



SOPHIA COLLEGE, (AUTONOMOUS)

Affiliated to

UNIVERSITY OF MUMBAI

**Programme:** Mass Media

**Programme Code:** SBMMED

T.Y.B.M.M

Specialization: Journalism

2020-21

(Choice Based Credit System with effect from the year 2018-19)

## **Programme Outline : TYBMM JOURNALISM (SEMESTER V)**

Course Code	Unit No	Name of the Unit	Credits
SBMMEDJ501		REPORTING	4
	1	What is News?	
	2	Basic Principles of Reporting	
	3	News Gathering	
	4	News-writing	
	5	Follow-up Story	
	6	Beat System in Reporting	
	7	Citizen Journalism	
	8	Importance of new tools in the hands of reporters	
	9	Coverage of disasters do's and don'ts	
	10	Investigative journalism history of investigative journalism in the world and India	
	11	Ethical Issues in reporting/ Credibility of Reporters	
	12	Case Studies	

	13	Reporting in the Age of Social Media	
SBMMEDJ502		EDITING	4
	1	Covering different writing styles, writing for broadsheet and tabloids, e papers and improving language skills; commonly made mistakes	
	2	Rewriting news; holistic composition with general rules regarding editing; familiarising national, international abbreviations, local usages, etc.	
	3	Justification of news placements; beat speciality in writing news	
	4	Art of writing headlines; types of headlines, strap lines, sub-headlines and slugs; the difference between headline writing for broadsheets and tabloids	
	5	Layout- and design; different types of layouts	
	6	Requirements of copy (sub) editor; using search engines and maintaining data and other duties of the sub editor; additional responsibilities due to changes in printing technology etc.	
	7	Copy editing techniques for digital media and e editions; multi-editional papers	
	8	Judging newsworthiness and knowing wire services	
	9	Organisation and hierarchy chart for editorial department and functions at each level	

	10	Vocabulary, changing usages of mixed coding and guidelines for writing according to stylebooks	
	11	Writing with numbers: interpreting big data	
	12	Photo and visual selection, writing captions, ethics for visuals	
	13	Case Studies	
SBMMEDJ503		FEATURE AND OPINION	4
	1	The difference between 'hard' news, feature stories and how the demarcation is blurring	
	2	What is a feature?	
	3	Writing a feature	
	4	Other aspects of feature writing	
	5	Outline of	
	6	The art of the interview	
	7	Outline and special techniques needed for the following interviews	

	8	Writing reviews: Format, ethics involved and qualities/ skilled required	
	9	Obituary	
	10	Columns	
	11	Editorial page	
	12	Profile	
	13	Snippets	
SBMMEDJ504		JOURNALISM & PUBLIC OPINION	4
	1	Introduction to the Concept of Public Opinion	
	2	History of Public Opinion	
	3	Why does Public Opinion Matter?	
	4	Psychological Approach to Understanding Public Opinion	
	5	Sociological Approach to Understanding Public Opinion	

	6	Opinions, Perceptions and Social Reality	
	7	Agenda Setting & Framing	
	8	Measuring Public Opinion	
	9	Revisiting an Old Debate: Lippmann v. Dewey	
	10	Press, Public Opinion & Democracy	
	11	The Public Opinion Industry	
SBMMEDJ505		INDIAN REGIONAL JOURNALISM	4
	1	Regional press during the British Raj	
	2	Hindi Press	
	3	Marathi Press	
	4	Bengali Press	
	5	Urdu Press	

	6	Malayalam Press	
	7	Telugu Press	
	8	Tamil	
	9	Regional television channels	
	10	Increasing ownership and dominance of families with political connections over regional newspapers	
	11	The business of regional media & its growth prospects across print and TV	
	12	Impact of the digital revolution on regional media	
SBMMEDJ506		NEWS DESIGN	4
	1	Introduction to Type	
	2	Introduction to Colour	
	3	Elements of a Grid System	
	4	Structure in Design	



	5	Design Hierarchy	
	6	Illustration & Photography, Infographics	
	7	Cover Design	
	8	Elements of Web Design	

**Programme Outline : TYBMM JOURNALISM (SEMESTER VI)**

Course Code	Unit No	Name of the Unit	Credits
SBMMEDJ601		PRESS LAWS AND ETHICS	4
	1	Introduction to Law	
	2	Press Council of India	
	3	Laws Regulating the Media	
	4	Introduction to Laws Connected with the Internet	
	5	Introduction to Ethics	

SBMMEDJ602		BROADCAST JOURNALISM	4
	1	Introduction to Broadcasting	
	2	Writing for the ear	
	3	Introduction to Audio Recording & Editing	
	4	Writing to pictures and shooting	
	5	Introduction to Video Recording & Editing	
SBMMEDJ603		BUSINESS AND MAGAZINE JOURNALISM	4
		SECTION I   BUSINESS JOURNALISM	
	1	Introduction to Business Journalism	
	2	A General Overview of the Financial Systems in India	
	3	Union Budget (The Finance Bill) – Salient Features of the Latest Union Budget	
	4	The Concept of “Subsidies” in the Context of the Indian Economy: An Introductory Study	

	5	“Foreign Exchange Reserves” in India and a Basic Study of Fiscal Deficit Problem with Reference to the Indian Economy
	6	Scams in the Indian Financial System
	7	The Bombay Stock Exchange, National Stock Exchange, Concept of SENSEX and NIFTY and Impact of Their Volatility. Retail Market – The Indian Scenario; The World Bank, The Asian Development Bank, BRICS Development Bank – Functions
	8	Business Journalism: a Brief Study of Leading Business Magazines, Leading Financial Dailies in India
		SECTION II   MAGAZINE JOURNALISM (NICHE JOURNALISM)
	1	Introduction to Magazine Journalism. Fundamental point of differences between “Newspaper” and “Magazine”. Special Skills Required for a Person Working in Magazines
	2	Scope for Modern Age Magazines in Various Segments of Journalism in India; Competition of Magazines with Electronic Media; A General Analytical Study of Magazines of Different Genres: Women’s Magazines, Travel Magazines, General Interest Magazines, Health Magazines, Technology Magazines, Automobile Magazines
	3	A Detailed Study of Women’s Magazines Covering Specific Female Related Issues and Other Routine Issues
	4	Sports Journalism: A Comparative Study of Coverage of Sports Events by Magazines and audio Visuals and Press

	5	Environmental Journalism and Its Importance; A Very Brief Study of Global Warming, Ozone Depletion, Issues Related to Deforestation. Issue of Western Ghats and Its Environmental Importance.	
	6	Civic Issues and Their Coverage in Various Modern Day Alternative Media, Social Networking Avenues; Civic Issues of the Latest Year to Be Considered	
SBMMEDJ604		ISSUES IN THE GLOBAL MEDIA	4
	1	Introduction to Globalisation and the problems of construing a 'global' media	
	2	Historical challenges of a truly 'global' media	
	3	The promise of the internet and reality today	
	4	Global Media Conglomerates	
	5	Key Issues in 'Global' Media and their coverage	
SBMMEDJ605		NEWS MEDIA MANAGEMENT	4
	1	Making News: An Overview	
	2	Introduction to the Print Newsroom	

	3	Beat Reporting	
	4	Digital Media & Content Generation	
	5	How To Build, Populate & Run A Website	
	6	Difference In Content Creation For Web Versus Print	
	7	Digital Media Case Studies	
	8	Branded Content & Content Generation For Ott Platforms	
SBMMEDAJ606		CONTEMPORARY ISSUES	4
	1	Ecology and Its Related Concerns	
	2	<p><b>A. Human Rights</b></p> <p>B. Legislative Measures with Reference to India</p>	
	3	Political Concerns and Challenges	
	4	Social and Development Issues and Challenges	
	5	Global Issues: Immigration	

SBMMEDAJ607		DIGITAL MEDIA	4
	1	Introduction to Digital Media	
	2	Website Communication	
	3	Search Engine Optimisation	
	4	Social Media Communication and Marketing	
	5	Content Marketing	
	6	Mobile Marketing	
	7	Video Marketing	
	8	Digital Analytics	
	9	User Experience (UX)	

**Preamble:**

Advertising and Journalism are essential disciplines that explore the dynamic realms of media, information dissemination, and societal narratives, emphasizing how communication shapes perceptions, influences decisions,

and fosters societal cohesion. By studying these disciplines, individuals gain insights into the power of media, rhetoric, and storytelling, which are fundamental for navigating today's complex global landscape.

