.net/publication/307571500_Writing_Feature_Articles_For_The_Print_Media_And_e-Media)
- <https://www.sagepub.com/hi/nam/the-basics-of-media-writing/book245776>
- <https://swayam.gov.in/courses/5182-writing-for-mass-media>
- <https://ohiostate.pressbooks.pub/stratcommwriting/chapter/media-writing-skills/>
- <https://ndl.iitkgp.ac.in/homestudy/humanities>

Bachelor's: II Year	Marks:40			Credits:2		
A- Parliament: Practice and Procedure-II	Th	Pr	Ia	Credit/ hours		
				L	T	P
	-	30	10	-	1/1	1/2

### Course Objectives

- To acquaint students with knowledge of the Indian Constitution.
- To make students familiar with concept of Parliament.
- To understand the concept of various practices and procedures of Indian Parliament
- To develop understanding about powers and privileges of Parliamentary and Legislative members

### Learning Outcomes

- Students will be able to understand the concept of Indian Constitution and Parliament.
- Students will be able to understand working of Indian Parliament
- Students will be able to understand and analyze working of State Assembly and Legislative Councils
- Ability to apply the theory into practice.

Unit-1	Introduction to Indian Constitution (Total hours- L+T+P=6hrs)	L	T	P
1.1	Preamble	-	1	1
1.2	Fundamental Rights	-	-	2
1.3	Directive Principles of State Policy	-	-	2

Unit-2	Introduction to Indian Parliament (Total hours- L+T+P=6hrs)	L	T	P
2.1	Working of Indian Parliament	-	1	1
2.2	Committee of Indian Parliament	-	-	2
2.3	Budget	-	-	2

Unit-3	Lok Sabha and Rajya Sabha (Total hours- L+T+P=6hrs)	L	T	P
3.1	Working of Lok Sabha & Rajya Sabha	-	1	1
3.2	Passing of Bill in Lok Sabha & Rajya Sabha	-	-	2
3.3	Election of Members in of Rajya Sabha & Lok Sabha	-	-	2

Unit- 4	State Assemblies and Legislative Councils (Total hours- L+T+P=6hrs)	L	T	P
4.1	Introduction to Legislative Councils	-	1	1
4.2	Elections of members in Legislative Council	-	-	2
4.3	Functions of Legislative Council	-	-	2

Unit 5	Different Parliamentary Systems in World (Total hours- L+T+P=6hrs)	L	T	P
5.1	Japan Parliamentary System	-	1	1
5.2	Canada Parliamentary System	-	-	2
5.3	Germany Parliamentary System	-	-	2

**Practical/Projects/Assignments:**

- Role play/Skit/Mock Parliament.
- PPT Presentation on various contemporary issues
- Visit to Vidhan Sabha
- Virtual tour of the Indian Parliament.
- Any other assignment given by the concerned faculty.

**Suggested Readings:**

- Kaul M.N and Shakhder S.L, Practice and Procedure of Parliament, Lok Sabha Secretariat, New Delhi, Seventh Edition
- Khosla Madhav, The Constitution of Most Surprising Democracy, Oxford
- Basu Dr. Durga Das, Introduction of Indian Constitution, Lexis Nexis, 2019
- Rules of Procedure and Conduct of Business in the Council of States, Rajya Sabha Secretariat, New Delhi, 2013.
- Chaudhary Sujit, Khosla Madhav and Mehta Pratap Bhanu, The Oxford Hand book of the Indian Constitution, Oxford University Press U.K, 2016
- Role of Rajya Sabha in Indian Parliamentary Democracy, Rajya Sabha Secretariat, New Delhi, 2019
- Narain Dr. Yogendra, Role and Relevance of Rajya Sabha in Indian Polity, Rajya Sabha Secretariat, New Delhi.
- Kashyap Subhash C., Our Parliament, National Book Trust, India
- Handbook for Members of Rajya Sabha, Rajya Sabha Secretariat, New Delhi, 2010
- Bakshi PM, Constitution of India, Universal Law Publishing, 2017
- De Rohit, A Peoples Constitution, Princeton University Press, 2018.

**c-resources:**

- <https://eparlib.nic.in>
- <https://epgp.inflibnet.ac.in>
- <http://Indias-Founding-Moment-Constitution-Surprising-ebook/>

## Co-Curricular- 2

Bachelor's: II Year	Marks:40			Credits:2		
<b>(B) भारतीय संगीत-II</b>	Th	Pr	Ia	Credit/ hours		
				L	T	P
	-	30	10	-	1/1	1/2

### उद्देश्य

1. संगीत के मूल तत्वों को समझना ।
2. सुगम संगीत की विभिन्न विधाओं जैसे गीत, भजन, गजल शैलियों इत्यादि से संगीत में आये हुए विभिन्न सैद्धान्तिक एवं वैचारिक महत्व पर चिंतन ।
3. संगीत का सैद्धान्तिक और व्यावसायिक क्षेत्रों में प्रदर्शन, नियोजन को जानना ।
4. हिन्दी चित्रपट संगीत की समझ विकसित करना ।
5. अन्य विषयों के साथ भारतीय संगीत को जोड़कर शोध के लिए भारतीय संगीत का प्रारंभिक ज्ञान देना ।

### शिक्षण के परिणाम

1. अलंकारों, राग काफी, भैरव, भैरवी की जानकारी ।
2. सुगम संगीत की भिन्न शैलियों से परिचित होना ।
3. भारतीय चित्रपट को जानना एवं प्रमुख संगीतकारों की शैलियों की समझना ।
4. भारतीय चित्रपट संगीत में प्रसिद्ध पार्श्वगायकों के योगदान को जानना ।
5. ताल एवं वाद्य यंत्रों की प्रारंभिक समझ ।

ईकाई 1 –		L	T	P
11.	प्रारंभिक अलंकारों का लेखन 20से 10		2	2
1.2	राग काफी, भैरव, भैरवी का सम्पूर्ण परिचय			6

ईकाई –2		L	T	P
2.1	सुगम संगीत परिभाषा एवं विशेषताएँ		2	2
2.2	सुगम संगीत शैलियाँ गीत, गजल, भजन प्रसिद्ध कवियों), शायर की -5 (रचनायें 5			6

ईकाई –3		L	T	P
3.1	चित्रपट का अर्थ, परिचयन एवं इतिहास		2	
3.2	हिन्दी चित्रपट संगीत में शास्त्रीय संगीत का प्रयोग करने वाले प्रमुख संगीतकार		2	4

ईकाई -4		L	T	P
4.1	पार्श्वगायन का अर्थ, हिन्दी चित्रपट संगीत में पार्श्वगायन का प्रारंभ		2	
4.2	हिन्दी चित्रपट संगीत के प्रमुख गायकगायिकाएँ परिचय एवं योगदान / द रफीमोहम्म), मन्नाडे, मुकेश, किशोर कुमार, भारत रत्न लता मंगेशकर, आशा भोसले, गीता दत्त, सुमन कल्याण पुरकर		2	4

ईकाई -5		L	T	P
5.1	सुगम संगीत में प्रयुक्त होने वाले तालों का परिचय एवं प्रयोग ताल-तीव्रा, कटरवा दादरा, रूपक, झपताल, तीनताल		1	6
5.2	सुगम संगीत में वाथवंद का प्रयोग, महत्व एवं प्रमुख वाद्य		1	2

## भारतीय संगीत (सुगम गायन)

### द्वितीय वर्ष प्रायोगिक -

प्रारंभिक अलंकारों का गायन 20से 10

रागकाफी-, भैरव, भैरवी में आरोह पकड-अवरोह-

सरगम, लक्षणगीत, छोटारख्याल 5-5 -आलाप तानों सहित प्रस्तुत करना ।

सुगम संगीत संगीत की फिल्म/दो रचनायें स्वेच्छा से प्रस्तुत करना ।

हिन्दी चित्रपट संगीत के प्रसिद्ध पार्श्वगायक शब्द)रीय रचना गायिकाओं में से किसी एक की स्त/तिकी प्रस्तु (रचना

वाद्य परीक्षक की इच्छानुसार सुगम संगीत की किसी एक शैली को प्रस्तुत करना ।

सैद्धान्तिक प्रश्नपत्र के तालों को हाथ से प्रदर्शित करना । (खाली/ताली)

### संदर्भ -

1. हिन्दुस्तानी संगीत पद्धति - 2/1भाग -लेखक विभातखण्डे .ना.
2. राग परिचय - 4/3/2/1 भाग -लेखक हरिशचन्द्र श्रीवास्तव
3. संगीत विशारद लेखक वसंत -
4. गुगल पितस्था-यू ट्यूब/नेट/पार्श्वगायकोंगायिकाओं के गीत हेतु ।/

## Co-Curricular- 2

<b>Bachelor's: II Year</b>	<b>Marks:40</b>			<b>Credits:2</b>		
<b>(C) : ललित कला- II</b>	<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs</b>		
				<b>L</b>	<b>T</b>	<b>P</b>
	-	<b>30</b>	<b>10</b>	-	<b>1/1</b>	<b>1/2</b>

### उद्देश्य

1. दृश्य चित्रण की विधि से छात्रों को परिचित कराना।
2. प्रकृति और जीवन की सुंदरता की सराहना करने के लिए उनकी दृष्टिको समृद्ध कराना।
3. प्राकृतिक और मानव निर्मित वस्तुओं के विभिन्न रूपों का अभ्यास।
4. रंगों के प्रयोग और विभिन्न तकनीकों से छात्रों को परिचित कराना।
5. विभिन्न प्रकार की कला सामग्री और उपकरणों का तकनीकों के साथ प्रयोग और कौशल सिखाना।
6. अन्य विषयों के साथ ललित कला को जोड़कर शोध के लिए ललित कला का प्रारंभित ज्ञान देना ।

### शिक्षण के परिणाम

1. परिप्रेक्ष्य चित्रण की समझ ।
2. प्रकृति और जीवन की सुंदरता की सराहना और आनंद प्राप्ति ।  
/प्राकृतिक और मानव निर्मित वस्तुओं के विभिन्न रूपों का अध्ययन करके कला के नए रूप को बनाने की प्रेरणा।
3. विभिन्न प्रकार की कला सामग्री और उपकरणों के प्रयोग से कौशल का विकास ।
4. कलात्मक कौशल और रचनात्मकता का विकास ।

ईकाई 1 -	दृश्य चित्र और प्रकृति अध्ययन	L	T	P
1.1	परिचय		1	
1.2	स्केचिंग और परिप्रेक्ष्य			<b>2</b>
1.3	रंग भरने की विभिन्न तकनीक			<b>2</b>
1.4	पौधों, पेड़ों और फूलों का अध्ययन		1	<b>1</b>
1.5	फलों और सब्जियों का अध्ययन		1	1

ईकाई- 2	अलंकरण(डिजाइन)	L	T	P
2.1	सजावटी और ज्यामितीय अलंकरण(डिजाइन)		<b>1</b>	2
2.2	पोस्टर डिजाइन		<b>1</b>	2
2.3	लोगो डिजाइन		<b>1</b>	2

ईकाई- 3	ब्लॉक प्रिंटिंग और फैब्रिक पेंटिंग	L	T	P
3.1	परिचय		2	2
3.2	सब्जी से प्रिंट (Vegetable Prints)			2

3.3	लकड़ी के ब्लॉक से प्रिंट			2
3.4	फैब्रिक पेंटिंग (कुशन कवर और दुपट्टे)			2

ईकाई-4	मिट्टी से रचना(क्ले मॉडलिंग, तीन आयामी कला)			
4.1	परिचय		2	2
4.2	सरल आकार (फल, सब्जी और फूल)			2
4.2	पक्षी और जानवर			2
4.4	पी ओ पी ब्लॉक नक्काशी			2

ईकाई- 5	कागज शिल्प			
5.1	बुक जैकेट डिजाइन		1	2
5.2	पेपर क्राफ्ट मोबाइल		1	2
5.3	कैलेंडर डिजाइन		1	2

### ललित कला प्रायोगिक

1. दृश्य चित्र और प्रकृति अध्ययन ।
2. अलंकरण (डिजाइन)
3. ब्लॉक प्रिंटिंग और फैब्रिक पेंटिंग ।
4. मिट्टी से रचना (क्लेमॉडलिंग,तीन आयामीकला)
5. कागज शिल्प

#### संदर्भ-

1. भारतीय कला एवं संस्कृति -नितिन सिंघानिया
2. Water colour Landscapes Step by Step by Milind Mulick
3. Colors of India: India Block Print Art (Block Prints Book 1) Kindle Edition by Shruti Jain
4. A for Ajrakh: The A to Z of Block by Nina Sabnani



<b>BAMC : IV SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>			
<b>COMMUNICATION SKILLS</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>60</b>	<b>20</b>	<b>20</b>	<b>4/4</b>	<b>-</b>	<b>1/2</b>

### Course Objectives

- To improve the student's Written and Oral expression of thought and teach them the effective use of Body-language and Voice tones.
- To improve the listening and Reading skills of students to follow and comprehend discourse and develop their critical thinking skills.
- To develop the Presentation skills and enhance confidence to expand the potential of the students.
- To prepare students to apply for jobs and write effective resumes.
- To equip the students with knowledge and techniques to effectively tackle interviews

### Learning Outcomes

- Recognize the different aspects of communication and appreciate the role of body language and voice tone in effective communication.
- Communicate their message in an effective and engaging way for the recipients.
- Enhance the ability to accurately receive and interpret message in the communication process.
- Build Presentations that create maximum impact.
- The ability to highlight their achievements and prove their value added worth to prospective employees.

<b>Unit-1</b>	<b>Introduction to Effective Communication</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Need and Importance of Effective Communication (Lecture, Group discussion, Presentations)	3	-	-
1.2	Non-Verbal Communication- Personal Appearance Gestures , Postures, Facial Expression, Eye Contacts (Lecture, Group discussion)	3	-	-
1.3	Body Language(Kinesics), Tips for Improving Non-Verbal Communication (Lecture, Group discussion, Case Studies)	3	-	-
1.4	Effective Writing Skills , Elements of Effective Writing -Sentence, Phrases and Clauses (Lecture, Group Discussion, Presentations)	3	-	-
1.5	Understanding and Applying Vocabulary- Words Often Confused, One Word Substitutes, Synonyms and Antonyms, Word Formation: Prefixes, Bases and Suffixes (Lecture, Group Discussion, Presentations)	2	-	1

<b>Unit-2</b>	<b>Listening and Reading Skills</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Purpose and Process of Listening (Lecture, Case studies)	3	-	-
2.2	Benefits of Effective Listening, Barriers to Listening (Lecture, Case studies, Group Discussions)	3	-	-
2.3	Measures to improve Listening, Active listening (Lecture, Group exercises)	3	-	-
2.4	Reading-Purpose, Process, Methodologies (Lecture, Group discussion, Presentation)	3	-	-
2.5	Techniques of Effective Reading (Lecture, Group discussion)	2	-	1

<b>Unit-3</b>	<b>Presentation Skills</b> (Total hours- L+T+P=6 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Oral Presentation and Public Speaking skills (Lecture, Group discussion)	3	-	-
3.2	Group Discussions (Lecture, Group exercises)	3	-	-
3.3	Presenting a Paper (Lecture, Presentations)	3	-	-
3.4	Business Presentation- Purpose ,Audience, Locale, Steps in making a Presentation (Lecture, Group exercises, Presentations)	3	-	-
3.5	Technology based Communication, Writing emails, Power Point Presentation (Lecture, Group exercises, PPT)	2	-	1

<b>Unit-4</b>	<b>Communication As A Skill For Career Building</b> (Total hours- L+T+P=6hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Identifying Job openings (Lecture, Group discussion )	3	-	-
4.2	Applying for a Job (Lecture, Group discussion, Presentations)	3	-	-
4.3	Guidelines for writing Resume ,Contents of a good Resume (Lecture, Group exercises, word play, Presentations, Observation of Print ads)	3	-	-
4.4	Types of Resume (Lecture, Group discussion, Presentations, )	3	-	-
4.5	Cover letters- Formats and Types (Lecture, Group exercises)	2	-	1

<b>Unit-5</b>	<b>Communication As A Skill For Career Building-Job Interview</b> (Total hours- L+T+P=6hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Importance and Factors involving Job Interview ( Lecture)	3	-	-
5.2	Characteristics of Job Interview (Lecture, presentation ,Case studies)	3	-	-
5.3	Interview Process (Lecture, Ppresentation ,Case studies)	3	-	-
5.4	Techniques-Manners and Etiquettes (Lecture)	3	-	-
5.5	Common Questions during Interview (Lecture, Presentation ,Case studies)	2	-	1

**Practical/Project/Assignments:**

- Writing Speeches, Articles, Letters on various topics.
- Writing Resumes
- Book reviews
- Mock Interviews
- Power Point Presentations on various topics.
- Any other assignment given by the faculty.

**Suggested Readings :**

- A.S. Hornby's. Oxford Advanced Learners Dictionary of Current English, 7th Edition.
- Bansal, R.K. and J.B. Harrison. Spoken English, Orient Language.
- Prasad, P. Communication Skills, S.K. Kataria& Sons.
- Roach Peter. English Phonetics and Phonology.
- Sen, Leena. Communication Skills, Prentice Hall of India, New Delhi.
- Sethi, J & et al. A Practice Course in English Pronunciation, Prentice Hall of India, New Delhi.

**e- resources :**

- [https://www.researchgate.net/publication/303893422\\_Communication\\_Skills\\_Students\\_Coursebook](https://www.researchgate.net/publication/303893422_Communication_Skills_Students_Coursebook)
- <https://dl.uswr.ac.ir/bitstream/Hannan/141245/1/9781138219120.pdf>

**BA in Mass Communication : SEMESTER - V**

<b>S. No.</b>	<b>Course of Study</b>	<b>Class &amp; Papers</b>	<b>Course Name/Subject</b>	<b>Th</b>	<b>IA</b>	<b>P</b>	<b>Total</b>
1.	MCC11	5BA(MC)1	Reporting and Editing for Electronic Media	60	20	20	100
2.	MCC12	5BA(MC)2	Development Communication	80	20	-	100
3.	MCE01(A)	5BA(MC)3A	Radio Programme Production	60	20	20	100
	MCE01(B)	5BA(MC)3B	Print Production	60	20	20	100
4.	MCG03	5BA(MC)4	Creative Writing Or *Choose from the list given below	60	20	20	100

<b>BAMC : V SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>			
<b>REPORTING AND EDITING FOR ELECTRONIC MEDIA</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>60</b>	<b>20</b>	<b>20</b>	<b>4/4</b>	<b>-</b>	<b>1/2</b>

### Course Objectives

- To focus on Mass Media in general and Electronic Media in particular.
- To understand the world of Electronic Media.
- Understand process, techniques, resources, aesthetics, technical requirements, and follow up of Television Production.
- Develop scripts for a variety of formats popular with Electronic media,
- To make students familiarize with the characteristics of Reporting, TV formats and its production.

### Learning Outcomes

- Students will able to prepare news report for Radio.
- Students will be able to write script for TV news.
- Students will be able to apply tools and techniques of editing for Radio.
- Students will be able to apply tools and techniques of editing for TV.
- Students will be able to identify and fulfill ethical responsibility of reporters in a society.

