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<tr>
<th>Semester</th>
<th>MA (JMC) Subject Code</th>
<th>Subject/Title</th>
<th>Core Course Credit</th>
<th>Discipline Specific Elective (4 x 4 = 16)</th>
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<th>Generic Elective (2 x 4 = 8)</th>
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<tr>
<td>I</td>
<td>JMC 101</td>
<td>Introduction to Communication Theory</td>
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<td>JMC 102</td>
<td>History of Media</td>
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<td>JMC 103</td>
<td>Print Journalism</td>
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<td>JMC 104</td>
<td>Writing &amp; Editing for Print Media (Practicals)</td>
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<td>JMC 105</td>
<td>Media Law &amp; Society</td>
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<td>II</td>
<td>JMC 201</td>
<td>Radio Production</td>
<td>4</td>
<td>DSE 201 Advertising &amp; Market Research</td>
<td>4</td>
<td>GE 201 Video Documentary Production</td>
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<td>JMC 202</td>
<td>Radio Production (Practical’s)</td>
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<td>DSE 202 Public Relations &amp; Corporate Communications</td>
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<td>JMC 203</td>
<td>Television Journalism</td>
<td>4</td>
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<td>GE 301 Digital Photography &amp; Image Editing</td>
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<td>JMC 204</td>
<td>Television Journalism (Practicals)</td>
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<td>III</td>
<td>JMC 301</td>
<td>Communication Research</td>
<td>4</td>
<td>DSE 301 Advance Journalism &amp; Niche Reporting</td>
<td>4</td>
<td>GE 301 Digital Photography &amp; Image Editing</td>
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<td>JMC 302</td>
<td>Production &amp; Editing for Electronic Media</td>
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<td>JMC 303</td>
<td>Television &amp; Video Production</td>
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<td>JMC 304</td>
<td>Television &amp; Video Production (Practicals)</td>
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<td>JMC 305</td>
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<td>JMC 401</td>
<td>Graphic &amp; Animation</td>
<td>4</td>
<td>DSE 401 International &amp; Intercultural Communication</td>
<td>4</td>
<td>GE 401 or GE 402 Video Editing or Advertising Culture</td>
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<td>English 2</td>
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<td>JMC 402</td>
<td>Graphic &amp; Animation (Practical’s)</td>
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<td>JMC 403</td>
<td>Translation for Urdu Media</td>
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<td>JMC 404</td>
<td>Translation for Urdu Media (Practical’s)</td>
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<td>JMC 405</td>
<td>Dissertation</td>
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<td>DSE 402 Development Communication</td>
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<td>JMC 406</td>
<td>Internship &amp; Activities</td>
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<td><strong>Total Credit</strong>: 100</td>
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Learning Objective: This course gives the students the understanding of the fundamentals of communication, the framework in which they operate and major thoughts/concepts related to mass communication.

Unit I:
Definitions of Communication – Scope – Communication Process – Basic Models of Communication SMR, SMCR, Shannon and Weaver, Lasswell, Osgood, Wilbur Schramm, Gerbener, Convergence and Gate-keeping

Unit II:

Unit III:

Unit IV:
Sociological Theories of Communication – Cultivation Theory – Agenda Setting – Socialization – Dependency Theory -Critical Cultural Theories: Marxist Theory, Neo-Marxism, Uses and Gratification Theory

Unit V:
Milestones in Media Theorisation and Research - Major Schools of Thought: Frankfurt, Birmingham, Chicago, Introduction to key thinkers in the field of Mass Communication.

Learning Outcome: Through this course the students get to learn about the basics of communication and the major concepts/thoughts related to mass communication.

Suggested Readings:
3. Denis McQuail and Windhal. Communication Models
7. Defluer and Ball Rockech. Theory of Mass communication

***
Learning Objective: On completion of the course students should be able to. Describe Indian Journalism in a pluralistic society. Enumerate the historical moments of print and broadcasting in India. Identify the contribution of Urdu press in India’s freedom struggle. Identify the role of media in social communication.

Unit I:
Historical Development of the Press as a media Institution in India, Advent of Printing Press in India and Newspaper. Role of the Press in India’s social awakening in 19th century, Origin of Printing Press, Evolution of Modern Newspapers, and Growth of Newspapers in India.

Unit II:

Unit III:

Unit IV:

Unit V:

Learning outcome: Students will be able to trace the history and development of print and Electronic Media s and will demonstrate an understanding of the origins, functions, and evolution of the Urdu Media. Students will be able to identify the Growth and development of Radio and Television in India Students will demonstrate an understanding of the News Agencies and their working style and will gain knowledge about Doordarshan and impact of Liberalisation on Indian television Industry.

Suggestion Readings:
1. Paul Chantler & Peter Stewart Basic Radio Journalism, Focal Press 2003 by Focal Press
2. Uma Joshi Text Book of Mass Communication & Media 2002 Anmol Publication, Delhi
3. R.Parthsarathy Journalism in India, Sterling Publishers 2009
4. H.R.Luthra Indian Broadcasting 1986
6. S C Bhatt Indian Press since 1955, Publication Division, Ministry of Information of Broadcasting Government of India, New Delhi
7. P.K Ravindran. Indian Regional Journalism, Author Press, New Delhi
8. Parthasarthy Rangaswami Journalism in India, Sterling Publishers Private Limited, New Delhi
10. Sahafat by M.V Chalpati Rao

***
Paper: Core
Print Journalism (JMC 103)
Max. Marks: 100 — Internal Assessment: 30, External Assessment: 70
Credits: 04

Learning Objective:
The main objective of this Paper is to understand the basic knowledge of News, News Values, News elements and qualities of good Reporter, understand the nose for news and discuss the qualities of good writings, understand the setup of Print Media Editorial Desk. And another objective of this paper is to discuss the new trends and Media terminologies in Journalistic world and learn different responsibilities of Media Person.

Unit I:
Concept and definition of news, News values, News sources, Structure of news, 5W And 1H .Importance of intro and types of intro, Inverted pyramid/ pattern need and Usefulness .Problem of news writing, Organization of reporting staff in a Daily newspaper .Ethics and fairness in reporting / Interview, Types of interview, Types of reporting, reporting: press conference, crime, court, weather, legislature and parliament, Human interest, life style , meet to press, Press Release, Feature writing

Unit II:
News desk, Editorial Department Set-up, Newspaper organization, duties of sub editor, news editor, chief sub editor and Editor in chief in a news organization, Qualities & Responsibilities of a Reporter, Essential Qualities of a Good Reporter, Nose for News, Sources, Readers and Society, Dealing with Corporate News, Communal Conflicts Reporting, Investigative Reporting, Embedded Journalism, Yellow journalism, Human interest stories, Gotcha Journalism, Checkbook Journalism,

Unit III:

Unit IV:
Web Journalism, E-Paper, News Portal, Difference between Web Portal and E-Paper, Citizen Journalism, Blog and Blog Writing, writing for online Media, Social Media and Social Media as a tool of reporting.

Unit V:

Learning Outcome:
The main outcomes of this subject are to make capable students to get entry in media industries. After completing first semester study students will be able to write up basic news stories, understand the different elements of news, understand and judge News values in the Society, understand the responsibilities of Media and Media Person, understand the nature of Media organisation and its working style and students will be able to articulate the similarities and difference between Reporting and news writing for Print Media, New Media, TV News and News for Radio. As well, students will be able to understand necessary and successful skills for perform the task expected for beginner journalist.

Suggested Readings:
22. मोहनराज, जयश्री और मोहनराज. (2002). S. इंग्लिश ऑनलाइन, संचार विज्ञान तकनीक, हैदराबाद. ओरियंट लिएंग्टन.
23. रावत, जयश्री और मोहनराज. (2002). S. इंग्लिश ऑनलाइन, संचार विज्ञान तकनीक, हैदराबाद. ओरियंट लिएंग्टन.
24. महत्त्व, अयोध्या. (2007) भारत में पत्रकारिता, दिल्ली मेजेन्टल बुक ट्रस्ट.
25. देव, अयोध्या. (2007) पत्रकारिता, दिल्ली मेजेन्टल बुक ट्रस्ट.
26. मिस्सबाही, डॉ. अफ्जल. (2013), उर्दू सहाफत आजादी के बाद, नई दिल्ली. अर्शिया पब्लिकेशन.
27. अजाम, म. (2012), खबर नामा, हैदराबाद. हुडा पब्लिकेशन.
28. अंजूम, उस्मान (2013), हिन्दुस्तान में उर्दू सहाफत: आजादी के बाद, विशाखापत्तनम. एशनम पब्लिकेशन.
29. ***
Learning Objective: The main objectives of this unit are to understand the basic knowledge of computer and its uses in Editing and Reporting field. To understand the qualities of good writers, values of Pictures, Illustration and Maps during the editing & News Packaging. The objective of this unit is to understand the significance of Journalistic writings and its ethics and discuss the qualities of good writing, various forms of communicative skills. As well to learn the different type of journalistic writings such as News, Article, Feature, Books Review, Film Review and editorial etc.

