

**MA Syllabus Journalism and Mass Communication**  
**SEMESTER-III**

## Course Framework of M.A. Journalism and Mass Communication

### SEMESTER III (*Autumn Session*)

S. No	Course Title		CourseCode	Credits	Course Nature
1.	Communication Research		JMC607C	04	Core
2.	Specialization:			04	Discipline Centric Elective (One to be chosen from the given choices)
	Print Journalism		JMC608E		
	Radio Journalism		JMC609E		
	Television Journalism		JMC610E		
	Online Journalism		JMC611E		
3.	Public Relations & Corporate Communications		JMC612C	04	Core
4.	Photojournalism		JMC613C	04	Core
5.	Urdu Journalism		JMC614E	02	Elective Discipline Centric (Min. four credits to be chosen)
6.	Folk Media and Oral History		JMC615E	02	
7.	Environmental Risk Communication		JMC616E	02	
8.	Business Reporting		JMC617E	02	
9.	Long-form and Narrative Journalism		JMC618E	02	
10.	Documentary Film Making		JMC619E	02	
11.	Peace Journalism		JMC620E	02	
12.	Media Analysis and Appreciation		JMC621E	02	
13.	Data Journalism		JMC622E	02	
14.	Mobile Journalism (MoJo)		JMC623E		
15.	Media Output-II	News Magazine: <i>Times Echo</i> (JMC624Ca)		02	Compulsory (Two credits to be chosen)

		Radio Programme: <i>Pesh Kadam</i> (JMC624Cb)	JMC624C	02	
16.	Research and Media Project-I (Pre-submission)		JMC625C	02	Compulsory
Total Credits for Semester III					24

**Course Objectives**

- To provide the skills needed to understand and interpret research applications, methods, and results.
- To offer practice in basic research writing skills.

**Course Outcomes**

- Explores premises, values, and limitations of scholarly research and the scientific method
- Surveys qualitative and quantitative methods, including rationales and applications.

**Unit I: Introduction to Research/Communication Research**

- Research-Definition, types, functions.
- Qualities of a good researcher;
- Types (pure, applied, qualitative, quantitative, empirical, behavioural, experimental, descriptive, historical)
- Communication Research: Definition, Need and Approaches.

**Unit II: Steps in Research**

- Research Design – Definition, purpose and types
- Research problem/research statement
- Pretesting and pilot study
- Literature review
- Hypothesis, meaning, types and need
- Variables (Dependent and Independent Variables)

**Unit III: Research Methods**

- Quantitative: Survey, Content Analysis, Experimental Methods
- Qualitative: Case Study, Focus Group, Discussion, Interview, Historical Method, Observation Method.
- Tools of data collection: sources (Primary and Secondary sources), Questionnaires, Interview Schedule, Dairy method, Field notes, media source books, field studies, telephone, surveys, online pools, etc
- Sampling: Types of Sampling; Random sampling methods and representativeness of the samples

**Unit IV: Report Writing**

- Research Report Writing: Citation, Indexing, Bibliography, footnotes, endnotes, glossary
- Graphic and diagrammatic representation
- Statistical methods of analysis - basics
- Ethical perspectives of mass media research

***Suggested Readings***

- Baxter, Leslie A, The Basics of Communication Research: Thomson Wadsworth, 2004
- UNESCO Publication of the practice of Mass Communication: Some lessons from research (1999), RaoLakshamana
- A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies (London: L Routledge, 2002)

## **SPECIALIZATION**

In the second year, each student will get a chance to choose an area of specialization by selecting anyone of the following papers:

- Print Journalism
- Television Journalism
- Radio Journalism
- Online Journalism

The student will be given admission in each paper on the basis of merit (by taking into account the numbers of the written examination in the first year) and aptitude (by taking into account the numbers scored by the student in his/her chosen field in the first year).

**Course Objectives**

- To impart hands-on training in technicalities of print journalism to students.
- To teach students various aspects of Investigative and Interpretative reporting.

**Course Outcomes**

- The students will be trained in covering serious and in-depth stories like that in Investigative Journalism.
- They will be able to design newspapers and magazines on their own by the end of the semester.

**Unit I: News Gathering and Writing**

- Writing stories on various situations (given by course instructor) applying advanced news writing techniques.
- Hands-on training on conducting interviews. Discussing questionnaires with the course instructor.
- Press releases- Types.
- Rewriting press releases and official hand-outs, and giving them shape of news stories.
- Reporting Speeches. Identifying news peg in speeches and arranging details.

**Unit II: Types of Reporting**

- Investigative Reporting – Concept, Purpose, Criteria
- Techniques of Investigative Journalism, Sources
- Interpretative Reporting – Concept, Significance
- Phases of Interpretative Reporting
- Hands-on training on Investigative and Interpretative stories

**Unit III: Layout Designing Workshop**

- 10-day capsule layout designing software (Adobe, InDesign, Canva, Figma QuarkExpress) training programme for designing newspapers shall be organised by the department for the students.

