

**Curriculum and Credit Framework for
Undergraduate Programme
(Single Major) as per NEP-2020**

B.A. Digital Journalism

(Four Year Degree Programme)

5th and 6th Semesters

For Batch w.e.f. Session: 2021-22



University School for Graduate Studies

Chaudhary Devi Lal University

Sirsa-125055, Haryana

2023

Exit options and Credit requirements

SINGLE-MAJOR

| Exit with | Credit requirement |
|---|--|
| Certificate in Digital Journalism: After successful completion of First year (Two semesters) of the Four-Year Undergraduate Degree Programme. | 48 (Including Internship of 4 Credits) |
| Diploma in Digital Journalism: After successful completion of Two years (Four semesters) of the Four-Year Undergraduate Degree Programme. | 94 (Including Internship of 4 Credits) |
| Bachelor of Digital Journalism: After successful completion of Three years (Six semesters) of the Four-Year Undergraduate Degree Programme. | 136 |
| Bachelor of Digital Journalism (Honours/Honours with Research) After successful completion of Four Years (Eight semesters) of the Undergraduate Degree Programme. | 184 |

FIFTH SEMESTER

Department of Journalism and Mass Communication
BA Digital Journalism as per NEP-2020

Semester-5

| Disciplinary Specific Course DSC | Minor | Multi-Disciplinary | Ability Enhancement | Skill Enhancement | Value Added * | Summer Internship | Total Credits |
|---|---|---------------------------|----------------------------|---|---|--|----------------------|
| Digital Public Relations (<i>BA/DJ/SM/5/DSC/301</i>) (04 Credits) | Digital Media Literacy (<i>BA/DJ/SM/5/MIC/301</i>) (04 Credits) | - | - | 1.Soft Skills at Workplace (3 Credits) (<i>BA/DJ/SM/5/SEC/301</i>) | 1.Universal Human Values (2 Credits) (<i>CDLU/VAC/104</i>) | Internship (04 Credits) (<i>BA/DJ/SM/5/INT</i>) | 25 |
| DIGITAL ADVERTISING (<i>BA/DJ/SM/5/DSC/302</i>) (04 Credits) | Specialized Journalism (<i>BA/DJ/SM/5/MIC/302</i>) (04 Credits) | - | - | | | | |

Semester-6

| | | | | | | | |
|--|---|---|---|---|---|--|----|
| Data Journalism (<i>BA/DJ/SM/6/DSC/303</i>) (04 Credits) | Digital Media and Traditional Media (<i>BA/DJ/SM/6/MIC/303</i>) (04 Credits) | - | - | 2.Print Media Production (Practical) (3 Credits) (<i>BA/DJ/SM/6/SEC/302</i>) | 2.Media and Gender Studies (2 Credits) (<i>BA/DJ/SM/6/VAC/302</i>) | | 21 |
| | BUSINESS JOURNALISM (<i>BA/DJ/SM/6/MIC/304</i>) (04 Credits) | | | | | | |
| | PERSONALITY DEVELOPMENT & HUMAN VALUES (<i>BA/DJ/SM/6/MIC/305</i>) (04 Credits) | | | | | | |

Digital Public Relations
BA/DJ/SM/5/DSC/301

Course Credits: 4
External: 70
Internal: 30
Total Marks: 100
Time Allowed: 3 Hours

Course Objectives: To understand the concept of Digital Public Relations. The students will know the various techniques of Digital PR in India and around the world. The students will also know how to critically analyze Public Relation with the help of theories. Its helps to understand the impact of Digital PR on Corporate and Government sector.

Learning Outcomes:

| Course Learning Outcomes |
|--|
| After completing the Course, the students will be able to: |
| 1: The students will be able to understand the historical development of Digital PR |
| 2: Understand the Public in PR |
| 3: Students will develop sense to critical analysis of digital PR |
| 4: Able to have great understanding of Digital PR and its applications. |

Unit-1

- 1.1 Digital Public Relations: Concept and Definition
- 1.2 Principles of Digital PR, Digital PR and Allied Disciplines: Publicity, Propaganda, Lobbying, Public Opinion and Attitude Mobilization,
- 1.3 Tools of Digital Public Relations
- 1.4 Publics in Digital PR

