

SYLLABUS

For

BA-JMC

(Effective from 2022)



Haridev Joshi University of Journalism and Mass Communication, Jaipur

बीए-जेएमसी पाठ्यक्रम(2022-2025)

| | | Core Compulsory (CC) | Core Elective(CE) | | Open Elective(OE) |
|----------------|-----------|--|-------------------|--|--|
| Semester – I | BA 101 | Introduction To Communication-6 credit | BA1 04 | Hindi Language and Communication-I,3 credit | (One in each Semester) OE-1 Introduction to Cinema and Documentary-6 credit OR OE-2 Media and Gender- 6 credit OR OE-3 Data Journalism-6 credit OE-4 Human Rights and Media-6 credit OE-5 Fundamentals of Animation and Design-6 credit OE-6 Psephology and Election Management-6 credit |
| | BA 102 | Introduction To Journalism -6 credit | BA 105 | Communicative English-I, 3 credit | |
| | BA 103 | History Of Media -6 credit | BA 106 | Anandam-2 Credit | |
| Semester – II | BA 201 | Development Communication-6 credit | BA 204 | Language Management and Innovation in Hindi-II, 3 credit | |
| | BA 202 | Marketing Communication-6 credit | 205 | Communicative English-II, 3 credit | |
| | BA 203 | Reporting and Writing -6 credit | BA 206 | Anandam- 2 Credit | |
| Semester – III | BA 301 | Introduction To Advertising and Public Relations-6 credit | BA 304 | Indian Economy- 3 credit | |
| | BA 302 | Radio Broadcasting -6 credit | BA 305 | Environment Studies- 3 Credit | |
| | BA 303 | Fundamentals of Computer Application -6 credit | BA 306 | Anandam- 2 Credit | |
| Semester – IV | BA 401 | Photography 6 credit | BA 404 | Indian History-I, 3 credit | |
| | BA 402 | Television Journalism 6 credit | 405 | Indian Polity -3 credit | |
| | BA 403 | Understanding New Media - 6 credit | 406 | Anandam-2 Credit | |
| Semester – V | BA 501 | Media Laws and Ethics 6 credit | BA 504 | Indian History-II | |
| | BA 502 | Television Production 6 credit | 505 | International Relations-3 credit | |
| | BA 503 | Fundamentals of Communication Research 6 credit | BA 506 | Anandam-2 Credit | |
| Semester – VI | BA 601 | Media Business -6 credit | BA 603 | Understanding Indian Society-3 Credit | |
| | BA 602 | Dissertation -12 credit | BA 604 | Media and Culture-3 credit | |
| | | | BA 605 | Anandam-2 Credit | |

Evaluation Scheme

1. Semester Exam: 80% Marks and Internal Exam : 20% Marks
2. For assignment and practical, students will work under the guidance of Faculty Members throughout the Semester.
3. For 3 Credit papers: Theory : 40 Marks and Internal: 10 Marks
4. For 6 Credit papers: Theory: 80 Marks and Internal: 20 Marks

BA– JMC (Effective from 2021)

| | Core Compulsory | | Theory | Internal | Practical | Total | Core Elective | | Theory | Internal | Practical | Total | Open Elective | | Theory | Internal | Practical | Total |
|-----------|-----------------|---|--------|----------|-----------|-------|---------------|--|--------|----------|-----------|-------|---|--|--------|----------|-----------|-------|
| | | | | | | | | | | | | | | | | | | |
| SEM.- I | BA 101 | Introduction To Communication-6 credit | 80 | 20 | | 100 | BA 104 | Hindi Language and Communication-1,3 credit | 80 | 20 | | 100 | (One in each Semester) OE-1 Introduction to Cinema and Documentary-6 credit OR OE-2 Media and Gender-6 credit OR OE-3 Data Journalism-6 credit OE-4 Human Rights and Media-6 credit OE-5 Animation-6 credit OE-6 Psephology and Election Management-6 credit | | | | | |
| | BA 102 | Introduction To Journalism -6 credit | 80 | 20 | | 100 | BA 105 | Communicative English-I, 3 credit | 80 | 20 | | 100 | | | | | | |
| | BA 103 | History Of Media -6 credit | 80 | 20 | | 100 | BA 106 | Anandam-2 Credit | 80 | 20 | | 100 | | | | | | |
| SEM.- II | BA 201 | Development Communication-6 credit | 80 | 20 | | 100 | BA 204 | Language Management and Innovation in Hindi-II, 3 credit | 80 | 20 | | 100 | | | | | | |
| | BA 202 | Marketing Communication-6 credit | 80 | 20 | | 100 | BA 205 | Communicative English-II, 3 credit | 80 | 20 | | 100 | | | | | | |
| | BA 203 | Reporting and Writing -6 credit | 80 | 20 | | 100 | BA 206 | Anandam-2 Credit | 80 | 20 | | 100 | | | | | | |
| SEM.- III | BA 301 | Introduction To Advertising and Public Relations-6 credit | 80 | 20 | | 100 | BA 304 | Indian Economy-3 credit | 80 | 20 | | 100 | | | | | | |
| | BA 302 | Radio Broadcasting -6 credit | 80 | 20 | | 100 | BA 305 | Environment Studies- Credit | 80 | 20 | | 100 | | | | | | |
| | BA 303 | Fundamentals of Computer Application -6 credit | 80 | 20 | | 100 | BA 306 | Anandam-2 Credit | 80 | 20 | | 100 | | | | | | |
| SEM.- IV | BA 401 | Photography 6 credit | 80 | 20 | | 100 | BA 404 | Indian History-I, 3 credit | 80 | 20 | | 100 | | | | | | |
| | BA 402 | Television Journalism 6 credit | 80 | 20 | | 100 | BA 405 | Indian Polity -3 credit | 80 | 20 | | 100 | | | | | | |
| SEM.- V | BA 403 | Understanding New Media - 6 credit | 80 | 20 | | 100 | BA 406 | Anandam-2 Credit | 80 | 20 | | 100 | | | | | | |
| | BA 501 | Media Laws and Ethics 6 credit | 80 | 20 | | 100 | BA 504 | Indian History-II | 80 | 20 | | 100 | | | | | | |
| | BA 502 | Television Production 6 credit | 80 | 20 | | 100 | BA 505 | International Relations-3 credit | 80 | 20 | | 100 | | | | | | |
| | BA 503 | Fundamentals of Communication Research 6 credit | 80 | 20 | | 100 | BA 506 | Anandam-2 Credit | 80 | 20 | | 100 | | | | | | |
| SEM.- VI | BA 601 | Media Business -6 credit | 80 | 20 | | 100 | BA 603 | Understanding Indian Society-3 Credit | 80 | 20 | | 100 | | | | | | |
| | BA 602 | Dissertation -12 credit | 80 | 20 | | 100 | BA 604 | Media and Culture-3 credit | 80 | 20 | | 100 | | | | | | |
| | | | | | | | BA 605 | Anandam-2 Credit | 80 | 20 | | 100 | | | | | | |

3 YEARS (SIX SEMESTER) GRADUATE PROGRAMME – EXAMINATION SCHEME (CBCS PATTERN)

Programme Objectives

1. The BA-JMC course in Journalism and Mass Communication aims to teach and train students in the dynamic and ever growing field of Mass Communication, Journalism, Advertising and Public Relations and Psephology and Political Campaigning.
2. The course will offer necessary blend of theoretical, conceptual and practical skills to prepare students and scholars for the Mass Media industry as well as Media Academics.
3. The course aims to provide critical understanding of Indian Society, History, Economy, Polity and International Relations
4. This course aims to train students in value based Media Practice.
5. The course aims to promote language and communication skills among students

Programme Outcomes

1. Students will gain in depth knowledge of Reporting, Writing and Multi Media Skills
2. They will be able to develop Critical understanding of debates and discourse about Mass Media, Indian Society, History, Polity, Economy and International Relations
3. They will earn professional skills required for Communication, Promotion, Media Industry and Psephology and Political Campaigning.
4. Students will have a comprehensive understanding of Media Laws and Ethics.
5. Students will have a strong academic orientation for higher studies in the discipline of Journalism and Mass Communication

| Programme mapping | | | | | | | | | | | | | | | |
|-------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| CO1 | | | | | | | | | | | | | | | |
| CO2 | | | | | | | | | | | | | | | |
| CO3 | | | | | | | | | | | | | | | |
| CO4 | | | | | | | | | | | | | | | |
| CO5 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

SEMESTER-I

BA-101 Introduction to Communication

Course Objectives

1. To introduce the concept of communication to the students.
2. To teach them forms and models of communication.
3. To make them understand the concept and theories of mass communication.

Learning Outcomes

1. Students will learn the concept of communication.
2. They will understand the forms and models of communication.
3. They will understand the concept and theories of mass communication.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | Basic Concepts of Communication | L | T | P |
|-----------|---|----|---|---|
| | Communication (meaning and nature) ; Types of communication Barriers of communication; Principles of Effective Communication | 15 | 6 | 1 |
| UNIT- II | Forms of Communication | | | |
| | Verbal (Oral and Written) Non-Verbal (Eye contact, Facial Expressions, Gestures, Proximity, Time, Tone and pitch of Voice) Visual Communication (Graphs, Charts, Pictures, Posters) | 15 | 6 | 2 |
| UNIT- III | Process and Models of communication | | | |
| | Communication process and its elements Linear (Aristotle, Lasswell, Shannon and Weaver) | 15 | 6 | 1 |

| | | | | |
|-----------------|---|----|---|---|
| | Non-linear (Osgood-Schramm, Keith- Davis, Frank Dance's Helical model) | | | |
| UNIT- IV | Media and Mass Communication | | | |
| | Types of media (Print, Electronic and Digital) Effects of Media Mass communication (Concept and Functions) Theories of mass communication (Magic Bullet, Cultivation, Uses and Gratification, Dependency, Agenda -setting) | 15 | 6 | 2 |

PRACTICALS/ ASSIGNMENTS:

1. Seminar Presentation
2. Poster presentation on models
3. Group Discussions
4. Extempore

Suggested Readings:

1. Handbook of Communication: Models, Perspectives and Strategies; Uma Narula, Atlantic Publishers and Distributors, New Delhi
2. Mass Communication Theory: An Introduction; Denis McQuail, Sage, London
3. Theories of Communication; M.L. DeFleur and S. Ball-Rokeach, Longman, New York
4. Mass Communication in India; Keval J. Kumar, Jaico Publishing House, Mumbai
5. भारत में जनसंचार; केवलजे कुमार, जैको प्रकाशन, मुंबई
6. संचार के सिद्धांत; आर्मंड मैतलार्त, मिशेल मैतलार्त, ग्रंथ शिल्पी, नई दिल्ली
7. जनमाध्यम और मास कल्चर; जगदीश्वर चतुर्वेदी, सारांश प्रकाशन, नई दिल्ली

BA-102: Introduction to Journalism

Course Objectives

1. To introduce the concept and theory of journalism to students.
2. To apprise them of the various ethical concerns in journalism.
3. To make them understand the role of journalism in society.

Learning Outcomes

1. Students will learn the concept and theoretical aspects of journalism.
2. They will understand the relevance of ethics in journalism.
3. It will develop their understanding about the role of journalism in democracy.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

Introduction to Journalism

| UNIT- I | Key Concepts of Journalism | L | T | P |
|---------|--|----|---|---|
| | Meaning and definitions of news, Elements of news: Proximity, Prominence, Timeliness, Conflict, Progress, Human Interest | 16 | 4 | 4 |

| | | | | |
|------------------|--|----|---|---|
| | News Values: Accuracy, credibility, Impact The news process: From event to the audience. Different sources of news News agencies in India and abroad: Press Trust of India, UNI, IANS, ANI, United Press International, Associated Press, AFP, Reuters. | | | |
| UNIT- II | Press Theories | | | |
| | Authoritarian Theory; Libertarian Theory Social Responsibility Theory; Soviet Media Theory Development Communication Theory Democratic Participant Theory | 15 | 8 | |
| UNIT- III | Types of Journalism | | | |
| | Sports journalism; Business journalism Investigative journalism; Development journalism Science and Technology journalism; Film and Lifestyle journalism Data journalism | 16 | 6 | 1 |
| UNIT- IV | Journalism and Society | | | |
| | Relation between Journalism and Society Media as fourth pillar of democracy Role of journalism in democracy Concept of Journalism: From mission to profession Ethical Issues in Journalism; Yellow Journalism Contemporary debates and issues relating to media | 14 | 5 | 2 |

PRACTICALS/ ASSIGNMENTS:

1. Students will submit a news report on any event.
2. Poster on Media and democracy.
3. Presentations on Elements of News, Ethical Journalism, Yellow Journalism

Suggested Readings:

1. Professional Journalism, MV Kamath, Vikas Publishing House
2. Mass Communication India, Keval J Kumar, Jaico Publishing
3. Journalism - Who, What, When, Where, Why and How, James Glen Stovall, PHI Learning

4. भारत में पत्रकारिता , आलोक मेहता , नेशनल बूक ट्रस्ट
5. स्मार्ट रिपोर्टर, शैलेश , डॉ ब्रजमोहन, वाणी प्रकाशन
6. पत्रकारिता- आधार, प्रकार और व्यवहार, ज्ञानेश उपाध्याय, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर

BA-103, History of Media

Course Objectives:

- 1 To impart knowledge about role of press in freedom struggle
- 2 To make students aware about freedom fighter journalists
- 3 To know about history of Television in India

Learning Outcomes:

- 1 Students will be able to understand role of press in freedom struggle
- 2 Will be able to know glorious past of India press
- 3 Develop understanding of growth of Television industry

| Course mapping | | | | | | | | | | | | | | | |
|-----------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|---------------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

- | | | |
|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| | | L | T | P |
|----------------|---|-----------|-----------|----------|
| UNIT- I | Origin and Growth | 15 | 07 | |
| | Origin and Growth of Indian Press, Indian Press before Independence, Role of Journalism in Freedom movement, Origin and Growth of Print Media in Rajasthan. | | | |

| | | | | |
|------------------|---|-----------|-----------|-----------|
| UNIT- II | Freedom fighters as journalist | 15 | 08 | |
| | Contribution of Mahatma Gandhi , Raja Ram Mohan Roy, BalGandharTilak, MaulanaAzad, Ganesh ShankerVidyarthi and MakhanlalChaturvedi as journalist in freedom movement. | | | |
| UNIT- III | Indian Press after independence | 15 | | 07 |
| | Indian Press after Independence,Press Commissions and Press Council of India, News Agencies in India, Feature Services and syndicates. Wage Board, Working Journalist Act, Press Organizations of India- INS, IRS, ABC, Journalist Unions. | | | |
| UNIT- IV | History of Television | 15 | | 08 |
| | History of television in the world ,Growth and development of Doordarshan, SITE and Kheda Project, Chanda Committee, Verghese Committee, Joshi Committee, Vardhan Committee, Cable television, Direct To Home (DTH),Video on demand, Growth and development of private TV channels in India | | | |

