NEP-2020 based Syllabus for
Master's
in
Mass Communication & Journalism

MEDIA EDUCATION RESEARCH CENTRE
University of Kashmir, Hazratbal, Srinagar
NAAC Accredited A++

MEDIA EDUCATION RESEARCH CENTRE
UNIVERSITY OF KASHMIR

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Introduction to Course

The Media Education Research Centre (MERC) at the University of Kashmir has aligned its postgraduate programs with the National Education Policy (NEP) 2020, offering a flexible and inclusive academic structure. The Advanced Post-Graduation in Mass Communication and Journalism offers a one-year as well as two-year, intensive program designed for students who have done their four year graduation program through NEP along with students who have completed their three year graduation program. This program emphasizes advanced theoretical knowledge, cutting-edge media practices, and the development of specialized skills to equip students with the tools required to excel in high-level media roles. Students will explore emerging trends in digital journalism, global media dynamics, multimedia production, and investigative journalism while also honing their leadership and management skills in media organizations. Understanding global media systems, transnational media flows and the cultural impact of global communication. Advanced study of media ethics, privacy concerns, role of fake news and ethical dilemmas in digital and traditional media. Focus on new ethical challenges posed by social media and online platforms. This streamlined approach is designed to encourage early specialization and research-focused higher education, enabling students to fast-track their academic and professional careers in the field of media and communication. Furthermore, the program provides a comprehensive curriculum that balances theoretical knowledge with practical media skills, preparing graduates for diverse roles in journalism, digital media, public relations and academia. Through this dual-structure system, the University of Kashmir's MERC exemplifies a forward-looking academic model that accommodates the evolving educational landscape while maintaining academic rigor and inclusivity.

The Master's Programme in Mass Communication and Journalism is structured as a **two-year postgraduate degree**, designed to equip students with both theoretical grounding and practical expertise in the discipline. The academic framework follows a dual-track model, offering two distinct pathways:

1. **Coursework + Coursework (CW + CW)**
2. **Coursework + Research (CW + R)**

This dual-structured approach ensures that all enrolled students, regardless of their academic background or specialization preference, undergo a comprehensive and rigorous academic experience that integrates both structured learning and scholarly inquiry.

The curriculum is delivered across **four semesters**, encompassing a well-balanced combination of core and elective courses**.** Key thematic areas include Digital Content Creation**,** Media Ethics, Media Literacy, Strategic Communication, Critical Thinking, Creative Writing, Development Communication, Magazine Journalism, and practical modules such as **Internships** and **Fieldwork.**

The programme places significant emphasis on developing students' analytical thinking and reasoning**,** and creative problem-solving abilities**,** while also nurturing industry readiness through hands-on training and real-world exposure. Students opting for the research track engage in an independent research project or dissertation in the final semester, thereby contributing to the advancement of knowledge in their chosen area of specialization.

Importance of CLO-PLO matrix

The CLO-PLO matrix serves as a structured tool to map the alignment between Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) within the Mass Communication and Journalism curriculum. This matrix ensures that each course meaningfully contributes to the broader competencies expected of graduates in the field. For instance, in skill-based and industry-relevant courses the CLOs are strategically linked to PLOs such as creative media production, critical thinking, media literacy, strategic and ethical communication. This alignment not only enhances curriculum coherence and outcome tracking but also helps educators and students visualize how specific course-level objectives contribute to the program's overall academic and professional goals. The matrix further supports quality assurance, curriculum development and continuous improvement by making learning pathways more transparent and outcome driven.

Programme Learning Outcomes (PLOs) Aligned with NEP 2020

PLO 1: Promoting Diversity, Inclusivity and flexibility

The program addresses the varied academic and professional aspirations of students by offering a diverse and inclusive curriculum. Through a wide range of courses spanning media language, media criticism, media history, international relations, media theories and systems, it ensures equitable learning opportunities while integrating interdisciplinary perspectives

PLO 2: Strengthening Training and Development

The program emphasizes rigorous training in media practices, laws and regulatory frameworks. It prepares students to navigate professional challenges in reporting, writing, broadcasting, advertising and digital media with accountability and informed decision-making.

PLO 3: Promoting Research Aptitude and Innovation

The program aims at developing research attitude to conduct ethical and original media research. Also, the program is aimed at designing and conducting independent media research using different methods, maintaining ethical rigor and contributing original insights to academic and applied media discourse.

PLO 4: Holistic, Multidisciplinary and Use of Technology in Media Systems

The program provides an in-depth understanding of media systems by integrating classical and contemporary communication theories with the study of media cultures and technological developments. It enables learners to critically examine the historical evolution of media institutions and analyse the role of media in shaping various processes through interdisciplinary and technology-informed perspectives.

PLO 5: Skill Development

The program imparts industry-relevant skills through hands-on training, workshops and project-based learning in both traditional and digital media formats. Students engage with transmedia storytelling, audio-visual production, data journalism and information literacy using contemporary tools and technologies, enabling them to adapt to evolving media landscapes with practical competence.

PLO 6: Media Production and Creative Skills

The program trains students to design and produce journalistic and creative content across print, broadcast and digital platforms. Through hands-on learning in photography, video, radio, narrative and transmedia storytelling, students develop professional proficiency in multimedia production while adhering to editorial, aesthetic and ethical standards.

PLO 7: Promoting Media Literacy

The program aims at empowering learners to critically engage with media content by analysing its construction, intent, and impact. It imparts the ability to assess credibility, recognize bias, and make informed decisions in both traditional and digital media environments.

PLO 8: Professional Readiness and Industry Exposure

The program prepares students for professional media environments through internships, fieldwork, and project-based learning. It enables them to work collaboratively, demonstrate leadership in media projects, engage with diverse practices, and adapt to emerging trends in journalism, communication, and digital innovation.

PLO 9: Development Communication and Public Engagement

The program enables students to critically understand the role of media in advancing development goals and shaping public discourse. It emphasizes the analysis of media's impact on health communication, disaster response and social change, particularly in rural and marginalized communities. Students engage with relevant legal frameworks and use media to design and implement communication strategies for development and public awareness.

PLO 10: Critical Thinking and Analytical Skills

The program equips students with the ability to think critically, critique media content and discourses, and apply analytical reasoning to contemporary issues in journalism, communication and society. Through interdisciplinary learning, students learn to question assumptionsand construct well-informed arguments.

MASS COMMUNICATION & JOURNALISM

1stSEMESTER

Semester I

No.		Subject	Semester	Category	Course Code	Credit
1		Understanding Mass Communication	1st	Core	MMCJCUM125	4
2		Media Ethics & Laws	1st	Core	MMCJCML125	4
3		Transmedia Storytelling	1st	Core	MMCJCTS125	4
4		Project (I)	1st	Core	MMCJCPR125	4
Students must choose one DCE course from each of the two Baskets below:						
5	BASKET 1	Media Publication	1st	DCE	MMCJDMP125	4
6		Media Anthropology	1st	DCE	MMCJDMA125	
7		Digital Culture	1st	DCE	MMCJDDC125	
8	BASKET 2	Media Criticism	1st	DCE	MMCJDMC125	4
9		Health Communication	1st	DCE	MMCJDHC125	
10		Photography	1st	DCE	MMCJDPG125	
		Total				24

Course Title: **Understanding Mass Communication**						
Course Code: MMCJCUM125			Semester: I			
Course Type: Core	Max. Marks: 100	Ext: 72 Marks	CIT:28 Marks	Credits: 4		Contact Hrs: 60

Course Learning Outcomes (CLOs):

I. Students would gain familiarity with the key concepts, Basics history of mass communication, tracing its evolution and impact on society.

II. Students would be able to understand and analyze the structure, functions, and roles of various communication channels

III. Students would be able to Understand and apply communication models and theories to real-world media processes and content.

IV. Students would gain insights about the theoretical aspects of communication from traditional to contemporary eras.

Unit I: Communication
- Introduction to Communication
- Definition and Processes Forms of Communication.
- Levels of Communication
- Communication Barriers

Unit II: Mass Communication
- Nature and process of Mass Communication
- Mass Communication through traditional and Modern Media
- Media functions for individuals and Society Mass
- Media Audience

Unit III: Models of Communication
- Definition of communication models
- Scope, functions and limitations of communication models
- Development of communication models from simple to complex.

Unit IV: Theories of Mass Communication
- Normative theories
- Four Eras of Mass Communication theory
- Sociological theories
- Functionalist and Marxist Theory of Mass Media

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	3	1	2	3	2	3	2	3	2	2.3
CLO 2	2	2	2	3	2	2	2	3	2	3	2.4
CLO 3	3	2	2	1	2	3	2	2	2	3	2.2
CLO 4	2	2	3	2	2	2	3	3	2	2	2.3
Avg	2.25	2.5	2.0	2.00	2.25	2.25	2.5	2.5	2.25	2.5	2.3

Suggested Readings2.3

- *McQuail, D. (2005). Mass communication theory. London: Sage.*
- *Baran, S. J., & Davis, D. K. (2015). Mass communication theory: Foundations, ferment, and future. Stamford, CT: Cengage Learning.*
- *In Fortner, R. S., & In Fackler, M. (2014). The handbook of media and mass communication theory: Volume1.*
- *Harris, R. J., &MyiLibrary. (2009). A cognitive psychology of mass communication. New York: Routledge.*
- *Williams, K. (2012). Understanding media theory. London: Hodder Education.*
- *Baran, S. J. (2021). Introduction to mass communication.*

Course Title: Media Ethics and Laws						
Course Code: MMCJCML125			Semester: I			
Course Type: Core	Max. Marks: 100	Ext: 72 Marks	CIT:28 Marks	Credits: 4		Contact Hrs: 60

Course Learning Outcomes (CLOs):
I: Learners will be familiarized with the key concepts and code of ethics related to media practice
II: Learners will gain an understanding about the various laws that govern media profession.
III: Learners will explore specific issues related to digital media and also have an overview of the challenges of the media regulations.
IV: Learners will have the ability to implement the knowledge apparatus in media industry in dealing with ethical dilemmas.

Unit I: Ethics and Journalism
- Ethics in Journalism
- Classical Theories of Ethics
- Fake News, Post-Truth & Infodemic
- SPJ Code of conduct for journalists

Unit II: Media Laws
- Freedom of Speech and Expression, Restrictions
- Officials Secrets Act
- Press Council Act
- Defamation, Contempt of Court& Parliamentary Privileges

Unit III: Film & Digital Media
- Film Censorship
- Cable TV Regulation Act
- Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021

Unit IV: Ethical Dilemma& Challenges
- Privacy
- Ethical Dilemma
- Ethical Challenges
- Case Studies / Film Screening

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	2	2	2	3	2	3	2	3	2	2.4
CLO 2	2	1	2	1	1	3	2	2	1	3	1.9
CLO 3	3	2	2	2	2	3	3	2	2	3	2.4
CLO 4	2	2	3	3	2	3	2	1	2	2	2.2
Avg	2.50	2.25	2.25	2.50	2.00	2.75	2.50	1.75	2.00	2.50	2.2

Suggested Readings:
- *Merino, N. (2013). Media ethics. Detroit: Greenhaven Press*
- *Fortner, R. S., &Fackler, M. (2014). The handbook of global communication and media ethics.*
- *Ward, S. J. A., &ebrary, Inc. (2013). Global media ethics: Problems and perspectives. Chichester, West Sussex, U.K: Wiley-Blackwell.*
- *Neelamalar, M. (2017). Media law and ethics.*
- *Moore, R. L., Murray, M. D., Farrell, J. M., &Youm, K. H. (2018). Media law and ethics.*
- *Day, L. A. (2006). Ethics in media communications: Cases and controversies. Southbank (Australia: Thomson Wadsworth.*
- *Clifford G. Christians, Mark Fackler, Kathy Brittain Richardson, & Peggy Kreshel. (2020). Media Ethics: Cases and Moral Reasoning. Routledge.*

Course Title: Transmedia Storytelling						
Course Code:MMCJCTS125			Semester: I			
Course Type: Core	Max. Marks: 100	Ext: 72 Marks	CIT:28 Marks		Credits: 4	Contact Hrs: 60

Course Learning Outcomes:

I. To have a basic idea about news reporting and writing

II. To understand significance of news production and editing

III.To explore transition of storytelling from traditional to transmedia for wider coverage of issues and rich engagement of audience and to learn about Transmedia storytelling ecosystem.

IV.To create/develop transmedia projects/products and to examine scope and significance of transmedia storytelling in today's market.