<b>Unit-1</b>	<b>News and Reporting</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	News: Concept, Definition , Principles , Elements , Values ,Types of News and News follow-up ( Lecture, Classroom Discussion, PPT)	3	-	-
1.2	Source of News: Types of Source, News Gathering, Verification and Validation ( Lecture, Classroom Discussion, PPT)	3	-	-
1.3	Reporting: Concepts, Definitions, Elements Reporting, Types of News Reporting and Hierarchy in News Organizations ( Lecture, Classroom Discussion, PPT)	3	-	-
1.4	Ethics and Laws related to Reporting ( Lecture, Classroom Discussion, PPT)	2	-	1
1.5	Reporter's Duties and Responsibilities, Functions of News Reporters ( Lecture, Classroom Discussion, PPT)	2	-	1

<b>Unit-2</b>	<b>Reporting for Radio</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Organisational Structure of AIR, Programmes of Radio, Radio features/documentaries Radio commentaries Spotlight/Talks, etc ( Lecture, Classroom Discussion, PPT)	3	-	-
2.2	Types of Radio News Bulletin, Structure of News Presentation, Content of Radio Bulletin. ( Lecture, Classroom Discussion, PPT)	3	-	-
2.3	FM Channels: Structure, Programmes, Presentation. ( Lecture, Classroom Discussion, PPT)	3	-	-
2.4	Duties and Responsibilities of Radio News Editor, Broadcasting code and limitations. ( Lecture, Classroom Discussion, PPT)	2	-	1
2.5	Characteristics of Radio as a Mass Medium in India ( Lecture, Classroom Discussion, PPT)	2	-	1

<b>Unit-3</b>	<b>Reporting for Television</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Organisational Structure of TV News Channel and Functioning of News channel . ( Lecture, Classroom Discussion, PPT)	3	-	-
3.2	Structure of News Presentation, TV news team- Role and Responsibility ( input/ output) ( Lecture, Classroom Discussion, PPT)	3	-	-
3.3	Developing TV stories, Field work, TV news Interviews, Shooting, Phono, Voice Over, Byte, Counter Byte ( Lecture, Classroom Discussion, PPT)	3	-	-
3.4	Concept & Technique of Live reporting , OB van, FTP D-Live,Vox-Pop, Breaking News, PTC ( Lecture, Classroom Discussion, PPT)	2	-	1
3.5	Structuring a TV news report, V/O's, Packages & Story formats. ( Lecture, Classroom Discussion, PPT)	2	-	1

<b>Unit-4</b>	<b>Editing for Radio</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Concept, Definitions and Elements of Editing ( Lecture, Classroom Discussion, PPT)	3	-	-
4.2	Studio recording : Off air / On air studios and their working ( Lecture, Classroom Discussion, PPT)	3	-	-
4.3	Stages of Radio Production; Pre-Production (Idea, Research, Radio script) ( Lecture, Classroom Discussion, PPT)	3	-	-
4.4	Sound Recording / Perspective of sound , OB recording equipment Sound transfer, Editing and Post-Production ( Lecture, Classroom Discussion, PPT)	2	-	1
4.5	FM Broadcast software : Radio Computing Service( RCS), Zeta, Audio Vault Automation Software ( Lecture, Classroom Discussion, PPT)	2	-	1

<b>Unit-5</b>	<b>Editing for Television</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Visual Grammar – Camera Movement, Types of Shots, Focusing, Visual Perspective ( Lecture, Classroom Discussion, PPT)	3	-	-
5.2	Basics of Editing for TV- Editing a News capsule., Adobe Premiere , FTP, OB Van ( Lecture, Classroom Discussion, PPT)	3	-	-
5.3	Visual effects – Superimposition and Chroma key ( Lecture, Classroom Discussion, PPT)	3	-	-
5.4	Editing - Linear and Non-linear, Continuity editing – insert shot- cut-in and cutaways ( Lecture, Classroom Discussion, PPT)	2	-	1
5.5	Transition techniques –cut, fade, dissolve, wipe and split screen ( Lecture, Classroom Discussion, PPT)	2	-	1

**Practical/Project/Assignments:**

- Production of different formats of news - 2-minute headline bulletin to one hour news show.
- Rewriting the printed and agency copy for broadcasting.
- TV writing for different types of visuals
- Different types of PTC Exercises.
- Any other assignment given by the faculty

**Suggested Readings:**

- Aspinall Richard, Radio Programme Production: *A Manual for Training*, , UNESCO, Paris, 1971
- Bhanavat Dr. Sanjeev, Electronic Media (Radio, T.V evam Film Madhymo Ka Digdarshan), Rajasthan Hindi Granth Accademy, Jaipur, 2009
- Luthra H.K, Indian Broadcasting, Publications Division, New Delhi, 1987
- Mcleish Robert, Radio Production, Focal Press, Oxford, 2005
- Sengupta Aditya, Electronic Journalism: *Principles and Practices*, Authors Press, New Delhi, 2006

**e\_resources :**

- [www.uk.sagepub.com](http://www.uk.sagepub.com)
- [www.ddnews.com](http://www.ddnews.com)
- <https://www.oreilly.com/library/view/basic-tv-reporting/9781136026010/>
- [www.swayamprabha.com](http://www.swayamprabha.com)
- <https://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/>

<b>BAMC : V SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>			
<b>DEVELOPMENT COMMUNICATION</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>80</b>	<b>-</b>	<b>20</b>	<b>4/4</b>	<b>1/1</b>	<b>-</b>

### Course Objectives

- To develop understanding of the concept of Development.
- To understand the concept of Development Communication and its barriers.
- To understand the role and use of Media in Development Communication.
- To understand different projects regarding Development in India
- To give students an understanding of key issues in Sustainable Development as a basis for engaging in effective Development Communication.

### Learning Outcomes

- Student will able to understand knowledge of Development Communication.
- Students will able to understand and evaluate key theoretical approaches used in the field of Development Communication.
- Students will able to describe use of different media in Development Communication.
- Students will be able to understand and apply the Participatory approach in Development.
- Students will be able to create an understanding of key issues and solutions for Sustainable Development.

<b>Unit-1</b>	<b>Concept of Development Communication (Total hours- L+T+P=15 hrs)</b>	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Development Communication: Meaning, Concept, Evolution, Historical Perspective. (Lecture, Classroom Discussion, PPT)	3	-	-
1.2	Characteristics of Developing and Developed Societies. (Lecture, Classroom Discussion, PPT)	3	-	-
1.3	Gap between Developed and Developing Societies. (Lecture, Classroom Discussion, PPT)	3	-	-
1.4	Development and Marginal Communication: Women, Dalit, Tribes, Minorities LGBTs. (Lecture, Classroom Discussion, PPT)	3	-	-
1.5	Role of Media in Development Communication. (Lecture, Classroom Discussion, PPT)	2	1	-

<b>Unit-2</b>	<b>Models and Theories of Development (Total hours- L+T+P=15 hrs)</b>	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Models of Development: Capitalist Model, Neo-Liberal Model, Socialist Model, Alternative Models of Development. (Lecture, Classroom Discussion, PPT)	3	-	-
2.2	Mass Media and Modernization (Lecture, Classroom Discussion, PPT)	3	-	-
2.3	Prominent theoreticians : Daniel Lerner, Everett Rogers, Wilbur Schramm, Rozario Braid (Lecture, Classroom Discussion, PPT)	3	-	-
2.4	Media and National Development: Experiences from developing countries with special emphasis on India (Lecture, Classroom Discussion, PPT)	3	-	-
2.5	Strategies in Development Communication. (Lecture, Classroom Discussion, PPT)	2	1	-



<b>Unit-3</b>	<b>Development Support Communication</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Population and Family Welfare, Health Education, Environment. (Lecture, Classroom Discussion, PPT)	3	-	-
3.2	MDGs and SDGs (Lecture, Classroom Discussion, PPT)	3	-	-
3.3	Role of Civil Society and Government in development Communication. (Lecture, Classroom Discussion, PPT)	3	-	-
3.4	International Development Agencies (Lecture, Classroom Discussion, PPT)	3	-	-
3.5	Development Communication ethics in India (Lecture, Classroom Discussion, PPT)	2	1	-

<b>Unit-4</b>	<b>Participatory Approaches to Development</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Concept of Participatory Development Communication (Lecture, Classroom Discussion, PPT)	3	-	-
4.2	Knowledge Generation and Knowledge Sharing (Lecture, Classroom Discussion, PPT)	3	-	-
4.3	Bottom up and Dialogic communication process (Lecture, Classroom Discussion, PPT)	3	-	-
4.4	Participatory Communication Process , Planning, Designing, Implementation (Lecture, Classroom Discussion, PPT)	3	-	-
4.5	Participatory Strategies in Direct Social Change (Lecture, Classroom Discussion, PPT)	2	1	-

<b>Unit-5</b>	<b>Case Studies</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Satellite Instructional Television Experiment (SITE) (Lecture, Classroom Discussion, PPT)	3	-	-
5.2	Kheda Communication Project (KCP) (Lecture, Classroom Discussion, PPT)	3	-	-
5.3	Jhabua Development Communication Project (JDCP) (Lecture, Classroom Discussion, PPT)	3	-	-
5.4	Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) (Lecture, Classroom Discussion, PPT)	3	-	-
5.5	Indian National Satellite System (INSAT) (Lecture, Classroom Discussion, PPT)	2	1	-

**Practical/Project/Assignments:**

- Make a PPT on any Government Project of development.
- Compare two national newspaper on the basis of development issues news.
- Write an article on development of your state.
- Any assignment given by concerned faculty.

**Suggested Readings:**

- Duchi(ED), Development Communication at Grass root level
- Jayaweer N. & Amunagama, Development Communication, Asian Mass Communication Research and Information Centre, 1987
- Narula Uma, Development Communication, Har Anand Publication Pvt.Ltd. New Delhi,1999
- Prasad Kiran, Communication for Development, volume 2, B.R publishing corporation, New Delhi, 2009
- Raghavan G.N.S., Development Communication in India, Gyan Publishing House, 1992

**e- resources:**

- [www.onlinelibrary.wiley.com](http://www.onlinelibrary.wiley.com)
- [www.iamcr.org](http://www.iamcr.org)
- [www.sagepublication.com](http://www.sagepublication.com)
- <https://www.swayamprabha.gov.in/>
- <https://epathshala.nic.in/>

<b>BAMC : V SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>			
<b>RADIO PROGRAM PRODUCTION</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>60</b>	<b>20</b>	<b>20</b>	<b>4/4</b>	<b>-</b>	<b>1/2</b>

### Course Objectives

- To provide insight to students in the emerging field of audio technology and its application in the area of entertainment, advertising, presentation, education and training.
- To write Script for Radio Production.
- To understand the various audio equipments and their use in production.
- To handle various Radio studio recording and field recording equipments .
- To produce Audio programmes and expose the participants with advanced production techniques.

### Learning Outcomes

- Will be able to produce radio programme, including news bulletins and packages etc.
- Ability to write basic radio news scripts.
- Using appropriate types and properties of sound capturing devices.
- Proficiency in the use of production formats and new trends.
- Students can generate new ideas for radio production.

<b>Unit-1</b>	<b>Basics of Radio</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Radio as an oral medium (Lecture, Practical)	2	-	1
1.2	Radio program formats (Lecture, Practical)	2	-	1
1.3	News, Newsreel, Feature (Lecture, Practical)	2	-	1
1.4	Talk, Discussion, Phone in program commentary (Lecture, Practical)	2	-	1
1.5	Drama, Music program (Lecture, Practical)	2	-	1

<b>Unit-2</b>	<b>Studio and Microphones</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Audio Studio (Lecture, Practical)	2	-	1
2.2	Audio Equipments (Lecture, Practical)	2	-	1
2.3	Microphones (Lecture, Practical)	2	-	1
2.4	Working of Microphones (Lecture, Practical)	2	-	1
2.5	Types of Microphones (Lecture, Practical)	2	-	1

<b>Unit-3</b>	<b>Audio Recording</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Basics of Audio recording (Lecture, Practical)	2	-	1
3.2	Programme Planning (Lecture, Practical)	2	-	1
3.3	Programme Production Process (Lecture, Practical)	2	-	1
3.4	Producing Field based Radio Programs (Lecture, Practical)	2	-	1
3.5	Radio Production Team (Lecture, Practical)	2	-	1

<b>Unit-4</b>	<b>Audio Editing</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Introduction to Audio Editing (Lecture, Practical)	2	-	1
4.2	Non Linear Audio Editing (Lecture, Practical)	2	-	1
4.3	Types of Sound effects (Lecture, Practical)	2	-	1
4.4	Mixing Techniques (Lecture, Practical)	2	-	1
4.5	Dubbing Techniques (Lecture, Practical)	2	-	1

<b>Unit-5</b>	<b>Voice Modulation</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Voice Modulation (Lecture, Practical)	2	-	1
5.2	Pitch, Tempo, Rhythm (Lecture, Practical)	2	-	1
5.3	Voice culture (Lecture, Practical)	2	-	1
5.4	Pronunciation (Lecture, Practical)	2	-	1
5.5	Common errors in Pronunciation (Lecture, Practical)	2	-	1

#### **Practical/Project/Assignments:**

- Exercises of voice modulation, pronunciation and articulation.
- Exercises of bite selection.
- Recording of interviews with experts on local and regional issues.
- Music recording.
- Any other assignment given by the concerned faculty.

#### **Suggested Readings:**

- Ford Meg, Radio Production, Createspace Independent Publishing Platform, 2013
- Gandhi Ved Prakash, Handbook of Television and Radio Broadcasting, Kanishka Publishers Distributors, New Delhi, 2009.

- Medoff Norman J. & Kaye Barbara K., Electronic Media (Then, Now and Later), Rout ledge 711 Third Avenue, Newyork, 2017.
- Sharma Ajay Kumar, Radio and Television Broadcasting, Random Publications, New Delhi, 2012.
- Trewin Janet, Presenting on TV and Radio, focal press, 2003.

**e - resources:**

- <https://epdf.tips/radio-production-fifth-edition.html>
- [https://www.researchgate.net/publication/317850997\\_INTRODUCTION\\_TO\\_RADIO\\_PRODUCTION](https://www.researchgate.net/publication/317850997_INTRODUCTION_TO_RADIO_PRODUCTION)
- [https://www.researchgate.net/publication/234632450\\_Radio\\_Programme\\_Production\\_A\\_Manual\\_For\\_Training](https://www.researchgate.net/publication/234632450_Radio_Programme_Production_A_Manual_For_Training)
- <https://www.amazon.in/RADIO-PROGRAMME-PRODUCTION-M-NEELAMALAR-ebook/dp/B08FX2LYVG?asin=B08FX2LYVG&revisionId=&format=2&depth=1>
- [https://www.researchgate.net/publication/278026278\\_The\\_Handbook\\_of\\_English\\_Pronunciation\\_Introduction](https://www.researchgate.net/publication/278026278_The_Handbook_of_English_Pronunciation_Introduction)

<b>BAMC :V SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>	
<b>PRINT PRODUCTION</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
			<b>60</b>	<b>20</b>	<b>20</b>	<b>4/4 - 1/2</b>

### Course Objectives

- Understand the concept and philosophy of Art.
- Understand the functions of type composition and develop the ability to select the appropriate typeface for a particular design.
- Develop an understanding of the use of new technology in developing Layout.
- Understand the purpose of a Newspaper Design..
- The paper will enable students to develop their skills in print media.

### Learning Outcomess

- Students would acquire practical experience on designing of Page Layout.
- Students would be able to understand the techniques of Print Production.
- Students would be able to understand how to apply the knowledge of Visual Art.
- Students will be able to use Page Maker, Quark express and Coral draw.
- Students will be able to use In-design and Photoshop.

<b>Unit-1</b>	<b>Art and Production</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Visual Art (Lectures, Assignments)	2	-	1
1.2	Aesthetics of print production (Lectures, Assignments)	2	-	1
1.3	Graphic Art (Lectures, Assignments)	2	-	1
1.4	Typography - Structure, Design and Function (Lectures, Assignments, Practicals)	2	-	1
1.5	Design Style, Function of Type Composition (Lectures, Assignments, Practicals)	2	-	1

<b>Unit-2</b>	<b>Layout and Design</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Terms in Layout Planning (Lectures, Practicals)	2	-	1
2.2	Stages of Layout Planning (Lectures, Practicals)	2	-	1
2.3	Principles of Design (Lectures, Assignments, Practicals)	2	-	1
2.4	Basic Approach of Design (Lectures, Assignments, Practicals)	2	-	1
2.5	Functions of Colour (Lectures, Assignments, Practicals)	2	-	1

<b>Unit-3</b>	<b>Newspaper Design</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Newspaper Designing (Lectures, Assignments, Practicals)	2	-	1
3.2	Design Approach (Lectures, Assignments, Practicals)	2	-	1

3.3	Newspaper Format (Lectures, Assignments, Practicals)	2	-	1
3.4	Design Elements (Lectures, Practicals)	2	-	1
3.5	Page Make-up (Lectures, Assignments, Practicals)	2	-	1

<b>Unit-4</b>	<b>Periodicals Design</b> (Total hours- L+T+P=15hrs)	L	T	P
4.1	Elements of Magazine Designing (Lectures, Assignments, Practicals)	2	-	1
4.2	Elements of house journal Designing (Lectures, Assignments, Practicals)	2	-	1
4.3	Elements of Newsletters Designing (Lectures, Assignments, Practicals)	2	-	1
4.4	Rules for Poster Designing (Lectures, Assignments, Practicals)	2	-	1
4.5	Production Procedures (Lectures, Assignments, Practicals)	2	-	1

<b>Unit-5</b>	<b>Software for Designing</b> (Total hours- L+T+P=15hrs)	L	T	P
5.1	Layout designing for Online paper (Lectures, Practicals)	2	-	1
5.2	New trends of Layout (Lectures, Practicals)	2	-	1
5.3	Introduction to Page Maker and Quark express (Lectures, Practicals)	2	-	1
5.4	Introduction to Coral draw (Lectures, Practicals)	2	-	1
5.5	Introduction to In-design, Photoshop (Lectures, Practicals)	2	-	1

#### **Practical/Project/Assignments:**

- Creating a news paper in In-design.
- Creating a poster in Adobe Photoshop.
- Using smart art and create a Magazine.
- Any assignment given by the concerned faculty.

#### **Suggested Readings:**

- Eisenstein Elizabeth L., The Printing Revolution in Early Modern Europe, Cambridge University Press,1983
- Jain Satish & Geetha M., CorelDraw Training Guide, BPB Publications, New Delhi, 2018
- Johansson Kaj, Lundberg Peter and Ryberg Robert, A Guide to Graphic Print Production, Elanders Falth & Hassler, Hungary, 2011
- Marina Joyce , Designing for Print: The Art and Science, Inez D. Incorporated,2018
- Sarkar N.N., Art and Print Production, Oxford University press. New Delhi, 2013

**e- resources:**

- <https://open.umn.edu/opentextbooks/textbooks/graphic-design-and-print-production-fundamentals>
- <https://opentextbc.ca/graphicdesign/>
- [https://www.researchgate.net/publication/272271756\\_Simplifying\\_e-book\\_and\\_print\\_production](https://www.researchgate.net/publication/272271756_Simplifying_e-book_and_print_production) <https://epathshala.nic.in/>
- <https://swayam.gov.in/>
- [https://www.swayamprabha.gov.in/index.php/program/archive\\_he/17](https://www.swayamprabha.gov.in/index.php/program/archive_he/17)



<b>BAMC : V SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>		
<b>CREATIVE WRITING</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>	
			<b>L</b>	<b>T</b>	<b>P</b>		
<b>60</b>	<b>20</b>	<b>20</b>	<b>4/4</b>	<b>-</b>	<b>1/2</b>		

### Course Objectives

- To make the students familiar with the various Genres and the Craft of Story Writing.
- To develop an understanding of the Techniques and Skills of Poetry Writing.
- To develop an understanding of the varied techniques of Writing for Drama.
- To equip the students with the skills of Effective Translation.
- To develop the skill of Persuasive Writing.

### Learning Outcomes

- Understand the basic techniques and terminology of Creative Story writing.
- Understand the basic techniques and terminology of Poetry writing.
- Understand the basic techniques and terminology of writing for Drama.
- Develop an understanding and capabilities of creative writing and Translation.
- Define Persuasion and summarize reasons to write persuasively.