PRACTICALS/ ASSIGNMENTS:

1. Students will visit a newspaper office and prepare a report about the visit
2. Seminar presentation on wage board and working journalists act
3. Poster on growth of TV Channels in India

Suggested Readings:

- 1 India's Newspaper Revolution: Capitalism, Politics and Indian-Language Press, 1977-1999, Jeffrey, Robin, Hurst & Company, London.
- 2 History of Indian Journalism, Natarajan, J., Publications Division, New Delhi.
- 3 Journalism in India, Parthasarathy, Rangaswami, Sterling Publishers, New Delhi.
- 4 हिन्दी पत्रकारिता, लोक भारती प्रकाशन, इलाहाबाद, डॉ. कृष्ण बिहारी मिश्र।
- 5 समग्र भारतीय पत्रकारिता (1780-1900), लाभचंद प्रकाशन, इंदौर, श्रीधर विजय दत्त।
- 6 हिंदी पत्रकारिता, हमारी विरासत, शंभूनाथ, वाणी प्रकाशन, नई दिल्ली।
- 7 भारतीय पत्रकारिता कोश, विजय दत्तश्रीधर, माधवराव सप्रे संग्रहालय, भोपाल।
- 8 हिन्दी अनुवाद: भारत की भाषाई समाचार पत्र क्रान्ति।

BA-104, Communicative Hindi-I

हिन्दी भाषा एवं संप्रेषण-I

पाठ्यक्रम का उद्देश्य:

- I. छात्र को भाषा के सामयिक संदर्भों से अवगत कराना
- II. सामयिक संदर्भ के अनुरूप हिन्दी भाषा प्रयोग एवं प्रसार की चेतना विकसित करना.
- III. हिन्दी भाषा से संबंधित रोज़गार के बढ़ते नए क्षेत्र एवं अवसर से अवगत कराना.
- IV. लिखित/मुद्रित पाठ के साथ-साथ ध्वनि एवं दृश्य आधारित पाठ के साथ भाषा समायोजन की क्षमता विकसित करना.
- V. जनमाध्यमों की शर्तों के बीच हिन्दी भाषा व्यवहार के प्रति कुशल बनाना.

पाठ्यक्रम के अध्ययन के बाद छात्र:

- I. छात्रों में विविध प्रयोजन के अनुरूप हिन्दी प्रयोग की क्षमता का विकास.
- II. संप्रेषण के सामयिक संदर्भ एवं हिन्दी अनुप्रयोग का ज्ञान
- III. वाचन आधारित कार्य के नए अवसर के प्रति समझ
- IV. भाषा समायोजन की अनिवार्यता एवं संदर्भों की जानकारी.

पाठ्यक्रम संरचना

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-उच्चतर 2-महत्वपूर्ण, 1- औसत

1. विषय संबंधी ज्ञान;
2. संप्रेषण कौशल;
3. आलोचनात्मक दृष्टिकोण;
4. समस्या निराकरण;
5. तार्किक क्षमता;
6. शोध संबंधी दक्षता;
7. सहयोग/ सामूहिक कार्य;
8. वैज्ञानिक दृष्टिकोण;
9. चिंतनशील दृष्टिकोण;
10. सूचनात्मक/डिजिटल साक्षरता;
11. आत्म-प्रेरित प्रवृत्ति;
12. अन्तर्अनुशासनात्मक क्षमता;
13. नैतिक एवं मानवीय चेतना;
14. नेतृत्व क्षमता/ प्रवृत्तिविकास;
15. जीवन पर्यन्त सीखने की प्रवृत्ति.

BA-JMC-104, Hindi Language and Communication

| इकाई - I | हिन्दी भाषा और जनसंचार | L | T | P |
|-----------|---|---|---|---|
| | हिन्दी भाषा की उत्पत्ति हिन्दी के अन्य भाषाओं के साथ संबंध हिन्दी में नुक्तों का उचित प्रयोग हिन्दी के मौलिक प्रयोग और संभावनाएं | 5 | 4 | 2 |
| इकाई - II | व्यावहारिक भाषा ज्ञान | | | |
| | हिन्दी बोलचाल की भाषा के रूप में हिन्दी भाषा के व्याकरण के मूल सिद्धान्त : संधि, समास, वाक्य रचना, लिंग और क्रिया रूप अनुवाद : चुनौती, महत्व एवं आवश्यकता हिन्दी मुहावरों और लोकोक्तियों का प्रयोग | 5 | 3 | 3 |
| इकाई- III | आधुनिक भारतीय भाषाएं और हिन्दी | | | |
| | आधुनिक भारतीय भाषाएं: सामान्य परिचय आधुनिक भाषा के रूप में हिन्दी का प्रयोग, भारतीय भाषा सर्वे हिन्दी के विविध रूप : कार्यालयी/ औपचारिक/कामकाजी हिन्दी, साहित्यिक अभिव्यक्ति, लोकप्रिय लेखन | 5 | 2 | 4 |
| इकाई- IV | हिन्दी भाषा समायोजन | | | |
| | हिन्दी भाषा समायोजन: विविध भाषाओं की शब्दावली, रेखाचित्र/तस्वीर/दृश्य संचार एवं हिन्दी प्रयोग हिन्दी और इंटरनेट : इंटरनेट पर हिन्दी के सफल प्रयोग, फॉण्ट, डिज़ाइन और टाइपिंग के हिन्दी के नए टूल | 5 | 3 | 4 |

व्यावहारिक कार्य/ परियोजना कार्य

1. ऑडियो पाठ, पॉडकास्ट एवं वीडियो क्लिप निर्माण
2. तस्वीर, वीडियो क्लिप, छवि एवं परिवेश अनुरूप लेखन कार्य.
जैसे: कैप्शन, पैकेज, एंकर लिंक आदि.
3. ध्वनि, संकेत, चिन्ह, तस्वीर, वीडियो आदि के साथ शाब्दिक पाठ समायोजन
4. किसी एक साहित्य कृति/अंश की डिजिटल प्रस्तुति.

सहायक सामग्री/ पुस्तके:

- i. Communications: Raymond Williams : Random House
- ii. Essentials of Effective Communication: Vasantha R. Patri, NeelkantPatri, Greenspan Publications, New Delhi
- iii. भाषा और समाज: रामविलास शर्मा राजकमल प्रकाशन, नई दिल्ली
- iv. ऐतिहासिक भाषाविज्ञान और हिन्दी भाषा: डॉ. रामविलास शर्मा।
- v. राजभाषा हिन्दी: डॉ. हरदेव बाहरी।
- vi. देवनागरी जगत् की दृश्य संस्कृति: डॉ. सदन झा, राजकमल प्रकाशन, नई दिल्ली।
- vii. नए जन-संचार माध्यम और हिन्दी, विष्णु राजगढ़िया, राजकमल प्रकाशन, नई दिल्ली।
- viii. जनसंचार: सिद्धांत और अनुप्रयोग, राधाकृष्ण, नई दिल्ली।
- ix. कथा-पटकथा: मन्नू भण्डारी, वाणी प्रकाशन, नई दिल्ली।
- x. Linguistic survey of India / [compiled and edited] by George Abraham Grierson.
Calcutta : Office of the Superintendent of Government Printing, India, 1903-1928. ऑनलाइन उपलब्धता: <https://dsal.uchicago.edu/books/lsi/>
- xi. The Being of Bhasha: General Introduction to the People's Linguistic Survey of India Vol. 1 - Part I (In Hindi) 2017, Orient Blackswan Pvt. Ltd., New Delhi
- xii. हिन्दी आधुनिकता एक पुनर्विचार, तृतीय खण्ड: संपादक, अभय कुमार दुबे, वाणी प्रकाशन, नई दिल्ली।
- xiii. प्रतिमान: अंक- 02, संपादक, अभय कुमार दुबे, वाणी प्रकाशन, नई दिल्ली।
- xiv. Chutnefying English: The Phenomenon of Hinglish, Edt. By Rita Kothari & Rupert Snell, Penguin Books India.

BA-JMC-105, Communicative English-I

Course Objectives

1. To teach and improve the English Grammar of students.
2. To improve their reading and listening skills.
3. To enhance their speaking and writing skills.

Learning Outcomes

1. Students will be able to understand the appropriate use of English Grammar while reading, writing and speaking.
2. Their reading and listening skills will be improved.
3. They will be able to speak and write correctly.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | Fundamentals of English Grammar | L | T | P |
|---------|---|---|---|---|
| | Sentence structure and types, Tenses; Direct and Indirect Speech, Active and Passive Voice, Prepositions; Common Errors, Idioms and Phrases | 5 | 4 | 2 |

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|------------------|---|---|---|---|
| UNIT- II | Reading and Listening Skills | | | |
| | Effective listening skills, Reading Comprehension, Skimming the main idea, Taking notes and scanning specific information | 5 | 3 | 3 |
| UNIT- III | Speaking and Writing Skills | | | |
| | Pronunciation; Enunciation, Tone of Voice, Translating the given content (Hindi to English), Building paragraphs | 5 | 2 | 4 |
| UNIT- IV | Use of Communicative English | | | |
| | Extempore , Handling interviews , Group Discussion, Drafting Letters, Writing Essays, Precise writing, Expansion writing, Writing on an event | 5 | 3 | 4 |

PRACTICALS/ ASSIGNMENTS:

1. Writing Essay
2. Extempore
3. Writing paragraphs
4. Translation from Hindi to English

Suggested Readings:

1. The Oxford Guide to Writing and Speaking, John Seely, Oxford University Press
2. Oxford English Grammar, Sidney Greenbaum, Indian Edition, Oxford University Press
3. Improve Your Communication Skills , Alan Barker, Kogan Page, London
4. Cambridge Advanced English: Student's Book; Leo Jones, Cambridge University Press
5. Essentials of Business Communication, Rajendra Pal, J. S. Korlahalli, S.Chand, New Delhi

BA106- Anandam-2 Credit

Course Objectives

1. To introduce the concept of voluntary social service
2. To apprise them of various social issues.
3. To make them understand the role of individual efforts in society.

Learning Outcomes

1. Students will learn the concept of social service.
2. They will understand the importance of social concerns.
3. It will develop their understanding about the role of individual and group efforts in society.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

1. No theory classes only campus based Activities will be organized for this
2. To motivate the students to observe, reflect and act Motivational Lectures will be organized
3. Philanthropists and renowned Celebrities will be invited for Lectures
4. Motivational Movies and Documentaries will be shown
5. Students will prepare and maintain a Register to record their good deeds performed each day.
6. Evaluation will be based on the hours spent by students in individual and group activities, behavioral changes will be the benchmark
7. They should maintain a diary about videos and pictures to talk about their work, apart from the text.
8. Practice of Mindful living and meditation to cure health and social ills, they should learn and teach the same as part of the trusteeship training.

हरिदेव जोशी पत्रकारिता और जनसंचार विश्वविद्यालय, जयपुर

बीए-जेएमसी पाठ्यक्रम

SEMESTER-II

BA-201: Development Communication

Course Objective

1. To learn about the developmental role of communication.
2. To understand the important aspects of development communication theory.
3. To differentiate between the types of communication and understand the role they play in development.

Learning Outcome

1. Students will be able to know about the concept of development communications.
2. They will learn the importance of communication in development process.
3. Students will know about the various approaches to development.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | Introduction to Development | L | T | P |
|---------|---|----|---|---|
| | Development: Definition, meaning and Concept ; historical | 15 | 7 | |

| | | | | |
|-----------------|---|----|---|--|
| | overview of development, Gap between developed and developing societies ; Issues and indicators of development (HDI), Planned Economy, NITI Aayog, | | | |
| UNIT-II | Approaches to Development | | | |
| | Approach to development : Basic need, Integrated development, Local organisations, Self-development, Participatory development, Alternative Development, Globalisation and Glocalisation | 15 | 8 | |
| UNIT-III | Development Issues and Indian Perspectives | | | |
| | Social and Rural Development: Social indicators of development- education, literacy, nutrition and health, population control and family welfare, environment, women and child development Water Conservation and drought management with special focus on Rajasthan, Tribal rights on forests, land, water, Ecology v/s Economy. | 15 | 7 | |
| UNIT-IV | Theories of Development Communication | | | |
| | Theories of Development Communication: Dominant, Modernization, Dependency, Diffusion of innovation and Social marketing theory, Development Journalism, Role of NGOs and Voluntary Organizations. | 15 | 8 | |

Practical/Assignments :

1. Students will be asked to do two developmental stories.
2. GDon Theories of Development Communication
3. Poster on any of the developmental issues in Rajasthan
4. Presentation on Rural reporting in Newspapers

Suggested Readings -

1. A Manual of Development Journalism, Alan B.Chalkley, Vikas Publication, New Delhi
2. Participatory Communication: Working for Change and Development, A White Shirley, K. Sadanandan Nair and Joseph Ascroft, Sage, New Delhi.
3. Communication for Development, Kiran Prasad (Vol-1 and Vol-2) B.R. World of Books, New Delhi
4. Development Communication-Theory and Practice, Uma Narula, HarAnand Publication, New

Delhi

5. विकास संचार: विविध परिदृश्य, चंदेश्वर यादव, हिमाद्रि प्रकाशन, दिल्ली।
6. भारत में जनसंचार की संवृद्धि और विकास, जे वी, विलानीलम, राष्ट्रीय पुस्तक न्यास, अनुवादक- हरीश जैन।

BA-202: Marketing Communication

Course Objectives

1. To make the students understand the various concepts of marketing and to work into the emerging trends in marketing.
2. To teach them the key aspects of marketing communication.
3. To apprise them of the emerging trends of marketing.