Unit I: News Reporting Fundamentals
- News Gathering Techniques
- Structuring News Report
- News Reporting Terminology
- Story Pitch

Unit II: Editing and Design Elements
- Concept, Purpose and Techniques in Editing
- Headline Writing: Techniques and Types
- Stylebook
- Design Elements in News Production and Editing

Unit III: Traditional to Transmedia
- Transmedia Storytelling: Concept and Overview
- Elements of Transmedia Storytelling
- Scope and Significance of Transmedia Storytelling
- Understanding Transmedia Audience

Unit IV: Transmedia Storytelling & AI
- Transmedia Storytelling Skills and Strategies
- Qualities of a Transmedia Storyteller
- User-generated Content
- Shaping Future of Storytelling: Transmedia and AI

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	3	2	1	2	3	2	2	2.1
CLO 2	1	3	1	2	1	2	3	1	2	1	1.7
CLO 3	2	1	2	3	3	2	3	2	3	2	2.3
CLO 4	3	2	2	2	2	3	2	2	2	3	2.3
Avg	2.00	2.00	1.75	2.5	2.00	2.00	2.5	2.00	2.25	2.00	2.1

Suggested Readings:

- *Swaine, M., Gilbert, H., & Allen, G. (2021). Writing for journalists (4[th]ed.). Routledge: New York*
- *Barnas, F., &Barnas, M. (2021). Broadcast News Writing, Reporting, and Producing(8th edition). Routledge: New York*
- *Dowd, T.(2015). Storytelling Across Worlds: Transmedia for Creatives and Producers. CRC Press*
- *Gambarato, R. R., &Alzamora, G. C. (Eds.). (2018). Exploring Transmedia Journalism in the Digital Age. IGI Global: USA.*
- *Gambarato, R. R., Alzamora, G. C., &Tárcia, L. (2020). Theory, Development, and Strategy in Transmedia Storytelling (Ist ed.). Taylor and Francis*
- *Pratten, R. (2011). Getting Started in Transmedia Storytelling: A Practical Guide for Beginners. CreateSpace Independent Publishing Platform*
- *Schiller, M. (2018).Transmedia Storytelling New Practices and Audiences. In I.Christie& A. van den Oever (Eds.), Stories: Screen Narrative in the Digital Era (pp.97-107). Amsterdam University Press.*

Course Title: Project (I)						
Course Code: MMCJCPR125				Semester: I		
Course Type: Core	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):
I. Students will develop insights into local issues, socio-political dynamics, and cultural diversity.
II. Students will be able to critically evaluate sources, verify facts, and assess the socio-political context of information.
III. Students will gain hands-on training to tackle various real-life situations.
IV. Students will learn to adapt to logistical, ethical, and environmental challenges in the field.

The field research-based 4-credit project will emphasize on basic fieldwork, minimal editing and concise documentation to develop practical journalism skills. It will require students to work on the following:

Local Interview Video Project- (1 Credit)

Students will conduct field visits to a local market or school, record 2–3 short interviews (3–5 minutes total) with community members (e.g., vendors or students) about their daily lives, and create a simple edited video. Deliverables include the video and a one-page report summarizing the fieldwork process and observations. This project builds skills in interviewing, basic video production and storytelling.

Community Photo Story Project- (1 Credit)

Students will visit a local event (e.g., festival or fair), capture 8–10 photographs, and write 4–5 brief captions (50 words each) describing their observations. The content will be presented in the classroom. A half-page report detailing the field experience is required. This project enhances visual storytelling and field observation skills.

Short Audio Interview Project-(1 Credit)

Students will visit a public space (e.g., park or community marriage hall) to record 2–3 brief audio interviews (2–3 minutes each) on a topic like local issues or hobbies, combining them into a basic podcast. Deliverables include the audio file and a one-page report reflecting on the fieldwork insights. This project introduces basic audio production and interviewing techniques.

Field Notes Blog Project-(1 Credit)

Students will spend a day observing a public place (e.g., bus stop or shrine or food point) and write 3–4 short blog posts (150–200 words each) about their observations, accompanied by 1–2 photos. Posts will be published on a free blog platform. A half-page report on the fieldwork experience is required. This project encourages written journalism and ethnographic observation skills.

These minor projects are designed to be accessible, encourage hands-on field research, and require minimal technical expertise, making them suitable for a 4-credit course in Mass Communication and Journalism.

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	3	1	2	2	1	2	2	2	3	2.1
CLO 2	2	3	3	1	2	3	3	3	2	2	2.4
CLO 3	3	1	2	2	3	1	2	1	3	2	2.0
CLO 4	2	2	3	3	2	2	1	3	1	1	2.0
Avg	**2.5**	**2.25**	**2.5**	**2.00**	**2.25**	**1.75**	**2.00**	**2.25**	**2.00**	**2.00**	**2.1**

Course Title: **Media Publication**						
Course Code: MMCJDMP125			Semester: I			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):
I. Students will be able to write and edit stories professionally and develop news sense
II. Students will be able to handle newsroom pressures and will have a smooth transition to field
III. Students will be proficient in writing and editing stories.
IV. Students will develop Analytical and specialized Journalistic adaptability to deal with news stories on different themes.

Media Publication is a practice-oriented course in which students are made to work in real life situations and are exposed to newsroom environment. Under this course, students are required to prepare a fortnightly publication titled 'MERC Times' and annual lab-journal 'Media Times'.

The course is designed to give students a platform to apply their knowledge of reporting, editing and layout designing that they acquire in respective theory paper(s). In this course classes are conducted on the pattern and style of edit meets to give the students feel of actual newsroom environment. Students are also assigned many editorial positions besides reporting in order to prepare them for such roles in the industry. Students are required to submit and edit stories for the *MERC Times* and one long feature for the *Media Times*, under the supervision of teacher incharge and they are also involved in the lay-out designing of these publications. Given the nature of the subject its assessment also requires a novel approach. The internal component of the assessment (CIA) is conducted on the basis of a scale containing various relevant parameters and the external component involves conducting a viva-voce. The assessment scale with detailed description is attached with the syllabus as Annexure (1). The areas that are focussed in this course are the core areas of the practice of journalism. They are given as under:

Unit I: Foundation Stage

- Idea generation
- Pitching a story

Unit II: Gathering Stage

- Source cultivation
- Gathering details

Unit III: Writing Stage

- Attribution and Verification
- Story writing

Unit III: Pruning & Packaging Stage

- Editing
- Layout design

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	2	3	2	2	2	2	2.1
CLO 2	3	1	3	1	2	2	1	3	2	2	2.0
CLO 3	2	2	2	2	1	3	2	2	2	3	2.1
CLO 4	3	2	2	3	2	2	1	2	1	2	2.0
Avg	**2.5**	**1.75**	**2.25**	**2.00**	**1.75**	**2.5**	**1.5**	**2.25**	**1.75**	**2.25**	**2.02**

Course Title: Media Anthropology					
Course Code: MMCJDMA125			Semester: I		
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks	Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs)

I. Define core concepts in media anthropology.

II. Understand ethnographic approaches to study of media.

III .Acquainted with role of media in globalisation, and the role of technological developments in growth of media.

IV .Critically analyse ethnographies of media.

Unit I: Introduction
- Definitions of Media Anthropology
- Nature and Scope
- Historical Development
- Relationship with Other Disciplines

Unit II: Media and Culture
- Media Practices
- Ethnographic Approaches
- Meaning and Mediation
- Sensory Approaches

Unit III: Media and Technology
- Media and Globalisation
- Mechanical Infrastructures
- Cultural Infrastructures
- Media and Digitisation

Unit IV: Ethnographies of Media
- Media Activism and Indigenous Media
- TV, OTT and Film
- News and Social Media
- Virtual Worlds and AI

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	3	2	3	2	3	2	3	3	3	2.6
CLO 2	3	2	3	2	1	2	3	2	2	2	2.2
CLO 3	3	2	2	3	3	3	2	3	3	3	2.7
CLO 4	2	3	3	2	2	2	2	2	3	2	2.3
Avg	**2.5**	**2.5**	**2.5**	**2.5**	**2.00**	**2.5**	**2.25**	**2.5**	**2.75**	**2.5**	**2.4**

Suggested Readings:

- *Abu-Lughod, L. (2005). Dramas of nationhood: The politics of television in Egypt. University of Chicago Press.*
- *Appadurai, A. (1996). Modernity at large: Cultural dimensions of globalization. University of Minnesota Press.*
- *Couldry, N., & Mejias, U. A. (2019). The costs of connection: How data is colonizing human life and appropriating it for capitalism. Stanford University Press.*
- *Hannerz, U. (1996). Transnational connections: Culture, people, places. Routledge.*
- *Larkin, B. (2008). Signal and noise: Media, infrastructure, and urban culture in Nigeria. Duke University Press.*
- *Miller, D., & Slater, D. (2000). The Internet: An ethnographic approach. Berg.*
- *Peterson, M. A. (2003). Anthropology and mass communication: Media and myth in the new millennium. Berghahn Books.*
- *Sinanan, J., & Horst, H. (2012). Digital media practices in households. In H. Horst & D. Miller (Eds.), Digital anthropology (pp. 131–147). Berg.*

Course Title: Digital Culture						
Course Code:MMCJDDC125			Semester: I			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks	Credit: 4		Contact Hours: 60

Course Learning Outcomes (CLOs):
I. Students will understand the technological and theoretical developments that reshape identities and cultures. It primarily examines the interaction between digital technologies and culture.
II. It is instrumental in understanding the creation of new public spaces for expression and discourse, resulting in new spaces and methods of expression and representation.
III. The module explores how cyberspace challenges traditional notions of identity, community, the body, politics, and personal relationships.
IV. It spells out the method of digital ethnography and provides hands-on training to the students in using this emerging research method.

Unit I: Theory & Technology
- Sociology of Digital Culture
- Technological and Theoretical Turns
- Counter-culture
- Millennium Bug

Unit II: Spaces & Identities
- Digitalspace, Public Spaces
- Digital Practices & Culture Wars
- The Online Self

Unit III: Diversities & Activism
- Digital Underclass
- Clicktivism & Public Action
- Transformations of Cultural Production
- Cultural Diversity, Transhumanism and Hyperhumanism

Unit IV: Applied
- Digital Ethnography
- Case Studies

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	3	2	2	3	2	1	2	3	2	2.2
CLO 2	3	2	1	3	2	2	2	3	2	1	2.1
CLO 3	2	1	2	1	2	3	2	2	1	2	1.8
CLO 4	2	2	3	2	1	2	1	2	2	2	1.9
Avg	**2.25**	**2.25**	**2.00**	**2.00**	**2.00**	**2.25**	**1.5**	**2.2.5**	**2.00**	**1.75**	**2.0**

Suggested Readings

- *Gere, C. (2002). Digital Culture. London: Reaktion Books.*
- *Attrill-Smith, A., Fullwood, C., Keep, M., &Kuss, D. J. (Eds.). (2019). The Oxford handbook of cyber psychology. Oxford University Press.*
- *Lee, N. T. (2024). Digitally Invisible: How the Internet Is Creating the New Underclass. Washington DC: Brooks Institution Press &Rowman & Littlefield Publishers.*
- *Postill, J. (2024). The Anthropology of Digital Practices: Dispatches from the Online Culture Wars. New York: Routledge.*
- *Jacobs, N., Cooper, R. (2018). Living in Digital Worlds Designing the Digital Public Space. London: Routledge.*

Course Title: Media Criticism						
Course Code: MMCJDMC125			Semester: I			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):

I. Students would apply foundational media diverse techniques to evaluate various forms of media and assess the role of media criticism in shaping cultural and social discourse.

II. Students would critically evaluate the persuasive strategies used in documentaries to convey messages and compose a well-structured review that assess both content and form in documentaries.

III. Students would analyze the production values, narrative structures and thematic concerns of web series, OTT content and digital media.

IV. Students would critically assess how TV programs use genre conventions to engage and influence audiences and write insightful reviews evaluating both the creative and informational value of TV shows.

Unit I Media Criticism Overview

- Introduction to Media Criticism
- Audience Responses to Media Texts
- Semiotics and Media Signification
- Post-human Perspectives on Media
- Media and Sensory Studies (Multimodality)
- Speculative Media Futures

Unit II Documentary/Feature Films Review

- Reviewing Documentaries: Techniques & Analysis (Two Award-Winning documentaries)
- Reviewing Feature Films: Techniques & Analysis (Two Award-Winning feature films)

Unit III Print Content / OTT Review

- Reviewing News, Editorials, & Features (One Award-Winning Editorial & Feature)
- Reviewing Books (Fiction/Non-Fiction)
- Reviewing Online/OTT Content & Web Series

Unit IV AV Content Review

- Reviewing Audio Content: Techniques & Analysis (Two Popular Radio Programs)
- Reviewing Visual Content: Techniques & Analysis (Two Popular TV Programs: Comedy & Current Affairs)

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	2	1	3	2	3	2	3	3	2	2.4
CLO 2	2	3	3	1	3	2	3	2	2	3	2.4
CLO 3	3	2	3	2	1	1	2	2	3	2	2.1
CLO 4	2	3	2	2	2	3	2	3	2	3	2.4
Avg	**2.5**	**2.5**	**2.25**	**2.00**	**2.00**	**2.25**	**2.25**	**2.5**	**2.5**	**2.5**	**2.3**

Suggested Readings

- *Bolas, T. (2009). Screen Education: From film appreciation to media studies. Bristol: Intellect.*
- *Floyd, J., & Katz, J. E. (2016). Philosophy of emerging media: Understanding, appreciation, application.*
- *In Floyd, J. (2016). Philosophy of emerging media: Understanding, appreciation, application.*
- *Piper, J. (2014). The film appreciation book: The film course you always wanted to take.*
- *Giannetti, L. D. (2018). Understanding movies.*
- *Timm, L. M. (2003). The soul of cinema: An appreciation of film music. Upper Saddle River, NJ: Prentice Hall.*

Course Title: Health Communication						
Course Code: MMCJDHC125			Semester: I			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):
I. Students would develop a basic understanding of the significance of health communication and literacy.
II. Students would be able to gain knowledge about the strategies, Crisis management understand their role as health reporters.
III. Students would develop skills of writing and interviewing the health experts along with studying successful campaigns.
IV. Students would be able to understand ethical considerations and other social indicators governing health communication.

