



**BIRLA GLOBAL UNIVERSITY**  
**BIRLA SCHOOL OF COMMUNICATION**

**BACHELOR OF ARTS IN JOURNALISM AND MASS COMMUNICATION**

**(Honours/Honours with Research)**

**(BAJMC – Hons./Hons. with Research)**

**Academic Session: 2025-29**

**DURATION: 4 YEARS (FULL-TIME)**

**PROGRAMME STRUCTURE AND SYLLABUS**  
**AS PER NEP 2020**

**BIRLA GLOBAL UNIVERSITY**

**IDCO PLOT NO. 2, INSTITUTIONAL AREA, GOTHAPATNA, BHUBANESWAR -751029,**

**ODISHA**

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# Vision, Mission, and Core Values of the University

- **Vision of the University**

To create and disseminate knowledge in a global context while pursuing excellence, innovation and inclusivity.

- **Mission of the University**

1. To globalise through international collaborations and the exchange of students and faculty.
2. To strive for excellence in teaching and research.
3. To continuously innovate pedagogy and course content.
4. To encourage diversity and inclusiveness.

- **Core Values**

- **Honesty and Integrity** – We believe in being truthful and adhering to the highest ethical standards in personal and professional conduct.
- **Empathy** – We recognise the needs of human development and respect diverse social, cultural and economic perspectives.
- **Transparency** – We believe in openness and assume responsibility as well as accountability in all our dealings and actions.
- **Freedom** – We value the freedom of thought and expression to develop one's creativity and innovation in pursuit of academic excellence.
- **Respect** – We foster a culture of respecting self and others.
- **Collaboration** – We encourage teamwork and partnership in all endeavours for knowledge creation, acquisition, and dissemination.

## About the Programme

The Bachelor of Arts in Journalism and Mass Communication (Honours/Honours with Research) (BAJMC – Hons./Hons. with Research) is a dynamic, industry-driven programme meticulously crafted to align with the National Education Policy (NEP) 2020. Designed to prepare future-ready media professionals, the curriculum fosters a balanced blend of theoretical knowledge and practical expertise, equipping students with the skills to thrive in the fast-evolving media landscape. By emphasising critical thinking, creative problem-solving, and effective communication, the programme ensures students are adept at navigating complex media environments while meeting industry demands.

The BAJMC (Hons./Hons. with Research) programme enables students to engage directly with real-world challenges through internships, industry interactions, and collaborative projects. These experiences provide invaluable insights into the media industry, bridging the gap between classroom learning and professional practice. The curriculum is thoughtfully structured to cultivate versatility, empowering students to excel in diverse roles across journalism, digital media, public relations, advertising, and content creation.

In line with NEP 2020's multidisciplinary vision, the programme encourages students to explore interdisciplinary perspectives, fostering a deeper understanding of the socio-cultural and technological contexts shaping media. This holistic approach ensures graduates are not only skilled communicators but also informed, ethical professionals capable of addressing contemporary challenges. A strong focus on digital media and emerging technologies prepares students to create impactful content for social media, digital platforms, and innovative formats, while instilling an entrepreneurial mindset to drive media innovation.

By integrating theoretical rigour with practical application, the BAJMC (Hons.) programme empowers students to become adaptable, creative, and socially responsible media professionals, ready to lead in a digital-first world.

**Name of the Programme:** Bachelor of Arts in Journalism and Mass Communication (Honours/Honours with Research)

**Duration of Programme:** Four Years (Eight Semesters) Full-Time Programme

**Eligibility:** 10+2 pass

## **Courses and Teaching Pedagogy**

### **Multi-disciplinary Courses**

The programme integrates 9 credits of Multi-disciplinary Courses (MDCs) offered by other university schools, including Principles of Management, Cyber Security and Law, and Introduction to Artificial Intelligence. These courses foster interdisciplinary skills, blending insights from Business Management, Applied Science, and Technology. They equip students to address complex media challenges with a broader perspective. By aligning with industry needs, MDCs enhance employability and adaptability in the dynamic media landscape.

### **Vocational Education & Training Courses**

The programme offers Vocational Education and Training Courses under major and minor categories, such as Photography, Digital Media, Mobile Journalism, Film-Making, and Digital Content Creation. These courses emphasise hands-on training to develop industry-relevant skills. They prepare students for diverse media roles, from content production to digital storytelling. Practical exposure ensures graduates are job-ready and competitive.

### **Value-added Courses**

The programme includes Value-Added Courses (VACs) like Environment Studies, Health and Wellness, Indian Knowledge System, and Indian Constitution in the first two years. These courses promote ethical awareness, cultural sensitivity, and civic responsibility. They enrich students' holistic development, complementing the core media curriculum. VACs cultivate socially responsible media professionals.

### **Pedagogy**

The programme adopts a student-centric pedagogy, blending academic rigor with practical application to prepare industry-ready media professionals. Interactive teaching methods, industry engagement, and experiential learning foster critical thinking and creativity. The curriculum ensures a balance of theoretical knowledge and hands-on skills development. Regular assessments and feedback enhance learning outcomes.

### **Lectures**

Lectures are delivered by experienced faculty using audio-visual aids to enhance engagement and comprehension. Interactive sessions encourage critical thinking and application of media concepts.

## **Project Work**

Students undertake projects to apply media theories practically, forming a key part of internal evaluation. These projects simulate real-world media tasks, fostering problem-solving skills.

## **Simulations**

Simulations such as field reporting, studio anchoring, and role-plays (e.g., editor, producer) replicate industry scenarios. They develop analytical, decision-making, and professional skills.

## **Lab Experiences**

State-of-the-art audio-visual labs provide hands-on training in media production workflows. Students gain practical expertise in editing, recording, and content creation.

## **Interaction with Industry Experts**

Regular workshops, guest lectures, and seminars with media professionals offer insights into industry trends. These interactions bridge academic learning with real-world practices.

## **Case Studies**

Case studies are used to connect theoretical concepts to real-world media scenarios. They promote critical analysis and strategic thinking among students.

## **Experiential Learning**

Experiential learning through hands-on activities and reflective exercises fosters transformative education. It encourages students to develop innovative media solutions.

## **Internship(s)**

Internships provide practical exposure to media workplaces, enhancing professional skills. They build networks and prepare students for career success.

## **Participation in Seminars**

Seminars facilitate interactive discussions and idea exchange with peers and experts. They sharpen students' ability to articulate and critique media-related concepts.

## **Co-curricular Activities**

Co-curricular activities, such as media clubs and events, complement academic learning. They promote teamwork, leadership, and creative expression.

## Programme Educational Objectives

### Programme Educational Objectives (PEOs) of the BAJMC (Hons./Hons. with Research) Programme:

**PEO1:** Equip students with advanced analytical and practical skills to excel as versatile, industry-ready media professionals in India.

**PEO2:** Foster research-driven creativity to produce impactful, innovative content addressing global communication challenges with a focus on sustainability.

**PEO3:** Cultivate an entrepreneurial mindset and business acumen to innovate and lead in the dynamic media industry of the future.

**PEO4:** Develop critical thinking and ethical orientation to address global issues and promote sustainable media practices in a digital era.

### Mapping of PEOs against University Missions:

PEOs	Mission 1	Mission 2	Mission 3	Mission 4
PEO1	2	2	3	2
PEO2	3	3	2	2
PEO3	2	2	2	1
PEO4	1	2	2	3

**Scale:** 1 – Slight (Low), 2 – Moderate (Medium), 3 – Substantial (High)

## Programme Outcomes and Programme Specific Outcomes

### Programme Outcomes (POs) of the BAJMC (Hons./Hons. with Research) Programme:

S. N.	Objective	Definition	Explanation
PO1	Critical Thinking	Analyse assumptions, validate ideas, and make informed decisions from diverse perspectives.	Enables students to critically assess media narratives, ensuring innovative and ethical solutions for complex challenges in a digital-first India.
PO2	Effective Communication	Communicate clearly across platforms, connecting ideas, people, and technologies in multilingual contexts.	Prepares students to craft compelling narratives using advanced tools, fostering impactful storytelling for diverse audiences
PO3	Social Interaction	Facilitate collaboration, mediate conflicts, and drive consensus in diverse group settings.	Equips students to lead media teams, ensuring inclusive dialogue and effective collaboration in dynamic professional environments.
PO4	Effective Citizenship	Act with empathy and awareness, contributing to equitable development through civic engagement.	Encourages media professionals to champion social justice and national progress through informed, community-focused content.
PO5	Ethics	Recognise moral dimensions, uphold values, and take responsibility for decisions.	Instils ethical media practices, ensuring integrity and accountability in addressing societal issues in a connected world.
PO6	Environment and Sustainability	Apply knowledge of environmental issues to promote sustainable media practices.	Empowers students to create content advocating sustainability, aligning with India's green goals
PO7	Self-directed and Lifelong Learning	Pursue independent learning to adapt to socio-technological advancements.	Prepares graduates for continuous skill evolution, ensuring relevance in the rapidly changing media landscape.

### Programme Specific Outcomes (PSOs) of the BAJMC (Hons./Hons. with Research) Programme:

**PSO1:** Master cutting-edge media tools and technologies to create innovative content for journalism and communication in a digital-first world.

**PSO2:** Produce professional, multi-platform portfolios showcasing expertise in digital storytelling, journalism, PR, and advertising for diverse audiences.

**PSO3:** Develop advanced digital and analytical skills to craft accurate, engaging content across multiple

media formats for global impact.

**PSO4:** Analyse emerging trends and technologies to deliver effective, data-driven solutions for media, environmental, and societal challenges.

### Mapping of POs and PSOs against PEOs:

**Table 2: Mapping of POs and PSOs against PEOs**

<b>POs/PSOs</b>	<b>PEO-1</b>	<b>PEO-2</b>	<b>PEO-3</b>	<b>PEO-4</b>
PO1	2	2	1	3
PO2	3	3	2	2
PO3	2	2	2	3
PO4	1	2	1	2
PO5	2	2	1	3
PO6	1	3	1	2
PO7	3	2	3	2
PSO1	2	2	3	1
PSO2	3	3	2	2
PSO3	2	2	2	2
PSO4	2	1	2	1

**Scale:** 1 – Slight (Low), 2 – Moderate (Medium), 3 – Substantial (High)

## PROGRAMME STRUCTURE & COURSE OUTLINE

### Bachelor of Arts in Journalism and Mass Communication (Honours/Honours with Research) (2025-29)

S.N.	Subject Code	Course Title	Course Type	L	T	P	CH	Credits
<b><u>SEMESTER – I</u></b>								
1	BJMCITC01	Introduction to Communication	Major	4	0	0	4	4
2	BJMCPHO02	Photography	Minor	2	0	4	6	4
3	BJMCPOM05	Principles of Management	MDC	3	0	0	3	3
4	1004	French Language – I	AEC	3	0	0	3	3
5	BJMCSPD12	Soft Skills and Personality Development	SEC	2	1	0	3	3
6	1002	Environment Studies	VAC	0	2	0	2	2
7	1001	Health and Wellness	VAC	1	0	0	1	1
<b>TOTAL</b>								<b>20</b>
<b><u>SEMESTER – II</u></b>								
1	BJMCPJO05	Print Journalism	Major	3	0	2	5	4
2	BJMCAVP43	Audio-Visual Production	Minor	2	0	4	6	4
3	MDC-2002	Cyber Security	MDC	3	0	0	3	3
4		French Language – II	AEC	3	0	0	3	3
5	BJMCOBH39	Organisational Behaviour and Human Resource Management	SEC	2	1	0	3	3
6	1003	Indian Knowledge System	VAC	0	2	0	2	3
<b>TOTAL</b>								<b>20</b>
<b>GRAND TOTAL (1<sup>ST</sup> YEAR – UG CERTIFICATE)</b>								<b>40</b>
<b><u>SEMESTER – III</u></b>								
1	BJMCTRJ09	TV and Radio Journalism	Major	2	0	4	6	4
2	BJMCDGM06	Digital Media	Major	3	0	2	5	4
3	BJMCCLS44	Cultural Studies	Minor	3	1	0	4	4
4	BJMCIAI45	Introduction to Artificial Intelligence	MDC	3	0	0	3	3
5	BJMCPMW46	Principles of Media Writing	AEC	1	0	2	3	2
6	BJMCEAT47	MS-Excel and Analytics Tools	SEC	1	0	4	5	3
<b>TOTAL</b>								<b>20</b>
<b><u>SEMESTER – IV</u></b>								
1	BJMCDDJ48	Digital and Data Journalism	Major	3	0	2	5	4
2	BJMCPRE14	Public Relations	Major	3	0	2	5	4
3	BJMCDCM17	Development Communication	Major	4	0	0	4	4
4	BJMCEVM25	Event Management	Minor	2	1	2	5	4
5	BJMCUEI49	Understanding Entertainment Industry	Minor	2	2	0	4	4
<b>TOTAL</b>								<b>20</b>
<b>GRAND TOTAL (2<sup>ND</sup> YEAR – UG DIPLOMA)</b>								<b>80</b>
<b><u>SEMESTER – V</u></b>								
1	BJMCMOJ38	Mobile Journalism	Major	2	0	4	6	4
2	BJMCADV15	Advertising	Major	3	0	2	5	4
3	BJMCFSS50	Film Studies	Major	2	1	2	5	4
4	BJMCGCM32	Global Communication	Major	3	1	0	4	4
5	BJMCIPR23	Internship	Project	0	0	0	0	2
6	BJMCCEN24	Community Engagement	Project	0	0	0	0	2
<b>TOTAL</b>								<b>20</b>

<b>SEMESTER – VI</b>									
1	BJMCFMG51	Film-Making	Major	1	1	4	6	4	
2	BJMCMLE20	Media Laws and Ethics	Major	4	0	0	4	4	
3	BJMCSCC52	Strategic Corporate Communications	Major	3	1	0	4	4	
4	BJMCDCC53	Digital Content Creation	Major	2	0	4	6	4	
5	BJMCDCM31	Digital Humanities	Minor	3	1	0	4	4	
<b>TOTAL</b>									<b>20</b>
<b>GRAND TOTAL (3<sup>RD</sup> YEAR - BAJMC)</b>									<b>120</b>
<b>SEMESTER – VII</b>									
1	BJMCMRE30	Introduction to Media Research	Major	4	0	0	4	4	
2	BJMCMIM28	Media Industry and Management	Major	4	0	0	4	4	
3	BJMCDOP54	Documentary Production	Major	1	1	4	6	4	
4	BJMCBCM27	Brand Communication and Management	Major	3	1	0	4	4	
5	BJMCMGS55	Media and Gender Studies	Minor	4	0	0	4	4	
<b>TOTAL</b>									<b>20</b>
<b>SEMESTER – VIII</b>									
<b>FOR BAJMC HONOURS</b>					<b>FOR BAJMC HONOURS WITH RESEARCH</b>				
<b>(FOR BAJMC HONOURS)</b>									
<b>SEMESTER – VIII</b>									
1	BJMCAAV56	Advanced Audio-Visual Script Writing	Major	2	0	4	6	4	
2	BJMCFME57	Financial Literacy and Media Entrepreneurship	Major	3	1	0	4	4	
3	BJMCATP58	Advanced Television Programming	Major	2	0	4	6	4	
4	BJMCPOV59	Podcasting and Vlogging	Major	2	0	4	6	4	
5	BJMCTIS60	Transmedia and Immersive Storytelling	Minor	2	2	0	4	4	
<b>TOTAL</b>									<b>20</b>
<b>GRAND TOTAL (4<sup>TH</sup> YEAR – BAJMC HONOURS)</b>									<b>160</b>
<b>(FOR BAJMC HONOURS WITH RESEARCH)</b>									
<b>SEMESTER – VIII</b>									
1	BJMCAMR61	Advanced Media Research Tools	Major	3	0	2	5	4	
2	BJMCRPP62	Research Presentation and Publication	Minor	4	0	0	4	4	
3	BJMCDIS37	Dissertation	Dissertation	0	12	0	12	12	
<b>TOTAL</b>									<b>20</b>
<b>GRAND TOTAL (4<sup>TH</sup> YEAR – BAJMC HONOURS WITH RESEARCH)</b>									<b>160</b>

*AEC – Ability Enhancement Course; MDC – Multidisciplinary Course; VAC – Value Added Course; SEC – Skill Enhancement Course*

**Semester-wise Distribution of type of Courses (For BAJMC Honours)**

Type of Course	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Sem VII	Sem VIII	Total	Credits
<b>Major</b>	1	1	2	3	4	4	4	4	23	92
<b>Minor</b>	1	1	1	2		1	1	1	8	32
<b>AEC</b>	1	1	1						3	8
<b>MDC</b>	1	1	1						3	9
<b>VAC</b>	2	1							3	6
<b>SEC</b>	1	1	1						3	9
<b>Internship and Project</b>					1				1	2
<b>Community Engagement</b>					1				1	2
<b>TOTAL</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>45</b>	<b>160</b>

**Semester-wise Distribution of type of Courses (For BAJMC Honours with Research)**

Type of Course	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Sem VII	Sem VIII	Total	Credits
<b>Major</b>	1	1	2	3	4	4	4	1	20	80
<b>Minor</b>	1	1	1	2		1	1	1	8	32
<b>AEC</b>	1	1	1						3	8
<b>MDC</b>	1	1	1						3	9
<b>VAC</b>	2	1							3	6
<b>SEC</b>	1	1	1						3	9
<b>Internship and Project</b>					1				1	2
<b>Community Engagement</b>					1				1	2
<b>Dissertation</b>								1	1	12
<b>TOTAL</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>43</b>	<b>160</b>

**COURSE OUTLINE FOR SEMESTER – I****Bachelor of Arts in Journalism and Mass Communication (Honours/Honours with Research)**

S. N.	Course Code	Course Name	Course Type	Teaching Load				Credits
				L	T	P	CH	
1	BJMCITC01	Introduction to Communication	Major	4	0	0	4	4
2	BJMCPHO02	Photography	Minor	2	0	4	6	4
3	BJMCPOM05	Principles of Management	MDC	3	0	0	3	3
4		French Language – I	AEC	3	0	0	3	3
5	BJMCSPD12	Soft Skills and Personality Development	SEC	2	1	0	3	3
6	1002	Environment Studies	VAC	0	2	0	2	2
7	1001	Health and Wellness	VAC	1	0	0	1	1
<b>TOTAL</b>								<b>20</b>

## SYLLABUS

<b>Semester</b>	I
<b>Course Title</b>	Introduction to Communication
<b>Course Code</b>	BJMCITC01
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	4-0-0
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the importance of mass communication in the present practice of mediated communication.</li> <li>• <b>Understand</b> the normative perspective of media practice.</li> <li>• <b>Remember</b> the various theories associated with mass communication.</li> <li>• <b>Evaluate</b> the models for transmission of mediated communication.</li> <li>• <b>Analyse</b> critically the contemporary mass media communication.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the role of mass communication in contemporary mediated environments.</p> <p><b>CO2:</b> Discuss various normative frameworks guiding media practices.</p> <p><b>CO3:</b> Recall key mass communication theories and their origin.</p> <p><b>CO4:</b> Differentiate between models and elements in the mass communication process.</p> <p><b>CO5:</b> Assess the effectiveness of communication in contemporary media.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Discussions around media and everyday life – Mobile phones, Television, Twitter, Instagram, The Internet; What is Mediation? Discussions around mediated and non-mediated communication.	CO1
II	Forms of Communication; Levels and Types of Communication; Mass Communication and its process; Normative Theories of the Press; What is Media? Media and the Public Sphere.	CO2
III	Magic Bullet Theory; Mass Society Theory; Individual Difference Theory; Personal Influence Theory; Two-step Flow Theory; Agenda-Setting; Spiral of Silence; Cultivation Theory.	CO3
IV	Aristotle's Model; Lasswell's Model; Shannon-Weaver Model; Berlo's S-M-C-R Model; Osgood-Schramm Model; Westley & Maclean Model.	CO4
V	Forms of Mass Media; Media Influence; Publicity and Propaganda; How Media in India Operates? Some famous Media groups and History.	CO5

### EVALUATION

Theory		
Mode of Evaluation	Continuous Evaluation	End Semester Examination
Weightage	40	60

### TEXT BOOKS AND REFERENCES

**Textbooks:**

1. Dennis, McQuail, Mass Communication Theory, Sage Publications, New Delhi.
2. Schramm, W. & Roberts, D. F., The Process and Effects of Mass Communication, Urbana, IL: University of Illinois Press.
3. Rayudu. C.S., Communication, Himalaya Publishing House, Mumbai

4. Joshi, P.C., Communication & Nation–Building – Perspective and Policy, Publication Division, New Delhi.
5. Malhan P.N., Communication Media, Yesterday, Today and Tomorrow, Publication Division, New Delhi.
6. Agee, Warren K., Ault Philip H., Introduction to Mass Communication, Oxford & IBH Publishing Company, New Delhi
7. Keval J. Kumar, Mass Communication in India (5th Edition), Jaico Publishing House

**References:**

1. Narayan Sunetra Sen, Globalization and Television, Oxford University Press Delhi.

**FACILITATING THE ACHIEVEMENT OF COS**

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, small course projects, seminar, and group discussions	K2
II	CO2	Lecture and presentation	Quiz, assignments, tests, small course projects, seminar, and group discussions	K2
III	CO3	Lecture and Presentation	Quiz, assignments, tests, small course projects, and seminar	K1
IV	CO4	Lecture and presentation	Quiz, assignments, tests, small course projects, and seminar	K5
V	CO5	Lecture and Presentation	Quiz, assignments, tests, small course projects, and seminar	K4

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

**CO, PO & PSO MAPPING**

Course Code and Course Name		PO	PSO	PSO	PSO	PSO						
		1	2	3	4	5	6	7	1	2	3	4
<b>BJMCITC01: Introduction to Communication</b>	<b>CO1</b>	2	2	2	1	1	2	2	3	2	1	2
	<b>CO2</b>	1	3	2	1	2	2	1	2	2	2	3
	<b>CO3</b>	1	2	2	2	1	2	1	3	2	3	3
	<b>CO4</b>	2	3	2	3	2	1	-	2	2	2	3
	<b>CO5</b>	2	2	1	2	1	-	-	1	2	1	1
	<b>Avg.</b>	1.6	2.4	1.8	1.8	1.4	1.4	0.8	2.2	2	1.8	2.4

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

**Continuous Internal Evaluation (CIE) - 40 Marks**

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember	2	2		
Understand	2	2	2	
Apply	3	3	3	3
Analyze	3	3		
Evaluate			2	3
Create			3	4

**End Semester Examination (ESE) - 60 Marks**

Bloom's Taxonomy Level	Marks Allocated
Remember	15
Understand	15

Apply	10
Analyze	10
Evaluate	10
Create	-

## SYLLABUS

<b>Semester</b>	I
<b>Course Title</b>	Photography
<b>Course Code</b>	BJMCPHO02
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	2-0-4
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Remember</b> the historical importance and evolution of photography.</li> <li>• <b>Understand</b> the role of photography in contemporary media and communication.</li> <li>• <b>Apply</b> fundamental techniques for capturing professional-quality photographs.</li> <li>• <b>Analyse</b> different genres and styles within digital photography.</li> <li>• <b>Create</b> an independent photography venture and develop a portfolio for professional practice.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After completion of this course, students will be able to:</p> <p><b>CO1:</b> Recall key milestones in the history and development of photography.</p> <p><b>CO2:</b> Explain the significance of photography in modern communication contexts.</p> <p><b>CO3:</b> Demonstrate the use of basic photography techniques in practical assignments.</p> <p><b>CO4:</b> Differentiate between various genres and styles of digital photography.</p> <p><b>CO5:</b> Develop an independent photography portfolio and entrepreneurial project.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Introduction to Visual Communication; Importance of Visual Communication; Understanding Images; Importance of Images; Historical development of photography; Human Eye and Camera.	CO1
II	Techniques of Photography: Composition, Framing and Angles; Shutter Speed, Aperture and ISO; Aspect Ratio and Image Formats; Types of Shots; Role of photography in contemporary media and communication.	CO2
III	Introduction to Light; Importance of Light in Photography; Types of Light; Exposure; Depth of Field; Depth of Focus; Introduction to Studio and Outdoor Photography; Photography Equipment; Practical techniques for quality photography.	CO3
IV	Introduction to different genres of Photography: News Photography, Travel Photography, Sports Photography, Photography for Digital Content, Nature and Wildlife Photography, Climate Photography, Fashion Photography, Event Photography and Product Photography; Analysis of styles and approaches.	CO4
V	Post Production of Photographs; Developing Photo Studios; Building Photography Portfolios; Stories through Images; Photo Editing Software; Colour Correction; Entrepreneurship in Photography.	CO5

### EVALUATION

	Theory and Practical	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>

Weightage	40	60
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### TEXT BOOKS AND REFERENCES

**Textbooks:**

1. Langford's Basic Photography: The Guide for Serious Photographers, London; Taylor and Francis; 2015
2. Understanding Photojournalism by Jennifer Good, New York; Routledge 2020

**References:**

1. The Journal of British Photography
2. Photographs and Portfolios of various photographers

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Assignments, tests, projects, and group discussions	K1
II	CO2	Lecture, presentation, and practical	Assignments, tests, projects, and group discussions	K2
III	CO3	Lecture, presentation, and practical	Assignments, tests, projects, and group discussions	K3
IV	CO4	Lecture, presentation, and practical	Assignments, tests, and projects	K4
V	CO5	Lecture, presentation, and practical	Assignments, tests, and projects	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
<b>BJMCPHO02: Photography</b>	<b>CO1</b>	1	-	2	2	2	2	2	3	2	2	1
	<b>CO2</b>	1	-	2	3	3	3	2	2	1	1	3
	<b>CO3</b>	1	1	1	2	2	3	2	3	3	2	1
	<b>CO4</b>	-	-	2	1	1	2	3	2	2	1	3
	<b>CO5</b>	-	-	1	2	3	2	1	3	1	2	2
	<b>Avg.</b>	0.6	0.2	1.6	2	2.2	2.4	2	2.6	1.8	1.6	2

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember	2	2		
Understand	2		2	
Apply	2	3	3	3
Analyze	3	3		
Evaluate			2	3
Create	1	2	3	4

### End Semester Examination (ESE) - 60 Marks

Bloom's Taxonomy Level	Marks Allocated
Remember	05
Understand	15

Apply	10
Analyze	10
Evaluate	10
Create	10

## SYLLABUS

Semester	I
Course Title	Principles of Management (Offered by Birla School of Management)
Course Code	BJMCPOM05
Credits	3
Contact Hours (L-T-P)	3-0-0
Course Type	MDC
Course Objectives	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Remember</b> the evolution of management studies.</li> <li>• <b>Understand</b> the roles, challenges, and opportunities of an organisation.</li> <li>• <b>Understand</b> the fundamentals of the management process: planning, organising, leadership, and control from an organisational viewpoint.</li> </ul>
Course Outcomes (COs)	<p>After undertaking this course, the students will be able to:</p> <p><b>CO1:</b> Recall the management evolution and its implications for future managers.</p> <p><b>CO2:</b> Describe the fundamental terminology and frameworks in the four functions of management: planning, organising, leading, and controlling.</p> <p><b>CO3:</b> Analyse organisational case situations across different functions of management.</p> <p><b>CO4:</b> Evaluate leadership styles to anticipate their consequences within an organisation.</p> <p><b>CO5:</b> Analyse qualitative and quantitative information to formulate effective control methods.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Introduction to Management and Organizations: Definition of Management; Science or Art; Manager vs Entrepreneur; Types of Managers; Evolution of School of Management; Managerial Roles and skills.	CO1
II	Business Organization & Planning: Types of Business Organization- Sole Proprietorship, Partnership, Company- Public and Private Sector Enterprises; Organization Culture and Environment; Current Trends and Issues in Management. Nature and Purpose of Planning- Planning Process; Types of Planning, Objectives; Setting Objectives, Policies, Planning Premises, Strategic Management. Planning Tools and Techniques- Decision Making Steps and Process.	CO2
III	Organizing & Staffing: Nature and Purpose of Organizing; Formal and Informal Organization; Organization Chart, Organization Structure, Types- Line and Staff Authority; Departmentalization; Delegation of Authority; Centralization and Decentralization Job Design- Introduction to Human Resource Management; HR Planning, Recruitment, Selection, Training and Development, Performance Management, Career Planning and Management.	CO3
IV	Foundations of Individual and Group Behaviour: Motivation-Motivation Theories; Maslow's Theory, Herzberg Two Factor Theory, ERG Theory, McClelland's Need Theory, X, Y & Z Theory. Job Satisfaction; Job Enrichment; Leadership- Types and Theories of Leadership – Trait Theory, Behavioral Theory (Ohio, Michigan & Managerial Grid).	CO4

V	Controlling: System and Process of Controlling- Budgetary and Non-budgetary Control Techniques- Introduction to MIS, TQM, Six–Sigma. Use of Computers and IT in Management Control- Productivity Problems and Management (CPM, PERT); Control and Performance; Direct and Preventive Control – Reporting.	CO5
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### EVALUATION

	Theory	
Mode of Evaluation	Continuous Evaluation	End Semester Examination
Weightage	40	60

### TEXT BOOKS AND REFERENCES

Textbooks:

1. Vashishth Neeru & Vashishth Vibhuiti. (2019). Principles of Management, Taxman Publication, New Delhi
2. L.M. Prasad (2021); Principles & Practices of Management, Sultan Chand & Sons, New Delhi, 10<sup>th</sup> Edition
3. Harold, K.; Heinz, W. (2018). Essentials of management. Tata McGraw-Hill.

