

SYLLABUS

Programme : M.A. Journalism and Mass Communication (NEP 23)

Semester - I

Code of the Course/Subject	Title of the Course/Subject	Total Numbers of Periods
Compulsory	Research Methodology and IPR (Paper –I)	60

Course Outcomes: After the completion of the course students would be able to:-

1. Demonstrate a solid understanding of research methodology and its application in various disciplines.
2. Design and execute research projects using appropriate methods and techniques.
3. Analyze and interpret research data using suitable statistical tools and software.
4. Explain the significance of intellectual property rights and their role in promoting creativity and innovation.
5. Understand the different types of intellectual property and their legal protection.
6. Apply ethical practices in research and intellectual property management.

Unit	Content
Unit I	Introduction to Research Methodology: Definition, significance, and types of research. Understanding the Research Process: Problem identification, literature review, and research questions. Research Design: Exploratory, descriptive, and experimental designs. (periods 10)
Unit II	Sampling Methods: Random, stratified, and convenience sampling. Data Collection Techniques: Surveys, interviews, observations, and experiments. Questionnaire Design: Formulation and validation. (periods 10)
Unit III	Data Analysis: Quantitative and qualitative data analysis methods. Introduction to Statistical Software: SPSS, Excel, or R. Interpreting Research Findings: Drawing conclusions and making recommendations. Research Ethics: Informed consent, confidentiality, and avoiding plagiarism. (periods 10)
Unit IV	Introduction to Intellectual Property: Definition, importance, and historical context. Types of Intellectual Property: Copyrights, trademarks, patents, and trade secrets. (periods 10)
Unit V	Copyright Law: Understanding copyright protection, fair use, and licensing. Trademark Law: Registration, infringement, and enforcement. Patent Law: Patentable subject matter, application process, and patent infringement. (periods 10)
Unit VI	International Intellectual Property Rights: Overview of global intellectual property treaties and agreements. Intellectual Property in Creative Industries: Focus on media and entertainment sectors. (periods 10)

Internal assessment –

Internal assessments for the subjects of Research Methodology and IPR should provide students with opportunities to apply their knowledge and skills in a controlled and supportive environment. Here are five internal assessment ideas for the courses:

1. **Research Design Exercise:** Students are given a research problem and must design a research study to address it. They will outline research questions, propose an appropriate research design, and identify the data collection methods to be used. This internal assessment evaluates their understanding of research design principles.
2. **Data Collection and Analysis Practice:** Students are provided with a dataset or survey responses, and they must analyze the data using relevant statistical tools. They will interpret the findings and present them in a concise report. This assessment assesses their data analysis skills and ability to draw meaningful conclusions.
3. **Research Proposal Review:** Students participate in a peer review process where they exchange and provide feedback on each other's research proposals. This internal assessment promotes collaboration, helps students identify strengths and weaknesses in their proposals, and encourages constructive feedback.
4. **Ethical Considerations Quiz:** Students take a quiz on research ethics, covering topics such as informed consent, confidentiality, and plagiarism. This assessment evaluates their understanding of ethical principles in research and ensures they are aware of the importance of ethical conduct.
5. **Research Presentation Practice:** Students prepare a practice research presentation and deliver it to their peers or the instructor. Feedback is provided on their presentation skills, content organization, and ability to effectively communicate their research topic and findings.

These internal assessments should be designed to provide valuable feedback to students and help them improve their understanding and application of research methodology principles throughout the course.

Suggested Readings:

1. Research Methodology: Methods and Techniques, WishwaParkashan, New Delhi: C.R. Kothari
2. Research in Mass Media, Radha Publications, New Delhi: S.R. Sharma & Anil Chaturvedi
3. Research Methodology, Mangal Deep Publications: G.R. Basotia& K.K. Sharma
4. Research Methodology in Social Science, Himalaya Publishing House, Mumbai: Sadhu Singh
5. Research Methodology, Raj Publishing House,Jaipur: Dr. S. Munjal

Programme : M.A. Journalism and Mass Communication (NEP 23)

Semester - I

Code of the Course/Subject	Title of the Course/Subject	Total Numbers of Periods
DSC 1 - 1	Introduction to Journalism and Mass Communication (Paper –II)	60

Course Outcomes: After the completion of the course students would be able to:-

1. Understand the concept of journalism, its definition, nature and scope –qualifications, duties and responsibilities of journalists.
2. Define characteristics of mass media; Newspaper, magazine; radio, TV, cinema.
3. The student shall acquire the relation between mass media and mass culture and their development.
4. Classify the role of media as fourth pillar of democracy, 5. Criticize media and political relationship, media as a source of new political power, modernity and new political thought.

Unit	Content
Unit I	Journalism - Definition, Nature and Scope– Qualifications, Duties and Responsibilities of Journalists. Journalism as a profession. ethics of journalism: public trust, truthfulness, fairness, integrity, independence, and accountability.(periods 10)
Unit II	Communication - Definition, Nature and Scope of Communication — Kinds of Communication; Intra-personal, Inter-personal, Group and Mass Communication, Verbal and Non – verbal Communication. (periods 10)
Unit III	Press in India: A brief review of the evolution of Indian Press- with special reference to J.A.Hickey, Raja Ram Mohan Roy, James Silk. Buckingham, M.K.Gandhi, S.Sadanand, and B.G.Horniman.Role of Press in Indian Freedom Movement (periods 10)
Unit IV	Major Theories of Mass Communication- Authoritarian, Libertarian, Soviet Communist theory, Social Responsibility Theory, Democratic participant theory, Development media theory, Role of Press in Democracy.(periods 10)
Unit V	Mass media & Culture - Relation between Mass Media and Culture and their development. Impact of media on culture and society, Role of Press in development of culture.and society.(periods 10)
Unit VI	Characteristics of Mass Media: Newspaper, Magazine, Radio, TV, Cinema.Role of Mass media in Democracy, Changing trends of Mass Communication under the process of globalization. Private and Public Media.(periods 10)

Internal assessment –

Internal assessments for the subject "Introduction to Journalism and Mass Communication" should provide students with opportunities to grasp the foundational concepts of journalism and mass communication. Here are five internal assessment ideas for the course:

1. **News Reporting Exercise:** Students can be given a current event or local news story to cover. They will need to gather information, conduct interviews, and write a news report following the

principles of journalism. The assessment will evaluate their ability to identify newsworthy events and present information accurately and objectively.

2. **Media Analysis Presentation:** Students can analyze a specific media outlet, such as a newspaper, television channel, or website, and present their findings in a group presentation. They will examine the media's content, target audience, credibility, and bias. The assessment will focus on their critical thinking and media literacy skills.
3. **Media Ethics Case Study:** Students can work on individual or group case studies related to ethical dilemmas in journalism and mass communication. They will analyze the situations and propose ethical solutions. The assessment will evaluate their understanding of media ethics and their ability to apply ethical principles in real-world scenarios.
4. **Media History Timeline:** Students can create a visual timeline highlighting key milestones and developments in the history of journalism and mass communication. This assessment will test their research skills and knowledge of significant events that have shaped the field.
5. **Social Media Campaign:** Students can design and execute a social media campaign on a specific topic related to journalism or mass communication, such as media literacy or freedom of the press. They will develop content, engage with the audience, and measure the campaign's impact. The assessment will evaluate their ability to use social media for communication purposes and audience engagement.

These internal assessments should be designed to assess students' understanding of core concepts and practical skills in journalism and mass communication. They should encourage critical thinking, creativity, and effective communication while also providing valuable feedback to enhance their learning experience.

Suggested Readings:

1. Mass Communication – A Critical analysis – Keval J Kumar
2. Professional Journalism – M. V. Kamat
3. Theory and Practice of Journalism – B. N. Ahuja
4. Professional Journalist – John Hohenberg
5. Mass Communication – Wilbur Schram
6. Understanding Media – Marshall McLuhan
1. Mass Media: W.L. Rivers
2. Introduction to Journalism: Fraser Bond
3. Mass Communication and Journalism in India: D.S.Mehta
4. Indian Journalism:Nadig Krishnamurthy
5. Journalism in India: Sarathy R. Partha
6. The Press: M.Chalpathyrao
7. माध्यम- प्रकाश कुलकर्णी
8. पत्रकारिता शोध व बोध, विश्वक्रांती- डॉ. सुधीर गव्हाणे

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Semester - I

Code of the Course/Subject	Title of the Course/Subject	Total Numbers of Periods
DSC II - 1	Traditional Indian Communication (Paper – III)	60

Course Outcomes: After the completion of the course students would be able to:-

1. Describe the various forms of Indian folk media and traditional performing arts.
2. Analyze the cultural, historical, and social context of different folk art traditions.
3. Recognize the role of folk media in preserving cultural heritage and promoting cultural identity.
4. Evaluate the impact of folk media on social cohesion and community bonding.
5. Discuss the challenges and opportunities faced by folk artists in the modern era.
6. Reflect on the relevance and potential of folk media in contemporary India.