<b>Unit-1</b>	<b>Short Story Writing</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Characteristics of Good writing (Classroom Lecture, Group exercises)	2	-	1
1.2	Genre- Science Fiction, Adventure (Classroom Lecture, Group exercises)	2	-	1
1.3	Genre-Horror, Romance (Classroom Lecture, Group exercises)	2	-	1
1.4	Theme, Plot, Character, Point of View (Classroom Lecture, Group discussions Group exercises,)	2	-	1
1.5	Setting, Tone, Symbolism (Classroom Lecture, Group exercises, Group discussions)	2	-	1

<b>Unit-2</b>	<b>Writing Verse</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Verse- Concept and Definition (Classroom Lecture, Group exercises)	2	-	1
2.2	Diction and Theme (Classroom Lecture, Group exercises)	2	-	1
2.3	Imagery, Figures of Speech (Classroom Lecture, Group exercises)	2	-	1
2.4	Metre , Rhythm and Sound (Classroom Lecture, Group exercises)	2	-	1
2.5	Structure and Form, Symbolism (Classroom Lecture, Group discussions)	2	-	1

<b>Unit-3</b>	<b>Drama</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Characteristics of a Good Drama (Classroom Lecture, Group exercises)	2	-	1
3.2	Elements of a Drama- Theme, Developing Characters and Relationship with other Characters ( Expert Lecture, Group discussions)	2	-	1

3.3	Plot, Form , Scene building ( Expert Lecture, Group discussions, Group exercises)	2	-	1
3.4	Dialogue Writing (Classroom Lecture, Group exercises)	2	-	1
3.5	In depth analysis of a Classic play ( Classroom Lecture, Visit to Bharat Bhavan, Screening of a Play, Presentation)	2	-	1

<b>Unit-4</b>	<b>Translation</b> (Total hours- L+T+P=15hrs)	L	T	P
4.1	Translation- Concept and Importance (Classroom Lecture, Group discussions)	2	-	1
4.2	Translation as a Creative art ( Expert lecture, Classroom Lecture, Group exercises ,Presentations)	2	-	1
4.3	Linguistic and Cultural aspects of Translation (Classroom Lecture, Group Discussions, Presentations)	2	-	1
4.4	Translation of Poetry, Short story, Articles (Classroom Lecture, Group Discussions, Presentations)	2	-	1
4.5	Technical Translation of Pamphlets,Brochures,Leaflets, and Advertisements (Classroom Lecture, Group Exercises)	2	-	1

<b>Unit-5</b>	<b>Persuasive Writing</b> (Total hours- L+T+P=15 hrs)	L	T	P
5.1	Importance of Persuasive Writing (Classroom Lecture, Ppt Presentation)	2	-	1
5.2	Brochures (Classroom Lecture, Brochure designing exercises, Presentations)	2	-	1
5.3	Pamphlets and Posters (Classroom Lecture, Learning by doing, Group exercises, Presentations)	2	-	1
5.4	Speeches (Classroom Lecture, Case studies, Presentations, study of great speeches)	2	-	1
5.5	Writing Advertising Copy (Classroom Lecture, Copywriting exercises, Presentations)	2	-	1

#### Practical/Project/Assignments:

- Write a book review
- Write short stories on science fiction, adventure, romance and horror
- Convert a short story into a screenplay
- Theatre workshop and screening of a play developed by the students
- Presentation on the analysis of any classic drama staged recently in the city.
- Writing poems on various themes
- Designing pamphlets for any product
- Designing posters on any social issue
- Speech writing exercises
- Developing a print advertisement for any FMCG product
- Translation exercises
- Any assignment given by the concerned faculty

**Suggested Readings:**

- Annie Dillard, *The Writing Life*: Harper Perennial, 2013
- Billie A. Williams, *Writing Wide: Exercises in Creative Writing*, Filbert Publishing, First Edition, 2006
- Brandilyn Collins, *Getting into Character: Seven Secrets a Novelist Can Learn from Actors'*, 2 edition, Challow Press , 2015
- Chris Sykes, *Complete Creative Writing Course*,
- Field, S., *Screenplay: The Foundations Of Screenwriting* , Revised Edition, Delta, 2005
- Field. S., *The Definitive Guide to Screenwriting*: EburyPressAilsa Cox: *Writing Short Stories*, 2003
- James Scott Bell, *Plot & Structure: Techniques and Exercises for Crafting a Plot that Grips, Readers from Start to Finish*, Fifth edition, *Writer's Digest Books* , 2004
- Julia Bell, *Creative Writing Course book*, Macmillan, 2016
- Marie Arana, *Writers on How They Think and Work*, 1 edition, PublicAffairs, 2003
- Richard Skinner, *Fiction Writing: The Essential Guide to Writing a Novel*, Robert Hale, 2010
- Rudolf Flesch and Lass A.H., *The Classic Guide to Better Writing*, Warner Book , 1996
- Valladares June, *The craft of Copy Writing*. New Delhi, India: Sage Publications, 2000
- William Zinsser, *On Writing Well: The Classic Guide to Writing Nonfiction*, Harper Collins, 2016

**e- resources :**

- [www.stackexchange.com](http://www.stackexchange.com)
- [www.writers-treasure.com](http://www.writers-treasure.com)
- [www.writtent.com](http://www.writtent.com)
- [www.quickanddirtytips.com/grammar-girl](http://www.quickanddirtytips.com/grammar-girl)
- <https://www./Creative-Writing-Students-Handbook>

**BA in Mass Communication : SEMESTER - VI**

<b>S. No.</b>	<b>Course of Study</b>	<b>Class &amp; Papers</b>	<b>Course Name/Subject</b>	<b>Th</b>	<b>IA</b>	<b>P</b>	<b>Total</b>
1.	MCC13	6BA(MC)1	Media Laws and Ethics	80	20	-	100
2.	MCC14	6BA(MC)2	Advertising	60	20	20	100
3.	MCE02(A)	6BA(MC)3(A)	Basics of Research	60	20	20	100
	OR MCE02(B)	OR 6BA(MC)3(B)	OR Public Relation	60	20	20	100
4.	MCG04	6BA(MC)4	Art of Anchoring Or *Choose from the list given below	60	20	20	100

<b>BAMC : VI SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>			
<b>MEDIA LAWS AND ETHICS</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>80</b>	<b>-</b>	<b>20</b>	<b>4/4</b>	<b>1/1</b>	<b>-</b>

### Course Objectives

- To ensure media practicing under the Constitution with Social Responsibility.
- To aware students about Legal and Ethical aspects of the Media and its Values.
- To give an overview of recent amendments, future challenges and media regulations.
- To know what is media ethics and how it leads media persons and media establishments to the path of Professional Rectitude.
- To comprehend how Media Laws and Ethics empower Media Practitioners to perform their public duties with greater sense of Confidence and Commitment.

### Learning Outcomes

- Students will be able to understand Constitutional Aspect of Indian Media.
- Students will be able understand Laws and Regulation of Media.
- Students will be able to understand Media Ethics and its adaptation in Media Profession.
- Students will be able understand Media Code and conduct and self regulatory.
- Students will be able to do fair and Honest Journalism with Social responsibility.

<b>Unit-1</b>	<b>Basics of Constitution</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Preamble of Constitution (Classroom Lecture, Discussions)	3	-	-
1.2	Freedom of speech and expression (Classroom Lecture, Discussions)	3	-	-
1.3	PIL (Classroom Lecture, Discussions)	3	-	-
1.4	Contempt of Court (Classroom Lecture, Discussions)	2	-	-
1.5	Right to Information (Classroom Lecture, Discussions)	3	1	-

<b>Unit-2</b>	<b>Media Acts-I</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Press and Registration of Books Act (Classroom Lecture, Discussions, Case Studies)	3	-	-
2.2	Working Journalists Act (Classroom Lecture, Discussions, Case Studies)	3	-	-
2.3	Copyright Act, Remedial Act (Classroom Lecture, Discussions, Case Studies)	3	-	-
2.4	Press Council Act (Classroom Lecture, Discussions, Case Studies)	2	-	-
2.5	Parliamentary privileges (Classroom Lecture, Discussions)	3	1	-

<b>Unit-3</b>	<b>Media Acts-II</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Cinematography Act (Classroom Lecture, Discussions, Case Studies)	3	-	-
3.2	Prasar Bharti Act (Classroom Lecture, Discussions, Case Studies)	3	-	-
3.3	Cable Television Networks (Regulations) Act (Classroom Lecture, Discussions, Case Studies)	3	-	-
3.4	Information Technology Act (Classroom Lecture, Discussions, Case Studies)	2	-	-
3.5	Patent Act (Classroom Lecture, Discussions, Case Studies)	3	1	-

<b>Unit-4</b>	<b>Laws Regulating Media</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Introduction to Laws Regulating Media (Classroom Lecture, Discussions)	3	-	-
4.2	Defamation , Criminal Procedure Code, IPC (Classroom Lecture, Discussions, Case Studies)	3	-	-
4.3	Laws regulating FDI in Media (Classroom Lecture, Discussions, Case Studies)	3	-	-
4.4	Consumer Protection Act (Classroom Lecture, Discussions, Case Studies)	2	-	-
4.5	Trademark Act (Classroom Lecture, Discussions, Case Studies)	3	1	-

<b>Unit-5</b>	<b>Ethics in Media</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Invasion of Privacy and Vulgarity,Media Trials (Classroom Lecture, Expert Lecture, Case Studies)	3	-	-
5.2	Advertising and Ethics (Classroom Lecture, Expert Lecture)	3	-	-
5.3	Issues of Ethics in media (Classroom Lecture, Expert Lecture)	3	-	-
5.4	Cyber laws in India,Social media Guidelines (Classroom Lecture, Expert Lecture)	2	-	-
5.5	Fake News and Credibility of Media (Classroom Lecture, Expert Lecture)	3	1	-

#### **Practical/Project/Assignments:**

- Studying and presenting the analysis of cases.
- Case study assignments.
- Any other assignment given by the concerned faculty.

#### **Suggested Readings:**

- Bandopadhyay P.K. and Arora Kuldeep, Journalistic ethics, Media watch Group,2001
- Basu D.D, Press law, prentice hall publication, Wadhwa Publisher,2002
- Iyer Venkat, Mass media law and Regulations in India, Indian Research Press, 2000

- Matelski Marilyn J., TV news ethics, Focal press, 1991
- Singh Dr. Shrikant, Janmadhyam Kanoon evam uttardayitva, Hindi Book Center, 2016
- Trikha Dr. Nand Kishore, Press Vidhi, Vishwavidyalaya Prakashan, Varanasi, 2012
- Venkateswaran K.S., Mass Media law and Regulations in India, Asian Mass Communication Research and Information Centre, 1993

**e- resources:**

- <https://presscouncil.nic.in/OldWebsite/speechpdf/Media%20Ethics%20at%20IIMC,%20Dhenkanal.pdf>
- <file:///C:/Users/WINDOW%20%207/Downloads/Documents/Block-1.pdf>
- <https://www.amazon.in/Media-Law-Ethics-M-Neelamalar-ebook/dp/B00K7YK5L8?asin=B00K7YK5L8&revisionId=&format=2&depth=1>
- <file:///C:/Users/WINDOW%20%207/Downloads/Documents/MJMC-02Sem-ProfManukonda-Media%20Law%20and%20Ethics.pdf>
- [www.eathshala.nic.in](http://www.eathshala.nic.in)

<b>BAMC : VI SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>	
<b>ADVERTISING</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
			<b>60</b>	<b>20</b>	<b>20</b>	<b>4/4 - 1/2</b>

### Course Objectives

- Develop an understanding of the concept of Advertising and its importance as a tool of Communication.
- Explain the working of an Ad Agency and the functions and responsibilities of those employed in Advertising Agencies.
- Explain the importance of Media in Advertising and the process of Media Planning.
- Acquaint the students with role of Creativity in Advertising and the creative elements of Ad making.
- Explain the process of developing an Ad campaign.

### Learning Outcomes

- Understand the history and importance of Advertising as a Communication tool.
- Identify the functions of various departments in an Advertising agency and develop the skills required to pursue a successful career in the Advertising Industry.
- Develop an understanding of various Advertising media and Media Planning strategies.
- Participate in the development of creative solutions to address Advertising Communication challenges.
- Develop effective Advertising Strategies and Ad Campaigns.

<b>Unit-1</b>	<b>Advertising Basic Concepts</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Advertising : Concept& Definition ( Classroom lecture, Group discussion, Presentations)	3	-	-
1.2	Need ,Role and Importance of Advertising ( Classroom lecture, Group discussion)	2	-	-
1.3	The Role of Advertising in Marketing & Business (Classroom lecture, Group discussion, Case Studies)	2	-	2
1.4	History of Advertising in India and the World ( Classroom lecture, Group Discussion)	2	-	2
1.5	Careers in Advertising ( Classroom lecture, Group Discussion, Presentations)	2	-	-

<b>Unit-2</b>	<b>Advertising as a Communication Tool</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Importance of Advertising as a Communication tool (Classroom lecture, Case studies, Agency visit)	3	-	-
2.2	Advertising and its difference from Propaganda, Publicity & PR (Classroom lecture, Case studies, Group Discussions)	2	-	1
2.3	Role of Advertising in Marketing Mix, Advertising vs Sales Promotion (Group exercises, Presentations)	2	-	1
2.4	Advertising vs Personal Selling, Advertising vs Public Relations (Classroom lecture, Case studies, , Group discussion, Presentation)	2	-	1
2.5	Types of Advertising: Consumer, Business Advertising, Commercial vs Social Advertising, Corporate Advertising, Action vs Awareness Advertising ( Classroom lecture, Group discussion, Presentations)	2	-	1



<b>Unit-3</b>	<b>Ad Agency</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Ad Agency-Definition, Role, Importance and various Departments ( Classroom lecture, Group discussion)	3	-	-
3.2	Functions of Ad Agency, Client-Agency Relationship (Classroom lecture, Group discussion)	2	-	1
3.3	Structure of an Ad Agency, Revenue sources ( Classroom lecture,Case studies)	2	-	1
3.4	Advertising Ethics & Social Responsibility, Govt. & Non Govt. Regulations of Advertising ( Classroom lecture, Group exercises, Presentations,)	2	-	1
3.5	Role of ASCI, AAAI,INS, DAVP ( Classroom lecture, Group exercises, Presentations)	2	-	1

<b>Unit-4</b>	<b>Advertising Creativity</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Creativity: Concept & Importance in Advertising  ( Classroom lecture, Group discussion, Screening of ads)	3	-	-
4.2	Copywriting: Role & Importance of a Copywriter ( Classroom lecture, Group discussion, Presentations)	2	-	1
4.3	Copy Elements: Headline, Subhead, Body Copy, Logo &Slogans ( Classroom lecture, Group exercises, Word play, Presentations, Observation of Print ads)	2	-	1
4.4	Layout: Definition, Importance and Steps ( Classroom lecture, Group discussion, Presentations, Observation of Print ads,)	2	-	1
4.5	Visuals & Graphics: Role & Importance ( Class room lecture, Observation of Print Ads, Group exercises)	2	-	1

<b>Unit- 5</b>	<b>Advertising Media</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Understanding Media & its Importance in Advertising (Classroom lecture, Presentation , Case studies)	3	-	-
5.2	Types of Media, Characteristics, Advantages & Disadvantages (Classroom lecture, Presentation , Case studies)	2	-	1
5.3	Media Planning Methods, Components of a Media Plan (Classroom lecture, Presentation , Case studies)	2	-	1
5.4	Media Strategies, Media Mix (Classroom Lecture, Case studies)	2	-	1
5.5	Understanding Media Coverage, Readership, Circulation, TRP, ABC, INS, DAGMAR, Agency on Record(AOR). (Classroom lecture, Presentation , Case studies)	2	-	1

**Practical/Project/Assignments:**

- Collection of different types of advertisements
- Screening and discussion on ten FMCG advertisements based on social issues
- Case studies of leading advertising agencies
- Presentation on the 'Current status of advertising agencies in India'
- Developing Media plans for FMCGs and consumer durables
- Screening of top twenty creative Indian and International advertisements
- Idea Visualisation for any five concepts
- Developing Slogans and Logos for products and services
- Developing Print ad for a FMCG Product

- Developing a radio script of thirty seconds for any social issues
- Developing a storyboard for any product/service
- Any assignment given by the concerned faculty

**Suggested Readings:**

- Altstiel, Tom & Grow, Jean . Advertising Creative Strategy, Copy & Design, 3rd edition. India: Sage
- Bovee & Arens. Contemporary Advertising. USA: Irwin
- Chunawala & Sethia. Foundations of Advertising ,8th edition . India: Himalaya Publishing
- Halve, Bhaskar Anand. Planning For Power Advertising. India: Response Books
- Jon Steel. Truth, Lies, and Advertising: The Art of Account Planning. Princeton
- Jones, P J. How Advertising Works. India: Sage
- Jones, Philip John. How To Use Advertising To Build Strong Brands. India: Sage
- Kruti Shah .Advertising And Integrated Marketing Communications .McGraw Hill
- Tiwari, S (2003). Uncommon Sense of Advertising: Getting the Facts Right. India: Response
- Wells, Burnett, Moriarty . Advertising Principles & Practices -5th edition. India: Prentice Hall

**e-resources :**

- [www.afaqs.com](http://www.afaqs.com)
- [www.exchange4media.com](http://www.exchange4media.com)

BAMC : VI SEM			Marks:100		Credits:5	
BASICS OF RESEARCH			Th	Pr	Ia	Cre/ hrs.
			L	T	P	
			60	20	20	4/4 - 1/2

### Course Objectives

- To impart the the knowledge about basic concepts of Research.
- To make them understand the need and role of Research.
- To enhance the ability to recognize and analyze the problems in Society.
- To learn about the various types of Research and Research Designs.
- To impart the knowledge of ethical practices in Research.

### Learning Outcomes

- Students will be able to understand basics of Communication Research.
- Students will able to apply the theoretical knowledge of Research.
- Students will be able to recognize and analyze the problems in Society.
- Students will understand various tools of Research.
- Students will be able to know the ethics in Research.

Unit-1	Concept of Research (Total hours- L+T+P=15hrs)	L	T	P
1.1	Research: Meaning and Nature (Classroom Lecture ,Discussions)	3	-	-
1.2	Areas of Communication Research (Classroom Lecture ,Discussions)	3	-	1
1.3	Steps of Research Process (Classroom Lecture)	3	-	-
1.4	Types of Research (Classroom Lecture ,Discussions)	3	-	-
1.5	Research Approaches (Classroom Lecture ,Discussions)	2	-	-

Unit-2	Research Design & Methodology (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Literature Review (Classroom Lecture, Discussions)	2	-	1
2.2	Hypotheses and Research questions (Classroom Lecture, Assignment, Discussions)	2	-	1
2.3	Research Design and its Types (Classroom Lecture, Assignment, Discussions)	3	-	-
2.4	Data Collection sources : Primary and Secondary (Classroom Lecture, Assignment, Discussions)	2	-	1
2.5	Sampling - Meaning and Types (Classroom Lecture, Assignment, Discussions)	3	-	-

<b>Unit-3</b>	<b>Tools for Data Collection</b> (Total hours- L+T+P=15hrs)	L	T	P
3.1	Questionnaire and Schedule (Classroom Lecture, Practical Exercises, Discussions)	2	-	1
3.2	Observation Method (Classroom Lecture, Assignment, Discussions)	2	-	1
3.3	Interview Method (Classroom Lecture, Practical Exercises, Discussions)	2	-	1
3.4	Case Study (Classroom Lecture, Assignment, Discussions)	2	-	1
3.5	Content Analysis (Classroom Lecture, Practical Exercises, Discussions)	3	-	-

<b>Unit-4</b>	<b>Role of statistics and computer in Research</b> (Total hours- L+T+P=15hrs)	L	T	P
4.1	Role of Statistics and Computer in Research (Classroom Lecture ,Expert Lecture, Practical)	2	-	1
4.2	Tabulation and Classification of Data (Classroom Lecture , Expert Lecture, Practical)	2	-	1
4.3	Mean, Median, Mode (Classroom Lecture , Practical)	2	-	1
4.4	Data Analysis and Interpretation (Classroom Lecture, Practical)	2	-	1
4.5	Graphical Presentation (Classroom Lecture, Practical)	3	-	-

<b>Unit-5</b>	<b>Research Report Writing</b> (Total hours- L+T+P=15hrs)	L	T	P
5.1	Planning, Preparing, Designing & Presenting a Research Proposal (Classroom Lecture, Practical Exercises, Discussions)	2	-	1
5.2	Report Writing (Classroom Lecture, Practical Exercises, Discussions)	2	-	1
5.3	Writing Executive Summary (Classroom Lecture, Practical Exercises, Discussions)	2	-	1
5.4	Preparation of Bibliography (Classroom Lecture, Practical Exercises, Discussions)	2	-	1
5.5	Ethics in Communication Research (Classroom Lecture, Discussions)	3	-	-

**Practical/Project/Assignments:**

- Selecting topics of social research including social, economic, political, educational, cultural, religious and spiritual issues.
- Framing innovative topics of communication research including verbal and non-verbal, intrapersonal and interpersonal, group and mass, etc.
- Proposing research-oriented topics of media problems including traditional, alternate and new media.
- Preparing one research project on current relevant topic.
- Any assignment given by the concerned faculty.

