



**A report on the proposed curriculum of  
Masters in Journalism & Mass Communication**

**Learn Lead Serve**

Journalism, as practiced in India, is a highly complex affair today. More than just faithfully reporting events and speeches, journalism is about building narratives, providing context, following up, investigating abuse, and fleshing out the drama in real life. Journalism today stresses “enterprise” stories that are the first draft of research. Journalists engage themselves in finding stories by starting on a clean sheet rather than reproduce events. Parsing data has become a key aspect. While the UGC mandates a research component in the MA programme for Journalism & Mass Communications, other components such as professional training, skilling, and knowledge providing too have to be of a higher order.

### **A disruptor**

Print media in India remains strong and newspapers report increasing circulation year over year, unlike in advanced nations where newspaper circulation has fallen in the last two decades. Yet, the last decade saw a major disruption in news media and the profession of journalism. Even as India’s young population offers a growing market for news media, today’s youth are increasingly turning to social media for their news and information. Social media offers a one-stop solution for news, information as well as entertainment.

Social media is serving communities that were outside the purview of general news media. Fishermen, farmers and any community based on profession, occupation, geographic location or interest are being served by social media. Social media has truly expanded the bazaar-like nature of the Indian media.

Social media platforms, however, are content-neutral and draw in a major part of advertising and subscription revenue even though they produce no content. This has severely affected the bottomlines of traditional media outlets.

People including older folks are increasingly consuming news from social media. The game is to catch the attention through social media so what journalists put out attracts the attention of people.

On social media, everyone is a potential content generator and everyone a potential consumer. There are no bars and the concept of journalists as gatekeeper has been challenged by social media. While social media has loosened the grip of media houses, it has also led to fake news, half-baked news, half-news and malicious lies.

As the covid crisis grips the world, the problem of fake news has become a menace. It disturbs social harmony, spreads panic and has a demoralizing effect. There is, ever more than now, a great need for rigour, objectivity and fact-checking. In other words, journalistic intervention in social media has become a requirement.

The analogy of the cathedral and the bazaar, terms used to describe the software industry in its early days, are appropriate for journalism today. Until now, journalists have been doing their work in institutions and then engaging in social media sparingly. News production is still top-down.

The cathedral approach – working in largely closed institutions and through a non-transparent process of news selection and publication -- has led to many complaints of bias. Young people, and many others too, feel media is not objective. The credibility of journalists is at stake.

The journalist of the future will need to operate on social media but should be individually empowered to earn a livelihood out of it. She will have to engage with her readers in real-time. Journalism has to learn to co-create. As readers give constant feedback and produce information, journalists have the task of engaging with them to fact-check, pursue leads and flesh out the truth.

Social media is like a bazaar where news, facts and opinion as well as non-news, mundane stuff and fake news thrives. Journalists typically stay out of it. Media houses often discourage social media engagement for regular reporters.

While the cathedral is losing credibility, the bazaar has been teeming. Social media is where the action is. It offers choice to the content consumers but is often unreliable. Truth-telling is a function of journalism. That function has become a social, business need today and is to be applied to social media.

It is possible to create a synergy of social media and traditional news media. The craft of journalism is still valid. Rules, conventions and traditions on reporting, techniques of news gathering, news sense are still valid. But social media has destroyed the monopoly that journalists had as gatekeepers of information and news.

### **A curriculum for the future**

A Masters Program curriculum has to recognize the challenges outlined above and prepare the journalist as a communication professional for the future.

For long, journalism education was conceived as part of communication studies, i.e., mass communication. Journalism education happened in public universities or under norms laid down by the UGC.

As private players in media increased in number, they entered journalism education, too. In recent times, institutes functioning outside the university system have been offering diplomas that are highly valued in the industry. News media directly recruit from these institutes that offer a skill and craft-focused course which shortens the learning curve of a journalist in a media outlet. These institutes do not emphasize research or an academic pursuit but are dedicated to making their students employable.

A Masters programme in a university seeks to prepare the student for research as well as employment in media. But, given the enormous changes that have swept the media industry recently, it would be useful to understand what sort of research would be ground-breaking and how we can make graduates of the masters programme more employable.

Mass communication as a study of the cathedral approach is no more the cutting edge. Instead of one-to-many, social media has made it many-to-many. It has put news consumers and producers practically on an equal footing. To invoke a term used by deconstructionists, there are no privileged generators of news.

Social media has received comparatively less research focus. Social media has exploded but a comprehensive theoretical framework governing it is yet to be formulated. Social media offers a rich breeding ground for researchers. Social media awaits a McLuhan.

Research on social media need not be abstract and philosophical. It can directly rely on specific digital tools, techniques and software to test out hypothesis. A Masters Programme at SSU should encourage social media research not only as a differentiator but as serving the community where the university is located.

Odisha, as a state, has a large tribal population. It is richly endowed with natural resources but is at the risk of environmental devastation. Odisha's communities await benefiting from social media. And SSU students can help them become responsible social media users.

Regarding employability, the profession of journalism has retained its generalist flavor but demands learning of a range of skills. In the past, it was enough for a journalist to be a non-expert who puts himself in the position of the average reader and engage in journalism. Today, the journalist is required to have a greater knowledge of subjects and be equipped with skills.

The journalism of today is about stories and narratives, digging around and finding stories that are newsworthy. Enterprise journalism requires a certain diligence and knowledge of subjects besides skills. From data science through knowledge of politics, judiciary and social media marketing, the journalist needs to be abreast of a range of topics.

A key skill would be training the journalist to operate on social media and making use of digital marketing techniques that help to popularize content. By merging the cathedral and bazaar approaches, journalists will need to function on social media as guides, trained moderators, and reporters dedicating their time to flesh out facts and stories on social media. They set the standards but co-create with the consumers. They constantly engage with their audience in an interactive fashion.

SSU students should be trained in the craft of journalism but need to learn to orient their content towards generating traction on social media. Their primary medium can be social media. They can learn multimedia skills and will be trained to be journalists who are comfortable with all

techniques so they can be effective. But, until now, journalism education has focused on theoretical communication studies and the craft of institutional media – the cathedral.

### **Inputs for a curriculum**

Given the challenges and a vision on what a masters degree can be, a curriculum would have to be drawn that serves to fulfill basic requirements of the UGC but goes beyond to impart more knowledge and skills.

The MJMC model curriculum that UGC formulated in 2001 is clearly outdated and obsolete, given the vast changes that have happened in the news media industry. Instead, this curriculum design has taken as reference the 2018 model UGC BA programme on journalism and mass communication as well as the five-year integrated journalism and mass communication programme offered by Delhi University. The DU programme has discarded many obsolete topics and stresses skills, knowledge, practical learning and contemporary topics.

Journalism education in the US is moving towards studying and providing training on social media. The Ithaca College, New York State, for instance, has evolved a highly valued social media journalism course that has inspired a key component of the proposed curriculum's social media course.

### **Designing the curriculum**

The UGC stresses Outcomes Based Education (OBE) and a Learning Outcomes Curriculum Framework (LOCF). The BA model curriculum quotes Prof William Spady laying out the four basic principles of Outcomes Based Education.

#### **Clarity of Focus**

This means that everything teachers do must be clearly focused on what they want students to know, understand and be able to do. In other words, teachers should focus on helping students to develop the knowledge, skills and personalities which will enable them to achieve the intended outcomes that have been clearly articulated.

#### **Designing Down**

It means that the curriculum design must start with a clear definition of the intended outcomes that students are to achieve by the end of the programme. Once this has been done, all instructional decisions are then made to ensure the achievement of the desired result.

#### **High Expectations**

It means that teachers should establish high, challenging standards of performance in order to encourage students to engage deeply in what they are learning. Helping students to achieve high standards is linked very closely with the idea that successful learning promotes more successful learning.

## Expanded Opportunities

Teachers must strive to provide expanded opportunities for all the students. This principle is based on the idea that not all learners can learn the same thing in the same way and in the same time. However, most students can achieve high standards if they are given appropriate opportunities.

The above provides a framework for the proposed MA curriculum and the teaching methodology. The course is designed to be intensive and highly challenging. It lays the groundwork for a broad practical, skill and knowledge imparting curriculum that promotes critical thinking. Skills will be imparted through hands-on training while knowledge will be imparted largely through discussions so students develop the confidence and communication skills to stand out as well informed and equipped individuals. Assignments will promote critical thinking and application of concepts while all the core concepts will be learned experientially as students become student reporters taking up neighbourhoods around the university as their beats.

The UGC lays down the following objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for the BA Mass communication & Journalism degree. They are:

1. To impart the basic knowledge of Mass communication & Journalism and related areas of studies.
2. To develop the learner into competent and efficient Media-ready professionals.
3. To empower learners by communication, professional and life skills.
4. To impart Information Communication Technologies (ICTs) skills, including digital and media literacy and competencies.
5. To imbibe the culture of research, innovation, entrepreneurship and incubation.
6. To inculcate professional ethics, values of Indian and global culture.
7. To prepare socially responsible media academicians, researchers, professionals with global vision.

In addition to these, two more objectives would need to be served by the MA curriculum.

8. A focus on personality development so students are trained to be leaders and engage with diverse communities for their information needs
9. To inculcate a commitment to truth-telling and objectivity that is a big need in conventional as well as social media

The BA model curriculum of the UGC lists the following Programme Learning Objectives. These objectives hold good for the PG programme also.

1. Shall acquire fundamental knowledge of Mass communication & Journalism and related study area.
2. Shall acquire the knowledge related to media and its impact.

Shall be competent enough to undertake professional job as per demands and requirements of M & E Industry.

4. Shall empower themselves by communication, professional and life skills.
5. Shall be able to enhance the ability of leadership.
6. Shall become socially responsible citizen with global vision
7. Shall be equipped with ICTs competencies including digital literacy.
8. Shall become ethically committed media professionals and entrepreneurs adhering to the human values, the Indian culture and the Global culture.
9. Shall have an understanding of acquiring knowledge throughout life.
10. Shall acquire research skills, understand the importance of innovation, entrepreneurship and incubation abilities.
11. Shall acquire the understanding of importance of cooperation and teamwork.