**Unit IV: Mini-Internship**

- Print specialization students are supposed to have at least ten bylines to their names for news and feature stories in regional or national English-language newspapers and/or magazines (during the course) by the end of Semester III.

***Suggested Readings***

- Aggarwal, V. B. (2006). *Essentials of Practical Journalism*. New Delhi: Concept Publishing House.
- Lovach, B., & Rosentheil, T. (2001). *Elements of Journalism*. New York: Three Rivers Press.
- Mencher, M. (2011). *News Reporting and Writing*. New York: McGraw Hill.

- Kamath, M.V. (1983). *The Journalists' Handbook*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Rich, C. (2009). *Writing and Reporting News*. California: Wadsworth Publishing Co Inc.
- Saxena, S. (2006). *Headline Writing*. New Delhi: SAGE Publications Pvt. Ltd.
- Sharma, D. (2005). *Modern Journalism Reporting and Writing*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- Smith, J. (2007). *Essential Reporting*. London: SAGE.
- Spark, D., & H, Geoffery. (2011). *Practical Newspaper Reporting*. Los Angeles: SAGE.

**Unit I: News for Radio**

- Definition of news for Radio, Requirement when writing news for radio, the structure of the news for radio, Tips when producing news for radio.

**Unit II: Radio Reports**

- Characteristic, Structure, Guidelines to write radio reports, Types of radio reports, Main steps writing radio reports, Good radio reporters skills.

**Unit III: Interviewing for Radio**

- Definition, Types, How to do them

**Unit IV: Radio Features**

- Definition, Characteristic, Structure and types. How to produce radio features, Required skills for producing radio features

**Unit V: Radio News Programs**

- Other resources in radio journalism, the battery of headlines, the battery of brief news, the vox pop, the structure of a news program

**Assignments**

To work on these skills, you will be expected to successfully complete the following assignments

- Produce a Q and A (interview) podcast for online edition of *Times Echo*
- Work in teams to create two current, live radio newscasts

**Course Objectives**

- The objective of this course is to enhance students' ability to visualize news and write to visuals to effectively communicate stories through compelling visuals and graphics. Additionally, learn techniques for conducting broadcast interviews and gathering information for TV news segments.
- Through practical exercises and hands-on training, students will improve their ability to write news stories tailored for broadcast, with a focus on visual storytelling. They will also enhance their TV presentation skills.

**Course Outcomes**

- Develop proficiency in generating news ideas based on trends and happenings, newsgathering techniques, and working on packages, documentaries, and interviews and following deadlines.
- Students will be able to enhance skills in writing, visualizing, and presenting news for TV through the submission of different individual and group projects

**Unit I: News Idea**

- Working on stories for packages and documentaries
- Generating and developing Ideas
- Pitching News
- Identifying and finalising sources for the story.
- Newsgathering for projects

**Unit II: Writing to Video**

- Construction of broadcast news stories
- Visualising news
- Writing to visuals: Writing scripts for projects
- Preparing questions for TV News Interviews
- Recording the Interviews

**Unit III: Using the Hardware and Shooting for TV**

- Organising the shoot
- Preparing the equipment
- Shooting for TV story: Visits for the shoot
- Group documentary shoot
- Video Editing (Software Training): Adobe Premiere Pro/ Final Cut Pro training

**Unit IV: Finalising the work**

- Working on TV Presentation
- Recording the PTCs
- Submitting the two packages
- Finalising the News bulletin

- Group documentary finalization

### **Practical Work**

- Portfolio building by each student (Two packages, Group News Bulletin, Group Documentary, PTC, Scripts,
- Scriptwriting exercises
- Field visit to a television studio
- Workshop on TV Journalism

### ***Suggested Readings***

- Cruikshank, S. A., Eschenfelder, C. C., & Coleman, K. (2022). *A complete guide to television, field, and digital producing* (1st ed.). Routledge.
- Sidlow, F., & Stephens, K. (2022). *Broadcast news in the digital age: A guide to reporting, producing, and anchoring online and on TV*. Routledge.
- Silcock, B. W., Heider, D., & Rogus, M. T. (2009). *Managing television news: A handbook for ethical and effective producing*. Routledge.
- Stewart, P., & Alexander, R. (2016). *Broadcast Journalism: Techniques of Radio and Television News* (7th ed.). New York: Routledge
- Winterson, D. (2010). *TV Journalism: Skills, Tools and Techniques*. Centrum Press.

**Course Objectives**

- To provide students with a comprehensive understanding of online journalism principles, practices, and technologies.
- To equip students with practical skills to create, curate, and distribute digital content across various online platforms.

**Course Outcomes**

- Students will be able to critically analyze and apply online journalism concepts in real-world scenarios.
- Students will demonstrate proficiency in creating multimedia content and managing digital platforms for news dissemination.