Unit I:

Unit II:
Every Student has to produce 5 types of News Intro.
Students have to produce 10 types of News Headlines
Students have to make two pages Newspaper layout design along with content.
Students have to design a Tabloid Newspaper layout.
Every student has to produce a chart paper related to specialized Media terminologies such as crime, legislative, judiciary, sports etc.

Unit III:
Students have to organize a (a) mock press conference (b) meet to press (c) interview Report based on Political, social, economical issues and celebrities, (d) Every student has to produce 10- types of Press release to a News paper, rejoinder, handout, corrigendum, press notes etc.

Unit IV:
Students have to produce a news report based on follows
a) Crime news (murder, robbery, molestation, cyber fraud, domestic violence)
b) Accident, natural calamity, Human made disaster,
c) News related to judiciary
d) Political campaign coverage,
e) Economical Issues

Unit V:
Every student has to produce news reports on following topics
Festival reporting, communal Harmony, peace, Nationhood, brotherhood, News related to minority issues: Fatwa’s, Shariya Laws, AIMPLB, Minority Institutions, Minority problems etc.

Learning Outcome: The main outcomes of this unit are to trained students as a beginner journalist. This Print Media Practical’s paper will assist students to able to report professionally News Story, to understand Process of Reporting and familiar with basic terminology of Reporting & Editing and to understand the needs and uses of computer in reporting and editing field. As well as Students will be able to Subbing and Packaging different types of News, gathering different types of News related to Society and Student will be made prepare to entry level Print Media Journalist.

Evaluation:
1. Class Practices on each Unit will be conducted by Internal Examiner which will carry 10 marks. (10 marks X 5 units = Total 50 marks).
2. 50 marks will be evaluated by External Examiner based on the activities carried out by the students towards contributions of the news content related to Lab journal IZHAAR and Viva Voce. The External Examiner will be invited from the mainstream media/academician based on the above assigned news stories to the students by the faculty.
Suggested Readings:


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Learning Objective: On completion of the course students should be able to edit the reports with proof reading symbols, understand the working style and newspaper setup with the functions, duties and responsibilities of editor and sub-editor.

Unit I:
Newsroom: Riwayati Akhbar ka Dhancha, Idratiti Shobay ki hayat aur Andaz Kar, Gate keeping function, Idrati Mansoba Bandi, Safhat Ki Taqseem , Edishanon ka Kaam ki Taqseem , Edishen Incharge aur uski Zimyadarian, Idrati Shoba aur Shobay Isthayharat main Rabta, Editor as policy-maker, Editor ka Badalta Role Aur Zimay Darien, Akhbarat main Saafaat ki Tadad aur Taqseem

Practical: Field work related assignment topic/Media related field visit report writing

Unit II:
Sub-editor ki Tareef Aur Zimay Darian, Editing ki Zaroret aur News Desk ki ZimayDarian, Editing kay Tareeqay Kaar, editing aur proof-reading symbols, Imlay Ki Durustagi, style Sheet Aur Uska Istaymaal; Khabraon ki terteeb aur Intekhab Khbar Risan Idaraon ki Copy aur nama Nigaraoon ki Copy ki Editing. Zillai NamaniGaraon ki Copy, Urdu Akhbarat ki Zuban per Hindi aur Degar Ilaqai Zubanon kay Asrat.

Practicals: Assignments on Editing on any current affairs related topic/Assignments on any media related topic. Editing the agency copy .i.e UNI Urdu

Unit III:
Copy and schedule: Dead-Line ki Ahmiyat (Diya-gaya Kaam ki Muqararah Mudat main Tekmeel), Khabraon ki Sadaqat Ki Janch ,urdoo Akhbarat ki Zuban ko Behar Bananay Kay Liye Tajaveez aur Sifarishat ; Surqiyon ka Andaz Tehreer Aur Aqsaaam , Eik Story jo ahbi Waqoo pazeer horahi ho Usko Kaisay Likhein .

Practicals: Downloading of information of current event & writing 2 news features on the topic based on that.

Unit IV:
Newspaper design: Akhbarat ka Design aur Aqsaaam ,Broadsheet, tabloid and Berliner size, Akhbar ko Dezine karnay ka Usool .Akhaar ka Sahat ki Terteeb who TaqseemS Basic elements: typography (fonts, size, leading, kerning), Rangoon ka inteqaab aur Istaymaal (use of colour, column and grid structure, white space, contrast, style palette; Page layouts): Khabroon kay Inteqaab main unki terjeehat ki Akkasi; Safhay Awal aur Akhir ki Taqseem, Idratiti Safhat opinion page and section , Surkhiyon ki Aqsaam aur Unka Istaymaal.

Practical: Cliping of Current affairs topic & Submission of file as assignment.

Unit V:
Photojournalism: Camera technical specification. Different types of Camera ( DSLR Tasveeri Sahafat, Achi Tasaveeri ke Pehchan aur uskay Tekniki Kawazimat, Tasveer ka Size resolution and correction photojournalism ka taaruf, Tasveer ka Bataor Khabar Istaymaal Photo as a News Text vs. photo; Tasveeri Khabar ki Pehchan, Events, action, mood, profile and other categories, Akhbar main Tasaveer ki Istaymaal; Photo editing: Photographer, reporter aur sub editor main Taul mail Ahmiyat aur Zarorat. Tasaveer ki Editing aur Inteykhab, Photo Archives, Tasveeri Feature aur Tasveeri Khbarein, Tasaveer ka Caption aur Uski Ahmiyat. Tasveer ka Size aur jaghay ka Faisla .Tasveeri Feature, Tasveeri khabrein ,Tasaveer ka Caption (Namon ka indraj Aur Uhdaon ki tafseelat )

Practical: students will be asked to create a photo story with suitable caption on the assign subject or theme using a standard (to isolate) or macro (to magnify) lens to capture.

NOTE:
1) In this practical paper we are teaching the skill-based application of these topics.
2) To justify this subject we are conducting class practices.
3) Each unit carries 10 marks. (10 marks X 5 units = Total 50 marks)
4) For external Evaluation student will be asked to submit a final assignment
Learning Outcome: Student can apply effective and collaborative skills to handle the News Room responsibilities from rewriting the reporters copy to cross checking facts. A student will be in a position to understand the different sections and work distribution system within the newspaper organisation and can demonstrate knowledge of the production processes from editing the news to the publishing the paper. Upon completion of the course, a student will be able to do Editing different types of copies, rewriting, proofreading exercises; giving headlines; writing captions to photographs, newspaper design exercise etc.

Suggested Readings:

1. Syed Iqbal Quadri Rehbar Akhbar Nawaisi
2. Khawja Ikramuddin Urdu Media
10. Various style guides and handbooks (in print and online): BBC college of Journalism UNI and PTI; the Economist, Reuters, Guardian (London); Associated Press.
Learning Objective: This paper seeks to acquaint and familiarize the students with the finer nuances of English Journalistic language and everyday writing skills that go with the fine art of writing and editing. Students are expected to achieve an increasingly broad and deep knowledge and understanding of the values of journalistic writing, and familiarization with a spectrum of writing strategies available to them.

Unit I:

Practicals: One assignment on redundant words / Active & Passive Words / Plurals and Possessives / Synonyms and Antonyms / Misplaced Modifiers in English will be assigned to students. 10 marks

Unit II:

Practicals: One assignment on the Use of Direct Quotes / Abridged Quotes / Use of Punctuation Marks / Elimination of Sexism / Objectivity / Making Presentable Data in English will be assigned to students. 10 marks

Unit III:

Practical’s: One assignment on writing various types of Leads / Personality Profiles / Features / Strategizing Editorial / Brights in English will be assigned to students. 10 marks

Unit IV:

Practicals: One assignment on Accuracy / Balance / Intro / Identifying Wasteful Words / Proof Reading / Correction Marks in English will be assigned to students. 10 marks

Unit V:

Learning Outcome: Aptitude acquired in English Journalistic Skills has broad application in fields as varied as editing newspaper and magazines, working on blogs, creating content for new media, public relations, advertising and further academic study.

Practicals: One assignment on Accepting or Refusing Invitation / Announcement of Events / Expressing Support / Expressing Dissent / Caution / Gratitude / Condolence / Disapproval / Making Complaints / Suggestions / Bidding Farwell / Writing
Notices / Writing Resolution in English will be assigned to students.
20 marks

Evaluation:

3. Class Practices on each Unit will be conducted by Internal Examiner which will carry 10 marks. (10 marks X 5 units = Total 50 marks).
4. 50 marks will be evaluated by External Examiner based on Final Assignments and Viva Voce.

