

# **SYLLABUS**

**OF**

**FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP),  
(SEMESTER IV-VIII)**

**Department of Journalism and Mass Communication  
Islamic University of Science and Technology**

**Course Structure for Semesters IV-VIII of Four-Year Undergraduate Programme (FYUGP), DJMC**

Course	Semester	Major	Minor	Minor vocational (Extra 4 credits to be earned if exiting with certificate)	Multi disciplinary (Courses from other disciplines)	Ability Enhancement Courses (AEC)	Skill Enhancement Courses (SEC) Internship/ Dissertation (3)	Value Added Course (VAC)	Total Credit					
UG Diploma (80 Credits)	4 Sem	Radio Production (JMC250MJ)		Media Internship	-	-	-	-	20 Credits					
		Film Studies (JMC251MJ)												
		Advertising (JMC252MJ)												
		Convergent Journalism (JMC253MJ)												
3 Yr. UG Degree (120 Credits)	5 Sem	Advanced Reporting (JMC300MJ)	To be offered within the school (4 credits)		-	-	-	-	20 Credits					
		Public Relations (JMC301MJ)												
		Television Production (JMC302MJ)												
		Still Photography (JMC303MJ)												
	6 Sem	Advanced Visual Communication (JMC350MJ)											Media Internship (4 Credits) (JMC353MJ)	20 Credits
		Development Communication (JMC351MJ)												
		News Editing (JMC352MJ)												

4 Yr. UG Hons. (160 Credits)	7 Sem	Media Research (JMC400MJ)							20 Credits
		Media, Culture and Society (JMC401MJ)							
		Long-form Journalism (JMC402MJ)							
		Mobile Journalism (JMC403MJ)							
	8 Sem (Honours)	Media Appreciation (JMC450MJ)							
		Data Journalism (JMC451MJ)							
		Media and AI (JMC452MJ)							
		Communication Design and Animation (JMC453MJ)							
4 Yr. UG with Research (163 Credits)	8 Sem (Research)	Research Writing (JMC454MJ)				Research Project/Disse rtation (JMC455MJ)		20 Credits	

**IV**  
**SEM**

Scheme & Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	1	-	-	4

### Course Objectives

- To provide students with a foundational understanding of radio as a Mass Communication medium, its evolution, and its contemporary relevance across broadcast and digital platforms.
- To develop students' creative, editorial, and technical abilities for producing professional-quality audio content for radio and podcasting.

### Course Outcomes

- Students will be able to produce audio programmes using digital recording and editing tools that meets professional standards.
- They can script and deliver audio content and audience-focused storytelling.

### Unit I: Foundations of Radio and Audio Communication

- Radio as an Aural Medium: Strength and Weakness
- Radio Broadcasting Ecosystems
- Radio for Social Development: Case studies

### Unit II: Writing, Reporting and Storytelling for Audio

- Writing for the Ear: Structure of news scripts, features, and narrative pieces
- Reporting and Interviewing for Audio
- Radio Genres and Narrative Styles: News, features, documentaries, drama in Indian Knowledge Systems

### Unit III: Introduction to Podcasting

- History and Evolution of Podcasting
- Types of Podcasts
- Podcast Planning and Distribution

### Unit IV: Radio Production Techniques and Presentation Skills

- Studio Operations and Audio Equipment
- Sound Editing and Post-Production
- Voice, Presentation and Live Broadcasting

### Hands-on Training

Students shall be assigned to produce radio programmes of different genres. The practical work shall be assigned by the course instructor.

### Suggested Readings

1. Alten, S. R. (2021). *Audio in Media*. Cengage Learning
2. Brown, W. L. (2021). *The Art of the Audio Documentary*. Routledge.
3. Everett, L., & Tulving, C. (2022). *Writing for Broadcast Journalists*. Routledge.
4. Franklin, B., & Eldridge, S. (2018). *The Routledge Companion to Digital Journalism Studies*. Routledge.
5. Hendy, D., & Murphy, D. (Eds.). (2021). *Radio and Community: A New Perspective*. Routledge.
6. Holt, L. (2018). A reflexive approach to teaching radio documentary production. *Journal of Radio & Audio Media*, 25(2), 277-292.
7. Jones, S. (2016). *Producing Radio: A Practical Guide for Media Students and Beginners*. Routledge.
8. McDonald, C. (2021). *The podcast playbook: Mastering the craft of audio storytelling*. Audible Studios.
9. McPhail, T. (2018). *Global radio journalism: Theory and practice*. Routledge.
10. O'Connell, R. (2021). *Podcast launch: How to create, grow & monetize your podcast*. CreateSpace Independent Publishing Platform.
11. Winslow, P. (2021). *Radio content in the digital age: The evolution of a sound medium*. Routledge
12. Wolf, T. (2021). *Podcasting: Do it yourself guide*. CreateSpace Independent Publishing Platform.

### ***Web Resources***

1. Audacity (Free Audio Editing Software) — <https://www.audacityteam.org/>
2. BBC Academy - Radio Training <https://www.bbc.co.uk/academy>
3. Podcast Host Academy <https://www.thepodcasthost.com>
4. Radio. Garden <https://radio.garden>

Scheme & Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	1	-	-	4

**Course Objectives:**

- To introduce students to the basic grammar and language of Cinema
- To enable students to analyse films from aesthetic, cultural and social perspectives

**Course Outcomes:**

By the end of this course, students will be able to:

- Identify and analyse the formal elements of film
- Critically evaluate films as cultural and ideological texts

**Unit 1: Understanding Film Studies**

- Film as a tool of Mass Communication
- Film Language: Shot, Scene, Sequence
- Narrative Structure, Film Genres, Camera, Editing, Sound and Lighting

**Unit 2: History and Evolution of Cinema**

- Silent Era, Expressionism, Realism, Montage, Neorealism, New Waves
- Indian New Wave Cinema
- The Golden Age & Contemporary Indian Cinema

**Unit 3: Film Analysis and Writing**

- Techniques of film review and critique
- Film as ideology and representation
- Film analysis

**Unit 4: Cinema and Society**

- Film and Social issues
- Cinema as Social Reflection
- Key thinkers

***Suggested Readings***

1. Bordwell, D., & Thompson, K. (2017). *Film Art: An Introduction*. McGraw-Hill Education.
2. Giannetti, L. (2016). *Understanding Movies*. Pearson.
3. Gokulsing, K. M., & Dissanayake, W. (2013). *Indian Popular Cinema: A Narrative of Cultural Change*. Trentham.
4. Monaco, J. (2000). *How to Read a Film*. Oxford University Press.
5. Rajadhyaksha, A. (2016). *Indian Cinema: A Very Short Introduction*. Oxford University Press.
6. Robotham, T. (2021). *Cinematic Storytelling*. Routledge.

7. Turner, G. (2006). *Film as Social Practice*. Routledge.
8. Stam, R. (2000). *Film Theory: An Introduction*. Blackwell.