The B.A. in Mass Media program aims to equip students with comprehensive knowledge and practical skills in media, journalism, and strategic communication. The curriculum covers diverse subjects, from journalistic ethics and media law to digital storytelling and public relations strategies, catering to students from diverse backgrounds. Through a hands-on learning approach that includes traditional lectures, experiential activities, guest lectures by experts, workshops, and internships, students develop critical thinking, effective communication, and media literacy skills essential for successful careers in journalism, public relations, digital media, and strategic communication. Graduates emerge as adaptable professionals prepared to contribute to the evolving field of media and communication.

## **PROGRAMME OBJECTIVES**

<b>PO1</b>	To give learners in the programme a clear introduction to mass media as an all-encompassing ideological and communication experience globally
<b>PO2</b>	To enable learners in the programme to understand the political, economic, social, cultural and environmental implications of consuming media messages
<b>PO3</b>	To provide learners of the programme the opportunities to acquire the necessary skills to produce forms of media messages and content from strategic communication (including advertising, branding, public relations, media planning, and digital marketing) to journalism across different platforms
<b>PO4</b>	To train learners in the programme through contemporary theory and practical application, in their role as future creators of media messages in a constantly evolving and demanding industry
<b>PO5</b>	To teach learners in the programme the need for the ethical application of the ideas taught in the programme to become responsible consumers and producers of media content

## **PROGRAMME SPECIFIC OUTCOMES**

At the end of the programme, the learner will

<b>PSO1</b>	Examine mass media as an all-encompassing ideological and communication experience globally
<b>PSO2</b>	Discuss and investigate the political, economic, social, cultural and environmental implications of consuming media messages
<b>PSO3</b>	Design and create media messages and content, from strategic communication (including advertising, branding, public relations, media planning, and digital marketing) to journalism across different platforms
<b>PSO4</b>	Evaluate, through contemporary theory and practical application, their role as future creators of media messages in a constantly evolving and demanding industry
<b>PSO5</b>	Prioritize the need for the ethical application of the ideas taught in the programme to become responsible consumers and producers of media content.



NAME OF THE COURSE	<b>REPORTING</b>	
CLASS	TYBASCJ	
COURSE CODE	SBMMEDJ501	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### SEMESTER V

### COURSE OBJECTIVES

CO 1.	To enable students to become reporters, which is supposed to be a prerequisite to enter the field of journalism
CO 2.	To give them a basic understanding of the ethos of news and news-gathering
CO 3.	To prepare them to write or present copy in the format of news

CO 4.	To train them in the skills of news-gathering with traditional and modern tools
CO 5.	To inculcate the skills for investigative journalism
CO 6.	To give them knowledge about the various reporting beats

**COURSE LEARNING OUTCOMES:**

CLO 1.	The learner will define key concepts to do with news and news values
CLO 2.	The learner will examine the basic principles of reporting
CLO 3.	The learner will identify techniques of news gathering and news writing
CLO 4.	The learner will compare and contrast the different reporting beats
CLO 5.	The learner will assess the impact of technology on reporting practices
CLO 6.	The learner will examine the ethics of news reporting and citizen journalism
CLO 7.	The learner will report the news

UNIT 1	<b>What is News?</b>
1.1	Definition of News
1.2	News values
1.3	Elements of news/ news sense
UNIT 2	<b>Basic Principles of Reporting</b>
2.1	The ABC of Reporting: Accuracy, Balance/Brevity and Clarity
2.2	Objectivity as the basic principle: is it possible to adhere to the principle?
2.3	Other basic principles such verification, attribution of sources, speed; do these principles clash with each other?
UNIT 3	<b>News Gathering</b>
3.1	How do reporters gather news? Press conference, public meetings, press releases, interviews, rallies, official programmes, incident/ on-the-spot coverage
3.2	Sources: <ul style="list-style-type: none"> <li>a. Primary &amp; secondary, official &amp; unofficial or Hidden or Confidential; off-the-record sources/ self-developed sources</li> <li>b. The role of anonymous sources</li> <li>c. New-age technological sources</li> <li>d. How to develop sources</li> <li>e. Reliability and confidentiality of sources</li> </ul>
UNIT 4	<b>News-writing</b>
4.1	How to write a news story
4.2	Constructing the news: intro, dateline, credit-line, body text.
4.3	The inverted pyramid style
4.4	Use of news parlance: verbs, adjectives, comments
UNIT 5	<b>Follow-up Story</b>

UNIT 6	<b>Beat System in Reporting</b>
6.1	What is the beat system? Why is it necessary? How does it help?
6.2	What are the requirements of various beats?
6.3	The basic beats: crime, civic affairs/local administration, law & courts, politics, state administration, transport (road, rail, waterways and aviation), infrastructure, education, health, entertainment, defence
6.4	New upcoming beats: community, women & child welfare, technology, science & environment, youth & career, consumer
UNIT 7	<b>Citizen Journalism</b>
7.1	participation of citizens in breaking news-stories
UNIT 8	<b>Importance of new tools in the hands of reporters</b>
8.1	RTI, recorders, camera, spy camera and spy tools, being undercover
8.2	The use/misuse of these tools; the authenticity and credibility of these tools
8.3	The significance of pictorial/graphic element and support to a news story or any such extra audiovisual material supporting that story
UNIT 9	<b>Coverage of disasters do's and don'ts</b>
9.1	Role of Reporters. Mitigation, nuisance value, constructive role, Risks involved, Special training, if any
9.2	Precautions and responsibilities
9.3	Study these with special in-depth reference to the 26/7 deluge in Mumbai and 26/11 Mumbai Terrorist Attack. The references of Tsunami, Nepal Earthquake and Uttarakhand floods may also be studied.
UNIT 10	<b>Investigative journalism history of investigative journalism in the world and India</b>
10.1	How to cover an investigative story
10.2	The role of investigative reporters in bringing about change in the respective

	establishments/society or the system
10.3	Limitations/ obstacles in covering an investigative story
10.4	Role of whistle blowers and also news tools
10.5	Sting operations
UNIT 11	<b>Ethical Issues in reporting/ Credibility of Reporters</b>
11.1	Watergate Scandal
11.2	Tehelka - West End Deal Sting
11.3	Bofors Gun scandal
11.4	Nira Radia Case
11.5	2 G Scam
UNIT 12	<b>Reporting in the Age of Social Media</b>

## REFERENCE READINGS:

Remnick, David. *Reporting: Writings from the New Yorker*. Picador, 2008.

Youngblood, Steven. *Peace Journalism Principles and Practices: Responsibly Reporting Conflicts, Reconciliation, and Solutions*. Routledge.

Pilger, John. Editor. *Tell Me No Lies: Investigative Journalism and Its Triumphs*. RHUK; UK ed. Edition, 2005.

Mair, John, and Richard Lance Keeble. *Investigative Journalism; Dead or Alive?*. Arima Publishing, 2011.

Spark, David. *Investigative Reporting: A Study in Technique*. Focal Press, 1999.

## **ASSESSMENT DETAILS**

### **Internal Assessment (25 marks)**

#### **Part 1: Project Work (20 Marks)**

#### **Part 2: Attendance – 05 marks**

### **Semester End Examination – External Assessment (75 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

## SEMESTER V

NAME OF THE COURSE	<b>EDITING</b>	
CLASS	TYBASCJ	
COURSE CODE	SBMMEDJ502	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	As an important segment of newspaper production, editing is a vital function. The syllabus lays stress on language skill improvement.
CO 2.	It aims at orienting students to gain more practical knowledge in the print media scenario.
CO 3.	The syllabus encompasses the current trends of digital media as well as writing for e-editions of papers.
CO 4.	The syllabus tackles editing from various beats points of view.
CO 5.	Editing of editorials, columns, etc. is included to acquaint the students about responsible journalism. With global media and changing advertising concepts lay-outs in modern times can be imparted.