Unit-2

- 2.1 Digital PR Campaign
- 2.2 Media Relations: Press Conference
- 2.3 Media Briefings, Interviews & Meetings
- 2.4 Role of Digital PR in Damage Control & Crisis Management

Unit-3

- 3.1 Benefits of Digital Public Relation
- 3.2 Environment for Digital Public Relations
- 3.3 Sensitivity to Socio-Cultural Issues, Duties & functions of the Digital PR practitioner
- 3.4 Qualities of PR Officer

Unit-4

- 4.1 Writing for Digital Public Relations
- 4.2 Publicity Inputs, Preparation of Press Release
- 4.3 Role of Photography in Digital PR
- 4.4 Importance of Marketing Research for a Digital PR Practitioner

Suggested Readings:

1. Indian Institute of Mass Communication (1981). Communication and the Traditional Media: Papers and Proceedings of Seminar.
2. Kate Coyer, Tony Downumt and Alan Fountain (2007). The Alternative Media Handbook, New York and London: Routledge.
3. Keval J Kumar (2012). Mass Communication in India (4 thedn), Mumbai: Jaico Publishing House
4. Kevin Howley (2012). Understanding Community Media, Sage Publications.
5. Olga Bailey, Bart Cammaerts and NicoCarpentier (2008).
6. Tony Blackshaw (2010). Key Concepts in Community Studies, New Delhi: Sage.
7. Understanding Alternative Media, New Tork: Open University Press.

Note for the Paper Setter: The question paper will consist of **nine** questions in all. The **first** question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14** marks each will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one** compulsory question and **four** more questions selecting at least **one** question from each unit.

DIGITAL ADVERTISING

BA/DJ/ SM/5/DSC/302

Course Credits: 4
External: 70
Internal: 30
Total Marks: 100
Time Allowed: 3 Hours

Course Objectives: To understand the concept of Digital Advertising. The students will know the various techniques of Digital Advertising in India and around the world. The students will also know how to critically analyse Digital Advertising with the help of theories. It helps to understand the impact of Digital Advertising on Corporate and Government sector.

Learning Outcomes:

| Course Learning Outcomes |
|---|
| After completing the Course, the students will be able to: |
| 1: The students will be able to understand the historical development of Digital Advertising |
| 2: Understand the consumers of different types of digital advertising |
| 3: Students will develop sense to critical analysis of Digital Advertising |
| 4: Able to have great understanding of Digital Advertising and its applications. |

Unit-1

- 1.1 Digital Advertising: concept, definitions
- 1.2 Importance of Digital Advertising, Functions of Digital Advertising
- 1.3 Types of Digital Advertising
- 1.4 Digital Advertising Appeals

Unit-2

- 2.1 Parts of Digital Advertisements
- 2.2 Digital Advertising in various Media
- 2.3 Advantage and Disadvantage of Various Media advertising
- 2.4 Laws relating to Digital Advertising in India

Unit-3

- 3.1 Digital Advertising agencies, growth and development
- 3.2 Structure of Ad agencies
- 3.3 Functions of Digital Advertising agencies
- 3.4 Digital Advertising budget

Unit-04

- 4.1 Digital Advertising
- 4.2 Empanelling advertising agencies
- 4.3 Branding the product
- 4.4 Brand Image, Advertising ethics

Suggested Readings:

1. Batra Rajeev & other, advertising management (fifth edition), Publisher- prentice hall of India, New Delhi, 2000.
2. Chunawalla SA & Sethia KC, foundations of Advertising Theory and practice, publisher- Himalaya Publishing House, Delhi, 2000.
3. Chunawalla SA other advertising theory and practice, publisher- Himalaya publishing house, Delhi, 2009.

Note for the Paper Setter: The question paper will consist of **nine** questions in all. The **first** question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14** marks each will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one** compulsory question and **four** more questions selecting at least **one** question from each unit.

Digital Media Literacy

(BA/DJ/ SM/5/MIC/301)

Course Credits: 4
External: 70
Internal: 30
Total Marks: 100
Time Allowed: 3 Hours

Course Objectives: To understand the concept of Media Literacy. The students will know the various techniques of Media Literacy and its importance for the society. The students will also know and understand the process of facts checking.