Unit I: Introduction to Health Communication
- Scope and Significance.
- Health Communication in Media Sphere.
- Health Literacy-Concept and Importance.
- Designing Health Messages.

Unit II: Models and Strategies
- IEC strategies,
- Health Campaigning through Media
- Public Health Reporter-Role
- Crisis Communication

Unit III: Health Journalism
- Health News Writing and Editing
- Common Health Beats
- Interviewing Experts and Patients
- Case studies of Successful Campaigns

Unit IV: Ethics of Health Communication
- Ethics in Health communication
- Privacy and consent
- Social Stigmas
- Cultural Sensitivity

CLO-PLO Matrix:

•	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	1	2	3	2	3	2	2.1
CLO 2	2	3	2	2	2	2	2	3	2	3	2.3
CLO 3	2	2	3	2	2	1	2	2	2	2	2.0
CLO 4	3	2	2	3	3	3	3	1	2	3	2.5
Avg	**2.25**	**2.25**	**2.25**	**2.25**	**2.00**	**2.00**	**2.5**	**2.00**	**2.25**	**2.5**	**2.2**

Suggested Readings

- *Apker, J. (2012).*Communication in health organizations: An integrated approach *(1st ed.). Cambridge, UK: Polity.*
- *Cross, R., Davis, S., & O'Neil, I. (2017).*Health communication: Theoretical and critical perspectives. *Cambridge, UK: Polity.*
- *Kreps, G. L. (2010).*Health communication. *Los Angeles, CA: SAGE Publications Kools, M., Abraham, C., et al. (2012).*Writing for health communication: An evidence-based guide for professionals*. London, UK: SAGE Publications.*
- *Lewis, B., & Lewis, J. (2015).*Health communication. *London, UK: Macmillan Education UK.*
- *Schiavo, R. (2007).*Health communication. *Hoboken, NJ: John Wiley & Sons.*
- *Parrott, R. L., Dorsey, A., Miller, K., & Thompson, T. L. (Eds.). (2003).*The Routledge handbook of health communication. *New York, NY: Routledge.*

Course Title: **Photography**						
Course Code: MMCJDPG125				Semester: I		
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs) :
I. Students would be able to handle different types of cameras and understand composition of a photograph.
II. Students will be able to learn creative and technical dimensions of still photography.
II. Students would understand the intricacies of Professional photography by leaning details.
IV. Students will be able to dive deep into different ethical and legal considerations of photographs by analysing case studies.

Unit I: Photography Basics
- Photography-History
- Camera-Design and Types
- Photographic Theory
- Composition of a Photograph

Unit II: Technical Aspects
- Perspectives
- Storytelling through Imagery
- Lenses-Types, Exposure Triangle
- Camera Exposure Modes

Unit III: Creative & Professional Photography
- Visual Creativity
- Frames, Colour
- Lighting, Dynamic Range
- Mobile Photography

Unit IV: Ethics of Photography
- Ethical Challenges
- Photo-Editing
- Photojournalism.
- Case Studies

CLO-PLO Matrix:

•	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	2	2	2	1	2	3	2	3	2	2.2
CLO 2	2	3	3	1	2	2	2	3	2	3	2.3
CLO 3	1	2	3	2	2	1	2	2	2	2	1.9
CLO 4	3	2	2	2	3	3	3	2	3	3	2.6
Avg	**2.25**	**2.25**	**2.5**	**1.7**	**2**	**2**	**2.5**	**2.25**	**2.5**	**2.5**	**2.2**

Suggested Readings

- *Bresson C., Henri Cartier-Bresson: The Decisive Moment. Publisher: Steidl; Pcklp Ha edition (February 24, 2015)*
- *Camera: A History of Photography from Daguerreotype to Digital by Todd Gustavson*
- *Freeman, M. (2017).The photographer's eye: Composition and design for better digital photos (10th Anniversary ed.). New York, NY: Routledge.*
- *Michael Langford, The Story of Photography: From Its Beginnings to the Present Day, Focal press, 1997.*
- *Barnbaum, B. (2018).The art of photography: A personal approach to artistic expression (2nd ed.). Santa Barbara, CA: Rocky Nook.*
- *Sontag S., On Photography, Publisher: Penguin Classics (2001)*
- *Tharp, B., & Manwaring, J. (2013).Extraordinary everyday photography: Awaken your vision to create stunning images wherever you are. New York, NY: Amphoto Books.*
- *Hicks, W. (1980).Words and pictures: An introduction to photojournalism, New York*
- *Kobre, K., & Brill, B. (2003).Photojournalism: The professional's approach (2nd ed.). Boston, MA: Focal Press.*

MASS COMMUNICATION & JOURNALISM

2ndSEMESTER

Semester II

No.	Subject		Semester	Category	Course Code	Credit
1.	Development Communication		2nd	Core	MMCJCDC225	4
2.	International Relations &Communication		2nd	Core	MMCJCIR225	4
3.	Media Publication		2nd	Core	MMCJCMP225	4
4.	Project (II)		2nd	Core	MMCJCPR225	4
Students must choose one DCE course from each of the two Baskets below:						
5	BASKET 1	Media Language	2nd	DCE	MMCJDML225	4
6		Strategic Communication	2nd	DCE	MMCJDSC225	
7		Media and Information Literacy	2nd	DCE	MMCJDMI225	
8	BASKET 2	Data Journalism	2nd	DCE	MMCJDDJ225	4
9		Media History	2nd	DCE	MMCJDMH225	
10		Urdu Journalism	2nd	DCE	MMCJDUJ225	
	Total					24

Course Title: Development Communication						
Course Code: MMCJCDC225			Semester: II			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):
I. Learners will be able to understand the concept and scope of Development.
II. Learners will be able to identify and analyse key theories, models and paradigms of development and development communication.
III. Learners will be able to evaluate media's role and communication tools in promoting development goals.
IV. Learners will be able to develop better understanding about rural development programs and acquire skills and fundamental techniques in rural reporting.

Unit I: Development
- Introduction to Development
- Role of UN and Specialized Agencies in Development.
- Theories and Paradigms
- MDG's and SDG's

Unit II: Development Communication
- Definition, Concept and Philosophy
- Approaches to Development Communication
- Strategies
- Communication Needs and Resources

Unit III: Case Studies
- Media and Development: Designing messages for Development Communication
- ICT & Development.
- Soul City Project
- MNREGA, Community Radio, Gaaon Connection, PARI Foundation.

Unit IV: Agricultural Communication
- Definition and scope of Agricultural Communication
- Historical Development and Global Context
- Methods in Agricultural Communication
- Case Studies of Communication support to Agriculture

CLO-PLO Matrix:

•	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	2	1	3	2	3	2	3	3	2	2.4
CLO 2	2	1	2	1	1	2	3	2	2	3	2.0
CLO 3	3	2	3	2	2	1	1	2	3	2	2.1
CLO 4	2	2	2	2	2	3	2	3	2	3	2.3
Avg	**2.5**	**2.25**	**2.00**	**2.00**	**1.75**	**2.25**	**2.25**	**2.5**	**2.5**	**2.5**	**2.2**

Suggested Readings
- *Srinivas., Melkote, & Steeves., Leslie., H. (2015.). Communication for Development: Theory and Practice for Empowerment and Social Justice. 3rd edition. Sage.*
- *Manyozo, L. (2012). Media, communication and development: Three approaches. New Delhi: SAGE*
- *Wilkins, K. G., Tufte, T., & Obregon, R. (2014). The handbook of development communication and social change. (EBL.)*
- *Paul, S. K. (2015). Rural development: Concept and recent approaches*
- *Moorthi, M. K., & Raheem, A. A. (2012). Mass Media and Rural Development in India: Socio Economic Change in Rural Society.*
- *Sainath, P. (2017). Everybody loves a good drought: Stories from India's poorest districts.*

Course Title: International Relations and Communication						
Course Code: MMCJCIR225			Semester: II			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):

I.Students will be introduced to the concepts, terminology and theories of International Relations to gain familiarity about International Relations.

II. Students will gain comprehensive knowledge about various concepts and contemporary international issues

III. Students will learn about the techniques used by global media and prospectus of new forms of journalism in IR.

IV. Students to identify the interplay between cultural narratives and communities in challenging hegemonic orders.

Unit I: IR and Media Basics
- International Relations-Concept and Evolution
- Fundamental factors that influence/ determine IR
- Foreign policy, Diplomacy & IR, Media and IR

Unit II: Propaganda and Peace Journalism
- Propaganda, Schools of Propaganda (Types and Strategies)
- International conflicts and IR, Conflict Reporting
- Violence against media persons, Peace Journalism

Unit III: Global Communication Trends
- Contemporary International Communication Scenario
- Historical aspects: New World Information and Communication Order (NWICO)
- MacBride Commission's Report
- Global Communication theories: Post-colonialism, Cultural Imperialism, Globalization Theory

Unit IV: Hegemony and Imagined Communities
- Cultural Industries, Hegemony & International Communication
- Diaspora & Imagined Communities
- Case studies and screening of relevant films/documentaries

CLO-PLO Matrix:

●	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	2	2	3	2	3	2	2.2
CLO 2	3	3	2	3	1	2	2	3	2	3	2.4
CLO 3	1	1	3	2	2	1	1	2	2	2	1.7
CLO 4	3	2	2	1	3	3	2	1	2	3	2.2
Avg	**2.25**	**2**	**2.25**	**2**	**2**	**2**	**2**	**2**	**2.25**	**2.5**	**2.1**

Suggested Readings

- *In Kamalipour, Y. R. (2020). Global communication: A multicultural perspective.*
- *Lull, J. (2013). Media, Communication, Culture: A Global Approach.*
- *Thussu, D. K. (2019). International communication: Continuity and change.*
- *Althusser, L., Balibar, E., Bidet, J., &Goshgarian, G. M. (2014). On the reproduction of capitalism: Ideology and ideological state apparatuses.*
- *Anderson, B. R. O. G. (2016). Imagined communities: Reflections on the origin and spread of nationalism.*
- *Steger, M. B., & Edward Elgar Publishing. (2012). Globalization and culture.*

Course Title: Media Publication						
Course Code: MMCJCMP225			Semester: II			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):
I. Students will be able to write and edit stories professionally and develop news sense.
II. Students will be able to handle newsroom pressures and will have a smooth transition to field.
III.Students will be proficient in writing and editing stories.
IV. Students will develop Analytical and specialized Journalistic adaptability to deal with news stories on different themes.

Media Publication is a practice-oriented course in which students are made to work in real life situations and are exposed to newsroom environment. Under this course, students are required to prepare a fortnightly publication titled 'MERC Times' and annual lab-journal 'Media Times'.

The course is designed to give students a platform to apply their knowledge of reporting, editing and layout designing that they acquire in respective theory paper(s). In this course classes are conducted on the pattern and style of edit meets to give the students feel of actual newsroom environment. Students are also assigned many editorial positions besides reporting in order to prepare them for such roles in the industry. Students are required to submit and edit stories for the *MERC Times* and one long feature for the *Media Times*, under the supervision of teacher incharge and they are also involved in the lay-out designing of these publications.

Given the nature of the subject its assessment also requires a novel approach. The internal component of the assessment (CIA) is conducted on the basis of a scale containing various relevant parameters and the external component involves conducting a viva-voce. The assessment scale with detailed description is attached with the syllabus as Annexure (1). The areas that are focussed on this course are the core areas of the practice of journalism. They are given as under:

Unit I: Foundation Stage

- Idea generation
- Pitching a story

Unit II: Gathering Stage

- Source cultivation
- Gathering details

Unit III: Writing Stage

- Attribution and Verification
- Story writing

Unit III: Pruning & Packaging Stage

- Editing
- Layout design

CLO-PLO Matrix:

•	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	2	3	3	2	2	3	2	3	2	2.5
CLO 2	2	2	2	2	3	1	2	3	2	2	2.1
CLO 3	3	3	2	2	2	2	2	2	2	3	2.3
CLO 4	2	2	1	3	2	3	3	1	2	2	2.1
Avg	2.5	2.25	2.00	2.5	2.25	2.00	2.5	2.00	2.25	2.25	2.2

Course Title: Project (II)						
Course Code: MMCJCPR225			Semester: II			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60
Course Learning Outcomes (CLOs): I. Students will develop insights into local issues, socio-political dynamics, and cultural diversity. II. Students will be able to critically evaluate sources, verify facts, and assess the socio-political context of information. III. Students will gain hands-on training to tackle various real-life situations. IV. Students will learn to adapt to logistical, ethical, and environmental challenges in the field.						