**Unit I: Fundamentals of Online Journalism**

- Introduction to the Internet Ecosystem.
- Principles and Ethics of Online Journalism
- Online journalism, ethical considerations.
- Audience Engagement Strategies

**Unit II: Content Creation and Distribution**

- Search Engine Optimization (SEO) and Content management systems (CMS)
- Fact-checking and verification.
- Social Bookmarking and Content Curation
- Online Platform Management

**Unit III: Digital Tools and Technologies**

- Website Development Basics.
- Hyper-textuality-
- Mobile journalism techniques
- Social media management tools

**Unit IV: Emerging Trends in Online Journalism**

- Podcast and webcast
- Artificial Intelligence in newsrooms
- Immersive Storytelling- AI and VR
- Collaborative journalism. Revenue models for online journalism

## Project-based Learning

Students will apply the theoretical knowledge gained in this course and to complete the following projects in final semester:

1. Multimedia News Package: Create a comprehensive multimedia news story incorporating text, images, video, and interactive elements.
2. Data Journalism Project: Develop a data-driven story using visualization tools and techniques learned in 3<sup>rd</sup> Semester.
3. Social Media Campaign: Design and execute a social media strategy for a news event or ongoing story.
4. Podcast Series: Produce a multi-episode podcast series on a chosen topic, applying audio storytelling techniques.
5. Digital Publication Launch: Conceptualize, design, and launch a small-scale digital publication, including content strategy, audience engagement plan, and revenue model.

Each project will be evaluated based on the application of theoretical concepts, technical proficiency, creativity, and adherence to journalistic standards and ethics.

## Suggested Readings

- Bradshaw, P. (2013). *The online journalism handbook: Skills to survive and thrive in the digital age*. Routledge.
- Carroll, B. (2023). *Writing and editing for digital media*. Routledge.
- Jayaratne, S. (2021). *Automatic Creation of Homepage* (Master's thesis, Itä-Suomen yliopisto).
- Dewdney, A., & Ride, P. (2013). *The digital media handbook*. Routledge.
- Feldman, T. (2003). *An introduction to digital media*. Routledge.
- Friend, C., & Singer, J. (2015). *Online journalism ethics: Traditions and transitions*. Routledge.
- Chaudhary, A. G. (2000). Online journalism: trends, opportunities and challenges.
- Jelderks, C. J. (2013). *Digital writing for a digital age peer editing in traditional versus digital writing formats* (Doctoral dissertation, Jones International University).
- Leighton Andrews, (2020) *Facebook, the media and democracy – Big Tech, Small State*, Routledge, Taylor & Francis Group
- Hernández-Santaolalla, V., & Barrientos-Bueno, M. (Eds.). (2020). *Handbook of Research on Transmedia Storytelling, Audience Engagement, and Business Strategies*. IGI Global.
- Hansen, E., & Goligoski, E. (2018). Guide to audience revenue and engagement.
- Prasad, R., & Rohokale, V. (2020). *Cyber security: the lifeline of information and communication technology*. Cham, Switzerland: Springer International Publishing.
- Pavlik, J. V. (2001). *Journalism and new media*. Columbia university press.

- Foust, J. (2017). *Online journalism: principles and practices of news for the Web*. Taylor & Francis.
- Siapera, E., & Veglis, A. (Eds.). (2012). *The handbook of global online journalism*. John Wiley & Sons.
- Singer, J. B. (2012). Journalism and digital technologies. In *Changing the News* (pp. 213-229). Routledge.
- Sklar, J. (2011). *Principles of web design: the web technologies series*. Cengage Learning.
- Veen, J. (2001). *The art & science of web design*.
- Van Dijk, Jan. *The digital divide*. John Wiley & Sons, 2020.

**Course Objectives**

- This course aims at equipping PR students with the contemporary skills and insights necessary to thrive in the evolving field of Public Relations and Corporate Communications.
- To train students as effective PR practitioners in PR tools and techniques used in the contemporary world.

**Course Outcomes**

- Students will develop relevant communication skills required for effectively communicating with audiences using different PR tools and generating media coverage for their clients or organizations.
- Students will gain professional competence in reputation management and strategic communication with strong communication and promotional skills in strategic planning, execution, and evaluation of PR tactics, utilizing various channels and tools.

**Unit I: Understanding PR**

- Concept of Public Relations
- Functions and roles of PR
- PR in different fields
- Overview of PR practitioners and their responsibilities
- Publics

**Unit II: Corporate Communications**

- Understanding corporate communication: concept and scope
- Analysis of case studies
- Crisis Communication
- Effective Crisis Communication Strategies
- Applying CC strategies

**Unit III: PR Campaign**

- PR Campaigns: Using PR tools
- Communication strategies for internal and external stakeholders
- Building and maintaining media relations
- Press Conferences
- Drafting News

**Unit IV: Contemporary PR Practices**

- Event management
- Curating an event
- Leveraging social media for PR campaigns
- Analysis of case studies highlighting successful PR initiatives
- Ethical Considerations in Public Relations