Learning Outcomes:

| Course Learning Outcomes |
|--|
| After completing the Course, the students will be able to: |
| 1: The students will be able to understand the concept and scope of Digital Media Literacy |
| 2: Understand the various aspects of Media Literacy |
| 3: Skills will be enhance in the field of facts and understand the different tools of fact checking |
| 4: Able to have broad understanding about the future of Media literacy |

UNIT-1

- 1.1 Digital Media: Meaning, Concept and Scope
- 1.2 Types of Digital Media
- 1.3 Need and Scope of Digital Media Literacy
- 1.4 Features of Digital Media Literacy

UNIT-2

- 2.1 Features of Information Literacy
- 2.2 Collection and Dissemination of Information
- 2.3 Disinformation and Misinformation
- 2.4 Fake News

UNIT-3

- 3.1 Digital Media and Industrial Media
- 3.2 Status of Digital Media Literacy in India
- 3.3 Challenges of Digital Media Literacy in India
- 3.4 Fact Checking: Need and Tools

UNIT-4

- 4.1 Definition, Scope and Nature of Social Media
- 4.2 Types of Social Media
- 4.3 Collecting and collating information on Social Media
- 4.4 Problem of Authenticity on Social Media

Suggested Readings:

1. Indian Institute of Mass Communication (1981). Communication and the Traditional Media: Papers and Proceedings of Seminar.
2. Kate Coyer, Tony Downmunt and Alan Fountain (2007). The Alternative Media Handbook, New York and London: Routledge.
3. Keval J Kumar (2012). Mass Communication in India (4 thedn), Mumbai: Jaico Publishing House
4. Kevin Howley (2012). Understanding Community Media, Sage Publications.
5. Olga Bailey, Bart Cammaerts and NicoCarpentier (2008).
6. Tony Blackshaw (2010). Key Concepts in Community Studies, New Delhi: Sage.
7. Understanding Alternative Media, New Tork: Open University Press.

Note for the Paper Setter: The question paper will consist of **nine** questions in all. The **first** question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14** marks each will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one** compulsory question and **four** more questions selecting at least **one** question from each unit.

Specialized Journalism
(BA/DJ/ SM/5/MIC/302)

Course Credits: 4
External: 70
Internal: 30
Total Marks: 100
Time Allowed: 3 Hours

Course Objectives: To understand the concept of Specialized Journalism. The students will know the various Types of reporting techniques. The students will also know and understand the process of Specialized Journalism is a hole.

Learning Outcomes:

| Course Learning Outcomes |
|--|
| After completing the Course, the students will be able to: |
| 1: The students will be able to understand the concept and scope of Specialized Journalism. |
| 2: Understand the various aspects of Specialized Journalism |
| 3: Writing Skills of the students will be enhanced. |
| 4: Able to have broad understanding about the future of Specialized Journalism |

Unit-1

Economy and Finance:

- 1.1 Basics of Economic Reporting,
- 1.2** Growth and Inflation,
- 1.3 Indicators of Economy,
- 1.4 Banking – Public Sector, Private Sector and Foreign,

Unit-2

Public Health and Science:

- 2.1 Health Journalism : Scope and Importance,
- 2.2 Health Reporting: Sources, Style and Structure,
- 2.3 Role of Government and Private Sector in Health Sector,
- 2.4 Lifestyle & Diseases Reporting Corporate Reporting,

Unit-3

National security and Defence:

- 3.1 Conflict Reporting: Scope and Importance,
- 3.2 Defence Reporting – Concept and Need,
- 3.3 History of Communal Rights in India
- 3.4 Human Rights Issues in India

Unit-4

Environment:

- 4.1 Challenges for Development,
- 4.2** Environment Reporting: Source, Style, Language and Structure,
- 4.3 Ecological Imbalance: Issues and Problems,
- 4.4 Major Environmental Issues

Suggested Readings:

1. Indian Institute of Mass Communication (1981). Communication and the Traditional Media: Papers and Proceedings of Seminar.
2. Kate Coyer, Tony Downmunt and Alan Fountain (2007). The Alternative Media Handbook, New York and London: Routledge.
3. Keval J Kumar (2012). Mass Communication in India (4 thedn), Mumbai: Jaico Publishing House
4. Kevin Howley (2012). Understanding Community Media, Sage Publications.
5. Olga Bailey, Bart Cammaerts and NicoCarpentier (2008).
6. Tony Blackshaw (2010). Key Concepts in Community Studies, New Delhi: Sage.
7. Understanding Alternative Media, New Tork: Open University Press.