### COURSE LEARNING OUTCOMES:

CLO 1.	The learner will define and outline different writing styles
CLO 2.	The learner will describe the various aspects of writing and rewriting news copy
CLO 3.	The learner will compare and contrast types of headlines, sub-headlines and slugs
CLO 4.	The learner will compare and contrast the process and style of writing for broadsheets and tabloids
CLO 5.	The learner will examine the process of copy editing for digital news platforms
CLO 6.	The learner will examine the use of numerical data in news writing
CLO 7.	The learner will write and edit news copy



UNIT 1	Covering different writing styles, writing for broadsheet and tabloids, e papers and improving language skills; commonly made mistakes
UNIT 2	Rewriting news; holistic composition with general rules regarding editing; familiarising national, international abbreviations, local usages, etc.
UNIT 3	Justification of news placements; beat speciality in writing news
UNIT 4	Art of writing headlines; types of headlines, strap lines, sub-headlines and slugs; the difference between headline writing for broadsheets and tabloids
UNIT 5	Layout- and design; different types of layouts
UNIT 6	Requirements of copy (sub) editor; using search engines and maintaining data and other duties of the sub editor; additional responsibilities due to changes in printing technology etc.
UNIT 7	Copy editing techniques for digital media and e editions; multi-editional papers
UNIT 8	Judging newsworthiness and knowing wire services
UNIT 9	Organisation and hierarchy chart for editorial department and functions at each level
UNIT 10	Vocabulary, changing usages of mixed coding and guidelines for writing according to stylebooks
UNIT 11	Writing with numbers: interpreting big data
UNIT 12	Photo and visual selection, writing captions, ethics for visuals
UNIT 13	Case Studies: <ul style="list-style-type: none"> <li>● Tabloid- <i>Mumbai Mirror, Sandhyakal (Marathi)/ Mumbai Chapher</i></li> <li>● Broadsheet- <i>The Times of India, Asian Age</i></li> <li>● Broadsheet: Regional <i>Lokmat</i></li> <li>● International tabloid- <i>The Sun</i></li> <li>● International Broadsheet: <i>The Washington Post</i></li> </ul>

## REFERENCE READING:

Gilmore, Gene. *Modern Newspaper Editing*. Iowa: Iowa State Press, 1990.

Ludwig, Mark, and Gene Gilmore. *Modern News Editing*. 5<sup>th</sup> Edition. Wiley-Blackwell, 2010.

Grosvenor Bleyer, Willard. *Newspaper Writing and Editing*. Forgotten Books, 2017.

Milnor Hyde, Grant. *Newspaper Editing: A Manual for Editors, Copyreaders, Readers, and Students of Newspaper Desk Work*. Forgotten Books, 2018.

Truss, Lynne. *Eats, Shoots and Leaves*. Fourth Estate, 2010.

Sanyal, Jyoti. *Indlish: The Book for Every English Speaking Indian*. Viva Books, 2006.

## ASSESSMENT DETAILS

### Internal Assessment (25 marks)

#### Part 1: Project Work (20 Marks)

#### Part 2: Attendance – 05 marks

### Semester End Examination – External Assessment (75 marks)

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

### SEMESTER V

NAME OF THE COURSE	FEATURE AND OPINION	
CLASS	TYBASCJ	
COURSE CODE	SBMMEDJ503	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	Understanding the differences between reporting and feature writing
CO 2.	Understanding the other types of soft stories
CO 3.	Learning the skills for writing features/ opinion/soft stories and of interviewing

### COURSE LEARNING OUTCOMES:

CLO 1.	The learner will define and outline the differences between hard news and soft news
CLO 2.	The learner will describe the different feature writing styles

CLO 3.	The learner will formulate a story idea and write a feature pitch
CLO 4.	The learner will outline the characteristics of seasonal, nostalgic, human interest and trend stories
CLO 5.	The learner will investigate the various aspects of conducting and writing interviews

UNIT 1	The difference between 'hard' news, feature stories and how the demarcation is blurring
UNIT 2	What is a feature?
2.1	difference between news reports and features
2.2	difference between features for newspapers and magazines
UNIT 3	Writing a feature
3.1	formulating a story idea and writing a pitch
UNIT 4	Other aspects of feature writing
4.1	Collecting facts and opinions/anecdotes/quotes
4.2	Types of leads
4.3	Adding colour and imagery
UNIT 5	Outline of
5.1	Seasonal stories
5.2	Nostalgic stories
5.3	Human interest stories
5.4	Trend stories
UNIT 6	The art of the interview
6.1	Preparing for face-to-face interview

6.2	Structuring the questions
6.3	Attitude during interview
6.4	Transcribing: notes or recording
6.5	Writing the interview: question-answer format and descriptive format
UNIT 7	Outline and special techniques needed for the following interviews
7.1	Phone
7.2	Email
7.3	Television
UNIT 8	Writing reviews: Format, ethics involved and qualities/ skilled required
8.1	Books
8.2	Films
8.3	Eateries
UNIT 9	Obituary
9.1	What is an obituary?
9.2	How to write an obituary?
9.3	Can obituaries be critical?
UNIT 10	Columns
10.1	What is a column
10.2	Types: analytical, advisory, interactive and agony aunt columns
10.3	Ethics involved
UNIT 11	Editorial page

11.1	What is an editorial?
11.2	Importance of editorial page
11.3	Layout of editorial page
11.4	Transformation of the page: fading of op-ed, middle,
11.5	Erosion of editorial independence with growing commercialisation
UNIT 12	Profile
12.1	What is a profile?
12.2	How to write a profile
12.3	Profile of: Kumar Ketkar, Vinod Mehta, P Sainath
UNIT 13	Snippets
13.1	What are snippets
13.2	Writing snippets with catchy headlines

## REFERENCE READINGS:

Sumner, David E., and Holly G. Miller. *Feature and Magazine Writing: Action, Angle and Anecdotes*. Wiley-Blackwell, 2009.

Friedlander, Edward Jay., and John Lee. *Feature Writing for Newspapers and Magazines: The Pursuit of Excellence*. Pearson, 1999.

Perlich, Martin. *The Art of the Interview: A Guide to Insightful Interviewing*. USA: Silman-James Press, 2008.

Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. Harper Perennial, 2016.

Wells, Ken, and Michael Lewis. *Floating Off the Page: The Best Stories from The Wall Street Journal's Middle Column*. Simon & Schuster, 2003.

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. Anchor Books, 1995.

Brande, Dorothea. *Becoming a Writer*. TarcherPerigee, 1981.

Orlean, Susan. *The Bullfighter Checks Her Makeup: My Encounters with Extraordinary People*. Random House, 2002.

Kramer, Mark, and Wendy Call. *Telling True Stories: A Nonfiction Writers' Guide from the Nieman Foundation at Harvard University*. USA: Penguin, 2007.

Blundell, William E. *The Art and Craft of Feature Writing: Based on The Wall Street Journal Guide*. USA: Penguin, 1988.

Remnick, David. Editor. *Life Stories: Profiles from The New Yorker*. RHUS, 2001.

Boynton, Robert. *The New New Journalism: Conversations with America's Best Nonfiction Writers on Their Craft*. Vintage, 2005.

## **ASSESSMENT DETAILS**

### **Internal Assessment (25 marks)**

#### **Part 1: Project Work (20 Marks)**

#### **Part 2: Attendance – 05 marks**

### **Semester End Examination – External Assessment (75 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

**SEMESTER V**

NAME OF THE COURSE	<b>JOURNALISM &amp; PUBLIC OPINION</b>	
CLASS	TYBASCJ	
COURSE CODE	SBMMEDJ504	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

**COURSE OBJECTIVES**



CO 1.	To examine the concept of public opinion and its relation to journalism (where journalism will not merely imply news and opinion, but also the marketing and advertising industry that sustains news media as we know it)
CO 2.	To study the historical sweep of the concept of public opinion, the various theoretical approaches to the understanding of public opinion before moving to specific paradigms that explain public opinion vis-à-vis media
CO 3.	To look at both the news media and the advertising and public relations industry – journalism and strategic communication – that symbiotically feed off each other and understand how public opinion is sought to be influenced in matters of public policy, law-making, consumer choices and elections
CO 4.	To determine whether public opinion can be measured or known, how it is projected back to the public and the relation between public opinion and democracy

#### **COURSE LEARNING OUTCOMES:**

CLO 1.	The learner will define and outline the concept of public opinion
CLO 2.	The learner will describe the history and evolution of public opinion
CLO 3.	The learner will examine the psychological and the sociological approach to public opinion
CLO 4.	The learner will examine the contradictions between public opinion and reality
CLO 5.	The learner will analyse the impact of public opinion on news gathering and news writing
CLO 6.	The learner will assess the importance public opinion in any democracy

Students should note that while the readings for the course are drawn from scholarship in the field conducted in the United States and Europe, the examples and class discussions, including the final project and potentially some of the questions in the exams, will focus on India. Hence, it is imperative that the students should familiarise themselves by reading newspapers, magazines and websites. It is to that end that this class has a required pre-class reading.