***Web Resources***

- <https://www.screenonline.org.uk>
- <https://cinephiliabeyond.org/>
- <https://nofilmschool.com/>
- <https://www.studiobinder.com/>

Scheme & Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	1	-	-	4

### Course Objectives

- To provide students with foundational knowledge of advertising principles, industry structures, and the strategic role of advertising in contemporary society.
- To develop students' creative and analytical abilities for producing, evaluating, and ethically assessing advertising messages.

### Course Outcomes

- Students will be able to develop an advertising strategy and produce advertising projects.
- Critically evaluate advertisements using strategic frameworks relevant to Indian and global advertising practices.

### Unit 1: Foundations of Advertising

- Concept and Functions of Advertising
- Types of Advertising
- Advertising Appeals

### Unit 2: Advertising, Society and Ethics

- Basic Advertising Models
- Role of advertising in society and Understanding audience
- Ethics and Regulations

### Unit 3: Ad Making and Creative Development

- The Creative Process in Advertising: Idea generation and Visualisation
- Copywriting for Advertising
- Design principles

### Unit 4: Advertising Media and Planning

- Advertising media
- Media plan
- Integrated Advertising Campaigns

## **Hands-on Training**

Students will be producing advertising campaigns, individual advertisements for different media.

## ***Suggested Readings***

1. Aleksic, A. (2025). *Algospeak: How social media is transforming the future of language*. Knopf.
2. Belch, G. E., Belch, M. A., & Purani, K. (2021). *Advertising and promotion: An integrated marketing communications perspective* (12th ed.). McGraw Hill.
3. Cialdini, R. B. (2021). *Influence: The Psychology of Persuasion* (New and Expanded ed.). Harper Business.
4. Godin, S. (2018). *This is marketing: You can't be seen until you learn to see*. Portfolio/Penguin.
5. Katz, H. (2022). *The media handbook: A complete guide to advertising media selection, planning, research, and buying*. Routledge.
6. Kelley, L. D., & Bartel Sheehan, K. (2022). *Advertising Management in a Digital Environment: Text and Cases*. Routledge.
7. Kelley, L. D., Sheehan, K. B., Dobias, L., Koranda, D. E., & Jugenheimer, D. W. (2022). *Advertising media planning: A brand management approach* (5th ed.). Routledge.
8. Mishra, A., & Vijay, T. S. (2024). *Integrated Advertising, Promotion, and Marketing Communicating in a Digital World*. Routledge India.
9. Scheinbaum, A. C., O'Guinn, T., & Semenik, R. (2023). *Advertising and Integrated Brand Promotion* (9th ed.). Cengage Learning.
10. Sullivan, L. (2022). *Hey, Whipple, Squeeze This: The Classic Guide to Creating Great Advertising* (6th ed.). John Wiley & Sons.

## ***Web Resources***

- IBS CDC – Advertising Case Studies Repository [https://www.ibscdc.org/industry/advertising-case-studies.asp?utm\\_source](https://www.ibscdc.org/industry/advertising-case-studies.asp?utm_source)
- IDEO Design Kit for Ideation & Creativity Tools <https://www.dandad.org/learning>
- Stanford d.school for Creativity & Ideation Resources <https://dschool.stanford.edu/>
- Ad Design <https://www.canva.com/create/ads/>

Scheme & Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	0	1	-	4

### Course Objectives

- To introduce students to the key ideas and practices of convergent journalism, focusing on how news and stories are created and shared across multiple media platforms.
- To help students understand multimedia storytelling and learn how to combine text, audio, video, and graphics effectively to engage diverse audiences.

### Course Outcomes

- Students will be able to explain the evolution and principles of convergent journalism and demonstrate the ability to produce news content adapted for multiple digital platforms.
- Students will be able to apply multimedia storytelling techniques ethically, integrating text, audio, video, and visuals to create engaging and responsible journalistic narratives.

### Unit 1: Introduction to Convergent Journalism

- Concept and Evolution of Convergence-from traditional to digital newsrooms
- The Changing Media Landscape- Convergence of print, broadcast, and online media
- Convergence and Audience Behaviour- participatory culture and media consumption

### Unit 2: Content Production in Convergent media

- Content Creation for Multiple Platforms
- Digital Tools for Journalists- Digital newsgathering and applications
- Social Media Integration and Basic Data Visualization

### Unit 3: Storytelling within news Convergence

- Multimedia Journalism; Cross-platform News Packaging
- Audience-Centric and Interactive Storytelling
- Principles of Multimedia Storytelling

## Unit 4: Ethics and Challenges in News Convergence

- Ethical challenges in Convergent Journalism
- Professional and Societal Challenges in Multimedia Reporting
- Digital Divide, Audience Manipulation and Media Polarization

### *Practical Work*

Students will produce a short multimedia news story using digital research, editing, and publishing tools across at least two platforms.

### *Suggested Readings*

1. Adornato, A. (2021). *Mobile and Social Media Journalism: A Practical Guide for Multimedia Journalism*. Routledge.
2. Delfanti, A., & Arvidsson, A. (2019). *Introduction to Digital Media*. John Wiley & Sons.
3. Dwyer, T. (2010). *Media Convergence*. McGraw-Hill Education.
4. Filak, V. F. (Ed.). (2019). *Convergent Journalism: An Introduction—Writing and Producing Across Media*. Routledge.
5. Filak, V. F., & Quinn, S. (2014). *Convergent journalism: An introduction*. Focal Press.
6. Kolodzy, J. (2013). *Practicing Convergence Journalism: An Introduction to Cross-Media Storytelling*. Routledge.
7. Lawson-Borders, G. (2006). *Media Organizations and Convergence: Case Studies of Media Convergence Pioneers*. Routledge.
8. Quinn, S. (2006). *Convergent Journalism: The Fundamentals of Multimedia Reporting*. Peter Lang.
9. Turow, J. (2019). *Media Today: Mass Communication in a Converging World*. Routledge.

### *Web Resources*

- <https://www.scribd.com/document/486295528/Convergent-journalism>
- <https://www.poynter.org/>
- <https://www.niemanlab.org/>
- Journalism.co.uk — Digital Journalism Resources —  
<https://www.journalism.co.uk/skillsresources/>

# **Minor Vocational**

## **Media Internship**

(Extra 4 credits to be earned if exiting with Diploma)

The students who are willing to exit with a certificate course after first four semesters are supposed to do an internship with a reputed media organisation. The internship should adhere to the UGC Internship Policy that requires students to complete a minimum of 120 hours over a 21-day period to ensure industry exposure and hands-on learning.

**V**

**SEM**

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	1	-	-	4

### Course Objectives

- To introduce the students to the fundamentals of news reporting and writing.
- To help them learn various techniques of news writing.

### Course Outcomes

- The students shall develop a mastery of the basic elements of newsgathering, interviewing and storytelling that conform to standards of news values.
- The students shall learn the guidelines of reporting for different beats.