Unit	Content
Unit I	Early communication systems in India. Oral and Written Texts. Natyashastra of Bharat Muni, Sadharanikaran, Communication through temple carvings and sheelas. (periods 10)
Unit II	Definition and significance of Traditional communication. The art of oral storytelling in Indian culture Folk performances and social messaging. Gender roles and representation in folk media. (periods 10)
Unit III	Overview of folk media and traditional performing arts in India. Significance and role of folk media in Indian society. Folk art and cultural diversity in different regions of India. The relationship between folk media and regional identity (periods 10)
Unit IV	Classification of Indian folk media based on regions and themes.. Different forms of folkmedia :Tamasha, Powada, Keertan, Yakshagana, Nautanki, Jatra, Bhavai, Ramleela and Rasleela and Puppetry. Major folk dance forms from different states in India.(periods 10)
Unit V	Challenges faced by folk artists in the modern era. Efforts for the preservation and promotion of folk media. Role of folk media in informal education. Folk media and sustainable cultural tourism. (periods 10)
Unit VI	Utilizing digital platforms for promoting folk media. Online communities and folk art enthusiasts. Ethical considerations in the digital presentation of folk performances(periods 10)

Internal assessment –

Internal assessments for the subject of Traditional Indian Communication should focus on evaluating students' understanding of various traditional communication methods and their cultural significance. Here are five internal assessment ideas for the course:

1. **Oral Tradition Presentation:** Students can prepare and deliver presentations on various forms of oral tradition in India, such as folk tales, myths, legends, and traditional storytelling methods. This assessment will evaluate their ability to research and effectively communicate the cultural significance of these oral traditions.
2. **Visual Communication Analysis:** Students can analyze traditional Indian visual communication forms, such as traditional art, dance, and rituals, and discuss their role in conveying messages and cultural values. The assessment will focus on their critical analysis and interpretation of visual communication elements.
3. **Folk Media Project:** Students can work on a group project where they create and produce a folk media product, such as a puppet show, street theater performance, or folk song. The assessment will evaluate their creativity, understanding of traditional communication forms, and ability to adapt them for contemporary audiences.
4. **Comparative Analysis of Regional Communication:** Students can conduct a comparative study of traditional communication practices in different regions of India. They will examine the similarities and differences in communication methods and their cultural significance. The assessment will focus on their research and analytical skills.
5. **Traditional Communication Research Paper:** Students can write a research paper on a specific aspect of traditional Indian communication, delving into its historical context, evolution, and relevance in contemporary times. The assessment will evaluate their research, critical thinking, and academic writing skills.

These internal assessments should align with the course's learning objectives and promote students' appreciation and understanding of traditional Indian communication forms. They should also encourage creativity and encourage students to explore the cultural richness and diversity of India's traditional communication heritage.

Suggested Readings -

1. "Indian Folk Theatres: Aesthetic Expression" by Utpal Bhayani
2. "Indian Puppetry and Puppet Stories" by Anupa Mehta
3. "Folk Music and Musical Instruments of India" by R.C. Mehta
4. "Traditional Indian Folk Media: A Reader" edited by Tarlochan Singh Bedi
5. "Indian Folk Music and SangeetNatak" by BhagwatSharanUpadhyaya
6. "Indian Folk Dances" by KapilaVatsyayan
7. SangeetNatakAkademi: The national academy of music, dance, and drama in India, which promotes and preserves traditional performing arts. Website: <https://sangeetnatak.gov.in/>
8. Sahapedia: A digital platform that documents, presents, and promotes India's cultural heritage, including folk media and performing arts. Website: <https://www.sahapedia.org/>
9. IGNCA (Indira Gandhi National Centre for the Arts): An autonomous institution that showcases the diverse arts and cultural heritage of India. Website: <https://ignca.gov.in/>

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Code of the Course/Subject	Title of the Course/Subject	Total Numbers of Periods
DSC III - 1	Reporting and News Writing (Paper –IV)	60

Course Outcomes: After the completion of the course students would be able to:-

1. Students gain an insight into nature and structure of reporting for print media.
2. Students will use different techniques of reporting. Demonstrate beat specific coverage and writing skills.
3. Inculcate skills for effective news writing and the role of opinion writing and its practice.
4. Would be able to write on investigative reporting of various fields.
5. Students would conduct the interviews of eminent personalities of various fields.
6. Produce stories for specialized genres such as travel, lifestyle, disaster reporting and etc.

Unit	Content
Unit I	Meaning and Nature of Reporting – Qualifications & duties of a Reporter, News; Definition, Elements, Sources. (periods 10)
Unit II	Techniques of Reporting – Tools of News Gathering, Ethics in Reporting. Verification of News. (periods 10)
Unit III	Reporting Crime – Speech – Sports – Foreign – Accidents – Budget – development; Reporting Executive – Legislature – Judiciary; Investigative Reporting. Objectivity in Reporting – Advocacy Reporting, (periods 10)
Unit IV	News: Structure and Content. Format of News Writing. News Style- Inverted Pyramid, Chronological, Types of Lead, (periods 10)
Unit V	Headlines- Types, Functions, Importance Techniques of Writing Headlines Writing News for Newspapers. (periods 10)
Unit VI	Types of News- Hard News, Soft News Writing News Stories, News Features, Interview News Analysis, Back Grounders (periods 10)

Internal assessment –

Internal assessments for the subject "Reporting and News Writing" should focus on evaluating students' practical skills in gathering news, conducting interviews, and writing journalistic articles. Here are five internal assessment ideas for the course:

1. **News Story Writing:** Students can be assigned various news topics and asked to write news articles following the principles of journalism. The assessment will evaluate their ability to identify newsworthy events, gather accurate information, and present it in a clear and concise manner.
2. **Interview Exercise:** Students can conduct interviews with local individuals or experts on specific topics. They will need to prepare interview questions, conduct the interviews, and transcribe the responses. The assessment will focus on their interview techniques and ability to extract relevant information.
3. **Breaking News Reporting:** Students can participate in a simulated breaking news scenario where they receive a breaking news event and must quickly gather information, verify facts, and write a breaking news report within a tight deadline. The assessment will evaluate their ability to handle fast-paced reporting situations.
4. **Feature Story Writing:** Students can work on feature stories that delve deeper into a specific topic or issue. They will need to research, conduct interviews, and write in-depth articles that provide context and background information. The assessment will focus on their storytelling and feature writing skills.
5. **News Package Presentation:** Students can create multimedia news packages that include written articles, photographs, and short video clips. They will need to present their news packages in a multimedia format, showcasing their ability to combine different storytelling elements. The assessment will evaluate their proficiency in multimedia journalism.

These internal assessments should be designed to provide students with hands-on experience in reporting and news writing, encouraging them to apply theoretical concepts in practical scenarios. They should also help students build a portfolio of journalistic work and receive valuable feedback from instructors to enhance their reporting and writing skills.

Suggested Readings:

1. Mass Communication – A Critical analysis – Keval J Kumar
2. Professional Journalism – M. V. Kamat
3. Theory and Practice of Journalism – B. N. Ahuja
4. Professional Journalist – John Hohenberg
5. Mass Communication – Wilbur Schram
6. Understanding Media – Marshall McLuhan
1. Mass Media: W.L. Rivers
2. Introduction to Journalism: Fraser Bond
3. Mass Communication and Journalism in India: D.S.Mehta
4. Indian Journalism:Nadig Krishnamurthy
5. Journalism in India: Sarathy R. Partha
6. The Press: M.Chalpathyrao
7. माध्यम- प्रकाश कुलकर्णी
8. पत्रकारिता शोध व बोध, विश्वक्रांती- डॉ. सुधीर गव्हाणे

Programme : M.A. Journalism and Mass Communication (NEP 23)

Semester – I

Code of the Course/Subject	Title of the Course/Subject	Total Numbers of Periods
DSE - I (Major Elective)	New Media and Journalism/ Film Communication (Paper – V)	60

DSE - I (Major Elective) Syllabus - New Media and Journalism

Course Outcomes: After the completion of the course students would be able to:-

1. Demonstrate proficiency in using digital tools and mobile devices for journalism.
2. Apply storytelling techniques to create compelling multimedia news content.
3. Effectively utilize social media platforms for news dissemination and audience engagement.
4. Understand the ethical and legal considerations related to digital and social media journalism.
5. Analyze the challenges and opportunities of the digital journalism landscape.
6. Develop a strategic approach to personal branding and monetization in the digital media sphere.