**Required Pre-Class Reading:** Guha, Ramchandra. *India after Gandhi*. New Delhi: Harper Collins, 2007.



UNIT 1	Introduction to the Concept of Public Opinion
UNIT 2	History of Public Opinion
UNIT 3	Why does Public Opinion Matter?
UNIT 4	Psychological Approach to Understanding Public Opinion
UNIT 5	Sociological Approach to Understanding Public Opinion
UNIT 6	Opinions, Perceptions and Social Reality
UNIT 7	Agenda Setting & Framing
UNIT 8	Measuring Public Opinion
UNIT 9	Revisiting an Old Debate: Lippmann v. Dewey
UNIT 10	Press, Public Opinion & Democracy
UNIT 11	The Public Opinion Industry

**REFERENCE READING:**

Weeks I & II:

Glynn, C.J., S. Herbst, G. J. O’Keefe, and R. Y Shapiro. “The History of Public Opinion” – Ch 2. In C.J. Glynn et al, editors. *Public Opinion*. Boulder, CO: Westview Press, 1999 (pp. 31-64).

Beaud Paul. “Common Knowledge on Historical Vicissitudes of the Notion of Public Opinion”. In *Réseaux*, 1993, volume 1 n°1. (pp.119-137).

Peters, J. D. “Historical Tensions in the Concept of Public Opinion”. In T. L. Glasser and C.T. Salmon, editors. *Public Opinion and the Communication of Consent*. New York: Guilford Press (pp. 177-216).

Week III:

Burstein, P. "The Impact of Public Opinion on Public Policy: A Review and an Agenda." In *Political Research Quarterly*, 2003. 56 (1) (pp. 29–40).

Monroe, A. D. "Public opinion and Public Policy, 1980-1993", in *Public Opinion Quarterly*, 1998, 62 (pp. 6-28).

Page, Benjamin I., and Robert Y. Shapiro. "Effects of Public Opinion on Policy" in *American Political Science Review*, 1983, 77:1 (pp.75-90).

Week IV:

Glynn, C.J., S. Herbst, G. J. O'Keefe, and R. Y. Shapiro. "Psychological Perspectives" - Ch 4. In C.J. Glynn et al., editors. *Public Opinion*. Boulder, CO: Westview Press 1999 (pp. 119-166).

Glynn, C.J., S. Herbst, G. J. O'Keefe, and R. Y. Shapiro. "Psychological Perspectives" - Ch 6. In C.J. Glynn et al., editors, *Public Opinion*. Boulder, CO: Westview Press, 1999

Week V:

Glynn, C.J., S. Herbst, G. J. O'Keefe, and R. Y. Shapiro. "Stereotyping, Social Norms, and Public Opinion" - Ch 5. In C.J. Glynn et al., editors, *Public Opinion*. Boulder, CO: Westview Press, 1999 (pp. 167-211).

Price, V & Oshagan, H. "Social-Psychological Perspectives on Public Opinion". In Glasser, T.L., & Salmon, C.T. editors, *Public Opinion and the Communication of Consent*. New York: Guilford Press, 1995 (pp. 177-216).

Krippendorff, K. "The Social Construction of Public Opinion". Pp. 129-149 in E. Wienand; J. Westerbarkey; & A. Scholl. editors, *Kommunikation über Kommunikation. Theorie, Methoden und Praxis*. Festschrift für Klaus Merten. Wiesbaden: VS-Verlag, 2005

Week VI:

Glynn, C. J., Ostman, R. E. & McDonald, D. G. "Opinions, Perception and Social Reality". In Glasser, T.L., & Salmon, C.T. editors, *Public Opinion and the Communication of Consent*. New York: Guilford Press. 1995 (pp. 177-216).

Eveland, W. P. "The Impact of News and Entertainment Media on Perceptions of Social Reality". In Dillard, J. P. and Pfau, M. editors, *The Persuasion Handbook*. Thousand Oaks, CA: Sage, 2002. (pp. 691-727).

Davison, W. P. *The Third-Person Effect in Communication*

Perloff, R. M. "The Third Person Effect". In Bryant, J. & Zillmann, D. editors, *Media Effects: Advances in Theory and Research*. Mahwah, NJ: Erlbaum, 2002. (489-506)

#### WEEK VII:

McCombs, M. "A Look at Agenda-Setting: Past, Present and Future". *Journalism Studies*, 2002, 6(4), 543-557.

Chong, D., & J. N. Druckman, "A Theory of Framing and Opinion Formation in Competitive Elite Environments". *Journal of Communication*, 2007, 57(1), 99-118.

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#### WEEK VIII:

Glynn, C.J., S. Herbst, G. J. O'Keefe, and R. Y. Shapiro. "Methods for Studying Public Opinion" – Ch 3. In C.J. Glynn et al., editors. *Public Opinion*. Boulder, CO: Westview Press, 1999 (pp. 65-100).

Babbie, E. "Survey Research". Ch. 9 in E. Babbie, *The Practice of Social Research*. 11th edition. Belmont, CA: Thomson Wadsworth, 2007.

Babbie, E. "Content Analysis". Ch. 11 in E. Babbie, *The Practice of Social Research*. 11th edition. Belmont, CA: Wadsworth. Babbie, 2001.

WEEK IX:

Blumler, Herbert. "Public Opinion and Public Opinion Polling" in *American Sociological Review*, Vol. 13, No. 5 (Oct., 1948), pp. 542-549.

Herbst, S. *On the Disappearance of Groups: 19th- and Early 20th-Century Conceptions of Public Opinion*.

Salmon, C.T., and T. L. Glasser. "The Politics of Polling and the Limits of Consent". In Glasser, T.L., and C. T. Salmon, editors. *Public Opinion and the Communication of Consent*. New York: Guilford Press (pp. 177-216).

Bourdieu, P. "Public Opinion Does Not Exist". In *Sociology in Question*. London: Sage, 1993. (149-157).

Jaffrelot, C. *The Caste Based Mosaic of Indian Politics*. Seminar, University of Toronto Press, 2012, pp.49-53.

WEEK X:

Lippmann, Walter. *Public Opinion*. Martino Fine Books, 2012.

Dewey, John. *The Public and Its Problems: An Essay in Political Inquiry*. Swallow Press, 2016.

WEEK XI:

Schoenbach, K., and L. B. Becker. "Origins and Consequences of Mediated Public Opinion". In T. L Glasser and C. T. Salmon, editors. *Public Opinion and the Communication of Consent*. New York: Guilford Press (pp. 323-347).

Glynn, C.J., S. Herbst, G. J. O'Keefe, and R. Y. Shapiro. "Public Opinion and Democratic Competence". In C.J. Glynn et al., editors. *Public Opinion*. Boulder, CO: Westview Press, 1999 (pp. 283-354).

WEEK XII:

Olien, C.N., G. A. Donohue and P. J Tichenor. "Conflict, Consensus, and Public Opinion". In T. L. Glasser and C. T. Salmon, editors. *Public Opinion and the Communication of Consent*. New York: Guilford Press (pp. 323-347).

Glynn, C.J., S. Herbst, G. J. O'Keefe, and R. Y. Shapiro (1999). "Communicating, Campaigning, and the Public". In C.J. Glynn et al. editors, *Public Opinion*. Boulder, CO: Westview Press, 1999 (pp. 405-476).

#### WEEK XIII:

Carey, J. W. "The Press, Public Opinion, and Public Discourse". In T. L. Glasser and C. T. Salmon, C.T. (Eds.) *Public Opinion and the Communication of Consent*. New York: Guilford Press (pp. 373-402).

Boyte, H. "Public Opinion as Public Judgement". In T. L. Glasser and C. T. Salmon, editors. *Public Opinion and the Communication of Consent*. New York: Guilford Press (pp. 417-436).

#### WEEK XIV:

Christians, C. G. "Propaganda and the Technological System". In T. L. Glasser and C. T. Salmon, editors. *Public Opinion and the Communication of Consent*. New York: Guilford Press (pp. 177-216).