The field research-based project will emphasize on basic fieldwork, minimal editing and concise documentation to develop practical journalism skills. It will require students to work on the following:

Local Interview Video Project- (1 Credit)

Students will conduct field visits to a local market or school, record 2–3 short interviews (3–5 minutes total) with community members (e.g., vendors or students) about their daily lives, and create a simple edited video. Deliverables include the video and a one-page report summarizing the fieldwork process and observations. This project builds skills in interviewing, basic video production and storytelling.

Community Photo Story Project- (1 Credit)

Students will visit a local event (e.g., festival or fair), capture 8–10 photographs, and write 4–5 brief captions (50 words each) describing their observations. The content will be presented in the classroom. A half-page report detailing the field experience is required. This project enhances visual storytelling and field observation skills.

Short Audio Interview Project-(1 Credit)

Students will visit a public space (e.g., park or community marriage hall) to record 2–3 brief audio interviews (2–3 minutes each) on a topic like local issues or hobbies, combining them into a basic podcast. Deliverables include the audio file and a one-page report reflecting on the fieldwork insights. This project introduces basic audio production and interviewing techniques.

Field Notes Blog Project-(1 Credit)

Students will spend a day observing a public place (e.g., bus stop or shrine or food point) and write 3–4 short blog posts (150–200 words each) about their observations, accompanied by 1–2 photos. Posts will be published on a free blog platform. A half-page report on the fieldwork experience is required. This project encourages written journalism and ethnographic observation skills.

These minor projects are designed to be accessible, encourage hands-on field research, and require minimal technical expertise, making them suitable for a 4-credit course in Mass Communication and Journalism.

CLO-PLO Matrix:

●	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	2	1	2	2	3	2	3	1	2	2.1
CLO 2	2	3	2	1	3	2	1	2	2	3	2.1
CLO 3	1	2	3	2	2	1	2	2	3	2	2.0
CLO 4	2	2	2	2	1	3	1	3	2	3	1.9
Avg	**2.00**	**2.25**	**2.00**	**1.75**	**2.00**	**2.25**	**1.5**	**2.5**	**2.00**	**2.5**	**2.03**

Course Title: Media Language						
Course Code: MMCJDML225			Semester: II			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):

I.   Students would be able to understand the language used in media by understanding
II.   Students would be able to distinguish between language styles in print, visual, and digital media
III.   Students would be able to understand the ideological structures vis-a-via media &language
IV.   Students would understand the power of language within the mediascape

Unit I: Introduction to Media Language

- Understanding News-Text and Spoken word
- Language and Mediation
- Modes of Interpretation
- Case Studies

Unit II: Media Language in Practice

- Media, Genre and Style
- Media Storytelling
- Shaping of Reality
- Stereotyping and Framing

Unit III: Media Discourse

- Understanding Media Discourses
- Narratives in Media
- Dominant Media Discourses
- Analyzing News Discourses

Unit IV: Understanding the Media Language

- Media Rhetoric
- Audiences, Interaction, and Participation
- Media Talk (Interviews)
- Case Studies

CLO-PLO Matrix:

•	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	Total
CLO 1	2	1	3	2	2	2	3	2	3	2	2.2
CLO 2	3	2	2	3	2	2	2	1	2	3	2.2
CLO 3	2	1	3	1	1	3	2	2	3	3	2.1
CLO 4	1	2	2	2	2	2	1	1	2	2	1.7
Avg	2.00	1.50	2.25	2.00	1.75	2.25	2.00	1.5	2.00	2.5	**2.05**

Suggested Readings

- *R. H., Jaworska, S., &Aslan, E. (2021).Language and media: A resource book for students (2nd ed.). Abingdon, UK: Routledge.*
- *Bell, A., & Garrett, P. (Eds.). (1998).Approaches to media discourse. Oxford, UK: Blackwell.*
- *Fairclough, N. (1995).Media discourse. London, UK: Edward Arnold.*
- *Talbot, M. (2007)Media discourse: Representation and interaction. Edinburgh, UK: Edinburgh University Press.*
- *O'Halloran, K. (Ed.). (2006).Multimodal discourse analysis: Systemic-functional perspectives. London, UK: Continuum.*
- *Foley, J. (2005).Language, education, and discourse: Functional approaches. London, UK: Continuum.*

Course Title: Strategic Communication					
Course Code: MMCJDSC225			Semester: II		
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks	Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):
I: Learners will get an in-depth understanding of various aspects of Advertising.
II: Learners will be equipped with the process of advertising for content creation
III: Learners will develop an understanding of corporate communications and the tools available to build the corporate identity for organizations.
IV: Learners will learn to evaluate and implement the techniques of PR in different situations.

Unit I: Introduction to Advertising

- Concept, Functions and Types
- Advertising Agency: Structure, Functions, Types
- Ethical issues in advertising
- ASCI

Unit II: Advertising Process

- Advertising Models: Human Needs Structure
- Advertising Appeals
- Copywriting
- Visualization

Unit III: Introduction to Corporate Communication

- Concept and Functions
- Principals and Tools
- Types of Publics
- Corporate Identity and Corporate Brands

Unit IV: Public Relations

- Concept and Significance
- PR in Crisis Management
- Corporate Social Responsibility and Media Events
- Case Studies

CLO-PLO Matrix:

•	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	3	3	2	3	2	3	2	3	2	2.6
CLO 2	2	2	2	3	2	2	2	2	2	1	2.0
CLO 3	3	3	2	2	3	3	2	3	1	2	2.4
CLO 4	2	2	3	2	2	2	3	2	2	2	2.2
Avg	**2.5**	**2.5**	**2.5**	**2.25**	**2.5**	**2.25**	**2.5**	**2.25**	**2.00**	**1.75**	**2.3**

Suggested Readings:

- *Ogilvy, D., Atherton, R., & Recorded Books, Inc. (2016). Confessions of an advertising man. Prince Frederick, Md: Distributed by OneClick Digital.*
- *Sethia, Chunawala. (1985). Foundations of Advertising: Theory and Practice. Himalaya Publishing*
- *House Klepnner, Otto. (1986). Advertising. Prentice Hall*
- *Jefkins, Frank. (1977). Copywriting & its presentation. International Textbook Co., London*
- *Kaufmman, Louis. (1980). Essentials of Advertising. Houghton Mifflin Harcourt*
- *Arens, W. F., Weigold, M. F., &Arens, C. (2016). Contemporary advertising. New York: McGraw-Hill*

Course Title: Media and Information Literacy					
Course Code: MMCJDMI225			Semester: II		
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks	Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):

I. Students will get to study about digital literacy along with the credibility and validity of digital information sources.

II. Students will learn and analyse the impact of news-text in different socio-political contexts.

III. Students Critically evaluate current global media trends, including streaming, social media, AI-generated content, digital journalism, and mobile media.

IV. Students would evaluate strategies used by media producers and institutions in shaping global narratives.

Unit I: Media and Digital Literacy Basics

- Media and Digital Literacy Defined
- Deconstructing media and Literacy Expectations
- Media Literacy; Semiotics, Ideology
- Fact Checking Techniques

Unit II: News and Media Interpretation

- News. Infodemic, Fake news
- Power of News Imagery
- Media as Text
- News Framing and Priming

Unit III: New Media and Global Trends

- New Media Literacies
- Traditional to New Media Shift
- Internet-Challenges and Opportunities
- Citizen Journalism, Global Village

Unit IV: Digital Literacy and Storytelling

- Web 2.0
- Digital Information Literacy
- Digital Storytelling
- Case Studies

CLO-PLO Matrix:

●	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	2	1	3	2	2	2	3	3	2	2.3
CLO 2	2	3	2	2	1	2	3	2	2	3	2.2
CLO 3	2	2	3	1	2	2	2	2	3	1	2.0
CLO 4	1	2	2	2	2	3	2	3	2	3	2.2
Avg	2.00	2.25	2.00	2.00	1.75	2.25	2.25	2.5	2.5	2.25	2.2

Suggested Readings:

- *Potter, W. J. (2021). Media literacy.*
- *Baran, S. J. (2022). Introduction to mass communication: Media literacy and culture.*
- *Wiesinger, S., & Beliveau, R. (2016). Digital literacy: A primer on media, identity, and the evolution of technology. New York: Peter Lang.*
- *De, A. B. S., In Mihailidis, P., In Lee, A. Y. L., In Melki, J., & In McDougall, J. (2017). International handbook of media literacy education.*
- *Abdullah, M. H., & ERIC Clearinghouse on Reading, English, and Communication. (2000). Media literacy. Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication.*
- *Pike, D.M. Media Literacy: Seeking Honesty, Independence, and Productivity in Today's Mass Messages (IDEA, 2013)*
- *Potter, W.J. Theory of Media Literacy: A cognitive approach (Sage, 2004) W.J. Potter, Media Literacy,7th ed .(Sage, 2013)*

Course Title: Data Journalism						
Course Code: MMCJDDJ225			Semester: II			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks	Credit: 4	Contact Hours: 60	

Course Learning Outcomes (CLOs):

I.: To understand storytelling with data and learn about its significance in today's journalism.

II.: Updating skill sets of learners to stay relevant to market demands.

III.: Finding and obtaining datasets.

IV: Presenting data using multimedia techniques.

Unit I: Understanding Data Journalism
- Data journalism: An overview
- Why data matters?
- Elements of a data story
- Scope and significance of data journalism

Unit II: Data Analysis
- Basic steps in working with data
- Verifying data quality: Data Cleaning and Analysis
- Identifying trends and correlations
- Good practices in data processing

Unit III: Reporting Skills
- Digital reporting skills
- Integrating data into stories
- Using multimedia for interactive storytelling
- Finding and obtaining data: Scraping data from websites, extracting data from PDF

Unit IV: Data Processing
- Data Visualisation
- Infographics
- Image and video verification tools and techniques
- Practical exercises

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	3	2	2	3	2	3	2	3	2	2.4
CLO 2	3	2	2	3	2	2	3	2	2	2	2.3
CLO 3	2	2	3	2	3	3	2	3	1	3	2.4
CLO 4	2	3	2	2	1	2	2	2	2	1	1.9
Avg	**2.25**	**2.5**	**2.25**	**2.25**	**2.25**	**2.25**	**2.5**	**2.25**	**2.00**	**2.00**	**2.3**

Suggested Readings:

- *Bounegru, L., &Gray, J. (Eds.). (2021). The Data Journalism Handbook: Towards a Critical Data Practice. Amsterdam University Press: The Netherlands*
- *Chao, Z. (2023). The Power of Data: Data Journalism Production and Ethics Studies. Routledge: Abingdon, Oxon*
- *Dykes, B. (2019). Effective Data Storytelling: How to Drive Change with Data, Narrative and Visuals. Wiley: New Jersey.*
- *Gray, J., Bounegru, L., & Chambers, L. (Eds.). (2012). The Data Journalism Handbook. O'Reilly Media, Inc.: Sebastopol, CA*
- *Richards, A. (2023). Foundations of Data and Digital Journalism. Routledge: New York*

Course Title: **Media History**					
Course Code: MMCJDMH225			Semester: II		
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks	Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):
I. Students will be aware about the major landmark events, which led proliferation of media and shaping the media scenario locally.
II. Students will be able to trace the historical growth and development of press in J&K.
III. The module will be instrumental in exploring historical development of the films, cinema, and radio in Jammu and Kashmir.
IV. Students will be aware about the media landscape of Jammu and Kashmir.