Learning Outcomes

1. Students will learn the concept of marketing.
2. They will understand the various aspects of marketing communication.
3. They will become aware of emerging trends of marketing.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| | | | | |
|----------------|------------------|---|---|---|
| UNIT- I | Marketing | L | T | P |
|----------------|------------------|---|---|---|

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|------------------|---|----|---|---|
| | Types of Market, Marketing (Definition), Core concepts of Marketing (Production, Product, Selling, Marketing, Customer and Holistic)Product Life Cycle | 15 | 6 | 1 |
| UNIT- II | Marketing Mix and Communication | | | |
| | Product (Types and Levels), Price, Place Promotion Mix (Advertising, Public Relations, Personal Selling and Sales Promotion), Service Marketing (7 Ps) | 15 | 6 | 2 |
| UNIT- III | Consumer Behaviour | | | |
| | Concept of Consumer Behaviour, Social and Psychological influences on consumer behaviour, Buying decision making process Segmentation, Targeting & Positioning (STP) analysis Values, Attitudes & Lifestyles (VALS) network | 15 | 5 | 2 |
| UNIT- IV | Contemporary Practices in Marketing | | | |
| | Integrated Marketing Communication, Social MarketingCustomer Relationship management (CRM), Digital marketing, Niche marketing | 15 | 5 | 3 |

PRACTICALS/ ASSIGNMENTS:

1. Seminar presentation
2. STP analysis of any Brand
3. Case study on social marketing
4. IMC plan development

Suggested Readings:

1. Marketing Management, Kotler, Keller, Koshy, Jha, PHI, New Delhi
2. Marketing Management, Ramaswamy Namakumari, McGraw Hill, New Delhi
3. विपणन प्रबंध, पी के शाह और बी डी टातेड़, Atlantic Publishers and Distributors, New Delhi
4. विज्ञापन एवं जनसम्पर्क; जयश्रीजेठवानी, सागर प्रकाशन, नई दिल्ली।

BA-203: Reporting and Writing

Course Objectives:

1. To impart understanding of news and reporting
2. To develop skills of reporting
3. To let students know different types of writing

Learning Outcomes:

1. They will know about skills of reporting
2. Students will be able to understand News concepts
3. They will be able to write reports and conduct interviews

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| | | | | |
|---------|--|----|----|---|
| UNIT- I | News Gathering | L | T | P |
| | Concept of News, Sources of News, News Value | 15 | 07 | |

| | | | | |
|-----------|--|----|----|----|
| | Types of News – Hard and Soft News, Factual and Routine News ; Analytical, Interpretative and Descriptive News ; Investigative news and Research based or in-depth news Examining and testing News Value | | | |
| UNIT- II | Reporting Skills | | | |
| | Qualities of a good Reporter, Responsibility and credibility in News Reporting, Categories of reporter-Stringer, Reporter, City Reporter, Special Correspondent, Coverage of Press Conference and Press Briefings Types of Reporting. | 15 | 08 | |
| UNIT- III | News Writing | | | |
| | Principles of News Writing, Structure of News: Five Ws and One H Writing Intro/Lead, Body Organising the News Story: Angle, Attribution, Quote, Background and Context; Checking Facts: Ensuring Accuracy, Objectivity and Balance in News Story | 15 | | 07 |
| UNIT- IV | Different Styles Of News Writing | | | |
| | Inverted pyramid style: Concept, development, writing process, Feature style: Concept, development, writing process, merits and demerits ; Sand clock style: concept, development, writing process, merits and demerits ; Interviews: definition, types & preparation of Interviews, qualities of good Interviews | 15 | | 08 |

PRACTICALS/ ASSIGNMENTS:

1. Students will be asked to do News Stories
2. They will Conduct Interviews.
3. They will give presentations on comparative study of Headlines
4. Students will go in the field to cover a Press Conference

Suggested Readings:

1. The Journalist's Handbook, M V Kamath, Vikas Publishing House, New Delhi.
2. A Manual for News Agency Reporters, Indian Institute of Mass Communication, New Delhi,
3. Handbook of Journalism and Mass Communication, Veerbala Aggarwal, V.S. Gupta, Concept Publishing Co., New Delhi.
4. Mass Communication and Journalism in India. Allied Publications Pvt. Ltd., Bombay.

5. समाचार एवं प्रारूप-लेखन, डॉ. रामप्रकाश/ डॉ. दिनेशकुमार गुप्त, राजकमल प्रकाशन, नई दिल्ली
6. समाचार संकलन एवं संपादन, विजय शर्मा, इशिका पब्लिशिंग हाउस, जयपुर
7. समाचार लेखन एवं संपादन, नवीन चंद्र पंत, कनिष्का पब्लिशर्स, नई दिल्ली

BA-204, Communicative Hindi- II: (Language Management and Innovation in Hindi)

हिन्दी के नवाचार एवं भाषा प्रबंधन

पाठ्यक्रम का उद्देश्य:

- I. छात्र को हिन्दी भाषा प्रस्तुति एवं व्यवहार के अद्यतन प्रयोग से अवगत कराना.
- II. हिन्दी भाषा, प्रबंधन एवं तकनीक के पारस्परिक संबंध से परिचित कराना.
- III. व्यक्तिगत स्तर पर शून्य लागत सामग्री निर्माण एवं वितरण कौशल विकसित करना.
- IV. मुद्रित पाठ, विशेष रूप से साहित्यिक कृतियों की पुनर्प्रस्तुति की क्षमता प्रदान करना.

पाठ्यक्रम के अध्ययन के बाद छात्र:

- I. पाठ प्रस्तुति एवं लेखन की नयी पद्धतियों के प्रति अभिरूचि
- II. हिन्दी भाषा की क्षमता एवं प्रसार की संभावना के प्रति विस्तृत समझ
- III. निजी स्तर पर पेशेवर लेखन, सामग्री निर्माण एवं वितरण में सक्षम
- IV. शाब्दिक अभिव्यक्ति को विविध डिजिटल रूपों में परिवर्तित करने में सक्षम

| पाठ्यक्रम संरचना | | | | | | | | | | | | | | | |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

उच्चतर 2-महत्वपूर्ण, 1- औसत

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|--------------------------------|--------------------------------------|--------------------------------------|
| 1. विषय संबंधी ज्ञान; | 2. संप्रेषण कौशल; | 3. आलोचनात्मक दृष्टिकोण; |
| 4. समस्या निराकरण; | 5. तार्किक क्षमता; | 6. शोध संबंधी दक्षता; |
| 7. सहयोग/ सामूहिक कार्य; | 8. वैज्ञानिक दृष्टिकोण; | 9. चिंतनशील दृष्टिकोण; |
| 10. सूचनात्मक/डिजिटल साक्षरता; | 11. आत्म-प्रेरित प्रवृत्ति; | 12. अन्तर्-अनुशासनात्मक क्षमता; |
| 13. नैतिक एवं मानवीय चेतना; | 14. नेतृत्व क्षमता/ प्रवृत्ति विकास; | 15. जीवन पर्यन्त सीखने की प्रवृत्ति. |

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| इकाई -I | हिन्दी नवाचार की पृष्ठभूमि एवं संदर्भ | L | T | P |
|---------|---------------------------------------|---|---|---|

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|------------------|--|---|---|---|
| | हिन्दी भाषा: नवाचार का आशय, अनिवार्यता, प्रस्तुति एवं प्रयोग हिन्दी भाषा नवाचार : विविध रूप एवं प्रयोग क्षेत्र नवाचार एवं सामग्री : पूर्व प्रकाशित सामग्री की पुनर्प्रस्तुति एवं सामग्री निर्माण सामग्री प्रस्तुति:विधाएं, प्रविधि, लक्ष्य पाठक-श्रोता-दर्शक एवं लोकप्रियता के आधार | 5 | 4 | 2 |
| इकाई - II | भाषा प्रबंधन एवं प्रयोग | | | |
| | भाषा- प्रबंधन: भाषा प्रबंधन का अर्थ, शर्ते एवं व्यावसायिक रचनात्मक प्रयोग भाषा- प्रबंधन सामग्री: स्टाईल शीट, लेआउट, तकनीकी शब्दावली, कॉपीराइट अधिनियम 1957 एवं लेखन भाषा-प्रबंधन एवं शैली: व्यक्तिगत शैली निर्माण, प्रक्रिया एवं प्रयोग. सांस्थानिक शर्ते, शैली एवं पाठ निर्माण : भाषा-प्रबंधन में लोगो, विपणन की भाषा, सांकेतिक चिन्हों का प्रयोग | 5 | 3 | 3 |
| इकाई- III | नवाचार के विविध पाठ एवं निर्माण प्रक्रिया | | | |
| | पाठ निर्माण एवं प्रस्तुति: आवेदन, प्रेस विज्ञप्ति, ड्राफ्ट, पुस्तक/सिनेमा/कार्यक्रम समीक्षा डिजिटल पाठ निर्माण: हायपर टेक्स्ट, ई-पत्रिका, ईबुक्स, पोस्टर, पोस्टकार्ड, बधाई संदेश, पॉडकास्ट, ऑडियो बुक्स, व्आइस ओवर, स्टूडियो काव्य-पाठ एवं मुद्रित सामग्री की पुनर्प्रस्तुति (कहानी, कविता, संस्मरण, डायरी एवं रिपोर्टाज आदि), लाइव प्रस्तुति | 5 | 2 | 4 |
| इकाई- IV | विभिन्न माध्यमों के लिए हिन्दी लेखन | | | |
| | हिन्दी में वेब लेखन:ब्लॉगिंग, माइक्रो-ब्लॉगिंग, सोशल मीडिया और वेबसाइट हिन्दी में समाचार पत्र के लिए लेखन : समाचार, रिपोर्टाज और एडवर्टोरियल हिन्दी में पत्रिकाओं के लिए लेखन : आलेख एवं फीचर हिन्दी में विज्ञापन और जनसम्पर्क के लिए लेखन हिन्दी में मनोरंजन लेखन : सिनेमा और टेलीविज़न धारावाहिक | 5 | 3 | 4 |

व्यावहारिक कार्य/परियोजना कार्य

1. व्आइस ओवर अभ्यास एवं प्रयोग
2. प्रेस रिलीज, ड्राफ्ट,समीक्षा, पैकेज लेखन
3. कविता पाठ एवं वीडियो क्लिप निर्माण
4. प्रूफ रीडिंग, पाठ संपादन एवं संवर्धन

सहायक सामग्री/ पुस्तके:

- I. On Language: Noam Chomsky, Penguin Books
- II. Sociolinguistics, An introduction to language and society: Peter Trudgill, Penguin Books
- III. The CONCISE Hobson-Jobson The Anglo-Indian Dictionary: Henry Yule and A.C.Burnell
Wordsworth Reference, London

- IV. Language Management: Bernard Spolsky, Cambridge University Press.
- V. पटकथा लेखन: मनोहर श्याम जोशी, राजकमल प्रकाशन, नई दिल्ली
- VI. हंस: #न्यू मीडिया, सोशल मीडिया विशेषांक, नवसंचार के जनाचार (2018) संपादन: रविकांत, विनीत कुमार, अक्षर प्रकाशन, नई दिल्ली
- VII. Writing and Editing for Digital Media: Brain Carroll, Routledge, London

BA-205, Communicative English II

Course Objectives

1. To improve comprehension skills and encourage in-depth reading.
2. To teach them public speaking skills and the art of presentation.
3. To teach them appropriate usage of Communicative English in different fields.

Learning Outcomes

1. They will be able to interpret any given text correctly and develop interest for in-depth reading.
2. They will be able to speak and make presentations efficiently.
3. They will learn appropriate usage of communicative English in different fields

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | Reading | L | T | P |
|---------|-------------------------------|---|---|---|
| | Reading Articles and features | 5 | 4 | 2 |

| | | | | |
|------------------|--|---|---|---|
| | Understanding the tone and style of the content Book Reading and understanding the contextual meaning of unfamiliar words | | | |
| UNIT- II | Speaking | | | |
| | Art of Presentation , Public Speaking Skills | 5 | 3 | 3 |
| UNIT- III | Writing and Copyediting | | | |
| | Writing reports, Speech writing , Critical writing on any text/Letter to an editor, Proof Reading , CopyEditing | 5 | 2 | 4 |
| UNIT- IV | Use of Communicative English | | | |
| | Panel discussions, Anchoring/Compering, Delivering, Talk/Speech, Writing books' reviews and films' reviews, Writing Articles, Writing Travelogues, Writing Blogs | 5 | 3 | 4 |

PRACTICALS/ ASSIGNMENTS:

1. Read and review a book.
2. Writing a Travelogue/ Speech
3. Panel discussion on any socio-economic issue

Suggested Readings:

1. Communicative English ,E. Suresh Kumar and P. Sreehari ,Orient Blackswan
2. The structure of technical English, A.J. Herbert, Longman, London
3. The Four Skills for Communication, Josh Sreedharan , Foundation Books
4. Speaking Effectively, Jeremy Comfort, Cambridge University Press

BA206- Anandam-2 Credit

Course Objectives

1. To introduce the concept of voluntary social service
2. To apprise them of the various social issues.
3. To make them understand the role of individual efforts in society.

Learning Outcomes

1. Students will learn the concept of social service.
2. They will understand the importance of social concerns.
3. It will develop their understanding about the role of individual and group efforts in society.

| Activitives | |
|-------------|--|
| 1. | No theory classes only campus based activities will be organized for this. |
| 2. | To motivate the students to observe, reflect and act Motivational Lectures will be organized |
| 3. | Philanthropists and renowned Celebrities will be invited for Lectures |
| 4. | Motivational Movies and Documentaries will be shown |
| 5. | Practice of Mindful living and meditation to cure health and social ills will be promoted. They should learn and teach the same as part of the trusteeship training. |
| 6. | Students will prepare and maintain a Register to record their good deeds performed each day |
| 7. | They should maintain a Register about videos and pictures to talk about their work, apart from the text. |
| 8. | Evaluation will be based on the hours spent by students in individual and group activities, behavioural changes will be the benchmark |

हरिदेव जोशी पत्रकारिता और जनसंचार विश्वविद्यालय, जयपुर

बीए-जेएमसी पाठ्यक्रम

SEMESTER-III

BA-JMC

BA-301, Introduction to Advertising and Public Relations

Course Objectives

1. To teach fundamentals of advertising.
2. To introduce the concept of Public Relations to the students.
3. To make them understand the concept of corporate communication and crisis communication.

Learning Outcomes

1. Students will understand the fundamentals of advertising.
2. Students will learn the concept of Public Relations.
3. They will be apprised of the concepts of corporate communication and crisis communication.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | Fundamentals of Advertising | L | T | P |
|---------|-----------------------------|----|---|---|
| | History of Advertising | 15 | 6 | 2 |

| | | | | |
|------------------|--|----|---|---|
| | Types of Advertising Ad agency (concept and types) Structure of an ad agency | | | |
| UNIT- II | Creative Aspects of Advertising | | | |
| | Copywriting(concept) Elements of Ad-copy Advertising Appeals Concept of Visualisation Ad Campaign (concept and stages) | 15 | 4 | 4 |
| UNIT- III | Introduction to Public Relations | L | T | P |
| | Concept of Public Relations History of PR (Global and Indian) Internal and External Publics of PR Corporate Communication | 15 | 5 | 2 |
| UNIT- IV | Public Relations Practice | L | T | P |
| | Tools of Public Relations (House Journals/Magazines, Press Conference, Press Brief, Press Kit, Press Release, SMR, AV Material, Advertorial),PR in Various Sectors (Public and Private),PR Agency (Structure and Functions), PR Campaign | 15 | 2 | 5 |

PRACTICALS/ ASSIGNMENTS:

1. Planning and Designing Advertising Campaign
2. Writing Press Release
3. Presentation on advertorial

Suggested Readings:

1. Advertising Management; JaishriJethwaney and Shruti Jain, Oxford University Press, New Delhi
2. Foundations of Advertising Theory and Practice; Chunawala and Sethia, Himalaya Publishing House, New Delhi
3. Public Relations: Principles and Practices; Iqbal Singh Sachdeva, Oxford University Press
4. A Handbook of Public Relations and Communications; Philip Lesly (Ed.), Jaico Publishing House, Mumbai

5. विज्ञापनएवंजनसम्पर्क; जयश्रीजेठवानी ,सागरप्रकाशन ,नईदिल्ली।
6. हिंदीविज्ञापन, संरचनाऔरप्रभाव; सुमितमोहन ,वाणीप्रकाशन,नईदिल्ली।
7. जनसंपर्कऔरप्रसारमाध्यम ,एनसीपंत ,वाणीप्रकाशन,नईदिल्ली।
8. जनसंपर्ककीव्यावहारिकमार्गदर्शिका;रविमोहन ,वाणीप्रकाशन ,नईदिल्ली।
9. राज्यसरकारऔरजनसंपर्क;वहीदअहमदक़ाज़ी(सं),माखनलालचतुर्वेदीराष्ट्रीयपत्रकारिताएवंजनसंचारविश्वविद्यालय ,
राधाकृष्णप्रकाशन ,नईदिल्ली।

BA-302: Radio Broadcasting

Course Objectives:

- 1 To introduce the concept and theory of radio production to students.
- 2 To apprise them of the various formats used in radio.
- 3 To make them understand the techniques of radio production.

