Detailed Syllabus

Bachelor of Arts: Mass Communication (Honours)/ (Research)

(Three/Four Years Full Time Undergraduate Degree Programme based on National Education Policy (NEP) 2020)
Effective from July 2026

Department of Mass Communication

Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
मा.च.रा.प. एवं सं.वि.वि., भोपाल

Programme Name : **Bachelor of Arts : Mass Communication (Honours/Research) [BA:MC(Hons/Res)]**

Seats Intake : **40**

Eligibility : **10+2 (Any stream from Recognized Board)**

Duration : **3+1 year**

On completion of I year : Certificate in Mass Communication (44 Credits)

On completion of II year : Diploma in Mass Communication (88 Credits)

On completion of III year : Bachelor of Arts : Mass Communication (3 years (128 Credits)

On completion of IV year : Bachelor of Arts : Mass Communication (Honours) (4 years) (168 Credits) OR Bachelor of Arts : Mass Communication (Research) (4 years) (168 Credits)

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About the Programme:

BA:MC(Honours/ Research) programme is based on **"National Education Policy (NEP) 2020."** Multiple entry and exit options with appropriate certifications are introduced in this programme. This programme is intended to provide a broad learning framework within which Mass Communication, Journalism and the human capital programs respond to needs of the dynamic Media and Entertainment Industry (M & E Industry). It aims to prepare professionals with ability to meet the challenges and pursue successful careers in varied fields of Media and Entertainment Industry. This programme aims at creating understanding of the core concepts of communication, the knowledge of new communication technologies and the responsibility towards society.

Programme Educational Outcomes (PEO):

- To impart students an understanding of the mass communication and to develop them into socially responsible Media Professionals, Researchers, Academicians with Global vision.
- To develop the learner into competent and efficient Media & Entertainment Industry- ready professional.
- To impart Information Communication Technologies (ICTs) skills, including Digital and Media Literacy and competencies.
- To encourage quality academic research and provide access to holistic and multidisciplinary education to the students.
- To imbibe the Culture of Research, Innovation, Entrepreneurship and Incubation.

Career opportunities you can choose after the programme

- Journalist
- Producer
- TV Correspondent
- Radio Jockey
- Editor
- Photo journalist
- Event Manager
- Critic
- Public Relations Officer
- Content writer
- News Agencies
- Advertising Agencies
- NGOs
- Researcher

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GRADUATE ATTRIBUTES (GAs)

The Graduate Attribute (GAs) reflect particular qualities and abilities of an individual learner including knowledge, application of knowledge, professional and life skills, attitudes and human values that are required to be acquired by Mass Communication graduates at the Higher Education Institutions (HEIs). The graduate attributes include capabilities to strengthen one's professional abilities for widening current knowledge and industry-ready skills, undertaking future studies for global and local application, performing creatively and professionally, in a chosen career and ultimately playing a constructive role as a socially responsible global citizen. The Graduate Attributes define the characteristics of learners and describe a set of competencies that are beyond study of a particular area and programme.

Any graduate of Mass Communication should be Media Literate with the understanding of the core concepts of communication, the knowledge of new communication technologies and responsibility towards the society.

Graduate Attributes include:-

1. Disciplinary Knowledge:
   Knowledge of communication, concept and theories. Acquiring knowledge of different dimensions of communication, historical perspectives and other related areas of studies.

2. Understanding the Role of Press:
   The press in democratic society, importance of freedom of press and impact of media in general.

3. Skilled and Industry-ready Professionals:
   Strengthening the abilities of a learner by skills, gaining knowledge of the present scenario of Media & Entertainment industry including Advertising, Public Relations, Corporate Communication, Digital Communication, Media Management.

4. Influential and Effective Communication:
   Influential and Effective Communication ability to share thoughts, ideas and applied skills of Communication in its various perspectives like Written Communication, Speech Communication etc.

5. Leadership Readiness/ Qualities:
   To make learners fluent in multiple facets of Leadership. Creating the ability & enhancing the qualities to be an efficient leader. Cultivating key characteristics in learners, to be visionary leaders who can inspire the team to greatness.

6. Critical/ Reflective Thinking & Language Efficiency:
   Critical/ Reflective thinking ability to employ critical and reflective thinking along with the ability to create the sense of awareness of one self and society.

7. Technologically Efficient Professional:
   Capability to use various Communication technologies and ability to use various softwares for Content creation, Content editing for various forms of publishing platforms.

8. Ethical Awareness:
   As a Communication learner, one has to understand the importance of ethical values and its application in professional life.

9. Lifelong Learning:
   Every graduate to be converted into lifelong learner and consistently update himself or herself with current knowledge, skills and technologies. Acquiring Knowledge and creating the understanding in learners that learning will continue throughout life.