### **Learning Outcomes**

The revised Bloom's taxonomy lays down the following hierarchy of outcomes: remembering, understanding, applying, analysing, evaluating and creating. Courses will involve classwork, assignments, stories done in the field, as well as exams based on the highest outcome in the taxonomy, "creation". Through creation, all other lower orders will be inculcated, too. For instance, a course on communication theory will ask students to think ahead and see how the McLuhan model can be adapted to design a possible framework for visual content in online and social media. A course on reporting & writing will involve students becoming beat reporters to do enterprise stories. Such stories start with collecting information to proceed to remembering, understanding, applying, analysing and evaluating it to discover a new journalistic story. Enterprise stories, which have been dealt with in the introductory paragraph, will form the cornerstone of coursework. Such stories are inherently creative and involve making collection and assessment of facts and opinions to arrive at a new conclusion that breaks new ground. Coursework will be based on a do-it-yourself model that will empower students to experience and create.

### **Assessment**

The BA curriculum lists the following assessment principles.

#### **Formative Assessments**

The collection of information about student learning during the progression of a course or programme in order to improve students' learning. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative.

#### **Summative Assessments**

The gathering of information at the conclusion of a course, programme, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, impacts the

next cohort of students taking the course or programme. Examples: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others; analyzing senior projects for the ability to integrate across disciplines.

#### Criterion-referenced Assessment

A score that compares a student's performance to specific standards. The student is assessed in reference to some student outcome that can be expected as a result of an education experience (i.e., a degree of mastery of identified criteria).

Criteria are qualities that can provide evidence of achievement of goals or outcomes, such as comprehension of concepts introduced or reinforced, a kind of inquiry behaviour encouraged, or a technique practiced for its potential contribution to the skill of the artist/student or the meaning/communication of the art work. It makes sense to assess in terms of what a teacher believes was taught.

#### Alternative Assessments

A catch all term for assessments that depart from the traditional multiple choice, norm-referenced tests such as coding live, art criticism, discussions , portfolio reviews, rating performances or art products on criteria established by teachers and students, journals, authentic task assessment and direct observation of student performance.

#### Authentic Assessments

Assessment that fits meaningful, real-life learning experiences. It includes recording evidence of the learning process, applications in products and performances, perception of visual and audio relationships, integration of new knowledge, reflecting profitably on one's own progress, and interpreting meaning in consideration of contextual facts.

#### Performance Assessments

An observation of the process of creating an answer or product that demonstrates a student's knowledge and/or skills. Directly observable, student- generated evidence of learning.

The assessment in the MA programme will be largely continuous incorporating all the approaches outlined above. For instance, in nearly every assignment or story, participation by students in classroom discussion will be considered for assessment. Their stories will be taken as evidence of learning. Their feedback to the performance of their peers will be considered for alternative assessment.

Core course class meetings will be structured in the form of weekly editorial meetings in professional media outlets. These meetings are brainstorming sessions that plan for the next week. Teachers' role will largely be that of facilitators and students will be encouraged to take the initiative to plan their work and execute it as a team. This will also go into the assessment process.

While skills courses will have a lab exam, assessment of core course workshop modules will be based entirely on actual journalism work done by students on a weekly basis. Knowledge courses will be assessed 50-50, half through weekly or periodic assignments and the rest through a final exam. The assessment procedure for each course has been detailed with the course information below.

<b>Core courses</b>	<b>Ability enhancement compulsory course</b>	<b>Skills enhancement compulsory course</b>	<b>Elective</b>
MJC101: Principles of Communication, 4 credits MJC102: Reporting & Writing I (Print & broadcast), 8 credits	MJA101:English, 4 credits	MJI101: Photo & video production, 4 credits	
MJC201: Reporting & Writing II (Simulation of convergent newsroom for print, broadcast and online), 8 credits MJC202: Critical issues in journalism, 4 credits	MJA201: Data journalism, 4 credits MJA202: Media law, 4 credits	MJI201: Graphics & Animation, 4 credits	
	<b>Internship of four weeks minimum, 4 credits</b>		
MJC301: Digital and social media marketing, social media journalism production, 8 credits	MJA301: Development communication, 4 credits MJA302: Communication research, 4 credits		MJS301: Business journalism, 4 credits Or MJS302: Documentary film, 4 credits
MJC401: Dissertation, 4 credits MJC402: Radio, 4 credits	MJA401: Public relations & Corporate Communications, 4 credits MJA402: Advertising, 4 credits		MJI401: Film studies & script writing, 4 credits Or MJI402: Media management, 4 credits

Total: 92 credits

**Terms**

MJC: Mass communication, Journalism Core Course

MJA: Ability enhancement compulsory course

MJI: Inter-disciplinary course

MJS: Specialization



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## First semester

### **MJC101: Principles of Communication**

*This course will make the students aware of communication process, theories of communication and the global scenario of communication. It is intended to trigger a research outlook in the students.*

#### UNIT I

Function of mass communication: Marshal McLuhan's Theory of media - Classifications – Global village concept - To-Persuade, Inform, Educate, and Entertain; Other functions; Impact and Influence of Mass Media.

Process of Communication: Transmission of ideas - Facts and feelings from one person to another - elements of Communication process (message, Sender, Encoding, Channel, Receiver, Decoding, Acting & Feedback) Interpersonal - Interpersonal and group communication - verbal and non-verbal communication - Importance of Kinesics

#### UNIT II

Models of Communication: SMR Model - SMCR Model - Shannon & Weaver Model - Lass well Model - Osgood Model - Dance Model - Schramm Model - Gerbner's Model - New Comb Model - Convergent Model - Gate Keeping Model

#### UNIT III

Theories of communication: Hypodermic Needle Theory - Two-step & Multi-step Theory – Spiral of silence - Play Theory - Uses; Gratification Theory - Selective Exposure, Selective Perception & Selective Retention Theory – Cultivation Theory

#### UNIT IV

Communication Agencies: International Developmental Agencies like UNESCO - UNICEF - ILO - World Bank - WHO - FAO; Indian Development Agencies like DAVP - Song and Drama Division - DFP - Prasar Bharati - Corporate sector - Private channels - Print Media - Radio - New Media – Social media

### **Learning Outcomes:**

- Students will produce a paper that will show how various forms of media and their ownership impact the communication process
- Students will get the foundation to critically consider communication and be able to suggest topics for research and insightful understanding

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- Students will design a component of a putative theoretical framework for online and social media in India which could provide the basis for their dissertation
- Students will create the framework for a body that could support and regulate online and social media, taking into account bodies such as Press Council, Prasar Bharati and so on
- Students will creatively adapt and suggest a McLuhan framework for today's visual media in India
- Students will apply the theories and models to the stories they do in RW1 and construct presentations on how the theories and models reflect in their stories

### **Suggested readings:**

- (i) Anders Hansen Et. Al: Mass Communication Research Method (New York. University Press, 2004) -
- (ii) Denis McQuail: Mass Communication Theory (New Delhi, Sage Publication, 2007)
- (iii) Narayan Sen Sunetra: Globalization and Television: A study of the Indian Experience, (Oxford University Press, 2013)
- (iv) Samovar A Larry Et. Al: Communication between Cultures (Cengage Learning, 2010)
- (v) Narayan Sen Sunetra: Globalization and Television: A study of the Indian Experience, (Oxford University Press, 2013)
- (vi) D.V.R. Murthy, Olive green: Mass-Communication: Concepts and issues, Kochi
- (vii) Denis McQuail, Collier: Towards sociology of Mass-Communication, Macmillan publication
- (viii) Wilbur Schramm, Donald F. Roberts: The process and Effects of Mass-Communication, University of Illinois press
- (ix) Aubrey B, Fisher: Perspective Human Communication, Macmillan Publishing Co. New Delhi
- (x) Arthur ASA Berger: Essentials of Mass Communication Theory, New Delhi: Sage Publications, 1995
- (xi) David K Berlo: The Process of Communication
- (xii) James Watson: Dictionary of communication and media studies
- (xiv) J V Vilanilam: Development Communication in practice (Sage India, 2009)

### **MAGAZINES/JOURNALS**

Australian Journal of Communication Communicator  
 Communication Research Trends

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## **MJC102 Reporting & Writing 1 (Print & Broadcast)**

*This foundation course simulates a newsroom that exposes students to the conventions, concepts and the practice of journalism through hands-on learning*

### **UNIT I**

Newspaper organization: structure – Reporting section - Chief Reporter, Correspondents and reporters. Duties - responsibilities - rights and privileges – Objectivity - editorial freedom Vs newspaper's policies and objectives. Trends in reporting: Interpretative and Investigative - Freelancing

Basic structure of news - chronological versus inverted pyramid formats - strengths and limitations - 5Ws and 1H ingredients - types of leads - hard news - soft news and infotainment

### **UNIT II**

Journalistic Writing: Qualities of Journalistic Writing – Similarities and Differences between Journalistic Writing and Literary Writing – Difference between News Writing – Feature Writing – Article Writing – Editorial Writing and Column Writing. Reporting Legislature; Reporting Judiciary - Precautions in reporting. Covering public meetings and speeches: do's and don'ts. Sports Reporting; Use of pictures. Science Reporting, Financial Reporting. Writing Reviews: Book, Film: Procedure and Style

News Sources - handout - news conference - meet-the-press - international news agencies - Indian news agencies - internet, other media and beat - unexpected news sources - Agency pro

### **UNIT III**

Introduction to Television: Characteristics of Television broadcasting; History of TV in India: SITE, Terrestrial, Cable and Satellite; Channel Distribution: MSOs, CAS, HITS, DTH, IPTV; TV on mobiles: 3G & Notebook, 4G; Contemporary Trends in the Indian TV industry: Public service TV Broadcasting; Commercial broadcasting. TV: Internet Television, You tube Channel, IT Act, 2000.

### **UNIT IV**

Organisational structure of TV news channel: TV newsroom and TV news production desk and functions Writing for the visual medium: Thinking audio and video; Writing anchor leads; Editing bytes, procuring and editing visuals; Broadcast styles and techniques of writing Introduction to TV Production: News bulletins; News features; News and current affairs; Talk shows and magazine programmes; Anchoring: delivery, pronunciation, voice modulation and diction.

### **Practicals**

Reporting & Writing I is the foundation course of MJMC in SSU. Students become reporters and

choose a neighbourhood around the university, possibly in Bhubhaneswar or Cuttack, which becomes their beat. The student journalists start their course with preparing a beat note. They will recce the area, its politics, health, development, businesses, livelihood, demographics and so on and prepare a backgrounder of their beat, which will also include sources. Each student reporter will do a certain number of stories based on their beat: Crime, politics, health, environment, business, livelihood, arts, feature, human interest, and so on. Students will learn the macro from the micro: larger issues through how they play out in their beat neighbourhoods.