### Unit I: Beat Reporting

- Understanding Beat Reporting
- Politics, Environment, Business, Gender, Sports
- Crime, Accidents and Disasters

### Unit II: News Writing and Sources

- News writing techniques.
- Attribution in News Stories, News sources
- Newsroom Vocabulary (Basic)

### Unit III: Interviews

- Interviews: Purpose, Skills, Techniques
- Types of Interviews; Types of Interview Questions
- Covering Press Conferences

### Unit IV Advanced Reporting

- Investigative Reporting – Concept, Purpose, Criteria
- Techniques of Investigative Journalism, Sources
- Interpretative Reporting – Concept, Significance, Phases

### Hands-on Training

The students are expected to do practical reporting and writing assignments. They will be expected to do news and feature stories, covering various beats as well as conduct interviews as assigned. The assignments will be evaluated by the concerned faculty. Besides, students are required to do following exercises:

- Writing/ rewriting news stories while adhering to news writing techniques learnt in class.
- Mock interviews.

- Mock press conferences.

### ***Suggested Readings***

1. Franklin, B., & Carlson, M. (Eds.). (2011). *Journalism, sources and credibility: New perspectives*. Routledge.
2. Harcup, T. (2021). *What is journalism? The art, science and craft of news reporting* (2nd ed.). Polity Press.
3. Keeble, R. (2015). *The newspapers handbook* (5th ed.). Routledge.
4. Kovach, B., & Rosenstiel, T. (2021). *The elements of journalism: What newspeople should know and the public should expect* (4th ed.). Three Rivers Press.
5. Mencher, M. (2011). *News reporting and writing* (12th ed.). McGraw-Hill.
6. Rich, C. (2015). *Writing and reporting news: A coaching method* (8th ed.). Wadsworth.
7. Scanlan, C., & Craig, R. (2021). *News writing and reporting: The complete guide for today's journalist*. Oxford University Press.
8. Tuchman, G. (1978). *Making news: A study in the construction of reality*. Free Press.

### ***Web Resources***

- Poynter Institute – Journalism Training & Ethics  
<https://www.poynter.org/>
- Reuters Institute – Journalism Research and Reports  
<https://reutersinstitute.politics.ox.ac.uk/>
- Committee to Protect Journalists – Press Freedom and Reporting Safety  
<https://cpj.org/>
- The Journalist's Resource – Research on News and Reporting  
<https://journalistsresource.org/>

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	1	-	-	4

### Course Learning

- To equip students with a conceptual and strategic understanding of the strategic PR and reputation management and practices involved.
- To make students grasp the skills and knowledge required to manage an organisation's reputation through stakeholder mapping, effective PR communications and crisis handling.

### Course Outcomes

- Students will be able to design and execute a multi-platform PR campaign that aligns organisational values with public expectations and ethical standards.
- Students will demonstrate the ability to develop a strategic communication for stakeholders and also plan and devise a crisis communication strategy for an organisation.

### Unit I: Foundations of Strategic PR

- Understanding PR concepts
- PR Theories
- Roles of PR Practitioners

### Unit II: Stakeholder Communication and Media Relations

- Publics and stakeholder communication tools
- Media Relations
- Influencer and Digital PR

### Unit III: Organisational Reputation and Brand Building

- Reputation Management
- Corporate Identity and Image
- Crisis Communication

### Unit IV: Contemporary PR practices

- Ethics and Professional Standards
- Event Management
- Corporate Social Responsibility (CSR)

### Hands-on Training

- Students to work on developing and analysing pr campaigns, crisis communication plan.

- Every student will be drafting press releases for events as assigned by the course instructor.

### ***Suggested Readings***

1. Bernays, E. L. (2021). *The Edward Bernays reader: From propaganda to the engineering of consent*. Ig Publishing.
2. Bernays, E. L. (2024). *Crystallizing public opinion* (Classic Books ed.). Lettel Books.
3. Black, S. (2013). *Practice of public relations*. Routledge.
4. Broom, G. M., Sha, B.-L. (2021). *Cutlip and Center's effective public relations* (11th ed.). Pearson.
5. Jetwaney, J. (2024). *Corporate communication: Concepts and practice*. Routledge.
6. Jethwaney, J., Varma, A., & Sarkar, N. N. (2015). *Public relations management*. Sterling Publishers.
7. John, B. S. (2017). *Public Relations and the Corporate Persona: The rise of the affinitive organization*. Routledge.
8. Johnston, J. (2020). *Public Relations: Theory and Practice*. Routledge.
9. Lawson, R. (2006). *The PR buzz factor*. Kogan Page.
10. Page, J. T., Parnell, L. J. (2020). *Introduction to public relations: Strategic, digital, and socially responsible communication* (2nd ed.). Sage Publications.
11. Vilanilam, J. V. (2011). *Public relations in India*. Sage India.
12. Wilcox, D. L., & Reber, B. H. (2023). *Public Relations: Strategies and Tactics* (12th ed.). Pearson.

### ***Web Resources***

- HubSpot – PR Templates and Resources <https://www.hubspot.com/resources/public-relations?utm>
- PRSA (Public Relations Society of America) Resources <https://www.prsa.org/professional-development/prsa-resources?utm>
- Alison – Free Public Relations Courses <https://alison.com/tag/public-relations?utm>

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	1	-	-	4

### Course Objectives

- To introduce students to the fundamental concepts, processes, and techniques of television production.
- To build practical skills in the production of different types of TV content and develop an understanding of newsroom workflows, studio operations, and presentation.

### Course Outcomes

- Students will be able to plan and produce basic television programmes using standard production tools and techniques.
- Students will be able to report, interview, anchor, and participate in newsroom and on-air roles with confidence.

### Unit I: Foundations of Television as a Medium

- History and development of the TV medium
- Visual Language and Grammar of TV: Shots, angles, movements
- Television Genres

### Unit II: Pre-Production and Production Processes

- Concept pitching, writing proposals, scriptwriting, and basic storyboarding.
- Multi-camera setups & Lighting
- Studio Production & Field Production

### Unit III: Post-Production and Technical Aesthetics

- Editing for TV: Continuity, transitions, montage, pacing
- Sound equipment and recording techniques
- Sound Design Elements.

### Unit IV: Television Journalism and On-Air Performance

- TV newsroom basics: Bulletins, Packages, Reports
- Live reporting, cues, PTC, SOTs
- TV presentation: Anchoring, Hosting, Interviews

## **Hands-on Training**

Students shall be assigned to produce TV Programmes of different genres. The course instructor shall assign the practical work on camera handling, scriptwriting, editing, reporting and presentation.