Note for the Paper Setter: The question paper will consist of **nine** questions in all. The **first** question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14** marks each will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one** compulsory question and **four** more questions selecting at least **one** question from each unit.

SOFT SKILLS AT WORKPLACE

BA/DJ/SM/5/SEC/301

Credits: 3 (Theory)

Lectures: 45

Duration of Exam: 3 Hrs.

Max. Marks: 75

Final Term Exam: 50

Internal Assessment: 25

Course Objective:

- Acquaint students with soft skills used at workplace.
- Familiarise students with the skill sets needed and code of conduct needed at the professional setup.

Learning outcomes:

- Understanding different skills and competencies required in professional world.
- Realize the potential one can hold by learning these skills to become an efficient human resource.

Note for the Paper Setter: The question paper will consist of **seven** questions in all. The first question will be compulsory and will consist of **four** short questions of **2** marks each covering the whole syllabus. In addition, **six** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **three** units. The candidates are required to attempt **one compulsory question** and **three more questions** selecting one question from each unit.

UNIT 1

COMMUNICATION SKILLS: Understanding Human Communication. Constitutive Processes of Communication, Language as a tool of communication, Barriers to Effective communication. Strategies to Overcome the Barriers.

EMOTIONAL INTELLIGENCE: Importance, concept, theory and measurements.

UNIT 2

INTERVIEW SKILLS: Interview Skills: in-depth perspectives, Interviewer and Interviewee, Before, During and After the Interview. Tips for Success.

MEETING ETIQUETTE: Managing a Meeting-Meeting agenda. Minute taking. Duties of the chairperson and secretary: Effective Meeting Strategies Preparing for the meeting. Conducting the meeting. Evaluating the meeting.

UNIT 3

STRESS MANAGEMENT: Strategies for preventing and relieving stress.

TIME MANAGEMENT: Meaning: Techniques and styles.

PRESENTATION ETIQUETTES: Importance of Preparation and Practice: Effective Delivery Techniques, Audience Analysis, Handling Stage Fright.

ESSENTIAL READINGS:

- Soft Skills for Career Development. 1." Personality Development and Soft Skills (Old Edition)" by Barun K Mitra. ...
- Soft Skills for Employability. 1." Soft Skills" by Hariharan S and S P Shanmugapriya.

SUGGESTED READINGS:

- Silber H, Kenneth and Foshay RW. (2009). Handbook of Improving Performance in the Workplace,
- Instructional Design and Training Delivery, John Wiley & Sons, New York, 63. [2] Anju A. (2009).
- A Holistic Approach to Soft Skills Training. IUP Journal of Soft Skills, 3(1), 7-11. [3] Dennis R Laker and Jimmy LP. (2011).
- The differences between hard and soft skills and their relative impact on training transfer. Human Resource Development Quarterly, 22(1), 111–122.
- Jane A and Helen H. (2008). Graduate Employability, 'Soft Skills' Versus 'Hard Skills' Business Knowledge: A European Study, Journal of Higher Education in Europe, 33(4), 412- 422. [5]
- Jungsun K, Mehmet E, JeoungWoo B and Hwayoung J. (2011). Training soft skills via e-learning, International Journal of Contemporary Hospitality Management, 23(6), 739-763.

VAC-104
Universal Human Values
CDLU/VAC/104

Credits: 2 (Theory)

Lectures: 30

Duration of Exam: 2 Hrs.

Max. Marks: 50

Final Term Exam: 35

Internal Assessment: 15

COURSE OBJECTIVES

- Describe the meaning, purpose, and relevance of universal human values.
- Understand the importance of values in individual, social, career, and national life.

LEARNING OUTCOMES

- Develop integral life skills with values.
- Inculcate and practice them consciously to be good human beings.
- Realize their potential as human beings.