Unit I: History & Oral Culture
- Jammu & Kashmir as Region
- Relations with Central & South Asia
- Local Culture and Foreign Influences
- Mapping Oral and Literary Traditions

Unit II: Evolution of Press in Kashmir
- Evolution of Printing
- Development of Press during Dogra Rule
- Press Laws
- Economy, Politics and Press

Unit III: Other Media
- Films &Cinema History
- Legal Framework
- Radio History

Unit IV: Media-sphere
- Media Landscape
- Multiplexes
- Jammu and Kashmir Film Policy, 2024
- Case Studies

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	3	2	3	2	3	2	3	2	2.4
CLO 2	1	1	1	1	2	2	2	2	2	3	1.7
CLO 3	2	2	2	2	2	2	3	3	2	2	2.2
CLO 4	2	3	3	2	2	3	2	2	3	2	2.4
Avg	**1.75**	**2.00**	**2.25**	**1.75**	**2.25**	**2.25**	**2.5**	**2.25**	**2.5**	**2.25**	**2.2**

Suggested Readings
- *Showkat, N. (2025). The Press in Colonial India: Maharajas, Muslims and the Princely State of Jammu and Kashmir.*
- *Maqbool, R. (2022). Press in Kashmir (a brief history).*
- *Bamzai, P N K. (2016)., A History of Kashmir: Political-Social- Cultural from the earliest times to Present day*
- *Bazaz, P. N. (2009). The History of Struggle for Freedom in Kashmir. Srinagar.*
- *Saraf, M.R. (1967). Fifty Years as a Journalist.*
- *Taseer, R.. (1989). Naqoosh-e-Sahafat: Tareekh-e-Sahafat Jammu and Kashmir.*
- *Zutshi, C. (2015). Languages of Belonging: Islam, Regional Identity, and the Making of Kashmir.*
- *Rai, M. (2004). Hindu Rulers, Muslim Subjects: Islam, rights, and the History of Kashmir.*

Course Title: Urdu Journalism						
Course Code: MMCJDUJ225			Semester: II			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs): کورس کے مقاصد

ا۔ طلبہ اردو صحافت کی تاریخ، ارتقا اور موجودہ رجحانات کو علمی و تنقیدی انداز میں سمجھنے کے قابل ہوں گے۔

ب۔ طلبہ صحافتی اصناف (خبر، فیچر، انٹرویو، رپورٹ، اداریہ وغیرہ) کو اردو زبان میں معیاری اور پیشہ ورانہ انداز میں تحریر کرنے کی مہارت حاصل کریں گے۔

ج۔ طلبہ اردو زبان میں خبر نویسی، سرخی نویسی اور ایڈیٹنگ کے بنیادی اصولوں کو عملی طور پر اپنانے کے قابل ہوں گے۔

د۔ طلبہ صحافتی اخلاقیات، ضابطۂ اخلاق، اور ذمہ دارانہ رپورٹنگ کی اہمیت کو سمجھ کر عملی صحافت میں استعمال کر سکیں گے۔

Unit I خبر نگاری اور تعارف

- خبر کی تعریف اور خبر نگاری کے اصول و ضوابط
- اہمیت اور اقسام ، خبر کے اجزاء اور اقدار
- ابتدائیہ اور اسکی اقسام، میڈیا کے لیے مخصوص انداز تحریر
- سرخیاں اوراقسام

Unit II مخصوص خبر نگاری

- مخصوص نامہ نگاری، تحقیقاتی خبر اور تشریحی خبر
- بیٹ رپورٹنگ: تقاریر کی نامہ نگاری ، جرائم کی خبریں ،عدالت کی خبر نگاری
- سماجی رپوتاژ،صحت سے متعلق خبریں، کھیل کود کی خبریں
- علمی و ادبی خبریں ، ثقافتی سرگرمیوں کی خبریں ، سیاسی خبریں ، ماحولیاتی خبریں

Unit III صحافت اور ملٹی میڈیا

- اخباری انٹرویو
- تصویری صحافت :اہمیت اور خصوصیت ۔ کیپشن اور وضاحت
- ڈیجیٹل خبر، ملٹی میڈیا پیکیج
- اردو سافٹ ویر

Unit IV ادارت اور جدید تقاضے

- ادارت: ضرورت اور اہمیت ، اداریہ نگار
- سب ایڈیٹنگ ،ترجمے کے مسائل
- ریاست میں عصری اردو صحافت کا معیار ،نئے قاری کے تقاضے
- اردو نیوز روم اور اے آئی، عالمی نشریاتی ادارے اور اردو

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	3	1	2	2	2	3	2	3	2	2.2
CLO 2	2	2	2	3	2	3	2	3	2	3	2.4
CLO 3	3	3	2	3	1	2	2	2	2	3	2.3
CLO 4	2	2	3	2	3	2	2	3	1	2	2.2
Avg	2.25	2.5	2.00	2.5	2.00	2.25	1.75	2.5	2.00	2.5	2.3

Suggested Readings:

خبر نگاری ۔قدوائی، شافع۔ 1988 ۔ انٹرنسشنل پرنٹنگ پریس، علی گڑھ

جان محمد۔ میزان پبلشرز، سرینگرآداب صحافت۔ آزاد،

اکیسویں صدی میں اردو صحافت۔اعظم، ڈاکٹر امام۔ 2016 ۔ایجوکیشنل پبلشنگ ہاؤس، نئی دہلی

دلی میں عصری اردو صحافت:تصویر کا دوسرا رخ۔ الاسلام ، شاہد۔ 2016 ۔ ایجوکیشنل پبلشنگ ہاؤس، نئی دہلی

اردو صحافت انیسویں صدی میں۔ طاہر، ڈاکٹر مسعود۔ مجلس ترقی ادب، لاہور

قادری، سید اقبال ـ رہبر اخبار نویسی۔2000 ـ ترقی اردو بیورو، نئی دہلی

MASS COMMUNICATION & JOURNALISM

3rdSEMESTER

Semester III

No.		Subject	Semester	Category	Course Code	Credit
1.		Media Research	3rd	Core	MMCJCMR325	4
2.		Research Ethics	3rd	Core	MMCJCRE325	4
3.		Radio Production	3rd	Core	MMCJCRP325	4
4.		Internship	3rd	Core	MMCJCIN325	4
Students must choose one DCE course from each of the two Baskets below:						
5	BASKET 1	Media Publication	3rd	DCE	MMCJDMP325	4
6		Narrative Journalism	3rd	DCE	MMCJDNJ325	
7		Advanced Media Theories	3rd	DCE	MMCJDAM325	
8	BASKET 2	Video Production	3rd	DCE	MMCJDVP325	4
9		Covering Disasters	3rd	DCE	MMCJDCD325	
10		Critical Thinking	3rd	DCE	MMCJDCT325	
		Total				**24**

Course Title: **Media Research**						
Course Code: MMCJCMR325			Semester: III			
Course Type: Core	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):

I. To introduce students towards Media and Research; allowing them to converge the practices of academic research onto Media Studies.

II. Students will be proficient into carrying a wholesome academic media research project.

III. Students can develop proficiency in statistical methods used in carrying out research.

IV. Students would be equipped with better research techniques to conduct thorough research about themes pertaining to media.

Unit I: Research

- Communication Research
- Elements of Research.
- Research Design.
- Research Variables: Concepts and Constructs.

Unit II: Developing Research Problem.

- Data types and collection
- Sampling
- Theoretical framework
- Analysis and Interpretation

Unit III: Research Methods

- Research methods - Quantitative &Qualitative
- Media Text
- Social & Digital Media.
- Audience Analysis - Opinion & Exit polls

Unit IV: Writing

- References & Bibliography
- Writing a research paper

CLO-PLO Matrix:

•	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	3	2	2	3	2	2	2	3	2	2.3
CLO 2	1	2	3	3	2	2	1	2	2	2	2.0
CLO 3	3	3	2	2	1	3	2	3	1	3	2.3
CLO 4	2	2	3	2	2	2	2	2	2	2	2.1
Avg	**2.5**	**2.5**	**2.5**	**2.25**	**2.0**	**2.25**	**1.75**	**2.25**	**2.00**	**2.25**	**2.2**

Suggested Readings:

- *Wimmer, R. D.,& Dominick, J. R. (2014).* Mass media research: An introduction *(10th ed.). Boston, MA: Cengage.*
- *Demers, D. 2005. Dictionary of mass communication & media research: a guide for students, scholars, and professionals. Spokane, WA: Marquette Books.*
- *Mytton, G., Diem, P., & van Dam, P. H. (2016).* Media audience research: A guide for professionals *(3rd ed.). Thousand Oaks, CA: SAGE Publications.*
- *Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Thousand Oaks, CA: SAGE Publications.*
- *Neuman, W. L. (2014).Social research methods: Qualitative and quantitative* approaches *(7th ed.). Boston, MA: Pearson.*

Course Title: Research Ethics						
Course Code: MMCJCRE325			Semester: III			
Course Type: Core	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):
I. To develop a comprehensive understanding of the foundational principles and other ethics guidelines of research.
II. Students will develop a professional knowledge of publication ethics along with other key aspects of Publication.
III. To enable students to exhibit a professional commitment to ethical standards in research.
IV. To enable students to develop understanding of research metrics used in research

Unit I: Philosophy and Ethics
- Research Ethics
- Intellectual Honesty
- Conflict of Interest.
- Privacy and Confidentiality

Unit II: Publication Ethics
- Positionality
- Fabrication and Plagiarism (FFP)
- Data Misrepresentation
- Salami Slicing.

Unit III: Publication Misconduct
- Open Access Publications
- Redundant Publications
- Authorship and Contributorship
- Ethical Issues

Unit IV: Databases and Research Metrics
- Databases
- Citations
- Impact Factor
- Metrics: h-Index, g-Index, i10 Index

CLO-PLO Matrix:

•	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	3	2	3	2	3	2	3	2	2.4
CLO 2	2	3	1	3	2	2	2	3	2	3	2.3
CLO 3	3	2	2	2	2	2	3	1	2	2	2.1
CLO 4	2	2	2	1	3	3	2	2	3	2	2.2
Avg	**2.25**	**2.25**	**2.00**	**2.00**	**2.5**	**2.25**	**2.5**	**2.00**	**2.5**	**2.25**	**2.3**

Suggested Readings

- *Elizabeth A. B. (2004). Readings in Virtual Research Ethics: Issues and Controversies. Information Science Publishing.London.UK.*
- *Resnik, D. B. (2020).The ethics of research with human subjects: Protecting people, advancing science, promoting trust. Cham, Switzerland: Springer.*
- *Israel, M., & Hay, I. (2006).Research ethics for social scientists: Between ethical conduct and regulatory compliance. London, UK: SAGE Publications.*
- *Shamoo, A. E., & Resnik, D. B. (2015). Responsible conduct of research (3rd ed.). New York, NY: Oxford University Press.*
- *Mertens, D. M., & Ginsberg, P. E. (Eds.). (2009).The handbook of social research ethics. Thousand Oaks, CA: SAGE Publications.*
- *Flick, U. (2018).An introduction to qualitative research (6th ed.). Thousand Oaks, CA: SAGE Publications.*

- *Punch, K. F. (2014).Introduction to social research: Quantitative and qualitative approaches (3rd ed.). London, UK: SAGE Publications.*

Course Title: Radio Production						
Course Code: MMCJCRP325			Semester: III			
Course Type: Core	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks	Credit: 4		Contact Hours: 60

Course Learning Outcomes (CLOs):
I: The learners will get a holistic overview of radio as a tool of audio storytelling
II: The learners will develop an understanding about the different formats, writing skills and essence of research for radio programs
III: The learner will get a hands-on training in the use of equipment in radio studio. The learner will understand the pre and postproduction process to make a radio program.

Unit I: Introduction to Radio
- Understanding Radio
- Evolution and Re-Emergence of Radio: Community Radio and FM
- Fundamentals of Audio Storytelling
- Essentials of Podcasting

Unit II: Radio Formats
- Genres of radio broadcasting
- Elements of Audio Story
- Pitch and Research
- Writing for Radio

Unit III: Radio Studio and Equipment
- Layout of Audio Studio
- Basics of Audio Recording
- Voice Modulation
- Pilot Podcast

Unit IV: Audio Editing
- Mixing Techniques
- Sound Effects
- Programme Planning
- Pre-Production, Production and Post-Production

CLO-PLO Matrix:

•	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	3	2	2	3	2	3	2	3	2	2.4
CLO 2	2	2	3	2	1	3	2	1	2	3	2.1
CLO 3	3	2	2	2	2	2	3	2	2	2	2.2
CLO 4	2	1	3	3	2	3	2	3	3	2	2.4
Avg	**2.25**	**2.00**	**2.5**	**2.25**	**2.00**	**2.5**	**2.5**	**2.00**	**2.5**	**2.25**	**2.3**

Suggested Readings

- *Adams, M. H., & Massey, K. K. (1995). Introduction to radio: Production and programming. Madison, Wis: Brown & Benchmark.*
- *Rumsey, Francis. Sound and Recording: Applications and Theory (Audio Engineering Society Presents). Routledge, 2021*
- *Smith, Emily. Scriptwriting for Radio: Crafting Compelling Narratives. Audio Books Publishing, 2019. 6*
- *Johnson, Michael, and Patel, Priya. Soundscapes and Beyond: Mastering Audio Production Techniques. Harmony Publications, 2021.*
- *Preger, Sven. Storytelling in Radio and Podcasts: A Practical Guide: Palgrave Macmillan. 2021*

- *Geller. Valerie. Beyond Powerful Radio. An Audio Communicator's Guide to the Digital World - News, Talk, Information, & Personality for Podcasting & Broadcasting Routledge 2024*
- *Stewart. Peter. Essential Radio Skills: How to present a radio show. Barnes and Noble. 2010*

Course Title: Internship						
Course Code: MMCJCIN325			Semester: III			
Course Type: Core	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks	Credit: 4		Contact Hours: 60

Course Learning Outcomes (CLOs):

I. Students will gain hands-on experience in real-world media environments.

II. Students will develop skills in reporting, editing, content creation, and communication.

III.Students will be able to build professional networks.