## ***Suggested Readings***

1. Block, B. (2020). *The visual story: Creating the visual structure of film, TV, and digital media* (3rd ed.). Routledge.
2. Brown, L., & Duthie, L. (2020). *The TV studio production handbook*
3. Foust, J.C., Fink, E.J., Beskid, P., Cardenas, J.A., Gordon Jr., R., & Lohrey, J.B. (2024). *Video Production: Disciplines and Techniques* (13th ed.). Routledge.
4. Landau, D., & Finn, B. (2024). *Multi-camera cinematography and production: Camera, lighting, and other production aspects for multiple camera image capture*. Bloomsbury Academic.
5. Owens, J., & Millerson, G. (2023). *Television production* (17th ed.). Routledge.
6. Sidlow, F., & Stephens, K. (2022). *Broadcast news in the digital age: A guide to reporting, producing and anchoring online and on TV* (1st ed.). Routledge. <https://doi.org/10.4324/9781003137016>.
7. Thompson, R., & Bowen, C. (2019). *Grammar of the shot* (4th ed.). Routledge.
8. Ward, A., & Chat GPT. (2023). *TV Production 2.0: The ChatGPT Advantage in the New AI Era*.
9. Yorke, Ivor. (2017). *Television News*. Routledge
10. Zettl, H. (2021). *Television production handbook* (13th ed.). Cengage.

## ***Web Resources***

- BBC Academy - Production Training <https://www.bbc.co.uk/academy>
- Adobe Premiere Pro Learn & Support <https://helpx.adobe.com/premiere-pro/tutorials.html>
- No Film School - TV/Video Production Section <https://nofilmschool.com>
- StudioBinder -production management platform <https://www.studiobinder.com/>

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	-	1	-	4

### Course Objectives

- Acquire proficiency in digital camera operation and photography tools.
- Develop post-production editing skills for enhancing images and understand ethics.

### Course Outcomes

- Understand principles of visual composition and apply them to convey narrative meaning.
- Master image editing workflows, including color correction, retouching, and advanced masking and its limitation in context of ethics.

### Unit I: Foundations of Photography and Visual Language

- Brief history and evolution of photography
- Photography and the work of Major theorists
- Camera types and basic operation.

### Unit II: Camera Technique and Creative Control

- Exposure triangle
- Camera Lenses
- Lighting

### Unit III: Composition

- Types of Photography.
- Basic composition its principles
- Visual storytelling: Selecting focal points, sequencing images for narrative effect.

### Unit IV: Post-Production and Image Editing

- Introduction to photo editing tools.
- Advanced editing and Ethics.
- Preparing images for print, web, and exhibitions.

### *Practical Work*

- Fieldwork: Individual and group photographic assignments in varied environments.
- Studio exercises: Controlled lighting, creative composition.
- Editing workshops: Hands-on practice in post-production and output preparation.
- Peer review: Critique sessions and collaborative feedback.

### *Suggested Readings*

1. Kelby, S. (2020). *The digital photography book* (Vol. 1). Rocky Nook, Inc..
2. Wilder, K. (2009). *Photography and science*. London: Reaktion books.
3. Wells, L. (2015). *Photography: a critical introduction*. Routledge.
4. Ingledew, J. (2005). *Photography*. Laurence King Publishing.
5. Langford, M. (1998). *Advanced photography*. Routledge.
6. Child, J., & Galer, M. (2004). *Photographic lighting: essential skills*. Routledge.
7. Arena, S. (2012). *Lighting for Digital Photography: from Snapshots to Great Shots (using Flash and Natural Light for Portrait, still Life, Action, and Product Photography)*. Pearson Education.
8. Hirsch, R. (2024). *Seizing the light: a social & aesthetic history of photography*. Routledge.

### ***Web Resources***

- <https://photographylife.com/>
- <https://digital-photography-school.com/>
- <https://www.adobe.com/creativecloud/photography/discover.html>
- <https://www.magnumphotos.com/>

**VI**  
**SEM**

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	-	1	-	4

### Course Objectives

- Deepen the understanding of advanced theories in visual perception, semiotics, and rhetoric.
- Foster critical analysis of visual media regarding ethics, cultural impact, and mediated reality.

### Course Outcomes

- Design complex multimedia projects that integrate graphics, motion, and interactivity.
- Apply user-centred design and branding systems to real-world digital marketing challenges.

### Unit 1: Physiology and Psychology of Vision

- Semiotics in visual communication: Denotation, connotation, myth; cultural codes and barriers.
- Visual rhetoric- Gestalt principles
- Critical perspectives: Photographic truth, mediated reality, and visual persuasion.

### Unit 2: Visual Communication in the Digital Age

- Social media, viral content, crowdsourcing, and citizen journalism.
- Remix culture: Appropriation, intellectual property, and ethical issues in visual media.
- Cross-cultural visual storytelling and diversity in representation.

### Unit 3: Integrated Marketing Communication

- Visual identity, branding systems, and campaign design.
- Environmental and experiential design
- Sustainability, User-centered design and ethics.

### Unit 4: Emerging Trends and Technologies

- Motion graphics and visual effects in advanced storytelling.
- Interactive and immersive media
- AI and new tools in visual design

### Suggested Readings

1. Lester, P.M. (Latest Ed.).(2006) *Visual Communication: Images with Messages*, Thomson Wadsworth.
2. N.N. Sarkar. (2013). *Art and Print Production*. Oxford University Press; 2nd edition.

3. Barthes, R., & Lavers, A. (1985). *Mythologies*. Hill and Wang. New York. BarthesMythologies1985.
4. Barnhurst, K.G. & Nerone, J.(2001). *Visual Rhetoric in Media*.
5. Malamed, C. (2015). *Visual design solutions: Principles and creative inspiration for learning professionals*. John Wiley & Sons.
6. Lupton, E., & Phillips, J. C. (2015). *Graphic design: the new basics (revised and expanded)*. Chronicle Books.
7. Berger, J. (2008). *Ways of Seeing*. Penguin UK.

### ***Web Resources***

- <https://firstdraftnews.org/bucket/our-training/>
- <https://opensource.com/>
- <https://www.adobe.com/creativecloud/design/discover.html>
- <https://www.designcouncil.org.uk/>

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	-	-	1	4

### Course Objectives

- To introduce students to key concepts and debates in development and development communication with a critical orientation.
- To enable students to analyse the role of media and communication practices in development processes, particularly in marginalized and rural contexts.

### Course Outcomes

Students will be able to

- critically explain major theories and models of development and development communication.
- assess media practices and development initiatives using analytical and contextual frameworks.