References:

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Understand, describe and communicate the management evolution and how it will affect future managers	K1, K2
II	CO2	Lecture and presentation	Conceptually explain the fundamental terminology and frameworks in the four functions of management: planning, organising, leading and controlling	K3
III	CO3	Lecture and presentation	Analyse organisational case situations in different functions of management	K6
IV	CO4	Lecture and presentation	Evaluate leadership styles to be able to anticipate the consequences of leadership styles	K4, K5
V	CO5	Lecture and presentation	Analyse both qualitative and quantitative information to isolate issues and formulate best control methods	K3

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
<b>BJMCPOM05: Principles of Management</b>	<b>CO1</b>	3	-	2	-	2	1	-	2	3	1	2
	<b>CO2</b>	3	2	1	-	2	1	-	2	2	2	2
	<b>CO3</b>	3	2	1	-	2	1	-	1	1	2	1
	<b>CO4</b>	3	3	2	-	3	2	1	1	1	-	1
	<b>CO5</b>	3	3	3	-	1	1	1	1	-	-	-
	<b>Avg.</b>	3	2	1.8	-	2	1.2	0.4	1.4	1.4	1	1.2

Correlation level 1, 2 and 3 as defined below:  
“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember	3	2	2	2
Understand	3	3	3	2
Apply	2	2		
Analyze	2	3	3	3
Evaluate			2	3
Create				

### End Semester Examination (ESE) - 60 Marks

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	15
Understand	10
Apply	10
Analyze	15
Evaluate	10
Create	-

## SYLLABUS

<b>Semester</b>	I
<b>Course Title</b>	French Language – I
<b>Course Code</b>	
<b>Credits</b>	3
<b>Contact Hours (L-T-P)</b>	3-0-0
<b>Course Type</b>	AEC
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Introduce students to the basics of the French language (A1 level).</li> <li>• Develop oral and written comprehension skills for simple interactions.</li> <li>• Introduce fundamental grammar and essential vocabulary.</li> <li>• Familiarize students with cultural aspects of the Francophone world.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After completing this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>CO1:</b> Sound and pronunciation of French words; Use simple expressions for greetings, self-introduction, and asking basic questions.</li> <li>• <b>CO2:</b> Employ vocabulary related to family, professions, city, housing, and leisure.</li> <li>• <b>CO3:</b> Read and understand short texts (announcements, dialogues).</li> <li>• <b>CO4:</b> Write simple sentences (personal introduction, email, postcard).</li> <li>• <b>CO5:</b> Identify elements of Francophone culture and compare them with their own.</li> </ul>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	<p><b>We discover French:</b></p> <ul style="list-style-type: none"> <li>• <b>Objectives:</b> <ul style="list-style-type: none"> <li>○ Discover the French language; Spell words using the French alphabet; Learn basic numbers</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>○ Subject pronouns (<i>je, tu, il/elle</i>) ; Verbs: <i>être, s'appeler</i>; Definite articles ; Gender of country names</li> </ul> </li> <li>• <b>Vocabulary:</b> Introduction and first names; Numbers; Country names; Days; Months and Seasons</li> <li>• <b>Activities:</b> Short dialogues, role-play for greetings, spelling practice games, interactive oral drills.</li> </ul>	CO1
II	<p><b>We learn French for...</b></p> <ul style="list-style-type: none"> <li>• <b>Objectives:</b> <ul style="list-style-type: none"> <li>○ Greetings; Introduce yourself and say goodbye; Ask for and give information; Give personal information; Introduce and identify a person; Ask question about identity and speak about your French class; Inform about a leaning object.</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>○ <i>Tu</i> or <i>Vous</i>; Indefinite articles ; Interrogative words ; Personal Subject pronouns ; Verbs <i>Parler</i> and <i>s'appeler</i> in present tense ; <i>C'est</i> or <i>Il est/Elle est</i> ; Interrogative adjectives <i>quel(s), quelle(s)</i> ;</li> </ul> </li> </ul>	CO2

	<p>Verb <i>avoir</i> in present tense and Possessive adjectives ; <i>Parce que</i> and <i>pour</i></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> Politeness; Nationalities; Professions; Introductions; Identities</li> <li>• <b>Activities:</b> Create an identity card, write a self-introduction, listen to short interviews, classroom survey on hobbies.</li> </ul>	
III	<p><b>Get to know each other:</b></p> <ul style="list-style-type: none"> <li>• <b>Objectives:</b> <ul style="list-style-type: none"> <li>○ Name the countries and cities; Name and locate places in a city; Locate a place and indicate a mode of transportation; Make acquaintances; Talk about a type of accommodation; Exchange information about an accommodation.</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>○ Prepositions (Countries and cities name); Definite and Indefinite articles; Preposition of place and Contracted articles; Verbs <i>Aller, Habiter, Venir</i> and <i>Prendre</i> in present tense; Demonstrative adjectives.</li> </ul> </li> <li>• <b>Vocabulary:</b> Names of countries and cities, Places in a city, Cardinal points and modes of transportation; Accommodation.</li> <li>• <b>Activities:</b> Role-play ordering at a café, reading a map, writing a postcard from a trip.</li> </ul>	CO3
IV	<p><b>We speak the same language</b></p> <ul style="list-style-type: none"> <li>• <b>Objectives:</b> <ul style="list-style-type: none"> <li>○ Speak about your family; Describe and characterize a person/people; Express preferences; Talk about yourself, your profession, your passion and your dream; Describe your activities; Explain a health problem.</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>○ Singular and plural possessive adjectives; The masculine, the feminine and the plural of descriptive adjective; Present tense of <i>er</i> ending verbs.</li> </ul> </li> <li>• <b>Vocabulary:</b> Family, Professions, Sports and artistic activities; Body parts.</li> <li>• <b>Activities:</b> Describe a photo of a living room, write a short email about your home, role-play finding an apartment.</li> </ul>	CO4
V	<p><b>We speak about our daily routine:</b></p> <ul style="list-style-type: none"> <li>• <b>Objectives:</b> <ul style="list-style-type: none"> <li>○ Tell the time and schedule; Speak about your hobbies and daily routine; Talk about your workday; Speak about your outings; Propose an outing, invite, accept or refuse an invitation.</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>○ Different ways to tell time; Pronominal verbs; Verbs <i>Pouvoir, Devoir, Vouloir, Sortir, Partir, lire</i> and <i>écrire</i> in present tense; Pronoun <i>on</i>; Ask questions; Imperative</li> </ul> </li> <li>• <b>Vocabulary:</b> Time and schedule; Daily routine and Habits; Outings</li> <li>• <b>Activities:</b> Plan a weekend activity, write a short message to invite</li> </ul>	CO5

someone, practice dialogues for accepting/refusing invitations.

### EVALUATION

Mode of Evaluation	Theory	
	Continuous Evaluation	End Semester Examination
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

Nathalie, Hirschsprung, and Tony, Tricot, *Cosmopolite 1: Méthode de français (A1)*. Hachette, 2018.

#### References:

Nathalie, Hirschsprung, and Tony, Tricot, *Cosmopolite 1: Cahier d'activités (A1)*. Hachette, 2018.

Dondo, Mathurin Marius, *Modern French Course*, Oxford University Press, 1997.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Assignment and test on French Reading, Listening, Writing, Speaking	
II	CO2	Lecture and presentation	Assignment and test on French Reading, Listening, Writing, Speaking	
III	CO3	Lecture and presentation	Assignment and test on French Reading, Listening, Writing, Speaking	
IV	CO4	Lecture and presentation	Assignment and test on French Reading, Listening, Writing, Speaking	
V	CO5	Lecture and presentation	Assignment and test on French	

Reading,  
Listening,  
Writing,  
Speaking

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

**CO, PO & PSO MAPPING**

Course Code and Course Name		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
French Language – I	CO1	2	3	2	1	2	3	2	1	3	2	1
	CO2	2	2	2	2	1	2	2	1	2	3	2
	CO3	1	2	2	1	-	3	2	1	-	2	1
	CO4	2	-	1	2	1	-	2	1	-	3	2
	CO5	1	2	3	1	2	3	1	2	3	1	2
	Avg.	1.6	1.8	2	1.4	1.2	2.2	1.8	1.2	1.6	2.2	1.6

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

**Continuous Internal Evaluation (CIE) - 40 Marks**

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember	2.5	2.5	2.5	2.5
Understand	2.5	2.5	2.5	2.5
Apply	2.5	2.5	2.5	2.5
Analyze	2.5	2.5	2.5	2.5
Evaluate				
Create				

**End Semester Examination (ESE) - 60 Marks**

Bloom's Taxonomy Level	Marks Allocated
Remember	15
Understand	15
Apply	15
Analyze	15
Evaluate	
Create	-

## SYLLABUS

<b>Semester</b>	I
<b>Course Title</b>	Soft Skills and Personality Development
<b>Course Code</b>	BJMCSPD12
<b>Credits</b>	3
<b>Contact Hours (L-T-P)</b>	2-1-0
<b>Course Type</b>	SEC
<b>Course Objectives</b>	<p>The objectives of this course are to enable the students to:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the expectations of workplace culture and the fundamentals of personal branding.</li> <li>• <b>Develop</b> effective verbal, non-verbal, and digital communication skills suitable for professional contexts.</li> <li>• <b>Apply</b> strategies for professional presentations, interviews, and collaborative discussions.</li> <li>• <b>Demonstrate</b> self-management techniques including goal-setting, time management, and emotional intelligence.</li> <li>• <b>Build</b> resilience, adaptability, and a growth mindset essential for career advancement.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After completion of this course, the students will be able to:</p> <p><b>CO1:</b> Understand corporate expectations and illustrate personal branding principles.</p> <p><b>CO2:</b> Apply professional communication skills across multiple workplace settings.</p> <p><b>CO3:</b> Demonstrate persuasive discussion, public speaking, and presentation skills.</p> <p><b>CO4:</b> Analyse personal strengths and manage time, emotions, and workplace conflicts effectively.</p> <p><b>CO5:</b> Develop strategies to cope with setbacks, embrace change, and sustain professional growth.</p>

### COURSE OUTLINE

<b>Module</b>	<b>Contents</b>	<b>CO Mapping</b>
I	Corporate Orientation and Personal Branding: Understanding workplace culture; Personal Branding Essentials; Grooming and Etiquette; Professional Ethics and Workplace Conduct; Key corporate soft skills (adaptability, teamwork, leadership).	CO1
II	Professional Communication Skills: Face-to-face Communication; Business E-mails, Memos, and Reports; Social Media and Digital Etiquette; Telephone, Video Conferencing, and Meeting Etiquette; CV, Resume, LinkedIn Profile Optimisation.	CO2
III	Discussions, Presentations, and Public Speaking: Group Discussions: Structure and Strategy; Elevator Pitch Crafting; Presenting to Clients and Management; Interview Skills (F2F and Virtual); Feedback Reception and Delivery.	CO3
IV	Self-Management and Emotional Intelligence: Time and Stress Management; Personal Goal Setting; Emotional Intelligence at the Workplace; Conflict Resolution; Positive Work Habits.	CO4
V	Building Resilience and Growth Mindset: Managing Change and Disappointment; Professional Persistence; Networking for Career Growth; Workplace Diversity and Inclusion; Lifelong Learning Mindset.	CO5

## EVALUATION

Theory and Practical

**Mode of Evaluation**

**Continuous Evaluation**

**End Semester Examination**

Weightage

40

60

## TEXT BOOKS AND REFERENCES

### Textbooks:

1. Kumar, Sanjay, and Pushp Lata. Communication Skills. Oxford University Press, 2011.
2. Hemphill, Phyllis Davis, Donald W. McCormick, and Robert D. Hemphill. Business communication with improvement exercises. Pearson College Division, 2001.
3. Locker, Kitty O., and Stephen Kyo Kaczmarek. Business communication: Building critical skills. New York: M Hill Irwin, 2014.

### References:

1. Maxwell, John C. Teamwork makes the dream work. Thomas Nelson, 2002
2. Tulgan, Bruce. "Bridging the soft-skills gap." Employment Relations Today 42.4 (2016): 25-33.
3. Tulgan, Bruce. Bridging the Soft Skills Gap: How to Teach the Missing Basics to Today's Young Tal Macmillan India. 2016.
4. Higgins, Jessica. 10 Skills for Effective Business Communication: Practical Strategies from the World's Leaders. Tycho, 2018.
5. Mitra, Barun K. Personality development and soft skills. Vol. 156. Oxford University Press, 2011.
6. Swan, Michael, and Catherine Walter. Oxford English grammar course. Oxford University Press, 2011.
7. Mohan Krishna & Banerji, Meera. Developing Communication Skills. New Delhi: Macmillan India, 1990.

## FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Assignments, tests, projects, seminars, group discussions, and case analysis	K2
II	CO2	Lecture and presentation	Assignments, tests, projects, seminars, group discussions, and case analysis	K3
III	CO3	Lecture and presentation	Assignments, tests, projects, seminars, group discussions, and case analysis	K6
IV	CO4	Lecture and presentation	Assignments, tests, projects, seminars, group discussions, and case analysis	K4
V	CO5	Lecture and presentation	Assignments, tests, projects, seminars, group discussions, and case analysis	K3, K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

## CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
<b>BJMCSPD12: Soft Skills and Personality Development</b>	<b>CO1</b>	2	3	2	1	2	3	2	1	3	2	1
	<b>CO2</b>	2	2	2	2	1	2	2	1	2	3	2
	<b>CO3</b>	1	2	2	1	-	3	2	1	-	2	1
	<b>CO4</b>	2	-	1	2	1	-	2	1	-	3	2
	<b>CO5</b>	1	2	3	1	2	3	1	2	3	1	2
	<b>Avg.</b>	1.6	1.8	2	1.4	1.2	2.2	1.8	1.2	1.6	2.2	1.6

Correlation level 1, 2 and 3 as defined below:  
“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember	2	1		
Understand	3	2	2	
Apply	3	4	4	4
Analyze	2	3	2	3
Evaluate			2	3
Create				

### End Semester Examination (ESE) - 60 Marks

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	10
Understand	15
Apply	15
Analyze	10
Evaluate	10
Create	-

## SYLLABUS

<b>Semester</b>	I
<b>Course Title</b>	Environment Studies
<b>Course Code</b>	1002
<b>Credits</b>	2
<b>Contact Hours (L-T-P)</b>	0-2-0
<b>Course Type</b>	VAC
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> key concepts related to ecosystems, sustainable development, natural resources, and environmental challenges.</li> <li>• <b>Analyse</b> the impacts of human activities on ecosystems and the environment across multiple domains.</li> <li>• <b>Apply</b> the knowledge of environmental science to promote conservation, sustainable management, and ecological awareness.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the basic concepts of environment, sustainability, and ecosystems.</p> <p><b>CO2:</b> Illustrate the functioning of different ecosystems and the role of energy flow in ecological balance.</p> <p><b>CO3:</b> Analyse various types of pollution, their effects, and control measures.</p> <p><b>CO4:</b> Evaluate environmental hazards and the importance of public awareness and legislation in environmental protection.</p> <p><b>CO5:</b> Summarise the concept of biodiversity, its significance, and the need for conservation efforts.</p>

### COURSE OUTLINE

<b>Module</b>	<b>Contents</b>	<b>CO Mapping</b>
I	Multidisciplinary Nature of Environmental Studies: Introduction, Definition and Importance of Environmental Studies; Need for Public Awareness, Sensitization and Participation; Natural Resources.	CO1
II	Ecosystems: Concept of an Ecosystem, Types of Ecosystem, Structure and Function of an Ecosystem, Producers, Consumers and Decomposers, Energy Flow in the Ecosystem, Food Chains, Food Webs and Ecological Pyramids, Ecological Succession.	CO2
III	Environmental Pollution: Definition, 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, Solid Waste Management.	CO3
IV	Social Issues and the Environment: Environment from Unsustainable to Sustainable Development, Urban Problems Related to Energy Water Conservation, Rainwater Harvesting, Watershed Management, Resettlement and Rehabilitation of People: Its Problems and Concerns, Case Studies, Environmental Ethics.	CO4
V	Biodiversity: Introduction – Definition: Genetic, Species and Ecosystem Diversity, Bio-geographical Classification of India, Value of Biodiversity: Consumptive Use, Productive Use, Social Use, Ethical Use, Aesthetic Use and Option Values, Biodiversity at Global, National and Local Levels, India as a Megadiversity Nation, Hotspots of Biodiversity, Threats to Biodiversity.	CO5

### EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

- Basu, M., & Xavier, S. (2016). Fundamentals of Environmental Studies. Cambridge: Cambridge University Press.
- Basu, R. N. (2000). Environment, University of Calcutta, CSE India. (ND). Understanding EIA
- Enger, E., & Smith, B. (2010). Environmental Science: A Study of Interrelationships, Publisher: McGraw-Hill Higher Education.

#### References:

- Gupta A.K., Niar S.S. and Chatterjee S. (2013) Disaster management and Risk Reduction, Role of Environmental Knowledge, Narosa Publishing House, Delhi.
- Murthy D.B.N. (2012) Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi.
- Modh S. (2010) Managing Natural Disasters, MacMillan publishers India LTD

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lectures and MOOC	Projects, assignments, and tests	K2
II	CO2	Lectures and MOOC	Projects, assignments, and tests	K3
III	CO3	Lectures and MOOC	Projects, assignments, and tests	K4
IV	CO4	Lectures and MOOC	Projects, assignments, and tests	K5
V	CO5	Lectures and MOOC	Projects, assignments, presentations and tests	K2

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PSO	PSO	PSO	PSO						
		1	2	3	4	5	6	7	1	2	3	4
<b>1002: Environment Studies</b>	<b>CO1</b>	2	1	3	-	1	2	3	-	1	-	1
	<b>CO2</b>	2	1	1	1	3	-	3	2	1	-	2
	<b>CO3</b>	2	2	2	2	2	2	2	2	2	1	2
	<b>CO4</b>	1	1	1	1	3	-	1	2	3	2	2
	<b>CO5</b>	1	1	1	3	3	2	3	2	3	2	1
	<b>Avg.</b>	1.6	1.2	1.6	1.4	2.4	1.2	2.4	1.6	2	1	1.6

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

#### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember	1			
Understand	4	2	2	
Apply	3	4	3	3
Analyze	2	4	3	3

Evaluate			2	2
Create				2

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	10
Understand	10
Apply	10
Analyze	15
Evaluate	10
Create	05

## SYLLABUS

<b>Semester</b>	I
<b>Course Title</b>	Health and Wellness
<b>Course Code</b>	1001
<b>Credits</b>	1
<b>Contact Hours (L-T-P)</b>	1-0-0
<b>Course Type</b>	VAC
<b>Course Objectives</b>	<p>The objectives of this course are to help students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the importance of regular exercise, sleep, and stress management for maintaining cognitive and physical health.</li> <li>• <b>Apply</b> knowledge of social engagement, safe exercising techniques, and designing a personalised workout plan for lifelong wellness.</li> <li>• <b>Analyse</b> the optimal blend of exercises incorporating aerobic workouts, strength-building routines, stretching, and posture-based practices.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After completion of this course, students will be able to:</p> <p><b>CO1:</b> Identify key principles of cardiovascular exercise and apply techniques for effective aerobic workouts.</p> <p><b>CO2:</b> Develop a personalised exercise routine incorporating strength, flexibility, and mindfulness practices.</p> <p><b>CO3:</b> Integrate proper posture, diet planning, and basic yoga into a sustainable healthy lifestyle.</p> <p><b>CO4:</b> Make exercising a part of healthy lifestyle.</p> <p><b>CO5:</b> Apply right posture from ancient Yoga and planning for diet.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Introduction: Course overview, Exercise: What and how much? Creating your workout plan; A word about posture; Key term to know; Safety first.	CO1
II	Basic Exercising: Getting Started with Cardio Exercise; Workout with arm sweeps; Workout with resistance bands; Chest punch; Sword pull; Two-handed pull down; Triceps pull; Biceps curl.	CO2, CO3
III	Benefits of Exercise: Benefits of Exercise; Exercise prevents cardiovascular disease; Exercise helps fight diabetes; What happens when you exercise? Basic Yoga from Home.	CO4, CO5

### EVALUATION

Mode of Evaluation	Theory	
	Continuous Evaluation	End Semester Examination
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

- H. Benson and E. Stuart. The Wellness Book: The Comprehensive Guide to Maintaining Health and Treating Stress-Related Illness, 2021

#### References:

- B.L. Seaward. Health and Wellness Journal Workbook, 2022

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture, presentation, and practical	Project, assignment and practical	K2, K3
II	CO2, CO3	Lecture, presentation, and practical	Project, assignment and practical	K3, K6
III	CO4, CO5	Lecture, presentation, and practical	Project, assignment and practical	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

#### CO, PO & PSO MAPPING

Course Code and Course Name		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
1001: Health and Wellness	CO1	1	1	2	1	1	2	2	1	-	-	-
	CO2	2	2	2	1	-	1	2	-	2	1	1
	CO3	1	1	1	-	-	-	2	1	2	1	1
	CO4	2	1	2	1	2	2	2	2	1	2	1
	CO5	1	2	1	2	2	2	-	1	-	1	2
	Avg.	1.4	1.4	1.6	1	1	1.4	1.6	1	1	1	1

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

#### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember	3	2	2	2
Understand	3	3	3	2
Apply	2	2		
Analyze	2	3	3	3
Evaluate			2	3
Create				

#### End Semester Examination (ESE) - 60 Marks

Bloom's Taxonomy Level	Marks Allocated
Remember	15
Understand	10
Apply	10
Analyze	15
Evaluate	10
Create	-

**COURSE OUTLINE FOR SEMESTER – II****Bachelor of Arts in Journalism and Mass Communication (Honours/Honours with Research)**

S. N.	Course Code	Course Name	Course Type	Teaching Load				Credits
				L	T	P	CH	
1	BJMCPJO05	Print Journalism	Major	3	0	2	5	4
2	BJMCAVP43	Audio-Visual Production	Minor	2	0	4	6	4
3	MDC-2002	Cyber Security	MDC	3	0	0	3	3
4		French Language – II	AEC	3	0	0	3	3
5	BJMCOBH39	Organisational Behaviour and Human Resource Management	SEC	2	1	0	3	3
6	1003	Indian Knowledge System	VAC	0	2	0	2	3
<b>TOTAL</b>								<b>20</b>

## SYLLABUS

<b>Semester</b>	II
<b>Course Title</b>	Print Journalism
<b>Course Code</b>	BJMCPJO05
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	3-0-2
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Remember</b> the historical evolution and milestones of print journalism.</li> <li>• <b>Understand</b> the structure, purpose, and techniques of newspaper report writing.</li> <li>• <b>Apply</b> skills for writing different forms of print media content, including news, features, columns, and editorials.</li> <li>• <b>Analyse</b> editorial practices and opinion pieces within newspapers.</li> <li>• <b>Create</b> specialised magazine reports demonstrating stylistic and thematic depth.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After completion of this course, students will be able to:</p> <p><b>CO1:</b> Recall the key historical developments and figures in the evolution of print journalism.</p> <p><b>CO2:</b> Demonstrate the techniques of news writing, including structure, objectivity, and beat reporting.</p> <p><b>CO3:</b> Develop and compose feature stories and newspaper columns on diverse topics.</p> <p><b>CO4:</b> Analyse editorials, op-eds, and interview-based content for structure, purpose, and style.</p> <p><b>CO5:</b> Create magazine-style stories incorporating the nuances of long-form journalism.</p>

## COURSE OUTLINE

Module	Contents	CO Mapping
I	Historical development of print journalism in India: Early newspapers in Calcutta, Bombay, and Madras; Role of James Augustus Hickey, Raja Rammohun Roy, Harish Chandra Mukherjee and others; Press freedom debates; Key legislations: Gagging Act (1823), Vernacular Press Act (1878); Contribution of nationalist editors; Gandhi's role in journalism.	CO1
II	Fundamentals of news: Definition, purpose, and elements; News values; Inverted pyramid structure; Types of leads; Headline writing; Objectivity and ethics; Beat reporting (Civic, Political, Entertainment, Crime, etc.).	CO2
III	Feature and Column Writing: Differences from news writing; Basic principles and techniques; Writing features on personalities and events; Understanding columns, types, specialization areas, and writing columns.	CO3
IV	Editorials and Opinion Writing: Importance of the editorial and op-ed pages; Forms, style, and purpose of editorials; Letters to the editor; Interviewing techniques: planning, conducting, and writing interviews for news and features.	CO4
V	Magazine Writing: Key differences from newspaper reporting; Types of magazines; Elements of good magazine writing; Writing in-depth feature stories for magazines; Study of popular magazines.	CO5

## EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

**Textbooks:**

1. Handbook of Journalism and Mass Communication by Vir Bala Agarwal
2. Stovall, J.G., Writing for the Mass Media, NJ: Prentice Hall, 2009.
3. Pal Rajenda and J.S Koriahalli. Essentials of English and Business Communication, S. Chand.
4. Robey, L Cora. New Handbook of Basic Writing Skills, Hardcourt College Pb. Orlando.

**References:**

1. Teaching Print Journalism by Kiran Thakur

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, projects and presentations	K1
II	CO2	Lecture and presentation	Assignments, tests, projects and presentations	K3
III	CO3	Lecture and presentation	Assignments, tests, projects and presentations	K6
IV	CO4	Lecture, field visit and presentation	Assignments, tests, projects and presentations	K4
V	CO5	Lecture, field visit and presentation	Assignments, tests, projects and practical	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
<b>BJMCPJO05: Print Journalism</b>	<b>CO1</b>	2	2	2	2	3	2	1	2	-	2	1
	<b>CO2</b>	1	3	2	1	2	2	2	1	-	1	1
	<b>CO3</b>	2	2	1	2	1	2	3	2	2	2	2
	<b>CO4</b>	2	1	2	1	3	2	2	-	2	1	2
	<b>CO5</b>	1	3	-	1	2	2	-	-	2	1	2
	<b>Avg.</b>	1.6	2.2	1.4	1.4	2.2	2	1.6	1	1.2	1.4	1.6

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember	3			
Understand	3	3	3	2
Apply	2	2		3
Analyze	2	3	3	
Evaluate		2	2	2
Create			2	3

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	10
Understand	10
Apply	10
Analyze	10
Evaluate	05
Create	15

## SYLLABUS

<b>Semester</b>	II
<b>Course Title</b>	Audio-Visual Production
<b>Course Code</b>	BJMCAVP43
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	2-0-4
<b>Course Type</b>	Minor
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the fundamentals of videography, lighting, and camera operations for studio and location production.</li> <li>• <b>Apply</b> professional techniques for in-studio and outdoor lighting setups and camera work.</li> <li>• <b>Analyse</b> basic audio editing techniques to enhance recorded materials for narrative coherence and quality..</li> <li>• <b>Develop</b> basic audio editing skills to enhance recorded materials for narrative coherence and quality.</li> <li>• <b>Create</b> polished audio-visual products using professional video editing tools and storytelling techniques.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After completion of this course, students will be able to:</p> <p><b>CO1:</b> Demonstrate fundamental skills in videography and lighting for in-studio production settings.</p> <p><b>CO2:</b> Operate camera and lighting equipment efficiently for on-location video production.</p> <p><b>CO3:</b> Apply principles of production design, costume, hair, and make-up to enhance storytelling in audio-visual projects.</p> <p><b>CO4:</b> Edit audio tracks to improve sound quality, narrative flow, and emotional engagement in productions.</p> <p><b>CO5:</b> Integrate video editing techniques to produce complete and professional-grade audio-visual content.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Introduction to light; Importance of lighting in videography; Types of lights and light sources; Colour temperature, White Balance, contrast, and shadows; Lighting techniques for indoor/studio settings; Three-point lighting setup; Use of reflectors; Camera operations for studio shoots; Basic shot compositions and continuity.	CO1
II	Outdoor lighting techniques; Handling natural light and weather conditions; Subtractive and additive lighting; Portable lighting equipment; On-location camera techniques; Framing, focus pulling, and camera movements; Managing continuity across shots; Colour theory and visual storytelling; Collaboration with art direction and costume teams; Building an aesthetic plan for audio-visual projects.	CO2
III	Basics of sound recording; Digital audio capturing and recording techniques; Sample rates, sample size, and file formats; Basic audio editing: trimming, splicing, assembly, equalisation; Working with mono/stereo tracks; Adding voice-over, background music (BGM), and sound effects (SFX). Output: Production of a short audio-visual project.	CO3
IV	Introduction to video formats, frame rates, and resolutions; Basic video editing tools and interfaces; Editing principles: transitions, cuts, montage;	CO4

	Syncing audio and video; Import and export; Cohesive video output creation using industry-practiced software	
V	Adding infographics and motion graphics; Exporting in appropriate formats for different platforms (YouTube, TV, OTT); Integration of audio-video editing techniques; Project: Creation of lab-based audio-video output	1

### EVALUATION

	Practical	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Brown, B. Cinematography: Theory and Practice; Routledge, 2016.
2. Millerson, G. Video Production Handbook; Routledge, 2012.
3. Zettl, H. Television Production Handbook; Cengage Learning, 2014.
4. Rabiger, M. Directing: Film Techniques and Aesthetics; Focal Press, 2013.
5. Hurbis-Cherrier, M. Voice & Vision: A Creative Approach to Narrative Film and DV Production; Routledge, 2018.