## Practical Work

- Students will develop PR campaigns for assigned themes and events
- Each student will write and submit press releases assigned to them
- Student-led seminars to share and discuss PR strategies
- Develop Inhouse brochures/ newsletters like self-branding communiques
- Field visit to observe PR practices in real-world settings

## Suggested Readings

- Argentini, P. A & Forman, J. (2002). *The Power of Corporate Communication*. New Delhi: Tata McGraw-Hill.
- Bernays, Edward, L. (2024). *Crystalizing Public Opinion(Classic Books)*. Lettel Books.
- Bernays, E. L. (2021). *The Edward Bernays Reader: From Propaganda to the Engineering of Consent*. Ig Publishing.
- Black, S. (2013). *Practice of public relations*. Routledge.
- Broom, G. M., Sha, B.-L. (2021). *Cutlip and Center's Effective Public Relations (11th ed.)*. Pearson
- Curtin, P. Gaither, T. K. (2007). *International Public Relations: Negotiating Culture, Identity, and Power*. New Delhi: Sage Publication
- Fernandez, J. (2004). *Corporate Communication a 21st Century Primer*. New Delhi: Response Books.
- Jetwaney, J. (2024). *Corporate Communication: Concepts and Practice*. Routledge.
- Jetwani. Varma. Sarkar (2015). *Public Relations Management*. New Delhi: Sterling.
- John, B. S. (2017). *Public relations and the corporate persona: The rise of the affinitive organization*. Routledge.
- Johnston, J. (2020). *Public Relations: Theory and Practice*. London: Routledge
- Kaul J. N. (1992). *PR in India*. Kolkata: Naya Prokash.
- Lawson, R. (2006). *The PR Buzz Factor*. London: Kogan Page.
- Lesley, P. (1998). *Lesly's Handbook of Public Relations And Communications Handbook of PR and Communication*. McGraw Hill
- Page, J. T., & Parnell, L. J. (2020). *Introduction to Public Relations: Strategic, Digital, and Socially Responsible Communication (2nd ed.)*. Sage Publications
- Vilanilam, J. V. (2011). *Public Relations in India*. New Delhi: Sage India.
- Wilcox, D.L., Reber, B. H. (2023). *Public relations Strategies and Tactics (12 ed.)* Pearson

**Course Objectives**

- **Master Technical and Artistic Aspects of Photography:** Provide students with comprehensive knowledge and hands-on experience in using photographic equipment, composition, lighting, and editing techniques essential for high-quality photojournalism.
- **Explore and Understand Ethical Frameworks in Photojournalism:** Introduce students to the ethical considerations, legal issues, and professional standards in photojournalism, emphasizing the importance of truth, accuracy, and responsibility in their work.

**Course Outcomes**

- **Technical Proficiency and Creative Skill Development:** Students will demonstrate advanced technical skills in photography, including the ability to use cameras, lighting, and editing tools effectively. They will be able to create visually compelling and technically sound photographs that enhance storytelling in a journalistic context.
- **Ethical Awareness and Application:** Students will show a thorough understanding of the ethical principles and legal constraints governing photojournalism. They will be capable of making informed ethical decisions, ensuring their work respects subjects' rights and maintains the integrity of the journalistic profession.

**Unit I: Introduction to Photography and Cameras**

- History of camera and photography.
- Types of cameras- SLR and DSLR camera- Basic components of a camera, its function.
- Type of camera lenses: Macro, fish eye, telephoto, zoom lens, wide lens, etc.
- Other camera accessories – 35 mm films and Memory Cards etc.

**Unit II: Composition and Lighting**

- Composition-Role of Thirds, fill the frame, golden mean, cut out, backgrounds, depth of field.
- Types of shots- Long Shot, mid shot, extreme long shot, etc.
- Types of Angles High angle, eye level, Low angle etc.
- Types of Lighting – hard light and soft light, 3-point lighting and other accessories, etc.

**Unit III: Photojournalism and Photojournalists**

- Photojournalism nature, scope and functions
- Famous photojournalists and photographs - Henri Cartier Bresson, James Nachtwey, Sebastião Salgado's and Homai Vyarawalla
- Legal and ethical of photojournalism, responsibilities of a photojournalist.
- Photo storytelling - Photo features and Photo essay. Captions.

**Unit IV: Types of Photography and Editing**

- Photography Genres- Most Popular Types
- Iconic photographs - Photos that Informed the World.
- Basic Photo editing, functions and manipulation etc.
- Printing -choice of paper and choice of printers.

### ***Suggested Readings***

- 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.
- Barnbaum, B. (2017). *The art of photography: a personal approach to artistic expression*. Rocky Nook, Inc..
- Dickie, C. (2010). *Photography: the 50 most influential photographers of all time*. Barron's.
- Gurney, J. (2010). *Color and light: A guide for the realist painter (Vol. 2)*. Andrews McMeel Publishing.
- Mir Sayar, (2018) *Pre and Post period of Photojournalism in India*, Sultani Publication.
- O'Brien, M., & Sibley, N. (1995). *The Photographic Eye: Learning to See with a Camera. (No Title)*.
- Yot, R. (2019). *Light for visual artists: understanding & using light in art & design*. Hachette UK.
- Kingslake, R. (1989). *A history of the photographic lens*. Elsevier.
- Hirsch, R. (2012). *Light and lens: Photography in the digital age*. Routledge.