Unit	Content
Unit I	Introduction to Digital Media: Evolution, significance, and impact on journalism. Overview of Social Media Platforms: Facebook, Twitter, Instagram, LinkedIn, Snapchat, TikTok, YouTube, WhatsApp, Telegram, WeChat, Quora etc. and their functionalities. Digital Journalism Tools: Exploring software and applications for content creation and editing. Digital Storytelling: Crafting engaging narratives using multimedia elements. (periods 10)
Unit II	Mobile Journalism (MoJo) Basics: Introduction to smartphone reporting and essential equipment. MoJo Techniques: Capturing high-quality photos and videos on mobile devices. MoJo Reporting in the Field: Practical exercise in producing news content using mobile devices. Mobile Video Editing: Editing and packaging news stories on smartphones. (periods 10)
Unit III	Social Media Strategy for Journalists: Developing an effective social media presence. Audience Engagement: Understanding social media analytics and optimizing content reach. Live Reporting on Social Media: Covering events and breaking news in real-time. Social Media Ethics and Fake News: Navigating ethical Challenges in the digital sphere. (periods 10)

Unit IV	<p>Software and Apps for New Media Journalism :</p> <p>Video Editing Apps: Adobe Premiere Pro, Kinemaster, VITA, You cut etc.</p> <p>Photo Editing Apps: Adobe Photoshop, Snapseed</p> <p>Audio Editing Apps: Ferrite Recording Studio, TwistedWave</p> <p>Live Streaming Apps: Facebook Live, YouTube Live, Periscope</p> <p>Transcription Apps: Otter.ai, Rev Voice Recorder</p> <p>Mobile Storytelling Apps:Steller, Adobe Spark</p> <p>File Transfer and Cloud Storage Apps:Dropbox, Google Drive.</p> <p>Use of open AI , Chat – GTP in mobile journalism.</p> <p>(periods 10)</p>
Unit V	<p>Opportunities of Online Journalism: Examining business models and trends.</p> <p>Data Journalism and Infographics: Using data visualization for impactful storytelling.</p> <p>Mobile Audio Reporting: Podcasting and audio storytelling on-the-go.</p> <p>(periods 10)</p>
Unit VI	<p>Branding and Personal Branding for Journalists: Establishing a professional online presence.</p> <p>Monetization and Entrepreneurship: Exploring revenue streams for digital journalism.</p> <p>(periods 10)</p>

Internal assessment –

Internal assessments for the subject of Digital Media, Social Media, and Mobile Journalism can help evaluate students' proficiency in utilizing various digital tools and platforms for journalistic purposes. Here are five external assessment ideas for the course:

1. **Social Media Reporting Portfolio:** Students create a comprehensive portfolio showcasing their social media reporting skills. The portfolio should include examples of news coverage, live reporting, audience engagement strategies, and multimedia content produced for different social media platforms. The assessment will evaluate their ability to effectively use social media for journalistic purposes and engage with audiences.
2. **Mobile Journalism Project:** Students work on a mobile journalism (mojo) project where they report on a current event or issue using only their smartphones and mobile devices. The assessment will focus on their storytelling techniques, visual storytelling, and technical proficiency in mobile reporting.
3. **Digital Media Campaign:** Students design and execute a digital media campaign on a specific journalistic topic, such as media literacy, fake news awareness, or a local community issue. The assessment will evaluate their ability to create engaging content across various digital platforms and measure the campaign's impact.
4. **Podcast Production:** Students develop and produce a journalistic podcast episode on a chosen topic. The assessment will focus on their ability to research, script, record, and edit the podcast, as well as their storytelling and audio production skills.
5. **Data Journalism Project:** Students work on a data journalism project where they analyze and visualize data related to a relevant social or political issue. They must present their findings in the form of a data-driven news article or multimedia piece. The assessment will evaluate their

data analysis skills, visual storytelling, and ability to communicate complex information effectively.

These internal assessments should align with the course's learning objectives, emphasizing the practical application of digital media, social media, and mobile journalism skills. Providing students with opportunities to engage with real-world scenarios and create journalistic content will enhance their learning experience and prepare them for the dynamic digital journalism landscape.

Reference Books:

1. "The New Digital Age: Reshaping the Future of People, Nations, and Business" by Eric Schmidt and Jared Cohen - This book explores the impact of digital technologies on various aspects of society, including journalism.
2. "Mobile Journalism: A Practical Guide" by Stephen Quinn - This book provides practical insights and techniques for journalists using mobile devices to report and produce news content.
3. "Social Media Journalism: Strategies and Standards for News Gathering and Dissemination" by Andy Bull - This book focuses on the effective use of social media platforms for journalistic purposes, including sourcing, verification, and audience engagement.
4. "Data Journalism Handbook" by Jonathan Gray, LilianaBounegru, and Lucy Chambers - This handbook introduces data journalism concepts and techniques, which are essential for modern digital and mobile journalists.
5. "Digital Journalism: Emerging Media and the Changing Horizons of Journalism" by Kevin Kawamoto - This book explores the transformation of journalism in the digital age and the challenges and opportunities it presents.

Reference Websites for Digital Media, Social Media, and Mobile Journalism:

1. Poynter Institute (<https://www.poynter.org/>) - Poynter is a renowned journalism education organization that offers valuable resources and training on various aspects of digital journalism, including social media reporting.
2. Journalism.co.uk (<https://www.journalism.co.uk/>) - This website provides news, tips, and tutorials on digital journalism, including mobile reporting and social media best practices.
3. Nieman Lab (<https://www.niemanlab.org/>) - Nieman Lab focuses on innovation in journalism and offers insights into the latest trends and developments in digital and mobile journalism.

DSE - I (Major Elective) Syllabus - Film Communication

Course Outcomes: After the completion of the course students would be able to:-

1. Demonstrate an understanding of the history and evolution of Indian cinema, including the key milestones, influential filmmakers, and the development of regional cinemas.
2. Analyze and critically evaluate the social and cultural impact of Indian films on society, including their portrayal of gender, class, caste, and cultural traditions.
3. Understand the nuances of film marketing and distribution in India, including promotional strategies, target audience analysis, and the influence of digital platforms.
4. Develop creative and strategic film communication materials, such as trailers, posters, press releases, and social media campaigns, to effectively promote a film.
5. Collaborate effectively in groups to design and present comprehensive film marketing and publicity campaigns for Indian films.
6. Apply critical thinking and analytical skills to assess the communication effectiveness of Indian films and propose improvements to enhance their impact.

Unit	Content
Unit I	<p>Introduction to Indian Cinema: Historical overview of Indian cinema from the silent era to the present. The emergence of regional cinemas and their contributions. Key filmmakers, actors, and their impact on Indian cinema. The influence of Bollywood on the global film industry. (periods 10)</p>
Unit II	<p>Film Communication and Storytelling: Fundamentals of storytelling and narrative structures in Indian films. Themes and motifs in Indian cinema, including mythology and social issues. The role of screenplays and dialogues in effective film communication. Analysis of iconic Indian films as case studies in storytelling. (periods 10)</p>
Unit III	<p>Social and Cultural Impact of Indian Films : Indian cinema as a reflection of society and culture. Influence on gender, class, and caste representation in films. Bollywood's portrayal of Indian values and traditions. The evolution of parallel and independent cinema in India. (periods 10)</p>
Unit IV	<p>Film Marketing and Distribution in India : Film promotion and advertising strategies in the Indian market. Distribution challenges and opportunities in a diverse country like India. The impact of digital platforms on film distribution and communication. Case studies of successful film marketing campaigns in India. (periods 10)</p>
Unit V	<p>Film Festivals and Film Journalism in India : Role and significance of film festivals in India and abroad. Film journalism and its impact on film perception and reception. Film criticism and its influence on film communication in India. The representation of Indian films in international film festivals. (periods 10)</p>
Unit VI	<p>Film Communication Practicum : Hands-on exercises in film marketing and promotion. Crafting effective film communication materials (trailers, posters, press releases, etc.). Organizing a film screening and Q&A session with filmmakers or actors. Group projects analyzing and presenting film communication strategies. (periods 10)</p>