Besides these, they will be taken to attend press conferences by political leaders, police commissioner, or any other organization. In addition, they will visit the legislature, municipal corporation meetings, the main government hospital, and the courts to get a first hand account of how these function. The assessment for this course will be based on the stories that students do.

Simultaneously, they will also be applying the knowledge gained in photo and video skills course to shoot pictures and videos related to their stories. Anchor pieces, piece to camera, ambient footage, bytes will all be learned practically.

The teaching will be largely through review of practical work. Through feedback from teachers as well as fellow experts and experts from the industry, students will learn the concepts behind journalism as a profession. Through practical work, they learn how to cultivate sources, speak to people to elicit information and how to structure their reportage into a strong news write. Class work will involve simulation of news events, thought provoking guest lectures, exercises to promote critical thinking and so on.

### **Learning outcomes**

- Students will understand and apply news writing structures and learn how to produce news reports
- Students will learn to collect facts and opinions to filter, analyse, evaluate and apply to create a story
- Through a beat note, students will be able to produce a report on their chosen neighbourhood. The beat note will help them create story ideas
- Students will report, research and discover ground-breaking trends that affect the lives and livelihoods of people in their neighbourhoods
- Students will apply their photo and video production knowledge to produce photo and video journalism
- Through photo essays, they will generate narratives of social issues visually
- Students will produce articles giving a critical perspective of how courts, police, legislature, business, and social media play a role in the lives of people in their neighbourhoods

- Students will learn to sift fact from perspective and opinion in their reportage to produce layered copy that uses a combination of facts, analysis and reported opinion
- At the end of the course, the students, working as a team, will construct a prospective news website dedicated to their beats (Bhubaneswar, Cuttack etc). This would be used for RW2 in second semester

### Assessment

The assessment for this course will be done entirely of field work. The assessment of each assignment, story or report will be based on a matrix of 30% for the creative idea, 30% for the research and reportage that supports it, 30% for writing and presentation, and 10% for discussing it in class.

### Suggested Readings

- I. Elwyn, E.(1977). Radio: A Guide to Broadcasting techniques, Barrie and Jenkins.
- II. Masani, M.(1976).Broadcasting and the People, National Book Trust.
- III. Saksena, G.(1996). Television in India: Changes and challenges, Vikas Publishing.
- IV. White, T.(1996). Broadcast News Writing, Reporting and Producing, Focal Press.
- V. Ivor Y.( 1995). Television News, Focal Press, Oxford.
- VI. Boyd, A. (2000), Broadcasting Journalism: Techniques of Radio & television News-  
5<sup>th</sup> Edition, Focal Press, New Delhi,
- VII. Srivastava, K. M.(2005). Broadcast Journalism in the 21<sup>st</sup> Century, Sterling Publications, New Delhi.
- VIII. Thompson, R.(2004).The Broadcast Journalism Handbook: A television news survival guide, Oxford.
- IX. Rober, M. (2000). An Introduction to writing for Electronic Media: script writing essentials across the Genres, Focal Press, Oxford.
- X. Joseph, K. V.(2010). Economics of Culture Industry: Television in India, Shipra Publications, New Delhi.
- XI. Luthra, H. K.(1987). Indian Broadcasting, Publications Division, New Delhi.
- XII. Mandy, D.(2000).Radio in Global Age, Polity Press, Cambridge

### MJA201 English

*This course teaches the basics of written and spoken English while equipping students with advanced vocabulary, composition and comprehension skills. It also teaches various forms of English literature*

Unit – I

Tenses: Simple, Present, Progressive, Future (All Types). Clauses: Noun Clauses, Adjective Clauses, Adverbial Clauses. Models and use of Shall, Should, Will. Reported Speech- Would, May, Might, Can, Could, etc. Voice-Active and Passive Voice. Narration direct & Indirect

#### Unit - II

Diminutives and Derivatives, Word foundation Jargons of registers. Compound Words, Words Often mis -Spelt and Misused. Idioms, Proverbs. Antonyms, Synonyms, Homonyms, Acronyms One-Word Substitutes

#### Unit – III

Close Reading, Comprehension. Summary Paraphrasing. Analysis and Interpretation. 3.4 Translation (from Indian language to English and vice-versa). Technical terminology in the field of Sports, Finance, Economics, IT, Science, Agriculture, Politics, Law and Culture

#### Unit – IV

Focus on Listening, Speaking, Reading & Writing Skills (LSRW) note making and note taking skills. Essay Writing. Report writing. Correction of Common Errors. Rewriting Sentences as Directed

#### Unit – V

Introduction to various form of English Literature. Definition and types of Prose, Poetry, Drama and Fiction. Speaking Skills and Presentation: Presentation Design and Delivery. Monologue Dialogue, Group Discussion and Figures of Speech. Short Stories of eminent Indian authors

#### Practicals / Assignments

- Submit assignments of writing on 15 different fields in English language.
- Translation of 10 English news reports into Hindi and 10 Hindi news reports in English.
- Classroom presentation on any five topics of interest in English language
- Simulation and training as television anchor

#### Course Outcomes

- Students would learn advanced vocabulary for effective communication.
- Students would be able to analyze issues through social-cultural perspectives
- Students would learn compositional and comprehension skills to construct news reports
- Students would acquire the knowledge of various forms of English literature
- Students would be able to quickly produce news copy in English despite reporting in local language or Hindi
- Students will be trained to speak extempore in English as news anchors, constructing a narrative out of news feed, correspondent reports, as well as agency copy

#### Assessment

50% through assessment of classwork practical assignments and 50% through final exam. Classwork assignments will be assessed on the basis of 50% grammar, 50% structure of presentation (written and spoken)

## Suggested Readings

1. The Essence of Effective Communication, Ludlow and Panthon; Prentice Hall of India
2. A Practical English Grammar by Thomson and Marlinet
3. Spoken English by V Sasikumar and PV Dhamija; Tata McGraw Hill
4. Developing Communication Skills by Krishna Mohan and Meera Banerji; MacMillan India Ltd., Delhi
5. Business Correspondence and Report Writing by RC Sharma and Krishna Mohan; Tata McGraw Hill Publishing Company Ltd. New Delhi .
6. Howard, Peter, Perfect Your Punctuation, Orient Longman, Delhi.
7. Howard, Peter, Perfect Your Grammar, Orient Longman, Delhi.
8. Howard, Peter, Mistakes to Avoid in English, Orient Longman, Delhi.
9. Howard, Peter, Perfect Your Sentences, Orient Longman, Delhi.

### **MJI101: Photo & Video production**

*To impart practical skills training on how to take pictures and video and process and edit them to be suitable for publication*

#### UNIT I

Photo Journalism: History of Photography and Photo Journalism. Definition, Nature, Scope and Functions of Photo Journalism – Qualification and Responsibilities of Photo Journalists, News Photographers and News Value, Types and Sources. Camera – Components and Types of Camera, Types of Lens, Types of Films, Types of Filter, Importance of Light and Lighting Equipments – Camera Accessories – Picture appreciation. Selection, Criteria for News Photographs. Taking photographs using mobile phones and its features with accessories

#### UNIT II

Color Theory: Primary & Secondary Colors, Color Spaces, Gamut.  
Digital Image Fundamentals: Pixels, Bit Depth, Resolution, Image Formats, Compression.  
Digital Video Fundamentals: Formats, Codecs, Bitrate, Frame Rates.  
Introduction to Digital Image Processing: Photoshop Interface & Tools.  
Layers, Channels, Selection Techniques, Drawing Paths, Masking, Shapes, Smart Objects.  
Tools in Photoshop: Clone Tool, Healing & Patch Tool, Brush & Eraser, Creating Custom Brush.

### UNIT III

Introduction to the video camera. Framing of a news clip for ambient scene, piece to camera and so on. Panning.

Introduction to video Editing: Installing Davinci Resolve, Panels, Importing and Organising Media.

Quick Editing Using Cut Page: Interface Overview, Creating Timelines & adjusting properties, Previewing Files, Proxy mode, Bypass effects & Cinema viewer, Adding In & Out points, Inserting Clips, Append & Overwrite, Closeup Edit, Place on Top, Audio Editing. Video Transforms. Adding Titles. Transitions. Export

### UNIT IV

Grammar of Editing : Types of cuts.

The Edit Page: Playing & Marking Clips, Insert, Overwrite & Three point Editing. Razor Tool, Trim Mode, Slip & Slide, Dynamic Trimming. Adding Transitions & Effects, Time Remapping, On-Screen Controls.

Fairlight Page: Audio Basics: Amplitude & Frequency, Adjusting Clip Volume, Adding Clip & Track Effects, Noise Reduction

### UNIT V

The Color Page: Color Correction vs Color Grading, Reading Scopes.

Primary Vs Log Color wheels, Hue & Tint Controls. Qualifiers, Tracking, Animating Effects, Shot Matching, Stabilization, Resizing and Noise Reduction. Auto Grading Options. Chroma Screen Compositing.

Exporting Media: Setting Output Format, Bitrate & Resolution. Exporting Range & Individual Clips.

#### Assignments:

- Take news photographs on the field, capturing the moment, unusual angle for impact; cropping and composing
- Photo essay on a selected topic
- Photo and video assignments in RW1
- Create a slideshow and add voice over narrative.
- Take and edit ambient news footage, piece-to-camera, edit a two person interview with emphasis on L - Cut & J-Cut.
- Enhance an under-exposed color video footage. Also fix any audio issue present.
- Create a video showing the usage of 5 different types cuts used in Editing.
- Change background and add text to a chroma footage.