**Course Objectives**

- To introduce National and local oral traditions and Folk and develop a deeper understanding of the ways in which cultural knowledge and practices are transmitted across time and space.
- To explore the intersection of these two fields and develop skills in researching, documenting, and analyzing the rich cultural heritage of various communities.

**Course Outcomes**

- Students will learn to appreciate the value of diverse cultural expressions and the importance of preserving them for future generations
- Develop skills in collecting and documenting oral histories from diverse communities.

**Unit I: Introduction to Folk Media & Oral History**

- Meaning and types of folk media (music, dance, storytelling, drama, etc.)
- Importance of folk media in culture and society
- Effect of modern electronic media on folk traditions
- Basics of oral history: What it is and why it matters
- Interviewing and documenting oral histories

**Unit II: Application of Folk Media & Oral History**

- Case studies of folk media and oral history projects
- Methods to identify and document folk traditions in local communities
- Understanding and analyzing oral histories for cultural insights
- Strategies for preserving folk traditions and cultural heritage
- Ethical concerns in studying and sharing cultural traditions

***Suggested Readings***

1. Hamilton, P., & Shopes, L. (2021). *Oral History and Public Memories*. Temple University Press.
2. High, S. (2022). *Beyond Testimony and Trauma: Oral History in the Aftermath of Mass Violence*. UBC Press.
3. Namboodiripad, S. (2023). *Folk Media in India: Tradition, Transformation, and Identity*. Oxford University Press.
4. Sharma, R. (2021). *Performing Folk Culture: The Role of Traditional Media in Contemporary Society*. Routledge.
5. Thompson, P. (2020). *The Voice of the Past: Oral History*. Oxford University Press.

**Course Objectives**

- To provide students with a comprehensive understanding of environmental risks and their impacts on communities.
- To develop students' skills in effective environmental risk communication to enhance public awareness and policy-making.

**Course Outcomes**

- Students will understand various types of environmental risks, and gain knowledge about the role of communication in disaster preparedness and response.
- Students will develop skills to tailor risk communication messages for diverse audiences.

**Unit I: Understanding Environment Risks**

- Types of environmental risks (natural, technological, health-related, etc.)
- Risk Assessment and Risk Perception
- Role of communication in disaster preparedness and response
- Media's role in disaster response
- Case Studies

**Unit II: Introduction to Environmental Risk Communication**

- Understanding Environmental Risk Communication
- Role of environmental risk communication in policy and decision-making
- Case studies of past environmental risk communication successes and failures
- Tailoring messages for different audiences
- Ethical considerations in risk communication

**Practical Work**

- Conduct a detailed risk assessment for a specific type of environmental risk.
- Develop a communication strategy to enhance disaster preparedness in a local community.
- Analyse a major environmental disaster and evaluate the effectiveness of the communication efforts during the event.
- Classroom discussions/ Student Presentations/Field Exercises.
- Screening films/documentaries

***Suggested Readings***

- Lundgren, R. E., & McMakin, A. H. (2018). *Risk Communication: A Handbook for Communicating Environmental, Safety, and Health Risks*. Wiley-IEEE Press.
- Morgan, M. G. (2002). *Risk Communication: A Mental Models Approach*. Cambridge University Press.
- Franks, Suzanne (2013). *Reporting Disasters: Famine, Politics and The Media*. UK: Hurst Publishers.
- Sadar, A.J & Shull, M. (2019). *Environmental Risk Communication: Principles and Practices for Industry*. CRC Press.
- Ricchiardi, S. & Potter, D. (2008) *Disaster and Crisis Coverage: A Manual for Journalists*. US: International Center for Journalists.

**Course Objectives**

- To develop a professional-level understanding and the writing skills expected of business and financial journalists.
- To help students learn interviewing and reporting techniques in business journalism and the use of online resources for research.

**Course Outcomes**

- By the end of the semester, the students will be able to write clear business stories and also identify compelling enterprise and trend stories.
- They shall be able to handle with ease a deadline story about a company's earnings, merger or layoffs as well as an in-depth company profile.

**Unit I: Understanding Business Journalism**

- Introduction to business journalism
- Sources for business journalism
- Basic business glossary
- Business press releases
- Types of business press releases

**Unit II: Covering Business Events**

- Business interviews
- Business events coverage- product launch, trade fairs
- Business conferences and business meetings.
- Coverage of business establishments
- Business-related issues' coverage

**Practical Work**

The practical work will be assigned and assessed by the concerned faculty. Each exercise would be followed by discussions.