Suggested Readings:


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Learning Objective: In any given society the media’s operation is governed and hedged in by political and social institutions and the media practitioners work within the legal parameters set up by these social and political establishments. A media practitioner’s role is further circumvented by operations of quasi-judicial code of ethics, the management, and existing laws in operation and juridical-legal interpretations. This paper adopts an interdisciplinary approach to understand the vagaries that besets media within the larger Indian picture.

Unit I:

Unit II:

Unit III:

Unit IV:

Unit V:

Learning Outcome: Students will understand the operation of the media and media practices within their political, economic, cultural and historical contexts. It will help students understand the Indian political, legal and economic system to the extent that they influence and effect the media industry and journalistic practices, enhancing their competences and sharpening their analytical skills in understanding the media and its interface with larger social and political forces.

Suggested Reading:

Semester II
Paper-Core
Radio Production (JMC 201)
Max. Marks: 100 — Internal Assessment: 30, External Assessment: 70
Credits: 04

Learning Objective: That Radio has reinvented itself in 21st century is to state the obvious. In the midst of TV, cinema and web media, Radio not only survived but has bounced back in a big way. It is a million dollar industry these days. A lot of commercial channels are coming up almost every day. In a developing country like India the significance of Radio is evident. Through this course the students are taught from the basics of Radio, its technology, reach, characteristics to the hands-on experience of Radio Production. The objective is to make them learn about the medium (Radio) and to make use of it for their own ideas.

Unit I:

Unit II:
Radio Technology, the Broadcast Chain, Production Chain, Types of Radio Broadcast, Short wave, Medium wave, Long wave, Frequency Modulation FM, Satellite, Broadcasting, Web radio (online radio)

Unit III:
Concept of Sound and Production, Understanding the Concept of Sound Acoustics, Mechanism of Recording, Reproduction of Sound, Production Studios, Microphone: Types, Basic Design & function, Polar Diagrams of Mikes, Sound Effects, Distort Filters, Artificial echo

Unit IV:
Writing for Radio, different genres, Voiceover/Narration Techniques, Talk, Discussion, Interview, Feature and Documentary, Drama, Music Programmes, Radio Commercials, News Features

Unit V:
Recording, Editing and Mixing of Sound, Audio Tape: Audio Console: Tape Recorder, Introduction to Editing Softwares: Soundforge, Protools, Cooledit, Sonifex machine and its operation

Learning Outcome: By the end of this course the students should be able to know Radio (as a medium) thoroughly. They also must be able to write for this medium. They should also be able to know how to develop ideas, research, write script, give voice over, record and edit the audio. The must also be able to produce programs in different genres of Radio. Through this course the students are helped to acquire skills for the job market in Radio.

Suggested Readings:
1. Mehra Masani, 1975, Broadcasting and the People, India International Center
2. G.C.Awasthy, 1965, Broadcasting in India, Allied Publishers
3. U.L.Baruah, This is All India Radio, Publication Division, I & B Ministry
10. Syed Fazil Hussain Parvez, 2015, Urdu Media, , Huda Publications, Hyderabad

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PROJECTS

To work in the Radio industry, a student must be having knowledge of almost all different genres of radio production. The students must know how to independently do research, write script, do interviews, produce talk/discussion programs, news bulletin, docu-dramas, promos, and features, programs for special audiences, advertisements, musical programs and documentaries. The students must also be aware of the various skills and techniques involved in the radio production like voice over, narration, modulation, editing, mixing and recording. They must have knowledge about the equipments and the softwares involved.

For this purpose a Paper viz. Radio Practical of 100 marks is introduced in the syllabus. In this paper the students will have to complete the following:

1. **Script (10 MARKS):** Through this practice the students will learn about the various stages of script writing namely how to conceive and idea, elaborate on it, do research, prepare rough draft and then final script. The script is to be written for a radio program of 5 minutes. The students will have to write script on any TWO (5 MARKS EACH) of the following:
   a. Social Advertisement
   b. Humorous Program/Satire
   c. Musical Program
   d. Short skit

2. **Interview (10 MARKS):** This is a very basic Radio exercise. The students will have to conduct ONE interview for the Radio medium which will be of 5 minutes. The students can interview any person on the campus but it should be relevant to their course. The student will learn to write the script, ask questions, record the voice and edit.

3. **News Feature (10 MARKS):** The students will have to prepare ONE news based program for Radio. The student will have to write the script and the headlines and then the news. This program should not be of more than 5 minutes. They students can also make a Reporting for Radio in this segment.

4. **Jingle/RJ Program (10 MARKS):** The student will have to prepare a Jingle or an RJ Program for which he/she shall write a script also. I should not be of more than 5 minutes.

5. **Radio Documentary (50 MARKS):** The students shall be writing the script, recording and editing a documentary of a relevant topic. This program should not be of more than 15 minutes. This will be their final product through which they will learn about the various stages of Radio production. There will be a viva for this program to be conducted by an external examiner.

**NOTE:** For segments 1-4 only TWO students will be working in collaboration with each other. For No. 5, TWO groups (all students will be divided into 2 groups) will work together. This way they will also learn how to work as a team to achieve the desired goals.

**Reference:**

- Recording, Editing, Sound mixing: Recording: Audio console – mixers, equalizers, Noise reduction system, Tape recorder (Sonifex)
  Editing on audio workstation with Sound Forge etc.
LEARNING OBJECTIVE: This paper gives students a chance to take their skills in the field of Television Journalism. The students will be given hands-on practice, to the fundamental principles, techniques, and to learn for better visual storytellers from Anchoring to "on-camera" reporting. The main aim to teach this paper is to produce skilled and trained journalists, for all the streams of Television journalism what we call reporters, copy editors, anchoring, news reader and producers.

LEARNING OUTCOME: With the plethora of channels in different languages in the Indian and International market, there is a huge demand of working professionals in the different fields of Television Journalism. The students will get a great chance to explore and develop their interest in this field. After studying this paper and getting’s hands on experience during the practical classes and visits to fields and Input and output bureau of different news channels students will get a chance to use their own learning experience during projects derived from their own mind by use their own creativity. They will use their knowledge gained through this paper in the field of reporting, anchoring, copy editing, producing shows etc. They will get a bigger platform to use their knowledge in the field of Television Journalism as well.

Unit I:
Video camera formats and understanding camera: VHS, SVHS, U-Matic, Beta-Cam, Analogue, Digital, HDTV, DVC-Pro, DV-Cam, Mini DV, Image Formation on Video Camera. Types of Camera for Different Kind of News Productions and Documentary, Commercials and Various Fictional Genres: 3CCD Camera, , Shutter, Iris, Lenses, Focal Length, Depth of Field, Filters, Viewfinder, White Balance, Exposure, Power Supply, Sound Level, Recording Medium, Mounting, Gain, Camera Warnings, Camera Supports, , Monopod, Tripod, ENG Production and Transmission Technology; Use of Cameras, Production Planning and Coordination, SNG, DSNG, OB Vans/Big Remotes, Computers, Servers, Video Phones, and Hubs, VSAT, Fibre Optic Lines, Earth Station and Satellite Uplink

Unit II:
Electronic News Gathering (ENG), Planning For News Stories, Types of Television News Stories, Read Stories, Voice-Overs and Sound Bites, Elements of News Story/News Worthiness, Basic shots and camera movements Visualization of News, Structure of News Story and Commentary, 'Telling 'What' And 'Where'; Writing to Sound, TV Reporters/ Stringers and Reporting, Television News Script-The Split Screen Format, Piece-To-Camera (PTC), Compiling the Report, Going Live, Phone in, Video And Audio Tracks, Trouble Shooting For News, Writing For Visuals Layout of TV News Story, Grammar And Style, Use of Quotations and Attributes, Editing News, Dubbing and Sub-Titling, Film Library/Archives, Use of Graphic and Animations

Unit III:
TV Interview: Definition and Different Types of TV Interview, Setting Up the Interview, The Interviewer’s Skill, How to Prepare for TV Interview, How to Conduct a TV Interview, Check Arrangements, Production of TV Interviews

Unit IV:

Unit V:
Documentary and Non-Fiction Films: Definition, Nature, Different Genres and Styles, History and Theoretical Concerns, Research, Script, Structure and Process, the Presentation Structure, Interviews, Narrations and Ambience, Music In Documentary Films, Difference Between Documentary and Feature, EFP: Pre-Production to Post-Production

Suggested Readings:

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LEARNING OBJECTIVE: This paper provides students a platform to train themselves in the art and craft of TV journalism and equip them with skills and practices to readily take up journalistic and production jobs in different TV channels. Through practical based learning, a student is supposed to produce news, documentaries, and newspieces. Students have to identify and make arrangements for their subjects, choose and secure locations, prepare equipment, arrange the preparation and set up of the locations, and make final technical checks. Student journalists are required to edit and deliver their projects for viewing and critiques. Student will also be taught how to write news pieces and then present them on TV and how to operate as a video journalist. In a nutshell the paper will provide an in-depth understanding of Television Journalism.