L'Etang, J. (2004) "Propaganda, Information, and Intelligence: 1914–1945". In *Public Relations in Britain: A History of Professional Practice in the 20<sup>th</sup> Century*. London: Lawrence Erlbaum. (pp. 15-33.)

Herman, E. & Chomsky, N. "A Propaganda Model". In *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon, 1988. (1-35).

#### WEEK XV:

Miller, P. V. "The Industry of Public Opinion". In T. L. Glasser and C. T. Salmon, editors.

*Public Opinion and the Communication of Consent*. New York: Guilford Press (pp. 177-216).

Cutlip, S. M. "The Unseen Power: A Brief History of Public Relations". In Caywood, C., editor. *The Handbook of Strategic Public Relations and Integrated Communications*, New York: McGraw-Hill, 1997.

L'Etang, J. "Establishing the Profession: 1945–1960". In *Public Relations in Britain: A History of Professional Practice in the 20<sup>th</sup> Century*. London: Lawrence Erlbaum, 2004. (pp. 15-33.).

Bardhan, N. and K Sriramesh. "Public Relations in India: A Profession in Transition". In K. Sriramesh. *Public Relations in Asia: An Anthology*, Singapore: Thompson Publishing, 2004.

## **ASSESSMENT DETAILS**

### **Internal Assessment (25 marks)**

#### **Part 1: Project Work (20 Marks)**

#### **Part 2: Attendance – 05 marks**

### **Semester End Examination – External Assessment (75 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)



## SEMESTER V

NAME OF THE COURSE	<b>INDIAN REGIONAL JOURNALISM</b>	
CLASS	TYBASCJ	
COURSE CODE	SBMMEDJ505	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To study the history and role of Indian press other than in English
CO 2.	To understand the contribution and role of certain publications and stalwarts
CO 3.	To study the present day regional press and television

### COURSE LEARNING OUTCOMES:

CLO 1.	The learner will describe the evolution of Journalism in India during the British Raj
CLO 2.	The learner will examine the role of the Hindi and Marathi press in the Indian freedom movement
CLO 3.	The learner will examine the role of the Bengali and Urdu press in the Indian freedom movement
CLO 4.	The learner will examine the role of the Malayalam, Tamil and Telugu press in the Indian freedom movement
CLO 5.	The learner will investigate the functioning of regional broadcast media in India

CLO 6.	The learner will assess the impact of digital technology on Indian regional journalism
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UNIT 1	Regional press during the British Raj: an overview
UNIT 2	Hindi Press
2.1	Birth and earliest publications
2.2	Role during the freedom movement
2.3	Role in social reforms
2.4	Evolution post-1947
2.5	Hindi media today (overview)
UNIT 3	Marathi Press
3.1	Role during the freedom movement
3.2	Role in social reforms and shaping cultural identity
3.3	Contribution of <i>Kesari</i>
3.4	Evolution post 1947
3.5	Role in the Samyukta Maharashtra Movement
3.6	Marathi media today (overview)
3.7	<i>Sakaal. Saamna and Lokmat</i>
UNIT 4	Bengali Press
4.1	Earliest publications
4.2	Role in social reforms and renaissance
4.3	Role during the freedom movement
4.4	<i>Amrit Bazar Patrika, Anand Bazar Patrika</i>

4.5	Bengali Media today (overview)
UNIT 5	Urdu Press
5.1	Birth and growth pre-1947
5.2	Contribution of <i>Al Hilal</i>
5.3	Role in freedom movement
5.4	Press role in social reforms and establishing cultural identity
5.5	Urdu press today
UNIT 6	Malayalam Press
6.1	Birth and earliest publications
6.2	Role during freedom struggle and social awakening
6.3	<i>Malayalam Manorama</i> and <i>Mathrubhumi</i>
6.4	Malayam media today (overview)
UNIT 7	Telugu Press
7.1	Evolution & Development
7.2	<i>Eenadu</i>
UNIT 8	Tamil
8.1	Evolution & Development
8.2	Tamil media today (overview)
UNIT 9	Regional television channels
9.1	Growth
9.2	Content

9.3	Ownership
9.4	Political patronage
UNIT 10	Increasing ownership and dominance of families with political connections over regional newspapers
UNIT 11	The business of regional media & its growth prospects across print and TV
UNIT 12	Impact of the digital revolution on regional media
12.1	Role of regional e-papers and web portals in the national political conversation
12.2	Localised digital content in languages beyond Hindi and English
12.3	Importance of making news content youth friendly
12.4	Regional infotainment: a growing business in the digital world

### Reference Books:

Jeffrey, Robin. *India's Newspaper Revolution: Capitalism, Politics and the Indian Language Press*. Delhi: Oxford University Press, 2009.

Parthasarathy, R. *Journalism in India*. Sterling Publishers, 2009.

Ravindranath, P. K. *Indian Regional Journalism*. Authors Press, 2012

Ninan, Sevanti. *Headlines from the Heartland: Reinventing the Hindi Public Sphere*. New Delhi: Sage India, 2017

Kohli-Khandekar, Vanita. *The Indian Media Business*. 4<sup>th</sup> Ed. India: Sage Publications, 2017

Sen Narayan, Sunetra, and Shalini Narayan. *India Connected: Mapping the Impact of New Media*. India: Sage Publications, 2016

Athique, Adrian, et al. Ed. *The Indian Media Economy*. (2 Volumes). India: Oxford University Press, 2017

## **ASSESSMENT DETAILS**

### **Internal Assessment (25 marks)**

#### **Part 1: Project Work (20 Marks)**

#### **Part 2: Attendance – 05 marks**

### **Semester End Examination – External Assessment (75 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

## SEMESTER V

NAME OF THE COURSE	<b>NEWS DESIGN</b>	
CLASS	TYBASCJ	
COURSE CODE	SBMMEDJ506	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	40	60
PASSING MARKS	16	24

### COURSE OBJECTIVES

CO 1.	To introduce students to the principles of graphic design as it pertains to the presentation of news – in print (newspapers, magazines, journals, newsletters), in television and on the Internet (websites and apps).
CO 2.	To introduce students to principles of design and then look at the specific demands of the form in which news is presented to the reader and viewer.

Readings are limited to introducing principles and the rest of the class will be devoted to understanding these principles from observation. Students are expected to sketch or doodle their ideas and then to convert them using software. Students are expected to know Adobe Photoshop, Adobe InDesign and Adobe Dreamweaver.

The readings in the class are expected to introduce students to the key concepts that will determine and guide the design process.

**COURSE LEARNING OUTCOMES:**

CLO 1.	The learner will demonstrate understanding of basic principles of design
CLO 2.	The learner will design a newspaper
CLO 3.	The learner will design a news magazine
CLO 4.	The learner will design a news website

UNIT 1	Introduction to News Design
UNIT 2	What is Graphic Design?
UNIT 3	Point, Line, Plane; Rhythm and Balance; Scale
UNIT 4	Introduction to Type
UNIT 5	Introduction to Colour
UNIT 6	Elements of a Grid System
UNIT 7	Structure in Design
UNIT 8	Design Hierarchy
UNIT 9	Illustration & Photography, Infographics
UNIT 10	Cover Design
UNIT 11	Elements of Web Design

## REFERENCE READINGS:

Weeks I & II:

Golombisky, K & R. Hagen. *White Space is not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design*. A K Peters CRC Press, 2017, 138-180.

Arntson, Amy E. *Graphic Design Basics*. Cengage Learning, 2011, 41-57; 187-211.

Week III:



Lupton, Ellen and Jennifer Cole Phillips. *Graphic Design: The New Basics*. Princeton Architectural Press, 2008, pp. 13-51.

Week IV:

Golombisky, K & R. Hagen. *White Space is not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design*. A K Peters CRC Press, 2017, 87-114.

Arntson, Amy E. *Graphic Design Basics*. Cengage Learning, 2011, 89-109

Heller, Steven. *Design Literacy. Understanding Graphic Design*. Skyhorse Publishing, 2014, 151-190.

Week V:

Lupton, Ellen and Jennifer Cole Phillips. *Graphic Design: The New Basics*. Princeton Architectural Press, 2008, pp. 71-83.

Golombisky, K & R. Hagen. *White Space is not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design*. A K Peters CRC Press, 2017, 115-136.