### Unit I: Understanding Development

- Concept and Meaning of Development
- Development Indicators and Models
- Development Challenges, Dichotomies and Sustainable Development Goals

### Unit II: Development Communication: Concepts and Paradigms

- Meaning, Scope and Role of Development Communication
- Dominant Paradigm and Its Critique
- Alternative and Participatory Approaches to Development Communication with special reference to Indian Knowledge System

### Unit III: Development Journalism and Reporting Practices

- Concept of Development Journalism
- Reporting and writing Development stories in Media Reporting (Health, Education, Gender, Environment), Public Service Announcement
- Analysing Case Studies in Development Communication

### Unit IV: Media, Community and Development Institutions

- Mass Media and Community Media in Development
- Rural Communication, IKS and Information Needs
- Role of Development Agencies and NGOs

### Suggested Readings

1. Chalkely, A. (n.d.). *Rural Development Journalism*. Press Institute of India.

2. Chandra, R. (n.d.). *Communication media and social changes*. Isha Books.
3. Chowdhury, A., & Gow, G. A. (Eds.). (2024). *Digital communication for agricultural and rural development: Participatory practices in a post-COVID age* (1st ed.). Routledge. <https://doi.org/10.4324/9781003282075>
4. Joshi, U. (n.d.). *Understanding development communication*. Dominant Publishers and Distributors.
5. Mefalopulos, P. (2008). *Development communication sourcebook: Broadening the boundaries of communication*. World Bank.
6. Melkote, S. R. (2015). *Communication for development: Theory and practice for empowerment and social justice* (3rd ed.). Sage India.
7. Mody, B. (2003). *International and Development Communication: A 21st-Century Perspective*. Sage Publications.
8. Narula, U. (1994). *Development Communication*. Haanand Publications.
9. Schramm, W. (1964). *Mass media and national development*. Stanford University Press.
10. Servaes, J. (2020). *Handbook of communication for development and social change*. Springer.
11. Vilanilam, J. V. (2009). *Development Communication in Practice: India and the Millennium Development Goals*. Sage India.
12. Wilkins, K. G., Tufte, T., & Obregón, R. (Eds.). (2014). *The Handbook of Development Communication and Social Change*. Wiley-Blackwell.

### **Web Resources**

- Journalism Education Resource Hub - <https://www.unesco.org/en/international-programme-development-communication/journalism-education/resource-hub?utm>
- IPDC Main Portal - <https://www.unesco.org/en/international-programme-development-communication/>
- UNDP Report — Communication for Development - <https://www.undp.org/publications/communication-development-strengthening-effectiveness-un?>

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	2	2	-	-	4

### Course Objectives

- To hone the news editing skills of journalism students.
- To understand different stages of news production, from writing and editing to layout design and printing.

### Course Outcomes

- Students shall understand the functioning of various departments as well as roles of editors of various ranks in a newspaper organisation.
- They will understand the vocabulary spoken by editors in a newsroom.

### Unit I: Basics of Editing

- Editing– Concept and Significance
- Degrees of Sub-editing
- Methods of Sub-editing

### Unit II: Editing Skills

- Editing Techniques, AI in Newsrooms
- Editing of News Stories (practical)
- Newsroom Vocabulary

### Unit III: Role of Editors

- Role and Qualities of Copy Editor
- Role of Editor-in-Chief and Chief Sub Editor in News Room
- Gate Keeping, Stylebook

### Unit IV: Writing Assignments

- Headlines: Functions, Punctuations, Principles, Patterns
- Photo-captions- Principals, Types
- Editorial Writing, Types

### Hands-on Training

Practical work will involve the exercises as per the details above. The students are required to edit news stories and press releases, and also convert scattered newsworthy information into news stories. They shall also be taken on a field visit to newspaper organisations to help them understand functioning of various departments of a news organisation. The students shall also

be asked to compare editorials of two or more newspapers and try to identify their distinct approaches. The practical work will be assigned and assessed by the concerned faculty.

### ***Suggested Readings***

1. Butcher, J. (2007). *Butcher's Copy Editing*. London: Cambridge University Press.
2. Kovach, B., & Rosenstiel, T. (2021). *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect* (4th ed.). Crown.
3. Harrower, T., & Elman, J. (2022). *Inside Reporting: A Practical Guide to the Craft of Journalism* (3rd ed.). McGraw-Hill Education.
4. Vaccaro, C. (2023). *News Writing and Reporting: A Strategic Approach to Storytelling*. SAGE Publications.
5. Pavlik, J. V. (2024). *Journalism and New Media*. Rawat Publications.
6. Randall, D. (2022). *The Universal Journalist* (6th ed.). Pluto Press.
7. Montgomery, R. (2025). *Mobile Journalism: How to Create Broadcast-Quality Video with a Smartphone*. Routledge.
8. Harcup, T. (2020). *Journalism: Principles and Practice* (4th ed.). SAGE Publications.
9. Allan, S. (2021). *Journalism: Critical Issues* (3rd ed.). Open University Press.
10. The Associated Press. (2020). *The Associated Press Stylebook and Briefing on Media Law*. Basic Books.
11. Thomson, T. J. (2019). *To See and Be Seen: The Environments, Interactions and Identities Behind News Images*. Rowman & Littlefield.

### ***Web Resources***

- Knight Center - <https://knightcenter.utexas.edu/write-sharper-and-edit-smarter-with-new-free-course-on-concise-and-impactful-storytelling/>
- Upgrad - <https://www.upgrad.com/free-courses/mba-and-management/advanced-writing-and-editing-for-print-media-free-course/>
- AP Style Book - <https://www.apstylebook.com/>

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	-	-	4	-	4

### **Courses Objectives and Learning Outcomes:**

Students will have to do internship with different media organisations in Jammu and Kashmir for a period of maximum four weeks. The aim of making internship mandatory is to prepare students for the media industry by providing not only on-the-job practical experience, but also the opportunity to network and obtain valuable professional contacts. Internship is also one of the best ways to enhance job prospects for media students after graduation. At the end of the internship, students will be required to submit internship certificate on the letter-head of the respective media organisations they worked with.

### **Grading:**

The external grading component of Internship shall be based on:

- Internship certificate provided by the organization duly signed by Head of the Institution or any other authorized person, certifying that the student has indeed interned during the specified period.
- Assessment Report: Where the Internship Supervisor or any other authorized person will provide his feedback based on a set of questions framed by the department to assess the conduct and performance of the student during the internship.

The internal grading component of Internship shall be based on:

- Presentation of the student before the faculty board
- Self-appraisal of the student to be submitted by the student.

For evaluation, 50 percent of the grading shall be awarded by the host organisation, while 50 percent shall be awarded by the Department faculty based on the student presentations.

**VII**  
**SEM**

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	2	2	-	-	4

### Course Objectives

- To understand the nature, scope, and importance of media research.
- To enable students to design and conduct independent research projects.

### Course Outcomes

By the end of this course, students will be able to:

- Explain the basic concepts and processes of media research.
- Write and present a research report.

### Unit 1: Introduction to Media Research

- Research-Definition, functions and types
- Qualities of a Good Researcher
- Historical Evolution of Media Research

### Unit 2: Research Process

- Conceptual and Theoretical Framework
- Research Problem, Literature Review, Hypothesis and Variables
- Research Design

### Unit 3: Methods, Tools and Sampling

- Quantitative and Qualitative Methods
- Tools of Data Collection
- Reliability and Validity

### Unit 4: Ethics, Statistics and Report Writing

- Ethical Perspectives of Mass Media Research
- Statistical Methods of Analysis-Basics
- Research Report Writing

### *Suggested Readings*

1. Baxter, Leslie. (2004). The Basics of Communication Research. Cengage Learning.
2. Berger, A.A. (2014). Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches. SAGE.
3. DeFleur, Melvin L., Lowery, S. A. (1995). Milestones in Mass Communication Research: Media Effects. Longman.