Internal assessments –

1. **Film Analysis Essay:** Assign students to select a significant Indian film of their choice and write a detailed film analysis essay. The essay should focus on the film's communication elements, such as storytelling techniques, character development, use of symbols, and the portrayal of social or cultural themes. Students should critically analyze the film's impact on Indian society and its communication effectiveness.
2. **Film Marketing Campaign Proposal:** Divide the students into groups and have each group create a comprehensive film marketing campaign proposal for a hypothetical Indian film. The proposal should include promotional strategies for different media platforms, target audience analysis, budget allocation, and unique communication approaches to ensure the film's success in the Indian market.
3. **Film Communication Case Study Presentation:** Ask students to research and present case studies of two iconic Indian films with contrasting communication strategies. The presentations should include an analysis of how each film's communication approach influenced its reception, box office performance, and societal impact. Encourage students to explore various aspects, such as marketing, distribution, and publicity.
4. **Film Communication Materials Creation:** In this practical assessment, students will be tasked with creating film communication materials for a short film or documentary. Depending on the scope of the project, they can design posters, write press releases, create social media campaigns, and develop trailers or teasers to effectively communicate the film's message and attract an audience.
5. **Film Festival Participation:** Organize a mini film festival in the institution, showcasing a selection of Indian films from different genres and periods. Students will actively participate in organizing the event, selecting films, creating promotional materials, managing screenings, and engaging in post-screening discussions. This assessment will evaluate their ability to curate an impactful film event and facilitate communication between filmmakers and the audience.

These internal assessments will allow students to delve deeper into the subject of film communication in India, apply theoretical concepts in practical scenarios, and develop critical thinking and analytical skills while evaluating various film communication strategies.

Reference Books on Indian Cinema:

1. "The Oxford History of Indian Cinema" by Rajadhyaksha, Ashish, and Paul Willemen
2. "Indian Cinema: A Visual Voyage" by S. Theodore Baskaran
3. "Bollywood: A Guidebook to Popular Hindi Cinema" by Tejaswini Ganti
4. "The Indian Film Theory: From Rasa to Rasa" by Manjula Padmanabhan
5. "Encyclopedia of Indian Cinema" by Ashish Rajadhyaksha and Paul Willemen
6. "The Cinematic Imagination: Indian Popular Films as Social History" by Ravi S. Vasudevan
7. "Indian Cinema: The Bollywood Saga" by Dinesh Raheja and Jitendra Kothari

Websites on Indian Cinema:

1. Bollywood Hungama - www.bollywoodhungama.com
2. Box Office India - www.boxofficeindia.com
3. The Quint - www.thequint.com/entertainment/movie-reviews
4. Cinestaan - www.cinestaan.com
5. Filmfare - www.filmfare.com
6. Bollywood Life - www.bollywoodlife.com
7. Indian Express - indianexpress.com/section/entertainment/bollywood/

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Semester - I

Code of the Course/Subject	Title of the Course/Subject	Total Numbers of Periods
DSC –III – I Lab	News Reporting & Editing (DEC –III) / Practical	30

Practical examinations for reporting and news writing should assess students' ability to gather, synthesize, and present information accurately and effectively. Here are some suggested forms of practical examination:

1. **Breaking News Reporting:** Simulate a breaking news scenario, and ask students to cover it as if they were reporters on the scene. They should be required to quickly gather information and accurate news report on the event.
2. **Ethical Reporting Scenarios:** Present students with various news reporting scenarios that involve ethical dilemmas, and have them discuss how they would approach each situation while upholding journalistic principles.
3. **Data Journalism Report:** Provide students with a dataset and ask them to use data-driven reporting techniques to uncover and write a news story based on their findings.
4. **In-Depth Feature Writing:** Provide students with a complex and multifaceted topic or issue, and ask them to write an in-depth feature article that explores the subject from various angles.
5. **Interview and Profile Writing:** Assign students to conduct an interview with a local personality. They should then write a compelling profile piece that captures the essence of the interviewee and their significance.
6. **Editorial Writing:** Have students choose a current affairs topic or controversial issue and write an editorial expressing their informed opinion on the matter, supported by evidence and well-reasoned arguments.
7. **Headline and Copy Editing:** Provide students with a set of news articles and ask them to edit the headlines and copy for clarity, accuracy, and adherence to journalistic style guidelines.
8. **Feature Writing:** Assign students to write a feature article on a human-interest story or a unique aspect of their community. The focus should be on storytelling and presenting information in a compelling and engaging manner.
9. **Opinion Writing:** Assign students to write an opinion piece on a current issue or topic, expressing their informed perspective on the matter.
10. **Press Conference Simulation:** Organize a mock press conference with a designated spokesperson, and have students attend as reporters. They must then write news articles based on the information provided during the conference.

The key to effective practical examinations in reporting and news writing is to design tasks that closely mirror real-world journalism situations. Assessments should emphasize accuracy, clarity, storytelling, critical thinking, and adherence to journalistic ethics and standards. Providing constructive feedback on their work will help students improve their reporting and writing skills throughout the learning process.

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Code of the Course/Subject	Title of the Course/Subject	Total Numbers of Periods
DSE –I Lab. Major Elective	New Media Techniques / Film Communication (DEC –I) / Practical	30

Practical examinations for New Media Techniques

Practical examinations for New Media Techniques should aim to assess a student's ability to effectively use digital tools, platforms, and storytelling techniques in the context of journalism. Here are some suggested forms of practical examination:

1. **Live Reporting Exercise:** Provide students with a real-time news event or scenario, and ask them to cover it using their mobile devices. They should be required to capture photos, videos, and conduct interviews on-site, and then use digital tools to edit and publish the story in real-time.
2. **Social Media Reporting Challenge:** Ask students to report on a specific news story or topic using social media platforms like Twitter, Instagram, or TikTok. They should demonstrate their ability to curate information, use multimedia elements effectively, and engage with their audience through social media interactions.
3. **Mobile Video Storytelling:** Have students create a short video news story entirely using their mobile phones. This exercise should assess their proficiency in shooting, editing, and producing video content optimized for digital platforms.
4. **Data Journalism Assignment:** Provide a dataset related to a current issue or topic and ask students to use digital tools like Excel, data visualization software, or interactive online tools to analyze and present the data in a journalistic context.
5. **Podcast Production:** Assign students to produce a podcast episode on a specific theme or news event. They should be required to plan the content, record the audio, and edit it into a polished podcast suitable for online distribution.
6. **Digital Newsroom Simulation:** Simulate a digital newsroom environment where students work together to cover breaking news or produce a comprehensive multimedia news package. This exercise assesses their ability to collaborate, coordinate, and manage time effectively.
7. **Mobile App Development:** Challenge students to design and develop a mobile app focused on delivering news and information to a specific audience. This exercise evaluates their understanding of audience needs, user experience (UX) design, and mobile technology.
8. **Verification and Fact-Checking Exercise:** Provide students with a mix of real and fake news stories and ask them to verify the accuracy of each piece using digital verification tools and fact-checking techniques.
9. **Multimedia Feature Story:** Have students create a long-form multimedia feature story combining text, images, videos, infographics, and interactive elements. This exercise assesses their storytelling skills and ability to present information across various media.
10. **SEO and Digital Audience Engagement:** Ask students to optimize a piece of digital journalism content for search engines (SEO) and develop a strategy to increase audience engagement through social media and other digital channels.

Remember that the focus of these practical examinations should be on evaluating students' skills in utilizing digital tools, platforms, and storytelling techniques unique to digital and mobile journalism. Additionally, the assessments should encourage creativity, critical thinking, and adaptability to the fast-paced world of digital media.