Week VI:

Graver, Amy and Ben Jura. *Best Practices for Graphic Designers, Grids and Page Layouts: An Essential Guide for Understanding and Applying Page Design Principles*-Rockport Publishers, 2012, pp. 12-25.

Lupton, Ellen and Jennifer Cole Phillips. *Graphic Design: The New Basics*. Princeton Architectural Press, 2008, pp. 174-183.

Week VII:

Graver, Amy and Ben Jura. *Best Practices for Graphic Designers, Grids and Page Layouts: An Essential Guide for Understanding and Applying Page Design Principles*-Rockport Publishers, 2012, pp. 26-53.

Lupton, Ellen and Jennifer Cole Phillips. *Graphic Design: The New Basics*. Princeton Architectural Press, 2008, pp. 158-173.

Week VIII:

Graver, Amy and Ben Jura. *Best Practices for Graphic Designers, Grids and Page Layouts: An Essential Guide for Understanding and Applying Page Design Principles*-Rockport Publishers, 2012, pp. 54-77; 92-156.

Week IX:

Lupton, Ellen and Jennifer Cole Phillips. *Graphic Design: The New Basics*. Princeton Architectural Press, 2008, pp. 114-126.

Graver, Amy and Ben Jura. *Best Practices for Graphic Designers, Grids and Page Layouts: An Essential Guide for Understanding and Applying Page Design Principles*-Rockport Publishers, 2012, pp. 68-90.

Week X:

Arntson, Amy E. *Graphic Design Basics*. Cengage Learning, 2011, 151-171

Golombisky, K & R. Hagen. *White Space is not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design*. A K Peters CRC Press, 2017, 138-180.

Week XI:

Heller, Steven. *Design Literacy. Understanding Graphic Design*. Skyhorse Publishing, 2014, pp. 53-54, 58-65, 75-147, 370-372.

Week XII:

Krug, Steve. *Don't Make Me Think: A Common Sense Approach to Web Usability*, 2nd Edition. New Riders Press, 2005, pp. 11-19, 21-29, 51-93.

Week XIII:

Golombisky, K & R. Hagen. *White Space is not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design*. A K Peters CRC Press, 2017, 198-244.

## **ASSESSMENT DETAILS:**

**Internal Assessment:** 40 marks

- **Class Assignments** – 35 marks
- **Class Participation and Attendance** – 5 marks

Each student will have to submit the following project pieces as part of their final external assessment:

- a. A newspaper (broadsheet)
- b. A magazine (32 pages)
- c. A news website

**Semester End Examination:** Viva Voce Examination of 60 marks

This paper does not have a written exam. There will be a viva voce examination conducted by a qualified external examiner to assess the project conceived and produced by each individual student at the end of the semester, along specific news design and layout parameters.

## SEMESTER VI

NAME OF THE COURSE	<b>PRESS LAWS AND ETHICS</b>	
CLASS	TYBASCJ	
COURSE CODE	SBMMEDJ601	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To study laws pertaining to the media in India
CO 2.	To understand the role that the media plays in upholding the laws of a land

### COURSE LEARNING OUTCOMES:

CLO 1.	The learner will outline the key concepts in the legal system in India
CLO 2.	The learner will explain the workings of the Press Council of India
CLO 3.	The learner will examine laws that pertain to the media with relevant case studies
CLO 4.	The learner will analyse the laws that pertain to the dissemination of information on the internet
CLO 5.	The learner will examine the role of intellectual property in the media context
CLO 6.	The learner will examine laws concerning copyright and right to privacy
CLO 7.	The learner will assess the role of ethics in the creation and dissemination of media

content
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UNIT 1	Introduction to Law
1.1	A brief introduction to Indian Constitution- (Salient features, Preamble, Fundamental Rights)
1.2	History and evolution of law, social relevance of law, law and society.
1.3	India's legal system – Structure and hierarchy of Indian judiciary- the various levels of courts for civil and criminal action.
1.4	Brief overview of the IPC (Indian Penal Code) and Cr.P.C. (The Code of Criminal Procedure)
UNIT 2	Press Council of India
2.1	Its organisational structure, functions, history and rationale behind its establishment
2.2	Powers – the debate over punitive powers
2.3	PCI's intervention in cases of communal rioting and protection of Press freedom
2.4	Code of conduct for journalists
2.5	Comparison with the News Broadcasting Standards Authority (NBSA)
UNIT 3	Laws Regulating the Media
3.1	Laws related to freedom of the Press — Article 19 clause (1) sub-clause (a) of Indian Constitution and how it guarantees freedom of the press
3.2	Clause 2 of article 19 and reasonable restrictions
3.3	Defamation –sections 499,500
3.4	Contempt of Courts Act 1971
3.5	Public Order – sections 153 A&B,295A,505
3.6	Sedition (124A)
3.7	Obscenity (292,293)

UNIT 4	Introduction to Laws Connected with the Internet
4.1	Information Technology Act 2000 and the Amendment Act of 2008
4.2	<p>Study of Section 66 and 67 of the Act that govern publishing of material on the internet</p> <p style="text-align: center;">Article 21 of the Constitution and Right to Privacy</p> <ul style="list-style-type: none"> <li>a) Right to Privacy versus Right to Know</li> <li>b) Right to Information Act 2005</li> <li>c) Official Secrets Act and conflict with RTI</li> <li>d) Whistle Blowers Protection Act 2011-Implications and challenges</li> </ul> <p style="text-align: center;">Indian Evidence Act</p> <ul style="list-style-type: none"> <li>a) Primary, Secondary, Direct and Indirect evidence</li> <li>b) Confession and its evidentiary value</li> </ul> <p style="text-align: center;">Copyright Act 1957:</p> <p>Introduction to Intellectual Property: Trademarks, Patents and Copyrights (General Overview)</p> <p>A Discussion on Intellectual Property Rights in the context of changing global environment</p> <p style="text-align: center;">Contempt of Parliament</p> <ul style="list-style-type: none"> <li>a) Breach of Privilege Rules</li> <li>b) Clash between Judiciary and Legislature</li> <li>c) Is It a Threat to Media Freedom?</li> </ul> <p style="text-align: center;">Working Journalists Act: Its Effectiveness in the Current Scenario</p>

	<p>Press and Registration of Books Act Introduction to Contracts Act:</p> <p style="text-align: center;">Agreements, Proposal, Acceptance, Validity of Contracts (Void and Voidable), Capacity to Contract and Basic Media Contracts (with examples).</p>
UNIT 5	Introduction to Ethics
5.1	Discussion of importance of ethics in the era of TRP fuelled tabloid journalism
5.2	Conflict of interest
5.3	Paid news
5.4	Trial by media
5.5	Ethical issues related to television debates
5.6	Confidentiality of sources
5.7	Ethics of sting operations
5.8	Fakery and fabrication of news
5.9	Using shock value in language and visuals

**REFERENCE READING:**

Basu, Durga Das. *Introduction to the Constitution of India*. Lexis Nexis, 2013.

Ratanlal Dhirajlal: *Evidence Act. (It should be a Wadhwa, Lexis Nexis Publication)*

Ratanlal Dhirajlal: *Indian Penal Code*.

Noorani, A. G. *Constitutional Questions in India: The President, Parliament and the States*.

Delhi: Oxford University Press, 2003.

Ravindranath, P. K. *Press Laws and Ethics of Journalism*. Authors Press, 2004.

Parthasarathy, Rangaswami. *Journalism in India: From the Earliest Times to the Present Day*. South Asia Books, 1995.

Kamath, M. V. *The Journalist's Handbook*.

Guha Thakurta, Paranjoy. *Media Ethics*. Oxford University Press, 2011.

### **Online References:**

[www.indiankanoon.org](http://www.indiankanoon.org)

[www.prasarbharathi.gov.in](http://www.prasarbharathi.gov.in).