IV.Students will be exposed to the media industry, which will help them build confidence and a robust portfolio, ensuring they are job ready.

Internship as a core course is designed to bridge the gap between theoretical knowledge and practical application. It will provide students with hands-on experience in real-world media environments, enhancing their skills in reporting, writing, editing, content creation and communication. Internship will advance professional networks, expose students to industry standards and prepare them for competitive job markets by building confidence and a robust portfolio, ensuring they are job-ready upon graduation.

CLO-PLO Matrix:

•	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	1	2	3	2	2	2	3	2	2.1
CLO 2	2	1	3	2	2	2	3	2	2	3	2.2
CLO 3	3	2	2	3	2	2	2	3	2	2	2.3
CLO 4	2	3	1	2	3	3	3	2	3	2	2.4
Avg	2.25	2.00	1.7.5	2.25	2.5	2.25	2.5	2.25	2.5	2.25	2.3

Course Title: Media Publication						
Course Code: MMCJDMP325			Semester: III			
Course Type: Core	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):

I. Students will be able to write and edit stories professionally and develop news sense
II. Students will be able to handle newsroom pressures and will have a smooth transition to field
III. Students will be proficient in writing and editing stories.
IV. Students will develop Analytical and specialized Journalistic adaptability to deal with news stories on different themes.

 Media Publication is a practice-oriented course in which students are made to work in real life situations and are exposed to newsroom environment. Under this course, students are required to prepare a fortnightly publication titled 'MERC Times' and annual lab-journal 'Media Times'.

The course is designed to give students a platform to apply their knowledge of reporting, editing and layout designing that they acquire in respective theory paper(s). In this course classes are conducted on the pattern and style of edit meets to give the students feel of actual newsroom environment. Students are also assigned many editorial positions besides reporting in order to prepare them for such roles in the industry. Students are required to submit and edit stories for the *MERC Times* and one long feature for the *Media Times*, under the supervision of teacher incharge and they are also involved in the lay-out designing of these publications.

Given the nature of the subject its assessment also requires a novel approach. The internal component of the assessment (CIA) is conducted on the basis of a scale containing various relevant parameters and the external component involves conducting a viva-voce. The assessment scale with detailed description is attached with the syllabus as Annexure (1). The areas that are focussed in this course are the core areas of the practice of journalism. They are given as under:

Unit I: Foundation Stage
- Idea generation
- Pitching a story

Unit II: Gathering Stage
- Source cultivation
- Gathering details

Unit III: Writing Stage
- Attribution and Verification
- Story writing

Unit III: Pruning & Packaging Stage
- Editing
- Layout design

CLO-PLO Matrix:

•	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	2	2	3	2	3	2	2.2
CLO 2	3	3	1	3	2	3	2	3	2	3	2.5
CLO 3	1	1	2	2	2	2	1	2	2	2	1.7
CLO 4	3	2	3	1	3	3	2	1	2	3	2.3
Avg	2.25	2.25	2.00	2.00	2.25	2.5	2.00	2.00	2.25	2.5	**2.2**

Course Title: Narrative Journalism						
Course Code: MMCJDNJ325			Semester: III			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):
I. Students will study the key characteristics, evolution and models of narrative (or literary) journalism.
II. Students will learn using narrative tools in journalistic pieces.
III. Students will use storytelling techniques to craft engaging nonfiction narratives.
IV. Students will analyse published narrative journalism and digital storytelling projects for structure, ethics, style, and audience engagement.

Unit I: Narrative Journalism Basics
- Narrative journalism: Historical perspective
- Narrative writing styles/ models/structures
- Generating ideas

Unit II: Narrative Techniques and Structures
- Techniques involved: Researching, Employing Imagery, Scene-setting, Dialogue and Interior Monologue, Sensory detail, Symbolic Detail and Negative Space
- Hero's Journey
- Narrative Arc

Unit III: Crafting Literary Non-Fiction
- Structuring a literary nonfiction piece- Beginning, Middle, End
- Narrative thread

Unit IV: Journalism and Digital Narratives
- Journalist as Witness; Advocacy; Empathy
- Digital Future of Narrative
- Critical Study of Narrative pieces

CLO-PLO Matrix:

●	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	3	2	3	2	3	2	2.3
CLO 2	3	3	2	2	2	2	2	1	2	2	2.1
CLO 3	3	2	2	1	2	3	2	2	2	3	2.2
CLO 4	2	2	3	2	2	2	3	3	3	2	2.4
Avg	**2.5**	**2.5**	**2.25**	**1.75**	**2.25**	**2.25**	**2.5**	**2.00**	**2.5**	**2.25**	**2.3**

Suggested Readings

- *Jack, I. (2006). The Granta book of reportage. London: Granta Publications.*
- *Kramer, M., & Call, W. (2007). Telling true stories: A nonfiction writers' guide from the Nieman Foundation at Harvard University. New York: Plume.*
- *Aleksievich, S., &Shayevich, B. (2016). Secondhand time: The last of the Soviets.*
- *Cook, C. K. (1996). Line by Line: How to Improve Your Own Writing. Boston: Houghton Mifflin Company.*
- *Adam, G. S., & Clark, R. P. (2006). Journalism: The democratic craft. New York: Oxford University Press.*
- *Boo, K. (April 09, 2001). A reporter at large - After welfare - Does work make you a better mother? The New Yorker, 92.*

Course Title: Advanced Media Theories						
Course Code: MMCJDAM325			Semester: III			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):

I.The module is instrumental in developing an understating about the basic question of what is a public, and further spells out the role of media in creation of a new public sphere.

II.Students will develop deep understanding of theoretical frameworks that shape media analysis and critique.

III.Students will be able to critically evaluates the role of media in society, culture, politics and identity formation, and analyse media content using complex theoretical lenses.

IV.Students will be able to explore the significance of media in dominant spheres and understand the media archaeology and environment in the wake of emerging sphere and publics.

Unit I: Media & Public
- Mapping Communication Studies
- Publics & Counter Publics
- Transformation of the Public Sphere
- Media Life

Unit II: Theoretical Framework
- Positionality
- Levels of Agenda Setting
- Theoretical and Technological Turns
- Diffusionism and Acculturation

Unit III: Approaches to Media Theories
- News, Discourse and Ideology
- Hegemony and Subaltern Discourse
- Frankfurt School
- Postmodern & Post-Structuralist Perspectives on Media

Unit IV: Media in Dominant Spheres
- Media as Political Actor
- Digital Culture & Vernacular Publics
- Network Society
- Media Archaeology &Ecology

CLO-PLO Matrix:

●	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	3	3	3	2	2	2	2.3
CLO 2	3	3	3	2	2	2	1	2	1	3	2.2
CLO 3	3	2	2	3	3	2	2	3	3	2	2.5
CLO 4	2	2	3	2	2	3	1	2	2	2	2.1
Avg	**2.5**	**2.25**	**2.5**	**2.25**	**2.5**	**2.5**	**1.75**	**2.25**	**2.00**	**2.25**	**2.3**

Suggested Readings

- *Baran, S. J., Davis, D. K. (2021). Mass Communication Theory: Foundations, Ferment, and Future. United Kingdom: Oxford University Press.*
- *Warner. M. (2002). Publics and Counterpublics. Brooklyn, NY: Zone Books.*
- *Flower, R. (1991). Language in the News Discourse and Ideology in the Press.London: Routledge.*
- *McQuail, D., & Deuze, M. (2020). McQuail's media and mass communication theory (7thed.). London: SAGE.*
- *Corner, J. (20110. Theorising media: Power, from and subjectivity. Manchester, U.K.; New York: Manchester University Press.*
- *McLuhan, M. (1994). Understanding media: The extensions of man. Cambridge: MIT Press.*

- *Fiske, J. (2010). Introduction to communication studies (3rd ed.). London: Routledge.*
- *Gere, C. (2002). Digital Culture. London: Reaktion Books.*

Course Title: Video Production						
Course Code: MMCJDVP325			Semester: III			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):
I.   Students will develop proficiency in various aspects of video production.
II.   Students' skill sets will be broadened to align with evolving industry standards.
III. Students will acquire the ability to produce videos, write scripts, and plan shoots effectively.
IV. The course will enhance students' presentation, reporting, and interview skills for video platforms.

Unit I: Introduction
- Age of Screens
- Stages of Production
- Pre-production: Planning, Research and Budgeting
- Writing: Scripts, Screenplay and Storyboards

Unit II: Production
- Equipment: Camera, Lenses and Accessories
- Visual Grammar; Creating Visual Experience: Principles and Techniques
- Indoor, Outdoor& Studio Shooting; Lighting
- Making Short Film / Documentary

Unit III: Post-Production
- Audio production
- Video Editing
- Softwares: Audio and Video
- Distribution

Unit IV: TV Journalism
- Introduction to TV journalism
- Newsrooms, News Production, Reporting, News packages
- Writing News for TV
- Presentation: Anchoring, Hosting Debates and Interviews, Talk Shows etc.

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	3	1	2	2	2	3	2	3	2	2.2
CLO 2	2	2	2	3	2	3	2	3	2	3	2.4
CLO 3	3	3	2	3	1	2	2	2	2	3	2.3
CLO 4	2	2	3	2	3	2	2	3	1	2	2.2
Avg	**2.25**	**2.5**	**2.00**	**2.5**	**2.00**	**2.25**	**1.75**	**2.5**	**2.00**	**2.5**	**2.3**

Suggested Readings
- *Donald, R., & Spann, T. (2000). Fundamentals of television production. Wiley.*
- *Owens, J. (2020). Television production (17th ed.). Routledge.*
- *Zettl, H. (2000). Television production handbook. Wadsworth Thomson Learning.*
- *Brown, L., & Duthie, L. (2020). The TV studio production handbook. Routledge.*
- *Donald, R., Maynard, R., & Spann, T. (2008). Fundamentals of television production. Pearson/Allyn and Bacon.*

Course Title: Covering Disasters						
Course Code: MMCJDCD325			Semester: III			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):

I. Students would gain familiarity and understanding of disasters and other terms related to disasters.

II. Students would be able to apply different tools to gain practical aspects of covering disasters.

III. Students would be incorporated with ethical considerations governing disasters by analysing case studies of Disasters.

IV. Students would be able to analyse and cover different aspects of climate change along with role of new technologies in covering

Unit I: Disaster Journalism
- Definition & Classification of Disasters
- Management
- Key Concepts
- Terminology

Unit II: Covering Disasters
- Reporting- Pre, Real Time and Post-Disaster
- Newsroom Preparation
- Interviewing Survivors and Victims
- Personal Safety Measures

Unit III: Disaster and Journalism Practices
- Principles of Disaster Reporting.
- Ethics in Disaster Journalism
- Risk Communication
- Case-Studies

Unit IV: Climate Change and Media
- Understanding Climate Change
- Disaster Linkage
- Climate Journalism
- Fake News and Disinformation during Disasters

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	3	1	2	2	3	2	2	3	2	2.2
CLO 2	3	2	2	2	3	1	2	3	2	3	2.3
CLO 3	2	2	3	3	2	2	3	2	2	2	2.3
CLO 4	2	2	2	2	2	3	1	3	3	2	2.2
Avg	**2.25**	**2.25**	**2.00**	**1.75**	**2.25**	**2.25**	**2.00**	**2.5**	**2.5**	**2.25**	**2.3**

Suggested Readings

- *Aleksievich, S., &Gessen, K. (2006). Voices from Chernobyl: The oral history of a nuclear disaster. Charlesbourg, Quebec: Braille Jymico Inc.*
- *Potter, D., Ricchiardi, S. (2009). Disaster and Crisis Coverage. International Center for Journalists.*
- *Haddow, G. D., Bullock, J. A., & Coppola, D. P. (2020). Disaster communications in a changing media world (3rd ed.). Burlington, MA: Butterworth-Heinemann.*
- *Pantti, M., Wahl-Jorgensen, K., &Cottle, S. (2012). Disasters and the media. New York, NY: Peter Lang. Lanham, MD: Rowman & Littlefield.*
- *Moeller, S. D. (2006). Covering disaster: Lessons from media coverage of major disasters. New York, NY: Fordham University Press.*

- *Fearn-Banks, K. (2016). Crisis communications: A casebook approach (5th ed.). New York, NY: Routledge.*
- *Allan, S. (2014). Citizen witnessing: Revisioning journalism in times of crisis. Cambridge, UK: Polity Press.*

Course Title: Critical Thinking					
Course Code: MMCJDCT325			Semester: III		
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks	Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):

I. To understand the concept and significance of critical thinking.
II. To assess situations logically and make informed choices by evaluating sources, considering multiple perspectives and understanding bias.
III. To develop an ability to analyse, evaluate and assess media messages to engage in meaningful discussions.
IV. To strengthen an ability to examine situations and take decisions based on evidence and reason and navigate digital spaces responsibly.