Unit-1

Love and Compassion (Prem and Karuna): Introduction, love and its forms: love for self, parents, family, friend, spouse, community, nation, humanity and other beings—living and non-living. Love and compassion and inter-relatedness; The faculty member needs to explain the relationship between love and compassion and other related feelings and emotions like empathy, sympathy, and non-violence. Individuals who are remembered in history or collective memory for practising compassion and love; (such as the Buddha, and Jesus Christ) Narratives and anecdotes from history, literature, including local folklore.

Truth (Satya): What is truth? A Universal truth, truth as value (artha), truth as fact (satya) (veracity, sincerity, honesty among others), Individuals who are remembered in history for practising this value; (Raja Harish chandra, Dharmaraja Yudhishtira, Gautama Buddha, Socrates, and Mahatma Gandhi, among others), Narratives and anecdotes about truth from history, collective memory, and literature including local folklore.

Non-Violence (Ahimsa): What is non-violence and its need? Love, compassion, empathy, and sympathy are prerequisites for non-violence. Ahimsa is non-violence and non-killing. Individuals and organizations that are known for their commitment to non-violence. Narratives and anecdotes about non-violence from history and literature including local folklore.

Righteousness (Dharma): What is righteousness? Righteousness and dharma, righteousness and propriety. Individuals who are remembered in history for practising righteousness. Narratives and anecdotes from history and literature, including local folklore.

Unit-2

Peace (Shanti): What is peace and its need? Peace, harmony and balance. Individuals and organizations that are known for their commitment to peace (Mahatma Gandhi, United Nations). Narratives and anecdotes about peace from history and literature including local folklore.

Service (Seva): What is service? Forms of service: for self, parents, spouse, family, friends, community, persons in distress, nation, humanity and other living and non-living things. Individuals who are remembered in history for practising this value. Narratives and anecdotes dealing with instances of service from history and literature including local folklore.

Renunciation Sacrifice (Tyaga): What is renunciation? Renunciation and sacrifice. Greed is the main obstruction in the path of renunciation. Self-restraint and other ways of overcoming greed. Renunciation with action as true renunciation. Individuals who are remembered in history for practising this value* footnote (The faculty member may suggest names of local characters or leaders that could be relevant.) like: Sri Rama, Bhishma, Gautama Buddha, Mahavira, Jesus Christ, Guru Govind Singh, Bhagat Singh, and Mahatma Gandhi.) Narratives and anecdotes from history and literature, including local folklore about individuals who are remembered for their sacrifice and renunciation.

Constitutional Values, Justice and Human Rights: contains fundamental values enshrined in our Constitution, which were practised even during the time of the Buddha in democratic city states in ancient India. comprises associated fundamental rights which are guaranteed not only in our Constitution but also in the Universal Declaration of Human Rights (1948), Enumerates the Fundamental Duties of Indian Citizens, Patriotism, pride and gratitude for the nation.

Suggested Readings: Follow Curriculum and Guidelines for Life Skills (Jeevan Kaushal) 2.0 at UGC website:

[https://www.cdlu.ac.in/assets/admin/miscellaneous/Implementation%20of%20Curriculum%20and%20Guidelines%20on%20Life%20Skills%20\(Jeevan%20Kaushal\)%202.0.pdf](https://www.cdlu.ac.in/assets/admin/miscellaneous/Implementation%20of%20Curriculum%20and%20Guidelines%20on%20Life%20Skills%20(Jeevan%20Kaushal)%202.0.pdf)

Note for the Paper Setter: The question paper will consist of **five** questions in all. The first question will be compulsory and will consist of **seven** short questions of **1** marks each covering the whole syllabus. In addition, **four** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **two** units. The candidates are required to attempt **one compulsory question and two more questions** selecting at least one question from each unit.

INTERNSHIP

(BA/DJ/SM/5/INT)

CREDIT: 4

MAX MARKS: 100

MIN. MARKS: 40

Each student will have to undergo an internship of credits having atleast 120 hours (1 Credit : 30 hours of engagement) with involvement/working with local Industry/Organization (Govt./Private), Business Organization, Artist, Craft Persons and similar entities during summer vacations.

Student will have to submit a certificate in office within one month after the commencement of 5th semester, issued by the competent signatory of the Industry/Organization regarding their performance, discipline and activities during the courses of internship.

A panel of experts constituted by the Dean/Chairperson will conduct the Viva-Voce for the assessment of Internship.