Practical examinations for film communication

Practical examinations for film communication should be designed to assess students' hands-on skills, creativity, and understanding of the film communication process. These examinations should allow students to apply theoretical knowledge to real-world scenarios and showcase their ability to effectively communicate through film. Here are some forms of practical examination:

1. **Short Film Production:** Ask students to work in groups to produce a short film on a specific theme or social issue relevant to India. They should be responsible for the entire filmmaking process, including scriptwriting, directing, cinematography, editing, and sound design. The final films will be screened for the class, and students can present their communication strategies and the intended impact of their films.
2. **Film Marketing and Publicity Campaign:** Divide students into teams and assign each team a different Indian film. Their task is to create a comprehensive film marketing and publicity campaign for the assigned film. This campaign should include promotional materials such as posters, trailers, social media content, and press releases. Students will present their campaigns to a panel of judges, simulating a real film marketing pitch.
3. **Film Festival Curation:** In this practical examination, students will curate a mini-film festival featuring Indian films that share a common theme or genre. They must research and select films, design festival programs, create promotional materials, and organize the event. Students should also explain the rationale behind their film selections and the communication objectives of the festival.
4. **Film Communication Consultation:** Students can take on the role of film communication consultants, where they analyze and provide feedback on the communication strategies of existing Indian films or film trailers. They will identify strengths and weaknesses in the communication approach and suggest improvements to enhance the film's reach and impact.
5. **Film Communication Case Study:** Assign students to research and present a case study on a successful Indian film's communication strategy. They should analyze the film's marketing, distribution, and publicity efforts, and explain how these strategies contributed to the film's commercial success and cultural impact.
6. **Film Promotion Event:** Organize a film promotion event where students collaborate with a local cinema or film organization to host a special screening of an Indian film. Students will be responsible for managing the event, inviting the audience, and conducting Q&A sessions with the filmmaker or actors after the screening.

These practical examination forms will not only evaluate students' film communication skills but also provide them with valuable experiences in various aspects of the film industry. It will encourage creativity, teamwork, and critical thinking while preparing them for real-world challenges in film communication in India.

On-Job Training/ Internship (4 credits)

Each student will have to undergo a minimum 120 hours cumulatively Internship during vacation of semester I and semester II. The Internship may be done in a newspaper or magazine office/public relations office/ Akashwani/ Private FM channel/ Doordarshan/ TVNews Channel/ Web News Portal/ advertising or media agency, or any other organisation identified by the students and faculty jointly/individually, facilities for which are easily available locally or regionally.

Every student has to submit an Internship Diary with certificate from media organization. Further, every student has to submit a report on the visit to a media center.

Programme : M.A. Journalism and Mass Communication (NEP 23)

Semester - II

Code of the Course/Subject	Title of the Course/Subject	Total Numbers of Periods
DSC I – 2	Print Media Journalism (Paper –I)	60

Course Outcomes: After the completion of the course students would be able to:-

1. Demonstrate a deep understanding of the history and evolution of print media in India, including significant milestones and key players.
2. Analyze and critically assess the ethical considerations and responsibilities of print journalists, including issues related to accuracy, fairness, objectivity, and privacy.
3. Develop proficient news gathering and reporting skills, including conducting interviews, fact-checking, and writing compelling news articles and features.
4. Identify and differentiate various types of news stories (e.g., breaking news, investigative, human interest) and effectively structure them for print publication.
5. Demonstrate knowledge of the different sections of a newspaper and their respective roles (e.g., editorial, opinion, features, sports, business).
6. Understand the challenges and opportunities posed by the digital age for print media, and identify strategies to adapt and remain relevant.
7. Evaluate and respond to issues related to media censorship, freedom of the press, and threats to journalists' safety in India.

Unit	Content
Unit I	Introduction to Print Media Journalism: History, significance, and challenges. The role of newspapers and magazines in shaping public opinion. Media ownership and its impact on journalistic independence. Journalism as a Mission, Role of Print Media in Social Reformation (periods 10)
Unit II	Journalism Ethics: Principles of accuracy, fairness, objectivity, and privacy. Code of conduct for print journalists in India. Role of Press in Democratic Processes Press Council of India, Press Commission(S) Media Censorship and Freedom of the Press in India. Safety concerns and protections for journalists.(periods 10)
Unit III	Sections of a Newspaper: Understanding editorial, opinion, features, sports, and business sections. Writing op-eds and editorials. Editorial Process: From story selection to final editing. Working within an editorial team. Layout and Design: Principles of newspaper and magazine page design. Using visuals and graphics effectively.(periods 10)
Unit IV	Leveraging digital tools and technologies for print media journalism. Media and Public Opinion: Examining the relationship between print media and public perception. Reporting on social issues and policymaking.(periods 10)
Unit V	News Agencies- History, Function, Role, PTI, UNI & Other Indian Agencies National Press, Regional Press Emergence of Marathi Journalism Emerging Trends in Indian Print Media(periods 10)
Unit VI	Print Media in the Digital Age: Challenges and opportunities. Leveraging digital tools and technologies for print media journalism. Future of Print Media Journalism in India: Trends and predictions. (periods 10)

Internal assessment –

Internal assessments for the subject "Print Media Journalism" should focus on evaluating students' skills in news reporting, writing, and layout design for print media. Here are five internal assessment ideas for the course:

1. **News Reporting and Writing Exercise:** Students can be given different news events or stories to cover. They will need to gather information, conduct interviews, and write news articles adhering to the conventions of print media journalism. The assessment will evaluate their ability to identify newsworthy events and present information accurately and concisely.
2. **Feature Article Writing:** Students can work on feature articles that explore in-depth topics or issues. They will need to research, conduct interviews, and write engaging feature stories suitable for print publication. The assessment will focus on their storytelling abilities and feature writing skills.
3. **Editorial Writing:** Students can write editorials on current affairs or relevant topics. The editorials should present a well-reasoned opinion and be persuasive in nature. The assessment will evaluate their ability to present coherent arguments and communicate effectively through editorials.
4. **Layout and Design Project:** Students can work on a print media layout and design project, such as creating a front page for a newspaper or a magazine spread. They will need to incorporate written content, images, headlines, and design elements to create visually appealing layouts. The assessment will focus on their design sense and ability to create a balanced and aesthetically pleasing design.
5. **Print Media Portfolio:** Throughout the course, students can compile a print media portfolio consisting of their news articles, feature stories, editorials, and layout designs. The assessment will be based on the quality and diversity of their work, showcasing their proficiency in various aspects of print media journalism.

These internal assessments should be designed to provide students with practical experience in print media journalism and encourage them to develop a strong foundation in news reporting, writing, and layout design. They should also promote critical thinking and effective communication skills through various print media formats.

Suggested Readings:

1. Journalism in India, RangaswamyParthasarthy, 1991, Sterling Publishing Company, New Delhi.
2. The Press by Rau, M. Chelapati
3. Mass Communication and Journalism in India by Mehta, D.S.
4. A History of the Tribune by Ananda, Parkash
5. History of the Press in India by Natrajan, J.
6. The Story of Journalism by Elizabeth Grey
7. The Newspaper: An - International History by Anthony Smith
8. Modern History of Indian Press by SumitGhosh
9. शोधमाध्यमांचा – डॉ. वि.ल.धारूरकर
10. वृत्तपत्रव्यवसाय : कालआणिआज.- डॉ. सुधाकरपवार.

Programme : M.A. Journalism and Mass Communication (NEP 23)

Semester - II

Code of the Course/Subject	Title of the Course/Subject	Total Numbers of Periods
DSC II - 2	Rural and Agriculture Journalism (Paper –II)	60

Course Outcomes: After the completion of the course students would be able to:-

1. Analyze and report on rural and agricultural issues in India with depth and accuracy.
2. Utilize various media tools and techniques to communicate rural stories effectively.
3. Understand the ethical implications of reporting on sensitive rural topics.
4. Investigate and report on agricultural policies and their impact on rural communities.
5. Demonstrate an appreciation for the role of agriculture in India's economy and society.
6. Develop a compassionate and informed perspective on rural India and its challenges.