LEARNING OUTCOME: Through the practical based learning students will become acquainted with the best traditions and practices of Television Journalism. The Student will learn how to self-shoot and edit a TV package, how to present on television; how to report, how to interview, how to use a TV camera and how to produce and direct in a studio. Students will produce news-based shows in our studio and will benefit hugely from some of India’s best known TV news networks by visiting them like ETV Network, Doordarshan News, NDTV, Aaj Tak etc.

PROJECTS

1- VOX-POP: (10 MARKS) - In the VOX-POP project each student will record interviews on any topic. Each student chooses a topic, shoots video, and edits a 20-30 second segment.

2- VO: (10 MARKS) - In the VO project each student uses video and natural sound to help tell a story. Each student chooses a topic, shoots video, writes copy, narrates and edits a 60 second segment.

3- VOSOT: (10 MARKS) - The VOSOT comprises of video, the natural sound associated with that video and a short sound bite to tell a story. The video rolls over the anchorman or reporter speaking and then opens up full for the sound on tape (SOT). Each Student shoots their own footage, conduct interviews, write, narrate and edit the VOSOTS. Completed projects run approximately 45-60 seconds.

4- VOSOT WITH STAND-UP (PTC): (10 MARKS) - Students learn introductory techniques of “stand-ups/PTC”. The stand-up, the on-location appearance of the reporter on camera, will be written, taped and added to the VOSOT. Each Student will shoot their own footage, conduct interviews, write, narrate and edit the VOSOTS with. Completed projects run approximately 45-60 seconds “stand-ups/PTC”.

5- INTERVIEW: (10 MARKS) - Students learn introductory techniques of “TV Interview”. Students will be taught how to produce and direct a TV interview in a studio. A group of two students will prepare a TV Interview of any personality and conduct interviews of a duration of 10-15 minutes on online setup in the studio and edit it.

6- FEATURE/TV DOCUMENTARY (50 MARKS) - Student will be graded (50 marks) on scripting for special TV News Story/Feature or TV Documentary of a duration of 25 Minutes. The two best Scripts (either Documentary or special News Story/Feature) will be selected for final production. Among Two Group of students which will carry 25 marks.

The final programme will be judged by External Examiner and Internal Examiner.
Learning Objective: Emphasizing the strong functional linkages that exist in practice between Advertising and Marketing this paper combines both. Advertising is an ever-growing field with new job and research-based opportunities opening up all the time. In recent years, the addition of online advertising has opened further possibilities. Students will understand concepts relating to Sales, Advertising, Creative Design and Market Research.

Unit I:

Unit II:

Unit III:

Unit IV:

Unit V:

Learning Outcome: Post-Graduates with an understanding of Advertising and Market Research typically enjoy a wide range of employment opportunities in the fields of advertising, consumer behavior, market research, product and brand management, public relations, retail management, and academics.

Suggested Readings:
Learning Objective: The main objective of this paper is to equip students with analytical public, Private and Corporate Communication issues from a range of academic and Practical Perspective. As well as train them to communicate effectively in the business world. This paper consists with the emerging concepts, Principles and Strategies in relation to better decision making in the area of Public Relation and Corporate Communication. And finally examine how the Public Relations process carried out by various specializations, such as government relation, crisis communications and international affairs.

Unit I:

Unit II:

Unit III:

Unit IV:

Unit V:

Learning Outcome: In these days, Public Relations and Corporate Communication profession is the highest growth profession in private sector. There are lots of opportunities waiting in this profession. The main outcome of this paper is to train students with clearly, concisely and strategically writing in range of formats and media. Develop a communication campaign or plan that incorporates the key elements of planning, including situation analysis, strategies, objective, research, target audiences, key massages and evaluation. As well equip with them analytically thinking about communication problems and identify creative solution as per industry demand.

Suggested Readings:
19. पाण्डेय, प्रो. (डॉ) बंदना. (2013) विशेषीकृत जनसंपर्क: पंचकुला: हरियाणा ग्रन्थ अकादमी
20. मंडल, दिलीप. (2011) कॉर्पोरेट मीडिया, दलाल स्ट्रीट: पब्लिक रिलेशन, कॉर्पोरेट कम्युनिकेशन और लोबिंग. नई दिल्ली: राजकमाल प्रकाशन
21. तिवारी, डॉ अरुण वं तिवारी, विमलनाथ. (2007) जनसंपर्क सिद्धांत और व्यवहार. वाराणसी: विश्वविद्यालय प्रकाशन
22. पंत, एन.सी. व दीवेदी, मनीषा. (2007) पत्रकारिता एवं जन-संपर्क. नई दिल्ली: कनिष्क पब्लिशर्स. हिस्ट्रीव्यूर्स
23. भानावत, डॉ संजीव व शिमा माथुर. (2008) जनसंपर्क सिद्धांत और तकनी. जयपुर: राजस्थान हिंदी ग्रन्थ अकादमी

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Learning Objective: This course introduces key issues, debates and movements in documentary film, internationally, illustrated with screenings of selected documentary classics. It also aims to sensitize students to the formal elements and changing language of documentary film. It also explores the history of documentary film in India, locating it in the context of shifting discourses on state, nation, gender and development.

Unit I:
Documentary Film in India: A Historical Introduction, Role of Documentary in National Awakening, Censorship and 'Independent Documentary' Film in India. Film Division and Indian Documentaries.

Unit II:

Unit III:
Documentary Production- The Process of Production: Pre-production to Post Production- concept, research and reconnaissance; Writing a proposal and budget; Elements of scriptwriting- visualization, treatment, the Presentation Structure, producing a shooting script, Interviewing techniques, Narrations and Ambience, Music in Documentary Films.

Unit IV:
Grammar of Shots- Shot, Scene & Sequence, Visual Thinking, Turning words into Images. Rational for using specific shots.

Unit V:
Documentary Production: Development of idea, Making documentary proposal, Writing Script, Research, interviewing, Shooting, Voice over, Narration, Arrangement of shots and editing.

Learning Outcome: Students will know the basics of Documentary production, how to generate an idea, script writing and how to shoot it. They will be able to make a documentary proposal and will understand the ethical considerations as a documentarian. More over they will be able to know how to plan and research a story, Identify and secure interviewees and how to shoot and edit a documentary film.

Suggested Readings:
Learning Objective:

The primary objective of this paper is to understand basic concepts of research and its methodologies, as well to learn systematic understanding of research methods including research design, formation of appropriate research problem and its parameter, data collection and analysis and to understand difference between qualitative and quantitative research. Another objective of this is to equip students with concepts used in research and to equip them scientific Mass Media research Methods and their approaches. In spite of that to understand the Philosophy of mass media research will also be important.

Unit I:
Research: Concept and Definition, Need and Scope of Media Research, Science and Research, Role and Scope, Social Research, Communication Research, the Development of Mass Media Research, Mass Media Research and Scientific Method. Research Design: Meaning Purpose and Principles, SITE, NRS, IRS, TRPs

Unit II:
Methods of Communication Research: Research Approach , Qualitative and Quantitative Research Method, Survey Research, Content Analysis, Longitudinal Research, Experimental Research, Action Research, Clinical Research, Field Observation, Focus Group, Intensive Interview, Case Studies, Historical Research Method, Fundamental Research, Research Design, Exploratory, Descriptive Design, Benchmark Studies, Panel Studies, Census etc.

Unit III:
Hypothesis, Research Question and Hypothesis, Objective of Research, Static, Descriptive Statistic, Small Sample Statistic, Statistical Methods: Mean, Median, Mode, Standard Deviation, Chi-square Test, Interpretation of Data, Research Report Writing, Problems in Communication Research, Concept and Constructs Variables, Types of Variable. Independent and Dependent Variables, Sampling, Importance of Sampling, types of Sampling, Probability and Non Probability-Stratified Sample, Cluster Sample, Quota Sample, Purposive sample, Snow ball Sample.

Unit IV:
Data Collection Tools, Questionnaire, Question Schedules, Difference between Questionnaire and Schedule, Interview, Focus Group, interview preparation and Pre-testing, Art of Conducting Research Interview, Feedback and Feed Forward, Sources of Data, Data Coding, Tabulation, Graphs and Tables,

Unit V:
Areas of Research: Mass Media Analysis, Research in Print, Audio-visual Media, Advertising, Public Relations, Corporate Communication, Internet and Social Media. Research in Media Effects: Anti-social and pro-social Effects. Media Research Institutions, Communication Research in India and its Problems, Online Surveys and Exit Poll.

Learning Outcome:

After successful completion this paper students would familiar with scientific methodology of Mass Media research. Students would knowledge of various kinds of research questions and research designs, understanding of data collection and analysis, basic knowledge on qualitative and quantitative research. As well students would familiar with philosophy of mass media research. And finally students would equip with independently design a research approach for a specific Mass Media research issue of their choices.