Learning Outcomes:

- 1 Students will learn the concept and theory of radio production.
- 2 They will understand various formats used in radio.
- 3 It will develop their understanding about techniques of radio production.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| | | L | T | P |
|----------------|--|----|---|---|
| UNIT- I | Growth of Radio in India | | | |
| | A historical perspective of Radio in the world. Growth and development of All India Radio. AM and FM Channels. Podcasting, Community Radio-state and private initiatives. Public | 16 | 4 | 4 |

| | | | | |
|------------------|---|----|---|---|
| | Service broadcasting & Commercial Broadcasting. | | | |
| UNIT- II | Radio formats | | | |
| | Radio as mass media. Radio News; Radio features; Radio commentary Radio talk; Radio documentary; Radio drama. Popular Radio Presenters in India. | 15 | 8 | |
| UNIT- III | Radio Sound | | | |
| | Characteristics of sound- Frequency and Wave length, Different types of microphones, Sound-Analogue and Digital Importance of music and sound effects | 16 | 6 | 1 |
| UNIT- IV | Production Techniques | | | |
| | Pre-Production – (Idea, research, script, storyboarding), Production– Creative use of Sound; Listening, Recording, using archived sounds, (execution, requisite, challenges) Editing, Creative use of Sound Editing, Sound Editing Softwares | 14 | 5 | 2 |

PRACTICALS/ ASSIGNMENTS:

1. Preparing a radio jingle.
2. Creating 1 minute radio news report.

Suggested Readings:

- 1 Radio Production, Robert Mcleish and Jeff Link, Focal Press
- 2 Mass Communication India, Keval J Kumar, Jaico Publishing
3. Radio in New Avatar : AM to FM. New Delhi, AmbrishSaxena,Kanishka Publishers, Distributers
4. Handbook of Television and Radio Broadcasting, VedPrakeshGandhi, Kanishka Publishers, Distributers, New Delhi
5. Seizing the airwaves: A free radio handbook, R. Sakolsky&Dunifer, S. San Francisco: AK Press

BA-303: Fundamentals of Computer Application

Course Objectives

1. Learn about the major parts of Computer.
2. Student will be able to get Knowledge of major Operating system
3. Understand the theoretical aspect of MS word, Excel and PowerPint.
4. Student will be able to use MS Word
5. Students will be able to use MS Excel and Prepare Power Point Presentation

Learning Outcomes

1. Enhance the knowledge of student's fundamentals of computer and its various applications
2. Explain the functioning of Computer and its various Parts
3. Use windows operating system and create files and folders.
4. Create page in MS word, mail merge documents.
5. To develop expertise in word processing, spreadsheet and presentation skills.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | Fundamentals of Computers | L | T | P |
|---------|---|----|----|---|
| | Introduction to Computer System, Definition, Characteristics of a | 15 | 07 | |

| | | | | |
|------------------|--|----|----|----|
| | Computer, Generation and Basic Components of Computers, Classification of Computers, Storage, Hardware and Software, Types of Computer. | | | |
| UNIT- II | Introduction to Operating Systems | | | |
| | Functions and Feature of Operating System, Types of Operating System, Major Operating system-Unix, Linux, MS DOS, mac, MS Windows, CUI and GUI, Versions of MS window-Windows 98, ME, 2000, Windows XP, Windows Vista, Windows 10& 11.Introduction to MS Windows. | 15 | 08 | |
| UNIT- III | Introduction toMS Office | | | |
| | Microsoft Word-Components of MS World, features of Microsoft world, shortcut keys of MS World and Descriptions,Microsoft Excel- Components of MS Excel, shortcut keys of MS Excel and Descriptions,Microsoft PowerPoint- Components of MS PowerPoint, features of PowerPoint, Views,Microsoft Outlook, Features of Outlook, Uses of Scanner & Printer | 15 | | 07 |
| UNIT- IV | Practical work (lab) | | | |
| | MS Word-Opening & Saving files, Editing Text Documents, Formatting page Using toolbar and Ruler, Creating a table, Borders, Alignments, Managing Cells, Use of Mail merge. MS Excel-Spread sheets & its applications, Opening Spread sheets, Formatting, Toolbars, Shortcuts, Creating charts,MS Power Point-Creating a New Presentation E-Learning and Instructional Design | | 03 | 20 |
| | | | | |

PRACTICALS/ ASSIGNMENTS:

1. Students will be asked to make a Script
2. They will prepare PowerPoint Presentation, Chart, bills etc.

Suggested Readings:

1. Fundamentals of Computer, ReemaThareja-Oxford University Press
2. Step by Step Computer Applications; John Roche, Gill Education

3. Computer Fundamentals Pradeep Kumar Sinha, & Priti Sinha;, Sixth Edition BPB Publication
4. Learning, Computer Fundamentals Dinesh Maidasani, MS Office and Internet & Web Tech.- Firewall Media

BA-304 Indian Economy

Course Objectives:

- 1 To become aware of the historical and theoretical perspectives of the development of Indian Economy.
- 2 To become aware of various challenges of the Indian Economy
- 3 To be able to analyse current economic scenario in India.

Learning Outcomes:

- 1 Students will understand the basics of building economic model on various theories.
- 2 Students will be able to know about the theoretical perspectives of development of Indian economy.
- 3 They will skilled better to analyse the current economic situations in India.

| | | L | T | P |
|------------------|--|----------|----------|----------|
| UNIT- I | Introduction to Economics | 9 | 2 | 1 |
| | Definitions of Economics - Wealth, Welfare, Scarcity and Development related definitions, Nature and Scope of Economics, Types of Economy : Capitalist, Socialist & Mix; Types of markets, Money – Meaning, Functions and Classification; Importance of Money, Inflation, Hyperinflation, Reflation, Deflation and Stagflation | | | |
| UNIT- II | Financial Economics | 9 | 1 | 1 |
| | Commercial Banks – Meaning, Types and Functions, Functions of the Reserve Bank of India, Taxation – Meaning, Canons and Classification of Taxes, GST, Foreign Trade Policy – Free trade v/s Protection | | | |
| UNIT- III | Indian Economy | 9 | 2 | 1 |

| | | | | |
|----------------|---|----------|----------|----------|
| | Characteristics of Indian Economy, Concepts and Measurement of National Income, Problem of Poverty & Unemployment, Trends in Agricultural Production and Productivity; Green Revolution, Trends in Industrial Development during pre and post reform period, Growth and Problems of Small Scale Industries, Latest Industrial Policy, Planning Commission, NITI Aayog, LPG Policies of 1991 | | | |
| UNIT-IV | Economy of Rajasthan | 8 | 1 | 1 |
| | The Position of Rajasthan's Economy in Indian Economy, Broad Demographic Features of Rajasthan- Trends in population growth and Human Development Index, Trends and Sectoral Composition of State Domestic Product, Sectoral Distribution of workforce, Trends in Agriculture and Industrial Production, Tourism Development in Rajasthan. | | | |

PRACTICALS/ ASSIGNMENTS:

- Prepare a list of high demand commodity. Segment will be given by the teacher.
- Prepare a list of import/export goods.

Suggested Readings:

- 1 Money, Banking and Public Finance, D.M. Mithani, Himalaya Publishing House, New Delhi.
- 2 Money Market Operations in India, A.K. Sengupta and M.K. Agarwal, Skylark Publication, New Delhi.
- 3 Indian Economy, Mishra and Puri, Himalaya Publishing House, New Delhi.
- 4 Indian Economy, RudraDutt and Sundaram, S. Chand and Company, New Delhi.
- 5 Indian Economy Its Nature and Problems, AlokGhosh, The New Book Stall.
- 6 Principles of Micro Economics, H.L Ahuja, Sultan Chand and Company, New Delhi (Hindi and English Versions).
- 7 Micro Economics, C.S. Barla, National Publishing House, Jaipur, New Delhi (Hindi and English Versions).
- 8 Micro Economics, M.L. Jhingan, Vrinda Publication, New Delhi (Hindi and English Versions).
- 9 Economics of Development and Planning, M. L. Taneja and R. M.. Myer, Vishal Publishing, New Delhi
- 10 व्यष्टि अर्थशास्त्र, एल. एन. नाथूरामका, आरबीडी पब्लिकेशन्स, जयपुर
- 11 व्यष्टि अर्थशास्त्र, बीएल ओझा, आरबीडी पब्लिकेशन्स, जयपुर

- 12 समष्टि अर्थशास्त्र, एमएल झिंगन, वृंदा पब्लिकेशन्स, नई दिल्ली
- 13 समष्टि अर्थशास्त्र, बीएल ओझा, आदर्श प्रकाशन, जयपुर
- 14 विकास गरीबी एवं समता, दीप एवं दीप पब्लिकेशन प्रा.लि.नई दिल्ली
- 15 राजस्थान की अर्थव्यवस्था, एलएन नाथूरामका, कॉलेज बुक हाऊस, जयपुर
- 16 मुद्रा बैंकिंग एवं अंतर्राष्ट्रीय व्यापार, टीटी सेठी, लक्ष्मीनारायण अग्रवाल, आगरा

BA: 305 Environmental Studies

Course Objectives:

- 1 To develop an understanding of Environment and Ecology
- 2 To become aware of bio-diversity and natural resources
- 3 To know about various environmental challenges

Learning Outcomes:

- 1 Students will understand the importance of Environment and Ecology
- 2 They will be able to appreciate the value of natural resources
- 3 They can analyse the key issues involved in environmental problems

| Course mapping | | | | | | | | | | | | | | | |
|-----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

- | | | |
|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| Unit 1 Introduction to Environmental Studies | 9 | 2 | 1 |
|--|----------|----------|----------|
| Definition, scope and importance: Multidisciplinary nature of environmental studies. | | | |
| Human Population and the Environment. Need for public awareness, Role of Information | | | |

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|---|----------|----------|----------|
| Technology in Environment and human health. Ecosystems: Concept of an ecosystem: Structure and function of an ecosystem Producers, consumers and decomposers. Energy flow in the ecosystem. Ecological succession | | | |
| Unit 2 Natural Resources | 9 | 1 | 1 |
| Renewable and non-renewable resources : Natural resources and associated problems. a) Forest resources : Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies. d) Energy resources : Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. f) Land resources : Land as a resource, land degradation, man induced landslides, soil erosion and desertification | | | |
| Unit 3 Biodiversity and its Conservation | 9 | 2 | 1 |
| Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. Biodiversity at global, National and local levels. India as a mega-diversity nation. Hot-spots of biodiversity. Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemic species of India. Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity) | | | |
| Unit 4 : Environmental Issues | 8 | 1 | 1 |
| Pollution- Definition, Cause, effects and control measures of :- a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards, Solid waste Management : Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management : floods, earthquake, cyclone and landslides. Climate change & Global warming, | | | |

PRACTICALS/ ASSIGNMENTS:

1. Visit a local area and document environmental assets river/forest/grassland/hill/mountain
2. Visit to a local polluted site-Urban/Rural/Industrial/Agricultural and document the causes and possible remedies
3. Poster presentation on Environmental Activists and their contribution
4. Presentation on Climate Change

Suggested Readings:

1. Environmental Encyclopedia, W.P. Cooper Cunningham, T.H. Gorhani, E & Hepworth, Jaico Publ. House, Mumbai

2. The Biodiversity of India, ErachBharucha, Maping Publishing Pvt. Ltd.,
Ahmedabad
4. Environmental Biology, K.C. Agarwal, Agro Botanical Publishers
5. The Planet in Peril, Survival Crisis and People's Response, Bharat Dogra, Vitasta
Publishing, New Delhi
6. आजभीखरेहैंतालाब ,अनुपममिश्र ,वाणीप्रकाशन ,नईदिल्ली

BA306- Anandam-2 Credit

Course Objectives

1. To introduce the concept of voluntary social service
2. To apprise them of the various social issues.
3. To make them understand the role of individual efforts in society.

Learning Outcomes

1. Students will learn the concept of social service.
2. They will understand the relevance of social concerns.
3. It will develop their understanding about the role of individual and group efforts in society.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
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3-High, 2- Significant, 1- Low

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| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

Activities

9. No theory classes only campus based Activities will be organized for this
10. To motivate the students to observe, reflect and act Motivational Lectures will be organised
11. Philanthropists and renowned Celebrities will be invited for Lectures
12. Motivational Movies and Documentaries will be shown
13. Students will prepare and maintain a Register to record their good deeds performed each day.
14. Evaluation will be based on the hours spent by students in individual and group activities, behavioural changes will be the benchmark

15. They should maintain a diary about videos and pictures to talk about their work, apart from the text.
16. Practice of Mindful living and meditation to cure health and social ills, they should learn and teach the same as part of the trusteeship training.