**Suggested Readings:**

- Flick Uwe, An Introduction to Qualitative Research , Sage Publications, London
- Anderson J.A., Communication Research: Issues and Methods, New York McGraw- Hill
- Priest S.H., Doing Media Research: An Introduction, Sage Publications
- Kerlinger F.N., Foundations of Behavioral Research, Surjeet Publications, Delhi
- Wimmer Roger D. & Dominick Joseph R., Mass Media Research: An Introduction, Wadsworth Publishing Company, USA
- Dayal Manoj, Media Metrics: An Introduction to Quantitative Research in Mass Communication, Sage Publications, Delhi
- Berger Arthur Asa, Media Research Techniques, Sage Publications ,New Delhi
- Sarangi Prasant, Research Methodology, Taxman Publication Pvt. Ltd., Delhi

**e- resources :**

- <https://www.masterincommunications.com/features/guide-to-communication-research-methodologies>
- <https://Mass-Media-Research-Roger-Wimmer/dp/143908274X>
- <https://www.questia.com/read/104796118/theory-and-research-in-mass-communication-contexts>
- <https://us.sagepub.com/en-us/nam/introducing-communication-research/book244431>
- <https://epathshala.nic.in/>

<b>BAMC : VI SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>			
<b>PUBLIC RELATIONS</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>80</b>	<b>-</b>	<b>20</b>	<b>4/4</b>	<b>1/1</b>	<b>-</b>

### Course Objectives

- To explain the History and Growth of PR and its emerging importance in varying areas.
- To acquaint the students with the various Types of PR and the qualities of a successful PRO.
- To acquaint the students with the various PR tools
- To explain the steps in preparing a successful PR Campaign
- To explain the importance of ethics in PR

### Learning Outcomes

- Understand the scope of Public Relations and meet the needs of diverse publics.
- Identify the primary strategic functions of Media Relations, Community Relations, Crisis Management, and Lobbying.
- Develop the ability to use the various PR tools to reach out to its Publics effectively.
- Create a Public Relations campaign.
- Develop values that every PR Professional should have to make good decisions and maintain professional behaviour.

<b>Unit-1</b>	<b>Public Relations- Concept and Process</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Public Relation- Definition, Origin and Development (Classroom lecture, case studies, group discussions)	3	-	-
1.2	Role of Public Relations in Modern Society (Classroom lecture, group exercises)	3	-	-
1.3	PR as distinct from other forms of Communications ,Advertising, Propaganda and Publicity .Principles and Process of Public Relations (Classroom lecture, case studies)	2	1	-
1.4	Defining Publics/Stakeholders ( Classroom lecture, case studies, group discussions, visit to a P.R. Agency)	3	-	-
1.5	Internal & External PR- Structure ,Role and Functions, External Agencies (Classroom lecture, case studies, visit to an organisation )	3	-	-

<b>Unit 2</b>	<b>Types of PR</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Organizational set up of a PR department/Agencies (Classroom lecture ,Case Studies)	3	-	-
2.2	Types of PR – PR in Private and Public Sectors. ( Classroom lecture, case studies, group activities)	3	-	-
2.3	Government PR/Lobbying (Classroom lecture, case studies)	2	1	-
2.4	Political PR, PR in Globalised world, NGO (Classroom lecture, case studies, group discussions, presentation )	3	-	-
2.5	PR Practitioners- Qualities, Responsibilities and Duties ( Expert lecture by a P.R. professional)	3	-	-

<b>Unit-3</b>	<b>Tools of PR</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Media Relations (Classroom Lecture, Group discussion)	3	-	-
3.2	Employee Relations (Classroom lecture, case studies)	3	-	-
3.3	House Journals , Newsletters, Brochures (Classroom lecture, case studies, group discussions)	2	1	-
3.4	Events\Exhibitions, Open House Websites (Classroom lecture, case studies)	3	-	-
3.5	Corporate Social Responsibility and Community Relations (Expert lecture, case studies, group exercises)	3	-	-

<b>Unit-4</b>	<b>PR Campaign</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	PR Campaign-Concept and Importance (Classroom lecture, group discussions)	3	-	-
4.2	Planning a PR Campaign (Classroom lecture, case studies, group exercises)	3	-	-
4.3	Implementation and Feedback (Classroom lecture, case studies, group exercises)	2	1	-
4.4	Selection of Media (Expert lecture, Case studies)	3	-	-
4.5	PR and Crisis Management (Classroom lecture, Case studies, Group discussions)	3	-	-

<b>Unit -5</b>	<b>Ethics in PR</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Importance of Ethics in PR (Classroom lecture, group exercises)	3	-	-
5.2	Guidelines for Ethical practices in PR (Classroom lecture, Case studies, Group exercises, Screening of corporate ads and films)	3	-	-
5.3	Public Relations Organisations-PIB, State Govt. DPR (Classroom lecture,Case studies, Group discussions)	2	1	-
5.4	DAVP,PRSI,IPRA (Classroom lecture, Case studies)	3	-	-
5.5	IAPRC,IFPR (Classroom lecture, Case studies)	3	-	-

**Practical/Project/Assignments:**

- Presentations on Government PR Campaigns.
- Designing House Journals.
- Case Studies of Indian Media organizations.
- Presentations on Corporate social responsibility initiatives of leading corporates.
- Case Studies of PR Agencies in India.
- Crisis Communication Presentations.
- Media Tracking of Current Corporate Issues/Crises.
- Presentation on new trends of Corporate Communications
- Any assignment given by the concerned faculty

**Suggested Readings:**

- Gregory Anne, Public Relations in Practice, Kogan Page India Pvt. Ltd., 2 edition, 2008
- Jethwaney Jaishri & Sarkar N.N., Public Relations Management: Sterling Publishers , 2015
- L'etang Jacquie, Public Relations : Concepts, Practice and Critique, Sage Publications India, 2008
- Moss Danny & Barbara Desanto, Public Relations: A Managerial Perspective, London: Sage Publications, 2011.
- Parsons Patricia J., Ethics in Public Relations: A Guide to Best Practice, London Kogan Page, 2005.
- Smith D. Ronald, Becoming a Public Relations Writer, New York:Routledge, 4 Edition, 2012
- Theaker Alison & Yaxley Heather, The Public Relations Strategic Tool Kit ,Routledge New York, 2013
- Theaker Alison ,The Public Relations Handbook,Routledge, 4 Edition, 2012
- जेठवानीजयश्र, रविशंकर, नरेन्द्र नाथ सरकार, विज्ञापन और जनसंपर्क. सागर प्रकाशन, नईदिल्ली, 2004
- पंत एन.सी., जनसंपर्क , विज्ञापनएवंप्रसारमाध्यम.नईदिल्ली, तक्षशिलाप्रकाशन, 2004

**e- resources :**

- The Gauge
- [www.brandillumination.com](http://www.brandillumination.com)
- [www.prsa.org/ppc/listserv.html](http://www.prsa.org/ppc/listserv.html)
- <file:///C:/Users/WINDOW%20%207/Downloads/Documents/Unit-1.pdf>
- [https://www.academia.edu/35009144/The\\_Public\\_Relation\\_Handbook\\_PDF](https://www.academia.edu/35009144/The_Public_Relation_Handbook_PDF)



<b>BAMC : VI SEM</b>			<b>Marks:100</b>		<b>Credits: 5</b>			
<b>ART OF ANCHORING</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>60</b>	<b>20</b>	<b>20</b>	<b>4/4</b>	<b>-</b>	<b>1/2</b>

### Course Objectives

- To familiarize the students with the fundamentals of Anchoring.
- To impart knowledge about presentation techniques for Anchors.
- To enhance the skills for Effective Communication.
- To improve student's Pronunciation, Diction and Modulation.
- To understand that anchoring is way ahead of news reading or reading in general.

### Learning Outcomes

- Students will be able to know the basics of Anchoring.
- Students will be able to have knowledge about various techniques of Anchors.
- Students will be able to develop an approach towards effective presentation.
- Students will understand the requirement for a script most suitable for Anchoring.
- Students will understand the challenges, role and responsibilities of an Anchor.

<b>Unit-1</b>	<b>Qualities of a TV Anchor (Total hours- L+T+P=15 hrs)</b>	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Basic principles of Television News presentation (Lecture, Discussions)	2	-	1
1.2	TV news anchor – Qualities and Role (Lecture, Discussions)	2	-	1
1.3	TV news anchor –Skills and Responsibilities (Lecture, Discussions)	2	-	1
1.4	Dress sense, Performance (Lecture, Discussions)	2	-	1
1.5	Dynamics of Professional ethics (Lecture, Discussions)	2	-	1

<b>Unit-2</b>	<b>Camera Facing Techniques (Total hours- L+T+P=15 hrs)</b>	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Studio setup (Lecture, Studio visit)	2	-	1
2.2	Cues And Commands Of Studio (Practical Session)	2	-	1
2.3	Camera facing techniques –, Warm-up techniques, facing, over-coming fright (Lecture, Studio visit)	2	-	1
2.4	On camera movements, Holding props, Scripts cue cards etc (Lecture, Studio visit, Practical Session)	2	-	1
2.5	Tele prompter and its functioning (Lecture, Studio visit)	2	-	1

<b>Unit-3</b>	<b>Voice analysis</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Voice analysis – Pitch, Treble, Pronunciation (Lecture, Practical Sessions)	2	-	1
3.2	Broadcast Language mechanics – Pronunciation (Hindi, English & Urdu), Diction (Lecture, Practical Sessions)	2	-	1
3.3	Voice modulation (Lecture, Practical Sessions)	2	-	1
3.4	Voice projection (Lecture, Practical Sessions)	2	-	1
3.5	Tone emphasis, Speed, Breathing, Rhythm (Lecture, Practical Sessions)	2	-	1

<b>Unit-4</b>	<b>Types of Anchoring</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Concept of Anchoring (Lecture, Demonstration)	2	-	1
4.2	Anchoring with and without Tele prompter /Multiprompter (Lecture, Demonstration)	2	-	1
4.3	Studio Anchoring, Outdoor Anchoring (Lecture, Demonstration)	2	-	1
4.4	Difference between News and Non-news programme, Non-news show anchoring (Lecture, Demonstration)	2	-	1
4.5	Live Anchoring (Lecture, Demonstration)	2	-	1

<b>Unit-5</b>	<b>Anchoring different genres</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Documentary (Lecture, Demonstrations)	2	-	1
5.2	Interview based shows (Practical Sessions)	2	-	1
5.3	Interactive and Panel discussion (Practical Sessions)	2	-	1
5.4	Reality Shows and Travelogue (Demonstrations)	2	-	1
5.5	Crime Show (Demonstrations)	2	-	1

**Practical/Project/Assignments:**

- Self assignment of recording a PTC for a current topic of the student choice and on one topic suggested by the faculty.
- Pronunciation and diction tests.
- Group tasks of conducting a panel discussion, chat show, interview among the students.
- Teleprompter reading to be recorded to understand the scope of improvement in news reading and anchoring.
- Group task of recording a travelogue, live reporting with- in the university campus
- Extempore to be conducted in the classroom.
- Assignments of MOJO- mobile journalism.
- Analysis of the various presentation techniques used by any five well known anchors.
- Any assignment given by the concerned faculty.

**Suggested Readings :**

- Bhatt S.C., Broadcast Journalism- Basic Principles, Har Anand Publication, New Delhi, 2007
- Dutt Bindiya, Anchoring- TV and live Events, Pustak Mahal, New Delhi 2013
- Kalra Richa Jain, The ABC of News Anchoring., Pearson Education, 2012
- Shrivastava K.M., News reporting And Editing, Sterling Publishers, New Delhi, 2013
- Trikha N.K., Reporting, MCU Publications, Bhopal, 2013

**e- resources:**

- <http://genwis.com/career/steps-to-becoming-a-successful-tv-anchor-in-india/>
- <https://www.cutm.ac.in/pdf/TV%20Anchoring%20and%20Broadcast%20Journalism.pdf>
- <https://www.poynter.org/reporting-editing/2011/8-essential-skills-for-anchors-any-journalist-covering-breaking-news/>
- <http://egyankosh.ac.in/bitstream/123456789/57136/1/Unit%2010.pdf>
- <https://kkhsou.ac.in/eslm/E-SLM-for-Learner/2nd%20Sem/Post%20Graduate%20Diploma/PGDBJ/PGDBJ%207%20Television%20I>

**Option I**

**BA in Mass Communication : SEMESTER - VII**

<b>S. No.</b>	<b>Course of Study</b>	<b>Class &amp; Papers</b>	<b>Course Name/Subject</b>	<b>Th</b>	<b>IA</b>	<b>P</b>	<b>Total</b>
1.	MCC15	7BA(MC)1	Television Production	60	20	20	100
2.	MCE03(A) OR MCE03(B)	7BA(MC)2	Communication and Social Work  OR  Art, Culture and Lifestyle Communication	80  80	20  20	-  -	100  100
3.	MCC16	7BA(MC)3	Dissertation/Project	-	20	80	100
4.	MCG05	7BA(MC)4	Media and Gender Studies  Or  *Choose from the list given below	60	20	20	100

<b>BAMC : VII SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>		
<b>TELEVISION PRODUCTION</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>	
			<b>L</b>	<b>T</b>	<b>P</b>		
<b>60</b>	<b>20</b>	<b>20</b>	<b>4/4</b>	<b>-</b>	<b>1/2</b>		

### Course Objectives

- To provide insight to students in the emerging field of audio and video technology and its application in the area of entertainment, advertising, presentation, education and training.
- To write Script for TV Production.
- To understand the various audio video equipment and their use in video film production.
- To handle various T.V. studio recording and field recording equipments.
- To produce video programmes and expose the participants with advanced production techniques.

### Learning Outcomes

- Will be able to understand basic concept of Video Production.
- Students will be able to execute Camera, Lighting and Sound with in scene.
- Will be able to use Digital Camera operation skills and work collaboratively with others.
- Will be able to plan, produce and direct T.V. programmes.
- Will be able to critique Television Production values with a newly acquired depth of understanding.

<b>Unit-1</b>	<b>TV Production</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	TV as a medium of Communication, Types & Programs (Lecture, Practical)	2	-	1
1.2	Television Production : Meaning and scope (Lecture, Practical)	2	-	1
1.3	Video Production Process I: Pre Production (Lecture, Practical)	2	-	1
1.4	Video Production Process II: Production (Lecture, Practical)	2	-	1
1.5	Video Production Process III: Post Production (Lecture, Practical)	2	-	1

<b>Unit-2</b>	<b>Production Studio</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Structure and Working of Production Studio (Lecture, Practical)	2	-	1
2.2	PCR (Lecture, Practical)	2	-	1
2.3	VTR (Lecture, Practical)	2	-	1
2.4	Video Library (Lecture, Practical)	2	-	1
2.5	Graphics Department (Lecture, Practical)	2	-	1

<b>Unit-3</b>	<b>TV Script</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Script Writing – Characteristics of a good script (Lecture, Practical)	2	-	1
3.2	Characteristics of a good script (Lecture, Practical)	2	-	1
3.3	Types of TV script (Lecture, Practical)	2	-	1
3.4	Story Board (Lecture, Practical)	2	-	1
3.5	Writing Voice Over (Lecture, Practical)	2	-	1

<b>Unit-4</b>	<b>Camera and Lighting</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Components of Video Camera (Lecture, Practical)	2	-	1
4.2	Camera Movements (Lecture, Practical)	2	-	1
4.3	Camera angles (Lecture, Practical)	2	-	1
4.4	Basic shots and their Composition (Lecture, Practical)	2	-	1
4.5	Lighting equipments and control (Lecture, Practical)	2	-	1

<b>Unit-5</b>	<b>Video Editing</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Editing – concept and significance (Lecture, Practical)	2	-	1
5.2	Grammar and aesthetics of Editing (Lecture, Practical)	2	-	1
5.3	Editing equipment, introduction to Non Linear Editing (Lecture, Practical)	2	-	1
5.4	Introduction to Non Linear Editing (Lecture, Practical)	2	-	1
5.5	Non Linear Editing Techniques (Lecture, Practical)	2	-	1

**Practical/Project/Assignments:**

- Practical recording of interviews in studio.
- News recording in studio.
- Group discussion Show in studio.
- Coverage of various sports events held in University.
- Coverage of various programmes held in University.
- Song Picturisation in Studio/Outdoor .
- Music and dance recording in Studio.
- Industrial recording for any instructional film.
- Multicamera recording inside T.V. Studio.
- Study of a T.V. studio in the context of:-
  - a) Facilities and equipment layout.

- b) Recording and transmission process (observation) .
- Role-playing - play the roles of talent, floor manager, cameraperson, program assistant and director in given situation.
  - Any assignment given by the concerned faculty.

**Suggested Readings:**

- Alvarado Manuel, Buonanno Milly, Gray Herman, Miller Toby, Sage Publication India Pvt. Ltd. New Delhi, 2015
- Diefenbach Donald L., Video Production Techniques, Routledge Taylor & Francis Group, 2008.
- Millerson Gerald, Television Production, Focal Press, 1999.
- Wadia Angela, Television and film production Recent Trends and Future prospects, Kanishka Publishers Distributors New Delhi, 2012.
- Ward Peter and Bermingham Alan, Wherry Chris, Multiskilling for Television production, focal press, 2000.

**e- resources:**

- <https://mib.gov.in/media/e-book>
- <https://epdf.tips/television-production-handbook.html>
- [https://www.researchgate.net/publication/269944220\\_New\\_Television\\_Production\\_Techniques](https://www.researchgate.net/publication/269944220_New_Television_Production_Techniques)
- [https://www.researchgate.net/publication/313160854\\_Techniques\\_of\\_Television\\_News\\_writing\\_and\\_Production](https://www.researchgate.net/publication/313160854_Techniques_of_Television_News_writing_and_Production)
- [https://static1.squarespace.com/static/5cff063e4125d10001eee6bb/t/5f2319d8e3fa0317c06f60e4/1596135897193/IntrotoEditing\\_Syllabus-Public.pdf](https://static1.squarespace.com/static/5cff063e4125d10001eee6bb/t/5f2319d8e3fa0317c06f60e4/1596135897193/IntrotoEditing_Syllabus-Public.pdf)

<b>BAMC : VII SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>	
<b>COMMUNICATION AND SOCIAL WORK</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Contact hrs.</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
<b>80</b>	<b>-</b>	<b>20</b>	<b>4/4</b>	<b>1/1</b>	<b>-</b>	

### Course Objectives

- To give students an orientation about the field of social work and its scope.
- To understand the process of social work profession and practice.
- To develop an understanding about the Government and Non-Governmental organization and its functions.
- To understand the role of communication in the field of social work.
- Students will learn to systematically analyze human social conditions.

### Learning Outcomes

- Students are equipped with the knowledge about various social problems and how to deal with them.
- The students will become aware of the various social reform movements.
- The learner will comprehend roles of social worker in bringing social change.
- The learner will understand the functions of NGOs.
- Enabled to write observation/ Exposure visit reports.