#### Learning Outcomes

##### Skills

- Students will learn the techniques of visual journalism and apply them

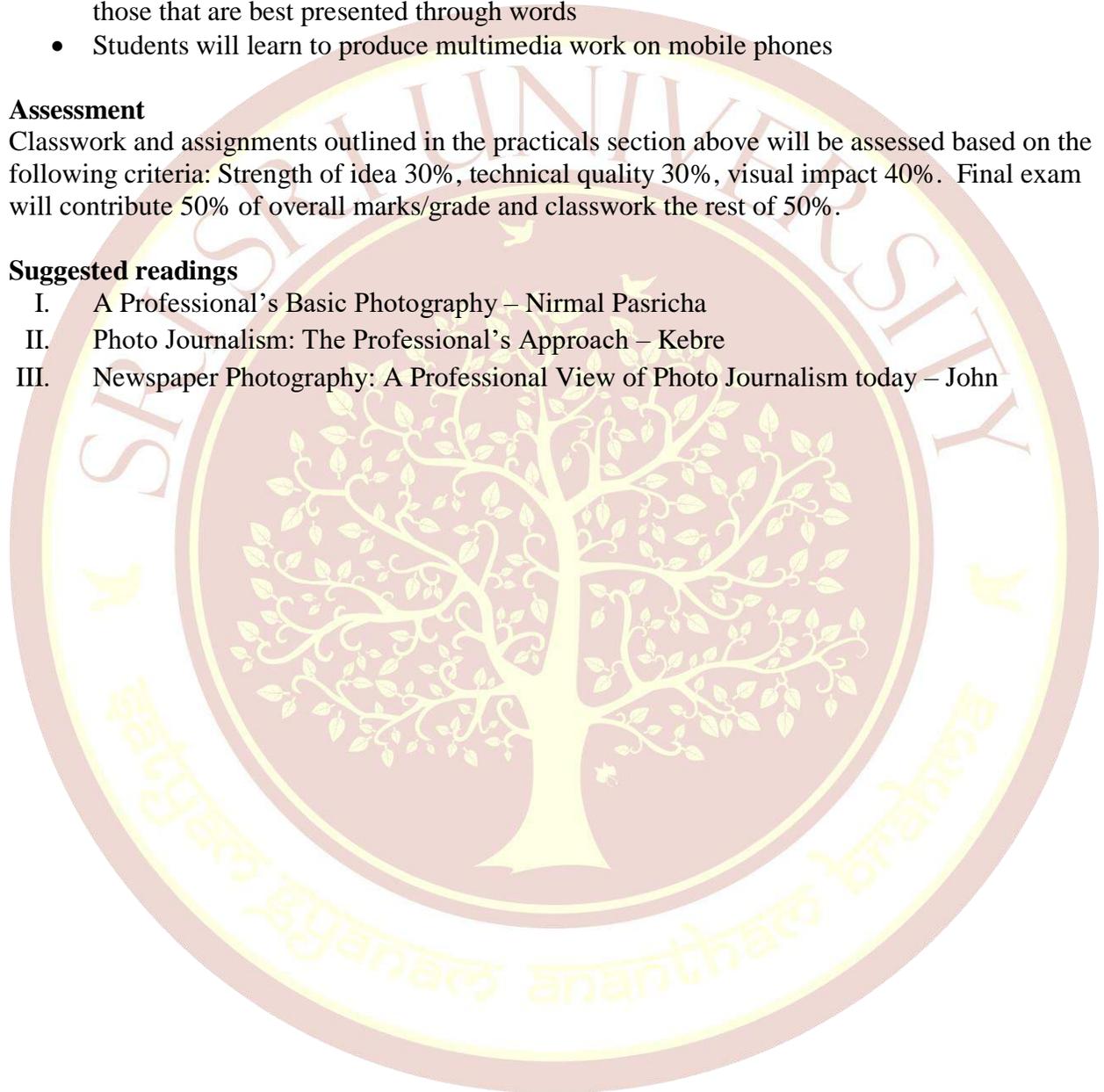
- Students will execute video and photo editing procedures in real life situations when they go to the field to create stories for RW1 course
- Students will produce news articles that will sync written text with visual elements, differentiating between story elements that lend themselves to visual presentation and those that are best presented through words
- Students will learn to produce multimedia work on mobile phones

### **Assessment**

Classwork and assignments outlined in the practicals section above will be assessed based on the following criteria: Strength of idea 30%, technical quality 30%, visual impact 40%. Final exam will contribute 50% of overall marks/grade and classwork the rest of 50%.

### **Suggested readings**

- I. A Professional's Basic Photography – Nirmal Pasricha
- II. Photo Journalism: The Professional's Approach – Kebre
- III. Newspaper Photography: A Professional View of Photo Journalism today – John



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## Second semester

### **MJC201: Reporting & Writing II (Simulating convergent newsroom)**

*This foundation course builds on RW1 to simulate a convergent newsroom in which students report content but produce it for three different formats: print, television and online.*

#### UNIT I

Principles of editing- editorial space-news value-copy fitting, checking facts, continuity; paragraphing, grammar, punctuation, taste, style, spelling etc; rewriting; headlines; importance, functions of headlines, typography and style, language, types of headline, typography and style, language, types of headlines; readability and legibility. Picture editing: importance of pictures, selection of news pictures, cut lines, cropping methods, style sheet; Gunning's Fog Index

#### UNIT II

Video news production. Editing and putting together news packages. Live television. Anchoring news shows. Production control room operation

#### UNIT III

Content management tools that are serving as backend for online news outlets. Introduction to WordPress, Drupal. Introduction to web news layouts. Using custom layouts to configure web pages. Concept of homepages, childpages, and ease of navigation. Burger menus, scroll navigation etc.

#### **Practicals**

- Students will use their RW1 training to create a convergent newsroom. The stories will be decided by the student team and reporters will produce content for print, television and online. An online e-zine will be launched that will be used to showcase content.
- Every week, there will be a day of production when the student team will put out newspaper pages that can be downloadable on the e-zine, besides creating an issue of the e-zine. One day will be assigned for reporting on the field
- Students will produce a half-hour television bulletin that can be shown live on social media. The bulletin will include news packages, live feeds, discussions through phone-in, as well as live interviews from the field.

## **Learning Outcomes**

### **Skills**

- Students will gain conceptual, procedural as well as factual knowledge of the process of journalism production through experience
- Students will take turns to execute various roles typical in convergent newsrooms: Editors, executive producer, producers, reporters, and graphics & animation producers
- Students will work as a team to create the final products: e-zine, newspaper page, television news bulletin
- Students will produce using all the skills learned in other courses in this and previous semester
- Students will create simple graphics, animation to support stories in print, video and online
- Students will show how the same journalistic content can be presented across various formats
- Students will generate content tailored for visualization as well as text, distinguishing between the two
- Students will set deadlines and adhere to them, learning to be professional

### **Assessment**

Assessment will be entirely based on production work. Since roleplay and teamwork will be a feature, that will also be an criterion for assessment: Understands and performs the role 50%, being proactive and taking initiative 30%, taking leadership by helping other functions in the production 20%.

### **MJC202 Critical issues**

*This course is designed to make students understand the context of media and the challenges it faces. It is designed to make students think critically about the environment they function in.*

#### **UNIT I**

Limitations of reportage: Are reporters getting the closest approximation to truth? Sources of news. Motives of sources. Pseudo events. Enterprise stories. Sensationalisation, trial by media, emphasis on negativity, lack of context, lack of follow-ups. Deadline-driven superficiality, ratings-driven emphasis on issues that promote sectarianism. Critiquing that day's newspaper.

#### **UNIT II**

Gendered Spaces and Media: Gender, Identity and Sexuality - Analysing Gender in Media Texts

(advertising, news genre, TV) - Popular Culture and Modern Masculinities. Gender in relation to Public and Private Spaces. Stereotyping in news and advertising.

### UNIT III

Issues of Media Ownership: Concentration of Media Ownership: Debates and Issues. Mergers and Acquisitions - Ownership and Impact on Editorial Independence/News Content and Pluralism - Advertising Revenue v/s Editorial Policies

### UNIT IV

National Security and the Media: National Security (Indian Perspectives) Definition and basic concepts, Role of Media in coverage of conflicts and security issues (Maoism, Kashmir, ISIS) - Media discourse around terrorism- Representation and visual cultures (Margaret Thatcher)

### UNIT V

Ethics and social media: Work ethic, Professional integrity; Responsibility and Accountability towards government, citizen, employer and self. Code of conduct for journalists. Sting Operations, Invasion of Privacy. Ethical Issues in Entertainment: Violence, Censorship, Offensive Material.

Social media: Who is to police. Does it have any ethical bearings? How algorithms create echo chambers. The ethics of platform providers such as Google, YouTube etc.

### **Themes for critical essays to be written after every class**

- Pick any day's newspaper and discover the sources, pseudo events, enterprise content
- Discuss stories in which lack of context and long-term impact creates negative news?
- How news media promotes gender stereotypes and why?
- Gender stereotyping in advertising. A critical analysis
- Hidden promotions, advertorials. Case study on Times of India: Private treaties, editorial context for ads
- Do family-owned media outlets have better editorial quality?
- Is Indian media anti-national by and large?
- Is publicity oxygen for terrorism?
- Hazards of beat reporting.
- Are sting operations bad journalism?
- Who is fair game for reporters? Are there limits at all to what can be reported? Who is to decide?
- In what ways social media has brought benefits and how it has harmed?

## Learning Outcomes

- Students show the ability to critique aspects of journalism practice
- Students deconstruct the underlying motives behind what constitutes news
- Students parse news organizations to show how they function and what leads to common mistakes
- Students discriminate and differentiate on how the gatekeeping role leads to biases
- Students gain metacognitive knowledge by looking at how in their day-to-day practice of journalism in class they are subjected to the same tendencies
- Students apply their metacognitive knowledge to produce better stories in RW2

## Assessment

The 12 class assignments will be thought through by students over a week and submitted for evaluation. The assignments will be assessed based on: 30% marshalling of new facts, 30% construction of pros and cons, 30% on conclusions drawn, 10% for participation in class. A final exam will provide 50% of the overall marking

## Suggested Readings

- Daniel Boorstin: The image: A guide to pseudo events in America
- Arvind Rajagopal –Politics after Television – Do only the Introduction.
- Shoma Munshi – Prime Time Soap Operas on Indian Television
- Sanjay Srivastava - Sexual Sites, Seminal Attitudes: Sexualities, Masculinities and Culture in South Asia. Sage
- Menon, Nivedita - Sexuality, Caste, Governmentality: Contests over 'gender' in India. Feminist Review (2009) 91, 94–112.
- Thomas, Pradip Ninan. Political economy of communications in India: The good, the bad and the ugly. Sage Publications, 2010.(Pg-60-100)
- Vinita Kohli Khandekar, Indian Media Business, Sage
- IDSA articles and Research papers
- Des Freedman and Daya Thussu eds. Media and Terrorism: Global Perspectives
- Paleri Prabhakaran: National security: Imperatives and Challenges
- Terrorist Assemblages – Arjun Appadurai

## **MJA201 Data journalism**

*This course seeks to educate the student on the tools and techniques needed to work with numbers and data to flesh out stories and add value to stories*

### **UNIT I**

Searching for and finding public data. Scraping, cleaning them and standardizing them so they can be worked on. How to obtain publicly available data and make them ready for use. NitroPDF

### **UNIT II**

Analysing data using spreadsheets, databases, mapping and visualization. Introduction to Python. Programming exercises on data analysis and visualization in Python. Microsoft Access: How to raise queries. Junar open data platform, Qlikview, Tableau, Google fusion

### **UNIT III**

Introduction to statistics: correlation, causation and the difference between the two. Introduction to visualization software such as tableau. Mapping applications. Server knowledge and the use of GitHub, Agile.