- Students will have to do various classroom exercises as per the details above.
- Students will be asked to do stories on various sectors of economy.
- Each student will be asked to produce a narrative profile that features one business leader.
- Students will also be expected to identify news in original press releases and make news items out of them.

*“As Journalism is a deadline business, students will be required to meet the deadlines.”*

### ***Suggested Readings***

- Roush, C. (2010). *Show me the Money: Writing Business and Economics Stories for Mass Communication*. New York: Routledge Communications.
- Venkateswaran, R. J. (1994). *How to Excel in Business Journalism*. New Delhi: Sterling Publishers Private Ltd.
- Cloud, Bill., & Roush, C. (2010). *The Financial Writer's Stylebook: 1,100 Business Terms Defined and Rated (Journalistic Style Guides)*. Oregon: Marion Street Press.
- Thompson, T. (2001). *Writing About Business: The New Columbia Knight-Bagehot Guide to Economic and Business Journalism*. New York: Columbia University Press.
- Fink, C. (2000). *Bottom Line Writing: Reporting the Sense of Dollars*. New Jersey: Wiley Blackwell.
- Taparia, J. (2003). *Understanding Financial Statements: A Journalist's Guide*. Oregon: Marion Street Press Inc.

**Course Objectives**

- To help students learn everything essential in long-form and magazine journalism, right from the initial stage of pitching a story to its final production.
- To introduce students to the basic concepts and art of Narrative Journalism, which is also referred to as literary journalism.

**Course Outcomes**

- The course shall equip the students with the necessary writing skills they will require in today's rapidly changing media landscape.
- They will be able to produce and get published their long-form stories in reputed print and online magazines.

**Unit I: Understanding Long-form Journalism**

- Long-form Journalism: Concept and Characteristics
- Writing Pitches, Guidelines for Pitching
- Query Letters, Elements of Query
- Research for Story-telling, Research Tools
- Colour Pieces, Profiles, Anecdotes

**Unit II: Narrative Journalism**

- Narrative Journalism: Concept, Definitions
- Various forms of Creative Non-fiction
- Ideation and Research
- Imagery, Metaphor, Theme, Building Convincing Characters
- Narrative Hook, Literary Devices, Imagery, Metaphor and Theme

**Practical Work**

The students shall be required to write feature and narrative stories on various themes. The stories shall be assigned by the course instructor.

***Suggested Readings***

- Benson, C. D., & Whitaker, C. F. (2014). *Magazine Writing*. New York and London: Routledge Taylor and Francis Group.
- Bloom, S. G. (2002). *Inside the Writer's Mind: Writing Narrative Journalism*. Ames: Iowa State University Press.
- Mackay, J. (2006). *The Magazine Handbook*. London and New York: Routledge Taylor and Francis Group.

- Morrish, J., & Bradshaw, P. (2012). *Magazine Editing in Print and Online* (Third Edition). London and New York: Routledge Taylor and Francis Group.
- Hart, J. (2012). *Story Craft: The Complete Guide to Writing Narrative Nonfiction*. University of Chicago Press.
- Holmes, T., & Nice, L. (2012). *Magazine Journalism: Journalism Studies- Key Texts*. Los Angeles, London and New Delhi: SAGE.
- Stein, M. L., & Paterno, Susan F. (2003). *The Newswriters' Handbook: An Introduction to Journalism*. Delhi: Surjeet Publications.
- Summer, D. E., & Miller, H. G. (2013). *Feature and Magazine Writing: Action, Angle and Anecdotes* (Third Edition). Wiley-Blackwell.
- Wheeler, S. (2009). *Feature Writing for Journalists*. London and New York: Routledge Taylor and Francis Group.

**Course Objectives**

- Students will gain an understanding of the skills necessary to produce creative documentaries.
- Students will become skilled in executing all aspects of Documentary production

**Course Outcomes**

- To prepare students in the production aspects of DFM as required by the present media environment in sync with NEP-2020.
- To develop creative temperament and mindset & apply aesthetic concepts of Script, Cinematography & editing to support a deliberate concept and vision in a short documentary film.

**Unit I: Documentary Art: Aesthetics**

- Expressionism vs Realism Art
- Situating documentary film in contemporary times
- Pre-production Activities
- Creative Treatment of Actuality

**Unit II: Production and Post-Production**

- Freeze the Reality with Cine Eye
- Editing
- Theory & Criticism
- Hands on Exercises

***Suggested Readings***

- Rabiger, Michael. (1998). *Directing the Documentary*. Burlington: Focus Press.
- Rosenthal, Alan. (1996). *Writing, Directing, and Producing Documentary Films and Videos*. Carbondale: Southern Illinois University Press.
- Barnouw, Erik. (1993). *Documentary. A History of the Non-fiction Film*. New York: Oxford University Press.
- Renov, Michael. (2004). *The Subject of Documentary*. London: University of Minnesota Press.
- Nichols, Bill. (2010). *Introduction to Documentary*. Indiana: Indiana University Press.
- Bernard, Sheila Curran. (2011). *Documentary Storytelling: Creative Nonfiction on Screen*. United Kingdom: Taylor and Francis.