<b>Unit-1</b>	<b>Concept of Social work (Total hours- L+T+P=15hrs)</b>	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Social work: Definition, Objectives, Scope, Goals (Classroom Lecture)	3	-	-
1.2	Methods of Social Work (Classroom Lecture)	3	-	-
1.3	Historical development of social work, Development of professional social work – USA, UK , India ( Classroom Lecture)	3	-	-
1.4	Social Workers: Roles, Skills and Techniques. (Classroom Lecture)	2	1	-
1.5	Basic values, Ethics and Philosophy of social work. (Classroom Lecture)	3	-	-

<b>Unit-2</b>	<b>Communication and Social work (Total hours- L+T+P=15 hrs)</b>	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Communication: Meaning, Importance, Elements, Process, Listening Skills, Getting Information, Non-Verbal Behaviours, Building Trust, Handling Conflict (Classroom Lecture)	3	-	-
2.2	Types of communication in Social Work: Verbal Communication, Non- Verbal Communication, Para Language, Written Communication, Virtual Communication (Classroom Lecture)	3	-	-
2.3	Barriers in Commucation: Emotional Barriers and taboos, Physical disabilities and physical barriers, Cultural differences, Language difference, Expectations and Prejudices. ( Classroom Lecture)	3	-	-
2.4	Skills of Successful Social Workers: Empathy, Organization, Critical thinking, Active Listening, Self – Care, Cultural Competence, Patience, Professional Commitment, Advocacy. (Classroom Lecture)	2	1	-



2.5	Importance of Communication to a Social Worker. Writing Press releases, Organizing press conferences, Media ethics, Use of technology for Social work practice.	3	-	-
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<b>Unit-3</b>	<b>Media and Social work</b> (Total hours- L+T+P=15hrs)	L	T	P
3.1	Social structure: Meaning, Status and Roles (Classroom Lecture)	3	-	-
3.2	Concept of social system (Classroom Lecture)	3	-	-
3.3	Culture: Meaning, Traditions, Customs, Norms, Folklore. (Classroom Lecture )	3	-	-
3.4	Mass Media and Elements of Society, Social change and its factors. (Classroom Lecture)	2	1	-
3.5	Units of Social Work, Intervention and Dynamics there in(Individuals, Family, Groups, Communication and Organizations) (Classroom Lecture)	3	-	-

<b>Unit-4</b>	<b>Fields of Social work</b> (Total hours- L+T+P=15hrs)	L	T	P
4.1	Child: Problems faced by children in India( Rural- Urban), Child welfare service by Govt. & NGOs (Classroom Lecture)	3	-	-
4.2	Youth: Problems of youth in India (Rural-Urban). Youth welfare services at central and state level. Role of NGOs in initiating program. (Classroom Lecture and Group Discussion)	3	-	-
4.3	Women: Status of women, Concept of women welfare, Women welfare programs at central and state level. (Classroom Lecture)	3	-	-
4.4	Family: Salient features of Indian family, Types, in India. Welfare services for old age people. (Classroom Lecture and Group Discussion)	2	1	-
4.5	Social Work in Juvenile system, (Classroom Lecture Group Discussion)	3	-	-

<b>Unit-5</b>	<b>Social welfare</b> (Total hours- L+T+P=15hrs)	L	T	P
5.1	Concept of welfare, Development and Empowerment (Classroom Lecture)	3	-	-
5.2	Types of social welfare services. (Classroom Lecture and Group Discussion)	3	-	-
5.3	Program of social welfare in India (Classroom Lecture)	3	-	-
5.4	Agencies: Government and Non-Government, Case studies of social work. ( Classroom Lecture and Group Discussion)	2	1	-
5.5	Traditional forms of welfare: Charity, Mutual –Aid, Religious organizations. (Classroom Lecture and Group Discussion)	3	-	-

**Practical/Project/Assignments:**

- Concurrent field work (minimum 05 visit)
- Community work
- Social case work practice with any particular group and preparation of report.
- Any assignment given by the concerned faculty.

**Suggested Readings:**

- Bhattacharya Sanjay, Social Work – An Integrated Approach, Deep & Deep Publishers, Delhi, 2003.
- Misra P.D., Social Work – Philosophy and Methods, Inter India Publications, New Delhi, 1994
- Misra P.D. & Misra Beena, Social work profession in India, New Royal Book Company, 2015
- Ahuja Ram, Social Problems in India, Rawat Publication, Fourth Edition, 2020

**e- resources :**

- <https://ndl.iitkgp.ac.in>.
- <https://bestlibraryusa.com/wp-content/uploads/2020/11/Introduction-to-Social-Work-and-Social-Welfare-PDFDrive-.pdf>
- <https://epathshala.nic.in/>

BAMC : VII SEM			Marks:100		Credits:5			
ART, CULTURE AND LIFESTYLE COMMUNICATION			Th	Pr	Ia	Cre/ hrs.		
						L	T	P
			80	-	20	4/4	1/1	-

### Course Objectives

- To help students to understand Indian culture and to respect its cultural diversity.
- To help students to understand the characteristics and trends of art and culture.
- To understand the nature and function of different artistic forms.
- To exhibit characteristics of healthy lifestyle behavior.
- To systematically analyze human social conditions (eg. Individuals, groups, communities and cultures).

### Learning Outcomes

- Students will be able to identify, define and analyze the similarities and differences of Indian Culture with other cultures.
- Acquire lifelong abilities to learn to appreciate cultural and ethnic diversities as a global citizens.
- Students will be able to communicate and collaborate effectively with other people.
- Students will be able to articulate and describe art, culture and lifestyle.
- Make artistic work in a variety of visual media with creative expression

Unit-1	Communication and Culture (Total hours- L+T+P= 15hrs)	L	T	P
1.1	Culture: Meaning, Importance, Characteristics, Concept and Levels of Culture (Lecture, Group Discussions, Flow Chart) C	3	-	-
1.2	Difference between Culture and Tradition, Culture and Modernity (Lecture, Analysis, Discussion, PPT Presentation)	3	-	-
1.3	Inadequate assumption of Culture in Post Globalization Era (Lecture, Case Studies, Reading and Analysing the Available Content on Cultures)	3	-	-
1.4	Elements of Indian Culture (Lecture, Group Discussions, Classroom Activities)	3	-	-
1.5	Importance of Culture in Communication Studies (Classroom Lecture, Case Studies, Group Discussions)	2	1	-

Unit-2	Different Arts: Origin, Development and Contemporary Status. (Total hours-L+T+P = 15hrs)	L	T	p
2.1	Painting (Classroom Lecture, Expert Lecture)	3	-	-
2.2	Dance and Music (Lecture, Expert Lecture, Watching Videos Online)	3	-	-
2.3	Theatre (Lecture, Field Visit, Role Plays)	3	-	-
2.4	Sculpture. (Expert Lecture, Field Visit)	3	-	-
2.5	Literature (Lecture, Reading and Analysing Literature Books )	2	1	-

<b>Unit-3</b>	<b>Media and Transmission of Culture</b> (Total hours-L+T+P = 15hrs)	<b>L</b>	<b>T</b>	<b>p</b>
3.1	Media: Types, Objectives, Cultural Reporting, Requirements and Expectations from a Cultural Reporter ' (Classroom Lecture, Discussion of Certain Episodes of Major Cultural Reports.)	3	-	-
3.2	Newspaper and Culture (Classroom Lecture, Content Analysis of Different Kinds of Newspaper)	3	-	-
3.3	Radio and Culture (Classroom Lecture, Discussion of Radio Programme )	3	-	-
3.4	Television and Culture ,, (Classroom Lecture, Discussion of Certain Episodes of Major Cultural Reports)	3	-	-
3.5	New Media and Culture (Classroom Lecture, Content Analysis of New Media )	2	1	-

<b>Unit-4</b>	<b>Contemporary Culture</b> (Total hours-L+T+P = 15hrs)	<b>L</b>	<b>T</b>	<b>p</b>
4.1	Contemporary Culture: Meaning & Aspects (Classroom Lecture, Group Discussion}	3	-	-
4.2	Cultural Practice (Classroom Lecture, Group Discussion)	3	-	-
4.3	Cultural Capital (Classroom Lecture, Analysis, Discussion)	3	-	-
4.4	Enjoyment and Pleasure (Classroom Lecture, Group Activity)	3	-	-
4.5	Popular Culture (Class Lecture, Group Discussion)	2	1	-

<b>Unit-5</b>	<b>Lifestyle Communication</b> (Total hours-L+T+P = 15hrs)	<b>L</b>	<b>T</b>	<b>p</b>
5.1	Concept, Need and Importance of Lifestyle Communication (Classroom Lecture , Case Studies, Group Discussions)	3	-	-
5.2	Indian Lifestyle: Food, Clothing and Shelter (Classroom Lecture, Group Discussion on Elements of Lifestyle at Distinct Places)	3	-	-
5.3	Lifestyle Reporting, Trends in Living - Fashion, Food, Health, Travel, Tourism. Celebrity, City Life, Page 3, Social Trends, Leisure Reporting, Fine Arts and Performing Arts, Film, Television and Culture (Lecture , Group Discussion, Field Activities)	3	-	-
5.4	Lifestyle News: Evolution and Growth, Problems, Solutions (Lecture ,Group Discussion)	3	-	-
5.5	Mobile Addiction (Lecture and Group Discussion)	2	1	-

#### **Practical/Project/Assignments:**

- Seminars.
- Field Trip and Report Writing.
- Prepare PPT on cultural news : features and articles published in newspaper and analyse the c-ontent and angle of particular matter.
- Prepare PPT on lifestyle based news , programme and television commercials and anylsis the impact on audience.

- Prepare PPT on content used by audience for getting information about art on new media.
- Prepare PPT on Indian lifestyle.
- Any assignment given by the concerned faculty.

### **Suggested Readings:**

- Appadurai, Arjun.1996. Modernity at large: Cultural Dimensions of Globalization, vo.1, university of Minnesota.
- Hall, Stuart. 1980. "Encoding/Decoding" in *Culture, Media, Language:Working Papers in Cultural Studies, 1972-79*. London; [Birmingham,West Midlands]: Hutchinson; Centre for Contemporary Cultural Studies,University of Birmingham. Entry on 'Culture', 'Media' and 'Communication'.
- Lull, James.2000. *Media, Communication, Culture: A Global Approach*, Columbia university press.
- Mehta, Nalin. 2008. *India on Television: How Satellite News Channels Have Changed the Way We Think and Act*. New Delhi: HarperCollins .P blishers India, a joint venture with The India Today Group.
- Rao N.Ramesh , Thombre Avinash .2015. SAGE Publication India pvt. Ltd, New Delhi.
- Sundaram, Ravi. "Recycling Modernity: Pirate Electronic Cultu\_res in India."Third Text 1;3, no. 47 (1999): 59-65.
- Williams, Raymond.1985. *Keywords: a Vocabulary of Culture and Society*. New York: Oxford University Press.

### **e-resources:**

- [https://uk.sagepub.com/sites/default/files/upm-binaries/18250\\_Chapter\\_1.pdf](https://uk.sagepub.com/sites/default/files/upm-binaries/18250_Chapter_1.pdf)
- <https://nios.ac.in/media/documents/SecIChCour/English/CH.11.pdf>
- <https://Media-Culture-Richar-Campbell-ebook/dp/B01N2B1N4D>
- [https://monoskop.org/Media\\_art\\_and\\_culture](https://monoskop.org/Media_art_and_culture)
- [https://www.researchgate.net/publication/323014365\\_The\\_impact\\_of\\_social\\_media\\_on\\_sociallifestyle\\_A\\_case\\_study\\_of\\_university\\_female\\_students](https://www.researchgate.net/publication/323014365_The_impact_of_social_media_on_sociallifestyle_A_case_study_of_university_female_students)

<b>BAMC : VII SEM</b>	<b>Marks:100</b>			<b>Credits:5</b>		
<b>Dissertation/Project</b>	<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
				<b>L</b>	<b>T</b>	<b>P</b>
	-	<b>80</b>	<b>20</b>	-	<b>1</b>	<b>4</b>

**\*\* Guidelines for Dissertation / Project will be communicated separately**

<b>BAMC : VII SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>		
<b>Media and Gender Studies</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>	
			<b>L</b>	<b>T</b>	<b>P</b>		
<b>60</b>	<b>20</b>	<b>20</b>	<b>4/4</b>	<b>-</b>	<b>1/2</b>		

### Course Objectives

- To provide insight on gender disparities within the Family, Economy, Education, Political and Legal systems.
- To introduce basic concepts relating to gender and to provide logical understanding of gender role.
- To sensitize the students on invisibility of women's work and gender.
- To make students aware of the fact that gender roles are not only constructed socially but also legally and Culturally .
- To acquaint the students with the Feminist theories which provide a different angle to the thoughts and perspectives.

### Learning Outcomes

- Students will be able to define and utilize key concepts, terminology, and theoretical frameworks central to the interdisciplinary field of Gender Studies.
- Students will be able to apply central concepts and theories from Gender Studies to their own life experiences and the world around them.
- Understand and analyze forces shaping individual experiences as well as social structure and institutions such as the family, workplace, and media.
- Students will be able to situate themselves among various strands of feminist thought and envision themselves as participants in a multidisciplinary dialogue with activists, artists, and academics regarding social, political, and cultural issues of gender.
- Students will be able to promote social justice and human rights.

<b>Unit-1</b>	<b>Introduction to Gender Studies</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Gender Studies : Definition, Concept (Classroom Lecture, Discussion)	3	-	-
1.2	Social Construction of Femininity and Masculinity (Classroom Lecture, Discussion)	3	-	-
1.3	Gender and Society : Introduction, Gender , Family and Economy (Classroom Lecture, Discussion)	3	-	-
1.4	Gender and Education (Classroom Lecture, Discussion)	3	-	-
1.5	Political and Legal Systems (Classroom Lecture, Discussion)	2	-	1

<b>Unit-2</b>	<b>Feminist Theories</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Liberal Feminism (Classroom Lecture, Discussion)	3	-	-
2.2	Marxist and Socialist Feminism (Classroom Lecture, Discussion)	3	-	-
2.3	Radical Feminism (Classroom Lecture, Discussion)	3	-	-
2.4	Psychoanalytic and Existential Feminism (Classroom Lecture, Discussion)	3	-	-

2.5	Other Feminist Thoughts (Classroom Lecture, Discussion)	2	-	1
<b>Unit-3</b>	<b>Gender in Media – I</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Introduction, Approaches to Women Development (Classroom Lecture, Discussion)	3	-	-
3.2	Feminist Communication Theories (Classroom Lecture, Discussion)	3	-	-
3.3	Gender Stereotyping in Media (Classroom Lecture, Discussion)	3	-	-
3.4	Portrayal of Gender in Print, Audio and Audio- Visual Media (Classroom Lecture, Discussion)	3	-	-
3.5	Gender and Alternative Media: Gender perception in programs, Policies and Planning in media, Media and activism, Strategies for positive social changes (Classroom Lecture, Discussion, Expert Lecture)	2	-	1

<b>Unit-4</b>	<b>Gender in Media – II</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Role of Media in Constructing Ideologies enabling Gender Inequalities (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.2	Television – Gender Presentation in Serials/ Reality Shows/ Talk Shows/Game Shows/Advertisements/Comedy/News (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.3	Ads.-Market and Gender Constructions (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.4	Films- Gender construct through the history of Cinema, Hero vs Heroine Centric Representation (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.5	News- Gender Presentation in News/Talk Shows/ News Stories/ Live Telecast (Classroom Lecture, Discussion, Expert Lecture)	2	-	1

<b>Unit-5</b>	<b>Law &amp; Ethics</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Women’s Rights in the Indian Constitution (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
5.2	Implementation of Women’s rights, Police Stations, Court Procedures, Women’s health and safety provisions, Hospital procedures, Women’s Commissions (Classroom Lecture, Discussion, Case studies)	3	-	-
5.3	Fundamental Rights, Directive Principles, Women’s Right to property (Classroom Lecture, Discussion, Case studies)	3	-	-
5.4	Laws related to women with special reference to the IPC (Classroom Lecture, Discussion, Case studies)	3	-	-
5.5	Dowry Prohibition Act 1961, Indecent Representation of Women(prohibition) Act, 1986 (Classroom Lecture, Discussion, Case studies)	2	-	1

**Practical/Project/Assignments:**

- Case Study Analysis in Varied context- Policy, Planning and Program.
- Make a report on Problems of women in organized and unorganised sectors.
- Debates: Feminism in India.



- Make a PPT on Cultural Construction of Gender.
- Any assignment given by the concerned faculty.

**Suggested Readings:**

- Bow J. Bonnie & Wood T. Julia, The Sage Hand book of Gender and Communication, Sage Publication, New Delhi , 2006
- Howson Alexandra, Embodying Gender, Sage Publication New Delhi, 2005
- Kataria Pooja, Women and Media: Changing Roles, Struggle and Impact, Regal Publication, New Delhi , 2007
- Prasad kiran, Women and Media: Challenging Feminist Discourse, The Women Press, New Delhi, 2005
- Singh Indubala, Gender Relations and Cultural Ideology in Indian Cinema, Deep& Deep Publication , New Delhi, 2007

**e\_resources:**

- <https://journals.sagepub.com>
- [www.womenstudiesinindia.com](http://www.womenstudiesinindia.com)
- <https://us.sagepub.com/en-us/nam/gender-in-communication/book252750>
- <https://legallaffairs.gov.in/sites/default/files/chapter%203.pdf>
- [https://www.researchgate.net/publication/323825501\\_Women's\\_Rights\\_in\\_India](https://www.researchgate.net/publication/323825501_Women's_Rights_in_India)

**BA in Mass Communication : SEMESTER - VIII**

<b>S. No.</b>	<b>Course of Study</b>	<b>Class &amp; Papers</b>	<b>Course Name/Subject</b>	<b>Th</b>	<b>IA</b>	<b>P</b>	<b>Total</b>
1.	MCE04(A) OR MCE04(B)	8BA(MC)1	Film Aesthetics  OR PR and Corporate Communication	80  60	20  20	-  20	100  100
2.	MCC17	8BA(MC)3	Dissertation/Project/Internship	-	40	160	200
3.	MCG06	8BA(MC)4	Media Business Management Or *Choose from the list given below	80	20	-	100

<b>BAMC : VIII SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>			
<b>Film Aesthetics</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>80</b>	<b>-</b>	<b>20</b>	<b>4/4</b>	<b>1/1</b>	<b>-</b>

### Course Objectives

- To understand history of cinema and a variety of cinematic styles
- To learn about world cinema and their prominent masters.
- To introduce students to about different regional cinema across India
- To understand writing techniques of scripting and storyboarding .
- To develop and nurture Production skills.

### Learning Outcomes:

- Identify significant movements, innovations, and figures in film history
- Understanding of the World Cinema.
- Ability to identify different culture reflected in the regional cinema.
- Able to do the transition of book into a story.
- Students will be able to acquire and apply the knowledge about various stages of production involved in producing a film.