Unit	Content
Unit I	Introduction to Rural and Agriculture Journalism: Importance and scope in the Indian context. Historical perspective of agricultural reporting in Maharashtra. Understanding India's Rural Landscape: Rural Society and structure, Demographics, challenges, and opportunities. Role of agriculture in the Indian economy. (periods 10)
Unit II	Agricultural Practices and Innovations: Crop cultivation techniques, irrigation, and modern agricultural practices. Role of technology in agriculture and its impact on rural communities. Agricultural Crises: Impact of globalization. Challenges Faced by Indian Farmers: Land issues, water scarcity, climate change, and debt. Social and economic impact of agrarian distress. Farmers suicides. (periods 10)
Unit III	Reporting from Rural Areas: Approaches, challenges, and ethical considerations. Interviewing rural communities: Cultural sensitivity and building trust. Multimedia Journalism: Using photography and video for rural and agricultural reporting. Field Visit: Reporting from a rural location (practical exercise). (periods 10)
Unit IV	Role of Government Policies in Agriculture: Analysis of agricultural policies and their implications on rural development. Role and structure of Local self-government: District Council (Zilla Parishad) and other agencies, Village Panchayats, Gramsabha and local leadership, Role of tehsildar, Gramsevak, talathi, police patil, Kotwal, block development officers (BDOs), etc. (periods 10)
Unit V	Media and Communication in Rural India: Understanding rural media consumption patterns. Role of radio and other local media in agriculture reporting. Data Journalism in Agriculture: Utilizing data to enhance agricultural reporting. Social Media for Rural and Agriculture Journalism: Strategies and best practices. (periods 10)

Unit VI	<p>Agripreneurship and Rural Innovations: Reporting on successful rural start-ups and innovations.</p> <p>Sustainable Agriculture: Reporting on organic farming and environmentally friendly practices.</p> <p>Role of NGOs and Non-Profits in Rural Development: Reporting on their initiatives and challenges.</p> <p>Gender in Agriculture: Reporting on the role of women in farming and rural development. (periods 10)</p>
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Internal assessment –

Internal assessments for the subject of Rural and Agricultural Journalism can help evaluate students' understanding of the subject matter and their ability to apply journalistic skills to real-world scenarios. Here are five external assessment ideas for the course:

- News Reporting Assignment:** Students are given a real-world rural or agricultural issue to cover, and they must produce a news report in the form of a written article or multimedia package. The assessment will evaluate their ability to research, interview relevant stakeholders, and present a well-structured and compelling news story.
- Rural Radio Feature:** Students are tasked with creating a radio feature on a specific rural topic, such as a success story of a rural entrepreneur or an agricultural innovation. They will need to write the script, conduct interviews, and produce the feature. The assessment will focus on their storytelling abilities, audio production skills, and understanding of radio journalism.
- Social Media Campaign:** Students design and execute a social media campaign focused on raising awareness about a pressing agricultural or rural issue. They will be assessed on their ability to create engaging and informative social media content, use appropriate hashtags, and measure the impact of the campaign through analytics.
- Policy Analysis and Op-Ed:** Students are required to analyze a government policy or program related to agriculture or rural development and write an opinion-editorial piece (op-ed) expressing their viewpoint. The assessment will evaluate their understanding of policy issues, critical thinking, and persuasive writing skills.
- Investigative Report:** Students conduct an investigative journalism project on an issue affecting rural communities or the agriculture sector. They must gather evidence, conduct interviews, and present their findings in a comprehensive investigative report. The assessment will focus on their research, reporting, and ethical considerations in investigative journalism.

It is essential to align these external assessments with the course's learning objectives to ensure they effectively measure students' knowledge and skills in rural and agricultural journalism. Additionally, offering a mix of individual and group assessments can promote teamwork and individual accountability, reflecting real-world journalistic practices.

Reference Books for Rural and Agriculture Journalism:

- "Reporting for the Media" by Frederick Williams and Ronald Bishop - This book covers the basics of journalism and includes a section on rural and agriculture reporting.
- "Agricultural Journalism" by Prof. C.C. Patil and Prof. M. N. Sudhindra - This book focuses specifically on agricultural journalism, covering topics such as agricultural communication, rural development reporting, and media strategies for agricultural information dissemination.
- "Writing for Agriculture and Natural Resources" by Hilda R. Pico and Jane M. Fraser - While not solely focused on journalism, this book provides valuable guidance on writing about agricultural topics, which is essential for rural and agriculture journalists.
- "The Rural Journalist's Handbook" by Hugh Oram - This book offers practical advice and tips for journalists reporting from rural areas, covering topics such as building relationships with rural communities and tackling local issues.
- "The Death and Life of Great American Cities" by Jane Jacobs - Though not directly related to agriculture, this classic book explores urban and community development principles that can be applied to rural areas and rural journalism.

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Semester - II

Code of the Course/Subject	Title of the Course/Subject	Total Numbers of Periods
DSC III – 2	Radio Journalism (Paper – III)	60

Course Outcomes : After completion of course the student will be able to -

1. Understand the basics of radio journalism, its history, and its relevance in contemporary media.
2. Develop strong research and news-gathering skills for radio reporting.
3. Write and produce engaging radio news stories, features, and interviews.
4. Utilize audio recording and editing tools to create professional radio packages.
5. Understand the role of social media and digital platforms in radio journalism.4Analyze and critique radio news programs to identify strengths and areas of improvement.

Unit	Content
Unit I	History and evolution of radio journalism in India. Overview of the radio industry and its significance in modern media. Ethical challenges in radio journalism and how to handle them. characteristics of the medium, Broadcasting and Narrow casting (periods 10)
Unit II	Introducing radio formats: radio talk, interview, radio drama, chat shows, phone-in/phone out programmes, running commentary, news bulletins, features, and documentaries; special abilities required for each format; writing for Radio. (periods 10)
Unit III	Radio news - news-room management, news coverage, news formats, news presentation and structure and content of news bulletins. Role of radio broadcaster - announcer, disc jockey, radio host; 'on-air' techniques performance, art of interviewing, speed, breathing, emphasis and pitch. (periods 10)
Unit IV	Radio Programme Production - Theory of Sound - frequency, spectrum: AM, FM, SW, Long Wave, Sound Formats. Recording software, sound effects, mixing and dubbing. Mastering vocal techniques, tone, and pacing. Effective presentation skills for radio broadcasting. Voice modulation and inflection. (periods 10)
Unit V	Effect of other media on Radio : Satellite Radio and Internet Radio. Digital Media and Radio Journalism Leveraging social media for radio news promotion. (periods 10)
Unit VI	Exploring digital storytelling and multimedia content for radio. Critiquing Radio Programs Role of Radio in Rural and Agricultural developments. Identifying areas for improvement in radio journalism (periods 10)

Internal assessment –

Internal assessments for the subject of Radio Journalism can help gauge students' understanding, practical skills, and progress throughout the course. Here are five suggested internal assessments:

1. **News Bulletin Production:** Students will be divided into groups, and each group will be responsible for producing a complete radio news bulletin. They will have to gather news stories, conduct interviews, write scripts, record voiceovers, and edit the bulletin using audio editing software. The assessment will evaluate their ability to report news effectively, demonstrate storytelling techniques, and deliver a professional-quality news bulletin.
2. **Interview Assignment:** Each student will be required to conduct an interview with a notable personality or an expert on a specific topic. The interviewee can be invited in-person or remotely, depending on the logistics. Students will be assessed on their interview preparation, questioning skills, active listening, and ability to extract relevant and engaging information from the interviewee.
3. **Radio Feature Production:** Students will be tasked with creating a radio feature on a chosen topic of social or cultural importance. They will research the subject, conduct interviews, gather ambient sound, and produce a compelling narrative that presents different perspectives and engages the audience. The assessment will focus on their storytelling abilities, creative use of audio elements, and overall production quality.
4. **Script Writing and Voiceover Exercise:** Students will be given a set of news stories or feature ideas for which they need to create radio scripts. They will also record voiceovers for these scripts. The assessment will evaluate their writing skills, clarity of expression, and vocal delivery, ensuring they can effectively communicate information over the radio.
5. **Radio Program Critique:** Students will listen to and analyze various radio programs from different genres and styles. They will be required to write a critique, highlighting the strengths and weaknesses of each program in terms of content, presentation, and overall appeal. This assessment will test their ability to assess radio programs critically and apply the insights to improve their own work.

It's essential to vary the types of assessments to cover different aspects of radio journalism, from reporting and production skills to critical analysis and creativity. Internal assessments should align with the course objectives and offer students a chance to apply theoretical knowledge in practical scenarios, helping them develop the necessary skills to excel in radio journalism.

Suggested Readings:

1. Sound Engineering
Explained, 2nd Edition — Michael Talbot-Smith
2. Radio Production, 3rd Edition — Robert McLeish
3. Other Voices — Vinod Pavarala and Kanchan K. Malik
4. आकाशवाणी – गुणवंतथोरात
5. <https://leverageedu.com>

Programme : M.A. Journalism and Mass Communication (NEP 23)

Semester - II

Code of the Course/Subject	Title of the Course/Subject	Total Numbers of Periods
DSE II Major Elective	Advance Photo Journalism/Magazine Journalism (Paper –IV)	60

DSE - II (Major Elective) Syllabus - Advance Photo Journalism

Course Outcomes : After completion of course the student will be able to –

1. Understand the fundamentals of photojournalism, its history, and its role in the media landscape.
2. Demonstrate proficiency in using different types of cameras and photographic equipment.
3. Compose and capture powerful and visually appealing photographs.
4. Develop a strong sense of visual storytelling and photo editing.
5. Apply ethical standards in photojournalism and respect the subjects' dignity and privacy.
6. Identify and cover newsworthy events and stories through photography. Analyze and critique
7. Gain practical experience through assignments, photojournalistic projects, and fieldwork.