SIXTH SEMESTER

Data Journalism
(BA/DJ/SM/6/DSC/303)

Course Credits: 4
External: 70
Internal: 30
Total Marks: 100
Time Allowed: 3 Hours

Course Objectives: To understand the concept of Data Journalism. The students will know the various techniques of Data Journalism and its role in society. The students will also know how to critically analyse the concept and scope of Data Journalism.

Learning Outcomes:

| Course Learning Outcomes |
|---|
| After completing the Course, the students will be able to: |
| 1: The students will be able to understand the concept and scope of Data Journalism |
| 2: Understand the various aspects of Data Journalism |
| 3: Students will develop sense to critical analysis various forms of Data |
| 4: Able to have broad understanding of Data Journalism and its impact on Media Industry. |

UNIT-1

- 1.1 Introduction to Data Journalism
- 1.2 Common Data Formats
- 1.3 Finding Data Online
- 1.4 Enriching Stories with Data

UNIT-2

- 2.1 Organizing Data
- 2.2 Verifying Data
- 2.3 Data Gathering and Analysis
- 2.4 Data Visualization

UNIT-3

- 3.1 Purpose of Data Visualization
- 3.2 Matching data and Graph Types
- 3.3 Design and Color Basics
- 3.4 Impact of Data on Media Industry, Ethics of Data Visualization

UNIT-4

- 4.1 Data Driven Interviews
- 4.2 Anatomy of a Data Story
- 4.3 Data Driven Writing
- 4.4 Big Data Integration and Processing

Suggested Readings:

1. Indian Institute of Mass Communication (1981). Communication and the Traditional Media: Papers and Proceedings of Seminar.
2. Kate Coyer, Tony Downmunt and Alan Fountain (2007). The Alternative Media Handbook, New York and London: Routledge.
3. Keval J Kumar (2012). Mass Communication in India (4 thedn), Mumbai: Jaico Publishing House
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6. Tony Blackshaw (2010). Key Concepts in Community Studies, New Delhi: Sage.
7. Understanding Alternative Media, New Tork: Open University Press.

Note for the Paper Setter: The question paper will consist of **nine** questions in all. The **first** question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14** marks each will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one** compulsory question and **four** more questions selecting at least **one** question from each unit.

Digital Media and Traditional Media
(BA/DJ/ SM/6/MIC/303)

Course Credits: 4
External: 70
Internal: 30
Total Marks: 100
Time Allowed: 3 Hours

Course Objectives: To understand the relationship between Digital Media and Traditional Media. The students will know the various techniques of Digital Media and its role in promoting the Traditional Media in India and around the world. The students will also know how to critically analyse the concept of Media Convergence.

Learning Outcomes:

| Course Learning Outcomes |
|---|
| After completing the Course, the students will be able to: |
| 1: The students will be able to understand the relationship between Digital Media and Traditional Media. |
| 2: Understand the various aspects of Digital and Traditional Media |
| 3: Students will develop sense to critical analysis of Digital and Traditional Media |
| 4: Able to have broad understanding of Traditional Media and evolution of human society |

Unit-1

- 1.1 Evolution of Human Society,
- 1.2 Concept of Tribe Caste & Family
- 1.3 Digital Media and Traditional Folk Media: Introduction
- 1.4 Characteristics and Advantages, Media Convergence.

Unit-2

- 2.1 Role of Digital Media in promoting the Traditional Folk variety in India
- 2.2 Digital Media & Social
- 2.3 Economic and Political awareness, Prominent Ballads of India
- 2.4 Role of Digital Media Traditional Games and Sports

Unit-3

- 3.1 Role of Digital Media in promoting Folk Theatre: Characteristics and Advantages
- 3.2 Prominent Folk Music & Dance forms of North India
- 3.3 Puppetry –Role and Significance
- 3.4 Forms of Puppetry

Unit – 4

- 4.1 Digital Media and Street Theatre
- 4.2 Limitations of Digital Media
- 4.3 Relevance of Folk Media in 21st century

Suggested Readings:

1. Indian Institute of Mass Communication (1981). Communication and the Traditional Media: Papers and Proceedings of Seminar.
2. Kate Coyer, Tony Downmunt and Alan Fountain (2007). The Alternative Media Handbook, New York and London: Routledge.
3. Keval J Kumar (2012). Mass Communication in India (4 thedn), Mumbai: Jaico Publishing House
4. Kevin Howley (2012). Understanding Community Media, Sage Publications.
5. Olga Bailey, Bart Cammaerts and NicoCarpentier (2008).
6. Tony Blackshaw (2010). Key Concepts in Community Studies, New Delhi: Sage.
7. Understanding Alternative Media, New Tork: Open University Press.