BA-401: Photography

Course Objectives

Introduce the students with process of visual communication and its analysis techniques

Make them familiar with various basics of Photography

To introduce the students with technical aspects of the Photography, cameras lens and lighting

Learning Outcomes

- 1 Understand the Concept of Visual Communication
- 2 Exercise and practice photography techniques and skills
- 3 Demonstrate a broad knowledge of Digital Photography

| Course mapping | | | | | | | | | | | | | | | |
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| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
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3-High, 2- Significant, 1- Low

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| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | Basics of Visuals | | | |
|----------------|--|--|--|--|
| | Concept of Visuals, process and function, cognition and conceptualization, visual perception and Visual persuasion; Use of | | | |

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|------------------|---|--|--|--|
| | colour in design- Psychology; Dimensions of colour; colour matching and mixing | | | |
| UNIT- II | Basics of Photography | | | |
| | Brief history of photography, Photography-elements, principles and rules of composition, Exposure and white balance. Types of photographic cameras and their structure Lenses: types and their perspective Camera movements: shots and angles, Digital Photography | | | |
| UNIT- III | Different types of Photography | | | |
| | Photo essay, Portrait, Landscape, Wildlife, Environment Photography for Advertising, Sports, Conflicts, War, Political and Social Photography | | | |
| UNIT- IV | Tools and Techniques of Photography | | | |
| | Photographic techniques-blur, freeze, panning, Selective focusing, Frame within frame Zooming, Multi Exposure, long Exposure, Panorama. Fill in flash, flash away from camera, Candid Photography, Planning for News Photography ; Photo Feature, Essential Qualities of a ; Photojournalist ; Principles of Photojournalism ; Photo Editing & Photo Caption | | | |

PRACTICALS/ ASSIGNMENTS:

Students will be asked to prepare:

1. Photo Essay
2. Photo feature
3. Exhibit Portrait and Landscape Photography.
4. Presentation on Eminent Photographers and their contribution

Suggested Readings:

1. Photojournalism: The Professionals' Approach ; Kenneth Kobre Focal Press, Waltham, Massachusetts

2. Practical Photojournalism; PMartin Keene, Focal Press, Waltham, Massachusetts
3. Essentials of Visual Communication; Bo Bergstorm, Laurence King Publishing, London
4. Rajasthan: India's Enchanted Land; Raghubir Singh, Thames and Hudson, London
5. My Land and Its People; Raghu Rai, Vadhera Art Gallery, New Delhi
5. Understanding Photojournalism; Jennifer Good and Paul Lowe, Bloomsbury, London
7. प्रकाश लेखन; गुलाब कोठारी, पत्रिका प्रकाशन, जयपुर
8. प्रायोगिक फोटोग्राफी; ओ पी शर्मा, हिन्द पॉकेट बुक, नई दिल्ली
9. फोटो पत्रकारिता के मूल तत्व; शशिप्रभा वर्मा, फोटो पत्रकारिता के मूल तत्व; कनिष्का पब्लिशर्स, नई दिल्ली
10. फोटो पत्रकारिता; नवल जायसवाल, सामयिक प्रकाशन, नई दिल्ली
11. डिजिटल फोटोग्राफी एक परिचय; रायज हसन, ईएन प्रकाशन
12. फोटोग्राफी तकनीक एवं प्रयोग; नरेंद्र यादव, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
13. संचार और फोटो पत्रकारिता; रमेश मेहरा, तक्षशिला प्रकाशन, दिल्ली

BA-402: Television Journalism

Course Objectives

1. Student will be able to learn to write for television news
2. Introduce the students with basics concepts television reporting
3. Make them familiar with various stages of TV reporting.
4. Make them familiar with reporting techniques.
5. Introduce the students with basics of audio-video editing.

Learning Outcomes

1. Student will be trained in writing for television news
2. Student will be able to understand the basics of Video Camera
3. Understand the process of TV Newsroom.
4. Exercise and practice TV News techniques and skills.
5. Demonstrate a basics of audio-video editing

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
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3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

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|----------------|--|--|--|---|
| UNIT- I | Understanding the Medium | | | P |
| | Significance of Television, Formats of Television Programs, Growth of Private TV Channels- News, Entertainment, Life | | | |

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|------------------|---|--|--|----|
| | style, Movies, Music, wild life, etc | | | |
| UNIT- II | Writing for TV News | | | |
| | Writing for visuals, TV news script format-Anchor, Byte, Voiceover, PTC, Concept of Shots, Teleprompter, OB Van, Backpack, TV News room, Writing News Features and News Documentaries; Content of news: Headlines, News Scrolls, Slug, Super, Top Band, Tease | | | |
| UNIT- III | TV News Production | | | |
| | TV Studio, Input Desk, Output Desk, Assignment Desk; Reporters, Correspondent, Bureau Chief, Copy Editors, Input Editors, Output Editors, News Producers, Cameramen, Video Editors; Backroom researchers, Archives, Graphic Artists, Compilation of a bulletin- Rundowns, Leads, Live Feed. | | | 07 |
| UNIT- IV | Fundamental of TV Reporting | | | |
| | News values, Significance of Timeliness, Sources of News, News Agencies; Breaking News, Pitch & Voice Modulation, phonos; Interview skills, Importance of Sound-Bytes, Voxpops, Walk Through. | | | 8 |
| | | | | |

PRACTICALS/ ASSIGNMENTS:

1. Students will be asked to prepare a news bulletin.
2. Will conduct a video interview

Suggested Readings:

1. The Technique of Television Production, Gerald Millerson, Focal Press, UK
2. Television Production Handbook Herbert Zettl, Thompson Wadsworth Pub, 2012
3. Video Production, Vasuki Belavady, Oxford Publication 2010
4. वीडियो प्रॉडक्शन, परमवीर सिंह, कल्पना प्रकाशन, नई दिल्ली
5. पटकथा लेखन, असगर वज़ाहत, राजकमल प्रकाशन, नई दिल्ली

6. खबरें विस्तार से, डॉ. श्याम कश्यप और मुकेश कुमार, राजकमल प्रकाशन, नई दिल्ली
7. टेलीविज़न और अपराध रिपोर्टिंग, वर्तिका नन्दा, राजकमल प्रकाशन, नई दिल्ली

BA-403: Understanding New Media

Course Objectives:

1. To make students aware about NewMedia
2. To improve their understanding about Social Media Platforms
- 3.To let students know about Web Journalism

Learning Outcomes:

1. They will know about New Media concepts
 6. This will understand the forms of Web Journalism
 7. They will learn about different social Media Platforms

| Course mapping | | | | | | | | | | | | | | | |
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| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
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3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | Introduction to New Media | L | T | P |
|---------|--|----|---|---|
| | Definition and Concept of New Media Evolution and Features of New Media Information and Communication Technology Internet, LAN, , WAN, E-Mail, World Wide Web | 15 | 4 | 3 |
| UNIT-II | Web Journalism | 15 | 5 | 3 |
| | Internet and Journalism, Features of Online Journalism, Tools of Journalism, Data Mining, Citizen Journalism | | | |

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|----------|--|----|---|---|
| | Convergent Journalism and Multimedia Skills for Journalist Fact Checking | | | |
| UNIT-III | Writing for New Media | 15 | 6 | 2 |
| | Writing News Stories, Features and Articles with Visual and Graphics, Blogging, Role of blogging in Alternative Journalism, Use of Photos, Audio and Video | | | |
| UNIT-IV | Social Media | 15 | 5 | 2 |
| | Definition and Concept, Various Social Media Platforms, Social Media and News, Debates about Social Media, Contemporary Practices and Challenges, Fake News and Misinformation | | | |

PRACTICALS/ ASSIGNMENTS:

1. Students will write web reports
2. Write blogs on current affairs
3. Presentations on Fake News and Fact Checking

Suggested Readings

1. Hand Book of New Media, Lievrouw and Livingston, Sage (Student Edition), London
2. New Media and Internet Activism: From The Battle of Seattle to Blogging'
3. नया मीडिया अध्ययन और अभ्यास, शालिनी जोशी और शिवप्रसाद जोशी, पेंगुइन बुक्स, गुडगांव
4. Understanding New Media, Eugenia Siapera, Sage Publications, London
5. Introduction to Digital Media, Alessandro Delfanti & Adam Arvidsson, Wiley Blackwell, Toronto

BA-404 Indian History-I

Course Objectives:

1. The course seeks to introduce art of historical thinking and how the ideology and inclination affects writing of history.
2. It aims to trace history of ancient and medieval India contextualising -apart from political history – to society and religion, art and architecture and economy so as to present a rounded and nuanced perspective of ancient and medieval India.

Learning Outcomes :

1. Students will be able to appreciate historical facts and their interpretation.
2. Students will understand the plurality of ideas which is the main tenets of Indian civilization.
3. They will learn how political history essentially affect cultural outlook of a society.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
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3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| Unit I | History, Historiography and Reconstructing Indian Past | L | T | P |
|---------|--|---|---|---|
| | Nature and Scope of History, Historical Fact and Historical Interpretation, A brief Survey of Major Modern Historiographical Schools, General survey of sources of Ancient & Medieval India , Prehistory of India. | 8 | 3 | 1 |
| Unit II | Proto history and Early historical period | 8 | 2 | 1 |
| | Indus and Vedic(cultural foundation) , Mahajanpad- (formation of | | | |

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|-----------------|---|---|---|---|
| | state and its effects), Mauryan state (powerful state & Empire building) , Post Mauryan period (Invasion and inter cultural exchange) | | | |
| Unit III | Classical Age & Early Medieval India | 8 | 2 | 1 |
| | Guptas and Vakatakas , Pallavas and Chalukya, The idea of Medieval , Emergence of distinct Regional identities , Land grants & Expansion of cultivation – socio-cultural effects, Proliferation of caste, religious sphere in Early Medieval India. | | | |
| Unit IV | Medieval India | 8 | 2 | 1 |
| | India Under the Sultanates, India beyond Sultanate- Regional powers. The Mughals, Political challenges and reconciliation- Afghan, Rajput, Deccan States and Marathas , General survey on art , architecture and technological development. Polity, Economy and public life in Medieval India. | | | |
| | | | | |

Assignments:

1. Visit a museum , list the objects and artifacts exhibited there and try to extract historical inference from them.
2. Organise reading session of any ancient or medieval text, make your interpretation and give rational for interpretation
3. Compare the trade centres of Ancient and Medieval India and give your reasons why some centres diminished , some remained intact and why some new emerged.

Suggested Readings:

1. What is History, E H Carr, Penguin Books, New Delhi
2. Philosophy of History- A guide for Students, M C Lemon , Routledge
3. A Text Book of Historiography, E Sreedharan, Orient BlackSwan, New Delhi
4. A history of Ancient and Early Medieval India, Upinder Singh, Pearson Longman, New Delhi
5. Early Indians, Tony Joseph, Juggernaut, New Delhi
6. भारतीय परम्परा की खोज, भगवान सिंह, किताबघर प्रकाशन, नई दिल्ली
7. भारतीय सभ्यता की निर्मिति, भगवान सिंह, किताबघर प्रकाशन, नई दिल्ली
8. Ancient India, R C Majumadar, Motilal Banarsidas
9. The Wonder that was India, A L Basham, PanMacmillan, New Delhi
10. History of Medieval India, Satish Chandra, Orient BlackSwan, New Delhi
11. Exploring Medieval India, Meena Bhargava, orient BlackSwan, New Delhi
12. दिल्ली सल्तनत, आशीर्वादी लाल श्रीवास्तव, शिवलाल अग्रवाल एंड कम्पनी, आगरा
13. मुगल कालीन भारत, आशीर्वादी लाल श्रीवास्तव, शिवलाल अग्रवाल एंड कम्पनी, आगरा

14. मध्यकालीन भारत का समाज एवं संस्कृति, शिवकुमार गुप्त (संपादित), पंचशील प्रकाशन, जयपुर
15. मध्यकालीन बोध का स्वरूप, हज़ारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नई दिल्ली
16. भारत का इतिहास, रोमिला थापर, राजकमल प्रकाशन, नई दिल्ली।
17. मध्यकालीन भारत का इतिहास, सतीशचन्द्र, ओरियंट ब्लैकस्वान, नई दिल्ली।
18. भारत का प्राचीन इतिहास, रामशरण शर्मा, ओरियंट ब्लैकस्वान, नई दिल्ली।
19. प्राचीन भारत की संस्कृति और सभ्यता, दामोदर धर्मानंद कोसंबी, राजकमल प्रकाशन, नई दिल्ली।

BA-405 Indian Polity

Course Objectives:

- 1 To make students aware about constitution's Philosophical tenets and Right based citizenship.
- 2 To let them know about the Institutional Framework of the Government.
- 3 To help students understand the process of Governance and dynamics of Democratic Politics.

Learning Outcomes:

1. Students will be able to understand the fundamental constitutional values.
2. They will understand the structure and working of Government at various levels.
3. They will understand the processes and dynamics of Indian Politics.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| | | L | T | P |
|---------------|---|---|---|---|
| Unit I | Constitution of India | 7 | 2 | 1 |
| | Preamble, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties. | | | |

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|-----------------|--|---|---|---|
| Unit II | Institutional Framework | 8 | 3 | 1 |
| | Parliamentary System, President, Prime Minister and Council of Ministers, Parliament, Supreme Court, Federalism | | | |
| Unit III | Governance and Public Policy | 7 | 3 | 1 |
| | Administrative culture in India, Right to Information, Public Hearing (<i>Jan Sunwai</i>), Grassroot Governance of Panchayat Raj Institutions and Local Self Government Bodies. | | | |
| Unit IV | Democratic Politics in India | 8 | 2 | 2 |
| | Role of Caste, Class, Religion, Region and Ethnicity in Indian Politics, Political Parties, Pressure Groups and People's Movements, Trends of Electoral behaviour, Emergency & its aftermath | | | |

PRACTICALS/ASSIGNMENTS:

- Pick newspaper reports about people's movements and enlist their demands as well as their methods of mass mobilization and political communication.
- Prepare a report of any *Jan Sunwai*.
- Visit a meeting of your Gram Sabha/Ward Sabha and prepare a report thereof.
- Visit a Police Station to watch its functioning and seek information regarding violation of Fundamental Rights in its area.

Suggested Readings:

1. भारत का संविधान, प्रकाशन विभाग, भारत सरकार, नई दिल्ली
2. भारत का संविधान : एक परिचय, दुर्गादास बसु, लेक्सिस नेक्सिस, गुरुग्राम
3. भारत में राजनीतिक प्रक्रिया, अभय प्रसाद सिंह एवं कृष्ण मुरारी, ओरियंट ब्लैकस्वान, नई दिल्ली
4. भारतीय शासन और राजनीति, ए एस नारंग, गीतांजलि पब्लिशिंग, दिल्ली
5. भारतीय शासन एवं राजनीति, बी एल फड़िया, साहित्य भवन, आगरा
6. लोकतंत्र के सात अध्याय, अभय कुमार दुबे (संपा.), वाणी प्रकाशन, दिल्ली
7. Indian Government and Politics, Bidyut Chakrabarty and Rajendra Kumar Pandey, Sage publications, New Delhi
8. The Oxford Companion to Politics in India, Niraja Gopal Jayal and Pratap Bhanu Mehta (ed), Oxford, New Delhi
9. The Indian Parliament : A Critical Appraisal, Sudha Pai (ed.), Orient Blackswan, New Delhi
10. Indian Government and Politics, AS Narang, Geetanjali Publishing, Delhi

BA 406- Anandam-2 Credit

Course Objectives

1. To introduce the concept of voluntary social service
2. To apprise them of the various social issues.
3. To make them understand the role of individual efforts in society.