### **Practicals – Using datasets to flesh out story ideas for assignments (10)**

Students will be asked to obtain these datasets and work with the numbers to come up with story briefs. These 70-100 word briefs require some reportage to support the thesis the story advances. Briefs are a key aspect of newsroom practice in media

- Census: 2010, previous years, comparisons on demographics
- Election commission data; reports; Form 16 data scraping and use
- Budgets (center and state)
- Key RBI data and what does it tell us
- Health data
- NSSO data
- Crime (NCRB and SCRB)
- Education: ACER, Higher education, NAAC data
- UN and its agencies like WHO, Unicef, Unesco. What do they tell us about India and the rest of the world
- World Bank and other global data. What it tells us about our development status.

### **Learning objectives**

- Students will execute the process of obtaining data, some of which may not be readily available, and work on the data
- Student will interpret data using statistical and computational tools

- Students will analyse the numbers using tools and techniques to flesh out story ideas that can be reported and written up
- Students will evaluate the numbers and apply any trend to a specific location or their beat neighbourhood and test out their hypothesis
- Students will learn to justify their story idea or change course to chart out a different story based upon the supporting research by talking to experts
- Students will create visualizations of their datasets and story ideas that will provide clarity to the average reader

### **Assessment**

The ten or more story ideas explained in briefs using the datasets will be taken as class assignments for assessment based on the following criteria: Accuracy and newness of the story idea suggested 50%, 30% for the pre-reporting to a correspondence with reality, 20% for visualization learned in visualization course. The class assignments will count for 60% of the marks while the remaining 40% will be through a final exam on the tools and techniques

### **Suggested Readings**

- 1) Data Journalism Handbook 1 & 2, freely available under creative commons license
- 2) Paul Bradshaw, Scraping for Journalists
- 3) Paul Bradshaw, Finding stories with spreadsheets
- 4) Google News Initiative
- 5) AK Sharma, Textbook of Elementary Statistics, Discovery Publishing House
- 6) Schaum's Outline Series, Programming with Python

### **MJA202 Media Law**

*This course seeks to provide an overview of the legal landscape governing the media world, rules, regulations as well as protections given by the Constitution, criminal procedure code, and other laws*

#### **UNIT I**

Indian Constitution – Salient Features of Indian Constitution, Fundamental Rights, Fundamental Duties – Directive Principles of State Policy, Freedom of Speech and Expression: Constitutional guarantees and restraints viz. Article 19(1) (a) and Article 19(2), Introduction to the Indian Legal System: Lawmakers and Policymakers, the Court System, Freedom of Press; Press as a Fourth Estate; Freedom of the Media in India - Constitution and Courts; Public and Private Media

#### **UNIT II**

Media laws/acts/policies/reports:

1. Contempt of Court, 1971

2. Official Secrets Act, 1923
3. Right to Information Act, 2005
4. Copyright Act, 1957
5. Laws on promoting hatred towards communities, ill-will against communities
6. Law of Obscenity (Section 292-294 of IPC); Indecent Representation of Women (Prohibition) Act
7. Parliamentary Proceedings and Privileges: Law of Parliamentary privileges (Article 105 (3) and 194 (3)); Parliamentary Proceedings (Protection of Publication) Act, 1977 (Article 361-A)
8. Press Commissions of India
9. Press Council of India; Press Council Act. 1978
10. Broadcasting Laws: Prasar Bharati Act, Cable TV Network Regulation Act, Digitization and Conditional Access System (CAS), Proposed Broadcast Regulatory Authority of India Act, Broadcasting and Advertising codes.

### UNIT III

The concept of defamation: criminal (Section 499-502 of IPC) and civil. Defamation laws in India. Case studies on various rulings that have interpreted it in different formats. Whether public interest or truth should be the test? Chilling of criminal defamation cases against journalists. Case study of Jayalalithaa who had more than 150 criminal defamation cases filed against journalists. Case study of Amitabh Bacchchan and his brother defamed during Bofors. Comparison of defamation laws with other countries. Practice of freedom of press in various countries. How free is the media?

### UNIT IV

Regulating online media: IT Act. Its use and abuse. Attempt by Modi government to form a body to register and regulate online media just as print and broadcast journalism. Pros and cons of the move. Laws to protect against mischief made by fake news on social media. Covid fake news case study. Are more laws required? Can the online world be regulated?

### UNIT V

Photo journalism: an ethical Approach - role of press and/or media councils and press ombudsmen in the world codes for radio, television, advertising and public relations. Media coverage of violence and related laws - inflammatory writing (IPC 353) - Sedition- incitement to violence - hate speech. Regulating Advertising: Advertising Standards Council of India (ASCI)

### **Suggested readings**

- (i) Law Dictionary [Constitution of India (Article 19 (1) and 19 (2) 105, 194)], Universal Publishers
- (ii) P.K. Ravindranath, Press Laws and Ethics of Journalism, Author Press, New Delhi

- (iii) Press Commission reports' . Govt. of India Press.
- (iv) Duggal, P.(2002). Cyberlaw in India, Saakshar Law Publications
- (v) Global Journalism: Survey of International Communication. John Calhoun Merrill (Ed) (2nd ed). Longman, New York, 1991
- (vi) Om Gupta, Advertising in India: Trends and Impact, Gyan Publishing House, Delhi, 2005
- (vii) Dua, M.R.(2000). Press As Leader of Society, IIMC
- (viii) K S Venkataramaiah, Freedom of the Press – Some Recent Incidents
- (ix) Francis X, Quinn, Ethics, Advertising and Responsibility, Canterbury press,
- (x) Communication and society, Today and Tomorrow “Many voices One world”, Unesco Publications
- (xi) Street, John. Mass media, politics and democracy. Palgrave Macmillan, 2011
- (xii) Bannerjee, Menon & Priyameds. Human Rights, gender and Environment, Pearson & Co. 2010

### **Practicals**

Besides concepts and the law, real life examples, case studies and guest lectures by working journalists will help to provide the student a lively understanding of the issues.

Many of the legal issues are open-ended and cut either way. Suggested reading ahead of the class will help to promote discussion and learning through discussion.

Classroom exercises on role-playing will simulate problems inherent in the process of news reporting

### **Learning Outcomes**

#### **Knowledge**

- Understanding all the laws and regulations concerning media
- Produce articles giving a 360 degree of key legal issues like criminal defamation laws and their application through case studies
- Research and write articles on how laws can be reformed to protect freedom of speech while at the same time prevent abuse
- Students will gain metacognitive knowledge of how as reporters they invade privacy of their sources and subjects during reportage
- Students will produce critical articles on how far they will go in protecting privacy and where public interest will override
- Undertake research on the phenomenon of fake news and how it can be combated legally

### **Assessment**

Classwork assessment will carry 60% weightage in overall grading with the final exam accounting for the remaining 40%. Each class assignment will be assessed based on the following criteria: 30% for critical understanding of issues, 30% for perspective and conclusions, 40% for presentation including discussion in class

## **MJI201: Graphics and Animation for video and online**

*This course will provide hands-on training on creating static and moving infographics besides visualization of data*

### **UNIT**

**I**

Fusion Interface, Importing & Layering Media, Masking Techniques: Bitmap & Polygon Masking. Keying Basics. Animation Fundamentals, Spline & Keyframe Editor. Creating & Animating Strokes. Applying Post Effects and ColorGrading.

### **UNIT II**

Creating Text Animations: Creating Text, Setting Text Color & Style, Text Animation, Adding Post Effects. Creating Infographics.

Intro to 3D Space in Fusion : Navigating the 3D Space, Importing & Adding Existing 3D Objects, 3D Transform, Lights & Materials. Creating 3D Logo Animation

Camera Projection: Animating 3D Camera & setting Camera Parameters, Creating Cards & Applying Media, Render Setup

### **UNIT III**

Flow Organization & Best Practices. Creating Particle Emitters. Shaping Particles, Adjusting Particle Properties, Rendering Particle Systems. Depth of Field & Motion Blur

### **UNIT IV**

Blender Interface: Navigating the Viewport, 3D Cursor, Properties panel, Scenes Collections, Workspaces, Preferences. AddOns.

Polygon Modeling Basics: Adding Objects, Edit Mode, Applying Transforms, Extrude, Bevel, Inset, Loop-cut, Multi-Cut, Fill & Create Faces

### **UNIT V**

Animation: Procedural Transformations, Deforming Arrays, Grid Patterns, Driver Animations, Keyframe Modifiers, Animating Deformations.

Shading: Material Setup, UV & Texture Mapping, Animating Textures.