**Course Objectives**

- The course will help the students with an understanding of the principles and ethics of accepted journalistic practice, and how those principles form the foundation of peace journalism.
- This will be done through papers, blogs, and podcasts. The course sessions will examine global media networks and their influence, while considering relevant debates around the concept of “Peace Journalism.”

**Course Outcome**

- The course shall provide a theoretical and practical introduction to the role and potential of today’s media, particularly as it relates to the social and political dynamics of war and peace.

**Unit I: Introduction to Peace Journalism**

- Introduction to Peace Journalism—need for, characteristics and applications; Peace Journalism pro and con.
- Reporting fundamentals—objectivity, balance, accuracy, ethics
- Peace Journalism vs. traditional journalism
- Local media analysis; Bring articles/clips to critique

**Unit II: Peace Journalism Practice**

- Reporting about the vulnerable; Guidelines for reporting about vulnerable persons
- Social Media and Peace Journalism; Develop Peace Journalism news guidelines and policies
- Peace journalism practice across the globe
- Becoming a better peace journalist

**Student Assignments/Project Work**

Student Presentations: The presentations should seek to relate the assigned readings with the students’ own research and experience. Each student will prepare an approximately 15 minutes oral presentation. The outline for the presentation will depend on the topic, and further direction will be given during class.

***Suggested Readings***

- Steven Youngblood. *Peace Journalism Principles and Practices: Responsibly Reporting Conflicts, Reconciliation, and Solutions*. Routledge; 1st edition (October 6, 2016)
- Ibrahim Seaga Shaw, Jake Lynch and Robert A Hackett. *Expanding Peace Journalism: Comparative and Critical Approaches*. ISBN: 9781920899707; Sydney University Press (2019)
- Susan Dente Ross and Majid Tehranian. *Peace Journalism in Times of War: Peace & Policy* (Volume 13). Transaction Publishers, 2009; ISBN13:9781412810043; ISBN10:1412810043.
- Sevda Alankus. *Peace Journalism Handbook*. Publisher: IPS Foundation (July 2016); ISBN: ISBN-13: 9786058551619
- Jake Lynch and Annabel McGoldrick, *Peace Journalism*. Hawthorn Press
- Antonio C.S. Rosa, (Editor). *Peace Journalism - 80 Galtung Editorials on War and Peace*. TRANSCEND University Press, 2010; ISBN: 978-82-300-0719-8.

**Course Objectives**

The course will enable the students to:

- Understand the need and scope of media appreciation.
- Understand the form-content-meaning of media messages.

**Course Outcomes**

Upon completion of this course on Media Analysis and Appreciation, students should be able to:

- Define media analysis and appreciation and explain their significance in contemporary society.
- Analyze the language of media, including codes, signs, and symbols, and understand their use in different media types.

**Unit I: Media Language & Audience Interpretation**

- How to analyze Media Texts?
- Semiotics in Media Analysis
- Framing and Priming
- Content And Discourse Analysis
- Media Review: Film Reviews and Book Reviews

**Unit II: Media Production & Criticism**

- Representation & Values, and ideologies
- Analyzing the process of Media Production
- Media Consumption Patterns: Readers' social and cultural experiences
- Social Media Analysis
- Ethical Considerations in Media Production

**Practical Work**

Students will be instructed to watch different types of films/TV programmes, and engage in review/analysis/criticism on the following:

The students are required to do the following

- Submit in writing a set of guidelines by which to create any media product.
- Presenting the final project to the class for feedback and discussion.

***Suggested Readings***

- Cunningham, S., & Turnbull, S. (2021). The media and communications in Australia (5th ed.). Allen & Unwin.
- Fiske, J. (2020). Understanding popular culture. Routledge.
- Hall, S. (2021). Cultural studies 1983: A theoretical history. Duke University Press.

- Livingstone, S., & Drotner, K. (2020). International handbook of children, media, and culture. Taylor & Francis.
- Marwick, A., & Lewis, R. (2021). Media manipulation and disinformation online. MIT Press.
- Phillips, N., & Hardy, C. (2020). Discourse analysis: Investigating processes of social construction. Sage Publications.
- Scheufele, D. A., & Iyengar, S. (Eds.). (2021). The Oxford Handbook of Framing Effects. Oxford University Press.
- Van Dijk, T. A. (2021). Discourse and manipulation. Routledge.

**Course Objectives**

The course will enable the students to:

- To understand the basic principles and significance of data journalism as a specialized journalistic field including its role in developing transparency, accountability, and storytelling.
- Demonstrating the art of applying data-driven storytelling techniques which include shaping data-driven narratives, framing stories, and integrating interactive visualizations to communicate complex information, effectively.

**Course Outcomes**

Upon completion of this course on Data Journalism, students should be able to:

- Gather, evaluate and critically interpret data from diverse sources and find stories from the data.
- 2. Write insightful and impactful news stories using effective visualization elements and effective storytelling.