Unit I: Critical Thinking Basics
- Fundamentals of Critical Thinking
- Need for Critical thinking
- Stages of Critical Thinking
- Barriers to Critical Thinking

Unit II: Understanding Perspectives of Critical Thinking
- Evaluating Sources
- Understanding Human Bias and its Types
- Process of Critical Thinking
- Critical Thinking Models

Unit III: Critical Thinking and Media
- Media Bias and its Types
- Deconstructing Media Content: Key Concepts
- Deconstructing any News Story or Advertisement or Film

Unit IV: Critical Thinking in Digital Age
- Critical Thinking Skills and Strategies
- Clickbait, Echo chambers and Filter bubbles
- Critical Thinking and AI

CLO-PLO Matrix :

•	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	3	1	2	3	2	3	2	3	2	2.3
CLO 2	2	2	2	3	2	2	2	2	2	3	2.2
CLO 3	3	3	2	3	2	3	2	1	2	3	2.4
CLO 4	2	2	3	2	1	2	3	3	2	2	2.2
Avg	**2.25**	**2.5**	**2.00**	**2.5**	**2.00**	**2.25**	**2.5**	**2.00**	**2.25**	**2.5**	**2.3**

Suggested Readings

- *Anderson, M. (2010). Critical Thinking, Academic Writing and Presentation Skills. Pearson Education India: Delhi*
- *Burger, E. B., &Starbird, M. (2012). The 5 Elements of Effective Thinking .Princeton University Press: Princeton, New Jersey.*

- *Cottrell, Stella. (2023). Critical Thinking Skills: Effective Analysis, Argument and Reflection (4th ed.). Bloomsbury USA academic*
- *Gardner, P. S. (2005). New Directions: Reading, Writing, and Critical Thinking. Cambridge University Press: New York*
- *Mayfield, M. (2014). Thinking for Yourself: Developing Critical Thinking Skills through Reading and Writing. Wadsworth/Cengage Learning: Boston.*

MASS COMMUNICATION & JOURNALISM

4th SEMESTER

Semester IV (CW+R) & (CW+CW)

No.		Subject	Semester	Category	Course Code	Credit
**Students opting for CW+CW must choose the following:**
1.		Research Project	4th	Core	MMCJCRP425	12
2.		Media Publication	4th	Core	MMCJCMP425	4
*Students must choose one DCE course from each of the two Baskets below:*
3	BASKET 1	Covering Rural Affairs	4th	DCE	MMCJDCR425	4
4		Creative Writing	4th	DCE	MMCJDCW425	
5	BASKET 2	Magazine Journalism	4th	DCE	MMCJDMJ425	4
6 10		Meme and Reel Making	4th	DCE	MMCJDMR425	
		Total				**24**

Semester IV (CW+ R)

No.	Subject	Semester	Course	Code	Credits
**Students opting for CW+R must choose the following:**
1	Dissertation	4th	Core	MMCJCDT425	20
2	Media Publication	4th	Core	MMCJCPB425	4
	Total	-	-	-	**24**

Course Title: Research Project						
Course Code: MMCJCPR425			Semester :IV			
Course Type: Core	Max. Marks: 300	Term End: 216 Marks	CIA: 84 Marks		Credit: 12	Contact Hours: 180

Course Learning Outcomes (CLOs):

I. Students will be able to conduct research and write dissertations on various topics assigned by their respective supervisors.
II. Students will learn the practical aspects of conducting research and develop academic writing skills.
III. Students will be able to apply research techniques effectively in their dissertations and in future research projects they undertake.
IV.Students will be equipped to contribute meaningfully to the body of knowledge.

In this course, students will learn the process of research proposal writing and conducting research on a specific topic approved by the concerned supervisor (MERC faculty). The focus is on preparing the students for their research and dissertation writing. The students are expected to work individually on their research topics, conduct field investigations and compile a dissertation on the same topic within a specific timeframe. By the end of the semester, they have to present the findings of their dissertations.

CLO-PLO Matrix:

•	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	Total
CLO 1	2	2	2	3	3	2	2	2	2	2	2.2
CLO 2	2	2	3	2	2	2	2	3	2	2	2.2
CLO 3	3	3	1	3	1	3	1	1	1	3	2.0
CLO 4	2	2	2	2	2	2	3	2	2	2	2.1
Avg	2.25	2.25	2.00	2.50	2.00	2.25	2.00	2.00	1.75	2.25	2.12

Course Title : Media Publication

Course Code: MMCJCMP425			Semester: IV		
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks	Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):

I. Students will be able to write and edit stories professionally and develop news sense

II.Students will be able to handle newsroom pressures and will have a smooth transition to field
III.Students will be proficient in writing and editing stories.
IV. Students will develop Analytical and specialized Journalistic adaptability to deal with news stories on different themes.

Media Publication is a practice-oriented course in which students are made to work in real life situations and are exposed to newsroom environment. Under this course, students are required to prepare a fortnightly publication titled 'MERC Times' and annual lab-journal 'Media Times'.

The course is designed to give students a platform to apply their knowledge of reporting, editing and layout designing that they acquire in respective theory paper(s). In this course classes are conducted on the pattern and style of edit meets to give the students feel of actual newsroom environment. Students are also assigned many editorial positions besides reporting in order to prepare them for such roles in the industry. Students are required to submit and edit stories for the *MERC Times* and one long feature for the *Media Times*, under the supervision of teacher incharge and they are also involved in the lay-out designing of these publications.

Given the nature of the subject its assessment also requires a novel approach. The internal component of the assessment (CIA) is conducted on the basis of a scale containing various relevant parameters and the external component involves conducting a viva-voce. The assessment scale with detailed description is attached with the syllabus as Annexure (1). The areas that are focussed in this course are the core areas of the practice of journalism. They are given as under:

Unit I: Foundation Stage
- Idea generation
- Pitching a story

Unit II: Gathering Stage
- Source cultivation
- Gathering details

Unit III: Writing Stage
- Attribution and Verification
- Story writing

Unit IV: Pruning & Packaging Stage
- Editing
- Layout design

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	3	1	2	3	2	3	2	3	2	2.3

CLO 2	2	2	2	3	3	2	2	3	2	3	2.5
CLO 3	3	3	2	3	2	3	2	2	2	3	2.5
CLO 4	2	2	3	2	2	2	3	3	2	2	2.3
Avg	**2.25**	**2.5**	**2.00**	**2.5**	**2.5**	**2.25**	**2.5**	**2.5**	**2.25**	**2.5**	**2.4**

Course Title: Covering Rural Affairs						
Course Code: MMCJDCR425			Semester: IV			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks	Credit: 4		Contact Hours: 60

Course Learning Outcomes (CLOs)

I. Students will be able to report on diverse rural issues and improve rural news coverage.

II.Students will develop the skills necessary to cover rural issues effectively.

III.Students will become acquainted with the role and importance of journalism in the rural context and gain an understanding of the various issues confronting rural communities.

IV.Students will develop a broader understanding of rural development programmes and acquire basic skills and fundamental reporting techniques related to rural issues and concerns.

Unit I: Rural Life
- Social Structure of Rural India
- Issues and Challenges Confronting Rural Areas
- Rural Development Programmes in India
- Governance and Local Self Government

UNIT II: Rural Reporting
- Rural Reporting in Indian Media
- Mainstream vs Alternative media
- Reporting of Community Radio and Rural Newspapers

Unit III: Field Reporting& Rural Journalism Skills
- Preparing for Rural Fieldwork
- Storytelling Techniques for Rural Content
- Interviewing Rural Communities
- Ethics in Rural Reporting

Unit IV: Contemporary Issues in Rural Reporting
- Rural Distress& Agrarian Crisis
- Migration and Rural-Urban Linkage
- Gender & Rural Spaces
- Works of P. Sainath & Nilesh Mishra

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	Total
CLO 1	2	2	1	3	1	2	2	2	3	2	2.0
CLO 2	1	2	3	2	2	3	2	1	2	2	2.0
CLO 3	3	3	2	2	3	2	2	2	1	3	2.3
CLO 4	2	1	3	1	2	2	3	2	2	2	2.0
Avg	**2.00**	**2.00**	**2.25**	**2.00**	**2.00**	**2.25**	**2.25**	**1.75**	**2.00**	**2.25**	**2.07**

Suggested Readings
- *Paul, S. K. (2015). Rural development: Concept and recent approaches.*
- *Moseley, M. (2015). Rural development: Principles and practice. Place of publication not identified:*

SAGE Publications Ltd.
- *Gallent, N., & In Scott, M. J. (2017). Rural planning and development. Routledge*
- *Moorthi, M. K., & Raheem, A. A. (2012). Mass Media and Rural Development in India: Socio Economic Change in Rural Society.*
- *Sainath, P. (2017). Everybody loves a good drought: Stories from India's poorest districts.*

Course Title: Creative Writing						
Course Code: MMCJDCW425				Semester: IV		
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):
I. Students will understand core elements of intersectional storytelling, including innovative structures.
II. Students will understand original creative works in multiple genres using appropriate stylistic techniques.
III. Students will learn new forms of writing to improve clarity, coherence, and creative impact.
IV. Students will develop a purposeful writing process, pitching ideas, and reflecting on the peer review.

Unit I: Crafting with Precision
- Intersectional storytelling, diverse narratives, weaving race, gender & culture
- Experimental structures, non-linear, modular& fragmented forms
- Ethical storytelling, sensitivity and responsibility in representation

Unit II: Hybrid Genres
- Speculative Fiction, Cli-Fi and eco-narratives
- Memoir and Auto-Fiction in the age of Social Media
- Slam and Digital verse for change

Unit III: Global and Tech Themes
- Mental health narratives, trauma & neurodiversity in stories
- Transnational storytelling, narratives of migration & global identities
- AI-Enhanced writing, Futuristic themes of human-machine interplay in literature

Unit IV: Impactful Innovation
- Immersive Storytelling
- Writing with purpose; pitching and advocacy writing for social & environmental change
- Virtual workshops through online peer critiques

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	3	2	2	2	3	3	2	2	3	2	2.4
CLO 2	2	3	3	2	2	2	1	2	2	3	2.2
CLO 3	3	2	2	3	3	2	2	3	2	2	2.4
CLO 4	2	2	3	2	2	3	3	2	3	2	2.4
Avg	**2.5**	**2.25**	**2.5**	**2.25**	**2.5**	**2.5**	**2.00**	**2.25**	**2.5**	**2.25**	**2.3**

Suggested Readings:
- *Arana, M. (2003). The writing life: Writers on how they think and work:A collection from the Washington Post book world. New York: Public Affairs.*
- *Bell, J. S. (2004). Plot & structure: Techniques and exercises for crafting a plot that grips readers from start to finish. Cincinnati, Ohio: Writer's Digest Books.*
- *King, S. (2020). On writing: A memoir of the craft.*
- *Lamott, A. (2019). Bird by bird: Some instructions on writing and life.*
- *Zinsser, W. K. (1998). On writing well: An informal guide to writing nonfiction. New York: Harper Collins Books.*

- *Strunk, W., & White, E. B. (2000). The elements of style. Boston: Allyn and Bacon.*

Course Title: Magazine Journalism						
Course Code: MMCJDMJ425			Semester: IV			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks		Credit: 4	Contact Hours: 60

Course Learning Outcomes (CLOs):

I. To learn about functioning of magazine journalism and understand different styles and genres of magazine writing.

II. To explore key elements about writing different types of magazine articles and explore ways to connect with audience.