#### References:

1. Dancyger, K. The Technique of Film and Video Editing; Routledge, 2018.
2. Owens, J., and Millerson, G. Video Production Handbook; Routledge, 2012.
3. Musburger, R. B., and Ogden, M. R. Single-Camera Video Production; Routledge, 2014.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and practical	Assignments, projects and practical	K3
II	CO2	Practical	Assignments, projects and practical	K3
III	CO3	Practical	Assignments, projects and practical	K3, K4
IV	CO4	Practical	Assignments, projects and practical	K3
V	CO5	Practical	Assignments, projects and practical	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
<b>Audio-Visual Production</b>	<b>CO1</b>	1	2	2	1	2	3	2	2	1	2	1
	<b>CO2</b>	1	1	2	-	1	3	3	1	1	1	1
	<b>CO3</b>	1	2	1	-	1	2	3	-	1	2	1
	<b>CO4</b>	2	3	2	1	-	3	2	2	2	1	2
	<b>CO5</b>	2	2	2	2	2	2	1	3	3	2	-
	<b>Avg.</b>	1.4	2	1.8	0.8	1.2	2.6	2.2	1.6	1.6	1.6	1

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

#### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
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Remember				
Understand	3	2	1	
Apply	2	4	3	3
Analyze	2	2	2	2
Evaluate	2			
Create	1	2	4	5

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	05
Understand	10
Apply	10
Analyze	10
Evaluate	10
Create	15

## SYLLABUS

<b>Semester</b>	II
<b>Course Title</b>	Cyber Security (To be offered by Birla School of Applied Sciences)
<b>Course Code</b>	MDC 2002
<b>Credits</b>	3
<b>Contact Hours (L-T-P)</b>	3-0-0
<b>Course Type</b>	MDC
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Remember</b> the fundamental concepts of Cyber Security and the evolving threat landscape.</li> <li>• <b>Understand</b> various types of cyber threats; attacks; and defences to protect systems and data.</li> <li>• <b>Apply</b> technical knowledge to address cyber threats and vulnerabilities.</li> <li>• <b>Analyse</b> the governance; regulatory; legal; economic; environmental; social; and ethical contexts of cybersecurity.</li> <li>• <b>Evaluate</b> the impact of cybercrimes globally and create solutions based on ethical and professional standards for societal benefit.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>At the end of the course; students will be able to:</p> <p><b>CO1:</b> Explain the concepts of cyber-crimes; cyber security; and the associated issues and challenges.</p> <p><b>CO2:</b> Develop familiarity with various types of cyber-attacks; cyber-crimes; vulnerabilities; and appropriate remedies.</p> <p><b>CO3:</b> Analyse privacy and security concerns on online social media platforms and describe reporting procedures; legal aspects; and best practices.</p> <p><b>CO4:</b> Understand concepts related to E-Commerce and digital payments; and identify security aspects; RBI guidelines; and fraud prevention measures.</p> <p><b>CO5:</b> Apply information security compliance standards during software design and development processes.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Introduction to Cyber security: Defining Cyberspace and Overview of Computer and Web technology; Architecture of cyberspace; Communication and web technology; Internet; World wide web; Advent of internet; Internet infrastructure for data transfer and governance; Internet society; Regulation of cyberspace; Concept of cyber security; Issues and challenges of cyber security.	CO1
II	Cyber crime and Cyber law: Classification of cyber crimes; Common cyber crimes- cyber crime targeting computers and mobiles; cyber crime against women and children; financial frauds; social engineering attacks; malware and ransomware attacks; zero day and zero click attacks; Cybercriminals modus-operandi; Reporting of cyber crimes; Remedial and mitigation measures; Legal perspective of cyber crime; IT Act 2000 and its amendments; Cyber crime and offences; Organisations dealing with Cyber crime and Cyber security in India; Case studies.	CO2
III	Social Media Overview and Security: Introduction to Social networks. Types of Social media; Social media platforms; Social media monitoring; Hashtag; Viral content; Social media marketing; Social media privacy; Challenges; opportunities and pitfalls in online social network; Security	CO3

	issues related to social media; Flagging and reporting of inappropriate content; Laws regarding posting of inappropriate content; Best practices for the use of Social media; Case studies.	
IV	Commerce and Digital Payments: Definition of E- Commerce; Main components of E-Commerce; Elements of E-Commerce security; E-Commerce threats; E Commerce security best practices; Introduction to digital payments; Components of digital payment and stake holders; Modes of digital payments- Banking Cards; Unified Payment Interface (UPI); e-Wallets; Unstructured Supplementary Service Data (USSD); Aadhar enabled payments; Digital payments related common frauds and preventive measures. RBI guidelines on digital payments and customer protection in unauthorised banking transactions. Relevant provisions of Payment Settlement Act; 2007.	CO4
V	Digital Devices Security: Tools and Technologies for Cyber Security End Point device and Mobile phone security; Password policy; Security patch management; Data backup; Downloading and management of third party software; Device security policy; Cyber Security best practices; Significance of host firewall and Ant virus; Management of host firewall and Anti-virus; Wi-Fi security; Configuration of basic security policy and permissions.	CO5

### EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. R. C. Mishra, Cyber Crime Impact in the New Millennium, Press. Edition 2010.
2. Sumit Belapure and Nina Godbole, Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives, Wiley India Pvt. Ltd. (First Edition, 2011)
3. Henry A Oliver, Security in the Digital Age: Social Media Security Threats and Vulnerabilities, Create Space Independent Publishing Platform. (Pearson, 2001)
4. Elisa M. Awad, Electronic Commerce, Prentice Hall of India Pvt. Ltd.

#### References:

1. Kumar K., Cyber Laws: Intellectual Property & E-Commerce Security, Dominant Publishers.
2. Eric, Cole, Ronald Krutz, James W. Conley, Network Security Bible, 2nd Edition, Wiley India Pvt. Ltd.
3. E. Maiwad, Fundamentals of Network Security, McGraw-Hill.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, projects, seminar, group discussions, and case analysis	K1
II	CO2	Lecture and presentation	Quiz, assignments, tests, projects, seminar, group discussions, and case analysis	K2, K3

III	CO3	Lecture and Presentation	Quiz, assignments, tests, projects, seminar, group discussions, and case analysis	K6
IV	CO4	Lecture and Presentation	Quiz, assignments, tests, projects, seminar, group discussions, and case analysis	K4, K5
V	CO5	Lecture and Presentation	Quiz, assignments, tests, projects, seminar, group discussions, and case analysis	K3

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

#### CO; PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
MDC 2001: Cyber Security	CO1	2	2	2	3	1	3	2	1	-	2	1
	CO2	2	3	2	3	2	2	1	1	-	1	1
	CO3	2	2	3	3	3	1	2	2	-	1	2
	CO4	2	3	1	3	2	1	2	2	1	1	-
	CO5	2	2	2	2	2	2	2	2	-	1	2
	Avg.	2	2.2	2	2.8	2	2	1.8	1.6	0.2	1.2	1.2

Correlation level 1; 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

#### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember	3	2	2	2
Understand	3	3	3	2
Apply	2	2		
Analyze	2	3	3	3
Evaluate			2	3
Create				

#### End Semester Examination (ESE) - 60 Marks

Bloom's Taxonomy Level	Marks Allocated
Remember	15
Understand	10
Apply	10
Analyze	15
Evaluate	10
Create	-

## SYLLABUS

<b>Semester</b>	II
<b>Course Title</b>	French Language – II
<b>Course Code</b>	
<b>Credits</b>	3
<b>Contact Hours (L-T-P)</b>	3-0-0
<b>Course Type</b>	AEC
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Develop students' ability to communicate in French at an <b>upper A1</b>.</li> <li>• Strengthen oral and written skills for <b>everyday interactions and cultural contexts</b>.</li> <li>• Introduce more complex grammar structures, including <b>past tense (passé composé)</b> and <b>future constructions</b>.</li> <li>• Expand vocabulary related to <b>media, travel, food, clothing, and traditions</b>.</li> <li>• Foster cultural awareness by exploring <b>Francophone traditions, gastronomy, and lifestyles</b>.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After completing this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>CO1:</b> Understand and summarize simple media content and short narratives.</li> <li>• <b>CO2:</b> Express past experiences and future intentions using appropriate verb forms.</li> <li>• <b>CO3:</b> Communicate in real-life situations (ordering food, shopping, asking for information).</li> <li>• <b>CO4:</b> Write short texts such as emails, messages, and descriptions on familiar topics.</li> <li>• <b>CO5:</b> Demonstrate awareness of Francophone cultural practices through a project or presentation.</li> </ul>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	<p><b>We get information in French:</b></p> <ul style="list-style-type: none"> <li>• <b>Objectives:</b> <ul style="list-style-type: none"> <li>○ Recount the past events; Speak about recent experience or project; Understand biographical information; Describe a person physically; Speak about past and present events; Give advice.</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>○ Past tense ; <i>Passé récent</i> and <i>futur proche</i> ; Temporal Markers.</li> </ul> </li> <li>• <b>Vocabulary:</b> Words of learning; Words related to success and projects; Advanced numbers; Words related to restaurant; Press and reports.</li> <li>• <b>Activities:</b> Research a famous French media personality and present their achievements.</li> </ul>	CO1
II	<p><b>We dream to go in a francophone country:</b></p> <ul style="list-style-type: none"> <li>• <b>Objectives:</b> <ul style="list-style-type: none"> <li>○ Understand the itinerary of a stay; Choose a destination and a travel package; Characterize a city or a palace; Describe an accommodation package; Talk about the seasons and climate; Express emotions and feelings.</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>○ <i>Le futur simple</i> and <i>Il faut</i> ; Pronoun <i>y</i> ; Present tense of <i>ir</i> ending</li> </ul> </li> </ul>	CO2

	<p>verbs ; Structures for talking about climate, weather, emotions and feelings.</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> Words related to travel; Expressions and adjectives for locating a place; Colours, Weather and climate; Emotions and feelings.</li> <li>• <b>Activities:</b></li> </ul>	
III	<p><b>Living the French way (Part I):</b></p> <ul style="list-style-type: none"> <li>• <b>Objectives:</b> <ul style="list-style-type: none"> <li>○ Order food in a restaurant, talk about clothing and tastes, describe shopping experiences.</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>○ Partitive articles (du, de la, des); expressions of quantity; adjectives of taste and color.</li> </ul> </li> <li>• <b>Vocabulary:</b> Food items, menus, clothes, fashion accessories.</li> <li>• <b>Activities:</b> Role-play ordering in a café, listen to a restaurant conversation, create a French dinner menu, compare French cuisine with local cuisine.</li> </ul>	CO3
IV	<p><b>Living the French way (Part II):</b></p> <ul style="list-style-type: none"> <li>• <b>Objectives:</b> <ul style="list-style-type: none"> <li>○ Give opinions, compare habits and traditions, make choices.</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>○ Comparative and superlative forms; opinion phrases; connectors (mais, parce que, donc).</li> </ul> </li> <li>• <b>Vocabulary:</b> Opinions, preferences, cultural habits, comparison terms.</li> <li>• <b>Activities:</b> Debate on French vs local food, write a short paragraph giving an opinion on fashion, listen to people expressing opinions, compare two cultural habits in pairs.</li> </ul>	CO4
V	<p><b>We organise a French-themed evening:</b></p> <ul style="list-style-type: none"> <li>• <b>Objectives:</b> <ul style="list-style-type: none"> <li>○ Talk about your French learning experience; Characterize a restaurant and place an order; Choose an outfit; Characterize a thing or person; Recommend a movie or a show; Organize a party.</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>○ <i>Imparfait, Passé-composé</i>; and <i>present</i> to talk about changes; Personal pronouns (<i>le, la, les, lui et leur</i>) ; Relative pronouns (<i>qui et que</i>) ; <i>Pronoms toniques</i> ;</li> </ul> </li> <li>• <b>Vocabulary:</b> Words related to learning; Words related to food; Words related to festive events; Films and shows;</li> </ul> <p><b>Activities:</b> Write a short story about a personal experience, present a Francophone festival, prepare a cultural project on a Francophone country, group discussion on cultural differences</p>	CO5

### EVALUATION

Mode of Evaluation	Theory	
	Continuous Evaluation	End Semester Examination
Weightage	40	60

**TEXT BOOKS AND REFERENCES****Textbooks:**

Nathalie, Hirschsprung, and Tony, Tricot, *Cosmopolite 1: Méthode de français (A1)*. Hachette, 2018.

**References:**

Nathalie, Hirschsprung, and Tony, Tricot, *Cosmopolite 1: Cahier d'activités (A1)*. Hachette, 2018.  
Dondo, Mathurin Marius, *Modern French Course*, Oxford University Press, 1997.

**FACILITATING THE ACHIEVEMENT OF COS**

<b>Module No.</b>	<b>COs</b>	<b>Teaching &amp; Learning Activity</b>	<b>Assessment Tools</b>	<b>Bloom's Taxonomy Level</b>
I	CO1	Lecture and presentation	Assignment and test on French Reading, Listening, Writing, Speaking	
II	CO2	Lecture and presentation	Assignment and test on French Reading, Listening, Writing, Speaking	
III	CO3	Lecture and presentation	Assignment and test on French Reading, Listening, Writing, Speaking	
IV	CO4	Lecture and presentation	Assignment and test on French Reading, Listening, Writing, Speaking	
V	CO5	Lecture and presentation	Assignment and test on French Reading, Listening, Writing, Speaking	

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

**CO, PO & PSO MAPPING**

Course Code and Course Name		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
French Language – II	CO1	2	3	2	1	2	3	2	1	3	2	1
	CO2	2	2	2	2	1	2	2	1	2	3	2
	CO3	1	2	2	1	-	3	2	1	-	2	1
	CO4	2	-	1	2	1	-	2	1	-	3	2
	CO5	1	2	3	1	2	3	1	2	3	1	2
	<b>Avg.</b>	1.6	1.8	2	1.4	1.2	2.2	1.8	1.2	1.6	2.2	1.6

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

**Continuous Internal Evaluation (CIE) - 40 Marks**

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember	2.5	2.5	2.5	2.5
Understand	2.5	2.5	2.5	2.5
Apply	2.5	2.5	2.5	2.5
Analyze	2.5	2.5	2.5	2.5
Evaluate				
Create				

**End Semester Examination (ESE) - 60 Marks**

Bloom's Taxonomy Level	Marks Allocated
Remember	15
Understand	15
Apply	15
Analyze	15
Evaluate	
Create	

## SYLLABUS

<b>Semester</b>	II
<b>Course Title</b>	Organisational Behaviour and Human Resource Management
<b>Course Code</b>	BJMCOBH39
<b>Credits</b>	3
<b>Contact Hours (L-T-P)</b>	2-1-0
<b>Course Type</b>	SEC
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the fundamentals of organisational behaviour and its relevance to media environments.</li> <li>• <b>Analyse</b> the core human resource structures and employment types found in media organisations.</li> <li>• <b>Develop</b> insights into freelance, assignment-based, and entrepreneurial HR management models in the media sector.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain basic organisational behaviour concepts and their application within media companies.</p> <p><b>CO2:</b> Analyse human resource functions and employment types in traditional and new media organisations.</p> <p><b>CO3:</b> Apply basic HR management strategies in freelancing, contract-based, and entrepreneurial media environments.</p> <p><b>CO4:</b> Assess media organisational culture, ethics, and change management through case studies.</p> <p><b>CO5:</b> Analyse HR tech, analytics, and hybrid work models in media organisations.</p>

## COURSE OUTLINE

Module	Contents	CO Mapping
I	What is Organisational Behaviour (OB)?; Importance of OB in newsrooms, TV channels, production houses, PR agencies, digital start-ups; Media-specific organisational structures (hierarchical, matrix, flat); Concepts of motivation, leadership, group dynamics, workplace communication, conflict management, team building.	CO1
II	HRP and Job analysis; Recruitment, onboarding, and training in media; Roles of HR in editorial vs production functions; Talent management — creative professionals, technical professionals, managerial staff; Contractual employment, permanent employment, retainer models; Employment regulations (overview); Managing diverse and creative teams.	CO2
III	Understanding freelancing and project-based work in media; Contracts, rights, and IP issues; Assignment-based associations; Working with agencies, independent clients, production houses; HR management basics for media entrepreneurs — building a small team, managing freelance contributors, ethical payment practices; Case studies from digital media start-ups and independent media houses.	CO3
IV	Organisational culture: Definition, layers, and impact in creative environments, Ethical dilemmas and newsroom cultures, Value systems in media organisations, Managing organisational change — mergers, acquisitions, rebranding, leadership changes, Case studies: Ethical challenges and change management in media houses	CO4

V	Role of HR tech in media: automated hiring, remote onboarding, collaboration tools, Use of HR analytics to track performance, engagement, and team productivity, Hybrid and remote work in media — organisational behaviour implications	CO5
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### EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Robbins, S. P., & Judge, T. A. Organisational Behaviour; Pearson Education, 2019.
2. Bhatia, A. Human Resource Management in Media: A Strategic Approach; Kanishka Publishers, 2017.

#### References:

1. Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. Career Management; Sage Publications, 2009.
2. Rao, P. L. Human Resource Management: Text and Cases; Excel Books, 2008.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K2
II	CO2	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K3
III	CO3	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K4

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PSO	PSO	PSO	PSO						
		1	2	3	4	5	6	7	1	2	3	4
<b>Organisational Behaviour and Human Resource Management</b>	<b>CO1</b>	2	3	1	3	2	3	1	2	2	3	2
	<b>CO2</b>	2	2	1	1	1	2	2	1	2	2	2
	<b>CO3</b>	2	2	2	2	2	3	1	1	3	2	3
	<b>CO4</b>	1	2	1	2	2	2	2	-	1	1	1
	<b>CO5</b>	1	2	1	2	1	1	1	1	-	1	2
	<b>Avg.</b>	1.6	2.2	1.2	2.4	1.6	2.2	1.4	1	1.6	1.8	2

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember	2	1		
Understand	3	3	3	2
Apply	2	3	2	2
Analyze	2	3	3	2
Evaluate			2	4

Create				
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**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	15
Understand	10
Apply	10
Analyze	15
Evaluate	10
Create	-

## SYLLABUS

<b>Semester</b>	II
<b>Course Title</b>	Indian Knowledge System
<b>Course Code</b>	1003
<b>Credits</b>	3
<b>Contact Hours (L-T-P)</b>	0-2-0
<b>Course Type</b>	VAC
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the origin, evolution, and philosophical foundations of the Indian Knowledge System.</li> <li>• <b>Apply</b> interdisciplinary approaches to explore the application and popularisation of Indian Knowledge Systems.</li> <li>• <b>Analyse</b> Vedic wisdom and key contributions from ancient and modern torchbearers of Indian Knowledge Systems.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After successful completion of the course, students will be able to:</p> <p><b>CO1:</b> Promote interdisciplinary research and exploration on various aspects of Indian Knowledge Systems.</p> <p><b>CO2:</b> Apply strategies to preserve, popularize, and utilize Indian Knowledge Systems for societal benefit.</p> <p><b>CO3:</b> Analyse Vedic wisdom and philosophical traditions to sharpen intellectual inquiry and application.</p> <p><b>CO4:</b> Understand ancient scientific, educational, and administrative systems within the Indian Knowledge Framework.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Introduction to Indian Knowledge Systems: Genesis of Bhartiya Knowledge System; History of IKS; Nature, Philosophy, and Character of IKS; India's Epistemology; Knowledge Frameworks and Classification.	CO1
II	Ancient Texts, Education Systems, and Scientific Contributions: Ancient Scriptures; Ancient Education System and Educating Sciences; Scientific approaches of IKS — Astronomy (Khagol Vijnana), Architecture (Vastukala), Ayurveda, Agricultural Sciences (Krishi Vijnana).	CO2
III	Advanced Scientific and Literary Contributions: Metallurgy (Dhatu Vijnana); Mathematics (Ganita); Military Sciences (Yuddha Vidhya); Martial Arts (Niyuddha Kala); Environmental Sciences; Literary contributions — Prosody (Chandashastra), Language and Grammar (Bhasa Va Vyakarana), Performing Arts (Bharata's Natyashastra).	CO3
IV	Governance and Forward Thinking in IKS: Science of Consciousness and Cognitive Sciences; Logic and Disputation (Anviksiki); Governance and Public Administration; Way forward for Indian Knowledge Systems.	CO4

### EVALUATION

Mode of Evaluation	Theory	
	Continuous Evaluation	End Semester Examination
Weightage	40	60

### TEXT BOOKS AND REFERENCES

**Textbooks:**

1. S.N. Nair, (2020), Echoes of Ancient Indian Wisdom, Ministry of Education, Government of India

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture, MOOC and presentation	Quiz, assignments, tests, projects, seminar, and group discussions	K3
II	CO2	Lecture, MOOC and presentation	Quiz, assignments, tests, projects, seminar, and group discussions	K3
III	CO3	Lecture, MOOC and presentation	Quiz, assignments, tests, projects, seminar, and group discussions	K4
IV	CO4	Lecture, MOOC and presentation	Quiz, assignments, tests, projects, seminar, and group discussions	K2

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

#### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
<b>1003: Indian Knowledge System</b>	<b>CO1</b>	1	2	2	2	2	1	1	-	2	-	2
	<b>CO2</b>	2	1	1	1	1	1	1	1	1	1	1
	<b>CO3</b>	2	2	-	2	-	2	1	1	1	1	-
	<b>CO4</b>	1	2	2	2	1	1	-	-	-	1	1
	<b>Avg.</b>	1.5	1.8	1.3	1.8	1	1.3	0.8	0.5	1	0.8	1

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

#### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember	3	2	2	2
Understand	3	3	3	2
Apply	2	2		
Analyze	2	3	3	3
Evaluate			2	3
Create				

#### End Semester Examination (ESE) - 60 Marks

Bloom's Taxonomy Level	Marks Allocated
Remember	20
Understand	10
Apply	10
Analyze	15
Evaluate	05
Create	-

**COURSE OUTLINE FOR SEMESTER – III****Bachelor of Arts in Journalism and Mass Communication (Honours/Honours with Research)**

S. N.	Course Code	Course Name	Course Type	Teaching Load				Credits
				L	T	P	CH	
1	BJMCTRJ09	TV and Radio Journalism	Major	2	0	4	6	4
2	BJMCDGM06	Digital Media	Major	3	0	2	5	4
3	BJMCCLS44	Cultural Studies	Minor	3	1	0	4	4
4	BJMCIAI45	Introduction to Artificial Intelligence	MDC	3	0	0	3	3
5	BJMCPMW46	Principles of Media Writing	AEC	1	0	2	3	2
6	BJMCEAT47	MS-Excel and Data Analytics	SEC	1	0	4	5	3
<b>TOTAL</b>								<b>20</b>

## SYLLABUS

<b>Semester</b>	III
<b>Course Title</b>	TV and Radio Journalism
<b>Course Code</b>	BJCMTRJ09
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	2-0-4
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the fundamentals, evolution, and structure of television journalism.</li> <li>• <b>Apply</b> techniques of TV news reporting, fieldwork, and newsroom production practices.</li> <li>• <b>Understand</b> the basics of radio journalism and the art of writing and presenting for radio.</li> <li>• <b>Apply</b> radio news production and editing skills in professional formats.</li> <li>• <b>Operate</b> essential studio production equipment for TV and Radio broadcasting.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the key principles, formats, and evolution of television journalism.</p> <p><b>CO2:</b> Demonstrate TV news gathering, field reporting, and newsroom production skills.</p> <p><b>CO3:</b> Describe the elements of radio journalism, including news scripting and bulletin preparation.</p> <p><b>CO4:</b> Apply audio recording and editing techniques for radio news production.</p> <p><b>CO5:</b> Operate basic studio equipment for producing TV and radio news programs.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Foundations of TV Journalism: Basics of TV journalism; Evolution of television news; News values in TV journalism; Structure of TV news bulletins; TV news reporting skills — visual storytelling, scripting for TV, understanding video language.	CO1
II	TV News Gathering and Production Techniques: Newsroom structure; Field reporting and live coverage; Introduction to ENG (Electronic News Gathering) and EFP (Electronic Field Production); Basics of camera handling and lighting for TV news; Single-camera and multi-camera formats; News package production.	CO2
III	Foundations of Radio Journalism: Basics of radio journalism; Radio as a medium of news; Structure of radio news bulletins; Writing and editing for radio news; Elements of radio storytelling — sound effects, voice modulation, tempo.	CO3
IV	Radio News Production Techniques: Microphones and audio recording basics; Radio news formats (news bulletin, documentary, feature, interviews); Introduction to radio editing (single track/multi-track, mono/stereo); Role of radio newsreader and presentation skills.	CO4

V	Technical Aspects of Studio Production for TV and Radio: TV studio equipment — cameras, switchers, teleprompters, studio lighting basics; Radio studio setup — audio mixer, playout systems; Studio-based news production workflow; Basics of live broadcasting; Overview of linear and non-linear editing for news.	CO5
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### EVALUATION

Theory and Practical

Mode of Evaluation	Continuous Evaluation	End Semester Examination
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Zettl H., Handbook of Television Production, 2008, Cengage Learning, New Delhi
2. Belavadi V, Video Production, 2008, Oxford University Press, New Delhi
3. Grant T., Audio For Single Camera Operation, 2003, Focal Press

#### References:

1. D E Fossad, E J Baptiste. 1984. Interactive Radio Instruction, Washington USIAD.
2. Hartwig R.L., Basic TV Technology Digital and Analog, 2005, 4th edition, Focal Press,
3. Millerson G., Effective TV Production, 3rd Edition, Focal Press, 2009

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, field trip learning, tests, and seminars	K2
II	CO2	Lecture, practical and presentation	Quiz, assignments, field trip learning, tests, and seminars	K3
III	CO3	Lecture and presentation	Quiz, assignments, field trip learning, tests, and seminars	K2
IV	CO4	Lecture, practical and presentation	Quiz, assignments, field trip learning, tests, and seminars	K3
V	CO5	Lecture, practical and presentation	Quiz, assignments, field trip learning, tests, and seminars	K3

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
<b>BJMCTRJ09: TV and Radio Journalism</b>	<b>CO1</b>	1	2	2	1	2	3	2	2	1	2	1
	<b>CO2</b>	1	1	2	-	1	3	3	1	1	1	1
	<b>CO3</b>	1	2	1	-	1	2	3	-	1	2	1
	<b>CO4</b>	2	3	2	1	-	3	2	2	2	1	2
	<b>CO5</b>	2	2	2	2	2	2	1	3	3	2	-
	<b>Avg.</b>	1.4	2	1.8	0.8	1.2	2.6	2.2	1.6	1.6	1.6	1

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

**Continuous Internal Evaluation (CIE) - 40 Marks**

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember				
Understand	3	3	3	
Apply	3	2	3	3
Analyze	2	3		2
Evaluate				
Create	2	2	4	5

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	-
Understand	15
Apply	10
Analyze	10
Evaluate	10
Create	15

## SYLLABUS

<b>Semester</b>	III
<b>Course Title</b>	Digital Media
<b>Course Code</b>	BJMCDGM06
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	3-0-2
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Remember</b> the fundamental concepts and history of the Internet and Digital Media.</li> <li>• <b>Understand</b> the role, scope, and implications of digital platforms in modern communication.</li> <li>• <b>Apply</b> basic tools and techniques for content creation on digital media platforms.</li> <li>• <b>Analyse</b> different types of social media networks and their user engagement strategies.</li> <li>• <b>Create</b> individual blogs, social media handles, and personal portfolio websites.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After taking this course, the students will be able to:</p> <p><b>CO1:</b> Define key concepts related to the Internet and Digital Media.</p> <p><b>CO2:</b> Explain the influence and implications of Digital Media in contemporary society.</p> <p><b>CO3:</b> Demonstrate the use of digital media tools for creating content.</p> <p><b>CO4:</b> Differentiate and analyse various social media platforms based on their audience and features.</p> <p><b>CO5:</b> Design and develop personal blogs, social media handles, and portfolio websites.</p>

## COURSE OUTLINE

Module	Contents	CO Mapping
I	Origin and evolution of the Internet; World Wide Web (WWW) and its functions; Types and purposes of websites; E-mail and its applications in media communication; Theories: Social Construction of Technology; Digital Divide; Economy of New Media; Intellectual property and value of digital content; Digital Media ethics; Influence of New Media on popular culture.	CO1
II	Characteristics of Digital Media; Media convergence and cross-platform content strategies; Integration of digital platforms in communication ecosystems; Artificial Intelligence (AI): definition, types, goals, and ethics; Applications of AI in digital media; Rise of Generative AI and automated content production; AI-driven content personalisation techniques.	CO2
III	Overview of social media; Content formats and types of posts; Strategies for creating content on Instagram, Facebook, Twitter, LinkedIn, and YouTube; Techniques of caption writing and maintaining visual aesthetics; Hashtag strategies and best practices; Basics of post scheduling and using analytics tools.	CO3
IV	Role of social media as platforms for public discourse; Concepts of digital democracy and civic engagement; Location-based services and their applications; Participatory culture and creation of user-generated content; Understanding analytics and metrics for evaluating social media performance.	CO4

V	Concept and significance of a digital portfolio; Basic usage of WordPress and similar tools; Customizing layout, design, and navigation; Writing professional bios and portfolio content; Embedding multimedia elements; Strategies for showcasing projects, blogs, and social media integrations effectively.	CO5
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### EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Handley, Ann. Everybody Writes Your Go-to Guide to Creating Ridiculously Good Content. Wiley, 2014.
2. Pulizzi, Joe. Epic Content: How to Tell a Different Story, Break through the Clutter, and Win More Customers by Marketing Less. McGraw-Hill Education, 2014.
3. Scott, David Meerman. How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly. Fifth edition, John Wiley & Sons, Inc, 2015.