Suggested Readings:

Introduction. New Delhi: Sage Publication
20. दयाल, डॉ मनोज. (2006) मीडिया शोध. पंचकुला: हरियाणा यान्थ अकादमी
21. महाजन, डॉ संजीव. (2004) सामाजिक अनुसंधान, सर्वक्षण एवं साधिकी, नई दिल्ली: अजुन प्रकाशन
22. त्रिपाठी, डॉ रामचंकर. (2004) सामाजिक शोध एवं साधितकीय तारीकक्ता. वाराणसी: विजय प्रकाशन
23. मुक्तजी, रविन्द्र नाथ. (2008) सामाजिक व साधितकी. दिल्ली: विवेक प्रकाशन

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Learning Objective: The objective of this paper is to equip the students with various functions, technology, trends in Editing and Production for Electronic Media supported by practical’s, projects and training to get in-depth knowledge and necessary skills in the field of Production and Editing. This paper gives students a chance to take their skills to acquaintance with Studio Camera, Use of Mikes in Camera and Sound Recording, Use of Microphones, Audio Mixers for Different Situations, Audio Perspective, Non-Linear Editing (Final-Cut Pro/Avid), Audio Mixing in the field of Television Journalism. The students will be given hands-on practice, to the fundamental principles, techniques, and to learn for better visual storytellers from Anchoring to "on-camera" reporting.

Unit I:
Electronic Characteristics of Television Cameras, Studio Camera, White Balance, Exposure, CCDs, Power Supply, Sound Level, Recording Medium Camera Warnings, Camera Supports, Chest Pad, Steady-Cam, Dolly, Fluid Head, Bubble, Friction Head, Low Base, Crane, Track, Trolley, Types of Camera for Different Kind of Productions in Commercials, and Various Fictional Genres and studio Productions

Unit II:
Studio Based Lighting: Introduction To Lighting, Sources of Light, Types of Light And their Accessories, Lighting Techniques, Lighting For Chroma Keying, Chroma Key Technique, Colour Temperature, Gels, Filters, GB, VIBGYOR, Colour Bar, Lux and Foot-Candles, Tungsten, Halogen, Mercury and HMI, Light Grid, Lighting Console, Focus Light, Flood, Soft Light, Hard Light, Back Light, High Key Light, Low Key Light, Cool and Hot Light, Reflectors, Light Metres.

Unit III:
Microphones factors governing the selection of mikes Basics and Recording Techniques; R.F Mikes, Wireless Mikes, Lapel Mikes, Line Mikes, Shotgun Mikes. Sound Recording in Camera, Levels, Mikes, Cable and Connectors and Their Uses and Familiarization of Audio Mixers and Their Operations

Unit IV:
Editing Concept and Meaning of Editing, Analogue Editing-Cut to Cut; Linear and Non-Linear Editing, and AB Rolling, Logging, Stages of Editing Acquisition Capturing, Organization, Review and Selection, Editing Paper Work, Assemble, Components of Grammar and Continuity, Cut Away, Jump Cut, L-Cut, J-Cut, Off-Line Edit; EDL and On-Line Edit, Editing Paper Work, Rough-Cut, Final Cut, Mixed Master and Unmixed Master, Montage Editing, Graphic Match Editing, Insert Editing, Freeze Frame, Types of Editing, Basic Edit Transitions: Cut, Dissolve, Wipe, Iris, Superimposition, Creative Audio and Sound treatment for Editing

Unit V:

Learning Outcome: Production and editing for Electronic media is a big opportunity in today’s ever expanding world of Media. Through hands-on practical training using soft-wares like FCP, Avid and After Effects, students will get a chance to learn the fundamental and aesthetic principles of editing for Electronic media. They will get acquainted with different kinds of production techniques as well, because they will learn different aspects of production like Film and TV Production, music production, Live shows, News coverage etc.

Practicals:
A) Acquaintance with Studio Camera
B) Use of Mikes in Camera and Sound Recording
C) Use of Microphones, Audio Mixers for Different Situations
D) Audio Perspective
E) Non-Linear Editing (Final-Cut Pro)
F) Audio Mixing
Suggested Readings:

3. Glyn Alkin. *Use of Microphones*. Published by Routledge
Paper - Core
Television & Video Production (JMC 303)
Max. Marks: 100 — Internal Assessment: 30, External Assessment: 70
Credit: 04

Learning Objective: The aim of this paper is to produce trained professionals who can handle manage and maintain the technical infrastructure required for media production and transmission. This paper gives students a chance to take their skills to a higher level with Studio Camera, Use of Mikes in Camera and Sound recording, Use of Microphones, Audio Mixers for different situations, Audio Perspective, Non-Linear Editing (Final-Cut Pro/Avid), Audio Mixing in the field of Television Journalism.

Unit I:
Visual Communication Pedagogy of Video, Selection of Media, Different Types of Usage of Video, Inter-Active Video, Story Telling Through Video, Distribution of Television Channels Through Cable, DTH, IPTV, Video Games, IPOD and Mobile TV

Unit II:
ENG/EFP and studio based production Nature, Types of TV Programme and Production Formats, Introduction to Popular Programme, Documentaries, Developmental Programme, Tele-films, Teleplays, Talk Shows, Game Shows, Travel Shows, Audience Participatory Programme, Soap Operas And Serials, Phone-In-Programme ,Educational TV Programme, Tele-Cinema, Tele-Conferencing, Title Card, Channel ID, Logo, Break Bumpers, Teaser, Promos, TV Montage and Title Song

Unit III:
Grammer of Shots- Shot, Scene & Sequence, Visual Thinking, Turning Words Into Images, Rational For Using Specific Shots, Balance Proportion and Perspective, Single Camera Production Procedure. Five C’s : Camera Angles, Continuity, Cutting, Close-Up, Composition; Camera Positioning; Camera Blocking; Multi-Camera Production Procedure: Introduction and Familiarization with Studio Production, On-Line Production, Studio Based Production, Studio Equipment , Studio Procedures and Terminology, Roles and Responsibilities of Studio Personal, Director’s Cues/Commands, Studio Lighting System

Unit IV:
Understanding audience Programme and Audience Research: What is TV Programming, A Model of Programming, Elements of Programming, Programming Mix, Prime Time and Non-Prime TV Programme, Sources of TV Programme, Programme Philosophy, Target Audience, Programme Testing, Scheduling Strategies and FPC, Future Challenges for TV, Audience Research, Audience Rating, Television Market Reports and TRP

Unit V:
Scripting for Video production fiction and nonfiction Idea Development for Fiction and Non-Fiction, Elements of Fiction, One-Page Idea Write-Up, Concept and Research, Style Treatment and Different Genres of Fiction, Writing a Draft Script and Shooting Script, Screenplay Writing, Characterization, Dramatic Construction and Climax, Proposal Writing ,Budgeting, Research and Recce for Shooting, The Production Book, The Story Board, Handling other Departments: Casting ,Acting, Costumes, Make Up Art, Art & Scenic Department, Set Design

Learning Outcome: After completing the syllabus, the students will learn to produce different genres of TV programs and acquired hands on training in production, camera handling, shooting, scripting, anchoring, editing etc.

Suggested Readings:

22. Esta de Fossard. (2008). *Writing and Producing for Television and Film*. SAGE India
Learning Objective: This paper will introduce the primary elements of video production through practical based learning and covers all the main aspects of professional television production from field to studio-based. Using state-of-the-art equipment at Studio, students will complete group projects (both field packages and in-studio segments related to different genres of TV programmes) and get instruction to develop an idea/concept and to develop its format and script. Student will also be taught how to develop an idea, its production format, budgeting and then produce it on TV studio.

PROJECTS

1-SOCIAL MESSAGES: (25 MARKS) – A group of Two student(02) have to develop an idea of a social message and its concept, writes the script, shooting schedule, budget and to breakdown of Scripts, shoots video and edits into a 90-120 second film.

2- ON-LINE PRODUCTIONS: (75 MARKS) – Students shall have to submit a script for a Studio Based TV Programmes like Talk Shows, Game Shows, Travel Shows, Phone-In-Programme, Educational TV Programme, tele-film etc. Best Three (03) scripts will be selected for the final production. The script writing exercise will carry 30 marks. A group of student will be given responsibility to produce said productions on Multi Camera Setup in the studio. And to edit and package it of duration of 25 minutes each. Final Production will carry 45 marks and will be judged by External Examiner and Internal Examiner.

Learning Outcome: Each Student will learn how to do lighting, set designing, chroma-keying, Sound recording, on line-direction, Switching, Audio mixing, white balance, exposure, character generator, camera positioning, Multi-Camera Production Procedure, camera blocking of TV cameras in a Studio/PCR, Floor Plan etc.