**Unit I: Introduction to Data Journalism**

- Understanding Data Journalism
- Historical Context and International Data Journalism Projects and Initiatives
- Data Literacy: Finding and Evaluating Data
- Ethical and legal considerations in Data Journalism
- Precision Journalism & computer-assisted reporting

**Unit II: Data-Driven Storytelling**

- Narrative Techniques in data journalism: The inverted pyramid of data journalism
- Structuring data stories; Data visualization
- Investigative journalism through data; Reporting corruption, fraud, and public accountability
- Data Journalism for social media and digital platforms
- Artificial Intelligence in Data Journalism

**Practical Work**

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

The students are required to:

- To submit two data journalism stories from data resources.
- Present their work on data journalism (with proper visualization elements) to the class for feedback and discussion.

***Suggested Readings***

- Hermida, A., & Young, M. L. (2019). *Data journalism and the regeneration of news*. Routledge.

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

**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
- Managing Change: Mobile Phone—The First Newsroom
- MoJo Pioneers and Prominent Cases
- Significance of MoJo
- Ethical issues in MoJo—Consent, Privacy, Copyright

**Unit II: MoJo Tools**

- MoJo Kit: Tripod/monopods, selfie sticks, grips and gimbals, microphones, lighting
- Apps for Mobile Journalists
- Camera Applications: Visual, Audio, etc
- Comparing MoJo with other media platforms/ techniques
- Visual Storytelling: Using smart phone to record audio and videos, Live streaming

**Practical Work**

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***

- Brodie, L. (2020). *Mobile Journalism*. AcademiQ Infomedia LLC.
- Burum, I., & Quinn, S. (2015). *MOJO: The Mobile Journalism Handbook (How to Make Broadcast Videos with an iPhone or iPad)*. Routledge.
- Hill, S., & Bradshaw, P. (2019). *Mobile-First Journalism: Producing News for Social and Interactive Media*. Routledge.
- Montgomery, R. (2018). *Smartphone Video Storytelling*. Routledge.

- Michael K. (2015). *Making Short Films on Your Smartphone*. Independently Published.
- Mussel, M. et. al. (2019). *Mobile Filmmaking: 100 steps to making a movie with your smartphone*. Kindle Edition.
- Quinn, S. (2011). *Mobile Journalism in the Asian Region*. Konrad-Adenauer-Stiftung.
- Sheppard, N. P. (2024). *The Smartphone Filmmaking Handbook: Revealing the Secrets of Smartphone Movie Making* (2nd Edition). Kindle Store.

The students registered for newsmagazine in Semester II shall opt for radio programme in Semester III and vice versa.

**JMC624Ca- Newsmagazine*****Quarterly Newsmagazine, 'Times Echo'***

The students shall be divided into two groups on the basis of roll numbers. One group (comprising later roll numbers) shall contribute news stories, features, photographs and other journalistic content to the quarterly newsmagazine, '*Times Echo*,' and shall work under the supervision of the Editor, who is also the course instructor. The Editor could be assisted by a sub-editor or two, when required. There should be an editorial board comprising of Chief Editor, Editor and Sub Editor.

**JMC624Cb- Radio Programme*****Weekly Radio Programme 'Pesh Kadam'***

Every student will be required to record and edit the assigned segments for the weekly Radio Programme 'Pesh Kadam' under the supervision of Coordinator, Pesh Kadam.

Half of the students in Semester II will be registered for The Echo and half for Pesh Kadam. Those opting for the print projects in Semester II will have to opt for the radio projects in Semester III and vice versa. Besides, the students will have to work on assigned short video stories (mostly within the campus).

**Objective**

The objective of this course is to enable students to have an in-depth knowledge of the subject of their choice, and implement the knowledge and expertise gained during the degree. It should be a research-based effort and should endeavor to create new knowledge in any area of communication or media studies or allied fields. The projects will prepare the students for research or industry after the completion of their Master's programme.

**Description**

Students are required to submit a research project (dissertation) or research-based media project by the end of the second year of their course under the guidance of a faculty member. In the third semester, they are supposed to complete 25 percent of their project work, while the rest of the project shall be completed in the fourth semester.

The students shall register a topic for their projects in consultation with their allotted supervisors at the beginning of the third semester. For dissertations, each student is supposed to submit the first three chapters of their dissertation during the third semester, which should cover the Introduction, Rationale, Review of Literature, Objectives and Methodology.

Students can opt for a media project from an area other than the field of their specialization. They can choose between tabloid newsmagazine, broadsheet newspaper, interactive news portal, radio documentary or drama or feature, television documentary, advertising or public relations campaign and five comprehensive photo-stories. By the end of third semester, students shall submit their pre-production work (script, proposal, etc) in addition to 25 percent of their project work. Before submission, students shall give a detailed presentation of their work. Students shall be evaluated for 50 percent marks by the Departmental Committee on the basis of their presentations and 50 percent marks by their respective supervisors for the overall work.