4. Hansen, A., Cottle, S., Negrine, R; Newbold, C. (1998). Mass Communication Research Methods. NYU Press.
5. Jansen, K.B. (2013). A Handbook of Media and Communication Research. Taylor and Francis.
6. Kothari, C.R. (2014). Research Methodology: Methods and Techniques. New Age International Publishers.
7. Sparks, G. G. (2015). Media Effects Research: A Basic Overview. Cengage Learning.
8. Wimmer, R.D., Dominick, J.R. (2019). Mass Media Research: An Introduction. Wadsworth Inc.

### ***Web Resources***

- Communication and Mass Media Complete (CMMC) <https://guides.lib.umich.edu/commstudies>
- Project MUSE - <https://muse.jhu.edu/>
- EBSCO Mass Media & Communication databases – <https://www.ebsco.com/academic-libraries/subjects/communication-mass-media>

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	2	1	-	1	4

### Course Objectives

- To allow students to understand the influences of media in shaping cultures, values, and social behaviour in everyday life.
- To enable students to critically evaluate the representation and construction of social identities and issues

### Course Outcomes

- Students will be able to analyse media content to identify cultural meanings and social messages.
- Students will demonstrate an understanding of how media influences people's attitudes and perceptions.

### Unit 1: Understanding Media and Society

- Evolution of Media in Societal Context
- Media as a Social Institution: Role and Functions
- Relationship between Media, Culture and Communication

### Unit 2: Media, Culture and Representation

- Representation of Gender, Class and Identity in Media
- Popular Culture; Identity Formation and Cultural Negotiation
- Stereotypes and Cultural Bias in Media Text

### Unit 3: Media Advancement and Social Change

- Impact of digitalization and convergence on society
- Social Media and Participatory Culture
- Globalization, Localization and Cultural Hybridity in Media

### Unit 4: Media, Culture and Indian Knowledge Systems (IKS)

- Traditional Media and Indigenous Communication Practices
- Representation of Indian Cultural Knowledge in Contemporary Media
- Preservation of Cultural Heritage in India

### Suggested Readings

1. Carah, N. (2021). *Media and Society: Power, Platforms, and Participation*. SAGE.
2. Carey, J. W., & Adam, G. S. (2008). *Communication as Culture: Revised Edition—Essays on Media and Society*. Routledge.

3. Durham, M. G., & Kellner, D. M. (Eds.). (2012). *Media and Cultural Studies: KeyWorks*. Wiley-Blackwell.
4. Hall, S. (1980). Cultural Studies: Two Paradigms. *Media, Culture and Society*, 2(1), 57–72. <https://doi.org/10.1177/016344378000200106>
5. Mahadevan, B., Bhat, V. R., & Nagendra, P. R. (2022). *Introduction to Indian knowledge System: Concepts and Applications*. PHI Learning Pvt. Ltd.
6. Kapoor, K., & Sharma, A. (2021). *Indian Knowledge Systems: Concepts and Applications*. Springer.
7. Lule, J. (2012). *Understanding Media and Culture*. Saylor Academy Open Textbooks.
8. O’Shaughnessy, M., & Stadler, J. (2005). *Media and society: An Introduction*. Oxford University Press.
9. Perse, E. M., & Lambe, J. (2016). *Media Effects and Society*. Routledge
10. Storey, J. (2018). *Cultural Theory and Popular Culture: An Introduction* (8th ed.). Routledge.

### ***Web Resources***

- <https://www.mediacultured.org/>
- <https://www.pewresearch.org/journalism/2010/08/05/journalism-jobs-harder-to-find/>
- <https://theconversation.com/>
- <https://mediaengagement.org/media-ethics/>

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	1	-	-	4

### Course Objectives

- To develop the ability in students to research, structure and write in-depth long-form stories that provide context and multiple perspectives beyond daily news reporting.
- To cultivate strong storytelling skills grounded in accuracy, ethics and analysis, enabling students to produce long-form features for print and digital platforms.

### Course Outcomes

- The course shall help students learn everything essential in long-form journalism, right from the initial stage of pitching a story to its final production.
- It shall equip them with the necessary tools and skills they will require in today's rapidly changing media landscape.

### Unit I: Understanding Long-form Journalism

- Long-form Journalism: Concept and Characteristics
- Prerequisites for Long-Form Writers
- Requirements of an Effective Feature

### Unit II: Research and Backgrounding

- Research for storytelling
- Backgrounding in Long-form Stories
- Anecdotes, Colour Pieces

### Unit III: Writing Long-form Stories

- Writing Lead, Body and Conclusion
- Writing Nutgraph
- Profile Writing. Types of Profiles

### Unit IV: Pitching Stories

- Query Letters
- Writing Pitches
- Syndication

### Hands-on Training

The students shall be provided hands-on training on writing long-form stories on various themes. The stories shall be assigned by the course instructor.

### ***Suggestive Readings***

1. Benson, C. D., & Whitaker, C. F. (2014). *Magazine Writing*. Routledge.
2. Hart, J. (2012). *Story craft: The Complete Guide to Writing Narrative Nonfiction*. University of Chicago Press.
3. Holmes, T., & Nice, L. (2012). *Magazine Journalism: Journalism Studies—Key Texts*. Sage.
4. Mackay, J. (2006). *The Magazine Handbook*. Routledge.
5. Morrish, J., & Bradshaw, P. (2012). *Magazine editing in print and online* (3rd ed.). Routledge.
6. Stein, M. L., & Paterno, S. F. (2003). *The Newswriters' Handbook: An Introduction to Journalism*. Surjeet Publications.
7. Summer, D. E., & Miller, H. G. (2013). *Feature and Magazine Writing: Action, Angle and Anecdotes* (3rd ed.). Wiley-Blackwell.
8. Wheeler, S. (2009). *Feature Writing for Journalists*. Routledge.

### ***Web Resources***

- Longreads - <https://longreads.com>
- onepagelove - <https://onepagelove.com/inspiration/long-form-journalism>
- Longform - <https://longform.org>
- Long-form Journalism Courses - <https://workshops.granta.com/course/long-form-journalism>

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	1	-	-	4

### Course Objectives

- To understand the concept of MoJo or Mobile Journalism, which is an emerging form of new media story-telling, wherein journalists use portable devices with network connectivity to gather, edit and distribute news.
- To learn the ethical issues involved in Mobile Journalism.

### Course Outcomes

- The course shall help students understand how journalists and news organisations make use of the journalistic features of the mobile platform.
- They will be able to use numerous features of the MoJo kit and thus create audio-visual stories.

### Unit I: Overview of MoJo

- Mobile Journalism (MoJo): Concept, Definitions
- Significance of MoJo
- Ethical issues in MoJo - Consent, Privacy, Copyright

### Unit II: Evolution of MoJo

- Managing Change: Mobile Phone—The First Newsroom
- MoJo Pioneers
- Case Studies

### Unit III: MoJo Tools

- MoJo Kit: Tripod/monopods, selfie sticks, grips and gimbals, microphones, lighting
- Apps for Mobile Journalists
- Camera Applications: Visual, Audio, etc

### Unit IV: Visual Storytelling

- Comparing MoJo with other media platforms/ techniques
- Visual Storytelling: Using smart phone to record audio and videos
- Live streaming

## Hands-on Training

Students shall participate in organised reporting field trips. Subsequently, they shall come up with at least two MoJo products, applying the concepts/practices learnt during the course. They should also create a *YouTube* channel and upload five videos each.