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Learning Objective: Introduced from the Academic year 2013-14, this paper aims to provide well-rounded understanding of films. In the Film Studies paper, students will become acquainted with film's forms, techniques, significant movements, criticism, and explore film as a cultural force. Students will also examine how film plays an important role in consumer culture and globalization.

Unit I:
Birth of International Cinema - Lumiere Brothers — Establishment of the Narrative Film and Standardization of Film Practices – An Overview from George Méliès to D.W.Griffith -The Growth of the Studio System – Emergence of the Star System – The Coming of Sound

Unit II:

Unit III:

Unit IV:
Understanding Modes of Production and Consumption: Pre-Production: Film Finance -NFDC -Divergence between Story and Screenplay – Production: Key Production Roles – Stages of Post Production - The Revenue Model Operating in the Industry – Modes of Distribution – Modes of Film Exhibition

Unit V:
Understanding Cinema Concepts: Auteur – Genre - Formalism and Realism – Film Appreciation - Film Criticism – Film Reviewing.

Learning Outcome: Since cinema influences nearly every facet of our lives, a sound understanding of Cinema prepares students for a wide variety of fields, including, but not limited to Film, Television, & Digital Video Production, Film Journalism, Marketing & Advertising, Internet & Social Media, Teaching & Higher Education, with prospects for further research in the area.

Suggested Readings:
Learning Objective: This paper serves the dual purpose of a) providing advanced instruction in news writing and b) teaching the basics of field reporting and news editing. It is structured to build on the reporting style and the techniques taught in Mass Communication 3311 or Advanced Visual Storytelling. In this course, students will learn how to match words and video effectively in a television news format, will conduct research for news stories and evaluate information for factual accuracy, and will strive to compose news stories that are clear, concise and grammatically correct. Students who can demonstrate a high level of competency in reaching the course objectives will be prepared for entry-level positions in journalism.

Unit I:

[Political and Diplomatic Reporting]
Reporting National Issues, Coverage of national issues and regional disputes, Issues of internal security and conflict zones, Reporting from Parliament/Assembly, Coverage of ministries of central/state governments, Reporting International Issues, Covering diplomatic missions - embassies/high commissions, International issues having direct/indirect bearing on India, Covering international organizations and their conferences, Defence reporting, military alliances, coverage of wars

Unit II:

[Reporting Business and Economics]
Reporting economic planning and reforms, Coverage of issues like privatization, disinvestments, taxation etc, Coverage of export and import issues, FDI and FII, banking, Reporting from corporate sector, Reporting from local food grain market, bullion, Reporting inflation, WPI, CPI, rupee appreciation and depreciation, Coverage of capital market – Sensex and Nifty, role of SEBI, Business newspapers and news channels, popular business programmes.

Unit III:

[Sports Journalism and Cricket]
Sports reporting, basic requirement, Sports at national and regional level, Contents of sports section in dailies, sports journals, Sports channels, sports news on mainstream channels, Scoring, ground rules of different sports, Cricket reporting and analysis, Cricket organizations, major tournaments, Coverage of local sports events

Unit IV:

[Lifestyle and Entertainment Reporting]
Fashion and Lifestyle Journalism, Contemporary fashion and lifestyle trends, Qualities of a lifestyle reporter, Newspapers/magazines and TV channels on life style, Coverage of local fashion events, Film and Entertainment Journalism, An overview of entertainment industry, Entertainment coverage on TV news channels, entertainment channels, Entertainment programmes – serials, reality shows, laughter shows etc, Coverage of films/entertainment in newspapers, film journals, Reporting of local entertainment programmes.

Unit V:

[Specialized Reporting and Writing]
Reporting and writing various types of interviews, Reporting for news magazine, writing articles and cover story, Reporting and writing for non-news magazines, Writing news and non-news features, Writing for editorial page and op-ed – edits, middles, Writing columns, special articles, Writing for weekend pull-outs and supplements.

Learning Outcome: This paper consists of specialized reporting. Students will be in position to report, write, produce and edit news stories on different specialized streams at the end of the semester, each student should be able to report and edit special news stories, write t copy to match pictures, write lead-ins for stories, produce news content. This course serves the dual purpose of a) providing advanced instruction in news writing and b) teaching the basics of field reporting and news editing. It is structured to build on the writing style and Advanced Story writing styles. In this course, students will learn how to write effectively in a niche reporting news format, will conduct research for news stories and evaluate information for factual accuracy, and will strive to compose news stories that are clear, concise and grammatically correct.
**Suggested Readings:**

7. Ajai K Rai - Kargil Conflict and the Role of Indian Media, Institute for Defense Studies and Analysis, 2004

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Learning Objective: The emergence of New Media has affected everyone in today’s world. The student of Mass Communication can ignore the New Media at his/her own peril. Through this course the student is taught the basics of this medium, the technology involved, its architecture, its variety, reach, effect and issues.

Unit I:
Introduction to Web Media, Characteristics and limitations of Web/New Media, Convergence: Technologies, Content, Users, C-Dot, ISPs, WAP. Types of Internet connections: Dial-up, ISDN, Lease-line, Optical fibre: Structure, advantage and application, Protocols of Internet: SLIP, CSLIP, TCP/IP, PPP, Hypertext Transfer Protocol (HTTP), Hypertext Markup Language (HTML)

Unit II:
Web as a medium of journalism, Definition of convergent journalism, its evolution, Technology and convergence, scope of convergent journalism, the difference between the virtual and real, The Web–and a converged multimedia news environment, Brief Introduction to major Indian News Portals, Social Networking Websites, Face book- You tube, Alternative Media

Unit III:
Writing for online media, different genres, Conduct research online, determine reliability of sources found, Online Entertainment media, E publishing, E Paper, E zines Social, Ethical, Political and Legal issues related to New Media, Intellectual Property Rights (IPR) and New Media, Security Issues

Unit IV:
The elements of digital storytelling, specialized news sites: an evaluation and analysis, Blogging, Blogging evolving as a form of journalism, Death of blog, online censorship, Filtering content, surveillance

Unit V:
Internet, Hardware & Software, Web Search Engines, Net Surfing, Searching, Creating E-mail Accounts, Sending & Receiving Mails, Downloading from sites, Using social media for effective news gathering, Introduction to Multimedia storytelling, Mobile Journalism

Learning Outcome: By the end of this course the students should be able to know Web (as a medium) thoroughly. They also must be able to write for this medium. They should be able to write/edit/hyperlink for web journalism. They should also be able to make audio programs for uploading on the internet. Through this course the students acquire skills for the ever expanding job market in the field of web media.

Suggested Readings:

1. Howard, Philip, N. and Steve Jones, 2003, Society Online: The internet in Context, Sage,
2. Thulow, Crispin, Laura Lengel and Alice Tomic, 2004, Computer Mediate Communication, London, Sage,
7. Stephen Quinn and Vincent Falk, Convergent Journalism: An Introduction, Focal Press
8. Janet Kolodzy, Convergence Journalism: Writing and Reporting across the News Media
Learning Objective: This course familiarizes the students with all technical aspects of still photography equipment, materials, processes and image editing with hands-on exercises. More over course will enable students to learn photography as an expression of art.

Unit I:

Unit II:

Unit III:

Unit IV:
Introduction to Photoshop, Introduction to compression formats, Digitizing conventional photographs, Manipulation of Digital Images using Adobe Photoshop, Photo Manipulation.

Unit V:
Practical and Assignment Work: Shooting with Digital Cameras, Photography and Presentation, Digital Manipulation of Images, correction of colour contrast and other characteristics, Production of Photo feature.

Learning Outcome: After familiarizing with the basics of photographic techniques, students will equip with job oriented skills in still photography.

Suggested Reading:
Learning Objective: This paper tries to produce and engage professional animators/graphic designers who can make use of effective and strategic interventions in various processes related to the animation, graphics and visual effects industry. The aim of the paper is to provide the students a chance to develop the personal traits and skills to explore career paths in the field of Graphics design, Visual Effects and Animation. This paper is designed in such away that it will provide learning opportunities for students to imagine, visualize, and storytelling through visuals.