#### References:

1. Jan, Zimmerman. Social Media All-in-One for Dummies, 4th Edition. 4th edition, John Wiley and Sons, 2017.
2. Enge, Eric, et al. The Art of SEO: Mastering Search Engine Optimization. Third edition, O'Reilly, 2015.
3. Aydin, Hatice, editor. Digital Marketing Applications. Peter Lang D, 2019

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, projects, group discussions, and case analysis	K1
II	CO2	Lecture, practical and presentation	Quiz, assignments, tests, projects, group discussions, and case analysis	K2
III	CO3	Lecture and presentation	Quiz, assignments, tests, projects, group discussions, and case analysis	K3
IV	CO4	Lecture and presentation	Quiz, assignments, tests, projects, group discussions, and case analysis	K4
V	CO5	Lecture, practical and presentation	Quiz, assignments, tests, practicals, group discussions, and case analysis	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
BJMCDGM06: Digital Media	CO1	-	1	-	2	-	1	1	2	1	3	1
	CO2	1	-	2	1	3	-	1	2	1	3	1
	CO3	2	2	2	2	2	2	2	2	2	1	-
	CO4	1	-	1	-	1	-	1	1	1	2	1
	CO5	2	2	3	1	3	2	1	-	2	2	1
	Avg.	1.2	1	1.6	1.2	1.8	1	1.2	1.4	1.4	2.2	0.8

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember				
Understand	3	3	3	
Apply	3	2	3	3
Analyze	2	3		2
Evaluate				
Create	2	2	4	5

### End Semester Examination (ESE) - 60 Marks

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	5
Understand	15
Apply	10
Analyze	10
Evaluate	10
Create	10

## SYLLABUS

<b>Semester</b>	III
<b>Course Title</b>	Cultural Studies
<b>Course Code</b>	BJMCCLS44
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	3-1-0
<b>Course Type</b>	Minor
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Remember</b> key concepts of culture and cultural studies, along with important theorists and traditions.</li> <li>• <b>Understand</b> the processes through which culture shapes identity, society, and communication.</li> <li>• <b>Apply</b> critical theories and perspectives to analyse cultural phenomena and everyday life.</li> <li>• <b>Analyse</b> how culture intersects with issues like class, caste, gender, globalisation, and representation.</li> <li>• <b>Create</b> informed critiques and interpretations of cultural texts, practices, and media representations.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After taking this course, the students will be able to:</p> <p><b>CO1:</b> Define fundamental concepts and recall major theorists related to culture and cultural studies.</p> <p><b>CO2:</b> Explain how culture influences identity, society, and communication.</p> <p><b>CO3:</b> Apply theoretical frameworks to critically examine cultural practices and everyday phenomena.</p> <p><b>CO4:</b> Analyse cultural representation and power structures through the lenses of class, caste, gender, and globalisation.</p> <p><b>CO5:</b> Develop critical readings and interpretations of cultural texts, media, and popular discourses.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Introduction to Culture and Cultural Studies; Definitions of Culture; Popular Culture, Mass Culture, Folk Culture; Key theorists: Raymond Williams' Culture is Ordinary, Amartya Sen's How Does Culture Matter?; The relation between Media and Culture.	CO1
II	Cultural Representations and Signifying Practices by Stuart Hall; The Ontology of the Photographic Image by Andre Bazin; The Death of the Author by Roland Barthes; Structuralism by Claude Levi-Strauss; The Work of Art in the Age of Mechanical Reproduction by Walter Benjamin; Of Other Spaces: Utopias and Heterotopias by Michel Foucault.	CO2
III	Frankfurt School (Adorno and Horkheimer - Culture Industry); Birmingham Centre for Contemporary Cultural Studies (Hall and others); John Berger's Ways of Seeing; Laura Mulvey's Visual Pleasure and Narrative Cinema; Edward Said on Post-colonialism and Representation; Gayatri Spivak - Can the Subaltern Speak?	CO3
IV	Political Economy, Ideology, and Hegemony; Globalisation and cultural representation; Class, caste, sexuality and gender issues in media and cultural discourses.	CO4
V	Subcultures and Fandoms; Tourism and Culture; Media Technologies and New Cultural Forms; Folk Media and its role in sustaining cultural identities; New Media as contemporary cultural spaces.	CO5

## EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

## TEXT BOOKS AND REFERENCES

### Textbooks:

1. John Storey. Cultural Theory and Popular Culture: An Introduction. Routledge
2. Hall, Stuart (Ed.). Representation: Cultural Representations and Signifying Practices (SAGE Publications)
3. During, Simon (Ed.). The Cultural Studies Reader (Routledge)
4. An Introduction to Cultural Studies by Nayar, Pramod K.

### References:

1. Cultural Studies in India by Nayar, Rana
2. Williams, Raymond. Culture and Society 1780–1950
3. Berger, John. Ways of Seeing
4. Benjamin, Walter. The Work of Art in the Age of Mechanical Reproduction
5. Mulvey, Laura. Visual and Other Pleasures
6. Foucault, Michel. The Archaeology of Knowledge
7. Said, Edward. Orientalism

## FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Assignments, tests, seminars, term paper, and presentation	K1
II	CO2	Lecture and presentation	Assignments, tests, seminars, term paper, and presentation	K2
III	CO3	Lecture and presentation	Assignments, tests, seminars, term paper, and presentation	K3
IV	CO4	Lecture and presentation	Assignments, tests, seminars, term paper, and presentation	K4
V	CO5	Lecture and presentation	Assignments, tests, seminars, term paper, and presentation	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

## CO, PO & PSO MAPPING

Course Code and Course Name		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
Cultural Studies	<b>CO1</b>	2	3	1	3	2	3	1	-	2	3	2
	<b>CO2</b>	2	2	1	1	1	2	2	-	1	2	1
	<b>CO3</b>	2	2	1	2	2	3	1	2	3	2	1
	<b>CO4</b>	2	2	2	2	2	-	1	3	2	2	3
	<b>CO5</b>	2	1	2	2	2	2	2	1	1	1	1
	<b>Avg.</b>	2	2	1.4	2	1.8	2	1.4	1.2	1.8	2	1.6

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

**Continuous Internal Evaluation (CIE) - 40 Marks**

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember	3	2	2	1
Understand	3	3	3	2
Apply	2	2		
Analyze	2	3	3	3
Evaluate			2	4
Create				

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	10
Understand	10
Apply	10
Analyze	15
Evaluate	15
Create	-

## SYLLABUS

<b>Semester</b>	III
<b>Course Title</b>	Introduction to Artificial Intelligence (to be offered by Birla School of Applied Science)
<b>Course Code</b>	BJMCIAI45
<b>Credits</b>	3
<b>Contact Hours (L-T-P)</b>	3-0-0
<b>Course Type</b>	MDC
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the foundational concepts and historical development of Artificial Intelligence.</li> <li>• <b>Apply</b> basic Machine Learning techniques for data processing and algorithm implementation.</li> <li>• <b>Analyse</b> various Natural Language Processing methods and their practical applications.</li> <li>• <b>Evaluate</b> Computer Vision techniques for real-world media and communication solutions.</li> <li>• <b>Create</b> awareness of emerging AI trends and their societal and research implications.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>Upon successful completion of the course, the Learner will be able to:</p> <p><b>CO1:</b> Understand the conceptual development of Artificial Intelligence.</p> <p><b>CO2:</b> Explain the basics of Machine Learning, including the different types of algorithms, data preparation, and processing.</p> <p><b>CO3:</b> Illustrate various techniques of Natural Language Processing and its applications.</p> <p><b>CO4:</b> Apply different techniques used in Computer Vision and its applications.</p> <p><b>CO5:</b> Recognise the emerging trends in Artificial Intelligence, and future prospect of AI in research and development, organisations and society.</p>

### COURSE OUTLINE

<b>Module</b>	<b>Contents</b>	<b>CO Mapping</b>
I	Introduction to Artificial Intelligence: Definition of Artificial Intelligence; Brief history of Artificial Intelligence; Applications of Artificial Intelligence; Ethical considerations in Artificial Intelligence; Overview of AI technologies and techniques.	CO1
II	Machine Learning: Introduction to Machine Learning; Types of Machine Learning Algorithms; Supervised, unsupervised and reinforcement learning; Data preparation and processing for Machine Learning; Case studies of successful Machine Learning projects.	CO2
III	Natural Language Processing (NLP): Introduction to NLP; Basic techniques of NLP; Applications of NLP; NLP libraries and tools; Ethical considerations in NLP.	CO3
IV	Computer Vision: Introduction to Computer Vision; Basic techniques of Computer Vision; Applications of Computer Vision; Computer Vision libraries and tools; Ethical considerations in Computer Vision.	CO4
V	Emerging Trends in Artificial Intelligence: Advanced AI technologies and techniques; AI and Internet of Things (IoT); AI and Robotics; Future directions of AI research and development; Implications of AI for society and the workforce.	CO5

## EVALUATION

	Theory and Practical	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

**Textbooks:**

1. Russell, S. J., & Norvig, P. (2020). Artificial intelligence: A modern approach. Pearson

**References:**

1. Bishop, C. M. (2006). Pattern recognition and machine learning. Springer.
2. Goodfellow, I., Bengio, Y., & Courville, A. (2016). Deep learning. MIT Press.
3. Shane, M. (2018). Artificial intelligence and ethics. Morgan & Claypool Publishers

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lectures and case discussion	Quiz, assignments, tests and practical	K2
II	CO2	Lectures and case discussion	Quiz, assignments, tests and practical	K3
III	CO3	Lectures and case discussion	Quiz, assignments, tests and practical	K2
IV	CO4	Lectures and case discussion	Quiz, assignments, tests and practical	K3; K4
V	CO5	Lectures and case discussion	Quiz, assignments, tests and practical	K3; K4

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>Introduction to Artificial Intelligence</b>	<b>CO1</b>	2	2	2	3	1	3	2	1	-	2	1
	<b>CO2</b>	2	3	2	3	2	2	1	1	-	1	1
	<b>CO3</b>	2	2	3	3	3	1	2	2	-	1	2
	<b>CO4</b>	2	3	1	3	2	1	2	2	1	1	-
	<b>CO5</b>	2	2	2	2	2	2	2	2	-	1	2
	<b>Avg.</b>	2	2.2	2	2.8	2	2	1.8	1.6	0.2	1.2	1.2

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember		5		
Understand			10	
Apply	5			
Analyze	5			
Evaluate		5		

Create				10
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**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	
Understand	15
Apply	15
Analyze	15
Evaluate	15
Create	

## SYLLABUS

<b>Semester</b>	III
<b>Course Title</b>	Principles of Media Writing
<b>Course Code</b>	BJMCPMW46
<b>Credits</b>	2
<b>Contact Hours (L-T-P)</b>	1-0-2
<b>Course Type</b>	AEC
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the principles of creative writing and its distinction from formal writing.</li> <li>• <b>Apply</b> creative writing techniques across digital and audio-visual media platforms.</li> <li>• <b>Create</b> engaging narratives tailored to specific formats, audiences, and media contexts.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After taking this course, the students will be able to:</p> <p><b>CO1:</b> Demonstrate the ability to use creative writing techniques to express ideas distinct from formal writing conventions.</p> <p><b>CO2:</b> Produce creative content for digital platforms, adapting to varied formats and audience expectations.</p> <p><b>CO3:</b> Develop scripts for audio-visual media, incorporating narrative structures suitable for radio dramas and film.</p> <p><b>CO4:</b> Apply creative writing techniques in journalistic and feature formats while maintaining factual integrity and audience engagement.</p> <p><b>CO5:</b> Create persuasive written content for advertising and public relations using strategic messaging and brand-oriented storytelling.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Definition and scope of creative writing; Differences between creative and formal writing (tone, style, purpose); Elements of creative writing (imagery, voice, point of view); Developing writing skills (clarity, coherence, originality); Exercises: Free writing, crafting short stories, and poetry.	CO1
II	Writing for digital platforms (social media captions, blogs, listicles, newsletters); Adapting tone and style for platforms (Instagram, X, Medium); Audience engagement techniques (hooks, CTAs); SEO basics for digital content; Exercises: Writing a blog post and a series of social media captions.	CO2
III	Creative Writing for Audio-Visual Media: Introduction to scripting for radio dramas and films; Narrative structures (three-act structure, character arcs); Writing dialogue and stage directions; Sound design considerations for radio; Visual storytelling for film; Exercises: Writing a 5-minute radio drama script and a short film scene.	CO3
IV	Exploring storytelling in news and magazine writing; Narrative techniques in features and editorials; Blending creativity with factual accuracy; Ethics and responsibility in media writing. Exercises: Write a human-interest story and a creative editorial piece.	
V	Creative approaches in advertising, PR, and corporate communication; Understanding audience, tone, and message design; Writing persuasive content like slogans, scripts, and campaign briefs.	

Exercises: Develop ad copy, press notes, and a concept for a communication campaign.

### EVALUATION

Theory and Practical

Mode of Evaluation	Continuous Evaluation	End Semester Examination
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

Goldberg, N. (2016). Writing down the bones: Freeing the writer within (30th anniversary ed.). Shambhala Publications.

#### References:

Journal of Creative Writing Studies. (2025). Rochester Institute of Technology.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and practical	Tests, assignments and practicals	K2; K3
II	CO2	Lecture and practical	Tests, assignments and practicals	K4; K6
III	CO3	Lecture and practical	Tests, assignments and practicals	K5; K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PSO	PSO	PSO	PSO						
		1	2	3	4	5	6	7	1	2	3	4
Principles of Creative Writing	CO1	2	3	1	3	2	3	1	-	2	3	2
	CO2	2	2	1	1	1	2	2	-	1	2	1
	CO3	2	2	1	2	2	3	1	2	3	2	1
	CO4	2	2	2	3	3	2	3	2	3	2	1
	CO5	3	2	3	2	3	2	1	2	3	2	1
	Avg.	2.2	2.2	1.6	2.2	2.4	2.4	1.6	1.2	2.4	2.2	1.2

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember				
Understand	5			
Apply	5	5		
Analyze		5		
Evaluate			5	
Create			5	10

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	5
Understand	5
Apply	10
Analyze	10
Evaluate	10
Create	20

## SYLLABUS

<b>Semester</b>	III
<b>Course Title</b>	MS-Excel and Analytics Tools
<b>Course Code</b>	BJMCEAT47
<b>Credits</b>	3
<b>Contact Hours (L-T-P)</b>	1-0-4
<b>Course Type</b>	SEC
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Apply</b> basic MS Excel functions to manage and visualize media-related data.</li> <li>• <b>Analyse</b> intermediate Excel techniques for handling large datasets in journalism.</li> <li>• <b>Understand</b> fundamental analytics concepts to interpret media industry metrics.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After taking this course, the students will be able to:</p> <p><b>CO1:</b> Use basic Excel tools to organize and present media data effectively.</p> <p><b>CO2:</b> Evaluate large datasets using intermediate Excel functions for journalistic purposes.</p> <p><b>CO3:</b> Interpret media analytics data, including social media metrics and financial reports.</p> <p><b>CO4:</b> Design interactive dashboards and visual reports to summarise media and financial data.</p> <p><b>CO5:</b> Analyse trends and apply basic forecasting techniques to support strategic media and financial decisions.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Introduction to Excel interface and data entry; Basic functions: SUM, AVERAGE, COUNT, IF statements; Data sorting, filtering, and conditional formatting; Creating charts and graphs for media reports and financial statements: bar, pie, and line charts.	CO1
II	Working with large datasets: PivotTables and Pivot Charts; Advanced functions: VLOOKUP, HLOOKUP, INDEX-MATCH; Data validation and error checking; Visualising trends for media stories and financial statements: sparklines and advanced chart customisation; Analysing balance sheets and financial data with PivotTables.	CO2
III	Introduction to media analytics; key metrics (reach, engagement, impressions); Interpreting social media analytics: platforms like X, Instagram, YouTube; Understanding financial statements; Tools for basic analytics: Excel-based analysis; Extracting insights from media reports and financial datasets.	CO3
IV	Creating interactive dashboards using PivotTables, slicers, and charts, using conditional formatting for effective visual representation, summarising media campaign results and financial overviews	CO4
V	Basics of trend analysis and forecasting for media and finance, understanding correlation and regression (conceptual overview), Making strategic decisions using analytics: content performance, audience targeting, budgeting	CO5

## EVALUATION

Theory and Practical

**Mode of Evaluation**

**Continuous Evaluation**

**End Semester Examination**

Weightage

40

60

### TEXT BOOKS AND REFERENCES

**Textbooks:**

- Excel 2023: The Most Updated Guide to Master Microsoft Excel from Scratch by John Slavio (2023)
- Data Journalism Handbook by Jonathan Gray, Liliana Bounegru, and Lucy Chambers (2019)

**References:**

- Microsoft Excel Data Analysis and Business Modeling by Wayne Winston (7th Edition, 2021)
- Storytelling with Data: A Data Visualisation Guide for Business Professionals by Cole Nussbaumer Knaflic (2015)
- Social Media Analytics: Techniques and Insights for Extracting Business Value by Matthew Ganis and Avinash Kohirkar (2018)
- Excel Pivot Tables & Charts: A Step-by-Step Visual Guide by John Michaloudis (2022)

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Practical and presentation	Quiz, tests, assignments and practical	K4; K6
II	CO2	Practical and presentation	Quiz, tests, assignments and practical	K4; K6
III	CO3	Practical and presentation	Quiz, tests, assignments and practical	K2; K5

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
MS-Excel and Analytics Tools	CO1	2	3	1	3	2	3	1	2	2	2	2
	CO2	2	2	1	1	1	2	2	1	2	2	2
	CO3	2	2	2	2	2	3	1	1	2	2	2
	CO4	1	1	1	1	1	-	1	-	1	1	1
	CO5	2	1	1	1	2	1	-	-	2	-	1
	Avg.	1.8	1.8	1.2	1.6	1.6	1.8	1	0.8	1.8	1.4	1.6

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember				
Understand	4	3		
Apply	3	2	4	4
Analyze	3	3	4	4
Evaluate		2	2	2
Create				

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	10
Understand	10
Apply	15
Analyze	15
Evaluate	10
Create	-

**COURSE OUTLINE FOR SEMESTER – IV****Bachelor of Arts in Journalism and Mass Communication (Honours/Honours with Research)**

S. N.	Course Code	Course Name	Course Type	Teaching Load				Credits
				L	T	P	CH	
1	BJMCDDJ48	Digital and Data Journalism	Major	3	0	2	5	4
2	BJMCPRE14	Public Relations	Major	3	0	2	5	4
3	BJMCDCM17	Development Communication	Major	4	0	0	4	4
4	BJMCEVM25	Event Management	Minor	2	1	2	5	4
5	BJMCUEI49	Understanding Entertainment Industry	Minor	2	2	0	4	4
<b>TOTAL</b>								<b>20</b>

## SYLLABUS

<b>Semester</b>	IV
<b>Course Title</b>	Digital and Data Journalism
<b>Course Code</b>	BJMCDDJ48
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	3-0-2
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the evolution, fundamentals, and convergence of digital media platforms.</li> <li>• <b>Apply</b> techniques of writing and content creation for web and social media journalism.</li> <li>• <b>Understand</b> the core principles and practices of data journalism.</li> <li>• <b>Apply</b> skills in data sourcing, analysis, and visualisation for journalistic storytelling.</li> <li>• <b>Create</b> integrated projects using digital and data journalism formats for contemporary media platforms.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the fundamentals, evolution, and convergence trends in digital journalism.</p> <p><b>CO2:</b> Demonstrate writing and content creation skills for online and social media platforms.</p> <p><b>CO3:</b> Describe key principles and newsroom applications of data journalism.</p> <p><b>CO4:</b> Apply techniques of data handling, analysis, and visualisation in journalism.</p> <p><b>CO5:</b> Create multimedia journalism projects integrating digital and data storytelling techniques.</p>

## COURSE OUTLINE

Module	Contents	CO Mapping
I	Fundamentals of Digital Journalism: Concept, definition, and scope of digital journalism; Fundamentals of online media; Information revolution and cyberspace; Role of the Internet in transforming journalism; Synergy among media platforms (print, radio, TV, digital); Advantages and challenges of digital journalism.	CO1
II	Content Creation for Web and Social Media: Basics of writing for web and social media; Writing news stories, features, and interviews for online platforms; SEO basics for journalists; Ethics and best practices in digital journalism; Impact and trends in social media journalism.	CO2
III	Introduction to Data Journalism: Definition, concepts, and uses of data in journalism; Importance of data-driven storytelling; Fact-checking and verification; Data journalism teams and newsroom integration; Long-form data writing and investigative journalism.	CO3
IV	Data Handling and Visualisation Techniques: Finding and sourcing data; Strategic searching and Google power searching; Sorting, filtering, and summarising data; Basics of pivot tables and spreadsheets; Principles of data visualisation; Using tools like Google Data Studio.	CO4
V	Evolving Trends and Project Work: Integration of digital and data journalism practices; Storytelling formats in the digital era; Case studies on data storytelling; Emerging platforms and multimedia reporting;	CO5

Designing and presenting a complete digital-data journalism project (individually or in groups).

### EVALUATION

Mode of Evaluation	Theory	
	Continuous Evaluation	End Semester Examination
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Siapera, Eugenia; Understanding New Media; Sage Publications
2. Thornburg, Ryan M.; Producing Online News; Sage Publications
3. Gray, Jonathan, et al The Data Journalism Handbook: How Journalists Can Use Data to Improve the News; Shroff - O'Reilly
4. Data Journalism Unveiled: Mastering the Art of Data-Driven Storytelling by Dr. Priya Sachdeva and Dr. Archan Mitra

#### References:

1. Storytelling with Data: A Data Visualisation Guide for Business Professionals by Knaflic, Cole Nussbaumer
2. Web Data Mining: Exploring Hyperlinks, Contents, and Usage Data by Liu, Bing
3. Next-Gen Journalist's Guide: Art of Storytelling, Mojo and Data Journalism by Prashanth, V

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, presentation and project	K1, K2
II	CO2	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, presentation and project	K3
III	CO3	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, presentation and project	K1, K2
IV	CO4	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, presentation and project	K3, K4
V	CO5	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, presentation and project	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
Digital and Data Journalism	CO1	-	1	-	2	-	1	1	2	1	3	1
	CO2	1	-	2	1	3	-	1	2	1	3	1
	CO3	2	2	2	2	2	2	2	2	2	1	-
	CO4	1	-	1	-	1	-	1	1	1	2	1
	CO5	2	2	3	1	3	2	1	-	2	2	1
	Avg.	1.2	1	1.6	1.2	1.8	1	1.2	1.4	1.4	2.2	0.8

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

**Continuous Internal Evaluation (CIE) - 40 Marks**

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember	3	2		
Understand	3	3		
Apply	2	2	2	3
Analyze	2	3	3	3
Evaluate			2	
Create			3	4

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	05
Understand	10
Apply	10
Analyze	15
Evaluate	10
Create	10

## SYLLABUS

<b>Semester</b>	IV
<b>Course Title</b>	Public Relations
<b>Course Code</b>	BJMCPRE14
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	3-0-2
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the fundamentals, history, and evolving role of Public Relations in modern society.</li> <li>• <b>Analyse</b> Public Relations as distinct from other forms of persuasive communication.</li> <li>• <b>Apply</b> various tools, techniques, and strategies for effective PR practices across traditional and digital platforms.</li> <li>• <b>Analyse</b> ethical standards, professional bodies, and crisis management practices in PR.</li> <li>• <b>Evaluate</b> emerging trends in PR, including celebrity PR, political PR, and corporate communication essentials.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the nature, history, roles, and impact of public relations.</p> <p><b>CO2:</b> Distinguish Public Relations from advertising, propaganda, lobbying, and marketing communications.</p> <p><b>CO3:</b> Apply tools and strategies to design and execute PR campaigns across media platforms.</p> <p><b>CO4:</b> Analyse ethical concerns and professional standards guiding public relations practices.</p> <p><b>CO5:</b> Evaluate contemporary trends in PR such as celebrity management, political communications, and corporate social responsibility initiatives.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Introduction to Public Relations: Meaning, definitions, basic elements; Evolution of PR; Publics in PR; Role and scope of PR in India and globally; PR as a management function; Impact of PR in contemporary society; PR Bodies in India.	CO1
II	Public Relations and Other Forms of Communication: PR vs. Publicity, Advertising, Sales Promotion, Propaganda, Lobbying, and Corporate Marketing; Unique characteristics of PR messaging; Building credibility and trust; PR case studies; Artificial Intelligence and PR.	CO2
III	Tools, Techniques and Campaign Planning: PR tools (press releases, press kits, newsletters, house journals, rejoinders, blogs, social media); Online PR strategies; Organising press conferences, media relations; In-house PR departments vs. PR consultancies; Basics of PR writing; Planning, executing, and evaluating PR campaigns.	CO3
IV	Ethical and Crisis Management Practices in PR: Importance of ethics in PR; IPRA Code of Conduct, PRSI guidelines; Managing public perception during crises; Reputation management; Case studies of PR failures and success stories.	CO4
V	Emerging Trends in Public Relations: Overview of Corporate Communication; CSR communication; Celebrity PR and reputation	CO5

management; Political PR and election campaigns; Advocacy and influencer management in PR; Role of technology and digital media in shaping public opinion.