Particle Basics. Render Setup : Reflections, Particle Light, Volumetrics, Noise Reduction  
Interactive animation for online

### **Assignments**

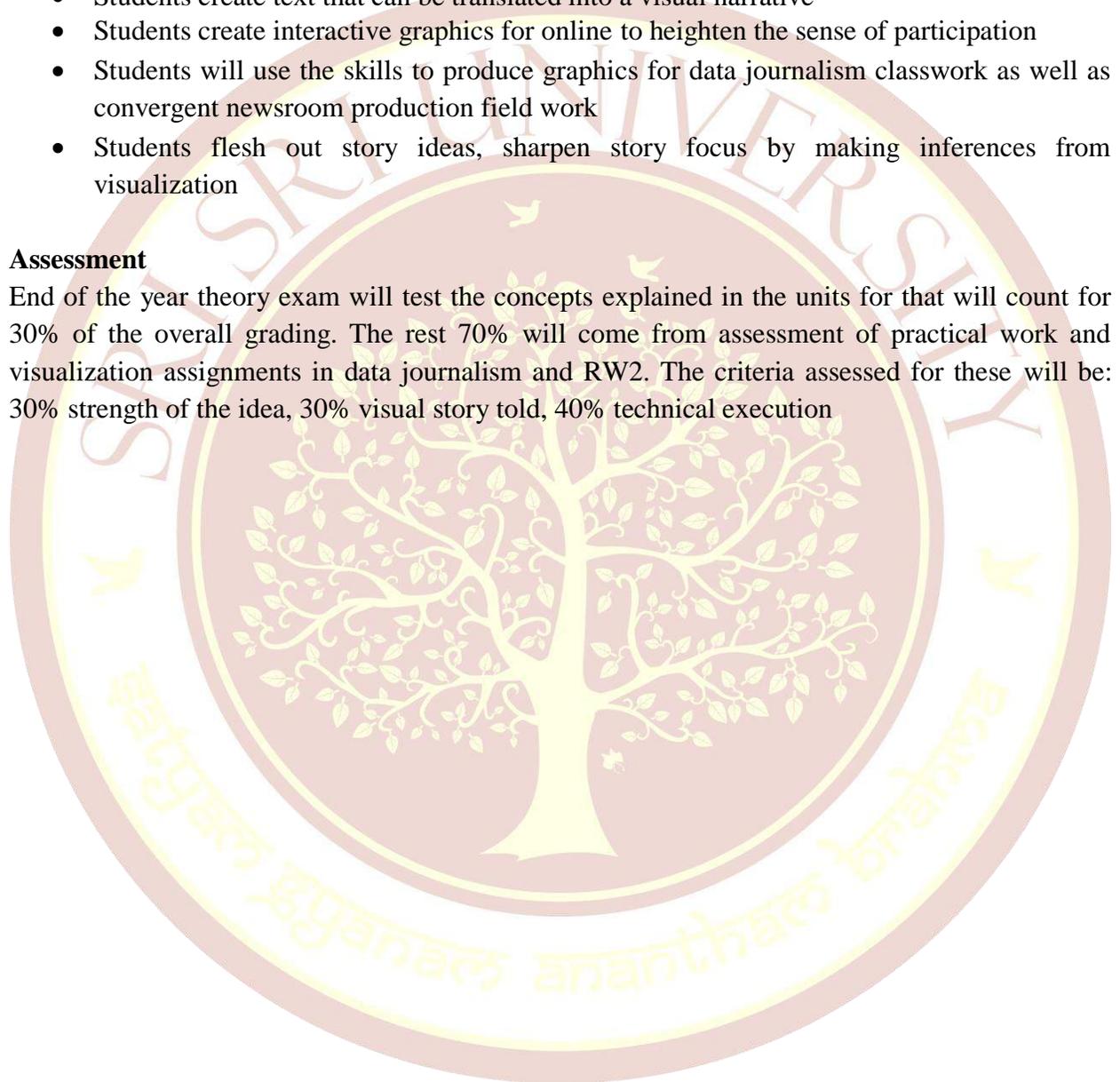
- Create a Photo Slideshow Animation.
- Create a Bar Graph infographics animation showing COVID-19 cases in India.
- Create Lower third Animations for an Interview video showing Name of Person.
- Model and Animate a 3D Logo Reveal.
- Create a News Opener Animation Video.

## **Learning Outcomes:**

- Create static and animated infographics for print and video
- Students differentiate between content for static graphics vs motion graphics
- Students create text that can be translated into a visual narrative
- Students create interactive graphics for online to heighten the sense of participation
- Students will use the skills to produce graphics for data journalism classwork as well as convergent newsroom production field work
- Students flesh out story ideas, sharpen story focus by making inferences from visualization

## **Assessment**

End of the year theory exam will test the concepts explained in the units for that will count for 30% of the overall grading. The rest 70% will come from assessment of practical work and visualization assignments in data journalism and RW2. The criteria assessed for these will be: 30% strength of the idea, 30% visual story told, 40% technical execution



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## **Third Semester**

### **MJC301: Social media (marketing and news production)**

This 8 credit workshop combines conceptual knowledge regarding digital and social media marketing with hands-on experience on mobile devices regarding newsgathering, distribution, and audience engagement.

#### **UNIT I**

Overview of Digital Marketing / Advertising. Search Engine Advertising. Google analytics. Basics of SEO and promoting content through Google. Online Reviews and Ratings.

#### **UNIT II**

Understanding key digital media platforms. Google, YouTube, WhatsApp, Tumblr, Medium, Snapchat, TikTok. Algorithms that reinforce content. Case studies on viral content on these platforms.

#### **UNIT III**

Social media marketing tools: HootSuite, Hubspot, Semrush. Hootsuite certification (paid level is \$200). Google academy and Hubspot academy courses to understand how to promote content.

#### **UNIT IV**

Maintaining a professional social media brand. Finding story ideas and sources via social media. Using social media and mobile devices/apps for newsgathering and production. Social media ethics. Audience engagement and analytics.

#### **UNIT V**

The problem of fake news. Case studies on fake news and the harm they cause. Exercises on fact checking to help combat fake news. Role of a journalist as a moderator and authenticator

#### **Practicals**

Students will as a team execute one or two social media editorial campaigns that will be relevant for the communities around SSU, such as saving Narmada River, civic issues in Cuttack, tribal lifestyle and so on.

Students will generate multimedia content and engage on various platforms simultaneously. The key would be to generate audience response and engagement and to use that response to build more content.

#### **Learning Outcomes**

- Students will effectively use social media for newsgathering, distribution, and audience engagement.
- Students will research and locate reliable information on social media to enhance reporting, and at the same time, identify misleading and unbalanced content
- Students will create and enhance their professional brand on social media platforms.
- Students will collaborate as a news team to contribute original reporting
- Students will analyse and judge the public's active role in the news production process, and create a two-way traffic of news production with wide reader engagement
- Students will receive Hootsuite Certification and apply it to promote their content
- Students will create online communities and lead them by fulfilling their information needs
- Students will produce and execute campaigns on social media that will help improve traction for their content
- Students will evaluate reader content for fake news and ensure the co-created news space is accurate and truthful

### **Assessment**

Final exam will test the knowledge of concepts of social media marketing and the tools. The exam will count for 30%. The rest 70% will come from assessment of field work and production. The criteria for the assessment of these assignments will be: 50% on how much traction student work is drawing on social media in terms of traffic and engagement, 30% for co-creation component that leverages reader engagement, 20% for fact checking and follow-up

### **Suggested reading**

- Kingsnorth, Simon. Digital Marketing Strategy: An Integrated Approach to Online Marketing, Kogan Page, Limited, 2019. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/isblrc/detail.action?docID=5741927>.
- Ghose, Anindya. Tap: Unlocking the Mobile Economy, MIT Press, 2017. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/isblrc/detail.action?docID=4845184>.
- Anand, Bharat. The Content Trap: A Strategist's Guide to Digital Change
- Albert-laszlo Barabasi and Jennifer Frangos, Linked: How Everything Is Connected to Everything Else and What It Means for Business, Science, and Everyday Life Software requirements for the course
- The Mobile Playbook by Google Session 9: Tuesday, November 5th: Online-offline Interaction and Omni-channel, Attribution Modeling Learning Outcome Substitution and Complementarity of channel efforts Readings

## **MJA301 Development Communication**

The need for concern and growing sensitivity towards development issues has sparked the necessity to study this. This course will reflect on the various analysis, writing and understand styles and also highlight the existing policies that need to be taken into account while studying the current and prospective lines of growth in reporting and analysis of developmental issues.

### **UNIT I**

The concept of development- approaches to development- sustainable development – development index. Third world countries – issues and challenges before third world countries.

### **UNIT II**

The concepts of communication, and development communication - Paradigms of development - from Modernisation to Participation, Modernisation Paradigm, The dependency theory, Participation Paradigm. Development Communication Paradigms - Dominant Paradigm, Alternative paradigm.

### **UNIT III**

Development Journalism- Tenets of Development Journalism. Types of Development Journalism - Investigative or Liberal development journalism, Benevolent-Authoritarian or Conservative development journalism, Attributes /characteristics of Development Journalism

### **UNIT IV**

Media for Development communication -The use of interpersonal channels for development communication, the use of print media, radio, television and video, folk-media. The use of New media technologies for development communication. Community Media in Development Communication

**Thesis Submission:** Experiments in development communication- impact and challenges ahead.

### **Assessment**

Assignments given in will carry 30% weightage, thesis 20% and final exam will be 50%. Assessment criteria will be: 40% on understanding of concepts and tools, 40% for applying the tools to generate hypothesis, 20% for classroom discussion and ability to communicate in classroom

### **Learning Outcomes**

- Critique the dominant understanding of modernisation
- Critique the dominant practices of development and "progress" in our society

- Critique the role and importance of women and children in development and progress
- Discuss the role and use of media for development communication
- Analyse significant events and works in development communication
- Use social media to produce content for and engage marginalized communities

### Suggested Readings:

- P. Dahama and O.P.Bhatnagar, 'Educational and communication for development' Oxford and IBH Publishing Co.Pvt. Ltd. New Delhi, 2nd Edition.
- Srinivas R. Melkote and H.Leslie Steeves, 'Communication for Development in the Third world', Sage Publication, New Delhi, 2nd Ed.
- Schramm and Lerner, (1967), 'Communication and change in the developing countries.' Honolulu, East West Center Press.
- Srinivas Melkote and H. Laslie Steovs, 'Communication for Development in the Third World, 2<sup>nd</sup> Edition, Sage, ND.

### **MJA302 Communication Research**

Research is vital in the field of communication to understand the trends and predict/ cultivate newer effective ways to give out information. This paper will include the various styles and techniques used in conducting a research often segmented under qualitative and quantitative methods. Students will find research techniques helpful while doing any kind of analysis in media, and also find it insightful while writing dissertation projects in their final year.

#### UNIT I

Definition – Nature and Meaning of Research – elements of research – scientific approach – research and communication theories – role – function – scope and importance of communication research – basic and applied research. Types of Communication Research - Print and Electronic Media Research.

#### UNIT II

Review of Related Literature - Defining Research Problem - Research Objectives - Hypothesis, Meaning, Characteristics and Importance - Research Design - Sampling: Meaning & Types of Sampling, Probability & Non-Probability - Types of Probability Sampling. Types of Research - Survey Research, Content Analysis, historical Research, Experimental Research, Ratings Research, Non-Ratings Research, Field Study.

#### UNIT III

Research types - descriptive, fundamental, applied, historical, action, holistic, participant

observation, Qualitative and Quantitative research. Research techniques - Readership Research , Audience Survey, Public Opinion research and ratings research, Field Research, Focus Groups. Research Elements - Variables - Types of Variables, Measurement - Levels of Measurement (nominal, ordinal, interval and ratio), Reliability and Validity of Measurements, Scales - Types of Scales (summated, cumulative, Thurston and likert, semantic differential).