<b>Unit-1</b>	<b>Origin And Growth Of Cinema</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Lumiere Brothers and Silent Film Era:Raja Harishchandra, Lanka Dahan (Lecture with PPT and video clips of movies)	5	-	-
1.2	Talkie Era: Melody of Love, Alam Ara, Harishchandra Factory (Lecture with PPT and video clips of movies)	3	-	-
1.3	From 1940's to Golden 1950's: Dharti Ke Lal, Pukar, Awara, Mera Nam Joker, Shree 420,Pardesi (Lecture with PPT and video clips of movies)	2	-	-
1.4	Decade of 1960's to 1980's: Mughal—Azam, Sangam, Yaraana, Sholay (Lecture with PPT and video clips of movies)	5	1	-
1.5	Road to Digital Cinema: Ra.one, krish 3, Bahubali (Lecture with PPT and group assignment)	2	1	-

<b>Unit-2</b>	<b>World Cinema</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Pioneering Age (1896-1912): Workers Leaving The Lumière Factory in Lyon, L'Arroseur Arrosé (Lecture and Movie Review along with group discussion )	5	-	-
2.2	The Silent Era (1913-1927): D.W. Griffith, Charlie Chaplin (Lecture and Movie Review along with group discussion )	3	-	-
2.3	From Silent to Sound (1928-1932) Ref. Citizen Kane (Lecture with PPT and video clips of movies)	2	-	-
2.4	The New Wave Age (1960-1980): Hiroshima mon amour, Breathless (1960) (Lecture with PPT and video clips of movies)	5	1	-
2.5	The Mass Media Age (1980-Present) Woody Allan, Crouching Tiger Hidden Dragon (Lecture with PPT and video clips of movies)	2	1	-

<b>Unit-3</b>	<b>Indian Regional Cinema</b> (Total hours- L+T+P=15 hrs)	L	T	P
3.1	Eastern (Bhojpuri, Bengali etc) (lecture through PPT and visuals)	5	-	-
3.2	Western (Gujrati, Marathi) (lecture through PPT and visuals)	3	-	-
3.3	Northern (Punjabi, Haryanavi) (lecture through PPT and visuals)	2	-	-
3.4	Southern (Telugu, Tamil, Malayalam Etc.) (lecture through PPT and visuals)	5	1	-
3.5	Central (Chhattisgarhi) (lecture through PPT and visuals)	2	1	-

<b>Unit-4</b>	<b>Cinema Genres and forms</b> (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Commercial Cinema (Lecture with PPT)	5	-	-
1.2	Art Cinema: Bhuvan Shome, Uski Roti, Mirch Masala, Neecha Nagar, Mother India, Apu Trilogy, Pather Panchali, Do Beegha Zameen. (Lecture with PPT and video clips of movies, group discussion)	3	-	-
1.3	Fictional And Non Fictional	2	-	-
1.4	Documentary: Documentary, Documentation, Docu-Drama & Docu-Fiction. (Lecture with PPT and video clips of documentaries)	5	1	-
1.5	Basic Genres :Action, Thriller, Comedy, Epic, Series, Noir, Crime, Melodrama, Tragedy, Horror, Scientific Fiction (Sci-fi) and Social Reform. (Lecture with PPT and video clips of movies)	2	1	-

<b>Unit-5</b>	<b>Film Production</b> (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Ideation and Visualization (Lecture with Demonstration, PPT of related video clips) \ (Classroom lectures, observation & PPT )	5	-	-
1.2	Screenplay, Storyboarding (Lecture with demonstration and practical of screenplay, storyboarding)	3	-	-
1.3	Script Writing (Classroom lecture with basic theory about the writing process and reading of literature and audio visual scripts)	2	-	-
1.4	Post-Production : Editing of the Film, Adding visual effects, Creating folly sounds (Lecture with demonstration of transition in editing, showing video clips and practical)	5	1	-
1.5	Post-Production: Voice-over, Re-dubbing and adding background music to the Film (Lecture with demonstration of transition in editing, showing video clips and practical)	2	1	-

**Practical/Projects/Assignments:**

- To study the language of film and famous film directors.
- Prepare an assignment on selected Indian and foreign filmmaker's films and style.
- Review cinema theories applied on films.
- Review the film technicality for production.
- Review special qualities and development of regional cinema.

### **Suggested Readings:**

- Belavad, Vasuki.(2013)Video Production, India: Oxford university Press.
- Edgar, Robert.(2015)The language of Film. Bloomsbury: London.
- Hayward, Susan. (2018) Cinema Studies The Key Concepts. London and New York: Routledge.
- Monaco, James.(1977)How to Read a Film. Oxford University Press.
- Sikov,ed. (2010) Film studies and production. New York: Columbia university press. e-Resource:

### **e- journal**

- Scope: An online journal of film and television studies: ISSN 1465-9166
- <https://www.nottingham.ac.uk/scope/issues/index.aspx>
- [https://shodhganga.inflibnet.ac.in/bitstream/10603/20681/8/08\\_chapter.2.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/20681/8/08_chapter.2.pdf)
- [https://books.google.co.in/books?id=4cEmBQAAQBAJ&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.co.in/books?id=4cEmBQAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)
- [http://www.adambrothanek.com/wpcontent/uploads/2014/09/Arnheim\\_Rudolf\\_Film\\_as\\_Art.pdf](http://www.adambrothanek.com/wpcontent/uploads/2014/09/Arnheim_Rudolf_Film_as_Art.pdf)

BAMC : VIII SEM			Marks:100		Credits:5	
PR and Corporate Communication			Th	Pr	Ia	Cre/ hrs.
						L T P
			60	20	20	4/4 - 1/2

### Course Objectives

- To develop an understanding of the role and scope of PR in an organisation.
- To explain the history and growth of PR and its emerging importance in varying areas.
- To acquaint the students with the various PR tools and the different types of publics.
- To explain the concept of corporate communication and its expanded role in an organization.
- To explain the strategies, tactics, and techniques of corporate communication programs.

### Learning Outcomes

- Understand the scope of public relations and meet the needs of diverse publics.
- Recognize the ethical component involved in responsible public relations practices.
- Identify the primary strategic functions of media relations, community relations, crisis management and the full-time positions available in each.
- Assess an organization's corporate communication needs and recommend effective solutions.
- Create a corporate communication campaign.

Unit-1	Public Relations- Concept and Process (Total Hours-L+T+P=15 hrs)	L	T	P
1.1	Public Relation- Concept, Definition, Role and Importance (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
1.2	History and development of PR in India (Classroom Lecture, Group Exercises)	2	-	1
1.3	Principles and Process of Public Relations (Classroom Lecture, Case Studies)	2	-	1
1.4	PR Consultancies-Structure, Role and Functions ( Classroom Lecture, Case Studies, Group Discussions, Visit to PR Agency)	2	-	1
1.5	In House PR- Structure, Role and Functions, External Agencies (Classroom Lecture, Case Studies, Visit to Organisation )	2	-	1

Unit 2	Types of Publics (Total Hours-L+T+P=15 hrs)	L	T	P
2.1	Publics of PR (Classroom Lecture)	2	-	1
2.2	Tools of PR-House Journal, Annual Reports, News Releases, Speeches, Interviews ( Classroom Lecture, Case Studies, Group Activities)	2	-	1
2.3	Types of PR-Public Sector, Private Sector (Classroom Lecture, Case Studies)	2	-	1
2.4	Government PR/Lobbying, Political PR, Service Sector, NGO (Classroom Lecture, Case Studies, Group Discussions, Presentation )	2	-	1
2.5	PR Practitioners-Responsibilities and Duties ( Expert Lecture by PR Professional)	2	-	1

<b>Unit-3</b>	<b>PR setup</b> (Total Hours-L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Public Relations Setup and Structure, DPR, DAVP (Classroom Lecture, Case Studies ,Visit to DPR)	2	-	1
3.2	News Agency, PIB, PR Organisations –IPRA, PRSA, PRSI, PRCI, DAVP (Classroom Lecture, Case Studies)	2	-	1
3.3	Ethics in Public Relations (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
3.4	Role And Importance of Media in PR (Classroom Lecture, Case Studies)	2	-	1
3.5	Global PR, Online/Digital PR DAVP (Expert Lecture, Case Studies, Group Exercises)	2	-	1

<b>Unit-4</b>	<b>Introduction to Corporate Communication</b> (Total Hours-L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Corporate Communication-Definition, Role, Scope ,Functions and Relevance (Classroom Lecture, Group Discussions)	2	-	1
4.2	Concept Of Identity and Image, Image Building and Management (Classroom Lecture, Case Studies, Group Exercises)	2	-	1
4.3	Corporate Identity-Policy Planning, Core Communication Elements in Corporate Identity (Classroom Lecture, Case Studies, Group Exercises)	2	-	1
4.4	CC/PR in Brand Building (Expert Lecture, Case Studies, Group Exercises)	2	-	1
4.5	Corporate Communication's Evolving Role, Changing Trends (Classroom Lecture, Case Studies, Group Discussions)	2	-	1

<b>Unit -5</b>	<b>Corporate Strategies and Tools</b> (Total Hours-L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Elements of a Corporate Plan (Classroom Lecture, Group Exercises)	2	-	1
5.2	Corporate Social Responsibility, Corporate Citizenship (Classroom Lecture, Case Studies, Group Exercises, Screening of Corporate Ads and Films)	2	-	1
5.3	Public Service Communication, Social Communication (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
5.4	Crisis Management And Communication-Types of Crisis and Their Management (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
5.5	Crisis Communication and Evaluation (Classroom Lecture, Case Studies, Group Discussions)	2	-	1

#### **Practicals/Project / Assignments:**

- Presentations on Government PR Campaigns.
- Designing House Journals.
- Case Studies of Indian Media organizations.
- Presentations on Corporate social responsibility initiatives of leading corporate.
- Case Studies of PR Agencies in India.
- Crisis Communication Presentations.
- Media Tracking of Current Corporate Issues/Crises.
- Presentation on new trends of corporate communications.
- Any other assignments given by faculty

### **Suggested Readings:**

- Gregory Anne (2008). Public Relations in Practice, 2 edition: Kogan Page India Pvt. Ltd..
- Jethwaney Jaishri & N N Sarkar(2015). Public Relations Management: Sterling Publishers.
- L'etang Jacquie(2008) Public Relations, Concepts, Practice and Critique: Sage Publications India.
- Moss Danny & Barbara Desanto (2011). Public Relations A Managerial Perspective. London: Sage Publications.
- Parsons, Patricia J (2005). Ethics in Public Relations: A Guide to Best Practice. London: Kogan Page.
- Smith D. Ronald(2012). Becoming a Public Relations Writer, 4 edition. New York:Routledge.
- Theaker Alison(2012). The Public Relations Handbook, 4 Edition:Routledge.
- Theaker Alison, Yaxley Heather(2013). The Public Relations Strategic Tool Kit .New York: Routledge.
- पंतएन.सी.(2004) जनसंपर्क , विज्ञापनएवंप्रसारमाध्यम.नईदिल्ली: तक्षशिलाप्रकाशन
- जेठवानीजयश्र, रविशंकर, नरेन्द्रनाथसरकार(2000).विज्ञापनऔरजनसंपर्क.नईदिल्ली: सागरप्रकाशन

### **e-resources :**

- The Gauge
- brandillumination.com
- [www.prsa.org/ppc/listserv.html](http://www.prsa.org/ppc/listserv.html)



<b>BAMC : VIII SEM</b>	<b>Marks:200</b>			<b>Credits:10</b>		
<b>Dissertation/Project/Internship</b>	<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
				<b>L</b>	<b>T</b>	<b>P</b>
	-	160	40		1	4

**\*\*Guidelines for Dissertation/Thesis/Internship will be communicated separately.**

BAMC : VIII SEM			Marks:100		Credits:5			
MEDIA BUSINESS MANAGEMENT			Th	Pr	Ia	Cre/hrs.		
						L	T	P
			80	-	20	4/4	1/1	-

### Course Objectives

- To inculcate the knowledge of Management in Media Organisation.
- To impart knowledge of theoretical and practical aspects of Media Management.
- To acquaint students with understanding of the various types of organisations.
- To make students understand the various Ownership patterns.
- To make students aware of trends in commencing new ventures in Media Industry.

### Learning Outcomes

- Students will be able to know the current trends in Media Management.
- Understanding of professional and ethical responsibilities and commitment to them
- Acquire skills to commence new ventures in Media Industry and be able to work independently
- Analyze individual Media Businesses and understand the driving force of the Media Economy.

Unit-1	Introduction to Management (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Introduction to Management (Group Discussion ,Lecture)	3	1	1
1.2	Importance of Management in Media Business (Group Discussion ,Lecture)	3	-	1
1.3	Ownership patterns in Media (Group Discussion ,Lecture)	2	1	1
1.4	Inflow of capital in Indian Media (Lecture, Group Discussion)	1	-	1
1.5	Major heads of Income (Lecture, Group Discussion)	2	-	1

Unit-2	Media Houses (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Star India, NDTV group, Sun Network, TV18 group (Lecture, Ppt. Presentation, Assignment)	2	1	-
2.2	Express group, Hindu Group, India Today group, Bhaskar group (Lecture, Ppt. Presentation, Assignment)	3	1	-
2.3	Sahara group, Tribune group, Malayalam Manorama group, Enadu group, (Lecture, Ppt. Presentation, Assignment)	2	1	-
2.4	Aanand Bazar Patrika Group, Rajasthan Patrika group, Times group, Hindustan times group, Pioneer group, Jagran group (Lecture, Ppt. Presentation, Assignment)	3	1	-
2.5	Other Media groups (Lecture, Ppt. Presentation, Assignment)	3	1	-

<b>Unit-3</b>	<b>Structure and functioning of Media</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Structure and functioning of Radio channel (Field Visit ,Assignment ,Lecture)	2	1	-
3.2	Structure and functioning of Television channel (Lecture, Assignment, Field Visit)	3	1	-
3.3	Role of Editorial, Technical, Marketing and HR sections (Lecture, Assignment, Field Visit)	2	1	-
3.4	Recruitment, Hiring and Training of staff (Lecture, Assignment, Field Visit)	3	1	-
3.5	Interpersonal relations (Lecture, Assignment, Expert Lecture, Field Visit)	3	1	-

<b>Unit-4</b>	<b>Media Marketing</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Characteristic of different Media (Field Visit ,Expert Lecture ,Assignment ,Lecture)	2	1	-
4.2	Media Marketing techniques (Field Visit ,Expert Lecture ,Assignment ,Lecture)	3	1	-
4.3	Advertisement Campaigns (Field Visit ,Expert Lecture ,Assignment ,Lecture)	2	1	-
4.4	Corporate Strategies (Field Visit ,Expert Lecture ,Assignment ,Lecture)	3	1	-
4.5	Space and Time selling (Lecture, Assignment, Expert Lecture)	3	1	-

<b>Unit-5</b>	<b>Research</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Use of Research in Media Management (Assignment ,Lecture)	3	1	-
5.2	Use of Feedback in Media Management (Lecture, Assignment)	3	1	-
5.3	Readership Management System (Lecture, Assignment)	3	1	-
5.4	ABC, NRS (Lecture, Assignment)	2	1	-
5.5	INS, RNI (Lecture, Assignment)	2	1	-

#### **Practical/Project/Assignments:**

- Prepare presentation on organisational structure and functions of various media organisations.
- Prepare presentations on current issues and trends of media management.
- Prepare presentations on brand promotions and advertising strategies for entertainment/news/lifestyle channel.
- Any assignment given by the concerned faculty.

**Suggested Readings:**

- Albarran Alan B., Handbook of Media Management and Economics, 2006.
- Chaturvedi P.D., Business Communication: Skills, Concepts, and Applications, Pearson Education, United States, (2013).
- Kohli Khandekar and Vanita, The Indian Media Business, Sage Publications, (2013).
- Kothari Gulab, Newspaper Management in India, Bhartiya Book Corporation.
- Sehgal M.K. and Khetarpal Vandana, Business Communication, Excel Books, India. (2008).
- Sethi Anjane and Adhikari Bhawana, Business Communication, McGraw Hill Education, United States, (2010).
- Shaw Ibrahim Seaga, Business Journalism- A Critical Political Economy Approach, Routledge, United Kingdom, (2016).
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**e- resources:**

- [https://www.academia.edu/2846654/Issues\\_in\\_media\\_management\\_and\\_the\\_public\\_interest](https://www.academia.edu/2846654/Issues_in_media_management_and_the_public_interest)
- [https://www.researchgate.net/publication/312557618\\_Media\\_Management](https://www.researchgate.net/publication/312557618_Media_Management)
- [https://www.academia.edu/13226828/2\\_Media\\_Management\\_in\\_Theory\\_and\\_Practice](https://www.academia.edu/13226828/2_Media_Management_in_Theory_and_Practice)
- file:///C:/Users/WINDOW%20%207/Downloads/Documents/Handbook\_of\_Media\_Management\_And\_Economics\_2005.pdf
- file:///C:/Users/WINDOW%20%207/Downloads/RoutledgeHandbooks-9781410615589-chapter3%20(1).pdf

**Option II**

**BA in Mass Communication: SEMESTER - VII**

<b>S. No.</b>	<b>Course of Study</b>	<b>Class &amp; Papers</b>	<b>Course Name/Subject</b>	<b>Th</b>	<b>IA</b>	<b>P</b>	<b>Total</b>
1.	MCC18	7BA(MC)1	Communication Research	60	20	20	100
2.	MCE03 (A)  OR  MCE03 (B)	7BA(MC)2	Communication and Social Work  OR  Art, Culture and Lifestyle Communication	80  80	20  20	-  -	100  100
3.	MCC19	7BA(MC)3	Project	-	20	80	100
4.	MCG05	7BA(MC)4	Media and Gender Studies Or *Choose from the list given below	60	20	20	100

<b>BAMC : VII SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>	
<b>COMMUNICATION RESEARCH</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
<b>60</b>	<b>20</b>	<b>20</b>	<b>4/4</b>	<b>1/1</b>	<b>-</b>	

### Course Objectives

- To impart the the knowledge about basic concepts of Research.
- To make them understand the need and role of Research.
- To enhance the ability to recognize and analyze the problems in Society.
- To learn about the various types of Research and Research Designs.
- To impart the knowledge of ethical practices in Research.

### Learning Outcomes

- Students will be able to understand basics of Communication Research.
- Students will able to apply the theoretical knowledge of Research.
- Students will be able to recognize and analyze the problems in Society.
- Students will understand various tools of Research.
- Students will be able to know the ethics in Research.

<b>Unit-1</b>	<b>Concept of Research</b> (Total hours- L+T+P=15hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Research: Meaning and Nature (Classroom Lecture ,Discussions)	3	-	-
1.2	Areas of Communication Research (Classroom Lecture ,Discussions)	3	-	-
1.3	Steps of Research Process (Classroom Lecture,tutorials)	2	1	-
1.4	Types of Research (Classroom Lecture ,Discussions)	3	-	-
1.5	Research Approaches (Classroom Lecture ,Discussions)	3	-	-

<b>Unit-2</b>	<b>Research Design &amp; Methodology</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Literature Review (Classroom Lecture, Discussions)	3	-	-
2.2	Hypotheses and Research questions (Classroom Lecture, Assignment, Discussions)	3	-	-
2.3	Research Design and its Types (Classroom Lecture, Assignment, Discussions)	2	1	-
2.4	Data Collection sources : Primary and Secondary (Classroom Lecture, Assignment, Discussions)	3	-	-
2.5	Sampling - Meaning and Types (Classroom Lecture, Assignment, Discussions)	3	-	-

<b>Unit-3</b>	<b>Tools for Data Collection</b> (Total hours- L+T+P=15hrs)	L	T	P
3.1	Questionnaire and Schedule (Classroom Lecture, Practical Exercises, Discussions)	3	-	-
3.2	Observation Method (Classroom Lecture, Assignment, Discussions)	3	-	-
3.3	Interview Method (Classroom Lecture, Practical Exercises, Discussions)	2	1	-
3.4	Case Study (Classroom Lecture, Assignment, Discussions)	3	-	-
3.5	Content Analysis (Classroom Lecture, Practical Exercises, Discussions)	3	-	-

<b>Unit-4</b>	<b>Role of statistics and computer in Research</b> (Total hours- L+T+P=15hrs)	L	T	P
4.1	Role of Statistics and Computer in Research (Classroom Lecture ,Expert Lecture, Practical)	3	-	-
4.2	Tabulation and Classification of Data (Classroom Lecture ,Expert Lecture, Practical)	3	-	-
4.3	Mean, Median, Mode (Classroom Lecture , Practical)	2	1	-
4.4	Data Analysis and Interpretation (Classroom Lecture, Practical)	3	-	-
4.5	Graphical Presentation (Classroom Lecture, Practical)	3	-	-

<b>Unit-5</b>	<b>Research Report Writing</b> (Total hours- L+T+P=15hrs)	L	T	P
5.1	Planning, Preparing, Designing & Presenting a Research Proposal  (Classroom Lecture, Practical Exercises, Discussions)	3	-	-
5.2	Report Writing (Classroom Lecture, Practical Exercises, Discussions)	3	-	-
5.3	Writing Executive Summary (Classroom Lecture, Practical Exercises, Discussions)	2	1	-
5.4	Preparation of Bibliography (Classroom Lecture, Practical Exercises, Discussions)	3	-	-
5.5	Ethics in Communication Research (Classroom Lecture, Discussions)	3	-	-

#### **Practical/Project/Assignments:**

- Selecting topics of social research including social, economic, political, educational, cultural, religious and spiritual issues.
- Framing innovative topics of communication research including verbal and non-verbal, intrapersonal and interpersonal, group and mass, etc.
- Proposing research-oriented topics of media problems including traditional, alternate and new media.
- Preparing one research project on current relevant topic.
- Any assignment given by the concerned faculty.