III. To understand key techniques and skills in magazine writing.

IV. Analysing how magazines have adapted to new technologies while focusing on their future.

Unit I: Introduction

- Magazine Journalism: An Overview
- Scope and Significance of Magazine Journalism
- Genres of Magazines
- Organizational Structure of a Magazine

Unit II: Approaches to Magazine Writing

- Descriptive, Analytical and Investigative Writing Approaches
- Human Interest Features
- Profile Writing
- Film Reviews

Unit III: Writing for Magazine

- Reporting and Editing Operations in a Magazine
- Techniques for Gathering Information
- Setting and Story Structure
- Cover Story

Unit IV: Magazines in Digital Era

- Rise of E-magazines
- Adapting to Digital Shift: Key considerations
- Hurdles in Digital Transition
- Future Prospects

CLO-PLO Matrix

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	2	2	2	3	2	3	2	2	1	2.1
CLO 2	2	3	3	2	2	1	2	2	3	2	2.2
CLO 3	3	1	2	3	2	3	1	3	1	1	2.0
CLO 4	2	2	3	2	2	2	3	3	2	3	2.4
Avg	2.25	2.00	2.5	2.25	2.25	2.00	2.25	2.5	2.00	1.75	2.2

Suggested Readings

- *Benson, C. D., & Whitaker, C. F. (2014). Magazine Writing. New York: Routledge*
- *Holmes, T., & Nice, L. (2012). Magazine Journalism. London: SAGE Publications Ltd*
- *Hutchison, E. R. (2008). The art of feature writing: From Newspaper Features and Magazine articles to commentary. New York: Oxford University Press.*

- *McKay, J. (2013). The Magazines Handbook. New York: Routledge*
- *Sternadori, M. & Holmes, T. (Eds.). (2020). The Handbook of Magazine Studies. USA: Wiley Blackwell*

Course Title: Meme and Reel Making						
Course Code: MMCJDMR425			Semester: IV			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks	Credit: 4	Contact Hours: 60	

Course Learning Outcomes (CLOs):
I**:** Students would identify audience preferences and viral content trends to create relevant and engaging memes and reels.
II: Students will understand original creative works in multiple genres using appropriate stylistic techniques.
III.Students would develop original concepts for memes and reels that reflect humor, satire, storytelling, or commentary while aligning with specific themes or campaigns.
IV: Students would Create high-quality memes and reels optimized for platforms like Instagram, YouTube Shorts and TikTok using appropriate visual and audio elements

Unit 1: Basics of Meme & Short-Form Video Culture

- A Brief History of Memes
- Elements of visual storytelling
- Tik-Tok, Reels and YouTube Shorts
- Audience engagement patters

Unit 2: Production, Participation and Circulation

- Participatory Culture
- User-generated content
- Virality
- Case Studies of Viral Trends

Unit 3: Memes in Society, Politics and Identity

- Memes and Self-Representation
- Satire and Protest memes.
- Influencer culture
- Adaptations- Global and Local memes

Unit 4: Critical Issues and Future Directions

- Moral responsibility
- Memes and reels as tools of persuasion and propaganda
- AI and the Future of Memes
- Portfolio Development

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	3	1	2	2	3	2	2	3	2	2.2
CLO 2	3	2	2	2	3	1	2	3	2	3	2.3
CLO 3	2	2	3	3	2	2	3	2	2	2	2.3
CLO 4	2	2	2	2	2	3	1	3	3	2	2.2
Avg	**2.25**	**2.25**	**2.00**	**1.75**	**2.25**	**2.25**	**2.00**	**2.5**	**2.5**	**2.25**	**2.3**

Suggested Readings:

- *Avlonitou, C., &Papadaki, E. (2024). The role of social media messages in cultural communication: The case study of an Instagram reel. Online Journal of Communication and Media Technologies, 14(2), Article e202415.*
- *Iloh, C. (2021).* Do it for the culture: The case for memes in qualitative research*. Qualitative Inquiry, 27(8*
- *Ling, C., Abu Hilal, I., Blackburn, J., De Cristofaro, E., Zannettou, S., &Stringhini, G. (2021). Dissecting*

the meme magic: Understanding indicators of virality in image memes. arXiv.

- *Milner, R. M. (2016).* The world made meme: Public conversations and participatory media*. MIT Press.*
- *Shifman, L. (2013).* Memes in a digital world: Reconciling with a conceptual troublemaker*. Journal of Computer-Mediated Communication, 18(3),*

Course Title: Dissertation						
Course Code: MMCJCDT425			Semester: IV			
Course Type: Core	Max. Marks: 500	Term End: 360	CIA: 140 Marks	Credit: 20	Contact Hours: 300	

Course Learning Outcomes (CLOs):

I. Develop and articulate a clear, original, and relevant research question grounded in current academic based issues.

II. Demonstrate advanced understanding scholarly literature relevant to the chosen research topic.

III. Demonstrate awareness and application of ethical principles in the design, conduct, and reporting of research, including issues of consent, privacy, and academic honesty.

IV. Produce a well-structured, properly referenced, and professionally presented dissertation adhering to academic writing standards and research formatting conventions

The Dissertation is a substantial, independent research project that provides Mass Communication and Journalism students the opportunity to explore a any research problem within the discipline in significant depth. The Dissertation enables students of Mass Communication and Journalism to demonstrate their ability to apply theoretical knowledge, critical thinking and research skills to a topic of their choice within the field. The final dissertation should demonstrate originality, independent thinking and critical understanding of relevant literature, theories, and practices. It can be a purely academic research study or incorporate practice-based elements supported by strong analytical framework and research documentation.. This 20-credit module is designed to develop a student's research competencies, including proposal writing, data collection, analysis, academic writing, and critical reflection. The Dissertation may take the form of rigorous academic research and culminate in the form of quality research publication authored by the student and concerned supervisor.

Internal Assessment Scale for Dissertation:

Compliance			**Dissertation Document**				**Final**		
Attendance Approval of Research Topic/ Proposal Progress Reports			Clarity of Research Problem & Objectives Literature Review Methodology & Data Collection Analysis & Interpretation Organization, Structure & Writing				Dissertation Submission Viva		
1	1	2	3	3	3	3	2	1	3
4 Credits			**12 Credits**				**4 Credits**		

Marks assessment scale for Dissertation as per the marks scheme:

Research Proposal Final Submission	Write-up and Drafting of Full dissertation (6,000-8,000 words)	200 Marks
Presentation & Defence	To be Evaluated by Two External experts and All faculty members.	200 Marks
Viva Voce	Two External Experts	100 Marks

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	3	2	2	3	2	3	2	3	2	2.3
CLO 2	2	2	2	3	3	2	2	3	2	3	2.4
CLO 3	3	3	2	3	2	3	2	2	2	3	2.5
CLO 4	2	2	3	2	2	2	3	3	2	2	2.3

Avg	2.25	2.5	2.25	2.5	2.5	2.25	2.5	2.5	2.25	2.5	2.40

Course Title: Media Publication						
Course Code: MMCJCPB425			Semester: IV			
Course Type: DCE	Max. Marks: 100	Term End: 72 Marks	CIA: 28 Marks	Credit: 4		Contact Hours: 60

Course Learning Outcomes (CLOs):
I. Students will be able to write and edit stories professionally and develop news sense
II. Students will be able to handle newsroom pressures and will have a smooth transition to field
III. Students will be proficient in writing and editing stories.
IV. Students will develop Analytical and specialized Journalistic adaptability to deal with news stories on different themes.

Media Publication is a practice-oriented course in which students are made to work in real life situations and are exposed to newsroom environment. Under this course, students are required to prepare a fortnightly publication titled 'MERC Times' and annual lab-journal 'Media Times'.

The course is designed to give students a platform to apply their knowledge of reporting, editing and layout designing that they acquire in respective theory paper(s). In this course classes are conducted on the pattern and style of edit meets to give the students feel of actual newsroom environment. Students are also assigned many editorial positions besides reporting in order to prepare them for such roles in the industry. Students are required to submit and edit stories for the *MERC Times* and one long feature for the *Media Times*, under the supervision of teacher incharge and they are also involved in the lay-out designing of these publications.

Given the nature of the subject its assessment also requires a novel approach. The internal component of the assessment (CIA) is conducted on the basis of a scale containing various relevant parameters and the external component involves conducting a viva-voce. The assessment scale with detailed description is attached with the syllabus as Annexure (1). The areas that are focussed in this course are the core areas of the practice of journalism. They are given as under:

Unit I: Foundation Stage
- Idea generation
- Pitching a story

Unit II: Gathering Stage

- Source cultivation
- Gathering details

Unit III: Writing Stage
- Attribution and Verification
- Story writing

Unit IV: Pruning & Packaging Stage
- Editing
- Layout design

CLO-PLO Matrix:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	T
CLO 1	2	3	1	2	3	2	3	2	3	2	2.3
CLO 2	2	2	2	3	3	2	2	3	2	3	2.5
CLO 3	3	3	2	3	2	3	2	2	2	3	2.5

CLO 4	2	2	3	2	2	2	3	3	2	2	2.3
Avg	2.25	2.5	2.00	2.5	2.5	2.25	2.5	2.5	2.25	2.5	2.40

Annexure-I
Internal Assessment Scale for Media Publication

Media Education Research Centre (MERC) is publishing two periodicals: MERC Times (fortnightly) and Media Times (an annual lab-journal). Both the publications are clubbed together under a subject titled Media Publication. Given its significance as platform to provide hands-on training to students Media Publication has been made part of the curriculum and assigned credits. As per the existing credit scheme 4 credit papers carry 100 marks (80 +20) and 2 credit papers carry 50 marks (40+10); in this scheme 80/40 constitutes the external component, whereas, 20/10 marks is the internal component.

Since Media Publications are purely practice oriented, therefore, there is no prescribed syllabus and hence no written examination is conducted. The assessment is done on the basis of work published in the respective publications and viva-voce. Keeping in view the nature and level of students' engagement with the publications the center proposes to reassign the grades in this case only.

In order to ensure effective and just assessment the Centre proposes to assign 80/40 marks (depending on the credits offered), to the internal component and 20/10 marks to the external component. The CONTINUOUS INTERNAL ASSESSMENT (CIA) shall be conducted on the basis of the SCALE GIVEN UNDER and the EXTERNAL COMPONENT (Viva-Voce) shall have 02 PARAMETERS (10 each): 1) NUMBER OF STORIES SUBMITTED and 2) ELEMENTS OF THE STORIES. The parameters for Continuous Internal Assessment and their brief description:

Idea 15	Follow-up 10	Editing 15	Liaison 05	Layout 10	Deadline 20	GP 05	Total 80
Originality/ Newness	Involvement	Contribution in editing stories	Coordinating with reporters and editors	Contribution in layout designing	Following deadlines	Discipline, Passion & engagement	
Impact	Feedback		Organizing edit meets and following-up				
Pitch							

Course Structure of Two-Year Integrated Master's in Mass Communication & Journalism (MCJ) with (CW+CW) and (CW+R) (Programme Code: MCJ025)

NCrF Credit Level	Semester	Core Papers (Core Course/Elective)		Course Level	Credit	Total Credits	Max. Marks			Credit Distribution	Contact Hour
		Course Title	Course Code				Internal	End Sem	Total	L: T/P	
	Semester I	Understanding Mass Communication	MMCJCUM125	I	4	Core=16; DCE=8; **Total =24 Credits**	28	72	100		60
		Media Ethics & Laws	MMCJCML125	I	4		28	72	100		60
		Transmedia Storytelling	MMCJCTS125	I	4		28	72	100		60
		Project (I)	MMCJCPR125	I	4		28	72	100		60
		Media Publication	MMCJDMP125	I	4		28	72	100		60
		Media Anthropology	MMCJDMA125	I	4		28	72	100		60
		Digital Culture	MMCJDDC125	I	4		28	72	100		60
		Media Criticism	MMCJDMC125	I	4		28	72	100		60
		Health Communication	MMCJDHC125	I	4		28	72	100		60
		Photography	MMCJDPG125	I	4		28	72	100		60
	Semester II	Development Communication	MMCJCDC225	II	4	Core=16; DCE=8; **Total =24 Credits**	28	72	100		60
		International Relations &Communication	MMCJCIR225	II	4		28	72	100		60
		Media Publication	MMCJCMP225	II	4		28	72	100		60
		Project (II)	MMCJCPR225	II	4		28	72	100		60
		Media Language	MMCJDML225	II	4		28	72	100		60
		Strategic Communication	MMCJDSC225	II	4		28	72	100		60
		Media and Information Literacy	MMCJDMI225	II	4		28	72	100		60
		Data Journalism	MMCJDDJ225	II	4		28	72	100		60
		Media History	MCJDMH225	II			28	72	100		60
		Urdu Journalism	MMCJDUJ225	II			28	72	100		60

	Semester III	Media Research	MMCJCMR325	III	4	Core=16; DCE=8; **Total =24 Credits**	28	72	100		60
		Research Ethics	MMCJCRE325	III	4		28	72	100		60
		Radio Production	MMCJCRP325	III	4		28	72	100		60
		Internship	MMCJCIN325	III	4		28	72	100		60
		Media Publication	MMCJDMP325	III	4		28	72	100		60
		Narrative Journalism	MMCJDNJ325	III	4		28	72	100		60
		Advanced Media Theories	MMCJDAM325	III	4		28	72	100		60
		Video Production	MMCJDVP325	III	4		28	72	100		60
		Covering Disasters	MMCJDCD325	III	4		28	72	100		60
		Critical Thinking	MMCJDCT325	III	4		28	72	100		60
	Semester IV	Research Project	MMCJCRP425	IV	12	**(CW+CW)** Core=16; DCE=8; Total =24 Credits **(CW+R)** Total =24 Credits	84	216	300		180
		Media Publication	MMCJCMP425	IV	4		28	72	100		60
		Covering Rural Affairs	MMCJDCR425	IV	4		28	72	100		60
		Creative Writing	MMCJDCW425	IV	4		28	72	100		60
		Magazine Journalism	MMCJDMJ425	IV	4		28	72	100		60
		Meme and Reel Making	MMCJDMR425	IV	4		28	72	100		60
		Dissertation	MMCJCDT425	IV	20		140	360	500		300
		Media Publication	MMCJCPB425	IV	4		28	72	100		60