#### UNIT – IV

Data - Sources of Data - Primary and Secondary Data. Data Collection Tools-Observation, Questionnaires and Interview Schedule. Statistical tools - Data Analysis - Importance of analysis. Report Writing - Contents of a Report, Diagrammatic Presentation, Bibliography & Index, Errors and Precautions in Report Writing, Ethics in conducting research, Ethical perspectives of mass media research.

#### Learning Outcomes

- Define research and explain its relevance and developments
- Discuss different research methods and various approaches to research
- Explain various concepts of research and measurements scales
- Demonstrate the knowledge of quantitative and qualitative methods
- Demonstrate and employ various statistical tools to analyze data
- Explain the process of conducting research
- Evaluate alternatives and hypothesize on the subject of research for dissertation
- Create a research paper using specified styles of citation

#### Assessment

Assignments given in class will carry 40% weightage while final exam will be 60%. Assessment criteria will be: 40% on understanding of concepts and tools, 40% for applying the tools to generate hypothesis, 20% for classroom discussion and ability to communicate in classroom

#### Suggested readings:

- Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches, Berger, Arthur Berger, Sage Publication, 2000, 2nd Edition.
- Methodology of Research in Social Sciences, Krishnaswami, O.R., Himalay Publishing House, 1993, 1<sup>st</sup> Edition.
- Research Methodology: A step by step guide for beginners, Kumar, Ranjith, Sage Publication, 2001.
- Qualitative Communication Research Methods, Lindof, Thomas R, Press New York, 1999.

- Doing Media Research: An Introduction, Priest, Susanna Horning, Sage Publication, 2000, 2<sup>nd</sup> Edition.
- Research Methodology Methods Techniques - C R Kothari

### **MJS301: Business Journalism**

*This course seeks to provide a specialization for students in business journalism that requires specialized knowledge*

#### **UNIT I**

Introduction – the role of business journalism. Analysis of the role of various economic factors. Contemporary Economic history of India. Evolution of business journalism.

#### **UNIT II**

Introduction to Indian Stock markets. Stocks, bonds, currencies and commodities. Regulations concerning them. Trading in stock market. Various stock indices. Impact of stock market on companies as well as national economy. Making sense of the business pages and business newspapers. Analysing their content

#### **UNIT III**

Banks and financial institutions. Major banks in public and private sector, their roles. Banking regulations, Basel framework. RBI. Its role in monetary policy, impact on economy. RBI's publications and what they mean for news.

#### **UNIT IV**

Public finance. State and central budgets. Deficits. GDP, GNP. GSDP. Contributions of various sectors to GDP and factors affecting their performance.

#### **UNIT V**

Reading company balance sheets to gauge their health. Sources of investment and laws governing them. Broad overview of various types of businesses. IT sector and its current health and challenges. The MSME sector, its importance and relevance for India. Laws governing the sector and help and support available. Industry associations and how they can be useful sources.

### **Practicals**

Students will do five stories, one for each unit, with no restriction on beat, location etc.

### **Learning Outcomes**

- Students understand the practice of business journalism
- Students critique unethical practices in business journalism, such as enticements, junkets, stock market tip-offs

- Students produce a range of stories, from public finance to business-specific through local business stories
- Students will apply data journalism and visualization skills to create visual narratives in business journalism
- Students will study the impact of central policy on state finances and produce news content on the eventual impact on local businesses

### **Assessment**

Business Journalism course will follow the 50% class assignment, 50% final exam model. Class assignments will be judged based on the criteria: 30% story idea, 30% reportage, 30% presentation include data and visualization, 10% on classroom discussion

### **Suggested readings**

1. MY Khan, Indian Financial System, McGraw-Hill
2. SC Kuchchal, Corporate Finance: Principles and Problems, Chaitanya Publishing
3. VK Puri and SK Mishra, Indian Economy, Himalaya Publishing House
4. Sushil Bahl, Business Communication Today, Sage Response
5. HL Bhatia, Public finance, Vikas Publishing House
6. The Hindu: Survey of Agriculture & Survey of Industry
7. Indian Institute of Banking & Finance, Micro, Small & Medium Enterprises in India

### **MJS302 Documentary Production**

*This course trains students to ideate on long-form of television journalism that would require extensive shooting, interviews, research, script writing and so on*

#### **UNIT I**

What are documentaries: Documentary typologies– Features of Documentaries  
Understanding the Documentary Introduction to Realism Debate, Observational and Verite documentary, Introduction to Shooting styles Introduction to Editing styles, Structure and scripting the documentary

#### **UNIT II**

Production of drama programmes for radio and television– Characterization/casting – Location and sets– The Plot– Outline of the Actual drama production

#### **UNIT III**

Production techniques for radio and television – Documentary production techniques– Documentary production process– What does it take to do a good documentary? – Where do good stories come from? – Choosing a subject matter– Documentary research: content research

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and conceptualizing the appropriate treatment and style, the use of music, narration and archival material

#### UNIT IV

Documentary Production - Pre-Production - Researching the Documentary

Research: Library, Archives, location, life stories, ethnography Writing a concept: telling a story, Treatment, Writing a proposal and budgeting

Suggested Practical Exercise- Shooting a short film (5-6 minutes) and editing the same.

#### **Learning Outcomes**

- 1) Students will be able to suggest multiple topics for documentary, evaluate options and create a shortlist after assessing access, availability of sources, predict ability to shoot compelling images on video and so on
- 2) Students will understand various narrative styles and decide what style would suit best him or her for the subject matter used
- 3) Students design a plan for shooting the documentary and create a provisional run-down after evaluating availability of footage, library shots, and fixing sources etc.
- 4) Students evaluate the main characters through whom the story will be told. The characters would be selected based on their visual appeal, articulate nature, knowledge of subject, passion and visually impactful qualities
- 5) Students will create a shorter version of the documentary on the same theme to gain first hand experience of the subject.

#### **Assessment**

Short film, Final run-down, quality of research, originality of content will all be assessed through reports and classwork for 80%. The remaining 20% weightage will go to a final exam

#### **Suggested Screenings:**

- *Nanook of the North* by Robert J Flaherty
- *Nightmail* by Basil Wright
- *Bombay Our City* by AnandPatwardhan
- Black Audio Collective
- *City of Photos* by Nishtha Jain
- *Roger and Me* by Michael Moore
- Films by PSBT

#### **Suggested readings:**

- Trisha Das How to Write a Documentary
- Double Take by PSBT

- **Filming Reality: The Independent Documentary Movement in India** by Shoma A. Chatterji, SAGE Publications India
- **Making Documentary Films and Videos: A Practical Guide to Planning, Filming, and Editing Documentaries** by Barry Hampe, Henry Holt and Company



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## Fourth Semester

### **MJC401: Dissertation**

*Students are encouraged to take up social media for their dissertation. Topics like social media biases, fake news, troll behavior, incitement to violence, amateur-generated content, as well as how algorithms are affecting news consumption and news consumer behavior are fertile grounds for research. Students will apply the concepts, qualitative and quantitative tools taught in Principles of Communication, Development Communication, and Communication Research to produce the dissertation.*

### **Learning Outcomes**

- Students will produce a dissertation that generates multiple hypothesis and narrows it to one based on well reasoned arguments
- Students will tests the hypothesis based on quantitative and qualitative tools and concepts
- Students will execute surveys as part of field work to back their hypothesis
- Students will discriminate between various points of view
- Students will devise a procedure to test their hypothesis to establish it conclusively
- Students will present the core arguments and key findings of their dissertation in class
- Students will design possible conceptual bases for a new understanding for a communication framework especially in social media as applied to Indian contexts

### **MJC402: Radio Broadcasting**

*This course is designed to provide a theoretical framework as well as a practical experience of radio.*

#### **UNIT I**

Introduction to Radio: The World of Sound and main features of radio broadcasting; Radio frequencies: SW, MW, FM transmission. Different types of Radio: AM, FM, community radio, and internet radio. Evolution and growth of broadcasting in India: Public service broadcasting: functioning of channels; community radio: role and function of CR, management of community radio; Radio news organisation, structure and function.

## UNIT II

Writing for Radio; compiling radio news bulletin, techniques of editing and presenting radio news. Introduction to radio production; radio news magazine, news feature, discussion and talk programmes, interview, sound bites & dispatches and Radio Bridge programme production. Radio: HD radio, Internet radio and Satellite radio.

## UNIT III

Introduction to Community Radio Need, Origin, Concept, Philosophy and Policy of CRS, CR as an alternative mass medium, Role of CR in development. Community Radio in India Growth and development of CR in India, CR in NER, Community Radio versus Campus Community Radio, News and Current Affairs in Community Radio in India

## UNIT IV

Community Radio in Practice, Principles of Community Radio Operations, Activities in Setting-Up a Community Radio, Community Radio Programming, Studio layout, Outdoor Broadcast, Narrow-casting

## UNIT V

Community Radio Case Studies, Well-known Community radio initiatives

### **Practicals**

News reports from the field understanding the technical requirements

News bulletin and one feature programme for community radio

Visits to other community radios to observe how communities are being served by them and how it can be done better

### **Learning Outcomes**

- Students will critically evaluate the role of the public radio broadcaster
- Students will analyse the communication framework for radio and compare it with other mass media
- Students will produce real life news reports and script for audio
- Students will design and produce professional, independent news bulletins so they are ready if and when FM Radio market opens up for news
- Students will critically evaluate the potential of a radio renaissance in India
- Students will operate community radio to engage communities such as fisherfolk around the campus

### **Assessment**

Assessment weightage will be 70% classwork and 30% final exam. Assignments will be on classwork that will be a combination of theory and practical assignments. The criteria for these

assessments will be: Formulation of idea 30%, writing for radio 30%, delivery and presentation 30%, 10% for participation in class

### **MJA401 Public Relations and Corporate Communications**

*This course aims to provide knowledge on how organizations seek to represent themselves and communicate to the outside world and media*

#### **UNIT I**

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

#### **UNIT II**

PR Publics: Internal and external public; issues and problems; management approach, PR strategy, Channels of Communication – public perception, evaluation. Tools of PR: mass media, ICT, press conference, press kits, exhibition, outdoor media, house journal, special events, advertising. PR publics: Employees, shareholders, consumers, community, government, media.

#### **UNIT III**

Corporate Communication; Concept, Definition, Nature, Scope. Corporate Communication Publics; Internal and External, Corporate Communication Process; Four stages of Corporate Communication - Corporate Communication Consultancy and Counselling.