### **Suggested Readings:**

- Anderson J.A., Communication Research: Issues and Methods, New York McGraw- Hill
- Berger Arthur Asa, Media Research Techniques, Sage Publications, Ned Delhi
- Dayal Manoj, Media Metrics: An Introduction to Quantitative Research in Mass Communication, Sage Publications, Delhi
- Flick Uwe, An Introduction to Qualitative Research , Sage Publications, London
- Kerlinger F.N., Foundations of Behavioural Research, Surjeet Publications, Delhi
- Priest S.H., Doing Media Research: An Introduction, Sage Publications
- Sarangi Prasant, Research Methodology, Taxman Publication Pvt. Ltd., Delhi
- Wimmer Roger D. & Dominick Joseph R., Mass Media Research: An Introduction, Wadsworth Publishing Company, USA

### **e- resources :**

- <https://www.masterincommunications.com/features/guide-to-communication-research-methodologies>
- <https://Mass-Media-Research-Roger-Wimmer/dp/143908274X>
- <https://www.questia.com/read/104796118/theory-and-research-in-mass-communication-contexts>
- <https://us.sagepub.com/en-us/nam/introducing-communication-research/book244431>
- <https://epathshala.nic.in/>



<b>BAMC : VII SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>			
<b>COMMUNICATION AND SOCIAL WORK</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Contact hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>80</b>	<b>-</b>	<b>20</b>	<b>4/4</b>	<b>1/1</b>	<b>-</b>

### Course Objectives

- To give students an orientation about the field of social work and its scope.
- To understand the process of social work profession and practice.
- To develop an understanding about the Government and Non-Governmental organization and its functions.
- To understand the role of communication in the field of social work.
- Students will learn to systematically analyze human social conditions.

### Learning Outcomes

- Students are equipped with the knowledge about various social problems and how to deal with them.
- The students will become aware of the various social reform movements.
- The learner will comprehend roles of social worker in bringing social change.
- The learner will understand the functions of NGOs.
- Enabled to write observation/ Exposure visit reports.

<b>Unit-1</b>	<b>Concept of Social work (Total hours- L+T+P=15hrs)</b>	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Social work: Definition, Objectives, Scope, Goals (Classroom Lecture)	3	-	-
1.2	Methods of Social Work (Classroom Lecture)	3	-	-
1.3	Historical development of social work, Development of professional social work – USA, UK , India ( Classroom Lecture)	3	-	-
1.4	Social Workers: Roles, Skills and Techniques. (Classroom Lecture)	2	1	-
1.5	Basic values, Ethics and Philosophy of social work. (Classroom Lecture)	3	-	-

<b>Unit-2</b>	<b>Communication and Social work (Total hours- L+T+P=15 hrs)</b>	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Communication: Meaning, Importance, Elements, Process, Listening Skills, Getting Information, Non-Verbal Behaviours, Building Trust, Handling Conflict (Classroom Lecture)	3	-	-
2.2	Types of communication in Social Work: Verbal Communication, Non- Verbal Communication, Para Language, Written Communication, Virtual Communication (Classroom Lecture)	3	-	-
2.3	Barriers in Commucation: Emotional Barriers and taboos, Physical disabilities and physical barriers, Cultural differences, Language difference, Expectations and Prejudices. ( Classroom Lecture)	3	-	-
2.4	Skills of Successful Social Workers: Empathy, Organization, Critical thinking, Active Listening, Self – Care, Cultural Competence, Patience, Professional Commitment, Advocacy. (Classroom Lecture)	2	1	-

2.5	Importance of Communication to a Social Worker. Writing Press releases, Organizing press conferences, Media ethics, Use of technology for Social work practice.	3	-	-
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<b>Unit-3</b>	<b>Media and Social work</b> (Total hours- L+T+P=15hrs)	L	T	P
3.1	Social structure: Meaning, Status and Roles (Classroom Lecture)	3	-	-
3.2	Concept of social system (Classroom Lecture)	3	-	-
3.3	Culture: Meaning, Traditions, Customs, Norms, Folklore. (Classroom Lecture )	3	-	-
3.4	Mass Media and Elements of Society, Social change and its factors. (Classroom Lecture)	2	1	-
3.5	Units of Social Work, Intervention and Dynamics there in(Individuals, Family, Groups, Communication and Organizations) (Classroom Lecture)	3	-	-

<b>Unit-4</b>	<b>Fields of Social work</b> (Total hours- L+T+P=15hrs)	L	T	P
4.1	Child: Problems faced by children in India( Rural- Urban), Child welfare service by Govt. & NGOs (Classroom Lecture)	3	-	-
4.2	Youth: Problems of youth in India (Rural-Urban). Youth welfare services at central and state level. Role of NGOs in initiating program. (Classroom Lecture and Group Discussion)	3	-	-
4.3	Women: Status of women, Concept of women welfare, Women welfare programs at central and state level. (Classroom Lecture)	3	-	-
4.4	Family: Salient features of Indian family, Types, in India. Welfare services for old age people. (Classroom Lecture and Group Discussion)	2	1	-
4.5	Social Work in Juvenile system, (Classroom Lecture Group Discussion)	3	-	-

<b>Unit-5</b>	<b>Social welfare</b> (Total hours- L+T+P=15hrs)	L	T	P
5.1	Concept of welfare, Development and Empowerment (Classroom Lecture)	3	-	-
5.2	Types of social welfare services. (Classroom Lecture and Group Discussion)	3	-	-
5.3	Program of social welfare in India (Classroom Lecture)	3	-	-
5.4	Agencies: Government and Non-Government, Case studies of social work. ( Classroom Lecture and Group Discussion)	2	1	-
5.5	Traditional forms of welfare: Charity, Mutual –Aid, Religious organizations. (Classroom Lecture and Group Discussion)	3	-	-

**Practical/Project/Assignments:**

- Concurrent field work (minimum 05 visit)
- Community work
- Social case work practice with any particular group and preparation of report.
- Any assignment given by the concerned faculty.

**Suggested Readings:**

- Bhattacharya Sanjay, Social Work – An Integrated Approach, Deep & Deep Publishers, Delhi, 2003.
- Misra P.D., Social Work – Philosophy and Methods, Inter India Publications, New Delhi, 1994
- Misra P.D. & Misra Beena, Social work profession in India, New Royal Book Company, 2015
- Ahuja Ram, Social Problems in India, Rawat Publication, Fourth Edition, 2020

**e- resources :**

- <https://ndl.iitkgp.ac.in>.
- <https://bestlibraryusa.com/wp-content/uploads/2020/11/Introduction-to-Social-Work-and-Social-Welfare-PDFDrive-.pdf>
- <https://epathshala.nic.in/>

BAMC : VII SEM			Marks:100		Credits:5			
ART, CULTURE AND LIFESTYLE COMMUNICATION			Th	Pr	Ia	Cre/ hrs.		
						L	T	P
			80	-	20	4/4	1/1	-

### Course Objectives

- To help students to understand Indian culture and to respect its cultural diversity.
- To help students to understand the characteristics and trends of art and culture.
- To understand the nature and function of different artistic forms.
- To exhibit characteristics of healthy lifestyle behavior.
- To systematically analyze human social conditions (eg. Individuals, groups, communities and cultures).

### Learning Outcomes

- Students will be able to identify, define and analyze the similarities and differences of Indian Culture with other cultures.
- Acquire lifelong abilities to learn to appreciate cultural and ethnic diversities as a global citizens.
- Students will be able to communicate and collaborate effectively with other people.
- Students will be able to articulate and describe art, culture and lifestyle.
- Make artistic work in a variety of visual media with creative expression

Unit-1	Communication and Culture (Total hours- L+T+P= 15hrs)	L	T	P
1.1	Culture: Meaning, Importance, Characteristics, Concept and Levels of Culture (Lecture, Group Discussions, Flow Chart) C	3	-	-
1.2	Difference between Culture and Tradition, Culture and Modernity (Lecture, Analysis, Discussion, PPT Presentation)	3	-	-
1.3	Inadequate assumption of Culture in Post Globalization Era (Lecture, Case Studies, Reading and Analysing the Available Content on Cultures)	3	-	-
1.4	Elements of Indian Culture (Lecture, Group Discussions, Classroom Activities)	3	-	-
1.5	Importance of Culture in Communication Studies (Classroom Lecture, Case Studies, Group Discussions)	2	1	-

Unit-2	Different Arts: Origin, Development and Contemporary Status. (Total hours-L+T+P = 15hrs)	L	T	p
2.1	Painting (Classroom Lecture, Expert Lecture)	3	-	-
2.2	Dance and Music (Lecture, Expert Lecture, Watching Videos Online)	3	-	-
2.3	Theatre (Lecture, Field Visit, Role Plays)	3	-	-
2.4	Sculpture. (Expert Lecture, Field Visit)	3	-	-
2.5	Literature (Lecture, Reading and Analysing Literature Books )	2	1	-

<b>Unit-3</b>	<b>Media and Transmission of Culture</b> (Total hours-L+T+P = 15hrs)	<b>L</b>	<b>T</b>	<b>p</b>
3.1	Media: Types, Objectives, Cultural Reporting, Requirements and Expectations from a Cultural Reporter ' (Classroom Lecture, Discussion of Certain Episodes of Major Cultural Reports.)	3	-	-
3.2	Newspaper and Culture (Classroom Lecture, Content Analysis of Different Kinds of Newspaper)	3	-	-
3.3	Radio and Culture (Classroom Lecture, Discussion of Radio Programme )	3	-	-
3.4	Television and Culture ,, (Classroom Lecture, Discussion of Certain Episodes of Major Cultural Reports)	3	-	-
3.5	New Media and Culture (Classroom Lecture, Content Analysis of New Media )	2	1	-

<b>Unit-4</b>	<b>Contemporary Culture</b> (Total hours-L+T+P = 15hrs)	<b>L</b>	<b>T</b>	<b>p</b>
4.1	Contemporary Culture: Meaning & Aspects (Classroom Lecture, Group Discussion}	3	-	-
4.2	Cultural Practice (Classroom Lecture, Group Discussion)	3	-	-
4.3	Cultural Capital (Classroom Lecture, Analysis, Discussion)	3	-	-
4.4	Enjoyment and Pleasure (Classroom Lecture, Group Activity	3	-	-
4.5	Popular Culture (Class Lecture, Group Discussion)	2	1	-

<b>Unit-5</b>	<b>Lifestyle Communication</b> (Total hours-L+T+P = 15hrs)	<b>L</b>	<b>T</b>	<b>p</b>
5.1	Concept, Need and Importance of Lifestyle Communication (Classroom Lecture , Case Studies, Group Discussions)	3	-	-
5.2	Indian Lifestyle: Food, Clothing and Shelter (Classroom Lecture, Group Discussion on Elements of Lifestyle at Distinct Places)	3	-	-
5.3	Lifestyle Reporting, Trends in Living - Fashion, Food, Health, Travel, Tourism. Celebrity, City Life, Page 3, Social Trends, Leisure Reporting, Fine Arts and Performing Arts, Film, Television and Culture (Lecture , Group Discussion, Field Activities)	3	-	-
5.4	Lifestyle News: Evolution and Growth, Problems, Solutions (Lecture ,Group Discussion)	3	-	-
5.5	Mobile Addiction (Lecture and Group Discussion)	2	1	-

**Practical/Project/Assignments:**

- Seminars.
- Field Trip and Report Writing.
- Prepare PPT on cultural news : features and articles published in newspaper and analyse the c-ontent and angle of particular matter.
- Prepare PPT on lifestyle based news , programme and television commercials and analys the impact on audience.
- Prepare PPT on content used by audience for getting information about art on new

- media.
- Prepare PPT on Indian lifestyle.
- Any assignment given by the concerned faculty.

**Suggested Readings:**

- Appadurai, Arjun.1996. Modernity at large: Cultural Dimensions of Globalization, vo.1, university of Minnesota.
- Hall, Stuart. 1980. "Encoding/Decoding" in *Culture, Media, Language:Working Papers in Cultural Studies, 1972-79*. London; [Birmingham,West Midlands]: Hutchinson; Centre for Contemporary Cultural Studies,University of Birmingham. Entry on 'Culture', 'Media' and 'Communication'.
- Lull, James.2000. *Media, Communication, Culture: A Global Approach*, Columbia university press.
- Mehta, Nalin. 2008. *India on Television: How Satellite News Channels Have Changed the Way We Think and Act*. New Delhi: HarperCollins .P blishers India, a joint venture with The India Today Group.
- Rao N.Ramesh , Thombre Avinash .2015. SAGE Publication India pvt. Ltd, New Delhi.
- Sundaram, Ravi. "Recycling Modernity: Pirate Electronic Cultu\_res in India."Third Text 1;3, no. 47 (1999): 59-65.
- Williams, Raymond.1985. *Keywords: a Vocabulary of Culture and Society*. New York: Oxford University Press.

**e-resources:**

- [https://uk.sagepub.com/sites/default/files/upm-binaries/18250\\_Chapter\\_1.pdf](https://uk.sagepub.com/sites/default/files/upm-binaries/18250_Chapter_1.pdf)
- <https://nios.ac.in/media/documents/SecIChCour/English/CH.11.pdf>
- <https://Media-Culture-Richar-Campbell-ebook/dp/B01N2B1N4D>
- [https://monoskop.org/Media\\_art\\_and\\_culture](https://monoskop.org/Media_art_and_culture)
- [https://www.researchgate.net/publication/323014365\\_The\\_impact\\_of\\_social\\_media\\_on\\_sociallifestyle\\_A\\_case\\_study\\_of\\_university\\_female\\_students](https://www.researchgate.net/publication/323014365_The_impact_of_social_media_on_sociallifestyle_A_case_study_of_university_female_students)

<b>BAMC : VII SEM</b>	<b>Marks:100</b>			<b>Credits:5</b>		
<b>Project</b>	<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
				<b>L</b>	<b>T</b>	<b>P</b>
	-	<b>80</b>	<b>20</b>	-	<b>1</b>	<b>4</b>

**\*\* Guidelines for Project will be communicated separately.**

<b>BAMC : VII SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>		
<b>Media and Gender Studies</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>	
			<b>L</b>	<b>T</b>	<b>P</b>		
<b>60</b>	<b>20</b>	<b>20</b>	<b>4/4</b>	<b>-</b>	<b>1/2</b>		

### Course Objectives

- To provide insight on gender disparities within the Family, Economy, Education, Political and Legal systems.
- To introduce basic concepts relating to gender and to provide logical understanding of gender role.
- To sensitize the students on invisibility of women's work and gender.
- To make students aware of the fact that gender roles are not only constructed socially but also legally and culturally .
- To acquaint the students with the Feminist theories which provide a different angle to the thoughts and perspectives.

### Learning Outcomes

- Students will be able to define and utilize key concepts, terminology, and theoretical frameworks central to the interdisciplinary field of Gender Studies.
- Students will be able to apply central concepts and theories from Gender Studies to their own life experiences and the world around them.
- Understand and analyze forces shaping individual experiences as well as social structure and institutions such as the family, workplace, and media.
- Students will be able to situate themselves among various strands of feminist thought and envision themselves as participants in a multidisciplinary dialogue with activists, artists, and academics regarding social, political, and cultural issues of gender.
- Students will be able to promote social justice and human rights.

<b>Unit-1</b>	<b>Introduction to Gender Studies</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Gender Studies : Definition, Concept (Classroom Lecture, Discussion)	3	-	-
1.2	Social Construction of Femininity and Masculinity (Classroom Lecture, Discussion)	3	-	-
1.3	Gender and Society : Introduction, Gender , Family and Economy (Classroom Lecture, Discussion)	3	-	-
1.4	Gender and Education (Classroom Lecture, Discussion)	3	-	-
1.5	Political and Legal Systems (Classroom Lecture, Discussion)	2	-	1

<b>Unit-2</b>	<b>Feminist Theories</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Liberal Feminism (Classroom Lecture, Discussion)	3	-	-
2.2	Marxist and Socialist Feminism (Classroom Lecture, Discussion)	3	-	-
2.3	Radical Feminism (Classroom Lecture, Discussion)	3	-	-
2.4	Psychoanalytic and Existential Feminism (Classroom Lecture, Discussion)	3	-	-



2.5	Other Feminist Thoughts (Classroom Lecture, Discussion)	2	-	1
<b>Unit-3</b>	<b>Gender in Media – I</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Introduction, Approaches to Women Development (Classroom Lecture, Discussion)	3	-	-
3.2	Feminist Communication Theories (Classroom Lecture, Discussion)	3	-	-
3.3	Gender Stereotyping in Media (Classroom Lecture, Discussion)	3	-	-
3.4	Portrayal of Gender in Print, Audio and Audio- Visual Media (Classroom Lecture, Discussion)	3	-	-
3.5	Gender and Alternative Media: Gender perception in programs, Policies and Planning in media, Media and activism, Strategies for positive social changes (Classroom Lecture, Discussion, Expert Lecture)	2	-	1

<b>Unit-4</b>	<b>Gender in Media – II</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Role of Media in Constructing Ideologies enabling Gender Inequalities (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.2	Television – Gender Presentation in Serials/ Reality Shows/ Talk Shows/Game Shows/Advertisements/Comedy/News (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.3	Ads.-Market and Gender Constructions (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.4	Films- Gender construct through the history of Cinema, Hero vs Heroine Centric Representation (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.5	News- Gender Presentation in News/Talk Shows/ News Stories/ Live Telecast (Classroom Lecture, Discussion, Expert Lecture)	2	-	1

<b>Unit-5</b>	<b>Law &amp; Ethics</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Women’s Rights in the Indian Constitution (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
5.2	Implementation of Women’s rights, Police Stations, Court Procedures, Women’s health and safety provisions, Hospital procedures, Women’s Commissions (Classroom Lecture, Discussion, Case studies)	3	-	-
5.3	Fundamental Rights, Directive Principles, Women’s Right to property (Classroom Lecture, Discussion, Case studies)	3	-	-
5.4	Laws related to women with special reference to the IPC (Classroom Lecture, Discussion, Case studies)	3	-	-
5.5	Dowry Prohibition Act 1961, Indecent Representation of Women(prohibition) Act, 1986 (Classroom Lecture, Discussion, Case studies)	2	-	1

**Practical/Project/Assignments:**

- Case Study Analysis in Varied context- Policy, Planning and Program.
- Make a report on Problems of women in organized and unorganised sectors.
- Debates: Feminism in India.

- Make a PPT on Cultural Construction of Gender.
- Any assignment given by the concerned faculty.