### EVALUATION

Mode of Evaluation	Theory	
	Continuous Evaluation	End Semester Examination
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Effective Public Relations and Media Strategy by C. V. Narasimha Reddi
2. Dennis L. Wilcoxe & Glen T., Public Relations, Pearson
3. Cutlip S.M. and Centre A.H., Effective Public Relations, Prentice Hall
4. Kaul J.M., Noya Prakash, Public Relations in India
5. Applied Public Relations and Communication by Balan, K.R
6. Planning and Managing Public Relations Campaigns: A Strategic Approach by Gregory, Anne
7. Public Relations: The Basics by Smith, Ron

#### References:

1. Van Riel, C. B., & Fombrun, C. J. (2007). Essentials of Corporate Communication: Implementing practices for effective reputation Management, Routledge.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, projects, seminar, group discussions, case analysis, and term paper	K2
II	CO2	Lecture and presentation	Quiz, assignments, tests, projects, seminar, group discussions, case analysis, and term paper	K4
III	CO3	Lecture and presentation	Quiz, assignments, tests, projects, seminar, group discussions, case analysis, and term paper	K3
IV	CO4	Lecture and presentation	Quiz, assignments, tests, projects, seminar, group discussions, case analysis, and term paper	K4
V	CO5	Lecture and presentation	Quiz, assignments, tests, projects, seminar, group discussions, case analysis, and term paper	K5; K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PSO	PSO	PSO	PSO						
		1	2	3	4	5	6	7	1	2	3	4
BJMCPRE14: Public Relations	CO1	2	2	1	3	1	2	3	-	1	2	1
	CO2	2	2	2	2	-	3	2	-	1	-	1
	CO3	2	1	3	1	-	1	2	1	-	2	1
	CO4	1	2	2	2	2	2	2	2	2	1	2
	CO5	1	2	1	3	1	-	2	-	1	2	2

	<b>Avg.</b>	1.6	1.8	1.8	2.2	0.8	0.8	2.2	0.6	1	1.4	1.4
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Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember	2	1		
Understand	3	3	3	2
Apply	2	3	2	2
Analyze	2	3	3	2
Evaluate			2	4
Create				

### End Semester Examination (ESE) - 60 Marks

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	15
Understand	10
Apply	10
Analyze	15
Evaluate	10
Create	-

## SYLLABUS

<b>Semester</b>	IV
<b>Course Title</b>	Development Communication
<b>Course Code</b>	BJMCDCM17
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	4-0-0
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the meaning, indicators, and challenges of development.</li> <li>• <b>Analyse</b> the key theories, models, and approaches to development communication.</li> <li>• <b>Apply</b> communication strategies to promote sustainable development and social change.</li> <li>• <b>Evaluate</b> the use of ICT and media initiatives for rural and social development.</li> <li>• <b>Create</b> effective development communication campaigns and messages for various platforms.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the concept, process, and indicators of development, and identify challenges to development.</p> <p><b>CO2:</b> Analyse various theories, models, and approaches of development communication.</p> <p><b>CO3:</b> Apply appropriate communication strategies for different development contexts.</p> <p><b>CO4:</b> Evaluate the role of ICT initiatives and media campaigns in supporting development.</p> <p><b>CO5:</b> Create development communication messages and design campaigns targeting specific societal needs.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Understanding Development: Definition, concept, and process of development; Dynamics of Development; Development indicators — Poverty Rate, Inequality Rate, Educational Attainment, Life Expectancy, Unemployment Rate, Obesity Rate, Fertility Rate, Health Expenditure, Youth NEET Rate, Life Satisfaction; Human Development Index; Issues and barriers in developing countries.	CO1
II	Theories, Models, and Approaches of Development Communication: Theories of development — Dominant Paradigm, Alternative Paradigm, Dependency Model, Interdependent Model, Basic Needs Model; Approaches — Diffusion of Innovation, Empathy and Magic Multiplier Approach, Mass Media Approach, Social Technology Approach, Localised Approach, and Planned Strategy Approach.	CO2
III	Development Communication Strategies: Concept and purpose of development communication; Effective strategies for Development Communication; Traditional vs. modern communication approaches; Sustainable Development and SDG Goals 2030; Role of media and technology in development support communication (DSC).	CO3
IV	ICT for Development: Cyber Media in development; E-Governance and <i>e-Choupal</i> initiatives; National Knowledge Network; Role of ICT in rural development and information dissemination; Analysis of key Indian	CO4

	development campaigns — <i>Beti Bachao Beti Padhao</i> , Pulse Polio, Green & IT Revolution, <i>Kanyashree</i> , <i>Subhadra Yojana</i> , <i>Swachh Bharat Abhiyan</i> .	
V	Designing Development Communication Campaigns: Case studies of media for development campaigns; Principles for designing development campaigns; Writing messages for rural and urban audiences; Audience segmentation; Use of traditional and digital media platforms for development communication (Print, Radio, TV, New Media, Folk Media); Developing campaigns on current social issues.	CO5

### EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Communication for Development in the Third World. Ed.2 by Melkote, Srinivas and Steeves, H. L.
2. Development Communication: Theory and Practice by Narula, Uma
3. Development Communication in Practice: India and the Millennium Development Goals by Vilanilam, John V

#### References:

1. The Journey of Development in India: Reflections on Economic and Communication Scenario (Vol. 1 and 2) by Sahoo, Minati and Gupta, Sourav (ed.)

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and group discussions	K2
II	CO2	Lecture and presentation	Quiz, assignments, tests, projects, seminar, group discussions, and case analysis	K3
III	CO3	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and group discussions	K4; K5
IV	CO4	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and group discussions	K4; K5
V	CO5	Lecture and presentation	Quiz, assignments, tests, projects, seminar, group discussions, and case analysis	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PSO	PSO	PSO	PSO						
		1	2	3	4	5	6	7	1	2	3	4
BJMCDCM17: Development Communication	CO1	2	2	2	1	1	2	2	3	2	1	2
	CO2	1	3	2	1	2	2	1	2	2	2	3
	CO3	1	2	2	2	1	2	1	3	2	3	3
	CO4	2	3	2	3	2	1	-	2	2	2	3
	CO5	2	2	1	2	1	-	-	1	2	1	1
	Avg.	1.6	2.4	1.8	1.8	1.4	1.4	0.8	2.2	2	1.8	2.4

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember	3			
Understand	3	3		
Apply	2	2	2	2
Analyze	2	3	3	2
Evaluate			2	3
Create		2	3	3

### End Semester Examination (ESE) - 60 Marks

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	05
Understand	10
Apply	10
Analyze	15
Evaluate	10
Create	10

## SYLLABUS

<b>Semester</b>	IV
<b>Course Title</b>	Event Management
<b>Course Code</b>	BJMCEVM25
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	2-1-2
<b>Course Type</b>	Minor
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the fundamentals, types, and significance of event management.</li> <li>• <b>Apply</b> event planning principles, including budgeting, logistics, and risk management.</li> <li>• <b>Create</b> event production workflows covering venue, team, technical setup, and on-site execution.</li> <li>• <b>Analyse</b> marketing, branding, sponsorship, and digital strategies in event promotion.</li> <li>• <b>Create</b>, execute, and present complete event plans, adapting to different types of professional events.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the principles, scope, and classifications of event management.</p> <p><b>CO2:</b> Apply skills to plan events, including budgeting, sponsorships, and scheduling logistics.</p> <p><b>CO3:</b> Design detailed production plans covering venue management, technical requirements, and on-ground execution.</p> <p><b>CO4:</b> Analyse marketing and public relations strategies used in promoting events.</p> <p><b>CO5:</b> Develop and present professional event proposals, portfolios, and execution strategies for various formats</p>

### COURSE OUTLINE

<b>Module</b>	<b>Contents</b>	<b>CO Mapping</b>
I	Introduction to Event Management: Definition, principles, and scope; Types of events — corporate, social, cultural, sports, political, promotional, experiential marketing events, mega events; Signature and special events; Creativity in event management; Role and qualities of an event manager; Legal aspects and compliance in event management (licenses, permissions).	CO1
II	Critical stages of event planning; Conceptualising event ideas; Preparing event proposals and briefs; Sponsorship strategy and proposal writing; Budget preparation and financial management; Creating the event lifecycle and production schedule.	CO2
III	Work plan preparation; Team building and delegation; Venue and site management; Logistics coordination (travel, accommodation, material transport); Stage, set, lighting, sound and video management; Safety, security and risk management at events; Managing artist/celebrity participation; Crowd control measures; Emergency planning and on-site crisis management.	CO3
IV	Objectives and strategies for event marketing; Events as brand promotion tools; Media management for events; Promotion through traditional and digital platforms; PR campaigns for events; Use of social media,	CO4

	smartphones, event apps, and influencer marketing; Trends and future of event management industry in India and globally.	
V	Developing a comprehensive event plan (individual or group); Designing event concept notes, timelines, and production grids; Simulation of different event types (corporate, entertainment, public); Portfolio creation and presentation (pitch deck); Industry expectations from young event managers.	CO5

### EVALUATION

	Theory and Practical	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Dr Asutosh Chaturvedi, Event Management, Global India Publications, New Delhi
2. Purnima Kumarui, Event Management, Anmol Publishers, New Delhi
3. Sandhya A., Kale Event Management, Chandralok Prakashan

#### References:

1. Karan Saxena, Event Management, Anubhav Publishing House
2. D. G. Conway, Event Management Bible, Viva Books

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, small course projects, seminar and project	K2
II	CO2	Lecture and presentation	Quiz, assignments, tests, small course projects, seminar and project	K3
III	CO3	Lecture and presentation	Quiz, assignments, tests, small course projects, seminar and project	K4; K6
IV	CO4	Lecture and presentation	Quiz, assignments, tests, small course projects, seminar and project	K5
V	CO5	Lecture, practical and presentation	Quiz, assignments, tests, small course projects, seminar and project	K5; K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
<b>BJMCEVM25: Event Management</b>	<b>CO1</b>	2	3	2	1	2	3	2	1	3	2	1
	<b>CO2</b>	2	2	2	2	1	2	2	1	2	3	2
	<b>CO3</b>	1	2	2	1	-	3	2	1	-	2	1
	<b>CO4</b>	2	-	1	2	1	-	2	1	-	3	2
	<b>CO5</b>	1	2	3	1	2	3	1	2	3	1	2
	<b>Avg.</b>	1.6	1.8	2	1.4	1.2	2.2	1.8	1.2	1.6	2.2	1.6

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

**Continuous Internal Evaluation (CIE) - 40 Marks**

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember	2			
Understand	3	3	3	
Apply	3	2		3
Analyze	2	3	3	
Evaluate		2	2	2
Create			3	5

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	-
Understand	10
Apply	15
Analyze	10
Evaluate	10
Create	15

## SYLLABUS

<b>Semester</b>	IV
<b>Course Title</b>	Understanding Entertainment Industry
<b>Course Code</b>	BJMCUEI49
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	2-2-0
<b>Course Type</b>	Minor
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Remember</b> the evolution and significance of the media and entertainment (M&amp;E) industry.</li> <li>• <b>Understand</b> the structure and segmentation of the M&amp;E industry across various platforms.</li> <li>• <b>Apply</b> knowledge of content genres across different mass media and digital platforms.</li> <li>• <b>Analyse</b> audience preferences and consumption patterns in the entertainment sector.</li> <li>• <b>Create</b> basic concepts for entertainment content targeting diverse media platforms.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After the completion of this course, students will be able to:</p> <p><b>CO1:</b> Recall key developments and major milestones in the history of the media and entertainment industry.</p> <p><b>CO2:</b> Describe the various segments, formats, and platforms within the M&amp;E industry.</p> <p><b>CO3:</b> Demonstrate an understanding of different genres across mass media and digital content.</p> <p><b>CO4:</b> Differentiate between audience needs, behaviours, and entertainment content strategies.</p> <p><b>CO5:</b> Develop creative ideas for entertainment-based content suitable for multiple platforms.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Understanding the M&E Industry; Definition and evolution of entertainment; History of the Indian and global entertainment industries; The need for entertainment in society; Key historical milestones; Introduction to mass media platforms.	CO1
II	Structure and Segments of the M&E Industry: Overview of different segments – film, television, radio, print, music, gaming, animation, live events, digital and OTT platforms; Major players in Indian and global M&E industries; Industry trends and revenue models.	CO2
III	Genres and Platforms of Entertainment: Written content genres (fiction, non-fiction, satire, fantasy, thriller); Radio program genres (talk, music, radio drama, reality formats); Television genres (daily soaps, supernaturals, drama and historicals, reality TV, infotainment, docuseries); Fiction and non-fiction film; Cinematic universes and multiverses; OTT content and emerging formats.	CO3
IV	Culture, Audience and Entertainment Debates; Star culture and celebrity worship; Paparazzi and celebrity media; Nepotism in the entertainment industry; Audience behaviour and content consumption patterns; Virality and meme culture; Public response to controversy and cancel culture.	CO4

V	Contemporary Shifts and Content Creation; Rise of OTT platforms; Digital-first content and influencers; Changing landscape of cinema theatres and box office; Sports as entertainment content; Developing original entertainment ideas; Pitching formats and cross-platform adaptability.	CO5
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### EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Entertainment Media and Communication by Nicholas David Bowman; De Gruyter Mouton, 2024
2. Understanding the Business of Media Entertainment: The Legal and Business Essentials All Filmmakers Should Know by Gregory Bernstein; Routledge, 2019

#### References:

1. Journal of Popular Culture
2. South Asian Popular Culture (journal)
3. YouTube videos as suitable

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lectures and presentations	Quiz, assignment, test and presentations	K1
II	CO2	Lectures and presentations	Quiz, assignment, test and presentations	K2
III	CO3	Lectures, screenings and presentations	Quiz, assignment, test and presentations	K3
IV	CO4	Lectures, screenings and presentations	Quiz, assignment, test and presentations	K4
V	CO5	Lectures and presentations	Quiz, assignment, test and projects	K5

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
Entertainment Industry	CO1	2	3	1	3	2	3	1	-	2	3	2
	CO2	2	2	1	1	1	2	2	-	1	2	1
	CO3	2	2	1	2	2	3	1	2	3	2	1
	CO4	2	2	2	2	2	-	1	3	2	2	3
	CO5	2	1	2	2	2	2	2	1	1	1	1
	Avg.	2	2	1.4	2	1.8	2	1.4	1.2	1.8	2	1.6

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

**Continuous Internal Evaluation (CIE) - 40 Marks**

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember	3	2	2	2
Understand	3	3	3	2
Apply	2	2		
Analyze	2	3	3	3
Evaluate			2	3
Create				

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	5
Understand	10
Apply	10
Analyze	10
Evaluate	10
Create	15

**COURSE OUTLINE FOR SEMESTER – V****Bachelor of Arts in Journalism and Mass Communication (Honours/Honours with Research)**

S. N.	Course Code	Course Name	Course Type	Teaching Load				Credits
				L	T	P	CH	
1	BJMCMOJ38	Mobile Journalism	Major	2	0	4	6	4
2	BJMCADV15	Advertising	Major	3	0	2	5	4
3		Film Studies	Major	2	1	2	5	4
4	BJMCGCM32	Global Communication	Minor	3	1	0	4	4
5	BJMCIPR23	Internship and Project	Project	0	2	0	2	2
6	BJMCCEN24	Community Engagement	Project	0	0	4	4	2
<b>TOTAL</b>								<b>20</b>

## SYLLABUS

<b>Semester</b>	V
<b>Course Title</b>	Mobile Journalism
<b>Course Code</b>	BJMCMOJ38
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	2-0-4
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the evolution, concepts, and emerging practices of mobile journalism (MoJo).</li> <li>• <b>Apply</b> mobile journalism tools, apps, and techniques for professional storytelling.</li> <li>• <b>Evaluate</b> and produce high-quality multimedia content using mobile devices for news and creative communication.</li> <li>• <b>Analyse</b> the role of MoJo in the digital news ecosystem, social media integration, and live broadcasting.</li> <li>• <b>Create</b> practical mobile journalism outputs, demonstrating industry-ready skills.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the concepts, history, advantages, and challenges of mobile journalism.</p> <p><b>CO2:</b> Demonstrate the use of mobile apps, tools, and workflows for content production.</p> <p><b>CO3:</b> Apply smartphone-based techniques for audio, video, photography, and live reporting.</p> <p><b>CO4:</b> Analyse the convergence of traditional, social, and mobile journalism practices.</p> <p><b>CO5:</b> Create professional-grade mobile journalism content including podcasts, news packages, and short videos.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Definition, nature, and scope of MoJo; History and evolution of mobile journalism globally and in India; Advantages and challenges of MoJo; Horizontal vs Vertical storytelling; Introduction to visual grammar for mobile content.	CO1
II	Essential skills for MoJo reporters; Mobile journalism apps (iOS, Android, open-source); Content creation apps — writing, audio, video, editing; News gathering, verification, and curation techniques; Mobile journalism production workflow.	CO2
III	Smartphone as a production studio; Audio recording and podcasting; Mobile photography — composition and editing; Videography — framing, shot planning, editing; Use of microphones, gimbals, tripods; Best practices for shooting, editing, and uploading mobile content.	CO3
IV	Integration with traditional and social media; Live streaming platforms (Facebook Live, YouTube Live, Instagram Live); Ethics and verification in mobile journalism; Citizen Journalism and its relation to MoJo; Trends in mobile-first journalism and future technologies.	CO4
V	Production of audio news packages and podcasts using mobile phones; Creation of video news packages and short interviews; Live streaming	CO5

assignments (audio and video); Production of short films or music videos using mobile phones.

### EVALUATION

Theory and Practical

**Mode of Evaluation**

**Continuous Evaluation**

**End Semester Examination**

Weightage

40

60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Mobile Journalism: A Key Mass Communication Tool of the Future by Dass, Rahul
2. Next-Gen Journalist's Guide: Art of Storytelling, Mojo and Data Journalism by Prashanth, V

#### References:

1. Mobile and Social Media Journalism: A Practical Guide (2017) by Anthony Adornato.
2. Bruce D. Itule and Douglas A. Anderson. News writing and reporting for today's media; McGraw-Hill Publication
3. M.L. Stein, Susan Paterno & R. Christopher Burnett. News Writer's Handbook: An Introduction to Journalism; B Publishing, 2006.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, projects, seminar and practical	K2
II	CO2	Lecture, practical and presentation	Quiz, assignments, tests, projects, seminar and practical	K3
III	CO3	Lecture, practical and presentation	Quiz, assignments, tests, projects, seminar and practical	K5
IV	CO4	Lecture, practical and presentation	Quiz, assignments, tests, projects, seminar and practical	K4
V	CO5	Lecture, practical and presentation	Quiz, assignments, tests, projects, seminar and practical	K5; K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PSO	PSO	PSO	PSO						
		1	2	3	4	5	6	7	1	2	3	4
<b>BJMCMOJ38: Mobile Journalism</b>	<b>CO1</b>	2	2	2	3	3	1	3	2	3	2	2
	<b>CO2</b>	1	-	1	-	2	2	-	1	3	2	3
	<b>CO3</b>	2	2	2	2	1	1	-	2	3	2	1
	<b>CO4</b>	2	1	-	1	-	1	3	2	3	2	1
	<b>CO5</b>	2	2	2	1	1	2	2	1	2	1	2
	<b>Avg.</b>	1.8	1.4	1.4	1.4	1.4	1.6	1.6	1.6	2.8	1.8	1.8

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
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Remember	2			
Understand	3	2	2	2
Apply	3	3	2	2
Analyze	2	3	3	2
Evaluate				
Create		2	3	4

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	-
Understand	10
Apply	15
Analyze	10
Evaluate	10
Create	15

## SYLLABUS

<b>Semester</b>	V
<b>Course Title</b>	Advertising
<b>Course Code</b>	BJMCADV15
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	3-0-2
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the evolution, fundamentals, and role of advertising in modern society and business.</li> <li>• <b>Apply</b> psychological, cultural, and communication principles to create impactful advertising messages.</li> <li>• <b>Understand</b> and use various communication models for effective advertising planning.</li> <li>• <b>Analyse</b> strategies for advertising campaign planning across traditional and digital media.</li> <li>• <b>Develop</b> advertising content and campaigns for different platforms using evolving techniques.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the history, types, functions, and significance of advertising.</p> <p><b>CO2:</b> Apply psychological, economic, and cultural aspects to design effective advertising messages.</p> <p><b>CO3:</b> Use communication models and theories to structure advertising strategies.</p> <p><b>CO4:</b> Analyse the planning, execution, and media integration strategies of advertising campaigns.</p> <p><b>CO5:</b> Create advertising content across multiple media platforms including digital, print, TV, and radio.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Definition, meaning, concept, and historical evolution of advertising; Importance and functions; Types of advertising — consumer, industrial, corporate, retail, public service, digital advertising; Basic structure of the advertising industry and advertising agencies.	CO1
II	Economic, cultural, and social impacts of advertising; Psychological principles in ad creation — motivations, perceptions, attitudes; Types of advertising appeals — emotional, rational, fear, humour, bandwagon, celebrity, gender, adventure, nostalgia; Types of media for advertising (print, TV, radio, outdoor, digital); Ethical and regulatory framework — AAI, ASCI codes.	CO2
III	Role of advertising within the marketing mix; Integration with public relations and brand building; Key advertising theories and models — AIDA Model, DAGMAR Model, Hierarchy of Effects Model, Maslow's Hierarchy applied to advertising.	CO3
IV	Steps in campaign creation — objectives, market segmentation, positioning, targeting; Media selection and scheduling; Research methods in advertising; Budgeting for campaigns; Social media marketing and influencer campaigns; Integrated Marketing Communication (IMC); Agency structures vs. in-house advertising teams.	CO4

V	Developing IEC (Information, Education, Communication) materials; Copywriting basics for print, TVCs, radio spots, and jingles; Script writing and storyboard preparation; Designing social and digital media advertising content.	CO5
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### EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Advertising Management by Batra, Rajeev; Delhi; Pearson; 2016
2. Advertising and Promotion (Ed.5) by Hackley, Chris; Sage; 2021
3. Advertising Management by Jethwaney, Jaishree and Jain, Shruti; Delhi ; Oxford University Press; 2014
4. Advertising Basics: A Resource Guide for Beginners by Vilanilam, John V; Delhi; Sage; 2016

#### References:

1. Advertising and Promotion: An Integrated Marketing Communications Perspective by Belch, George E.
2. Foundations of Advertising by Chunawalla, S. A.
3. Advertising, Promotion and Supplemental Aspects of Integrated Marketing Communications by Shimp, Terence A.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and case analysis	K2
II	CO2	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and case analysis	K3
III	CO3	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and case analysis	K4; K6
IV	CO4	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and case analysis	K5
V	CO5	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and case analysis	K3; K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
<b>BJMCADV15: Advertising</b>	<b>CO1</b>	1	2	1	1	2	1	2	2	2	2	1
	<b>CO2</b>	1	2	2	-	3	-	2	3	2	1	2
	<b>CO3</b>	2	3	3	1	2	1	2	1	2	3	1
	<b>CO4</b>	1	2	2	-	1	1	2	2	1	2	-
	<b>CO5</b>	2	2	1	1	-	2	3	3	3	1	-
	<b>Avg.</b>	1.4	2.2	1.8	0.6	1.6	1	2.2	2.2	2	1.8	0.8

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

**Continuous Internal Evaluation (CIE) - 40 Marks**

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember				
Understand	3	2		
Apply	3	3	3	3
Analyze	2	2	3	
Evaluate	2	2		2
Create		1	4	5

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	-
Understand	10
Apply	10
Analyze	10
Evaluate	10
Create	20

## SYLLABUS

<b>Semester</b>	V
<b>Course Title</b>	Film Studies
<b>Course Code</b>	
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	2-1-2
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the origins and evolution of cinema, identifying key milestones in film history, technological innovations, and influential filmmakers.</li> <li>• <b>Analyse</b> major global film movements, understanding their cultural, political, and social contexts, and the impact of these movements on contemporary cinema.</li> <li>• <b>Apply</b> knowledge of film language and production techniques to critically evaluate films, focusing on cinematography, mise-en-scène, editing, and sound design.</li> <li>• <b>Evaluate</b> auteur-driven films, analysing directorial styles, narrative forms, and the influence of personal and cultural perspectives on cinema.</li> <li>• <b>Create</b> a synthesis of critical perspectives on contemporary cinema by applying various theoretical frameworks to film analysis.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>Upon completion of this course, students will be able to:</p> <p><b>CO1:</b> Recall and describe the historical development of cinema, recognising key films, filmmakers, and technological innovations from early cinema to the contemporary period.</p> <p><b>CO2:</b> Analyse and interpret the significance of major film and their influence on global cinema.</p> <p><b>CO3:</b> Apply film language concepts to evaluate the technical and aesthetic qualities of films and their narrative construction.</p> <p><b>CO4:</b> Critique and assess auteur-driven films, identifying directorial intent, narrative structure, and stylistic elements, while situating these works within cultural and social contexts.</p> <p><b>CO5:</b> Engage critically with films using various theoretical perspectives, analysing the social, political, and ideological implications of cinema.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Early film history, technological innovations, and the transition from silent to sound films. Study of seminal works: Lumière Brothers, Georges Méliès, D.W. Griffith, Orson Welles, Charlie Chaplin. Overview of Indian cinema's origins, with focus on Dadasaheb Phalke's contributions and early films such as <i>Alam Ara</i> (1931).	CO1
II	In-depth analysis of key global film movements such as German Expressionism ( <i>The Cabinet of Dr. Caligari</i> , 1920), Soviet Montage ( <i>Battleship Potemkin</i> , 1925), Italian Neorealism ( <i>Bicycle Thieves</i> , 1948), French New Wave ( <i>Breathless</i> , 1950), and Iranian New Wave ( <i>Close-Up</i> , 1990).	CO2
III	Study of cinematography, mise-en-scène, framing, composition, and camera movements; Techniques of editing and sound (diegetic/non-	CO3

	diegetic), and roles in filmmaking (director, cinematographer, editor); Exploring editing styles – continuity editing, cross-cutting, and montage.	
IV	Exploration of films by auteur directors such as Bong Joon-Ho ( <i>Parasite</i> , 2019), Wong Kar Wai ( <i>In the Mood for Love</i> , 2000), Christopher Nolan ( <i>Interstellar</i> , 2014), Alfred Hitchcock ( <i>Pyscho</i> , 1960), Satyajit Ray ( <i>Aparajito</i> , 1956) and Ritwik Ghatak ( <i>Meghe Dhaka Tara</i> , 1960). Discussion of gendered and psychoanalytic perspectives in cinema ( <i>Black Swan</i> , 2010; <i>Kahani</i> , 2012).	CO4
V	Study of contemporary films; Analysing narrative techniques, postmodern themes, and social commentary; Application of theoretical frameworks like Marxism and Feminism; Film Appreciation and Criticism; Genre Films and Film Genre.	CO5

### EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Introduction to Film Criticism by Bywater, Tim; Pearson, 2009
2. Film Studies: The Basics by Villarejo, Amy; Routledge; 2013
3. Film Studies: An Introduction by Duggal, V., Menon, B., and Bhattacharya, S., Worldview Publications

#### References:

1. Filming Reality: The Independent Documentary Movement in India by Chatterji, Shoma A; Sage
2. Film: Resource Books for Teachers by Susan, Stempleski; Oxford University Press; 2009

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Assignments, tests, seminars, group discussions, and term paper	K2
II	CO2	Lecture and presentation	Assignments, tests, seminars, group discussions, and term paper	K3; K4
III	CO3	Lecture and presentation	Assignments, tests, seminars, group discussions, and term paper	K2
IV	CO4	Lecture and presentation	Assignments, tests, seminars, group discussions, and term paper	K5
V	CO5	Lecture and presentation	Assignments, tests, seminars, group discussions, and term paper	K3; K5

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PSO	PSO	PSO	PSO						
		1	2	3	4	5	6	7	1	2	3	4
Film Studies	CO1	2	3	1	2	3	1	2	3	1	2	2
	CO2	2	1	2	3	1	2	3	2	2	2	1
	CO3	1	2	3	1	2	3	1	2	3	1	2
	CO4	2	2	1	3	1	3	2	1	3	3	1