#### **UNIT IV**

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

### **Learning Outcomes**

- Students analyse how to bridge relations between public-private and commons through mass media.
- Students evaluate the roles of an event manager, corporate communicator, and an efficient liasoner
- Students will evaluate and critique public relations strategies of businesses, NGOs and other organizations
- Students will critique the functioning of government's public relations service

- Students will design and organize university's events as a team and perform various roles of event management
- Students will organize and conduct mock press conferences including through online
- Students gain meta cognitive knowledge of how Public Relations sees journalists from the other side of the equation and analyse the symbiotic as well as conflicting nature of PR with journalism
- Students will evaluate disaster responses of state and central governments and how crisis situations can be helped by information flow

### **Assessment**

Classwork assignments and final exam will each be given weightage of 50% -50%.

### Suggested readings:

1. C, Caywood, The Handbook of Strategic PR & Integrated Communications, McGraw Hill, 1997.
2. Schenkler, Irv and Herring, Tony, Guide to Media Relations, Prentice Hall, 2004
3. Panigrahy, Dibakar, & Biswasroy Media management in India, Kanishka pub, New Delhi
4. Koontz & Weihrich, Essentials of management, Tata McGraw Hill. 1990
5. Fearn, Banks, Kathleen, Crisis Communications, Evbaum Associates, 2007.
6. Lavine, John and Wackman, Longman Managing media organisations, NY. 1988.
7. Newspaper organization and management, Williams, Iowa State university press, 1978.
8. Hannagan, Tim, Management concepts and practices, Macmillan, 1995.
10. Cutlip et al., Effective Public Relations, Prentice Hall, New Jersey, 1982

## **MJA402 Advertising**

*This course will inform and train students in advertising and its role in mass media*

### **UNIT I**

Understanding Advertising: Concept, Nature, Definitions, Evolution and History, Role, Objectives, Functions, and Significance, Basic Theories and Applications, Types and Classification of Advertising, Factors Determining Advertising Opportunity of Product/Service/Idea, Types of Appeals and Advertising Messages

### **UNIT II**

Digital Advertising: Defining Digital Advertising: Evolution and Current Status, Digital Media Landscape, Emailers and Search Engine Optimization Mobile Marketing and Augmented Reality Emerging Trends. Digital Advertising Agencies – Structure and Functions  
How mainstream advertising agencies are going Digital and Integration today. Various Case Studies: Successful and Disastrous Brand Presence on Social Media

### **UNIT III**

Ad. Copy, Visualization, Layout, Principles, Characteristics, Types and Strategies, Advertising media, Newspapers, Magazines, Radio, TV, Outdoor, Direct and Mail Order, Advertising and Society - Ethical Issues in Advertising - Social Criticism of Advertising.  
Laws in Advertising - Advertising Statutory Bodies in India, Role of AAA and ASCI and the Study of Various Codes of Conduct.

### **UNIT IV**

Brand Positioning – Media Planning, USP, Selection of Time and Space in Print and Electronic Media – Scheduling Advertisements – Ad. Campaign, Process, Strategies, Concepts and Principles of Marketing.

### **Learning Outcomes**

- Evaluate, analyse and critique the role of advertising and its content in media
- Students will analyse and evaluate the concepts and principles of advertising, ad agency management and brand management
- Students will undertake the creative process behind the selling of a product
- Design digital promotion material for a hypothetical product or service leverage techniques and software

- Create and launch promotion campaigns on social media for university events  
Students will develop tools and metrics to evaluate reach and impact on social media

### **Assessment**

Classwork assignments and final exam will each be given weightage of 50% -50%.

### **Suggested Readings:**

1. Essential of Advertising – Chandan Singh and Malhan
2. Advertising Procedure – Otto Kleppner
3. Ogilvyon in Advertising – David Ogilvy
4. Advertising Principles and Practice – Sethia and Chunawalla
5. Brand Positioning – Sengupta Subroto, Tata Mac Graw Hill Publishing Company
6. Advertising – Ahuja and Chhabra
7. Ad. Worlds – Brand Media and Audiences – Meyers, Greg
8. Broadcast Advertising – Sheriyl K Ziegler and Herbert H Howard

### **MJI401 Cinema Studies & Script writing**

*This course is designed to expose students to the rudiments of films so they can understand and utilize the narratives for communication*

#### **UNIT I**

Language of Cinema I – Focus on visual Language: Shot, Scene, Mis-en-scene, Deep focus, Continuity Editing, Montage

Language of Cinema II – Focus on Sound and Colour: Diegetic and Non Diegetic Sound; Off Screen Sound; Sync Sound; the use of Colour as a stylistic Element

Genre and the development of Classical Hollywood Cinema

#### **UNIT II**

Film Form and Style - German Expressionism and Film Noir - Italian Neorealism, French New-Wave

#### **UNIT III**

Alternative Visions-Third Cinema and Non Fiction Cinema - Introduction to Feminist Film Theory, Auteur theory - Film Authorship with a special focus on Ray or Kurusawa

#### **UNIT IV**

Hindi Cinema: Early Cinema and the Studio Era

1950s - Cinema and the Nation (Guru Dutt, Raj Kapoor, Mehboob)

The Indian New-Wave, Globalisation and Indian Cinema, Film Culture

## UNIT V

Film script writing. Various structures of film scripts. The narrative arc. Writing characters and situations. Introduction of drama in the narration. Indian film scripts and how they compare with that of world cinema: Hollywood, French, Russian and other countries

### Learning Outcomes

- Students will understand the basics of cinema and the language of cinema and evaluate its impact on mass media
- Students will analyse the theory of a director and its perspectives; they will relate it to heads of production in other media to see where the roles are consistent and where they are not
- Students will apply the technicalities of film making
- Students will understand the basics of Sound, Colour, and Art properties
- Students will understand the aesthetics of screen and audience for cinema to generate short videos that adhere to the framework of film-making

### Assessment

Classwork assignments and final exam will each be given weightage of 50% -50%.

### Recommended Screenings or clips:

- *Rear Window* by Alfred Hitchcock (Language of Cinema)
- *Battleship Potempkin* by Sergei Eisenstein (Language of Cinema)
- *Man with a Movie Camera* by Dziga Vertov
- *Germany Year Zero* directed by Roberto Rossellini (Italian Neo Realism)
- *The bicycle thieves* by Vittorio De Sica
- *Metropolis* by Fritz Lang/*Double Indemnity* by Billy Wilder (German Expressionism and Film Noir)
- *Pather Panchali* by Satyajit Ray
- *The hour of the Furnaces* by Fernando Solanas
- *Nishant* by Shyam Benegal/*Aakrosh* by Govind Nihalani (Indian New wave)
- *Pyasa* by Guru Dutt

### Suggested Readings:

- Andre Bazin, -The Ontology of the Photographic Image from his book *What is Cinema* Vol. I
- Sergei Eisenstein, —A Dialectic Approach to Film Form from his book *Film Form: Essays in Film Theory* (Edited and Translated by Jay Leyda) San Diego, New York, London: A Harvest/Harcourt

- Tom Gunning, "Non-continuity, Continuity, Discontinuity: A theory of Genres in Early Films,"
- Thomas Elsaesser, ed. Early Cinema: Space, Frame, Narrative. London: British Film Institute, 1990, 86-94.
- Robert Stam, "The Cult of the Auteur," "The Americanization of Auteur Theory," "Interrogating Authorship and Genre," in Film Theory: An Introduction. Massachusetts & Oxford : Blackwell Publishers: 2000, 83-91 & 123-129.
- Richard Dyer —Heavenly Bodies: Film Stars and Society in Film and Theory: An Anthology Massachusetts, U.S.A & Oxford, U.K: Blackwell Publishers: 2000, 603-617
- Ideology of Hindi Film by Madhava Prasad, New Delhi: Oxford University Press. 1998
- Global Bollywood by Anandam P. Kavoori and Aswin Punanambekar Eds. New York: New York University Press. 2008

### **MJI402 Media management**

*To expose students to the media business since that forms the context for the practice for their profession so they understand how business decisions impact the practice of journalism*

#### **UNIT I**

Principles of media management and their significance: media as an industry and profession. Ownership patterns of mass-media in India – sole proprietorship, partnership, private limited companies, public limited companies, trusts, co-operatives, religious institutions (societies) and franchisees (chains).

#### **UNIT II**

Policy formulation – planning and control; problems, process and prospects of launching media ventures. Organisation theory, delegation, decentralization, motivation, control and co-ordination. Advertising (marketing), personnel management, production and reference sections; apexbodies: DAVP, INS and ABC. Changing roles of editorial staff and other media persons. Editorial – Response system.

#### **UNIT III**

Economics of print and electronic media: management, business, legal and financial aspects of media management. Budgeting and finance, capital costs, production costs, commercial polity, advertising and sales strategy, completion and survival, evolving a strategy and plan of action, operations, production schedule and process, evaluation, budget control, costing, tax, labour laws and PR for building and sustaining business and audience.

## UNIT IV

Planning and execution of programme production: production terms, control practices and procedures. Administration and programme management in media – scheduling, transmitting, record keeping, quality control and cost effective techniques. Employee / employer and customer relations services; marketing strategies – brand promotion (space/time, circulation) – reach – promotion – market survey techniques - human research development for media.

### Learning Outcomes

- Students will evaluate how forms of ownership of the media have evolved
- Students will analyse the organizational principles of media organizations, hierarchies, assessment processes and so on
- Students will evaluate business plans and revenues of media organizations and how they impact content
- Students will design pathways towards viable business plans of online and social media
- Students will analyse and critique print media economics and judge whether print media will be viable in future and how
- Students will design a virtual newsroom in which reporters, editors and production staff can sync without requiring an office
- Students will critique the impact of social media on media business

### Assessment

Classwork assignments and final exam will each be given weightage of 50%-50%.

### Suggested Readings:

- The Indian Media Business, Vanita Kohli
- Newspaper Management in India, Gulab Kothari, Intercultural Open University, The Netherlands Electronic Media Management, Peter K Pringle / Michael F Starr / William E McCavitt, Focal Press, Boston.
- Management Prentice Hall of India - Stephen P. Robbins & Mary Coulter.
- The Indian Press – Profession to Industry - Anna Bhattacharyajee,
- Beyond Those Headlines: Insiders on the Indian Press.M. V. Desai & Sewanti,
- Economic Aspect of Indian Press - Ashok V. Desai.
- Surviving in the Newspaper Business - Jane Willis.
- Strategic Newspaper Management - Conard C Fink.

- Indian Broadcasting - H. R. Luthra



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