**Suggested Readings:**

- Bow J. Bonnie & Wood T. Julia, The Sage Hand book of Gender and Communication, Sage Publication, New Delhi , 2006
- Howson Alexandra, Embodying Gender, Sage Publication New Delhi, 2005
- Kataria Pooja, Women and Media: Changing Roles, Struggle and Impact, Regal Publication, New Delhi , 2007
- Prasad kiran, Women and Media: Challenging Feminist Discourse, The Women Press, New Delhi, 2005
- Singh Indubala, Gender Relations and Cultural Ideology in Indian Cinema, Deep& Deep Publication , New Delhi, 2007

**e\_resources:**

- <https://journals.sagepub.com>
- [www.womenstudiesinindia.com](http://www.womenstudiesinindia.com)
- <https://us.sagepub.com/en-us/nam/gender-in-communication/book252750>
- <https://legallaffairs.gov.in/sites/default/files/chapter%203.pdf>
- [https://www.researchgate.net/publication/323825501\\_Women's\\_Rights\\_in\\_India](https://www.researchgate.net/publication/323825501_Women's_Rights_in_India)

**BA in Mass Communication: SEMESTER - VIII**

<b>S. No.</b>	<b>Course of Study</b>	<b>Class &amp; Papers</b>	<b>Course Name/Subject</b>	<b>Th</b>	<b>IA</b>	<b>P</b>	<b>Total</b>
1.	MCE04(A) OR MCE04(B)	8BA(MC)1	Film Aesthetics  OR PR and Corporate Communication	80  60	20  20	-  20	100  100
2.	MCC20	8BA(MC)3	Thesis/Internship	-	40	160	200
3.	MCG06	8BA(MC)4	Media Business Management Or Choose from the list given below	80	20	-	100

<b>BAMC : VIII SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>			
<b>Film Aesthetics</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
<b>80</b>			<b>-</b>	<b>20</b>	<b>4/4</b>	<b>1/1</b>	<b>-</b>	

### Course Objectives

- To understand history of cinema and a variety of cinematic styles
- To learn about world cinema and their prominent masters.
- To introduce students to about different regional cinema across India
- To understand writing techniques of scripting and storyboarding .
- To develop and nurture Production skills.

### Learning Outcomes:

- Identify significant movements, innovations, and figures in film history
- Understanding of the World Cinema.
- Ability to identify different culture reflected in the regional cinema.
- Able to do the transition of book into a story.
- Students will be able to acquire and apply the knowledge about various stages of production involved in producing a film.

<b>Unit-1</b>	<b>Origin And Growth Of Cinema</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Lumiere Brothers and Silent Film Era:Raja Harishchandra, Lanka Dahan (Lecture with PPT and video clips of movies)	5	-	-
1.2	Talkie Era: Melody of Love, Alam Ara, Harishchandra Factory (Lecture with PPT and video clips of movies)	3	-	-
1.3	From 1940's to Golden 1950's: Dharti Ke Lal, Pukar, Awara, Mera Nam Joker, Shree 420,Pardesi (Lecture with PPT and video clips of movies)	2	-	-
1.4	Decade of 1960's to 1980's: Mughal—Azam, Sangam, Yaraana, Sholay (Lecture with PPT and video clips of movies)	5	1	-
1.5	Road to Digital Cinema: Ra.one, krish 3, Bahubali (Lecture with PPT and group assignment)	2	1	-

<b>Unit-2</b>	<b>World Cinema</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Pioneering Age (1896-1912): Workers Leaving The Lumière Factory in Lyon, L'Arroseur Arrosé (Lecture and Movie Review along with group discussion )	5	-	-
2.2	The Silent Era (1913-1927): D.W. Griffith, Charlie Chaplin (Lecture and Movie Review along with group discussion )	3	-	-
2.3	From Silent to Sound (1928-1932) Ref. Citizen Kane (Lecture with PPT and video clips of movies)	2	-	-
2.4	The New Wave Age (1960-1980): Hiroshima mon amour, Breathless (1960) (Lecture with PPT and video clips of movies)	5	1	-
2.5	The Mass Media Age (1980-Present) Woody Allan, Crouching Tiger			

	Hidden Dragon (Lecture with PPT and video clips of movies)	2	1	-
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<b>Unit-3</b>	<b>Indian Regional Cinema</b> (Total hours- L+T+P=15 hrs)	L	T	P
3.1	Eastern (Bhojpuri, Bengali etc) (lecture through PPT and visuals)	5	-	-
3.2	Western (Gujrati, Marathi) (lecture through PPT and visuals)	3	-	-
3.3	Northern (Punjabi, Haryanavi) (lecture through PPT and visuals)	2	-	-
3.4	Southern (Telugu, Tamil, Malayalam Etc.) (lecture through PPT and visuals)	5	1	-
3.5	Central (Chhattisgarhi) (lecture through PPT and visuals)	2	1	-

<b>Unit-4</b>	<b>Cinema Genres and forms</b> (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Commercial Cinema (Lecture with PPT)	5	-	-
1.2	Art Cinema: Bhuvan Shome, Uski Roti, Mirch Masala, Neecha Nagar, Mother India, Apu Trilogy, Pather Panchali, Do Beegha Zameen. (Lecture with PPT and video clips of movies, group discussion)	3	-	-
1.3	Fictional And Non Fictional	2	-	-
1.4	Documentary: Documentary, Documentation, Docu-Drama & Docu-Fiction. (Lecture with PPT and video clips of documentaries)	5	1	-
1.5	Basic Genres :Action, Thriller, Comedy, Epic, Series, Noir, Crime, Melodrama, Tragedy, Horror, Scientific Fiction (Sci-fi) and Social Reform. (Lecture with PPT and video clips of movies)	2	1	-

<b>Unit-5</b>	<b>Film Production</b> (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Ideation and Visualization (Lecture with Demonstration, PPT of related video clips) \ (Classroom lectures, observation & PPT )	5	-	-
1.2	Screenplay, Storyboarding (Lecture with demonstration and practical of screenplay, storyboarding)	3	-	-
1.3	Script Writing (Classroom lecture with basic theory about the writing process and reading of literature and audio visual scripts)	2	-	-
1.4	Post-Production : Editing of the Film, Adding visual effects, Creating folly sounds (Lecture with demonstration of transition in editing, showing video clips and practical)	5	1	-
1.5	Post-Production: Voice-over, Re-dubbing and adding background music to the Film (Lecture with demonstration of transition in editing, showing video clips and practical)	2	1	-

**Practical/Projects/Assignments:**

- To study the language of film and famous film directors.
- Prepare an assignment on selected Indian and foreign filmmaker's films and style.

- Review cinema theories applied on films.
- Review the film technicality for production.
- Review special qualities and development of regional cinema.

**Suggested Readings:**

- Belavad, Vasuki.(2013)Video Production, India: Oxford university Press.
- Edgar, Robert.(2015)The language of Film. Bloomsbury: London.
- Hayward, Susan. (2018) Cinema Studies The Key Concepts. London and New York: Routledge.
- Monaco, James.(1977)How to Read a Film. Oxford University Press.
- Sikov,ed. (2010) Film studies and production. New York: Columbia university press.

**e-Resource:**

- Scope: An online journal of film and television studies: ISSN 1465-9166
- <https://www.nottingham.ac.uk/scope/issues/index.aspx>
- [https://shodhganga.inflibnet.ac.in/bitstream/10603/20681/8/08\\_chapter.2.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/20681/8/08_chapter.2.pdf)
- [https://books.google.co.in/books?id=4cEmBQAAQBAJ&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.co.in/books?id=4cEmBQAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)
- [http://www.adambrothanek.com/wpcontent/uploads/2014/09/Arnheim\\_Rudolf\\_Film\\_as\\_Art.pdf](http://www.adambrothanek.com/wpcontent/uploads/2014/09/Arnheim_Rudolf_Film_as_Art.pdf)

<b>BAMC : VIII SEM</b>	<b>Marks:100</b>			<b>Credits:5</b>		
<b>PR and Corporate Communication</b>	<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
				<b>L</b>	<b>T</b>	<b>P</b>
	<b>60</b>	<b>20</b>	<b>20</b>	<b>4/4</b>	<b>-</b>	<b>1/2</b>

### Course Objectives

- To develop an understanding of the role and scope of PR in an organisation.
- To explain the history and growth of PR and its emerging importance in varying areas.
- To acquaint the students with the various PR tools and the different types of publics.
- To explain the concept of corporate communication and its expanded role in an organization.
- To explain the strategies, tactics, and techniques of corporate communication programs.

### Learning Outcomes

- Understand the scope of public relations and meet the needs of diverse publics.
- Recognize the ethical component involved in responsible public relations practices.
- Identify the primary strategic functions of media relations, community relations, crisis management and the full-time positions available in each.
- Assess an organization's corporate communication needs and recommend effective solutions.
- Create a corporate communication campaign.

<b>Unit-1</b>	<b>Public Relations- Concept and Process</b> (Total Hours-L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Public Relation- Concept, Definition, Role and Importance (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
1.2	History and development of PR in India (Classroom Lecture, Group Exercises)	2	-	1
1.3	Principles and Process of Public Relations (Classroom Lecture, Case Studies)	2	-	1
1.4	PR Consultancies-Structure, Role and Functions ( Classroom Lecture, Case Studies, Group Discussions, Visit to PR Agency)	2	-	1
1.5	In House PR- Structure, Role and Functions, External Agencies (Classroom Lecture, Case Studies, Visit to Organisation )	2	-	1

<b>Unit 2</b>	<b>Types of Publics</b> (Total Hours-L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Publics of PR (Classroom Lecture)	2	-	1
2.2	Tools of PR-House Journal, Annual Reports, News Releases, Speeches, Interviews ( Classroom Lecture, Case Studies, Group Activities)	2	-	1
2.3	Types of PR-Public Sector, Private Sector (Classroom Lecture, Case Studies)	2	-	1
2.4	Government PR/Lobbying, Political PR, Service Sector, NGO (Classroom Lecture, Case Studies, Group Discussions, Presentation )	2	-	1
2.5	PR Practitioners-Responsibilities and Duties ( Expert Lecture by PR Professional)	2	-	1

<b>Unit-3</b>	<b>PR setup</b> (Total Hours-L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Public Relations Setup and Structure, DPR, DAVP (Classroom Lecture, Case Studies ,Visit to DPR)	2	-	1
3.2	News Agency, PIB, PR Organisations –IPRA, PRSA, PRSI, PRCI, DAVP (Classroom Lecture, Case Studies)	2	-	1
3.3	Ethics in Public Relations (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
3.4	Role And Importance of Media in PR (Classroom Lecture, Case Studies)	2	-	1
3.5	Global PR, Online/Digital PR DAVP (Expert Lecture, Case Studies, Group Exercises)	2	-	1

<b>Unit-4</b>	<b>Introduction to Corporate Communication</b> (Total Hours-L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Corporate Communication-Definition, Role, Scope ,Functions and Relevance (Classroom Lecture, Group Discussions)	2	-	1
4.2	Concept Of Identity and Image, Image Building and Management (Classroom Lecture, Case Studies, Group Exercises)	2	-	1
4.3	Corporate Identity-Policy Planning, Core Communication Elements in Corporate Identity (Classroom Lecture, Case Studies, Group Exercises)	2	-	1
4.4	CC/PR in Brand Building (Expert Lecture, Case Studies, Group Exercises)	2	-	1
4.5	Corporate Communication's Evolving Role, Changing Trends (Classroom Lecture, Case Studies, Group Discussions)	2	-	1

<b>Unit -5</b>	<b>Corporate Strategies and Tools</b> (Total Hours-L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Elements of a Corporate Plan (Classroom Lecture, Group Exercises)	2	-	1
5.2	Corporate Social Responsibility, Corporate Citizenship (Classroom Lecture, Case Studies, Group Exercises, Screening of Corporate Ads and Films)	2	-	1
5.3	Public Service Communication, Social Communication (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
5.4	Crisis Management And Communication-Types of Crisis and Their Management (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
5.5	Crisis Communication and Evaluation (Classroom Lecture, Case Studies, Group Discussions)	2	-	1

#### **Practicals/Project / Assignments:**

- Presentations on Government PR Campaigns.
- Designing House Journals.
- Case Studies of Indian Media organizations.
- Presentations on Corporate social responsibility initiatives of leading corporate.
- Case Studies of PR Agencies in India.
- Crisis Communication Presentations.
- Media Tracking of Current Corporate Issues/Crises.
- Presentation on new trends of corporate communications.
- Any other assignments given by faculty



### **Suggested Readings:**

- Gregory Anne (2008). Public Relations in Practice, 2 edition: Kogan Page India Pvt. Ltd..
- Jethwaney Jaishri & N N Sarkar(2015). Public Relations Management: Sterling Publishers.
- L'etang Jacquie(2008) Public Relations, Concepts, Practice and Critique: Sage Publications India.
- Moss Danny & Barbara Desanto (2011). Public Relations A Managerial Perspective. London: Sage Publications.
- Parsons, Patricia J (2005). Ethics in Public Relations: A Guide to Best Practice. London: Kogan Page.
- Smith D. Ronald(2012). Becoming a Public Relations Writer, 4 edition. New York:Routledge.
- Theaker Alison(2012). The Public Relations Handbook, 4 Edition:Routledge.
- Theaker Alison, Yaxley Heather(2013). The Public Relations Strategic Tool Kit .New York: Routledge.
- पंतएन.सी.(2004) जनसंपर्क , विज्ञापनएवंप्रसारमाध्यम.नईदिल्ली: तक्षशिलाप्रकाशन
- जेठवानीजयश्र, रविशंकर, नरेन्द्रनाथसरकार(2000).विज्ञापनऔरजनसंपर्क.नईदिल्ली: सागरप्रकाशन

### **e-resources :**

- The Gauge
- brandillumination.com
- [www.prsa.org/ppc/listserv.html](http://www.prsa.org/ppc/listserv.html)

<b>BAMC : VIII SEM</b>	<b>Marks:200</b>			<b>Credits:10</b>		
<b>Thesis/Internship</b>	<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/ hrs.</b>		
				<b>L</b>	<b>T</b>	<b>P</b>
	-	160	40	-	1	4

**\*\* Guidelines for Thesis/Internship will be communicated separately.**

<b>BAMC : VIII SEM</b>			<b>Marks:100</b>		<b>Credits:5</b>			
<b>MEDIA BUSINESS MANAGEMENT</b>			<b>Th</b>	<b>Pr</b>	<b>Ia</b>	<b>Cre/hrs.</b>		
						<b>L</b>	<b>T</b>	<b>P</b>
			<b>80</b>	<b>-</b>	<b>20</b>	<b>4/4</b>	<b>1/1</b>	<b>-</b>

### Course Objectives

- To inculcate the knowledge of Management in Media Organisation.
- To impart knowledge of theoretical and practical aspects of Media Management.
- To acquaint students with understanding of the various types of organisations.
- To make students understand the various Ownership patterns.
- To make students aware of trends in commencing new ventures in Media Industry.

### Learning Outcomes

- Students will be able to know the current trends in Media Management.
- Understanding of professional and ethical responsibilities and commitment to them
- Acquire skills to commence new ventures in Media Industry and be able to work independently
- Analyze individual Media Businesses and understand the driving force of the Media Economy.

<b>Unit-1</b>	<b>Introduction to Management (Total hours- L+T+P=15 hrs)</b>	<b>L</b>	<b>T</b>	<b>P</b>
1.1	Introduction to Management (Group Discussion ,Lecture)	3	1	1
1.2	Importance of Management in Media Business (Group Discussion ,Lecture)	3	-	1
1.3	Ownership patterns in Media (Group Discussion ,Lecture)	2	1	1
1.4	Inflow of capital in Indian Media (Lecture, Group Discussion)	1	-	1
1.5	Major heads of Income (Lecture, Group Discussion)	2	-	1

<b>Unit-2</b>	<b>Media Houses (Total hours- L+T+P=15 hrs)</b>	<b>L</b>	<b>T</b>	<b>P</b>
2.1	Star India, NDTV group, Sun Network, TV18 group (Lecture, Ppt. Presentation, Assignment)	2	1	-
2.2	Express group, Hindu Group, India Today group, Bhaskar group (Lecture, Ppt. Presentation, Assignment)	3	1	-
2.3	Sahara group, Tribune group, Malayalam Manorama group, Enadu group, (Lecture, Ppt. Presentation, Assignment)	2	1	-
2.4	Aanand Bazar Patrika Group, Rajasthan Patrika group, Times group, Hindustan times group, Pioneer group, Jagran group (Lecture, Ppt. Presentation, Assignment)	3	1	-
2.5	Other Media groups (Lecture, Ppt. Presentation, Assignment)	3	1	-

<b>Unit-3</b>	<b>Structure and functioning of Media</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
3.1	Structure and functioning of Radio channel (Field Visit ,Assignment ,Lecture)	2	1	-
3.2	Structure and functioning of Television channel (Lecture, Assignment, Field Visit)	3	1	-
3.3	Role of Editorial, Technical, Marketing and HR sections (Lecture, Assignment, Field Visit)	2	1	-
3.4	Recruitment, Hiring and Training of staff (Lecture, Assignment, Field Visit)	3	1	-
3.5	Interpersonal relations (Lecture, Assignment, Expert Lecture, Field Visit)	3	1	-

<b>Unit-4</b>	<b>Media Marketing</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
4.1	Characteristic of different Media (Field Visit ,Expert Lecture ,Assignment ,Lecture)	2	1	-
4.2	Media Marketing techniques (Field Visit ,Expert Lecture ,Assignment ,Lecture)	3	1	-
4.3	Advertisement Campaigns (Field Visit ,Lecture Expert ,Assignment ,Lecture)	2	1	-
4.4	Corporate Strategies (Field Visit ,Expert Lecture ,Assignment ,Lecture)	3	1	-
4.5	Space and Time selling (Lecture, Assignment, Expert Lecture)	3	1	-

<b>Unit-5</b>	<b>Research</b> (Total hours- L+T+P=15 hrs)	<b>L</b>	<b>T</b>	<b>P</b>
5.1	Use of Research in Media Management (Assignment ,Lecture)	3	1	-
5.2	Use of Feedback in Media Management (Lecture, Assignment)	3	1	-
5.3	Readership Management System (Lecture, Assignment)	3	1	-
5.4	ABC, NRS (Lecture, Assignment)	2	1	-
5.5	INS, RNI (Lecture, Assignment)	2	1	-

#### **Practical/Project/Assignments:**

- Prepare presentation on organisational structure and functions of various media organisations.
- Prepare presentations on current issues and trends of media management.
- Prepare presentations on brand promotions and advertising strategies for entertainment/news/lifestyle channel.
- Any assignment given by the concerned faculty.

#### **Suggested Readings:**

- Albarran Alan B., Handbook of Media Management and Economics, 2006.
- Chaturvedi P.D., Business Communication: Skills, Concepts, and Applications, Pearson Education, United States, (2013).

- Kohli Khandekar and Vanita, The Indian Media Business, Sage Publications, (2013).
- Kothari Gulab, Newspaper Management in India, Bhartiya Book Corporation.
- Sehgal M.K. and Khetarpal Vandana, Business Communication, Excel Books, India. (2008).
- Sethi Anjane and Adhikari Bhawana, Business Communication, McGraw Hill Education, United States, (2010).
- Shaw Ibrahim Seaga, Business Journalism- A Critical Political Economy Approach, Routledge, United Kingdom, (2016).

**e- resources:**

- [https://www.academia.edu/2846654/Issues\\_in\\_media\\_management\\_and\\_the\\_public\\_interest](https://www.academia.edu/2846654/Issues_in_media_management_and_the_public_interest)
- [https://www.researchgate.net/publication/312557618\\_Media\\_Management](https://www.researchgate.net/publication/312557618_Media_Management)
- [https://www.academia.edu/13226828/2\\_Media\\_Management\\_in\\_Theory\\_and\\_Practice](https://www.academia.edu/13226828/2_Media_Management_in_Theory_and_Practice)
- file:///C:/Users/WINDOW%20%207/Downloads/Documents/Handbook\_of\_Media\_Management\_And\_Economics\_2005.pdf
- file:///C:/Users/WINDOW%20%207/Downloads/RoutledgeHandbooks-9781410615589-chapter3%20(1).pdf

**\*\*\* This Provisional syllabus is subject to change, as per UGC/NEP norms.**