	<b>CO5</b>	2	2	2	2	2	2	2	2	2	2	2
	<b>Avg.</b>	1.8	2	1.8	2.2	1.8	2.2	2	2	2.2	2	1.6

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember				
Understand	3	2		
Apply	3	3	3	3
Analyze	2	2	3	
Evaluate	2	2		2
Create		1	4	5

### End Semester Examination (ESE) - 60 Marks

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	-
Understand	10
Apply	10
Analyze	10
Evaluate	10
Create	20

## SYLLABUS

<b>Semester</b>	V
<b>Course Title</b>	Global Communication
<b>Course Code</b>	BJMCGCM32
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	3-1-0
<b>Course Type</b>	Minor
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the concept and importance of global communication, tracing its historical evolution.</li> <li>• <b>Explore</b> the influence of globalisation on communication practices, media industries, and cultural exchange.</li> <li>• <b>Analyse</b> the role of media and communication technologies in global contexts, including their ethical implications.</li> <li>• <b>Evaluate</b> the impact of global communication on global conflicts, peacebuilding efforts, and international diplomacy.</li> <li>• <b>Understand</b> insights into the future of global communication in the face of emerging technologies and global challenges.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>Upon completion of this course, students will be able to:</p> <p><b>CO1:</b> Define the concept of global communication and understand its significance in a connected world.</p> <p><b>CO2:</b> Assess the impact of cultural differences on global communication and apply strategies to overcome cultural barriers.</p> <p><b>CO3:</b> Evaluate the role of media and technology in shaping global communication, with a focus on ethics and practices.</p> <p><b>CO4:</b> Analyse the role of communication in global conflicts and peacebuilding efforts, drawing on case studies.</p> <p><b>CO5:</b> Develop strategies for global communication in the future, considering emerging trends and addressing global issues such as climate change and social justice.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Definition and scope of global communication; The historical development of global communication practices; The influence of technology in transforming global communication; NWICO; NANAP and others.	CO1
II	Understanding culture and its role in communication; Exploring cultural differences and their impact on global communication; Overcoming cultural barriers in communication; The significance of intercultural communication.	CO2
III	The role of various media in global communication (print, electronic, social media); Examining the impact of media on global practices; Ethical considerations in global communication.	CO3
IV	Defining globalisation and its effects on communication; Analysing the reciprocal relationship between globalisation and communication; The role of global communication in promoting or resisting globalisation.	CO4
V	Emerging trends in global communication; The impact of new technologies (AI, social media, etc.) on global communication; The challenges and opportunities facing global communication in addressing global issues such as climate change and social justice.	CO5

## EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

**Textbooks:**

1. Global Communication: Theory and Practice by Thomas L. McPhail
2. Global Communication by R. S. K. Lee and K. L. Hunt

**References:**

1. Communication in the Global Age by David Held and Henrietta L. Lappin
2. The Globalization of World Politics by John Baylis, Steve Smith, and Patricia Owens
3. The Media and Globalization by David Held and Henrietta L. Lappin
4. Globalization and Media by Jack Lule
5. Intercultural Communication: A Critical Introduction by Ingrid Pille

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and case analysis	K1
II	CO2	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and case analysis	K2
III	CO3	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and case analysis	K3
IV	CO4	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and case analysis	K4
V	CO5	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and case analysis	K5

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>BJMCGCM32: Global Communication</b>	<b>CO1</b>	1	2	1	2	2	1	2	1	-	1	2
	<b>CO2</b>	2	3	1	3	2	-	1	2	1	-	2
	<b>CO3</b>	3	2	1	1	2	-	2	3	1	2	1
	<b>CO4</b>	1	1	1	1	2	-	2	-	3	1	2
	<b>CO5</b>	2	1	-	1	1	2	-	2	-	2	1
	<b>Avg.</b>	1.8	1.8	0.8	1.6	1.8	0.6	1.4	1.6	1	1.2	1.6

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember	2	1		
Understand	3	3	3	2

Apply	2	3	2	2
Analyze	2	3	3	2
Evaluate			2	4
Create				

### End Semester Examination (ESE) - 60 Marks

Bloom's Taxonomy Level	Marks Allocated
Remember	15
Understand	10
Apply	10
Analyze	15
Evaluate	10
Create	-

## SYLLABUS

<b>Semester</b>	V
<b>Course Title</b>	Internship
<b>Course Code</b>	BJMCIPR23
<b>Credits</b>	2
<b>Contact Hours (L-T-P)</b>	0-0-0
<b>Course Type</b>	Project
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> what hands-on exposure to the media and communication industries is through a structured internship experience.</li> <li>• <b>Analyse</b>, plan, develop, and produce an original, media-related project showcasing their learning and skills.</li> <li>• <b>Create</b> professional material by fostering critical thinking, problem-solving, and reflective analysis of real-world practices.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>Upon completion of this course, students will be able to:</p> <p><b>CO1:</b> Apply theoretical knowledge and practical skills in real-world media and communication settings through internship experience.</p> <p><b>CO2:</b> Design and produce an original media-related project, demonstrating creativity, technical competency, and storytelling ability.</p> <p><b>CO3:</b> Critically reflect on professional practices and articulate key learnings and challenges encountered during internship and project development.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	<p>Part A: Internship</p> <p>Students are required to complete a four-to-six-week summer internship between the previous and the current semester at an organisation related to any of the varied media fields. A faculty mentor will be allocated to each student before the commencement of the internship to guide, monitor, and enrich the student's learning experience. During the internship, students are expected to observe professional practices, participate actively in assigned tasks, and develop a deeper understanding of media operations. Post-internship, students will prepare a detailed internship report (for the continuous evaluation) documenting their work, key learnings, challenges faced, and reflections, and a viva-voce evaluation will be conducted to assess the internship learnings (for the end semester examination).</p>	<p>CO1</p> <p>CO2</p> <p>CO3</p>
II	<p>Part B: Project Paper</p> <p>Each student will undertake an independent media project over the semester under the supervision of an assigned faculty guide. The project can be based on one of the following formats:</p> <ul style="list-style-type: none"> <li>○ Print: A journal or magazine</li> <li>○ Audio-Visual: A short film, documentary, or video advertisements</li> <li>○ Digital: A fully developed blog or website, or a data visualisation project to uncover trends and patterns in the media industry</li> </ul> <p>The project should demonstrate research, content creation, production, and critical understanding of media practices. A project proposal will have to be submitted (for the continuous evaluation), and a final viva-voce evaluation will be conducted by a panel to assess the project output based on creativity, research depth, execution quality, and professional presentation.</p>	

## EVALUATION

	Practical	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

**Textbooks:**

**References:**

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1, CO2, CO3	Practical	Presentation and report	K2; K5
II	CO1, CO2, CO3	Practical	Presentation and report	K5; K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>BJMCIPR23: Internship</b>	<b>CO1</b>	2	3	1	3	2	3	1	-	2	3	2
	<b>CO2</b>	2	2	1	1	1	2	2	-	2	2	2
	<b>CO3</b>	2	2	1	2	2	3	1	1	3	2	3
	<b>Avg.</b>	2	2.3	1	2	1.6	2.6	1.3	0.3	2.3	2.3	2.3

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember				
Understand		5		
Apply	5		5	5
Analyze				
Evaluate		5		5
Create	5		5	

### End Semester Examination (ESE) - 60 Marks

Bloom's Taxonomy Level	Marks Allocated
Remember	-
Understand	-
Apply	10
Analyze	20
Evaluate	10
Create	20

## SYLLABUS

<b>Semester</b>	V
<b>Course Title</b>	Community Engagement
<b>Course Code</b>	BJMCCEN24
<b>Credits</b>	2
<b>Contact Hours (L-T-P)</b>	0-0-4
<b>Course Type</b>	Project
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the principles of community engagement and the role of communication and media in creating social impact.</li> <li>• <b>Apply</b> communication tools and media techniques to design and implement effective community engagement initiatives.</li> <li>• <b>Evaluate</b> the outcomes of engagement activities and create reflective documentation highlighting learning, challenges, and social contribution.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>Upon completion of this course, students will be able to:</p> <p><b>CO1:</b> Describe the principles of community engagement and explain the role of communication strategies in driving community action.</p> <p><b>CO2:</b> Use media tools and participatory methods to implement a community engagement project addressing a real-world issue.</p> <p><b>CO3:</b> Critically assess the engagement process and outcomes, and produce comprehensive reflective documentation.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	<p>The Community Engagement Project is a semester-long experiential learning initiative aimed at strengthening students' ability to connect with communities using communication and media strategies. Students will conceptualise and execute a community project that addresses a social issue and promotes awareness, behaviour change, or community participation.</p> <p>Students must select a project theme and integrate a communication output, such as posters, videos, podcasts, photo essays, or blogs to maximise community engagement and document their work.</p> <p>Suggested Project Themes:</p> <ul style="list-style-type: none"> <li>• <b>Community Clean-Up Campaign:</b> Use posters, short videos, or social media storytelling to mobilise participation and document the campaign.</li> <li>• <b>Health and Wellness Workshops:</b> Develop information brochures, podcasts, or mini-documentaries on health-related topics to support workshop activities.</li> <li>• <b>Education Support Program:</b> Conduct mentoring programs and amplify efforts through newsletters, blog series, or audio-visual storytelling.</li> </ul> <p>A faculty supervisor will guide the students through regular progress reviews and ensure ethical community participation. Continuous evaluation will be done through proposal submission and mid-semester progress report, whereas end-semester evaluation will be done through final report, presentation and viva-voce, incorporating feedback received.</p>	<p>CO1</p> <p>CO2</p> <p>CO3</p>

### EVALUATION

	Practical	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

**Textbooks:**

**References:**

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1, CO2, CO3	Practical	Presentation and report	K2; K5

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
<b>BJMCCEN24: Community Engagement</b>	<b>CO1</b>	2	3	1	3	2	3	1	-	2	3	2
	<b>CO2</b>	2	2	1	1	1	2	2	-	2	2	2
	<b>CO3</b>	2	2	1	2	2	3	1	1	3	2	3
	<b>Avg.</b>	2	2.3	1	2	1.6	2.6	1.3	0.3	2.3	2.3	2.3

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember				
Understand		5	5	
Apply	5		5	5
Analyze				
Evaluate		5		5
Create	5			

### End Semester Examination (ESE) - 60 Marks

Bloom's Taxonomy Level	Marks Allocated
Remember	-
Understand	10
Apply	10
Analyze	20
Evaluate	10
Create	10

**COURSE OUTLINE FOR SEMESTER – VI****Bachelor of Arts in Journalism and Mass Communication (Honours/Honours with Research)**

S. N.	Course Code	Course Name	Course Type	Teaching Load				Credits
				L	T	P	CH	
1	BJMCFMG51	Film-Making	Major	1	1	4	6	4
2	BJMCMLE20	Media Laws and Ethics	Major	4	0	0	4	4
3	BJMCSCC52	Strategic Corporate Communications	Major	3	1	0	4	4
4	BJMCDCC53	Digital Content Creation	Major	2	0	4	6	4
5	BJMCDCM31	Digital Humanities	Minor	3	1	0	4	4
<b>TOTAL</b>								<b>20</b>

## SYLLABUS

<b>Semester</b>	VI
<b>Course Title</b>	Film-Making
<b>Course Code</b>	BJMCFMG51
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	1-1-4
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> contemporary film genres and the evolving language of digital storytelling.</li> <li>• <b>Analyse</b> the advanced principles and creative use of sound and lighting in film production.</li> <li>• <b>Apply</b> narrative structures and screenplay formats to develop compelling short narratives.</li> <li>• <b>Evaluate</b> the workflow of film production, including budgeting, scheduling, and production management.</li> <li>• <b>Create</b> professional-grade short films integrating cinematic techniques and editing skills</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the characteristics of major film genres and assess their relevance in current film-based storytelling.</p> <p><b>CO2:</b> Analyse and apply sound design and lighting techniques appropriate for film-making.</p> <p><b>CO3:</b> Write original film scripts using appropriate narrative structures and formats.</p> <p><b>CO4:</b> Plan, organise, and execute the stages of film production with industry-oriented practices.</p> <p><b>CO5:</b> Produce and edit short films demonstrating proficiency in creative storytelling and technical execution.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Evolution of film language; Fiction, Non-fiction, Short Films, Docu-fiction, Ad Films, Corporate Films, and Pandemic-era Digital Films; Genre conventions and innovations.	CO1
II	Advanced sound recording and mixing techniques; diegetic vs non-diegetic sound; sound design for emotion and atmosphere; creative lighting setups for mood, storytelling, and realism; use of minimal and mobile-friendly setups.	CO2
III	Advanced story development techniques; genre-specific screenplay formats; three-act structure, nonlinear storytelling, minimalist storytelling, character arcs, and visual narratives.	CO3
IV	Project proposal development; pre-production planning; budgeting for small-scale and mobile filmmaking; crew roles and responsibilities; practical workflows for independent and collaborative productions.	CO4
V	Principles of cinematic editing; pacing, rhythm, transitions; use of professional and mobile editing software; colour grading and sound mixing basics; film festival and online platform submission formats; Output: Production of an eight-to-twelve-minute original short film.	CO5

## EVALUATION

	Practical	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

**Textbooks:**

1. The Digital Filmmaking Handbook: The definitive guide to digital filmmaking by Doug Harman.
2. Digital Film-making Revised Edition by Mike Figgis

**References:**

1. Writing for The Cut by Greg Loftin

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and practical	Assignments and project	K2
II	CO2	Practical	Assignments and project	K3; K4
III	CO3	Practical	Assignments and project	K3; K4
IV	CO4	Practical	Assignments and project	K5
V	CO5	Practical	Assignments and project	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
<b>Film-Making</b>	<b>CO1</b>	2	2	2	2	3	2	1	2	-	2	1
	<b>CO2</b>	1	3	2	1	2	2	2	1	-	1	1
	<b>CO3</b>	2	2	1	2	1	2	3	2	2	2	-
	<b>CO4</b>	2	1	2	1	3	2	2	-	2	1	-
	<b>CO5</b>	1	3	-	1	2	2	-	-	2	1	-
	<b>Avg.</b>	1.6	2.2	1.4	1.4	2.2	2	1.6	1	1.2	1.4	0.4

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember				
Understand	2	2		
Apply	3	4	4	
Analyze	3	2		2
Evaluate		2	2	3
Create	2		4	5

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	-
Understand	05
Apply	10
Analyze	15
Evaluate	10
Create	20

## SYLLABUS

<b>Semester</b>	VI
<b>Course Title</b>	Media Laws and Ethics
<b>Course Code</b>	BJMCMLE20
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	4-0-0
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the constitutional and legal framework regulating media operations in India.</li> <li>• <b>Analyse</b> key case studies related to media laws such as defamation, contempt of court, official secrets, and intellectual property rights.</li> <li>• <b>Apply</b> knowledge of specific acts and regulations to real-world media scenarios.</li> <li>• <b>Evaluate</b> ethical obligations, professional codes, and societal responsibilities in media practices.</li> <li>• <b>Create</b> ethically grounded approaches to contemporary issues such as yellow journalism, commercial advertising, and portrayal of marginalised communities.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the major legal provisions applicable to media operations in India.</p> <p><b>CO2:</b> Analyse landmark cases involving media law, defamation, contempt of court, and official secrets.</p> <p><b>CO3:</b> Apply relevant statutes and regulations on advertising to practical media issues</p> <p><b>CO4:</b> Evaluate ethical challenges facing modern media, including responsibility towards society and combating yellow journalism.</p> <p><b>CO5:</b> Create frameworks for ethical media practice using Press Council codes, industry guidelines, and self-regulatory mechanisms.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Foundations of Media Law: Freedom of Expression {Article 19(1)(a) and 19(2)}; Defamation Law: Civil and Criminal; Defamation and the Media; The Official Secrets Act, 1956; Contempt of Courts Act: Judicial Powers vs Media Freedom; Privileges of Parliament and Media Reporting.	CO1
II	Intellectual Property Rights and The Copyright Act, 1957; Right to Information Act, 2005; Drugs and Magic Remedies (Objectionable Advertisements) Act, 1954; Cable Television Network (Regulation) Act, 1995; Information Technology Act, 2000 (Relevant Provisions for Media).	CO2
III	Press and Registration of Books Act, 1867; Working Journalists and Other Newspaper Employees (Conditions of Service) Act, 1955; Code of Commercial Advertising on All India Radio and Doordarshan; Indecent Representation of Women (Prohibition) Act, 1986; The Young Persons (Harmful Publications) Act, 1956.	CO3
IV	Meaning of Media Ethics and Social Responsibility; Yellow Journalism: Evolution and Impact; Ethical Dilemmas in Contemporary Media; Codes of Ethics: Press Council of India Guidelines, News Broadcasters Association (NBA), Indian Broadcasting Foundation (IBF).	CO4

V	Self-Regulation vs State Control; Censorship, Taste, Morality, and Taboo; Ethical Guidelines; Future of Media Ethics in a Globalized Digital World; Economic Pressures on Media; Representation of Marginalized Sections (Children, Dalits, Tribal Communities, Gender Groups); Media Coverage of Violence; Hate Speech.	CO5
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### EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Media Law and Ethics by M. Neelamalar

#### References:

1. Thakurta, Paranjoy Guha, Media Ethics, Oxford University Press, 2009
2. Austin Sarat, Where Law Meets Popular Culture (ed.), The University of Alabama Press, 2011
3. Vikram Raghvan, Communication Law in India, Lexis Nexis Publication, 2007
4. Iyer Vekat, Mass Media Laws and Regulations in India, Published by AMIC, 2000
5. William Mazzarella, Censorium: Cinema and the Open Edge of Mass Publicity
6. Raminder Kaur, William Mazzarella, Censorship in South Asia: Cultural Regulation from Sedition to Seduction

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, projects, and case analysis	K2
II	CO2	Lecture and presentation	Quiz, assignments, tests, projects, and case analysis	K3
III	CO3	Lecture and presentation	Quiz, assignments, tests, projects, and case analysis	K2; K3
IV	CO4	Lecture and presentation	Quiz, assignments, tests, projects, and case analysis	K4
V	CO5	Lecture and presentation	Quiz, assignments, tests, projects, and case analysis	K5

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
<b>BJMCMLE20: Media Laws and Ethics</b>	<b>CO1</b>	1	2	1	3	-	3	2	2	-	2	1
	<b>CO2</b>	2	2	2	2	1	2	-	2	3	1	2
	<b>CO3</b>	2	1	2	1	3	1	2	1	2	-	2
	<b>CO4</b>	1	2	1	2	-	1	-	2	1	-	3
	<b>CO5</b>	1	1	1	2	2	2	1	3	1	-	1
	<b>Avg.</b>	1.4	1.6	1.4	2	1.2	2	1	2	1.4	0.6	1.8

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

**Continuous Internal Evaluation (CIE) - 40 Marks**

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember	2	1	2	
Understand	3	3	3	3
Apply	2	3	2	2
Analyze	2	3	3	2
Evaluate				3
Create				

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	15
Understand	10
Apply	10
Analyze	15
Evaluate	10
Create	-

## SYLLABUS

<b>Semester</b>	VII
<b>Course Title</b>	Strategic Corporate Communication
<b>Course Code</b>	
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	3-1-0
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• Understand the principles, elements, and strategic role of communication in organisations.</li> <li>• Apply strategic communication frameworks to identify, segment, and engage organisational stakeholders.</li> <li>• Develop strategic messaging for diverse audiences across multiple platforms.</li> <li>• Analyse the structure, functions, and emerging trends of corporate communication globally.</li> <li>• Create integrated corporate communication plans suited to real-world professional settings.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the concept, scope, and strategic planning process of communication.</p> <p><b>CO2:</b> Apply strategic communication principles to stakeholder identification, segmentation, and engagement.</p> <p><b>CO3:</b> Design effective message strategies for influencing public opinion and reaching diverse audiences.</p> <p><b>CO4:</b> Analyse the organization, tools, and practices of corporate communication in modern businesses.</p> <p><b>CO5:</b> Create integrated strategic communication plans addressing corporate branding, crisis communication, and reputation management.</p>

### COURSE OUTLINE

<b>Module</b>	<b>Contents</b>	<b>CO Mapping</b>
I	Introduction to Strategic Communication: Concept of strategy; Steps in strategic planning; Strategic communication definition and utility; Domains of practice — marketing communication, advocacy, brand communication; Global trends in strategic communication	CO1
II	Stakeholder identification and segmentation; Audience analysis techniques; Persuasion theories; Setting objectives, strategies, and tactics; Planning communication campaigns; Research, execution, and evaluation processes	CO2
III	Role and importance of corporate communication; Corporate brand building; Internal communication strategies; Corporate storytelling; Corporate governance communication	CO3
IV	Crisis communication and reputation management; Public affairs and government relations; Investor relations and CSR communication; Integrated communication strategies for multinational corporations; ESG	CO4
V	Leveraging traditional and digital media; Content strategy for social media, blogs, websites, podcasts; Use of analytics and measurement in corporate communication; Emerging platforms — AI chatbots, Metaverse PR;	CO5

Project: Developing a strategic corporate communication campaign for a real-world brand or organization

### EVALUATION

Mode of Evaluation	Theory	
	Continuous Evaluation	End Semester Examination
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

- Argenti, P. A. Corporate Communication; McGraw-Hill Education, 2018.
- Cornelissen, J. Corporate Communication: A Guide to Theory and Practice; Sage Publications, 2020.

#### References:

- Goodman, M. B., & Hirsch, P. B. (Eds.) Corporate Communication: Strategic Adaptation for Global Practice; Peter Lang Publishing, 2010.
- Gregory, A. Planning and Managing Public Relations Campaigns; Kogan Page, 2020.
- Heath, R. L., & Johansen, W. (Eds.) The International Encyclopedia of Strategic Communication; Wiley-Blackwell, 2018.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and Presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K2
II	CO2	Lecture and Presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K3
III	CO3	Lecture and Presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K4
IV	CO4	Lecture and Presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K5
V	CO5	Lecture and Presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K5; K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PSO	PSO	PSO	PSO						
		1	2	3	4	5	6	7	1	2	3	4
Strategic Corporate Communication	CO1	2	2	1	3	1	2	3	-	1	2	1
	CO2	2	2	2	2	-	3	2	-	1	-	1
	CO3	2	1	3	1	-	1	2	1	-	2	1
	CO4	1	2	2	2	2	2	2	2	2	1	2
	CO5	1	2	1	3	1	-	2	-	1	2	2
	Avg.	1.6	1.8	1.8	2.2	0.8	0.8	2.2	0.6	1	1.4	1.4

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember	2			

Understand	3	2	2	2
Apply	2	3	3	2
Analyze	2	3	2	2
Evaluate				4
Create		2	3	4

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	-
Understand	15
Apply	10
Analyze	15
Evaluate	10
Create	10

## SYLLABUS

<b>Semester</b>	VI
<b>Course Title</b>	Digital Content Creation
<b>Course Code</b>	BJMCDCC53
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	2-0-4
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Remember</b> key principles of creating impactful digital content across platforms.</li> <li>• <b>Understand</b> audience engagement factors and metrics driving viral content.</li> <li>• <b>Apply</b> visual communication and storytelling techniques to produce platform-specific content.</li> <li>• <b>Analyse</b> digital content performance using analytics tools and audience feedback.</li> <li>• <b>Create</b> innovative, high-impact digital content for social media, apps, and OTT platforms.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After undertaking this course, students will be able to:</p> <p><b>CO1:</b> Identify core elements of successful digital content across varied platforms.</p> <p><b>CO2:</b> Explain audience preferences and engagement metrics for viral content.</p> <p><b>CO3:</b> Produce platform-specific content using visual and narrative techniques.</p> <p><b>CO4:</b> Evaluate content performance through analytics and audience response data.</p> <p><b>CO5:</b> Develop original, impactful content for social media, apps, and OTT platforms.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Fundamentals of Digital Content Creation: Principles of impactful digital content: virality, relatability, and uniqueness; Study of top YouTubers and influencers: content strategies and success factors; Content types: written, audio-visual, and interactive formats.	CO1
II	Audience Engagement and Metrics Analysis: Understanding audience psychology and platform-specific preferences: Social media metrics: reach, impressions, engagement rates, and shares: Tools for tracking performance: Google Analytics, YouTube Studio, and app analytics.	CO2
III	Written and Visual Content for Digital Platforms: Crafting compelling written content: captions, blogs, and website copy; Visual communication: design aesthetics for social media and web pages; Storytelling techniques for short-form (e.g., Instagram Reels) and long-form content.	CO3
IV	App-Based Content and Analytics: Designing content for apps: navigation, user experience, and visual appeal; App analytics: user retention, session duration, and interaction tracking; Case studies of successful app content strategies (e.g., Reels, Spotify).	CO4
V	Content Creation for Diverse Platforms: Planning and executing short-video content (e.g., Reels, YouTube Shorts); Long-form content creation for YouTube: Scripting, shooting, and editing; OTT content production: concept development, storytelling, and delivery for streaming platforms.	CO5

## EVALUATION

Theory and Practical

**Mode of Evaluation**

**Continuous Evaluation**

**End Semester Examination**

Weightage

40

60

## TEXT BOOKS AND REFERENCES

### Textbooks:

1. Content Strategy for the Web by Kristina Halvorson and Melissa Rach (2nd Edition, 2012)
2. The Art of Digital Storytelling by John Bucher (2023)

### References:

1. Epic Content Marketing by Joe Pulizzi (2nd Edition, 2023)
2. Digital Marketing Analytics by Chuck Hemann and Ken Burbary (2nd Edition, 2018)
3. The Lean Content Marketing Blog by Sujana Patel (2021)

## FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Assignments, tests, projects, case analysis and practical	K3
II	CO2	Lecture, practical and presentation	Assignments, tests, projects, case analysis and practical	K4
III	CO3	Lecture, practical and presentation	Assignments, tests, projects, case analysis and practical	K5
IV	CO4	Lecture, practical and presentation	Assignments, tests, projects, case analysis and practical	K5; K6
V	CO5	Lecture, practical and presentation	Assignments, tests, projects, case analysis and practical	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

## CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
<b>Digital Content Creation</b>	<b>CO1</b>	-	1	-	2	-	1	1	2	1	3	1
	<b>CO2</b>	1	-	2	1	3	-	1	2	1	3	1
	<b>CO3</b>	2	2	2	2	2	2	2	2	2	1	2
	<b>CO4</b>	1	2	1	-	1	-	1	1	1	2	1
	<b>CO5</b>	2	2	3	1	3	2	1	-	2	2	1
	<b>Avg.</b>	1.2	1.4	1.6	1.2	1.8	1	1.2	1.4	1.4	2.2	1.2

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember	2	1		
Understand	3	3	3	
Apply	2	3	2	3
Analyze	2	3		3

Evaluate			2	
Create			3	4

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	-
Understand	10
Apply	10
Analyze	15
Evaluate	05
Create	10

## SYLLABUS

<b>Semester</b>	VI
<b>Course Title</b>	Digital Humanities
<b>Course Code</b>	BJMCDHM31
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	3-1-0
<b>Course Type</b>	Minor
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the foundational concepts and scope of digital humanities.</li> <li>• <b>Apply</b> digital humanities methods across various disciplines.</li> <li>• <b>Engage</b> with a range of digital humanities tools for content creation.</li> <li>• <b>Analyse</b> the processes and decisions in developing digital humanities projects.</li> <li>• <b>Create</b> critical and reflective digital humanities projects using advanced tools.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After taking this course, the students will be able to:</p> <p><b>CO1:</b> Explain the core concepts and evolution of digital humanities.  <b>CO2:</b> Utilize digital humanities resources in interdisciplinary contexts.  <b>CO3:</b> Develop digital portfolios showcasing social media presence.  <b>CO4:</b> Evaluate forms of digital knowledge using analytical tools.  <b>CO5:</b> Produce innovative digital humanities projects with critical reflection.</p>