[www.lawzonline.com](http://www.lawzonline.com)

[www.presscouncil.nic.in](http://www.presscouncil.nic.in)

[www.thehoot.org](http://www.thehoot.org)

### **ASSESSMENT DETAILS**

#### **Internal Assessment (25 marks)**

##### **Part 1: Project Work (20 Marks)**

##### **Part 2: Attendance – 05 marks**

#### **Semester End Examination – External Assessment (75 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)



## SEMESTER VI

NAME OF THE COURSE	<b>BUSINESS AND MAGAZINE JOURNALISM</b>	
CLASS	TYBASCJ	
COURSE CODE	SBMMEDJ603	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To understand the tools of business journalism and an overview of the economy
CO 2.	To study magazine journalism and its specialisation

### COURSE LEARNING OUTCOMES:

CLO 1.	The learner will outline the key concepts in business and magazine journalism
CLO 2.	The learner will examine the different financial systems in India and study their coverage through case studies
CLO 3.	The learner will analyse the banking sector in India
CLO 4.	The learner will discuss the Annual Union Budget and the various financial scams that have rocked the country

CLO 5.	The learner will compare and contrast different kinds of magazines and their content
CLO 6.	The learner will examine the creation of special interest magazines and their ability to cater to different readerships
CLO 7.	The learner will create business and magazine content

UNIT 1	SECTION I   BUSINESS JOURNALISM
1.1	Introduction to Business Journalism
1.2	<p>A General Overview of the Financial Systems in India</p> <p>A. Planning Commission &amp; NITI Aayog, Reserve Bank of India – Role, Functions. A General Understanding about, RBI’s Involvement in Formulation of Monetary Policy, Interest Rate Mechanism and RBI</p> <p>B. Securities and Exchange Board of India (SEBI) – Role, Function and Objectives</p> <p>C. The Banking Sector in India – A Brief Analytical Study</p> <ul style="list-style-type: none"> <li>● Functions of Commercial Banks</li> <li>● Use of Modern Technology in Banking Sector and Its Use</li> <li>● Core Banking: Its Advantage, Social Benefits and Use of Banking in Financial Inclusion</li> <li>● Government Schemes Related to Banking- Jan Dhan Yojana, Pension Plans, Insurance Schemes, Cash Subsidy Transfer via Bank Account</li> </ul>
1.3	Union Budget (The Finance Bill) – Salient Features of the Latest Union Budget
1.4	The Concept of “Subsidies” in the Context of the Indian Economy: An Introductory Study
1.5	“Foreign Exchange Reserves” in India and a Basic Study of Fiscal Deficit Problem with Reference to the Indian Economy
1.6	Scams in the Indian Financial System:

	<ul style="list-style-type: none"> <li>● The Satyam Saga</li> <li>● The Sahara Scam</li> <li>● The Saradha Chit Fund Embezzlement</li> </ul>
1.7	The Bombay Stock Exchange, National Stock Exchange, Concept of SENSEX and NIFTY and Impact of Their Volatility. Retail Market – The Indian Scenario; The World Bank, The Asian Development Bank, BRICS Development Bank – Functions
1.8	Business Journalism: a Brief Study of Leading Business Magazines, Leading Financial Dailies in India
UNIT 2	SECTION II   MAGAZINE JOURNALISM (NICHE JOURNALISM)
2.1	Introduction to Magazine Journalism. Fundamental point of differences between “Newspaper” and “Magazine”. Special Skills Required for a Person Working in Magazines
2.2	Scope for Modern Age Magazines in Various Segments of Journalism in India; Competition of Magazines with Electronic Media; A General Analytical Study of Magazines of Different Genres: Women’s Magazines, Travel Magazines, General Interest Magazines, Health Magazines, Technology Magazines, Automobile Magazines
2.3	A Detailed Study of Women’s Magazines Covering Specific Female Related Issues and Other Routine Issues
2.4	Sports Journalism: A Comparative Study of Coverage of Sports Events by Magazines and audio Visuals and Press
2.5	Environmental Journalism and Its Importance; A Very Brief Study of Global Warming, Ozone Depletion, Issues Related to Deforestation. Issue of Western Ghats and Its Environmental Importance.
2.6	Civic Issues and Their Coverage in Various Modern Day Alternative Media, Social Networking Avenues; Civic Issues of the Latest Year to Be Considered

**REFERENCE READING:**

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## **ASSESSMENT DETAILS**

### **Internal Assessment (25 marks)**

#### **Part 1: Project Work (20 Marks)**

#### **Part 2: Attendance – 05 marks**

### **Semester End Examination – External Assessment (75 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3

of 6)

### SEMESTER VI

NAME OF THE COURSE	<b>ISSUES IN THE GLOBAL MEDIA</b>	
CLASS	TYBASCJ	
COURSE CODE	SBMMEDJ604	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To introduce the students to the idea of a 'global' media
CO 2.	To introduce them to the challenges of a truly 'global' media
CO 3.	To introduce them to the issues pertaining to the promise of the internet and the present state of the world wide web
CO 4.	To introduce the students to some of the key issues that are reported in the 'global' media

**COURSE LEARNING OUTCOMES:**

CLO 1.	The learner will outline the key concepts and issues in globalisation and the creation of a global media
CLO 2.	The learner will examine the realities surrounding the dissemination of information using the Internet
CLO 3.	The learner will analyse the structure and functioning of global news conglomerates
CLO 4.	The learner will discuss the Annual Union Budget and the various financial scams that have rocked the country
CLO 5.	The learner will assess the key issues in global media and their coverage

UNIT 1	Introduction to Globalisation and the problems of construing a 'global' media
1.1	Globalisation
1.2	International Politics & Globalisation
1.3	Flows
UNIT 2	Historical challenges of a truly 'global' media
2.1	NWICO
2.2	MacBride Report
UNIT 3	The promise of the internet and reality today
3.1	Networked Society
3.2	Internet
UNIT 4	Global Media Conglomerates
4.1	News Flows
4.2	Wire Services
4.3	Global News Networks
UNIT 5	Key Issues in 'Global' Media and their coverage
5.1	War & Conflict
5.2	Trade
5.3	Poverty
5.4	Disasters
5.5	Human Rights
5.6	Medicine

5.7	Environment
5.8	Sports
5.9	Entertainment

### REFERENCE READINGS:

Giddens, Anthony. *Runaway Worlds: BBC Reith Lectures*. BBC, 1999. Available at:  
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[http://downloads.bbc.co.uk/rmhttp/radio4/transcripts/1999\\_reith1.pdf](http://downloads.bbc.co.uk/rmhttp/radio4/transcripts/1999_reith1.pdf),  
[http://downloads.bbc.co.uk/rmhttp/radio4/transcripts/1999\\_reith2.pdf](http://downloads.bbc.co.uk/rmhttp/radio4/transcripts/1999_reith2.pdf),  
[http://downloads.bbc.co.uk/rmhttp/radio4/transcripts/1999\\_reith3.pdf](http://downloads.bbc.co.uk/rmhttp/radio4/transcripts/1999_reith3.pdf),  
[http://downloads.bbc.co.uk/rmhttp/radio4/transcripts/1999\\_reith4.pdf](http://downloads.bbc.co.uk/rmhttp/radio4/transcripts/1999_reith4.pdf),  
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Readings from CNN, *The Guardian*, *The Times of India*, *The Economist*, *The New York Times*, *The New Yorker*, *The Indian Express*, Reuters, *The Washington Post*

## **ASSESSMENT DETAILS**

### **Internal Assessment (25 marks)**

#### **Part 1: Project Work (20 Marks)**

#### **Part 2: Attendance – 05 marks**

### **Semester End Examination – External Assessment (75 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

## SEMESTER VI

NAME OF THE COURSE	<b>NEWS MEDIA MANAGEMENT</b>	
CLASS	TYBASCJ	
COURSE CODE	SBMMEDJ605	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To give students an in-depth understanding of the functioning of newsrooms
CO 2.	To teach them the art of new spotting and understanding different formats of content creation in the print & digital world

### COURSE LEARNING OUTCOMES:

CLO 1.	The learner will examine the workings of a print newsroom
CLO 2.	The learner will examine the different kinds of beat reporting
CLO 3.	The learner will analyse the banking sector in India
CLO 4.	The learner will identify the key components of a news website
CLO 5.	The learner will compare and contrast the content created for print versus the internet

CLO 6.	The learner will analyse the role and function of OTT platforms in generating branded content
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UNIT 1	Making News: An Overview
1.1	Truth, ideology & news work
UNIT 2	Introduction to the Print Newsroom
2.1	Understanding the constitution of a newsroom
2.2	Role and responsibility of reporters, desk, designers, photo-journalists, resident and group editors.
2.3	Deadlines, sources, ethics & PR plugs
2.4	How to find a news peg
UNIT 3	Beat Reporting
3.1	Overview: Understanding the importance of beat reporting & responsibilities of a beat custodian
3.2	Crime & Investigation: <ul style="list-style-type: none"> <li>● Understanding jurisdiction &amp; responsibility of the local police, crime branch &amp; ATS. An overview of CrPC &amp; IPC.</li> <li>● Understanding the structure &amp; hierarchy of Mumbai police &amp; how to cultivate sources</li> <li>● Interviewing victims versus sensitivity</li> <li>● Analysing important crime stories</li> </ul>
3.3	Court Reporting High Court, Sessions Court, Metropolitan Courts & Family Courts: Understanding the difference between cases filed in each of these and learning the basics of court reporting
3.4	BMC & Mantralaya Learning the difference between their roles & functioning. Understanding the responsibilities of a reporter assigned to cover the beats.