## Suggested Readings

1. Michael, K. (2015). *Making short films on your smartphone*. Independently Published.
2. Montgomery, R. (2018). *Smartphone video storytelling*. Routledge.
3. Mussel, M., et al. (2019). *Mobile filmmaking: 100 steps to making a movie with your smartphone* [Kindle Edition].
4. Quinn, S. (2011). *Mobile journalism in the Asian region*. Konrad-Adenauer-Stiftung.
5. Sheppard, N. P. (2024). *The smartphone filmmaking handbook: Revealing the secrets of smartphone movie making* (2nd ed.).

## Web Resources

- Mobile journalism Toolkit- <https://ijnnet.org/en/toolkit/mobile-journalism>
- Global Investigative Journalist Guide - <https://gijn.org/resource/mobile-journalism-guide-how-to-get-your-mojo-workin/>
- Smart Film School - <https://www.smartfilmschool.com/courses/mobile-journalism>
- Aljazeera AJ + - <https://global.ajplus.net/english/home>

**VIII**  
**SEM**

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	1	-	1	4

### Course Objectives

- To develop a basic understanding of how media texts are created and interpreted.
- To help students understand the relationship between media content, social values, and audience.

### Course Outcomes

Upon completion, students will be able to:

- Identify and describe key elements of different media texts.
- Explain how media messages represent people, ideas, and everyday social realities.

### Unit I: Foundations of Media Analysis

- Philosophizing Media
- Understanding Media Texts
- Genres in Media

### Unit II: Media Interpretation

- Semiotics in Media
- Media Discourses
- Stereotyping

### Unit III: Media Production and Audiences

- Media Production
- Media Ownership; Ownership Influence on Content
- Audiences and Media Use

### Unit IV: Media Critique

- Understanding Storytelling through Visuals and Sound
- Critical Analysis of Media Texts
- Ethical Media Use

### Hands-on Training

The practical component will include:

- Media Text Analysis: Students select one media text and describe its content, message, and target audience.
- Representation Study: Students analyse how gender or culture is portrayed in two everyday media examples.

- Media Review: Students write a short review of a film, TV program, or digital content, noting key messages and ethical concerns.

### ***Suggested Readings***

1. Couldry, N., & Hepp, A. (2017). *The mediated construction of reality*. Polity Press.
2. Gillespie, T. (2018). *Custodians of the Internet: Platforms, content moderation, and the hidden decisions that shape social media*. Yale University Press.
3. Hall, S. (2019). *Essential essays: Vol. 1. Foundations of cultural studies* (D. Morley, Ed.). Duke University Press.
4. Hall, S. (2021). *Cultural studies 1983: A theoretical history*. Duke University Press.
5. Kumar, S. (2020). *Media consumption in India: Practices, hierarchies, and inequalities*. Routledge India.
6. Lister, M., Dovey, J., Giddings, S., Grant, I., & Kelly, K. (2021). *New media: A critical introduction* (3rd ed.). Routledge.
7. Livingstone, S., & Drotner, K. (2020). *International handbook of children, media, and culture*. Taylor & Francis.
8. Machin, D., & Mayr, A. (2023). *How to do critical discourse analysis: A multimodal introduction* (2nd ed.). SAGE.
9. Marwick, A., & Lewis, R. (2021). *Media manipulation and disinformation online*. MIT Press.

### ***Web Resources***

- MediaSmarts for Media Literacy & Critical Analysis Resources: <https://mediasmarts.ca/>
- Pew Research Center: <https://www.pewresearch.org/>
- Cinematics: <https://www.sensesofcinema.com/issues/issue-114/>
- LiteraryTheoryandCriticism.com: <https://literariness.org/category/film-theory/>

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	1	-	-	4

### Course Objectives

- To introduce students to the principles and importance of data journalism, emphasizing its role in promoting transparency, accountability, and evidence-based storytelling.
- To develop students' ability to apply data-driven storytelling techniques by collecting, analysing, and visualizing data to communicate complex information effectively.

### Course Outcomes

- Students will be able to interpret and analyze datasets to produce transparent, evidence-based news stories.
- Students will demonstrate the ability to create clear and engaging data visualizations that enhance storytelling and public understanding.

### Unit 1: Introduction to Data Journalism

- Concept, evolution, and significance of data journalism
- Role of data journalism in transparency, accountability, and public interest reporting
- Differences between traditional, investigative, and data journalist

### Unit 2: Data Collection and Analysis

- Sources of data- open data, government portals, APIs, and crowdsourced data
- Basics of data cleaning and organization
- Introduction to data interpretation-identifying pattern and trends

### Unit 3: Storytelling and Visualization

- Data tools for collection, presentation and visualization
- Framing and structuring data-driven stories
- Data visualization principles- clarity, accuracy, and narrative design

### Unit 4: Ethics, Verification, and Challenges

- Ethical practices in data journalism- privacy, accuracy, and source credibility
- Verification of datasets and dealing with misinformation
- Future of data journalism- automation, AI, and emerging technologies

### Practical Work

- Students to analyze significant data sources and identify stories.
- Students will study, examine and critically evaluate published data journalism stories.

### **Suggested Readings**

1. Anderson, C. W. (2018). *Apostles of certainty: Data journalism and the politics of doubt*. Oxford University Press.
2. Berret, C., & Phillips, C. (2016). *Teaching data and computational journalism*. Columbia School of Journalism.
3. Gray, J., Chambers, L., & Bounegru, L. (2012). *The data journalism handbook: How journalists can use data to improve the news*. " O'Reilly Media, Inc."
4. Hermida, A., & Young, M. L. (2019). *Data journalism and the regeneration of news*. Routledge.
5. Houston, B. (2018). *Data for journalists: a practical guide for computer-assisted reporting*. Routledge.
6. Parasie, S. (2022). *Computing the News: Data Journalism and the Search for Objectivity*. Columbia University Press.

### **Web Resources**

- <https://datajournalism.com/>
- <https://institute.aljazeera.net/en/ajr/article/2104>
- <https://newsinitiative.withgoogle.com/training>
- [https://www.cjr.org/tow\\_center](https://www.cjr.org/tow_center)

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	2	2	-	-	4

### Course Objectives

- To introduce students to the role of emerging Artificial Intelligence in shaping news production, content creation, and media distribution.
- To critically examine the ethical, professional, and societal implications of AI integration in journalism and digital media industries.