## COURSE OUTLINE

Module	Contents	CO Mapping
I	Introduction to digital humanities: definitions, scope, and significance; Evolution of humanities: oral, text-based, and digital transitions; Global perspectives on digital humanities; Current state and challenges of digital humanities in India.	CO1
II	Meaning and features of digital humanities: key characteristics and principles; Digital scholarship: concepts and practices; Digital pedagogy: integrating technology in humanities education; Case studies of prominent digital humanities projects.	CO2
III	Critical perspectives in digital humanities: race, caste, and coloniality in digital media; Feminist approaches to digital humanities; Code and platform studies: examining digital infrastructures; New media and game studies: cultural and social implications.	CO3
IV	Methods and tools in digital humanities: digital archiving techniques; Data visualisation for humanities research; Computational text analysis: tools and applications; Multilingualism in digital humanities: challenges and strategies.	CO4
V	Advanced digital humanities practices: spatial humanities and GIS mapping; Network analysis in humanities research; Ethical considerations in digital humanities: privacy and accessibility; Project: students will design and present a digital humanities project integrating tools and methods studied.	CO5

## EVALUATION

Mode of Evaluation	Theory	
	Continuous Evaluation	End Semester Examination
Weightage	40	60

### TEXT BOOKS AND REFERENCES

**Textbooks:**

1. Digital Humanities by Anne Burdick, Johanna Drucker, Peter Lunenfeld, Todd Presner, and Jeffrey Schnapp (2012)
2. A Companion to Digital Humanities by Susan Schreibman, Ray Siemens, and John Unsworth (2004)
3. Debates in the Digital Humanities by Matthew K. Gold (2012)

**References:**

1. The Digital Humanities Coursebook by Johanna Drucker (2021)
2. Digital Humanities in Practice by Claire Warwick, Melissa Terras, and Julianne Nyhan (2012)
3. Defining Digital Humanities: A Reader by Melissa Terras, Julianne Nyhan, and Edward Vanhoutte (2013)

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, small course projects, seminars, and group discussions	K2
II	CO2	Lecture and presentation	Quiz, assignments, tests, small course projects, seminars, and group discussions	K3
III	CO3	Lecture and presentation	Quiz, assignments, tests, small course projects, seminars, and group discussions	K2; K3
IV	CO4	Lecture and presentation	Quiz, assignments, tests, small course projects, seminars, and group discussions	K4
V	CO5	Lecture and presentation	Quiz, assignments, tests, small course projects, seminars, and group discussions	K4; K5

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
<b>BJMCDHM31: Digital Humanities</b>	<b>CO1</b>	2	3	1	3	2	3	1	3	2	3	2
	<b>CO2</b>	2	2	2	1	1	3	2	3	1	2	2
	<b>CO3</b>	2	3	2	3	2	3	1	2	3	2	1
	<b>CO4</b>	3	3	3	2	2	1	1	3	2	1	3
	<b>CO5</b>	2	2	2	2	2	2	2	1	1	1	1
	<b>Avg.</b>	2.2	2.6	2	2.2	1.8	2.4	1.4	2.4	1.8	1.8	1.8

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember	2	1		
Understand	3	3	2	
Apply	2	3		2
Analyze	2	3	3	2
Evaluate			2	3
Create			3	3

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	15
Understand	10
Apply	10
Analyze	15
Evaluate	10
Create	-

**COURSE OUTLINE FOR SEMESTER – VII****Bachelor of Arts in Journalism and Mass Communication (Honours/Honours with Research)**

S. N.	Course Code	Course Name	Course Type	Teaching Load				Credits
				L	T	P	CH	
1	BJMCMRE30	Introduction to Media Research	Major	4	0	0	4	4
2	BJMCMIM28	Media Industry and Management	Major	4	0	0	4	4
3	BJMCDOP54	Documentary Production	Major	1	1	4	6	4
4	BJMCBCM27	Brand Communication and Management	Major	3	1	0	4	4
5	BJMCMGS55	Media and Gender Studies	Minor	4	0	0	4	4
<b>TOTAL</b>								<b>20</b>

## SYLLABUS

<b>Semester</b>	VII
<b>Course Title</b>	Introduction to Media Research
<b>Course Code</b>	
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	4-0-0
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• Understand the basic concepts, types, and processes of research in social sciences and media studies.</li> <li>• Apply foundational skills such as sampling, hypothesis construction, and research design.</li> <li>• Analyse different approaches and techniques for media-specific research.</li> <li>• Apply appropriate methods for content analysis, survey research, and data interpretation.</li> <li>• Develop fundamental skills for preparing basic research reports in media studies.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the basic concepts, procedures, and types of research in social sciences and media studies.</p> <p><b>CO2:</b> Apply the principles of sampling and hypothesis formulation in basic research projects.</p> <p><b>CO3:</b> Analyse different research approaches and designs suitable for media studies.</p> <p><b>CO4:</b> Apply methods such as content analysis, survey techniques, and basic descriptive statistics in media research.</p> <p><b>CO5:</b> Prepare basic research reports related to print, broadcast, and digital media.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Definition, meaning, and objectives of research; Types of research (exploratory, descriptive, analytical, predictive); Scientific research procedures; Elements of research — concepts, constructs, variables, scales, and measurement; Social Science and Media Research	CO1
II	Overview of major research approaches — Experimental method, Field study, Case study, Observational study, Survey method, Historical research; Differences between qualitative and quantitative approaches	CO2
III	Sampling — definition, types (all types of probability and non-probability sampling); Advantages and limitations of sampling in media research; Formulation of research problems; Hypothesis — meaning, types, testing, and role in research	CO3
IV	Content analysis — types (quantitative, qualitative, thematic, framing, discourse analysis); Survey techniques in media research (questionnaire, interviews); Introduction to audience research (viewership, readership studies); Use of basic descriptive statistics (mean, median, mode, percentage analysis)	CO4
V	Steps in writing research reports; Key elements of a research report (abstract, introduction, literature review, findings, conclusions); Basics of	CO5

media research in Print, Television, Radio, and Online platforms; Research study/basic content analysis project (individual or group)

### EVALUATION

Mode of Evaluation	Theory	
	Continuous Evaluation	End Semester Examination
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Wimmer, R. D., & Dominick, J. R. Mass Media Research: An Introduction; Cengage Learning, 2013.
2. Kothari, C. R. Research Methodology: Methods and Techniques; New Age International Publishers, 2004.
3. Berger, A. A. Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches; Sage Publications, 2018.

#### References:

1. Hansen, A., Cottle, S., Negrine, R., & Newbold, C. Mass Communication Research Methods; Palgrave Macmillan, 1998.
2. Priest, S. H. Doing Media Research: An Introduction; Sage Publications, 2010.
3. Jensen, K. B. (Ed.) A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies; Routledge, 2013.
4. Berger, A. A. Media Analysis Techniques; Sage Publications, 2014.
5. Creswell, J. W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches; Sage Publications, 2017.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Assignments, tests, projects, and seminars	K2
II	CO2	Lecture and presentation	Assignments, tests, projects, and seminars	K2; K3
III	CO3	Lecture and presentation	Assignments, tests, projects, and seminars	K3
IV	CO4	Lecture and presentation	Assignments, tests, projects, and seminars	K4
V	CO5	Lecture and presentation	Assignments, tests, projects, and seminars	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
Introduction to Media Research	CO1	2	3	1	3	2	3	1	3	2	3	2
	CO2	2	2	2	1	1	3	2	3	1	2	2
	CO3	2	3	2	3	2	3	1	2	3	2	1
	CO4	3	3	3	2	2	1	1	3	2	1	3
	CO5	2	2	2	2	2	2	2	1	1	1	1
	Avg.	2.2	2.6	2	2.2	1.8	2.4	1.4	2.4	1.8	1.8	1.8

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember	2	1		
Understand	3	3	3	2
Apply	2	3	2	2
Analyze	2	3	3	2
Evaluate			2	4
Create				

### End Semester Examination (ESE) - 60 Marks

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	10
Understand	15
Apply	10
Analyze	15
Evaluate	10
Create	-

## SYLLABUS

<b>Semester</b>	VII
<b>Course Title</b>	Media Industry and Management
<b>Course Code</b>	BJMCMIM28
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	4-0-0
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the structure, evolution, and contemporary dynamics of the Media and Entertainment (M&amp;E) industry.</li> <li>• <b>Analyse</b> key emerging trends, challenges, and growth opportunities in the Indian and global media landscape.</li> <li>• <b>Apply</b> media management principles in organizational structure, production, distribution, and revenue generation.</li> <li>• <b>Evaluate</b> the economics, marketing, and strategic management of different media sectors, including print, TV, film, radio, and digital platforms.</li> <li>• <b>Develop</b> an industry-ready understanding of how the media sector operates at the intersection of content creation, technology, distribution, and management.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the structure, growth, and transformation of the Media and Entertainment industry.</p> <p><b>CO2:</b> Analyse contemporary trends, audience shifts, policy frameworks, and technological disruptions shaping the media landscape.</p> <p><b>CO3:</b> Apply management principles to media operations, including production, marketing, distribution, and monetisation.</p> <p><b>CO4:</b> Evaluate the business models, revenue streams, and organisational strategies in print, television, film, and digital sectors.</p> <p><b>CO5:</b> Create strategies to align media production and management practices with emerging industry demands and global standards.</p>

### COURSE OUTLINE

<b>Module</b>	<b>Contents</b>	<b>CO Mapping</b>
I	Structure and segmentation of the M&E industry (print, radio, TV, film, OTT, gaming); Growth trajectory of Indian media; 'Advantage India' — demographic dividend, digital push, policy reforms; Reports by FICCI-EY, and IBEF on M&E industry; Emerging revenue models (subscription, advertising, freemium, etc.); Audit Bureau of Circulation	CO1
II	Changing media consumption patterns; OTT revolution and decline of traditional broadcast; Ownership patterns and consolidation; Impact of social media and influencer economy; Policy frameworks affecting media businesses	CO2
III	Newspaper production cycle and distribution logistics; Broadcast management — TV content production, scheduling, distribution; Film production lifecycle — financing, production, distribution, exhibition; Managing OTT platforms — content acquisition, licensing, subscriber growth; Audience research and ratings (TAM, BARC, digital metrics)	CO3
IV	Revenue models across media sectors; Budgeting and financial management in media houses; Strategic marketing of media products (trailers, promos, teasers, brand partnerships); FDI policies and global	CO4

	market penetration strategies; Comparative study of Indian and international media giants	
V	Skills required for modern media professionals — content strategy, audience analytics, rights management, digital marketing; Monetisation of content across platforms; Globalisation of Indian media brands; Media entrepreneurship opportunities; Analysis of a media company's operations; Designing a basic media business plan	CO5

### EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Albarran, A. B. Management of Electronic and Digital Media; Cengage Learning, 2016.
2. Doyle, G. Understanding Media Economics; Sage Publications, 2013.
3. Picard, R. G. The Economics and Management of Media Firms; Routledge, 2011.

#### References:

1. Küng, L. Strategic Management in the Media: Theory to Practice; Sage Publications, 2017.
2. Doyle, G. Media Ownership: The Economics and Politics of Convergence and Concentration in the UK and European Media; Sage Publications, 2002.
3. Arsenault, A. H. The Global Media: The Missionaries of Global Capitalism; Wiley, 2009.
4. Hesmondhalgh, D. The Cultural Industries; Sage Publications, 2019.
5. The Journal of Media Management; Taylor & Francis (ongoing journal).

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and case analysis	K2
II	CO2	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and case analysis	K3; K4
III	CO3	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and case analysis	K5
IV	CO4	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and case analysis	K5
V	CO5	Lecture and presentation	Quiz, assignments, tests, projects, seminar, and case analysis	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PSO	PSO	PSO	PSO						
		1	2	3	4	5	6	7	1	2	3	4
<b>BJMCMIM28: Media Industry and Management</b>	<b>CO1</b>	1	2	1	2	2	1	2	1	-	1	2
	<b>CO2</b>	2	3	1	3	2	-	1	2	1	-	2
	<b>CO3</b>	3	2	1	1	2	-	2	3	1	2	1
	<b>CO4</b>	1	1	1	1	2	-	2	-	3	1	2
	<b>CO5</b>	2	1	-	1	1	2	-	2	-	2	1
	<b>Avg.</b>	1.8	1.8	0.8	1.6	1.8	0.6	1.4	1.6	1	1.2	1.6

Correlation level 1, 2 and 3 as defined below:  
“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember	2	1		
Understand	3	3	3	2
Apply	2	3	2	2
Analyze	2	3	3	2
Evaluate			2	4
Create				

### End Semester Examination (ESE) - 60 Marks

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	10
Understand	10
Apply	10
Analyze	15
Evaluate	15
Create	-

## SYLLABUS

<b>Semester</b>	VII
<b>Course Title</b>	Documentary Production
<b>Course Code</b>	BJMCDOP54
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	1-1-4
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the concept, evolution, and types of documentaries as a medium of non-fiction storytelling.</li> <li>• <b>Apply</b> research methods to plan and develop documentary projects.</li> <li>• <b>Understand</b> and use basic sound recording and writing techniques for documentary production.</li> <li>• <b>Apply</b> basic video shooting, scripting, and editing skills for creating documentaries.</li> <li>• <b>Create</b> short radio and video documentary projects independently or in teams.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the nature, types, and ethics of documentary filmmaking.</p> <p><b>CO2:</b> Apply research techniques to conceptualize and plan documentaries.</p> <p><b>CO3:</b> Demonstrate basic skills in sound recording, sound design, and scripting for radio documentaries.</p> <p><b>CO4:</b> Apply shooting and editing techniques for short video documentaries.</p> <p><b>CO5:</b> Create and submit a basic-level radio or video documentary as a project output.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Definition, characteristics, and types of documentaries; Genres — historical, biographical, science and technology, social issue documentaries; Realism vs representation debates; Ethical considerations in documentary storytelling	CO1
II	Generation of ideas; Importance of research in documentary production; Primary and secondary research; Methods — interviews, field visits, archival material; Writing a basic proposal for a radio/video documentary	CO2
III	Role of sound in documentaries; Basics of sound recording and microphone handling; Writing for radio documentaries; Introduction to basic audio editing software; Scripting for radio/audio-based storytelling	CO3
IV	Basics of shooting for non-fiction; Composition, framing, and handheld shooting techniques; Writing for video documentaries; Introduction to basic video editing techniques and editing software	CO4
V	Editing the documentary — assembling visuals, editing audio, voiceovers, graphics, and subtitling; Basics of distribution — submitting to film festivals, broadcasting platforms, OTT submissions, YouTube and social media release strategies; Basics of documentary marketing — poster design, trailer making, social media teasers, networking for visibility; Output: Production of a short radio and a video documentary (eight to twelve minutes each)	CO5

### EVALUATION

	Practical	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

**Textbooks:**

1. Bill Nichols; Introduction to Documentary
2. Erik Barnow and Krishnaswamy Documentary
3. Charles Musser —Documentary in Geoffrey Nowell, Smith: The Oxford History of World Cinema Oxford University Press

**References:**

1. Michael Renov —The Truth about Non-Fiction and —Towards a Poetics of Documentary
2. Trisha Das How to Write a Documentary Double Take by PSBT.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and practical	Assignments, presentation, projects, and tests	K2
II	CO2	Lecture and practical	Assignments, presentation, projects, and tests	K3; K5
III	CO3	Lecture and practical	Assignments, presentation, projects, and tests	K4
IV	CO4	Lecture and practical	Assignments, presentation, projects, and tests	K5; K6
V	CO5	Lecture and practical	Assignments, presentation, projects, and tests	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
<b>Documentary Production</b>	<b>CO1</b>	1	2	2	1	2	3	2	2	1	2	1
	<b>CO2</b>	1	1	2	-	1	3	3	1	1	1	1
	<b>CO3</b>	1	2	1	-	1	2	3	-	1	2	1
	<b>CO4</b>	2	3	2	1	-	3	2	-	2	1	2
	<b>CO5</b>	2	2	2	2	2	2	1	-	3	2	-
	<b>Avg.</b>	1.4	2	1.8	0.8	1.2	2.6	2.2	0.6	1.6	1.6	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember				
Understand	3	3		
Apply	3	3	3	
Analyze	4	3		
Evaluate		1	2	

Create			5	10
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**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	-
Understand	10
Apply	15
Analyze	10
Evaluate	
Create	25

## SYLLABUS

<b>Semester</b>	VII
<b>Course Title</b>	Brand Communication and Management
<b>Course Code</b>	BJMCBCM27
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	3-1-0
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the fundamentals and key elements of Brand Communication and Management.</li> <li>• <b>Apply</b> strategic processes for brand building, communication planning, and campaign development.</li> <li>• <b>Create</b> brand identity, storytelling methods, and digital branding strategies.</li> <li>• <b>Analyse</b> brand planning, brand audit practices, and brand reality assessments.</li> <li>• <b>Evaluate</b> brand positioning and repositioning techniques in dynamic market conditions.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After completion of this course, students will be able to:</p> <p><b>CO1:</b> Understand the fundamentals, elements, and objectives of Brand Communication and Management.</p> <p><b>CO2:</b> Apply strategic frameworks to build brand communication plans and campaigns.</p> <p><b>CO3:</b> Design brand identity, storytelling initiatives, and digital branding strategies.</p> <p><b>CO4:</b> Analyse brand planning, audit frameworks, and market positioning dynamics.</p> <p><b>CO5:</b> Evaluate repositioning strategies and brand equity management in competitive environments.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Introduction to Brand Communication and Management: Definition, scope, and objectives; Elements of brand communication; Importance of communication in brand development; Communicating through digital campaigns and evolving platforms.	CO1
II	Strategic Brand Building: Types of brand communication; Building brand communication plans and strategies; Execution of brand campaigns and measuring campaign success.	CO2
III	Brand Identity and Digital Branding: Concepts of brand identity, image, and storytelling; Internet branding, branding through social media; Consumer behaviour and brand engagement.	CO3
IV	Brand Planning and Audit: Value creation, brand and marketing metrics; Brand planning techniques; Brand audit process; Understanding brand reality and market positioning.	CO4
V	Brand Positioning and Repositioning: Techniques for brand positioning and repositioning; Differentiation and parity in branding; Managing brand equity and repositioning strategies for brand longevity.	CO5

### EVALUATION

	Theory
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Mode of Evaluation	Continuous Evaluation	End Semester Examination
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Tracy Stokes, How Social Media Is Changing Brand Building, 2012
2. Haakon Jensen, Social Media in B2B Branding, 2010

#### References:

1. George E. Belch 2004 Advertising and Promotion: An Integrating Marketing Communication Perspective, New Delhi, Tata McGraw-Hill.
2. Advertising and Brand Management by Dr. Sunaina Kumar, Dr. Arvind & Sardana, Galgotia Publishing Company.
3. Social Communication in Advertising: Consumption in the Mediated Marketplace by William Leiss, Stephen Kline, Jackie Botterill, Kyle Asquith

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Assignments, tests, seminars, projects and case analysis	K2
II	CO2	Lecture and presentation	Assignments, tests, seminars, projects and case analysis	K3; K4
III	CO3	Lecture and presentation	Assignments, tests, seminars, projects and case analysis	K4
IV	CO4	Lecture and presentation	Assignments, tests, seminars, projects and case analysis	K5
V	CO5	Lecture and presentation	Assignments, tests, seminars, projects and case analysis	K5; K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PSO	PSO	PSO	PSO						
		1	2	3	4	5	6	7	1	2	3	4
BJMCBCM27: Brand Communication and Management	CO1	1	2	1	2	2	1	2	1	-	1	2
	CO2	2	3	1	3	2	-	1	2	1	-	2
	CO3	3	2	1	1	2	-	2	3	1	2	1
	CO4	1	1	1	1	2	-	2	-	3	1	2
	CO5	2	1	-	1	1	2	-	2	-	2	1
	Avg.	1.8	1.8	0.8	1.6	1.8	0.6	1.4	1.6	1	1.2	1.6

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember	2	1		
Understand	3	3	2	
Apply	2	3	2	3
Analyze	2	3	1	2

Evaluate			1	2
Create			3	3

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	-
Understand	10
Apply	10
Analyze	15
Evaluate	10
Create	15

## SYLLABUS

<b>Semester</b>	VII
<b>Course Title</b>	Media and Gender Studies
<b>Course Code</b>	BJMCMGS55
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	4-0-0
<b>Course Type</b>	Minor
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the relationship between gender, society, culture, and mass media narratives.</li> <li>• <b>Analyse</b> how media content can both reinforce and challenge traditional notions of gender and sexuality.</li> <li>• <b>Examine</b> how intersectionality — involving caste, class, race, and region — influences gender representation.</li> <li>• <b>Apply</b> critical frameworks to assess and create gender-inclusive media content.</li> <li>• <b>Evaluate</b> the evolving role of digital activism, alternative media, and new gender discourses in shaping modern media landscapes.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the key concepts related to sex, gender, gender performativity, and media’s role in shaping gender norms.</p> <p><b>CO2:</b> Analyse feminist theories, historical gender inequalities, and their reflection in media.</p> <p><b>CO3:</b> Critically evaluate gender representations in advertising, films, television, journalism, and digital platforms.</p> <p><b>CO4:</b> Analyse constructions of masculinities and changing male stereotypes in different media genres.</p> <p><b>CO5:</b> Create strategies for planning gender-sensitive, intersectionality-aware media content.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Understanding Gender and Media: Key concepts — sex vs. gender, gender performativity, gender identity and expression; Gender spectrum; Gender violence and discrimination; Social construction of gender; Role of mass media in constructing gender roles	CO1
II	Status of women historically — global and Indian context; Waves of feminism and their media impacts; Feminist Media Studies — concepts like ‘Gender as Performance’ (Judith Butler) ‘Gendered Media’ (Julia Wood), ‘Ways of Seeing’ (John Berger), ‘Visual Pleasure and Narrative Cinema’ (Laura Mulvey), ‘Symbolic Annihilation’ (Gaye Tuchman)	CO2
III	Mediation of gender through media; Objectification in media and advertising; News and journalism — gender biases and invisibility; Women-centric narratives in Indian cinema; Gender activism on digital platforms; Rise of alternative narratives on social media	CO3
IV	Understanding masculinities; Hegemonic masculinity; Male stereotypes in media — ‘Angry Young Man’, ‘Men will be Men’; Representation of masculinity in sports, films, and advertisements; Changing images of men in digital and popular culture	CO4

V	Media portrayal of LGBTQIA+ identities; Psychoanalysis and media's role in shaping sexuality discourse; Queer Gaze and counter-representations; Intersectionality — caste, class, region, religion, gender; Planning and proposing gender-inclusive, intersectionality-aware media content and campaigns	CO5
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### EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

- Berger, J. Ways of Seeing; Penguin Books, 2008.
- Mulvey, L. Visual and Other Pleasures; Palgrave Macmillan, 1989.
- Byerly, C. M., & Ross, K. Women and Media: A Critical Introduction; Wiley-Blackwell, 2006.
- Jha, S. The Indian Media Business: Gender, Race and Class; Sage Publications India, 2018.

#### References:

- Tuchman, G. Hearth and Home: Images of Women in the Mass Media; Oxford University Press, 1978.
- Gill, R. Gender and the Media; Polity Press, 2007.
- Carter, C., Steiner, L., & McLaughlin, L. (Eds.) The Routledge Companion to Media and Gender; Routledge, 2014.
- Dines, G., & Humez, J. M. (Eds.) Gender, Race, and Class in Media: A Critical Reader; Sage Publications, 2018.
- Sen, S. Gendered Citizenship: Historical and Conceptual Explorations; Orient BlackSwan, 2019.
- Banaji, S. Children and Media in India: Narratives of Class, Agency and Social Change; Routledge.
- Bhasin, K. Gender and Media: A Reader; Women Unlimited, 2006.
- Kumar, K. J. Mass Communication in India (select chapters on gender and society); Jaico Publishing, latest edition.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K2
II	CO2	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K2; K3
III	CO3	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K3
IV	CO4	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K4; K5
V	CO5	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K5

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PSO	PSO	PSO	PSO						
		1	2	3	4	5	6	7	1	2	3	4
	CO1	2	3	1	3	2	3	1	-	2	3	2
	CO2	2	3	1	1	1	2	2	-	1	3	2

<b>Media and Gender Studies</b>	<b>CO3</b>	1	2	1	2	1	2	-	2	3	2	1
	<b>CO4</b>	2	2	-	1	2	-	1	3	3	1	3
	<b>CO5</b>	2	1	-	2	2	2	2	1	1	1	1
	<b>Avg.</b>	1.8	2.2	0.6	1.8	1.6	1.8	1.2	1.2	2	2	1.8

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

#### Continuous Internal Evaluation (CIE) - 40 Marks

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember	2	1		
Understand	3	3	3	2
Apply	2	3	2	2
Analyze	2	3	3	2
Evaluate			2	4
Create				

#### End Semester Examination (ESE) - 60 Marks

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	15
Understand	20
Apply	10
Analyze	15
Evaluate	-
Create	-

**COURSE OUTLINE FOR SEMESTER – VIII**  
**Bachelor of Arts in Journalism and Mass Communication (Honours)**

S. N.	Course Code	Course Name	Course Type	Teaching Load				Credits
				L	T	P	CH	
1	BJMCAAV56	Advanced Audio-Visual Script Writing	Major	2	0	4	6	4
2	BJMCFME57	Financial Literacy and Media Entrepreneurship	Major	3	1	0	4	4
3	BJMCATP58	Advanced Television Programming	Major	2	0	4	6	4
4	BJMCPOV59	Podcasting and Vlogging	Major	2	0	4	6	4
5	BJMCTIS60	Transmedia and Immersive Storytelling	Minor	2	2	0	4	4
<b>TOTAL</b>								<b>20</b>

## SYLLABUS

<b>Semester</b>	VIII
<b>Course Title</b>	Advanced Audio-Visual Script Writing
<b>Course Code</b>	BJMCAAV56
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	2-0-4
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> advanced scriptwriting techniques for non-fiction and fiction genres across TV, film, and OTT platforms.</li> <li>• <b>Analyze</b> complex narrative structures and audience expectations to craft industry-standard scripts.</li> <li>• <b>Apply</b> cinematic and auditory principles to enhance script depth and production feasibility.</li> <li>• <b>Evaluate</b> current trends and market demands shaping scriptwriting in the Indian and global media landscape.</li> <li>• <b>Create</b> professional, multi-format scripts that reflect advanced storytelling and industry readiness.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After taking this course, the students will be able to:</p> <p><b>CO1:</b> Develop sophisticated non-fiction scripts for TV and OTT, integrating real-world narratives.</p> <p><b>CO2:</b> Produce non-fiction film scripts with advanced documentary and hybrid storytelling techniques.</p> <p><b>CO3:</b> Craft fiction scripts for television, leveraging serialized and episodic narrative structures.</p> <p><b>CO4:</b> Create fiction film scripts with intricate character development and cinematic vision.</p> <p><b>CO5:</b> Design fiction OTT scripts, incorporating multi-season arcs and platform-specific trends.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Scripting for non-fiction TV formats (reality shows, talk shows, investigative series); Writing for OTT non-fiction (docuseries, true crime); Advanced research and interview integration; Structuring episodic non-fiction narratives; Industry trends (e.g., Netflix's docuseries model); Project: Write a 10-page script for a non-fiction TV or OTT episode.	CO1
II	Scripting for feature-length documentaries and hybrid formats (docudrama, reenactments); Balancing factual accuracy with narrative engagement; Incorporating archival footage and voiceovers; Cinematic techniques (montage, pacing)	CO2
III	Writing for serialized TV dramas and sitcoms; Multi-episode arc planning; Advanced dialogue and subtext; Audience retention strategies (cliffhangers, character hooks); Indian TV trends (regional content, youth-driven shows); Project: Create a 20-page pilot script for a fiction TV series.	CO3
IV	Crafting feature-length fiction scripts; Complex character arcs and thematic depth; Visual storytelling (shot descriptions, mise-en-scène);	CO4

	Cinematic principles (180-degree rule, color theory); Indian film trends (multilingual cinema, festival circuits)	
V	Developing OTT fiction series (anthology, multi-season dramas); Writing TV bibles and pitch decks; Platform-specific storytelling (binge-watching, global appeal); Trends in Indian OTT; Collaborative writing workflows; Project: Create a TV bible and 15-page pilot script for an OTT fiction series.	CO5

### EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. McKee, R., & Gerace, T. (2021). Storynomics: Story-driven marketing in the post-advertising world. Twelve.
2. Field, S. (2020). Screenplay: The foundations of screenwriting (4th ed.). Dell Publishing.