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Business Journalism
(BA/DJ/ SM/6/MIC/304)

Course Credits: 4
External: 70
Internal: 30
Total Marks: 100
Time Allowed: 3 Hours

Objectives: Imparting basic understanding of the Business World of and the features of Business Journalism. To provide them in-depth knowledge about the Business Reporting, Business Journalism and Modes of Business Journalism.

Learning Outcomes:

| Course Learning Outcomes |
|---|
| After completing the Course, the students will be able to: |
| 1: The students will be able to understand the relationship between Digital Media and Traditional Media. |
| 2: Understand the various aspects of Digital and Traditional Media |
| 3: Students will develop sense to critical analysis of Digital and Traditional Media |
| 4: Able to have broad understanding of Traditional Media and evolution of human society |

Unit-1

- 1.1 Introduction- Definition and Scope of business Journalism
- 1.2 Define the importance of business communication
- 1.3 Brief history of business journalism in India
- 1.4 Elements of Business News Stories & Sources of Business News

Unit-2

- 2.1 Business correspondence
- 2.2 Business Letters, Panel Discussion,
- 2.3 Interpersonal /intrapersonal business communication,
- 2.4 Major Business Journals and their Unique Feature

Unit-3

- 3.1 Changing Scenario of Business Journalism,
- 3.2 Ethics and Social Responsibilities of Business Journalism,
- 3.3 Professional Requirements of Business Journalist,
- 3.4 Tools and challenges of business journalist Business Feature

Unit-4

- 4.1 Characteristics of Business Journal,
- 4.2 Qualities of Effective Business Articles,
- 4.3 Latest trends and issues of business journalism in India,
- 4.4 Prominent economic/business journalist in India

Suggested Readings:

1. Indian Institute of Mass Communication (1981). Communication and the Traditional Media: Papers and Proceedings of Seminar.
2. Kate Coyer, Tony Dowmunt and Alan Fountain (2007). The Alternative Media Handbook, New York and London: Routledge.
3. Keval J Kumar (2012). Mass Communication in India (4 thedn), Mumbai: Jaico Publishing House
4. Kevin Howley (2012). Understanding Community Media, Sage Publications.
5. Olga Bailey, Bart Cammaerts and NicoCarpentier (2008).
6. Tony Blackshaw (2010). Key Concepts in Community Studies, New Delhi: Sage.
7. Understanding Alternative Media, New Tork: Open University Press.

Note for the Paper Setter: The question paper will consist of **nine** questions in all. The **first** question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14** marks each will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one** compulsory question and **four** more questions selecting at least **one** question from each unit.

PERSONALITY DEVELOPMENT & HUMAN VALUES
(BA/DJ/SM/6/MIC/305)

Course Credits: 4
External: 70
Internal: 30
Total Marks: 100
Time Allowed: 3 Hours

Objectives: To understand the relationship between Digital Media and Traditional Media. The students will know the various techniques of Digital Media and its role in promoting the Traditional Media in India and around the world. The students will also know how to critically analyse the concept of Media Convergence.

Learning Outcomes:

| Course Learning Outcomes |
|---|
| After completing the Course, the students will be able to: |
| 1: Students will be able to learn about concept of personality and its manifestations |
| 2: Students will be able to know about dimensions of personality and its significance |
| 3: Students will be able to learn about human values and salient human values |
| 4: Students will be able to learn about the need and necessity of social, moral and ethical values |

Unit-1

- 1.1 Introduction to Personality, Human growth and Behaviour
- 1.2 Interpersonal and Intra personal relationship
- 1.3 Body Language
- 1.4 Presentation skills, Public speaking skills

Unit-2

- 2.1 Team work, Positive and creative thinking
- 2.2 Dimensions of personality
- 2.3 Techniques in Personality development- Self-confidence, Mnemonics, Goal setting
- 2.4 Significance of personality development

Unit-3

- 1.1 Concept of Human Values, self-introspection
- 1.2 Social & Ethical values
- 1.3 Factors Influencing the Learning of Human Values
- 1.4 Salient values for life-Truth, commitment, honesty and integrity, forgiveness, love etc.