Unit I: Defining Animation:
What is animation? Different methods of animation, History of World Animation, Pre-Cinema Origin, Contemporary art form, Pre-post Disney era, Contribution of Major Studios, Contemporary world animation
Different types of animation techniques - an overview (only) (by watching movies etc.), Elements and Principle of Design

Unit II: Animation in view of Visual Art and its Elements
Contemporary world animation, Basic Principles of Animation and Cell Animation (Theory only), Color theory, Visual Composition, Typography and its importance, Motion graphics and its importance, Cartoon stripe to animated film (will include theory on basic principles of animation in sync with the practical module), Various production techniques and process

Unit III: Concept Development & Pitching
Script writing for animation (Idea Gathering, Story Development, Writing Dialogs etc.), Story boarding Elements- Verbal Description( Illustrating Camera Techniques, Transition, Sound, Duration for Each Frame), Concept development & pitching, Clay &/or Sand animation and its techniques

Unit IV: Differentiating and Helping Techniques For Animation
Differentiating between 2D and 3D animation, Editing for animation and its aesthetics, Role of Transition, Sound for Animation and its aesthetics

Unit V: Role and Need of Visual Effect – VFX and its role
History and Origin of VFX in Films and TV, Role and need of Visual effect, Aesthetics of VFX, Use of VFX in different medium, Special effects (After Effect)

Learning Outcome: After studying these paper students will get a chance to use their own learning experience during projects derived from their own mind by use their own creativity. They will use their knowledge gained through this paper in the field of animation/visual effects/graphic design. The impact of learning will definitely enhance and engage the students to use creativity and imagination in the best possible way with various outlets as we all know today. They will get a bigger platform to use their knowledge in the field of different field of Media as well.

Suggested Readings:
1. Jeffrey Scott. (2003). How to write for Animation Published by Penguin USA.


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Learning Objective: The aim of the paper is to provide the students a chance to develop the personal traits and skills to explore career paths in the field of Graphics design, Visual Effects and Animation. This paper is designed in such a way that it will provide learning opportunities for students to imagine, visualize, and storytelling through visuals.

Unit I:
Perspective Drawing

Perspective drawing: Human drawing in boxes (weight/balance), Caricature, Cartoon drawing (proportions), Distortion of body parts, different body type, Face distortion,

Unit II:
Principles of Animation

Bouncing ball, Pendulum action, Delay action, Follow thorough etc. Advanced principles – like – walk cycle, run cycle, slow in and slow out ,arcs ,timing ,solid drawing ,appearance

Unit III:
Photoshop and basic software’s (Practical and Theory)

Introduction to Photoshop, Interface, Bridge and basics, Selection Tools, Layers-Masking and Blendmode, Photo Manipulation and Adjustment- Histograms, Limiting masks, Noise, Photo Retouching- Healing, patching,clone, Painting basic, Texts: Wrapping, Special Effects, Combining Images (Panorama Photography), Actions, Batch and Image processor, Image Editing Using Motion Twin- Two times with different techniques, How to puppetize live characters, Fur Editing and Graffiti with photoshop, Face manipulation, Perspective improvisation plus lighting, Face Wrapping and Saving File with optimise size for Web, Displacement Maps and Textures, Animal Cross Breeding by look and face Editing into Pinocchio

(Note :- Some parts of this exercises may be altered or changed as per the faculty requirement for better understanding of the software’s)

Unit IV:
Basic 3D modelling (using Maya + Photoshop + other softwares)

Introduction, Introduction to polygon: Sub-Division Modeling; Nurbs Modeling; Advanced Modeling, Introduction to shaders and textures: Using Hyper shade; Applying texture to models/ characters; Photoshop; shaders; bump mapping; Displacement mapping; Utility nodes. UV MAPPING: UV’s; Planner map; Automatic/spherical/ cylindrical map; Unfold, Repace. Rigging Introduction: Building skeleton- understanding joints, Forward & inverse kinematics; Constraint; Skinning; Local Rotation Axis Controllers; Set driver key; Blend Shapes, Reverse foot; Spline IK.; FK – IG Switch.
Lighting-Introduction: Basic 3 point lighting (TODS DISCRIPTION); Directional light; Ambient light; Spot light; Depth map shadow; Indoor / Outdoor lighting. Animation – Introduction; Key frames; Squash & stretch; Graph editor; Posing a character; Keys – Extreme & in-betweens; Animating to Dialogue; Lip Syncing; Mechanics of Facial Animation. Dynamics: Particle; Emitters; Fields, Soft bodies; Springs; Rigid bodies; Hardware Rendering

Unit V:
Advance 3D and Special Effects
Camera: Creating Camera; Angle of view; Focal length; Depth of field; Aperture; Film aspect ratio; Pixel aspect ratio; Clip planes; Z – depth; Motion blur. Rendering: Using software renderer: Sean Line renders; Render settings. Nubs Modeling: Nubs curves & surfaces; Components; Nubs continuity; Tools.
Mental Ray: Special effects (after effect): Introduction to after effects, Basic Tips and Tricks; Colour Correction Using different techniques like Curve; level; channels; Rules of Colour Correction; Editing images using Camera raw, Luminance and colours; Blending Layers and aid Compositing (Lights, Tints, Colour Balance, Wiggles); Advanced Effects, Effects with Layers(Particles); 3D Displacements; Motion Graphic + Creating Staggered Video; Creating Animated Textures; Light Saber Effects; Making Silhouettes; Blending masks with mask 37pacity and modes.

Learning Outcome: Through this paper, students will get a chance to use their own learning experience during projects derived from their own mind by use their own creativity. They will use their knowledge gained through this paper in the field of animation/visual effects/graphic design.
Student will demonstrate all the skills acquired by them throughout the Theory and Practical Classes of both papers.

Evaluation: (Based on VIVA and Submission of the products as mentioned below):

- **Concept, Storyboard & Photoshop** 25 Marks (Submission)
- **Perspective Drawing** 25 Marks (Submission of drawings showing the progressions throughout the character development process)
- **Basic 3D** 25 Marks (Submission of the 3D files)
- **Advance 3D and Special Effects** 25 Marks (Submission of the files)

All the above evaluation will be judged through Internal and External Examiner.

**TOTAL** 100 marks
Learning Objective: Student should get good knowledge of what it means to be a translating/interpreting professional in terms not only of practical techniques, but also of attitudes and ethics. The Student should gain ability to reflect on your translating and interpreting experience in more general and/or theoretical terms, with a view to helping you learn from future experience and future developments in the field of Journalism.

Unit I:
Foundations of Translation: Concept, Nature, Scope, Functions and Importance of Translation, qualifications and Responsibilities of Translator

Unit II:
Principles of Translation: Different Principles of Translation, Formal and Informal Translation; Need for Translation in the Media.
Types of Translation
i. Word to Word Translation
ii. Literal Translation
iii. Summarised Translation
iv. Free Translation
v. Translation based on appropriate reference Translation according to pronunciation (Translation of words & sentences from the source language as it is)
vii. Paraphrased Translation (Using Synonyms)

Unit III:
Techniques of Translation: Parameters of Translation, Techniques of Translation, Recent Trends and Development in Translation. The process of Translation and How to maintain its originality:

i. Source Material Perception (Comprehending the Source Language)
ii. Analysing the text or Source Material.
iii. Transfer of Language (Translation Process)
iv. Revision of the Translated Text v. Co-ordination & Comparison of Source Language with Original Text and Thus Final Text in Target Language

Unit IV:
Guidelines for Translation: Points to be kept in mind while doing Translation. Don’t Opinion ate. KISS rule. Maintaining Originality. Summarize with Clarity. Adhere to Norms of Translation. Media and Translation: Need for Translation in Media, Translation exercises in the Media, Role of Translation, and Avenues of challenges of Translation in the Media.

Unit V:
Qualities of Translator, Interpreter, and Importance of Translation, Source Language, Target Language, Machine Translation & Problems Importance of information Technology In Translation.

Learning Outcome: This paper should help students to develop the Knowledge and understanding. A detailed and systematic understanding of Journalistic translation and interpreting processes based on integration of current research data with personal insights. A detailed and critical understanding of the norms and debates concerning professional practice, interpersonal relationships and ethics in key areas of the translating and interpreting profession.

Suggested Readings:
1. Qamar Raees Tarjume ki riwayt aur fun
2. Dr. Mirza Hamid Beg Tarjume ka fun
3. Madhulli Mchuhan Understanding Media 1994
4. R. L. Transk Semiothes Lanaguage the Basic 2002
5. Divid Chander Semiotics The Basics 2007
6. Steiner G Aspects of language and translation 198
7. Lawrence Venuti The Scandals of Translation 2002
8. Christina Schaeffineo Media and Translation
10. Dr. K.K. Rattu Translation through media in New Millennium, Surubhi Publication, Jaipur2000

***
Learning Objective: The students will be able to demonstrate a detailed knowledge and understanding of various areas of translation theory, produce high-quality translated text, analyze and describe, coherently and independently, translated text, undertake an independent in-depth investigation in an area of their choice, demonstrate enhanced research skills and demonstrate a close familiarity with aspects of information technology appropriate to the translator where appropriate, demonstrate a basic competence in the areas of News translation.