### Course Outcomes

- Students will be able to analyse how AI technologies influence media workflows, audience engagement, and information ecosystems.
- Students will demonstrate an understanding of ethical and creative challenges in using AI tools for content generation and news reporting

### Unit 1: Understanding AI

- Introduction to Artificial intelligence
- Evolution of Artificial Intelligence; Development and Key milestones
- Key AI Technologies: Machine Learning, Natural Language Processing and Automation

### Unit 2: AI in Journalism and Newsrooms

- Applications of AI in News Production, Curation and Personalization
- Automated Journalism: Opportunities and Limitations
- AI for News Verification, Trend Detection and Data-Driven Reporting

### Unit 3: AI in Content Creation and Audience Engagement

- Generative AI for Text, Audio, Video and Visual Storytelling
- Personalization and Recommendation Systems in Digital Platforms
- Human-AI Collaboration in Creative Industries and Marketing Communication

### Unit 4: Ethics, Governance and the Future of AI in Media

- Ethical Issues in AI-bias, Transparency, Accountability and Data Privacy
- Regulatory Frameworks and Policies Governing AI in Journalism and Media
- The Future of Media Labour: Automation, Creativity and Human Oversight

### ***Suggested Readings***

1. Biswal, S. K., & Kulkarni, A. J. (2024). *Exploring the intersection of artificial intelligence and journalism: the emergence of a new journalistic paradigm*. Routledge India.
2. Connock, A. (2022). *Media management and artificial intelligence: understanding media business models in the digital age*. Routledge.
3. Jaakkola, M. (2023). *Reporting on artificial intelligence: A handbook for journalism educators*.
4. Jin, D. Y. (2021). *Artificial intelligence in cultural production: Critical perspectives on digital platforms*. Routledge.
5. Marconi, F. (2020). *Newsmakers: Artificial intelligence and the future of journalism*. Columbia University Press.
6. Whittaker, J. P. (2019). *Tech giants, artificial intelligence, and the future of journalism* (p. 200). Taylor & Francis.

### ***Web Resources***

- <https://www.ibm.com/think/insights/ai-in-journalism>
- <https://www.ap.org/solutions/artificial-intelligence/>
- <https://reutersinstitute.politics.ox.ac.uk/ai-journalism-future-news>
- <https://localmedia.org/ai-resources>

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	-	1	-	4

### Course Objectives

- Deepen the understanding of advanced theories in visual perception, semiotics, and rhetoric.
- Foster critical analysis of visual media regarding ethics, cultural impact, and mediated reality.

### Course Outcomes

- Design complex multimedia projects that integrate graphics, motion, and interactivity.
- Apply user-centered design and branding systems to real-world digital marketing challenges.

### Unit 1: Introduction to Communication Design

- Definition, history, scope, role in visual media.
- Design: Elements and Principles
- Visual Perception: Gestalt theory and basic semiotics in design.

### Unit 2: Typography, Colour, and Layout

- Typography Basics and Colour Theory.
- Layout and Composition.
- Posters, infographics, and basic branding elements.

### Unit 3: Digital Tools for Graphic Design

- Introduction to image editing software
- Digital illustration, photo manipulation, icon and logo design.
- Designing a brand identity kit and social media graphics.

### Unit 4: History and Types of Animation

- Overview of Traditional to Digital Animation and its Principles
- Basic Digital Animation Tools
- Storyboarding: Thumbnail sketches, sequencing, and planning motion.

### Suggested Readings

1. Lupton, E., & Phillips, J. C. (2015). *Graphic design: the new basics (revised and expanded)*. Chronicle Books.
2. White, A. W. (2011). *The elements of graphic design: space, unity, page architecture, and type*. Skyhorse Publishing, Inc.

3. N.N. Sarkar. (2013). *Art and Print Production*. Oxford University Press; 2nd edition.
4. Williams, R. (2012). *The animator's survival kit: a manual of methods, principles and formulas for classical, computer, games, stop motion and internet animators*. Macmillan.
5. Leborg, C. (2006). *Visual Grammar: A Design Handbook (Visual Design Book for Designers, Book on Visual Communication)*. Princeton Architectural Press.
6. Walsh, M. L. (2006). *The Illusion of Life: Disney Animation Interactive Edition*. University of Cincinnati, 29.

### ***Web Resources***

- <https://cursa.app/en/free-course/graphic-design-theory-djed>
- <https://ixdf.org/>
- <https://vansedesign.com/web-design/gestalt-principles-of-perception/>
- <https://www.canva.com/learn/design/>

Scheme and Credits	Lecture	Tutorial	Practical	Social Component	Credits
	3	1	-	-	4

### Course Learnings

- To familiarise students with ethical principles governing media and journalism research.
- To develop competence in academic writing, referencing practices and research documentation.

### Course Outcomes

- Students will apply ethical principles responsibly while conducting media and journalism research.
- Students will produce academically sound research writing using appropriate citation styles and tools.

### Unit I: Academic Writing Conventions

- Principles of Academic Writing
- Structure of Academic Texts
- Writing a Basic Literature Review

### Unit II: Report Writing

- Steps in Writing a Report
- Structure of a Report
- Language and Style of Report Writing

### Unit III: Referencing and Citation

- Referencing and Citation: APA, MLA and Chicago Styles
- Citing Media and Digital Sources
- Research Writing Tools

### Unit IV: Research Ethics

- Ethics in Media Research
- Ethical Use of Data Sets
- Plagiarism: Forms, Consequences and Basic Prevention Strategies

### Suggested Readings

1. Berger, A. A. (2015). *Media and Communication Research Methods* (4th ed.). SAGE Publications.
2. Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The Craft of Research* (4th ed.). University of Chicago Press.
3. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.

4. Creswell, J. W., & Creswell, J. D. (2018). *Research design* (5th ed.). SAGE Publications.
5. Deuze, M. (2005). *Media life*. Polity Press.
6. Jensen, K. B. (Ed.). (2012). *A handbook of media and communication research* (2nd ed.). Routledge.
7. Rose, G. (2016). *Visual methodologies* (4th ed.). SAGE Publications.
8. Silverman, D. (2013). *Interpreting qualitative data* (5th ed.). SAGE Publications.
9. Wimmer, R. D., & Dominick, J. R. (2014). *Mass media research: An introduction* (10th ed.). Cengage Learning.
10. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

### ***Web Resources***

- Committee on Publication Ethics (COPE) <https://publicationethics.org/>
- American Psychological Association – APA Style <https://apastyle.apa.org/>
- Purdue Online Writing Lab (OWL) <https://owl.purdue.edu/>
- Creative Commons <https://creativecommons.org/>

<b>Scheme and Credits</b>	Lecture	Tutorial	Practical	Social Component	Credits
	-	4	6	2	12

### **Course Objectives**

- To help students develop scholarly approach for analysing and understanding media production and reception processes.
- To prepare them for further scholarly study of media trends and practices

### **Course Outcome**

Each student is supposed to submit final dissertation, as per the latest research guidelines of the University, by the end of the semester for evaluation.

### **Evaluation**

The evaluation shall be carried out in accordance with the research guidelines of the University and will comprise a total of 300 marks. This includes 90 marks awarded by the supervisor, 150 marks based on the presentation assessment, and 60 marks awarded by the external examiner.