Unit-4

- 4.1 Need & objective of Value education
- 4.2 Social values & Moral-Ethical values
- 4.3 Defining the difference between aggressive, submissive and assertive behaviours
- 4.4 The role of media in human value building

Suggested Readings:

1. Value Based Leadership In Education(2002) Perspective And Approaches, Sneha M. & K. Pushpanadham Joshi
2. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
3. Stephen P. Robbins and Timothy A. Judge(2014), Organizational Behavior 16th Edition: Prentice Hall.
4. Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi. Tata McGraw-Hill 1988.
5. Heller, Robert. Effective leadership. Essential Manager series. Dk Publishing, 2002
6. Hindle, Tim. Reducing Stress. Essential Manager series. Dk Publishing, 2003
7. Lucas, Stephen. Art of Public Speaking. New Delhi. Tata - Mc-Graw Hill. 2001
8. Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
9. Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005.
10. Smith, B . Body Language. Delhi: Rohan Book Company. 2004

Note for the Paper Setter: The question paper will consist of **nine** questions in all. The **first** question will be compulsory and will consist of **seven** short questions of **2** marks each covering the whole syllabus. In addition, **eight** more questions of **14** marks each will be set unit-wise comprising of **two** questions from each of the **four** units. The candidates are required to attempt **one** compulsory question and **four** more questions selecting at least **one** question from each unit.

PRINT MEDIA PRODUCTION

BA/DJ/SM/6/SEC/302

Course Credits: 3

External: 50

Internal: 25

Total Marks: 75

Time Allowed: 3 Hours

Objectives: Imparting basic understanding of editing and make them understand various types of editing and to develop a keen interest among student for desk top publishing and enable them develop basic skills for becoming better editors for print media.

Scheme of Examination: Students will need to prepare the following assignments during the semester and there will be required to submit at least 15 days before the commencement of semester examination. An External and an internal examiner will evaluate their work during comprehensive Viva.

Course Contents:

| Sr. No. | Item | No.(s) of Item |
|---------|---------------------------------|----------------|
| 1 | News writing | 5 |
| 2 | Book Review | 2 |
| 3 | Letter to Editor | 2 |
| 4 | Photo Caption | 2 |
| 5 | Article | 3 |
| 6 | Feature | 3 |
| 7 | Press Release | 3 |
| 8 | Poster, | 2 |
| 9 | Caption writing for photographs | 6 |
| 10 | Newspaper Page make up | 1 |
| 11 | Pamphlets | 2 |
| | Total items | 31 |

MEDIA AND GENDER STUDIES

CDLU/VAC/106

Course Credits: 2
External: 35
Internal: 15
Total Marks: 50
Time Allowed: 2 Hours

Objectives: Imparting basic understanding of Media and General Studies and to analyze basic understanding of Gender Studies. To provide them in-depth knowledge about the Role of Media in the upliftment of the weaker sections of Society.

Unit-1

- 1.1 Definition of Gender
- 1.2 Difference between sex and gender
- 1.3 Relationship between Media and Gender
- 1.4 Feminist terminology, stereotyping, patriarchy, silencing, marginalization

Unit-2

- 2.1 Media & Gender consciousness, Gender Sensitization
- 2.2 Media projection on Domestic Violence & Sexual Harassment,
- 2.3 Media role in promotion of Gender equality
- 2.4 Gender Coverage and Media.

Suggested Readings:

1. Lucas, Stephen. Art of Public Speaking. New Delhi. Tata - Mc-Graw Hill. 2001
2. Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
3. Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005.
4. Smith, B . Body Language. Delhi: Rohan Book Company. 2004

Note for the Paper Setter: The question paper will consist of **five** questions in all. The **first** question will be compulsory and will consist of **seven** short questions of **1** mark each covering the whole syllabus. In addition, **four** more questions of **14** marks each will be set unit-wise comprising of **two** questions from each of the **two** units. The candidates are required to attempt **one** compulsory question and **two** more questions selecting at least **one** question from each unit.