<table>
<thead>
<tr>
<th>Week</th>
<th>Basic &amp; Support Material to be covered</th>
<th>Homework/Reports and their due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>General Introduction Concept &amp; Definition of Translation</td>
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</tbody>
</table>
| (2)  | Types of Translation  
      Word-to-Word Translation  
      Literal Translation  
      Summarised Translation  
      Free Translation v. Translation based on appropriate reference  
      Translation according to pronunciation (Translation of words & sentences from the source language as it is)  
      Paraphrased Translation (Using Synonyms) |  |
| (3)  | Guidelines for Translation: Points to be kept in mind while doing Translation  
      Don’t Opinionate  
      ii. KISS rule  
      iii. Maintaining Originality  
      iv. Summarise with Clarity  
      v. Adhere to Norms of Translation.  
      Practice of Translation from Urdu to English & Vice – Versa |  |
| (4)  | Textbook Book Material Discussion | Assignment (1) translation |
| (5)  | News Material Discussion | Assignment (2) translation |
| 6    | Translating from Urdu to English:  
      Article on Translation (discussion) | Assignment (3), (4), (5) |
| 7    | News Translation:  
      Features of News Headlines | Assignment (6), (7), (8) |
| 8    | Outside Sample for Translation | Assignment (9), (10) |

The above ten (10) assignments have an equal weightage of 10 Marks Each. Out of 100 marks for all the assignments, 50 marks will be judged by internal faculty member and 50 Marks will be evaluated by External Examiner.

Learning outcome: At the end of this paper students will be able to do advanced level translation, from Urdu into English and from English into Urdu. By the end of the course, the students should be able to translate a variety of text-types including modern prose and literature, and poetry written in English. This course will help students to acquire an understanding of a variety of approaches, methods and theories in relation to translation, with an overall aim to bridge the cultural distance that exists between such non-kindred languages as Urdu and English. This course will strengthen the translation theory component, emphasize the place and role of linguistics in translation, expand current bibliography, and increase the range and choice of practical translation texts.

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Paper – DSE
International and Inter-Cultural Communication (DSE 401)
Learning Objective: The idea behind this course was to make the students abreast with communication at international level. The cultural dimension of communication is also taught to the students.

Unit I:
International Communication: Meaning and concept, Historical overview, Information society, Global village

Unit II:
International News Flow: Free, fair and balanced flow of communication, One way free flow, Two-way flow of communication, New World Information and Communication Order (NWICO), Embedded journalism, International efforts in regulating news flow and mass media, McBride Committee report, Democratization of information flow and media systems

Unit III:
New information technology and its impact: International news agencies, Foreign radio and TV channels, Internet and digital communication, Criticism and violence against media persons, Effects of globalization on media, Intellectual property rights, ITU, WAC, IOJ, AMIC

Unit IV:
Inter-cultural Communication: Culture, definition, process, Culture as social institution Eastern and Western perspective, Inter-cultural communication: definition, process, Eastern and Western cultures, Inter-civilization dialogue.

Unit V:
Mass Media as vehicles of culture manufacturing industry: Barriers in inter-cultural communication, Religious, political and cultural barriers, UN’s efforts in promoting inter-cultural communication, Mass media monopoly, Field trips to UN local units, Foreign Desks of print and electronic media

Learning Outcome: By the end of this course the students should be able to know International Communication, and intercultural Communication, various news agencies, the problems, issues and challenges related to intercultural and international communication

Suggested Readings:

3. Keval J Kumar, Mass Communication in India
4. Spradley, James, 1979, The Ethnographic Interview, Wadsworth Group

***
Learning Objective: The courses in Development Communication orient students to various dimensions of development and communication for social change. The curriculum provides strong theoretical foundations and experiential learning to meet the existing market demands for trained professionals in participatory development communication processes and programme management.

Unit I:
Development, development communication -Meaning, Concept and definition. Historical perspective of social changed: ancient, medieval and modern period -renaissance, industrial revolution Marxist concept of stages of society Technology and socio-political condition, Role of communication in Development Origin of the subject – II world war and post-colonial condition, Concept of participation and Participatory communication in community development.

UNIT II:
Development communication: Role of mass media in development. Growth vs. Development, Characteristics of under developed countries Gap between developed and developing Societies Development indicators.

UNIT III:
Development Communication in India – Historical analysis Indian models of Development Communication SITE / Kheda programmes. New media and ICTs for development, Government systems for development communication: radio, television, PIB, field publicity, song & drama division, photo division etc. Problems & limitations in development communication

UNIT IV:
Development support communication, family planning, health, environment, education, agriculture. Development agencies and programmes, Process and techniques of development communication, New concepts in development communication. Development reporting

Unit V:
Theories and models of Development Communication Approaches to Development Communication - Diffusion / extension - mass media and modernization approach -Dominant Paradigm, ‘Alternative’ Paradigm Dependency models, New Paradigm of development.

Learning Outcome: At the end of the course, the students are expected to learn the communication techniques used in development communication, understand the role of communication in nation building. They will apply the knowledge gained from the course in the preparation of communication plans that address community development problems.

Suggested Reading:

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Learning Objective: This paper gives students a chance to take their skills to acquaintance and familiarizes the students with all technical aspects of video editing, equipment and processes of editing with hands-on exercises.

Unit I:

Unit II:
Editing Paper Work, Rough-Cut, Final Cut, Mixed Master and Unmixed Master, Montage Editing, Graphic Match Editing, Insert Editing, Freeze Frame, Types of Editing , Basic Edit Transitions: Cut, Dissolve, Wipe, Fade ,Iris, Superimposition, Creative Audio and Sound treatment for Editing

Unit III:

Unit IV:

Unit V:
Post Production: Students will be given scripts and video footages of a news stories for Post Production. Students have to record the voiceovers/Narrations, edit the news bytes/PTC and related videos/photographs and music to news stories.

LEARNING OUTCOME: Video Editing is a big opportunity in today’s ever expanding world of Media. Through hands-on practical training using editing soft-wares, students will get a chance to learn the fundamental and aesthetic principles of editing for Electronic media. They will get acquainted with different kinds of post production techniques as well, because they will learn different aspects of TV Production.

Suggested Readings:

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Learning Objective: The aims of this module are to enable students to understand advertising as an industry from Critical-Cultural perspective and how it mediates between commodity production and cultural production. This paper will inform students how advertising as a message form adopts, revises, and shapes other cultural message systems and how advertising messages are imbricated with the larger hegemon discourses at work.

Unit I:
Advertising, Consumption and Cultural Studies: Consumption and Social Transition: From Traditional to Industrial Society- From Industrial to Consumer Society

Unit II:

Unit III:
Discourses, Ideologies, and Commodification – Critical positions on Advertising - Pluralistic, Neo-Marxists & Critical – Cultural - Everyday life and Affluence

Unit IV:
The Fetishization of Commodities: Marxism, Anthropology, Psychoanalysis Perspectives – Advertising and Commercial Culture

Unit V:
Advertising and Industrial Society - Criticism of Advertising: Neo-Liberalism Position and Marxist Critique

Learning Outcome: Students should be able to demonstrate knowledge and understanding of the practices of advertising beyond marketing and consumer end research; relate advertising practices to their social systems; understand advertising as a rhetorical communication. It will help them understand the dynamics of advertising and its practices from the Critical-Cultural perspective.

Suggested Reading:
Every student will be assigned a Media topic/issue at the beginning of the 4th Semester and will be asked to work under the supervision of an internal supervisor. The Dissertation will be on the topics relating to any media issue taught in MCJ. Students should submit their Dissertation by the first week of March. It should be research-based. Presentation should be made both for Internal and External assessment. The Internal presentation will be in front of the entire Faculty of the Department before it is submitted. Each Faculty member will be allotted groups of students depending on their specialization and interest, to guide the students and assess their Dissertation. The Faculty members will help the students in selecting the topic and method for research.

Dissertation shall be evaluated by the external evaluator on five parameters viz., Language, Content, Originality, Power Point Presentation and Viva Voce each carrying equal weightage. The faculty members shall also be present during the presentations. A Model for dissertation marking of 100 marks is given below:

<table>
<thead>
<tr>
<th>Language</th>
<th>Content</th>
<th>Originality</th>
<th>Power Point Presentation</th>
<th>Viva Voce</th>
<th>Grand Total</th>
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<td>20</td>
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Each student shall work for a period of four to six weeks in a media organization (e.g. newspaper, TV Channel, production house, ad agency, market research firm, IT Company, NGO etc.) at the end of Second semester. Each student shall make a written presentation on his/her experiences achievement and learning which he/she had during the period of internship. During the internship period, the student is expected to participate, contribute and learn the ropes of the work/activities of the organizations. The student should also submit a certificate given by the organization detailing the work done by the student and his/her contribution to the organization. **This internship will carry one (01) Credit.**

Tutorials of **4 credits** will be held during all the semesters and the final marks will be awarded in IVth semester along with the credits of Internship and workshop, Guest lectures, Field visits, departmental research and surveys under the paper titled Internship and Activities in the IVth Semester.

**All Workshops, Guest lectures, Field visits, departmental research and surveys** carried out during the course will be given **4 Credits** which will be evaluated based on the said activities carried out by the Department.

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