Learning Outcomes

1. Students will learn the concept of social service.
2. They will understand the relevance of social concerns.
3. It will develop their understanding about the role of individual and group efforts in society .

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

Activities

1. No theory classes only campus based Activities will be organized for this
2. To motivate the students to observe, reflect and act Motivational Lectures will be organised
3. Philanthropists and renowned Celebrities will be invited for Lectures
4. Motivational Movies and Documentaries will be shown
5. Practice of Mindful living and meditation to cure health and social ills will be promoted. They should learn and teach the same as part of the trusteeship training.
6. Students will prepare and maintain a Register to record their good deeds performed each day.
7. They should maintain a diary about videos and pictures to talk about their work, apart from the

text.

- Evaluation will be based on the hours spent by students in individual and group activities, behavioural changes will be the benchmark

SEMESTER V

BA- 501: Media Laws and Ethics

Course Objectives:

- To make students aware about laws related to media
- To improve their understanding about need for free press and challenges.
- To let students know about media ethics

Learning Outcomes:

- They will know about laws related to Media
- Will understand about basics of Media Ethics
- They will learn about current ethical issues and challenges.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | Constitutional and Legal Framework | L | T | P |
|---------|--|----|---|---|
| | Freedom of Speech and Expression, Importance of Article 19 | 15 | 4 | 3 |
| | Freedom of Press – Important Cases on Article 19 | | | |

| | | | | |
|----------|--|----|---|---|
| | Brief History of Press Laws in India; Laws on Morality, obscenity and censorship - Impact on Media, Contempt of Court and Defamation | | | |
| UNIT-II | Media Ethics – Evolution and Principles | 15 | 5 | 3 |
| | Understanding the concept of Ethics, Evolution of Journalistic Ethics, Fundamental values of truth, fairness and objectivity Public Interest | | | |
| UNIT-III | Various Acts | 15 | 6 | 2 |
| | Books and Newspapers Registration Act Official Secrets Act; Cinematographic Act, 1952, Cable TV Network Regulation Act; Information Technology Act, 2000, Social Media & Inter Mediatory Guidelines Press Council of India; PrasarBharti (Indian Broadcasting Corporation) Act, 1990 ; Cable Television Network (Regulations) Act, 1995; RTI, Code of Conduct of EGI, INS, NBA, Books & Periodicals Registration Bill | | | |
| UNIT-IV | Contemporary Challenges and Issues | 15 | 5 | 2 |
| | Editorial, Advertorial and Paid News, Sting Journalism, Media Trial- Case Studies; Corporate Control, PR Influence and Undeclared Censorship, Fake News and Misinformation | | | |

PRACTICALS/ ASSIGNMENTS:

1. Students will prepare presentations on important judgements related to Media Freedom,
2. They will prepare posters on various acts.
3. Group discussion on Media Ethics

Suggested Readings

- 1 The Constitution of India, MCJKagzi, Metropolitan Book Co., Delhi.
- 2 Law of Press Censorship in India. Soli JSorabji, H.M. Tripathi Pvt. Ltd., Bombay.
- 3 Indian Press Laws. Baddepudi. Radhakrishnamurti, Indian Law House, Guntur.
- 4 Freedom of the Press in India. A.G. Noorani, (Ed.), Nachiketa Publications Ltd., Bombay.

BA- 502: Television Production

Course Objectives

1. Introduce the students with basics concepts and principles of Production
2. Student will be able to learn to write for television
3. Make them familiar with various stages of TV Production..
4. Make them familiar with production techniques.
5. Introduce the students with various types of audio-video editing.

Learning Outcomes

1. Student will be trained in writing for television
2. . Student will be able to understand the technical aspect of Video Camera
3. Understand the process of audio-video recording.
4. Exercise and practice TV production techniques and skills.
5. Demonstrate a broad knowledge of audio-video editing

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | Basics of Television Production | L | T | P |
|---------|---|----|----|---|
| | Stages of Production-Preproduction, Production and PostProduction, Idea generation, concept, importance and process, Concept, treatment | 15 | 07 | |

| | | | | |
|------------------|--|----|----|----|
| | and synopsis writing for television. Shoots- Story boarding and Script writing formats, Production team members and their responsibility. | | | |
| UNIT- II | Camera Set-up, Set Design and Make-up | | | |
| | Basics of Camera Techniques, Single and Multi Camera setup, Equipment for television production- CCU, Vision mixer, audio console, recorders, talk-back system, CG generator, cables & Connectors. Facing a Camera; Eye Contact; Use of Teleprompter; Lighting in field: Using Reflectors; Lighting grid-luminaries, Studio Lighting, types of microphones; design for studio and outdoor shoot-Virtual studio | 15 | 08 | |
| UNIT- III | Basics of Audio-Video Editing | | | |
| | Grammar of Video Editing, Types of Editing- Online, Offline and Linear, Non-Linear Editing, Cut to cut, Assemble, Basics of audio-video editing workstation, Process of video editing, Aesthetics in audio-video editing, Basic Softwares in visual editing | 15 | | 07 |
| UNIT- IV | Television Production Practical | | | |
| | Record Various Types of Shots ; Record videos by using various camera movements and Angles Write a synopsis for a fictional or Non-fictional television program ; Practice on any non-linear editing software Produce a video of 5 to 10 minutes in group and edit it with basic graphics | | | 23 |

PRACTICALS/ ASSIGNMENTS:

Students will be asked to prepare

1. Mock News bulletin
2. Short film, Documentary or Ad Film of 5-10 minutes
3. Write a synopsis for a fictional or Non-fictional television program

Suggested Readings:

- 1 The Technique of Television Production, Gerald Millerson, Focal Press, UK
- 2 Television Production Handbook Herbert Zettl, Thompson Wadsworth Pub, 2012

- 3 Video Production, VasukiBelavady, Oxford Publication2010
- 4 वीडियो प्रॉडक्शन, परमवीर सिंह, कल्पना प्रकाशन, नई दिल्ली
- 5 पटकथा लेखन, असगर वज़ाहत, राजकमल प्रकाशन, नई दिल्ली
- 6 खबरें विस्तार से, डॉ. श्याम कश्यप और मुकेश कुमार, राजकमल प्रकाशन

BA-503: Fundamentals of Communication Research

Course Objectives

- 1 To introduce students with the basics of media research.
- 2 Develop a scientific temperament as well as train them to analyze data.
- 3 To provide students knowledge about essential market research.

Learning Outcomes

- 1 Students will become able to design and execute a research plan for digital media.
- 2 Develop their perception on media research.
- 3 Acquire the knowledge about recent trends in research methodology.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| | | | | |
|---------|---|----|---|---|
| UNIT- I | Concept of Research | L | T | P |
| | Meaning, Scope, Characteristics and importance of research; Classification of research; Process of Research; Elements of | 15 | | 3 |

| | | | | |
|-----------|--|----|--|---|
| | Research: Variables, Hypothesis. | | | |
| UNIT- II | Research methods and design | | | |
| | Historical, descriptive, experimental, qualitative and Quantitative, content analysis, case study, observation and survey methods, | 14 | | 3 |
| UNIT- III | Data Collection and Presentation | | | |
| | Primary and Secondary Data; Sampling Techniques: Population, Sample, Types of Sampling, Sample Size and Sampling Error, Characteristics of a Good Sample, Making Basic Survey Questionnaire | 15 | | 3 |
| UNIT- IV | Data analysis and Report Writing | | | |
| | Processing of data – editing, coding, classification, Tabulation and Graphic presentation of data; Measures of central tendency – Mean, median and mode; Standard and Mean Deviation; Writing a proposal, synopsis, abstract for a project | 16 | | 3 |

PRACTICALS/ ASSIGNMENTS:

- Prepare a Schedule on any topic assigned by the teacher.
- Conduct survey on any topic assigned by the teacher.
- Collect Data from 30 students on any given topic of Research.

Suggested Readings:

- 1 Research methodology, C. R. Kothari, New Age International (P) Ltd., New Delhi
- 2 The Handbook of Online and Social Media Research, Ray Poynter, A John Wiley and Sons, Ltd, Publication, London
- 3 सामाजिक अनुसंधान, राम आहूजा, रावत प्रकाशन, जयपुर
- 4 अनुसन्धान परीचय, पारसनाथ राय, लक्ष्मी नारायण अग्रवाल एजुकेशनल पब्लिशर्स, इलाहबाद
- 5 अनुसंधान संदर्शिका, एस. पी. गुप्ता, शारदा पुस्तक भवन, इलाहबाद
- 6 अनुसन्धान विश्लेषण तथा सर्वेक्षण, जी. एल. श्रीवास्तव, शिवंक प्रकाशन, नई दिल्ली

BA-504, Indian History-II

Course Objectives:

1. To create understanding of 'Modern'. The origin of rationality and humanism which in turn reshaped social, religious and political order and paved the way for many revolutions and upheavals which collectively shaped the world, in which we live.
2. History of modern India intends to teach making of a modern Nation State which India is
3. To develop understanding of the ideals and aspiration of freedom struggle and also to pinpoint the short comings of our freedom struggle.

Learning Outcomes :

1. Students will be able to recognise the significance of rationality and human centric thoughts in the making of modern world.
2. They will also appreciate how capitalism, imperialism and nationalism influenced the politics of world.
3. Students will know how India achieved its freedom and came into being as a modern nation state.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| Unit I | India in 18 th & 19 th Century | L | T | P |
|--------|--|---|---|---|
| | The idea of Modernisation. Precursor- European trading companies in India. Capitalism | 8 | 1 | 1 |

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|-----------------|--|---|---|---|
| | and Imperialism. British Conquer and consolidation. Colonial Economy. Administrative Organisation and socio-cultural policies. Social & Religious awakening. Early revolts against British. Origin and evolution of Nationalism in 19 th century. Role of press in political and social awakening. | | | |
| Unit II | Nationalist Movement in 20th century | 8 | 1 | 1 |
| | Swadeshi Movement, Rise of revolutionary movements, Emergence of Gandhiji in public life, Non Cooperation movement, Peasant and working class movements, social churning and national movement, Revolutionary movements between Mass Movements, Civil disobedience and rise of left, Rise of communalism, Quit India and last phase of struggle, Partition and Independence. | | | |
| Unit III | Origin of Modern West | 7 | 2 | 1 |
| | Renaissance, Religious Reform and Enlightenment. Commerce, capitalism and colonisation Age of revolution- Industrial, American , French Nation State and New World Order | | | |
| Unit IV | World of 20th Century | 7 | 2 | 1 |
| | First World War and Russian Revolution Years of Despair, End of Liberalism and rise of totalitarianism Second World War and End of Empires. NAM & Indian Diplomacy | | | |

Assignments:

1. List the 10 leaders of Enlightenment movement who you think profoundly influenced the modern world. Give the justification.
2. Write a detail paper on Novels in Hindi during first part of 20th century and Nationalism reflected in their theme.
3. Analytically examine the reporting pattern of Anglo-Indian newspaper and Indian newspaper on any national movement.

Suggested Readings:

1. From Plassey to Participation and After, Sekhar Bandyopadhyay : Orient BlackSwan, New Delhi
2. India's Struggle for Independence , Bipin Chandra (Edited), Penguin Books, New Delhi
3. आधुनिक भारत का इतिहास, एम एस जैन, वायली प्रकाशन, मुंबई
4. Makers of Modern India, Ramchandra Guha , Penguin, New Delhi
5. The Origin of the Modern World, Robert B Marks , Rowman & Littlefield, : London

6. The Enlightenment , Dorinda Outram , Cambridge, UK
7. Europe Since Napoleon, David Thompson, Penguin Books, New Delhi
8. The Age of Revolution, Eric Hobsbawm , Abacus , London
9. The Age of Extreme, Eric Hobsbawm, Abacus , London
10. Glimpses of World History, J L Nehru, Penguin Books, New Delhi
11. आधुनिक पश्चिम का उदय, पार्थसारथी गुप्ता, दिल्ली विश्वविद्यालय, नई दिल्ली
12. विश्व इतिहास का सर्वेक्षण, दीनानाथ वर्मा, भारती भवन, आगरा
13. भारत का स्वतंत्रता संघर्ष, बिपिन चंद्र और अन्य, हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली
14. आधुनिक भारत, सुमित सरकार, राजकमल प्रकाशन, नई दिल्ली
15. समकालीन विश्व का इतिहास, अर्जुन देव और इंदिरा अर्जुन देव, ओरियंट ब्लैकस्वान, नई दिल्ली

BA-505 International Relations

Course Objectives:

1. To make students know about the architecture of Global Politics.
2. To make them understand the issues and debates of contemporary world order.
3. To let students understand the evolution, features and dynamics of India's Foreign Policy.

Learning Outcomes:

1. Students will be able to imbibe the complexities of New World Order and resistance thereof.
2. Understand how the processes of contemporary issues affect their lives.
3. Would be knowing the architecture and dynamics of India's Foreign Policy.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| Unit I | Cold War Era | L | T | P |
|---------|--|---|---|---|
| | Bi-Polarity and Cold War, End of Cold War, Emerging World Order in Post Cold War era, USA's hegemony and its resistance. | 7 | 2 | 1 |
| Unit II | United Nations | | | |

| | | | | |
|-----------------|--|---|---|---|
| | United Nations, Security and Disarmament, International Political Economy, Regional Organisations, Rise of Identity Politics. | 8 | 3 | 1 |
| Unit III | Indian Foreign Policy | | | |
| | Continuity and Change in Indian Foreign Policy, India's relations with USA, China, Russia and Neighbouring Countries. | 7 | 3 | 1 |
| Unit IV | India & World | | | |
| | India's role in UN, NAM, Panchsheel, SAARC and BRICS, Geo-political and Strategic issues in South Asia, South East Asia, Far East, West Asia, Europe and their impact on India. Organisation of Islamic Countries (OIC), Shanghai Cooperation Organisation, Arab League | 8 | 2 | 2 |

PRACTICALS/ASSIGNMENTS:

- Prepare a chart depicting conflict zones during Cold War.
- Show major Geo-Political regions in contemporary World, with their importance and conflicting interest of various parties, depicting the Actors and Factors thereof.
- Prepare a fact file of American angle of Indo-China relations.