3.5	Political Reporting Government, opposition & individual political parties and alliances
3.6	Health, Education, Environment The increasing importance of these beats and the basics of reporting from these beats
3.7	Entertainment, Lifestyle Difference between Bollywood, fashion, art & culture reporting
3.8	Feature Reporting & Writing
3.9	Crisis Reporting & Special Stories
UNIT 4	Digital Media & Content Generation
4.1	Evolution of digital media
4.2	Understanding different types of digital media platforms across news & non-news segments
UNIT 5	How To Build, Populate & Run A Website
5.1	Finding a niche
5.2	Start-up & expansion
5.3	The workflow & structure of digital organisations
5.4	The art & science of getting more traction
UNIT 6	Difference In Content Creation For Web Versus Print
6.1	Language, style & tonality of content
6.2	Youth-friendliness & going viral
UNIT 7	Digital Media Case Studies
7.1	Scroll.in, Pinkvilla, Arre.com
UNIT 8	Branded Content & Content Generation For Ott Platforms

## **ASSESSMENT DETAILS**

### **Internal Assessment (25 marks)**

#### **Part 1: Project Work (20 Marks)**

#### **Part 2: Attendance – 05 marks**

### **Semester End Examination – External Assessment (75 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

## SEMESTER VI

NAME OF THE COURSE	<b>CONTEMPORARY ISSUES</b>	
CLASS	TYBASCJ	
COURSE CODE	SBMMEDAJ606	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To understand and analyse some of the present day environmental, political, economic and social concerns and issues
CO 2.	To highlight the importance of human rights and its implementation in India
Co 3.	To understand the present day problems and challenges and its implications on development

### COURSE LEARNING OUTCOMES:

CLO 1.	The learner will outline the key concepts in new media and digital communication
CLO 2.	The learner will explain the ways in which an effective website can be created
CLO 3.	The learner will examine search engine optimisation and search engine marketing
CLO 4.	The learner will analyse the use of social media and content marketing in digital

	advertising
CLO 5.	The learner will examine the use of video and mobile marketing in a changing digital landscape
CLO 6.	The learner will outline the facets of data analytics in digital marketing
CLO 7.	The learner will analyse and apply user centric design to create a digital campaign

UNIT 1	Ecology and Its Related Concerns
1.1	Climate Change and Global Warming: Causes, Consequences and Remedial Measures
1.2	Costal Regulatory Zones: Need and Importance, CRZ Act
1.3	Sustainable Development: Concept, Need and Significance
1.4	Displacement and Development
UNIT 2	A. Human Rights: UDHR and its significance (using case studies from North East and Kashmir)
2.1	B. Legislative Measures with Reference to India <ul style="list-style-type: none"> <li>● Women: CEDAW, Domestic and Family Violence Act of 2012, Sexual Harassment Act at the Work Place 2013</li> <li>● Child: Protection of Children from sexual offence Act -2012 (POCSO), Child Labour Act with new amendments, Juvenile Justice (Care and Protection of Children Act) 2000.</li> <li>● Education: Right to Education Act 2009</li> <li>● Health: National Health Policy of 2015 (rural areas, urban areas), Mental Health</li> </ul>
UNIT 3	Political Concerns and Challenges
3.1	Corruption: RTI Act, Lokpal Bill, Whistle Blowers Protection Act 2011
3.2	Conflict and identity politics: <ol style="list-style-type: none"> <li>1. Anti-State Violence - Naxalism,</li> <li>2. Insurgency in the North East (Assam, Manipur, Armed Forces Special Protection Act)</li> <li>3. Terrorism</li> </ol>
UNIT 4	Social and Development Issues and Challenges
4.1	Special Economic Zone: Its Role and Significance in Maharashtra



4.2	Agrarian Issues: Rural Indebtedness, Farmers' Suicides and Their Implications.
4.3	Tribal Issues: Marginalisation of tribals, Forest Rights Act, Land Acquisition Act
UNIT 5	Global Issues: Immigration

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### **Magazines and Journals:**

*Down to Earth: Science and Environment Fortnightly*

*Economic and Political Weekly*

## **ASSESSMENT DETAILS**

**Internal Assessment (25 marks)**

**Part 1: Project Work (20 Marks)**

**Part 2: Attendance – 05 marks**

**Semester End Examination – External Assessment (75 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

## SEMESTER VI

NAME OF THE COURSE	<b>DIGITAL MEDIA</b>	
CLASS	TYBASCJ	
COURSE CODE	SBMMEDAJ607	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To introduce the students to the scope of creating and marketing content using digital platforms
CO 2.	To enable them to explore the various aspects and implications of digital communication (in the context of advertising and journalism), in the age of the Internet

### COURSE LEARNING OUTCOMES:

CLO 1.	The learner will outline the key concepts in new media and digital communication
CLO 2.	The learner will explain the ways in which an effective website can be created
CLO 3.	The learner will examine search engine optimisation and search engine marketing
CLO 4.	The learner will analyse the use of social media and content marketing in digital advertising

CLO 5.	The learner will examine the use of video and mobile marketing in a changing digital landscape
CLO 6.	The learner will outline the facets of data analytics in digital marketing
CLO 7.	The learner will analyse and apply user centric design to create a digital campaign

UNIT 1	Introduction to Digital Media
1.1	Lev Manovich's Principles of New Media
1.2	The History of Digital Technology and the Internet
1.3	Traditional versus Digital Communication (Characteristics of Digital Media)
1.4	Types of Digital Media Channels
1.5	The Emergence of Web 2.0 and Consumer 2.0
UNIT 2	Website Communication
2.1	Building an Effective Website: Homepage, Links, Navigation, Multimedia
2.2	Choosing a Domain Name
2.3	Hosting the Website
2.4	Writing and Creating Web Content
UNIT 3	Search Engine Optimisation
3.1	Types of Search Engines
3.2	How Search Engines Work
3.3	Search Engine Optimisation: On-Page and Off-Page
3.4	Advertising on Search Engines
3.5	Paid Search Marketing
3.6	Black Hat SEO
UNIT 4	Social Media Communication and Marketing
4.1	Social Media Platforms: Facebook, Twitter, LinkedIn, Instagram, Snapchat
4.2	Building an Effective Social Media Strategy
4.3	Social Media Dashboards

4.4	Viral Marketing
UNIT 5	Content Marketing
5.1	What is Content Marketing?
5.2	Types of Content
5.3	Content Strategy and Promotion
5.4	Native Advertising
5.5	The Future of Online Content
UNIT 6	Mobile Marketing
6.1	Uses of Mobile Marketing
6.2	Mobile Applications
6.3	Location-based Services and Advertising
UNIT 7	Video Marketing
7.1	When to Use Video in Marketing
7.2	Essentials of a Video Marketing Campaign
UNIT 8	Digital Analytics
8.1	Performance Management for Digital Channels
8.2	Types of Data Analytics
8.3	Data Analytics Tools
UNIT 9	User Experience (UX)
9.1	What is UX?
9.2	How to Achieve Good UX

**REFERENCE READINGS:**

Ryan, Damian. *Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation*. New York: Kogan Page, 2017.

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Kosorin, Dominik. *Data in Digital Advertising: Understand the Data Landscape and Design a Winning Strategy*. Dominik Kosorin, 2018.

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**ASSESSMENT DETAILS****Internal Assessment (25 marks)**



**Part 1: Project Work (20 Marks)**

**Part 2: Attendance – 05 marks**

**Semester End Examination – External Assessment (75 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)