Unit	Content
Unit I	Introduction to Photojournalism: Understanding the essence of photojournalism and its role in the media. Overview of influential photojournalists and iconic images in history. Ethics and responsibilities in photojournalism. (periods 10)
Unit II	Basic Photography Techniques Camera types and functionalities: DSLR, mirrorless, and mobile. Exposure settings: aperture, shutter speed, and ISO. Composition rules and guidelines in photography. (periods 10)
Unit III	Different types of photojournalism Spot news Photography, general news photography, street photography. Off- beat photography, documentary photography. (periods 10)
Unit IV	News values for pictures Photographs for photo features Photo stories Photo essays. (periods 10)
Unit V	Developing specializations in different news stories Human Interest, Sports, Art and Culture, Environment, Fashion, Food, Industry, Politics. (periods 10)
Unit VI	Magazines and publication: Photography for specialized magazines Publication Techniques. Working in a newsroom: Co-ordination among photo journalist. Editorial and page design colleagues. Various opportunities for young photo journalist outside newspaper journalism. (periods 10)

Internal assessment –

Internal assessments for the subject Advance Photo journalism can be designed to evaluate students' photography skills, storytelling abilities, ethical considerations, and critical thinking. Here are five suggested internal assessments:

1. **Photo Essay Project:** Students will be assigned a specific theme or topic to create a photo essay. They will need to capture a series of photographs that tell a coherent and compelling visual story related to the assigned theme. The assessment will focus on their storytelling skills, composition, and ability to convey a narrative through a sequence of images.
2. **Breaking News Simulation:** In a controlled setting, students will be presented with a simulated breaking news event. They will need to quickly react, capture images that represent the unfolding situation, and submit a selection of their best photos within a specified time frame. The assessment will evaluate their ability to handle fast-paced and unpredictable situations, capturing impactful images under pressure.
3. **Ethical Dilemmas in Photojournalism:** Students will be presented with several ethical dilemmas that photojournalists commonly encounter, such as portraying sensitive subjects or situations. They will need to provide written responses, explaining how they would handle each scenario while maintaining ethical standards. This assessment will assess their understanding of ethical considerations in photojournalism.
4. **Photo Editing and Captioning Exercise:** Students will be given a set of raw photographs and will be required to select the best images, edit them appropriately, and write informative and accurate captions for each photo. The assessment will focus on their editing skills, ability to identify compelling images, and effective caption writing.
5. **Portfolio Presentation:** Each student will compile a portfolio of their best photojournalistic work throughout the course. They will present their portfolio to the class or a review panel, explaining their thought process behind each image, the stories they aimed to tell, and the challenges they faced. The assessment will evaluate their growth as a photojournalist, their ability to self-critique, and their presentation skills.

It's important to design assessments that cover different aspects of photojournalism, such as visual storytelling, editing, ethics, and critical analysis. Internal assessments should align with the course outcomes and provide students with valuable opportunities to apply their skills and knowledge in practical situations, preparing them for real-world photojournalism assignments.

Reference Books:

1. 100 Days in Photographs: *Pivotal Events that Changed the World*, Nick Yapp, National Geographic
2. Art and Print Production, NN Sarkar, Oxford University Press, New Delhi, 2009
3. Visual Communication and Photojournalism, PK Chandra, Swastik Publishers, New Delhi, 2007
4. Photojournalism and Today's News: *Creating Visual reality*, Loup Langton, Wiley-Blackwell, Sussex, 2009

DSE - II (Major Elective) Syllabus – Magazine Journalism

Course Outcomes: After the completion of the course students would be able to:-

1. Demonstrate a comprehensive understanding of the history, significance, and evolution of magazine journalism in India, including the various types of magazines and their roles in the media landscape.
2. Develop strong writing skills and produce high-quality magazine articles that are engaging, informative, and aligned with the target audience and magazine's style.
3. Design visually appealing magazine covers and layouts that effectively communicate the magazine's theme and captivate the intended readership.
4. Exhibit a clear understanding of the ethical considerations and responsibilities of magazine journalists in India, including handling sensitive topics and adhering to journalistic principles.
5. Recognize the cultural, social, and political influences on magazine journalism in India and critically assess the impact of magazines on public opinion and society.
6. Display professionalism, adaptability, and versatility as magazine journalists, preparing them for successful careers in the magazine publishing industry in India.

Unit	Content
Unit I	<p>Introduction to Magazine Journalism: Overview of magazine journalism and its significance in India. Types of magazines: general interest, niche, lifestyle, business, etc. Role of magazines in shaping public opinion and disseminating information. Key trends and challenges facing the magazine industry in India. (periods 10)</p>
Unit II	<p>Writing for Magazines: Understanding the magazine audience and tailoring content accordingly. Developing engaging and well-researched feature articles and interviews. The art of storytelling in magazine writing. Techniques for writing attention-grabbing headlines and subheadings. (periods 10)</p>
Unit III	<p>Editorial Decision-making: The role of the editor in shaping a magazine's content and identity. The editorial process: story selection, editing, and fact-checking. Balancing editorial independence and advertiser influence. Identifying and adhering to the magazine's editorial policy and style guide. (periods 10)</p>
Unit IV	<p>Magazine Design and Layout: Principles of magazine design: typography, color, imagery, and white space. Designing effective cover pages and attention-grabbing layouts. Creating visual storytelling through infographics and photo essays. Understanding the relationship between design and content flow. (periods 10)</p>
Unit V	<p>Ethics in Magazine Journalism: Ethical considerations in magazine reporting and content creation. Handling sensitive topics and maintaining journalistic integrity. Navigating conflicts of interest and avoiding plagiarism. The role of self-regulation and codes of ethics in magazine journalism. (periods 10)</p>
Unit VI	<p>Digital Media and Magazines in India: Impact of digitalization on magazine readership and distribution. Strategies for building and engaging online magazine audiences. Challenges and opportunities in the digital era for Indian magazines. The convergence of print and digital media in magazine publishing. (periods 10)</p>

Internal assessments –

Here are five internal assessments for the subject "Magazine Journalism ":

1. **Magazine Article Writing and Analysis:** Assign students to write magazine-style articles on various topics relevant to Indian audiences. These articles could cover subjects such as culture, lifestyle, current affairs, or trends. After submission, the articles will be reviewed and assessed based on their writing style, depth of research, clarity of expression, and alignment with the magazine's target audience.
2. **Magazine Cover Design and Critique:** Divide students into groups and have each group design a magazine cover for a hypothetical magazine with a specific theme or focus. The covers should be visually appealing and attract the intended readership. Students will present their designs to the class, and the covers will be critiqued based on their creativity, layout, typography, use of visuals, and alignment with the magazine's identity and target audience.
3. **Editorial Decision-making Exercise:** Provide students with a set of potential articles for a magazine issue and ask them to make editorial decisions on which articles to include and which to reject. Students should provide justifications for their choices based on the magazine's editorial policy, target readership, and the relevance and timeliness of the articles. This exercise will evaluate their ability to curate content and ensure consistency with the magazine's vision.
4. **Ethical Dilemmas in Magazine Journalism:** Present students with real-life ethical dilemmas faced by magazine journalists in India. These dilemmas could involve issues like privacy concerns, sourcing information from anonymous or unreliable sources, or dealing with advertiser influence. Students will individually analyze and provide written solutions to these dilemmas, highlighting the ethical considerations and potential solutions they propose.
5. **Magazine Production Project:** Divide students into teams and assign each team to create a complete magazine issue with a specific theme or topic. The project will involve planning, content creation, editing, designing, and layout. Students will be evaluated based on the overall quality of the magazine, including the diversity and depth of content, writing style, design aesthetics, and adherence to the magazine's vision and target audience.

These internal assessments will not only gauge students' understanding of magazine journalism concepts but also allow them to apply their knowledge and skills in practical scenarios. The assessments will encourage creativity, critical thinking, teamwork, and decision-making skills, all of which are vital for success in the field of magazine journalism in India.