Suggested Readings:

1. अंतर्राष्ट्रीय संबंध, तपन बिस्वाल, मैक्सिमलन, दिल्ली
2. अंतर्राष्ट्रीय राजनीति : सिद्धांत और व्यवहार, यू आर घई, न्यू एकेडेमिक पब्लिशिंग कं.
3. अंतर्राष्ट्रीय संबंध, बी एक फड़िया और कुलदीप फड़िया, साहित्य भवन, आगरा
4. भारत की विदेश नीति, आर एस यादव, पीयर्सन, दिल्ली
5. भारतीय विदेश नीति, जे एन दीक्षित, प्रभात प्रकाशन, दिल्ली
6. भारत की विदेश नीति, वीएन खन्ना, लिपाक्षी अरोड़ा और लैस्ली कुमार, विकास पब्लिशिंग, दिल्ली
7. International Relations, Pen Ghosh, PHI, Delhi
8. International Relations, Palmer and Perkins, CBS publishers, New Delhi
9. International Politics : Concepts, Theories and Issues, RumkiBasu (ed), Sage publications, New Delhi
10. Global Politics, Heywood
11. India's Foreign Policy, Muchkund Dubey, Orient Blackswan, New Delhi
12. Indian Foreign Policy and the Emerging World Order, Arun Chaturvedi and Sanjay Lodha (ed.), Printwell, Jaipur
13. International Relations in India : Bringing theory back home, K. Bajpai and S Mallawarapu

(ed), Orient Blackswan, Hyderabad

14. India's Foreign Policy: 1947-2003, J N Dixit, Picus Books, New Delhi

BA506- Anandam-2 Credit

Course Objectives

1. To introduce the concept of voluntary social service
2. To apprise them of the various social issues.
3. To make them understand the role of individual efforts in society.

Learning Outcomes

1. Students will learn the concept of social service.
2. They will understand the importance of social concerns.
3. It will develop their understanding about the role of individual and group efforts in society .

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
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| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

Activities

1. No theory classes only campus based Activities will be organized for this
2. To motivate the students to observe, reflect and act Motivational Lectures will be organised
3. Philanthropists and renowned Celebrities will be invited for Lectures
4. Motivational Movies and Documentaries will be shown
5. Practice of Mindful living and Meditation to cure health and social ills will be promoted. They should learn and teach the same as part of the trusteeship training.
6. Students will prepare and maintain a Register to record their good deeds performed each day.

7. They should maintain a diary about videos and pictures to talk about their work, apart from the text.
8. Evaluation will be based on the hours spent by students in individual and group activities, behavioural changes will be the benchmark

SEMESTER VI

BA- 601: Media Business

Course Objectives:

1. To make students know about economic drivers of the media industry
2. To make students aware about trends in Indian media business
3. To impart knowledge about newspaper business in India

Learning Outcomes:

1. Students will be able to analyze media business
2. They Will be able to know about trends in Indian media business
3. They will Understand how newspaper runs as a business

| Course mapping | | | | | | | | | | | | | | | |
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| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

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| UNIT- I | Indian Media Industry | L | T | P |
|---------|-----------------------|---|---|---|

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|----------|--|----|---|---|
| | Indian Media Industry, News and Non-News Media, Indian Media towards Business, Impact of Economic Liberalization, Print Media FDI Issues, Business matrix- Circulation, Readership, Advertisement, Subscription, Production, Newsprint | 15 | 4 | 3 |
| UNIT-II | Television Business | 15 | 5 | 3 |
| | Television Industry in India, Cable TV (LCO & MSO), DTH, Internet TV, Mobile TV, Regulatory Issues and TRAI, Business Metrics- Subscription, Advertisements, Rating, FDI in TV, Foreign Players, Paid News, BARC & TRP | | | |
| UNIT-III | Radio Business | 15 | 6 | 2 |
| | Commercial growth of Radio, Beyond AIR, Rebirth of Radio as FM Radio, Internet Radio, Satellite Radio, Economics of Radio, Cost, Revenue- Advertisements and Sponsorship, Regulation Issues. | | | |
| UNIT-IV | Online Media Business | 15 | 5 | 2 |
| | Digital Media Platforms, Media Convergence, Offline Media and Online Media, Forms of Digital Media (Owned, Paid and Earned), Digital Media Metrics (Page, Hits, Page impressions and Clicks), Revenue Metrics. | | | |

PRACTICALS/ ASSIGNMENTS:

1. Student will visit to Private FM radio channels/ TV channels and prepare a report about the visit.
2. Presentation on Paid and Earned content
3. Poster on Indian Media Business

Suggested Readings

India's Newspaper Revolution: Capitalism, Politics and Indian-Language Press, 1977-1999, Jeffrey, Robin, Hurst & Company, London. (हिन्दी अनुवाद: भारत की भाषाई समाचार-पत्र क्रांति)

The Indian Media Business, Vanita Kohli Khandekar, Sage India, New Delhi. (हिन्दी अनुवाद: भारतीय मीडिया व्यवसाय).

India Connected: Mapping the Impact of New Media, Narayanan, Sunetra Sen, Sage India, New Delhi.

India's communication revolution: Bullock cart to Cyber mart, Evertt M. Rogers and

ArvindSinghal,

The Indian Media Economy (Edited), Adrian, Athique, VibodhParthasarathi and S.V.
Srinivas, Oxford University Press.

BA-602: Dissertation-200 Marks

Course Objectives:

Learning Outcomes:

| Course mapping | | | | | | | | | | | | | | | |
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| LO1 | | | | | | | | | | | | | | | |
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3-High, 2- Significant, 1- Low

1. Disciplinary Knowledge;
2. Communication Skills;
3. Critical Thinking;
4. Problem Solving;
5. Analytical Reasoning;
6. Research related skills;
7. Cooperation/Team Work;
8. Scientific Reasoning;
9. Reflective Thinking;
10. Information/Digital Literacy;
11. Self-directed Learning;
12. Multicultural Competence;
13. Moral and Ethical Awareness/Reasoning;
14. Leadership Readiness/Qualities
15. Lifelong Learning

RESEARCH DISSERTATION

Each student will carry out a research project during the course and he/she will have to submit research synopsis/proposal within 3 months from the date of admission. Topic of the research project will be selected in consultation with the teachers and a Guide will be allocated to each student by the Head of the department. Copy of the approval of the topic by the head with the name of the supervisor, copy of the approval of the synopsis signed by the supervisor will have to be attached in the dissertation. It will also contain a certificate by the allotted supervisor

stating that the research work is approved by the supervisor and has been carried out under her or his supervision.

Dissertation will be computer typed in Hindi or English, on both sides of the A-4 size paper, font size-12 for English and font size14 for Hindi. It will NOT be spiral bound. Line space will be single, borders maximum 3cm on all four sides. For headings, titles and subtitles bigger font size can be used. One copy each of the code book and questionnaire (if used) will also be the part of the dissertation. All the questionnaires, computer listing of data and computer generated tables and other rough work will be presented at the time of viva voce examination. Any mistakes in the dissertation will be that of the student and will not be attributed to the computer operator or anybody else.

During the viva voce examination each student will make a short presentation (not more than 15 minutes) of her or his work preferably with the help of power point.

BA 603-Understanding Indian Society-3 Credit

Course Objective

1. To introduce the basic concepts of Indian Society.
2. To define and introduce the structure of Indian Society.
3. To discuss about sociological thinkers and their contribution

Learning Outcome

1. Students will understand the basic concepts of Indian Society.
2. Students will be able to know about the fundamental structure of Indian Society.
3. Students will know about the contribution of various sociological thinkers.

| Course mapping | | | | | | | | | | | | | | | |
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| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
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| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | Introduction to Society | L | T | P |
|---------|---|---|---|---|
| | Society—Definition; Social Institutions; Continuity and Changes, Caste System in India—Jyotiba Phule, Periyar, Ambedkar, Social Equality and Exclusion, Tribal Communities in India, Rural-Urban Divide, Colonialism, | 7 | 2 | 1 |

| | | | | |
|-----------------|--|---|---|---|
| | Nationalism | | | |
| UNIT-II | Cultural Diversity in India | | | |
| | Cultural Community and the Nation-State, Community Identity, Ethnicity, Cultural Diversity in India, Concept of Unity in Diversity, Regionalism in India, Communalism, Secularism, State and Civil Society | 8 | 3 | 1 |
| UNIT-III | Indian Sociological Thinkers | | | |
| | G.S. Ghurye—Caste and Race, D. P. Mukharjee—Tradition and Change, A. R. Desai—on State, M. N. Srinivas—On Sanskritisation, ShyamaCharanDube on Village | 7 | 3 | 1 |
| UNIT-IV | Theoretical Orientation | | | |
| | Functionalism, Marxist Interpretative Sociology, Division of labour, Social Order and. Social Control, Individual and Group, Difference and Inequality | 8 | 2 | 2 |

Practical/Assignment:

1. Poster on Profile and contribution of Indian sociological thinkers.
2. Seminar on caste oppression and gender discrimination.

Suggested Readings -

- 1 Handbook of Indian Sociology, Veena Das, Oxford university Press, New Delhi
- 2 State and Society in India: Essays in Dissent, A. R. Desai, Popular Prakashan, Mumbai
- 3 Caste and Race in India, G. S. Ghurye, Popular Prakashan, Mumbai
- 4 Basic Concepts of Indian sociology, Y Singh, Villavge, Town, City, Maclver& Page
- 5 Contemporary India: A Sociological View, SatishDeshpande, Penguin, New Delhi
- 6 समाजशास्त्र:समाज की समझ, योगेश अटल, पियर्सन एजुकेशन इंडिया, चेन्नई
- 7 उच्चतर समाजशात्रीय सिद्धांत, एस. एल. दोशी और एम. एस. त्रिवेदी, रावत बुक्स, जयपुर
- 8 India Dissents, Ashok Vajpeyi (Editor), Speaking Tiger Books, New Delhi

BA-604, Media and Culture-3 Credit

Course Objective

1. To introduce the basic concepts of Culture and its Identity.
2. To develop an awareness about the cultural variations in communication styles.
3. To make students aware about the cultural shock and become more adaptable in intercultural interactions.

Learning Outcome

1. Students will learn about the basic components of culture and will become aware about their own cultural identity.
2. Students will be aware about the relationship between culture and communication.
3. Students will understand how categories of cultural values might underlie different behaviours.

| Course mapping | | | | | | | | | | | | | | | |
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| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
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3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | Communication and Culture | L | T | P |
|----------------|--|---|---|---|
| | Communication and Culture, Evolution of Media, Mass media in socialization, Folk Media, Media Content and the real world | 7 | 2 | 1 |
| UNIT-II | Popular Culture | | | |

| | | | | |
|-----------------|---|---|---|---|
| | Defining Culture, Media and popular culture-Commodities, Culture and Sub-culture, Popular Texts, Popular Culture Vs People's Culture, Celebrity Industry, Concept of Multicultural society, Pluralism, Minorities | 8 | 3 | 1 |
| UNIT-III | Culture and Power | | | |
| | Culture and Power, Culture and the Image, Culture and TV, Media as Text, Approaches to Media Analysis—Marxist, Semiotics, Sociology, Psychoanalysis, Media and Realism (Class, Caste, Gender, Race, Age) | 7 | 3 | 1 |
| UNIT-IV | Culture and Media | | | |
| | Relationship Between Culture and Media, Cultural Reporting, Art and Culture of Rajasthan, Impact of Media on culture. Traditional Media of Rajasthan. | 8 | 2 | 2 |

Practical/Assignment:

1. Students will be asked to file Cultural Reports
2. Seminar and Presentation on media coverage of culture.
3. Poster making on Folk Media of Rajasthan

Suggested Readings -

1. Communication and Culture, Tony Schirato, Susan Yell, Sage Publication, New York
2. Culture and Society, Raymond Williams, Columbia University Press
3. Media, Culture and Society: An Introduction, Paul Hodkinson, Sage Publishing, London
4. मीडिया: समकालीन सांस्कृतिक विमर्श, सुधीश पचौरी, वाणी प्रकाशन, नई दिल्ली

BA605- Anandam-2 Credit

Course Objectives

1. To introduce the concept of voluntary social service
2. To apprise them of the various social issues.
3. To make them understand the role of individual efforts in society.

Learning Outcomes

1. Students will learn the concept of social service.
2. They will understand the importance of social concerns.
3. It will develop their understanding about the role of individual and group efforts in society .

| Course mapping | | | | | | | | | | | | | | | |
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| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
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3-High, 2- Significant, 1- Low

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| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

Activities

1. No theory classes only campus based Activities will be organized for this
2. To motivate the students to observe, reflect and act Motivational Lectures will be organised
3. Philanthropists and renowned Celebrities will be invited for Lectures
4. Motivational Movies and Documentaries will be shown
5. Practice of Mindful living and meditation to cure health and social ills will be promoted. They should learn and teach the same as part of the trusteeship training.
6. Students will prepare and maintain a Register to record their good deeds performed each day.

7. They should maintain a diary about videos and pictures to talk about their work, apart from the text.
8. Evaluation will be based on the hours spent by students in individual and group activities, behavioural changes will be the benchmark

हरिदेव जोशी पत्रकारिता और जनसंचार विश्वविद्यालय, जयपुर

बीए-जेएमसी पाठ्यक्रम

(2022)

Open Electives

OE-1–Introduction to Cinema and Documentary

Course objective:

1. To introduce the concept of film studies and documentary.
2. To apprise the students about contemporary trends and debates in films.
3. To teach film and documentary appreciation.
4. To teach the process of creating a documentary film.

Learning Outcomes:

1. Students will understand the basics of cinema and documentary.
2. Students will learn and understand recent trends in films.
3. They will develop critical understanding of film and documentary.
4. Students will learn to create documentary film.

| Course mapping | | | | | | | | | | | | | | | |
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| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|-----------------------------------|-----------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |

13. Moral and Ethical
Awareness/Reasoning;

14. Leadership Readiness/Qualities

15. Lifelong Learning

| | | L | T | P |
|-----------------|---|----------|----------|----------|
| UNIT- I | Concepts in film and Documentary | 15 | 3 | 4 |
| | Evolution and Growth of Cinema, Understanding major Film Genres Debates on film : Realism, Auteur, Ideological Documentary Film- Concept and Approaches Participatory, Expository, Observational and Performative, Reflexive and Poetic | | | |
| UNIT- II | Cinema In India | 18 | 3 | 5 |
| | The Silent Era - Key Features and Personalities The 'Talkies'- Advent of Sound Studio System Evolution of Independent Film Making Popular Cinema, Formula Films, New Wave and 'Middle' Cinema Stardom The Indian Diaspora | | | |
| UNIT-III | Documentary film in India | 15 | 3 | 4 |
| | Documenting socio-political India after independence Films Division Documentaries as state propaganda Independent documentary filmmakers, IDPA Documentary film movement, Alternative Documentary Ethical debates in visual Documentation | | | |
| UNIT- IV | Cinematic Discourse | 15 | 3 | 05 |
| | Renowned filmmakers and their works- Akira Kurosawa, Sergei Eisenstein, Vittorio De Sica, Vittorio De Sica, Jean-Luc Godard Satyajit Ray, Ritwik Ghatak, Adoor Gopalakrishnan Contemporary trends in popular cinema Diaspora Films, Multiplex Cinema, Regional Cinema | | | |

PRACTICALS/ ASSIGNMENTS:

1. Students will make a short documentary film of 5-6 minutes duration
2. Students will be shown two films and will be asked to critically review them.
3. Each student will write (essay/article) about important film(s) made by renowned Indian film maker
4. Students will make a short video of one minute duration on assigned topic.