#### References:

1. Seger, L. (2020). Making a good script great (3rd ed.). Silman-James Press.
2. Snyder, B. (2020). Save the cat! Writes for TV: The last book on writing for television you'll ever need. Save the Cat! Press.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K2; K6
II	CO2	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K2; K3
III	CO3	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K4; K5
IV	CO4	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K5
V	CO5	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
Advanced Audio-Visual Script Writing	CO1	2	3	1	2	3	1	2	3	1	2	2
	CO2	2	1	2	3	1	2	3	2	2	2	1
	CO3	1	2	3	1	2	3	1	2	3	1	2
	CO4	2	2	1	3	1	3	2	1	3	3	1
	CO5	2	2	2	2	2	2	2	2	2	2	2
	Avg.	1.8	2	1.8	2.2	1.8	2.2	2	2	2.2	2	1.6

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

**Continuous Internal Evaluation (CIE) - 40 Marks**

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember				
Understand	2	1		
Apply	3	3	3	2
Analyze	2	3	2	2
Evaluate	2	3	3	2
Create			2	4

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	5
Understand	10
Apply	10
Analyze	10
Evaluate	10
Create	15

## SYLLABUS

<b>Semester</b>	VIII
<b>Course Title</b>	Financial Literacy and Media Entrepreneurship
<b>Course Code</b>	BJMCFME57
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	3-1-0
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the principles of financial literacy for personal and entrepreneurial success.</li> <li>• <b>Analyze</b> the legal and financial requirements for launching media ventures.</li> <li>• <b>Apply</b> financial management strategies to media organizations and startups.</li> <li>• <b>Evaluate</b> client relationship dynamics and operational challenges in media entrepreneurship.</li> <li>• <b>Create</b> a viable business plan for a media enterprise, integrating financial and legal considerations.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After taking this course, the students will be able to:</p> <p><b>CO1:</b> Explain core financial literacy concepts and their application in personal and media contexts.</p> <p><b>CO2:</b> Develop personal financial plans and assess their relevance to entrepreneurial ventures.</p> <p><b>CO3:</b> Design a media startup plan for print, TV, or social media platforms, addressing legal and financial requirements.</p> <p><b>CO4:</b> Formulate strategies for managing an advertising, PR, or social media marketing firm, focusing on client relationships.</p> <p><b>CO5:</b> Assess financial and operational management practices in media organizations through case studies.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Importance of financial literacy in personal and professional life; Banking basics (savings accounts, loans, credit cards); Insurance (life, health, motor); Investment options (fixed deposits, mutual funds, stocks); Taxation basics (Income Tax, GST); Common financial pitfalls	CO1
II	Personal Financial Planning for Entrepreneurs: Principles of savings and budgeting; Short- and long-term financial goal setting; Portfolio management (diversification, emergency funds); Retirement planning (PPF, EPF, NPS); Financial preparedness for entrepreneurship	CO2
III	Legal requirements for print publications (RNI registration, Press Council guidelines); Launching a TV channel (MIB licensing, uplinking/downlinking norms); Establishing a social media platform (IT Act compliance, data privacy); Financial planning (seed funding, revenue models); Case studies: The Hindu, NDTV	CO3
IV	Setting up an ad/PR/social media marketing agency (company registration, GST compliance); Client acquisition and relationship management; Campaign budgeting and ROI analysis; Content monetization strategies; Trends (influencer marketing, programmatic ads)	CO4

V	Financial management in media organizations (cash flow, budgeting, loans); Borrowing from OB/HR (team dynamics, leadership in newsrooms); Risk management and cost control; Case studies: NDTV turnaround, Newslandry subscription model;	CO5
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### EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

Kohli-Khandekar, V. (2021). The Indian media business (5th ed.). SAGE Publications.  
 Ramsey, D., & Cruze, R. (2022). The total money makeover: A proven plan for financial fitness (updated ed.). Ramsey Press.

#### References:

Albarran, A. B. (2020). Media management and economics (4th ed.). Routledge.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K2
II	CO2	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K2; K3
III	CO3	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K4; K5
IV	CO4	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K4
V	CO5	Lecture and presentation	Quiz, assignments, tests, seminars, case analysis, and presentation	K5

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PSO	PSO	PSO	PSO						
		1	2	3	4	5	6	7	1	2	3	4
Financial Literacy and Media Entrepreneurship	CO1	1	2	1	2	2	1	2	1	-	1	2
	CO2	2	3	1	3	2	-	1	2	1	-	2
	CO3	3	2	1	1	2	-	2	3	1	2	1
	CO4	1	1	1	1	2	-	2	-	3	1	2
	CO5	2	1	-	1	1	2	-	2	-	2	1
	Avg.	1.8	1.8	0.8	1.6	1.8	0.6	1.4	1.6	1	1.2	1.6

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember		1		2

Understand	2	3		2
Apply	3	3	3	2
Analyze	2	3	2	
Evaluate	2		3	
Create			2	4

### End Semester Examination (ESE) - 60 Marks

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	15
Understand	10
Apply	10
Analyze	10
Evaluate	10
Create	5

## SYLLABUS

<b>Semester</b>	VIII
<b>Course Title</b>	Advanced Television Programming
<b>Course Code</b>	BJMCATP58
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	2-0-4
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the principles of television programming and production for fiction and non-fiction content.</li> <li>• <b>Analyze</b> audience preferences and market trends to inform programming decisions in Indian television.</li> <li>• <b>Apply</b> practical skills in content creation and scheduling for diverse TV formats.</li> <li>• <b>Evaluate</b> the aesthetic and ethical considerations shaping unique TV programming.</li> <li>• <b>Create</b> innovative television programming proposals aligned with industry practices and trends.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After taking this course, the students will be able to:</p> <p><b>CO1:</b> Explain the workflows and considerations for non-fiction television programming.</p> <p><b>CO2:</b> Design non-fiction TV content with audience-focused aesthetics and ethical standards.</p> <p><b>CO3:</b> Develop fiction TV programming with effective narrative and production techniques.</p> <p><b>CO4:</b> Assess programming strategies and content uniqueness for Indian TV audiences.</p> <p><b>CO5:</b> Produce a comprehensive TV programming pitch, integrating market and creative insights.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Overview of non-fiction formats (news, reality shows, talk shows); Programming workflows (concept development, scheduling); Basic production tools (cameras, lighting, editing software); Key terminologies (B-roll, lower thirds); Indian non-fiction trends ( <i>Bigg Boss, Aap Ki Adalat</i> )	CO1
II	Writing styles for non-fiction (investigative, narrative); Audience targeting (demographics, TRP drivers); Ethical considerations (representation, factual accuracy); Aesthetic choices (pacing, visual style); Case studies: <i>Satyamev Jayate, KBC</i>	CO2
III	Fiction formats (serials, sitcoms, anthology); Scriptwriting basics (character arcs, dialogue); Production essentials (shot composition, multi-camera setups); Programming for audience retention (cliffhangers, seasonal arcs); Indian fiction trends ( <i>Naagin, Anupamaa</i> )	CO3
IV	Programming decisions (scheduling, slot selection, content mix); Creating unique content (regional appeal, niche genres); Balancing advertiser and viewer demands; Challenges (content saturation, OTT competition); Case studies: <i>TMKOC</i>	CO4
V	Indian TV industry dynamics (GEC vs. niche channels, TRP analytics); Current trends (short-form content, regional programming); Role of	CO5

analytics in programming (viewership data, social media buzz); Pitching for TV and hybrid platforms

### EVALUATION

Theory and Practical

**Mode of Evaluation**

**Continuous Evaluation**

**End Semester Examination**

Weightage

40

60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

Kohli-Khandekar, V. (2021). The Indian media business (5th ed.). SAGE Publications.  
 Ramsey, D., & Cruze, R. (2022). The total money makeover: A proven plan for financial fitness (updated ed.). Ramsey Press.

#### References:

Albarran, A. B. (2020). Media management and economics (4th ed.). Routledge.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, practical and presentation	K2
II	CO2	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, practical and presentation	K2; K3
III	CO3	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, practical and presentation	K4; K5
IV	CO4	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, practical and presentation	K6
V	CO5	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, practical and presentation	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PSO	PSO	PSO	PSO						
		1	2	3	4	5	6	7	1	2	3	4
Advanced Television Programming	CO1	2	2	2	3	3	1	3	2	3	2	2
	CO2	1	-	1	-	2	2	-	1	3	2	3
	CO3	2	2	2	2	1	1	-	2	3	2	1
	CO4	2	1	-	1	-	1	3	2	3	2	1
	CO5	2	2	2	1	1	2	2	1	2	1	2
	Avg.	1.8	1.4	1.4	1.4	1.4	1.6	1.6	1.6	2.8	1.8	1.8

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember		1		2
Understand	2	3		2
Apply	3	3	3	2
Analyze	2	3	2	
Evaluate	2		3	
Create			2	4

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	10
Understand	10
Apply	10
Analyze	10
Evaluate	10
Create	10

## SYLLABUS

<b>Semester</b>	VIII
<b>Course Title</b>	Podcasting and Vlogging
<b>Course Code</b>	BJMCPOV59
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	2-0-4
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the fundamentals and evolution of podcasting and vlogging in digital media.</li> <li>• <b>Apply</b> creative and technical skills to produce engaging audio and video content.</li> <li>• <b>Analyse</b> audience engagement strategies for podcasting and vlogging platforms.</li> <li>• <b>Evaluate</b> key trends and tools shaping digital content creation.</li> <li>• <b>Create</b> effective podcasts and vlogs tailored to specific audiences and platforms.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After taking this course, the students will be able to:</p> <p><b>CO1:</b> Explain the concepts, history, and scope of podcasting and vlogging.</p> <p><b>CO2:</b> Produce vlogs using basic equipment, editing tools, and platform-specific techniques.</p> <p><b>CO3:</b> Design podcasts with clear storytelling and sound design elements.</p> <p><b>CO4:</b> Assess social media and analytics to enhance content visibility and engagement.</p> <p><b>CO5:</b> Develop targeted podcast and vlog content reflecting current industry practices.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Definitions, nature, and scope of podcasting and vlogging; Historical development and current trends; Key platforms (YouTube, Spotify, Instagram); Advantages and challenges; Indian creators and trends	CO1
II	Skills for vlogging (on-camera presence, storytelling); Basic equipment (smartphones, microphones, lighting); Editing software (Adobe Premiere Rush, iMovie); Workflow: Concept, shooting, and uploading; Platform-specific strategies (YouTube Shorts, Instagram Reels); Project: Produce a 5-minute vlog on a lifestyle topic.	CO2
III	Genres and history of podcasting; Recording equipment (USB mics, portable recorders); Software (Audacity, Anchor); Sound design basics (music, transitions); Writing for podcasts (interviews, narratives); Project: Create a 7-minute podcast episode on a social issue.	CO3
IV	Strategies for audience connection (storytelling, CTAs); Social media promotion (X, TikTok); Basic analytics (listener stats, view counts); SEO for discoverability; Case studies	CO4
V	Monetization basics (sponsorships, ads); Multi-platform distribution (Spotify, YouTube); Emerging tools (AI audio cleanup, mobile editing apps); Indian trends (regional language podcasts, vlog series); Case studies	CO5

### EVALUATION

Theory and Practical

<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

- Ferris, T. (2020). The Podcast Handbook: Create, produce, and promote. Wiley.
- Quirk, V. (2019). Vlogging for beginners: How to create, produce, and promote your vlog. Independently Published.

#### References:

- Morris, J. W., & Patterson, E. (Eds.). (2021). Podcasting: The audio media revolution. Bloomsbury Academic.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, practical and presentation	K2
II	CO2	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, practical and presentation	K2; K3
III	CO3	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, practical and presentation	K4; K5
IV	CO4	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, practical and presentation	K6
V	CO5	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, practical and presentation	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
Podcasting and Vlogging	CO1	2	3	1	2	3	1	2	3	1	2	2
	CO2	2	1	2	3	1	2	3	2	2	2	1
	CO3	1	2	3	1	2	3	1	2	3	1	2
	CO4	2	2	1	3	1	3	2	1	3	3	1
	CO5	2	2	2	2	2	2	2	2	2	2	2
	Avg.	1.8	2	1.8	2.2	1.8	2.2	2	2	2.2	2	1.6

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember		1		2
Understand	2	3		2

Apply	3	3	3	2
Analyze	2	3	2	
Evaluate	2		3	
Create			2	4

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	10
Understand	5
Apply	10
Analyze	5
Evaluate	10
Create	20

## SYLLABUS

<b>Semester</b>	VIII
<b>Course Title</b>	Transmedia and Immersive Storytelling
<b>Course Code</b>	BJMCTIS60
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	3-1-0
<b>Course Type</b>	Minor
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the principles and evolution of transmedia and immersive storytelling in contemporary media.</li> <li>• <b>Analyze</b> narrative structures and audience engagement strategies across multiple platforms.</li> <li>• <b>Apply</b> storytelling techniques to conceptualize transmedia and immersive narratives.</li> <li>• <b>Evaluate</b> the role of emerging technologies in shaping storytelling practices.</li> <li>• <b>Design</b> story concepts for transmedia and immersive formats, focusing on narrative coherence and audience experience.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After taking this course, the students will be able to:</p> <p><b>CO1:</b> Explain the concepts, history, and significance of transmedia and immersive storytelling.</p> <p><b>CO2:</b> Analyze how narrative structures function across transmedia platforms and immersive environments.</p> <p><b>CO3:</b> Apply creative writing techniques to develop transmedia story concepts for diverse media formats.</p> <p><b>CO4:</b> Assess the impact of immersive storytelling techniques on audience engagement and narrative delivery.</p> <p><b>CO5:</b> Design a cohesive transmedia or immersive story concept, integrating platform-specific storytelling strategies.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	Definitions and scope of transmedia and immersive storytelling; Historical evolution (from cross-media to transmedia); Key concepts (narrative expansion, world-building); Indian and global examples of XR storytelling; Role in modern media ecosystems	CO1
II	Transmedia narrative models (franchise, anthology, parallel stories); Platform-specific storytelling (film, TV, social media, games); Immersive narrative techniques (360-degree narratives, branching stories); Audience participation and co-creation; Case studies: Marvel Entertainment Universe, Ramayana adaptations	CO2
III	Principles of transmedia writing (consistency, platform synergy); Crafting story worlds and character arcs; Adapting narratives for TV, film, and digital platforms (X, Instagram); Indian trends (regional transmedia, mythological retellings); Tools for story planning (storyboards, narrative maps); Project: Write a 5-page transmedia story concept spanning film and social media.	CO3
IV	lements of immersive storytelling (spatial narratives, sensory engagement); Writing for immersive formats (VR, AR, interactive films); Audience immersion strategies (choice-driven stories, emotional resonance); Ethical	CO4

	considerations (accessibility, inclusivity); Case studies: Bandersnatch (Netflix), Indian VR shorts	
V	Ideating cohesive story worlds for transmedia and immersive formats; Balancing narrative depth and platform constraints; Pitching story concepts (loglines, synopses); Emerging trends (AI-driven narratives, gamified storytelling); Indian context	CO5

### EVALUATION

	Theory and Practical	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

- Freeman, M., & Gambarato, R. R. (Eds.). (2018). The Routledge companion to transmedia studies. Routledge.

#### References:

- Ryan, M.-L. (2015). Narrative as virtual reality 2: Revisiting immersion and interactivity in literature and electronic media. Johns Hopkins University Press.

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, practical and presentation	K2
II	CO2	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, practical and presentation	K2; K3
III	CO3	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, practical and presentation	K4; K5
IV	CO4	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, practical and presentation	K6
V	CO5	Lecture, practical and presentation	Quiz, assignments, tests, seminars, case analysis, practical and presentation	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
<b>Transmedia and Immersive Storytelling</b>	<b>CO1</b>	2	3	1	3	2	3	1	3	2	3	2
	<b>CO2</b>	2	2	2	1	1	3	2	3	1	2	2
	<b>CO3</b>	2	3	2	3	2	3	1	2	3	2	1
	<b>CO4</b>	3	3	3	2	2	1	1	3	2	1	3
	<b>CO5</b>	2	2	2	2	2	2	2	1	1	1	1
	<b>Avg.</b>	2.2	2.6	2	2.2	1.8	2.4	1.4	2.4	1.8	1.8	1.8

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low); “2” – Moderate (Medium); “3” – Substantial (High); “-” – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember		1		2
Understand	2	3		2
Apply	3	3	3	2
Analyze	2	3	2	
Evaluate	2		3	
Create			2	4

### End Semester Examination (ESE) - 60 Marks

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	10
Understand	5
Apply	10
Analyze	5
Evaluate	10
Create	20

**COURSE OUTLINE FOR SEMESTER – VIII**  
**Bachelor of Arts in Journalism and Mass Communication (Honours with Research)**

S. N.	Course Code	Course Name	Course Type	Teaching Load				Credits
				L	T	P	CH	
1	BJMCAMR61	Advanced Media Research Tools	Major	3	0	2	5	4
2	BJMCRPP62	Research Presentation and Publication	Minor	4	0	0	4	4
3	BJMCDIS37	Dissertation	Dissertation	0	12	0	0	12
<b>TOTAL</b>								<b>20</b>

## SYLLABUS

<b>Semester</b>	VIII
<b>Course Title</b>	Advanced Media Research Tools
<b>Course Code</b>	BJMCAMR61
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	3-0-2
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> advanced research methodologies and ethical principles in media studies.</li> <li>• <b>Apply</b> qualitative, quantitative, and mixed-method tools to investigate media phenomena.</li> <li>• <b>Analyze</b> ethical issues and research misconduct in media research and publishing.</li> <li>• <b>Evaluate</b> the role of research integrity and publication ethics in academic and professional outputs.</li> <li>• <b>Design</b> methodologically sound and ethically compliant media research projects.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After taking this course, the students will be able to:</p> <p><b>CO1:</b> Explain advanced research methodologies and ethical frameworks in media research.</p> <p><b>CO2:</b> Apply qualitative research tools to analyze media content and audience behavior.</p> <p><b>CO3:</b> Use quantitative and mixed-method tools for data-driven media research.</p> <p><b>CO4:</b> Assess ethical challenges and research misconduct in media studies and publishing.</p> <p><b>CO5:</b> Design ethical research proposals integrating advanced tools and publication standards.</p>

## COURSE OUTLINE

Module	Contents	CO Mapping
I	Overview of qualitative, quantitative, and mixed-method approaches; Key methodologies (ethnography, discourse analysis, surveys); Research design principles (problem formulation, sampling); Introduction to research ethics (integrity, moral judgments); Tools: NVivo, SPSS basics	CO1
II	Advanced qualitative methods (netnography, thematic analysis, narrative inquiry); Conducting in-depth interviews and focus groups; Coding techniques (open, axial); Using NVivo or Atlas.ti for thematic analysis; Ethical considerations in qualitative data collection	CO2
III	Statistical tools (t-tests, ANOVA, regression); Survey design and data cleaning; Mixed-method designs (convergent, explanatory); Data visualization for media reports; Using SPSS for analysis; Ethical data handling	CO3
IV	Philosophy of science (ontology, epistemology, phenomenology); Research integrity (avoiding falsification, fabrication, plagiarism); Scientific misconduct (redundant publications, salami slicing); Ethical issues in media research (representation, consent); Case studies: Ethical dilemmas in journalism research	CO4
V	Publication misconduct (authorship disputes, predatory journals); Identifying predatory publishing practices; Citation databases (Scopus,	CO5

Google Scholar); Research metrics and open access; Designing ethical research proposals for media studies

### EVALUATION

	Theory	
<b>Mode of Evaluation</b>	<b>Continuous Evaluation</b>	<b>End Semester Examination</b>
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

1. Wimmer, R. D., & Dominick, J. R. Mass Media Research: An Introduction; Cengage Learning, 2013.
2. Silverman, D. Doing Qualitative Research; Sage Publications, 2021.
3. Creswell, J. W., & Plano Clark, V. L. Designing and Conducting Mixed Methods Research; Sage Publications, 2017.

#### References:

1. Saldaña, J. The Coding Manual for Qualitative Researchers; Sage Publications, 2021.
2. Journal of Media Practice and Education
3. Elsevier Researcher Academy / Springer Nature Author Tutorials

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1	Lecture, presentation, and practical	Quiz, assignments, tests, seminars, case analysis, presentation and term paper	K3
II	CO2	Lecture, presentation, and practical	Quiz, assignments, tests, seminars, case analysis, presentation and term paper	K4
III	CO3	Lecture, presentation, and practical	Quiz, assignments, tests, seminars, case analysis, presentation and term paper	K3; K4
IV	CO4	Lecture, presentation, and practical	Quiz, assignments, tests, seminars, case analysis, presentation and term paper	K5
V	CO5	Lecture, presentation, and practical	Quiz, assignments, tests, seminars, case analysis, presentation and term paper	K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
Advanced Media Research Tools	CO1	2	3	1	3	2	3	1	3	2	3	2
	CO2	2	2	2	1	1	3	2	3	1	2	2
	CO3	2	3	2	3	2	3	1	2	3	2	1
	CO4	3	3	3	2	2	1	1	3	2	1	3
	CO5	2	2	2	2	2	2	2	1	1	1	1
	Avg.	2.2	2.6	2	2.2	1.8	2.4	1.4	2.4	1.8	1.8	1.8

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

**Continuous Internal Evaluation (CIE) - 40 Marks**

<b>Bloom's Category</b>	<b>Evaluation 1 (10)</b>	<b>Evaluation 2 (10)</b>	<b>Evaluation 3 (10)</b>	<b>Evaluation 4 (10)</b>
Remember	2	1		
Understand	3	3	3	2
Apply	2	3	2	2
Analyze	2	3	3	2
Evaluate			2	4
Create				

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	10
Understand	15
Apply	10
Analyze	15
Evaluate	10
Create	-

## SYLLABUS

<b>Semester</b>	VIII
<b>Course Title</b>	Research Presentation and Publication
<b>Course Code</b>	BJMCRPP62
<b>Credits</b>	4
<b>Contact Hours (L-T-P)</b>	0-2-4
<b>Course Type</b>	Major
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the role of academic seminars in developing critical discourse around media research.</li> <li>• <b>Analyse</b> emerging scholarly conversations, research findings, and theoretical approaches in media and communication.</li> <li>• <b>Develop</b> the skills necessary for presenting, defending, and critiquing research ideas in formal academic settings.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Explain the purpose and format of academic seminars within media studies and their role in scholarly engagement.</p> <p><b>CO2:</b> Analyse peer and published research to identify key arguments, gaps, and methodological choices.</p> <p><b>CO3:</b> Prepare and defend their research effectively in a formal environment and provide constructive critique to peers</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	<p>This seminar-based course is designed as an advanced, discussion-oriented academic space for students to critically engage with contemporary issues, literature, and ongoing research in the field of media and communication. It aims to strengthen students' analytical, interpretive, and presentation skills through structured peer-led and expert-guided discussions. Students will present their dissertation progress, review relevant literature, and examine emerging media research from academic journals, working papers, or expert contributions. Sessions will also include the discussion of faculty research, published articles, and presentations by guest scholars. This course will foster an environment where students learn to articulate arguments, raise constructive critiques, and gain confidence in academic dialogue. It will be driven by active participation and inquiry of students, culminating in improved academic reasoning and presentation of research.</p>	<p>CO1 CO2 CO3</p>

### EVALUATION

Mode of Evaluation	Practical	
Weightage	Continuous Evaluation	End Semester Examination
Weightage	40	60

### TEXT BOOKS AND REFERENCES

**Textbooks:**

**References:**

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1, CO2, CO3	Presentation	Term paper, seminar and presentation	K4; K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

#### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
Media Seminar	CO1	2	3	1	3	2	3	1	2	2	3	2
	CO2	2	2	1	1	1	2	2	1	2	2	2
	CO3	2	2	2	2	2	3	1	1	3	2	3
	Avg.	2	2.3	1.3	2	1.6	2.6	1.3	1.3	2.3	2.3	2.3

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

#### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember				
Understand				
Apply	10			
Analyze		10	10	
Evaluate				10
Create				

#### End Semester Examination (ESE) - 60 Marks

Bloom's Taxonomy Level	Marks Allocated
Remember	
Understand	10
Apply	15
Analyze	10
Evaluate	15
Create	

## SYLLABUS

<b>Semester</b>	VIII
<b>Course Title</b>	Dissertation
<b>Course Code</b>	BJMCDIS37
<b>Credits</b>	12
<b>Contact Hours (L-T-P)</b>	0-12-0
<b>Course Type</b>	Dissertation
<b>Course Objectives</b>	<p>The objectives of this course are to make students:</p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the value and significance of research in the field of journalism.</li> <li>• <b>Develop</b> advanced research skills for investigating and analyzing issues in-depth.</li> <li>• <b>Apply</b> appropriate research methods for data collection and analysis, particularly field surveys.</li> <li>• <b>Demonstrate</b> the ability to write and present a comprehensive dissertation report.</li> <li>• <b>Evaluate</b> existing research and literature to contribute original insights to the field of journalism.</li> </ul>
<b>Course Outcomes (COs)</b>	<p>After the completion of this course, students will be able to:</p> <p><b>CO1:</b> Identify significant issues and gaps in the field of journalism for research.</p> <p><b>CO2:</b> Understand the historical context, relevance, and significance of the research issue through literature review.</p> <p><b>CO3:</b> Conduct an intensive study using appropriate methodologies to ensure the dissertation's authenticity and value.</p> <p><b>CO4:</b> Apply field survey techniques for data collection, and analyze the data to draw meaningful conclusions.</p> <p><b>CO5:</b> Prepare and present a high-quality dissertation based on research findings, demonstrating the ability to synthesize and communicate results effectively.</p>

### COURSE OUTLINE

Module	Contents	CO Mapping
I	<p>The course requires students to choose a significant issue within the field of journalism for research. Once the research topic is identified, students, under the guidance of their supervisor, will finalise the research title. Following this, they will develop a detailed research proposal or synopsis, outlining the research design, objectives, and a review of existing literature. The synopsis must be submitted thereafter. Students will conduct an extensive literature review to analyse current theories and research, identifying gaps that the dissertation aims to fill. The research methodology will be selected based on the nature of the research question, with appropriate data collection methods such as field surveys, interviews, or content analysis. Students are expected to adhere to ethical standards in data collection, ensuring the accuracy and reliability of the gathered information. The dissertation will be structured logically, including an introduction, literature review, methodology, results, discussion, and conclusion. Proper citation and referencing will be crucial throughout the writing process. Regular supervision meetings will be held to provide feedback and guidance, and students will be required to submit a minimum of three progress reports, signed by their supervisor, to the department. The</p>	<p>CO1</p> <p>CO2</p> <p>CO3</p> <p>CO4</p> <p>CO5</p>

final dissertation must be submitted in three hardbound copies before the examination, ensuring adherence to formatting and presentation guidelines. The dissertation will be evaluated through a viva voce by an external examiner, who will assess the content, presentation, and the student's ability to defend their research findings.

### EVALUATION

Mode of Evaluation	Practical	
	Continuous Evaluation	End Semester Examination
Weightage	40	60

### TEXT BOOKS AND REFERENCES

#### Textbooks:

All research-related textbooks prescribed previously

#### References:

All research-related reference books prescribed previously

### FACILITATING THE ACHIEVEMENT OF COS

Module No.	COs	Teaching & Learning Activity	Assessment Tools	Bloom's Taxonomy Level
I	CO1 CO2 CO3 CO4 CO5	Self-study and guidance	Seminar and project	K4; K6

Bloom's Taxonomy:

K1: Remembering; K2: Understanding; K3: Applying; K4: Analyzing; K5: Evaluating; K6: Creating

### CO, PO & PSO MAPPING

Course Code and Course Name		PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
BJMCDIS37: Dissertation	CO1	2	3	1	3	2	3	1	2	2	3	2
	CO2	2	2	1	1	1	2	2	1	2	2	2
	CO3	2	2	2	2	2	3	1	1	3	2	3
	Avg.	2	2.3	1.3	2	1.6	2.6	1.3	1.3	2.3	2.3	2.3

Correlation level 1, 2 and 3 as defined below:

"1" – Slight (Low); "2" – Moderate (Medium); "3" – Substantial (High); "-" – No correlation

### Continuous Internal Evaluation (CIE) - 40 Marks

Bloom's Category	Evaluation 1 (10)	Evaluation 2 (10)	Evaluation 3 (10)	Evaluation 4 (10)
Remember				
Understand				
Apply				
Analyze	10			
Evaluate		10		
Create			10	10

**End Semester Examination (ESE) - 60 Marks**

<b>Bloom's Taxonomy Level</b>	<b>Marks Allocated</b>
Remember	
Understand	
Apply	10
Analyze	10
Evaluate	10
Create	30