Reference Books:

1. "The Magazine: Everything You Need to Know to Make It in the Magazine Business" by Leonard Mogel
2. "The Art and Craft of Feature Writing: Based on The Wall Street Journal Guide" by William E. Blundell
3. "Feature Writing: The Pursuit of Excellence" by Edward Jay Friedlander and John Lee
4. "The Elements of Journalism: What Newspeople Should Know and the Public Should Expect" by Bill Kovach and Tom Rosenstiel
5. "Magazine Editing: In Print and Online" by John Morrish and Paul Bradshaw

Websites on Magazine Journalism:

1. American Society of Magazine Editors (ASME) - www.magazine.org/asme
2. Society of Professional Journalists (SPJ) - www.spj.org
3. Journalism.co.uk - www.journalism.co.uk
4. Nieman Lab - www.niemanlab.org
5. Editor & Publisher - www.editorandpublisher.com

Programme : M.A. Journalism and Mass Communication (NEP 23)

Semester - II

Code of the Course/Subject	Title of the Course/Subject	Total Numbers of Periods
DSC –III 2 Lab	Editing for Newspaper (DEC –III) / Practical	30

Conducting a practical examination for editing for newspaper requires assessing a candidate's ability to handle various editorial tasks effectively. Here are some suggested forms of practical examination for newspaper editing:

1. **Copy Editing Test:** Provide the candidates with a set of raw articles or news stories that require copy editing. The candidates should edit the content for grammar, spelling, punctuation, consistency, and style. This test assesses their attention to detail, language proficiency, and ability to adhere to the newspaper's editorial guidelines.
2. **Headline Writing Challenge:** Give candidates a selection of news stories without headlines. Their task is to craft engaging and accurate headlines that effectively summarize the main points of each article. This exercise evaluates their headline writing skills, creativity, and understanding of the news.
3. **Layout and Design Exercise:** Provide candidates with a mock-up of a newspaper page or section. They should arrange the articles, headlines, images, and advertisements in a visually appealing and balanced layout. This exercise assesses their understanding of newspaper design principles, hierarchy, and use of white space.
4. **Fact-Checking Test:** Offer candidates a set of news stories with subtle errors or inaccuracies. Their task is to identify and correct these errors to ensure the information presented is accurate and reliable. This test evaluates their fact-checking abilities and attention to factual accuracy.
5. **Editorial Decision Making:** Present candidates with a range of news stories covering different topics and events. They should prioritize which stories should receive more prominent placement in the newspaper, based on relevance, importance, and reader interest. This exercise assesses their editorial judgment and news judgment skills.
6. **Managing Breaking News:** Simulate a breaking news scenario and assess candidates' ability to handle the situation. They should decide which stories to prioritize, how to update the website or social media platforms, and coordinate with reporters to cover the event thoroughly.
7. **Headline and Photo Coordination:** Provide candidates with a selection of news stories and corresponding photos. Their task is to match headlines with appropriate images, ensuring the visuals complement and enhance the written content.
8. **Writing Editorial or Opinion Pieces:** Ask candidates to write an editorial or opinion piece on a relevant and current topic. This exercise evaluates their ability to present a well-reasoned argument, persuasive writing skills, and understanding of editorial tone and style.
9. **Proofreading Test:** Provide candidates with a final version of a newspaper page before it goes to print. They should carefully proofread the page for any remaining errors, ensuring it is ready for publication.
10. **Ethical Dilemmas and Decision Making:** Present candidates with hypothetical ethical dilemmas that an editor may encounter, such as handling sensitive information, balancing conflicting interests, or dealing with plagiarism accusations. Assess their ability to navigate these ethical challenges responsibly.

It's essential to design practical examinations that closely align with the responsibilities and tasks of a newspaper editor. The examination should be structured to evaluate the candidates' editorial skills, decision-making abilities, and adherence to ethical standards while reflecting real-world scenarios they might encounter in the field of newspaper editing.

Programme : M.A. Journalism and Mass Communication (NEP 23)

Semester - II

Code of the Course/Subject	Title of the Course/Subject	Total Numbers of Periods
DSE –II Lab Major Elective	Skills in Photography/Magazine Journalism (DEC –II) / Practical	30

Practical examinations for photojournalism

Practical examinations for photojournalism should evaluate students' ability to capture compelling visual stories that inform and engage the audience. Here are some suggested forms of practical examination for photojournalism:

1. **Photo Essay Assignment:** Assign students to create a photo essay on a specific theme or current event. They should be required to shoot a series of photographs that collectively tell a visual narrative, and then present the images with accompanying captions or short descriptions.
2. **Breaking News Photography:** Simulate a breaking news scenario and have students capture on-the-spot images that effectively convey the urgency and impact of the event. Emphasize the importance of timeliness and accuracy in this exercise.
3. **Environmental Portraits:** Ask students to photograph individuals or groups in their natural settings, focusing on their daily lives, professions, or experiences. The photos should provide insights into the subjects' lives and convey a sense of authenticity.
4. **Documentary Photography:** Assign students to create a photo documentary on a social or cultural issue in their community or a specific location. This task assesses their storytelling skills through images and their ability to connect with subjects to tell their stories respectfully.
5. **Portrait Photography with Interviews:** Combine portrait photography with interviews to create a multimedia project. Students should capture engaging portraits of their subjects and include short audio or video interviews to add depth to the storytelling.
6. **Photo Editing Challenge:** Provide students with a collection of raw images and ask them to select and edit the most impactful ones for a news article or feature story. Emphasize the importance of ethical photo editing practices.
7. **Travel Photojournalism:** Assign students to document a travel experience or a journey to a specific location. They should capture images that convey the essence of the place, its culture, and its people.
8. **Photo Story Pitch:** Have students develop a pitch for a photo story they would like to work on, including the theme, target audience, and intended platform for publication. This exercise assesses their ability to think critically and strategically about their work.
9. **Breaking Down Iconic Photos:** Present iconic and influential photojournalism images from history and ask students to analyze the visual storytelling elements that make these photos so impactful.
10. **Portfolio Presentation:** Ask students to curate their best photojournalism work into a portfolio and present it, explaining their creative process and the stories behind their images.

Encouraging students to work with real subjects, explore different styles of photography, and experiment with multimedia storytelling will help them develop their skills and creativity in photojournalism. Additionally, providing constructive feedback and critiques will aid in their growth as visual storytellers.

Practical examinations for Magazine journalism

Practical examinations for Magazine Journalism in India should focus on assessing students' ability to apply their theoretical knowledge and skills to real-world scenarios. These examinations should simulate actual magazine journalism tasks and challenges. Here are some forms of practical examination:

1. **Magazine Content Creation:** Ask students to create a complete magazine article on a given topic within a specified time frame. The article should align with the magazine's style and target audience. Students will be evaluated based on their writing quality, research, and ability to deliver engaging and informative content.
2. **Magazine Cover Design Challenge:** Conduct a magazine cover design challenge where students design a captivating cover for a hypothetical magazine issue. They must consider the theme, layout, typography, and imagery to create an eye-catching cover that appeals to the magazine's target readership.
3. **Editorial Meeting Simulation:** Organize an editorial meeting where students play the roles of magazine editors and journalists. They will be presented with a selection of potential articles and must collectively make decisions on which articles to include in the magazine and which to reject. The evaluation will focus on their ability to curate content, prioritize stories, and align with the magazine's vision.
4. **Fact-Checking and Ethical Review:** Provide students with a set of draft articles for a magazine issue, and they must perform a thorough fact-checking and ethical review. This assessment will test their attention to detail, ability to verify information, and adherence to ethical standards in journalism.
5. **Magazine Production Project:** Assign students to work in teams to produce an entire magazine issue from start to finish. The project will involve content creation, editing, layout design, and final production. Students will be assessed on their ability to collaborate, manage timelines, and deliver a cohesive and professional magazine.
6. **Interview and Feature Writing:** Ask students to conduct an interview with a notable personality relevant to their magazine's theme. They will then write a feature article based on the interview. This examination will evaluate their interviewing skills, ability to write compelling feature stories, and use of quotes to add depth to the article.
7. **Online Magazine Publishing:** Simulate the process of publishing a magazine online. Students will create a digital magazine issue, design web-friendly layouts, and optimize content for online readership. They will be evaluated on their understanding of digital publishing tools and their ability to adapt magazine content for digital platforms.

These practical examinations will provide students with opportunities to demonstrate their expertise in various aspects of magazine journalism, including content creation, editing, design, and ethical decision-making. The assessments will mirror real-world challenges faced by magazine journalists in India and prepare students for a successful career in the field.

Final Syllabus ,there will be no change after this syllabus .