Suggested Readings:

1. Indian Popular Cinema (A Narrative of Cultural Change), Gokulsingh, K. Moti and WimalDissanayake, Orient Longman Limited, New Delhi.
2. Documentary Films in India: Critical Aesthetics at Work ; Aparna Sharma
3. A Pictorial History of Indian Cinema, FirozRangoonwala,Hymlyn, London.
4. The Oxford History of World Cinema, Geoffrey Nowell-Smith, New York & Oxford: Oxford University Press
5. Filming Reality: The Independent Documentary Movement in India; Shoma A. Chatterjee
6. The moving image: A study of Indian cinema , Kishore Valicha, Orient Blackswan

OE-2 Media and Gender

Objectives:

- 1.To study the perspectives on gender and women studies.
- 2.To analyse portrayal of women in media.
- 3.To understand the role and placement of mass media in the gender narrative.

Learning outcomes:

- 1.Students will understand perspectives on gender and women studies.
- 2.They will be able to critically analyse portrayal of women in media.
3. They will understand the role played by media in creating various narratives related to gender.

| Course mapping | | | | | | | | | | | | | | | |
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| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | Gender and Women's Studies | L | T | P |
|---------|---|----|---|---|
| | Perspectives on Gender Social construction of gender and gender roles. Women's studies: Nature and scope, issues and challenges; Feminism, History of feminism, Feminist theory Rise of Feminism- Liberal Feminism, Radical Feminism, Marxist Feminism, Socialist Feminism, Cultural Feminism; | 16 | 7 | 1 |

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|------------------|---|----|---|---|
| | Feminist movements | | | |
| UNIT- II | Gender Portrayals on media | | | |
| | Portrayal of women on television Portrayal of women in advertisements Commodification of women Portrayal of third gender in media. | 15 | 7 | 1 |
| UNIT- III | Women and Historical Perspective | | | |
| | Women in India: Ancient, Medieval and Modern Times: An overview of changing status, Women in pre-independence era: Social reform movements of 19 th Century and status of women, Role and participation of women in India's freedom struggle | 15 | 7 | 1 |
| UNIT- IV | Gender issues and Debates | | | |
| | Media and Gender debates in India Role of mass media in women empowerment Women in media industry: Issues and concerns Women's literacy and employment Media and empowerment of third gender. | 14 | 4 | 3 |

Practical/Assignment:

1. Students will prepare a report on gender portrayals in media.
2. Poster presentation on status of women and women's rights
3. Group discussion on Gender Sensitivity

Suggested Readings:

Handbook of Gender and Women's Studies, Kathy Davis, Mary Evans and Judith Lorber, Sage Publication, New York

Thinking about women, Anderson, Margaret, Macmillan, New York, 1993

The creation of Patriarchy, Lerner, Gerda, Oxford University Press, New Delhi

Issues in Feminism, Leela Desai, Pointer pub, Jaipur

OE-3 Data Journalism

Course Objectives

1. Introducing students to the concepts of numbers in exploring reality
2. Introducing students to different legal implications of data projections and sourcing
3. Introducing students to how to source data and from where

Learning Outcomes

1. A student should dig out data through computer assisted techniques
2. Teaching them the art of storytelling with numbers
3. Reporting data stories and investigations through data presentation tools

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
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| LO1 | | | | | | | | | | | | | | | |
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| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | Introduction | L | T | P |
|----------|--|----|---|---|
| | Defining Data Journalism, numbers and codes Data Journalism v/s other forms of journalism How is it relevant ; Basics of statistics and numbers Basics of data science ; Examples | 16 | 4 | 4 |
| UNIT- II | In the Newsroom | | | |
| | The fundamentals of Data Journalism | 15 | 8 | |

| | | | | |
|------------------|---|----|---|---|
| | Data Journalism in Newsrooms: telling a story through numbers ; Ethical hacking, data stealing, Wiki Leaks, Investigative Journalists Alliances and Data sharing, Right to Privacy, IT Act, software's and tools related to data, Collaborative Data Journalism Business models for Data Journalism ; Case Studies International Consortium of Investigative Journalists (ICIJ) | | | |
| UNIT- III | Getting Data | | | |
| | A general guide ; Getting Data from the Web Crowd-sourcing Data ; Using and sharing data From the budget, economic survey, statistical abstract, registrar of companies, through RTI, CAG, committees of legislatures, submissions in courts and tribunals, bank documents, share market bodies. Carrying out surveys to get data. | 16 | 6 | 1 |
| UNIT- IV | Understanding and delivering Data | | | |
| | Working with numbers Basic steps in working with numbers Data stories Data visualization, projection and statistical tools, softwares Data presentation ; Charts and Maps with the Data Using Data for social causes | 14 | 5 | 2 |

PRACTICALS/ ASSIGNMENTS:

1. Reporting and making charts from CAG reports, budgets, statistical abstracts, registrar of companies. Census figures
2. Finding locations and objects on maps
3. Projecting figures from data available
4. Reporting from census reports

Suggested Readings:

1. Census reports, statistical abstract, CAG reports, economic survey, budget document, filings with registrar of companies, stock exchanges.
2. Five tips for getting started in data journalism, Troy: Michelle Minkoff (Tutorial)
<https://blog.ap.org/announcements/dig-into-data-journalism-with-ap>

- Investigative reporters and editors: Rogers, Simon: Data journalism at The Guardian: What is it and how do we do it? <https://ksj.mit.edu/data-journalism-tools/>
- Bringing data journalism into curricula: Houston Brant
- Computer Assisted reporting: a practical guide: National Institute for Computer Assisted Reporting

OE-4 Human Rights and Media-6 credit

Course Objective

- To introduce basic concepts of Human Rights.
- To impart knowledge about various conventions of Human Rights.
- To introduce various organizations of Civil Liberties.

Learning Outcome

- Students will understand the concepts of Human Rights.
- Students will learn about the conventions on Human Rights.
- Students will know various organizations of Human Rights and Civil Liberties.

| Course mapping | | | | | | | | | | | | | | | |
|-----------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|---------------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | History and Evolution | L | T | P |
|----------------|--|----------|----------|----------|
| | Human Rights- concept, meaning, History and evolution, Human Rights under UN Charter, Human Rights in Indian context, India and Universal Declaration, PUCL, Amnesty | 15 | 7 | |

| | | | | |
|-----------------|--|----|---|--|
| | International, ACLU, Indian Human Rights Commission | | | |
| UNIT-II | Conventions on Human Rights | | | |
| | UDHR 1948- Convention on Civil and Political rights, UN Conventions on Economic, Social and Cultural Rights, Environmental rights, International Conventions on inhuman acts, Genocide, Abolition of Death penalty | 20 | 8 | |
| UNIT-III | Human Rights and Criminal Justice System | | | |
| | Rights of Accused and Suspected Persons, Rights to Legal Aid, Police Reforms in India, Supreme Court's direction on arrest (D. K. Basu vs. State of West Bengal) NHRC, SHRC | 15 | 7 | |
| UNIT-IV | Human rights and Media | | | |
| | Global Flow of Information, NWICO, Media reporting on Human Right Issues, Report Writings for Court, Framing, Agenda Setting for Human Rights | 10 | 8 | |

Practical/Assignment:

1. Presentation on Human Rights Conventions
2. Prepare a file about major case studies of Human Rights violation
3. Panel discussion on Human Rights and Media

Suggested Readings -

- 1 Human Rights Concern of the Future, GopalaBhargava, Gyan books, New Delhi
- 2 International Law & Human rights, H.O. Aggarwal, Central Law Publications, Allahabad
- 3 Human Rights in Global Politics, NJ Wheeler and Timothy Dunne, Oxford University Press, London,
- 4 भारत में मानवाधिकार, सुभाष शर्मा, नेशनल बुक ट्रस्ट, नई दिल्ली
- 5 भारत में मानवाधिकार; वैदिक काल से आधुनिक काल तक, सत्यनारायण साबत, राजकमल प्रकाशन, नई दिल्ली
- 6 मानवाधिकार एवं सामाजिक न्याय, मानचंद खंडेला, आविष्कार पब्लिशर्स, जयपुर

OE-5 Fundamentals of Animation and Design

Course Objective-

- To introduce the students with Animation and its concepts.
- To develop an approach for design and message conveying through Animation and other visual medium.

Learning Outcomes:

- • The student will get a brief of animation history and visual arts forms
- • The student will get knowledge of traditional 2D animation and simple shapes drawings.
- • Students will learn the importance of Drawings for animation.
- • Students will get an overview of Designing concepts
- • Students will understand the designing for different industrial needs.

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

- **3-High, 2- Significant, 1- Low**

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|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| Unit I Fundamentals of Animation | L | T | P |
|---|-----------|----------|----------|
| What is animation, History of animation, concept of animation and | 15 | 3 | 5 |

| | | | |
|--|-----------|----------|----------|
| persistence of vision, Introduction to Experimental animation, Orientation into visual art form, Orientation into performing art form, Relevance of message and medium and their relationship, | | | |
| Unit II Basics of Animation | | | |
| The Basics of traditional 2D animation, Introduction to the skill required for the animators, Learning to draw lines, circles, ovals, scribbles, jig jag (random) patterns etc, use of simple shapes. To draw drawings with the help of basic shape | 18 | 3 | 4 |
| Unit III Design Concepts | | | |
| An introduction on how the drawings is important for animation, Shapes and forms, About 2D and 3D shapes, Life drawing, Caricaturing-fundamentals, Exaggeration, Silhouette. An introduction of designing concepts. Elements of good design, rhythm, contrast, placement of element, balance, rule of third, optimal use of media etc. Need for design, Concepts and theories of good designing. | 15 | 3 | 5 |
| Unit IV Methods of Designing | | | |
| Exploring, redefining, managing and prototype. Designing for different needs- Designing for industry, designing for visual art (Graphic, web and Animation), Designing for a process, designing for manufacturing and designing for product and service. | 18 | 3 | 4 |

Practical :

1. Practical work to be given to the students in two part and will be considered as internal practical test 15 marks each

Suggested Readings:

- 1- Experimental animation: an illustrated anthology Robert Russett and Cecile Starr. Da Capo Press,
- 2- ConceptDesign: Works from Seven Los Angeles, Entertainment Designers, Harold Belker, Steve Burg, Titan Books Limited
- 3- Creative Illustrations- Andrew Loomis, Editora Bibliomundi Serviços Digitais Ltd
- 4- The Fundamentals of Animation, By Paul Wells and Samantha Moore, Fair Child Books, Bloomsbury, London
- 5- Character Animation Fundamentals: Developing Skills for 2D and 3D Character ..., By Steve Roberts, Taylor & Francis

- 6- Cartooning: Animation 1 with Preston Blair: Learn to animate step by step, Preston Blair, Walter Foster Publishing,
- 7- Fundamentals of Computer Graphics By Peter Shirley, Michael Ashikhmin, Steve Marschner, CRC Press

OE-6, Psephology and Election Management

Course Objectives

- 1.The course will introduce students to whichever institutions are involved in elections and the procedure of their elections.
- 2.The student would understand the entire gamut of psephology, surveys, campaign designs and forecasting.
- 3.The student will learn demography, caste, community behaviour during the election and issues that emerge during the election.

Learning Outcomes

- 1.Students will know the institutional framework for which elections are held.
2. Students would know demography, issues and finances for an election.
3. Students will be able to handle an election campaign from all angles

| Course mapping | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO 015 |
| LO1 | | | | | | | | | | | | | | | |
| LO2 | | | | | | | | | | | | | | | |
| LO3 | | | | | | | | | | | | | | | |

3-High, 2- Significant, 1- Low

- | | | |
|--|------------------------------------|-------------------------------|
| 1. Disciplinary Knowledge; | 2. Communication Skills; | 3. Critical Thinking; |
| 4. Problem Solving; | 5. Analytical Reasoning; | 6. Research related skills; |
| 7. Cooperation/Team Work; | 8. Scientific Reasoning; | 9. Reflective Thinking; |
| 10. Information/Digital Literacy; | 11. Self-directed Learning; | 12. Multicultural Competence; |
| 13. Moral and Ethical Awareness/Reasoning; | 14. Leadership Readiness/Qualities | 15. Lifelong Learning |

| UNIT- I | Some theoretical Understanding | L | T | P |
|------------------|--|----|---|---|
| | <p>Psephology : Background & History</p> <p>Data Collection, Questionnaire Design (Candidate selection, Shaping the Campaign Strategy, Assessing strength and weakness of Party)</p> <p>Survey: Sampling, Techniques, Field work and Data Collection technique</p> <p>Data: Validity Checks, Analysis, Forecast, Estimates, Voting Pattern</p> | 16 | 4 | 4 |
| UNIT- II | Laws and Election Commission of India | | | |
| | <p>Election Commission of India : Structure & Function, State Election Commissions,</p> <p>Representation of Peoples' Act 1951, Model code of conduct</p> <p>Anti Defection Law</p> <p>National, Regional & Recognised Parties, Party Manifesto& Electoral Bonds</p> | 15 | 8 | |
| UNIT- III | Election Management | | | |
| | <p>Moulding public opinion: Media communication, Secret Communication, Sabhas, Meetings, rallies, door to door campaigns, community based meetings, engagement of workers, expenditure of these aspects.</p> <p>Financing Election: Donations & Political Contribution Under Companies Act, 2013</p> <p>Civil Society as Lobby in the election</p> <p>Campaign logistics: Tools to reach out to the people, digital campaigns, logistics, expenditure on logistics, permissions required, booth level management, Criminalisation of Elections</p> | 16 | 6 | 1 |
| UNIT- IV | Crisis Management & Coalition | | | |
| | <p>Crisis Management: Strategy & Planning, Crisis Messaging& Media Management</p> <p>Coalition Governments: Working, Method and formula of seat sharing, Campaign designing for Coalition</p> | 14 | 5 | 2 |

PRACTICALS/ ASSIGNMENTS:

1. Carrying out a survey, analysing data and making a projection through a set of data.
2. Filing a mock election petition
3. Comparing manifestos of different parties
4. Chalking out an election campaign pitch based on surveys to influence voters and the target group along with estimates of the budget.
5. Chalking out a campaign to raise funds for a candidate.

Suggested Readings:

1. Surveys of previous election
2. Books by Lokniti on analysis of elections
3. Articles by scholars of psephology, reports of Election Watch, Studies of Association for Democratic Rights, Ujwal Kumar Singh and Anupma Roy on Election Commission
4. Measuring voting behaviour in India, Sanjay Kumar and Praveen Rai, Sage, New Delhi
5. Electoral politics in India, SuhasPalshukar, Sanjay Kumar, Sanjay Lodha, Routledge India
6. An Undocumented Wonder: The Great Indian Election, S Y Quraishi
7. Political Research, Methods and Practical Skills, Sandra Halperin & Oliver Heath, OUP