10. Research-related Skills:
    A sense of inquiry and investigation for raising relevant and contemporary questions, synthesizing and articulating.

11. Cooperation/ Team work:
    Building a team, motivating and inspiring the team members to work up with cooperation to their utmost efficiency.

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PROGRAMME LEARNING OUTCOMES (PLOs)

The key outcomes planned in this undergraduate programme in Mass Communication are underpinned as follows:

After completing this undergraduate programme, a learner:

1. Will be able understand, analyse and apply the fundamental knowledge of Mass Communication, the theories and related concepts.
2. Will be able to acquire and apply the knowledge related to Media and will be able to understand its impact.
3. Will be competent enough to undertake professional job as per demands and requirements of Media & Entertainment Industry.
4. Will empower themselves by Communication, Professional and Life Skills.
5. Will be able to enhance the ability of leadership.
6. Will become socially responsible citizen with global vision.
7. Will be equipped with ICTs competencies including Digital Literacy.
8. Will become ethically committed media professionals and entrepreneurs adhering to the human values, the Indian culture and the Global culture.
9. Will be able to recognize the need to undertake lifelong learning and also acquire the capacity to do so.
10. Will be able to identify the areas of research in society and understand the importance of Innovation, Entrepreneurship and incubation abilities.
11. Will be able to work in an efficient manner as an individual and also as a part of a team. Also will be able to understand the significance of cooperation and teamwork.

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CORRELATION OF GAs AND PLOs

(MAPPING OF GRADUATE ATTRIBUTES AND PROGRAMME LEARNING OUTCOMES)

PLO / GA	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
GA 1											
GA 2											
GA 3											
GA 4											
GA 5											
GA 6											
GA 7											
GA 8											
GA 9											
GA 10											
GA 11											

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UG Course Structure

Bachelor of Arts : Mass Communication(Honours/Research): [BA:MC(Hons/Res)]

Sem	Discipline Specific Core (DSC)	Discipline Specific Elective (DSE-5 Credits Each)	Generic Elective (GE-5 Credits Each)	Ability Enhancement Course (AEC-2 Credits Each)	Skill Enhancement Course (SEC-2 Credits Each)	Project	Total Credits
I	Introduction to Communication (5 Credits) Development of Media (5 Credits) AI tools for Media - I (4 Credits)			Social and Emotional Learning Ethics and Culture Hindi Bhasha Evam Sahitya	Computer Essentials with AI		22
II	Psychology and Media (5 Credits) Sociology (5 Credits) AI tools for Media - II (4 Credits)			Environmental Science and Sustainable Development English Language and Literature Co-Curricular- (A) Parliament: Practice and Procedure-I (B) Bhartiya Sangeet-I (C) Lalit Kala-I (D) Debate & Dialogue - I (E) Science of Happiness-I	Communicative Hindi		22

AWARD OF CERTIFICATE in Mass Communication (After 1 Year Completion: 44 Credits)

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III	Political Science (5 Credits Each) Science of Communication (5 Credits Each) English II (5 Credits Each)		Photo Journalism Choose from the list	Innovation and Enterpreneurship			22
IV	Reporting and Editing for Print Media (5 Credits Each) Economics (5 Credits Each) News Writing (5 Credits Each)		Communication skills Choose from the list	Co-Curricular- (A) Parliament: Practice and Procedure-II (B) Bhartiya Sangeet-II (C) Lalit Kala-II (D) Debate & Dialogue - II (E) Science of Happiness-II			22
AWARD OF DIPLOMA in Mass Communication (After 2 Years Completion: 88 Credits)							
V	Reporting and editing for E lectronic Media (5 Credits Each) Development Communication (5 Credits Each)	Radio Programme Production OR Print Production	Creative Writing Choose from the list				20
VI	Media Laws and Ethics (5 Credits Each) Advertising (5 Credits Each)	Basics of Research OR Public Relations	Art of Anchoring Choose from the list				20
AWARD OF BACHELOR OF ARTS : MASS COMMUNICATION(3 YEARS) (After 3 Years Completion: 128 Credits)							
For proceeding to fourth year Course there are two options.							
Option I- The first one is '4 Years Bachelor of Arts: Mass Communication (Honors)' only those candidates candidates who have secured more than 60% in the 10+2 qualifying examination at the time of admission shall be eligible.							

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Option II- For the second option '4 Years Bachelor of Arts: Mass Communication (Research)' In this option only those candidates who have secured minimum CGPA 7.5 in the three years of Bachelor of Arts: Mass Communication shall be eligible to continue

Option I - Bachelor of Arts: Mass Communication (Honors)

Only those candidates who have secured minimum 60% in the 10+2 in qualifying examination (with allowed 5% relaxation to candidates from SC, ST, PH as per State Gov rules) at the time of admission shall be eligible.

Option I

VII	Television Production (5 Credits Each)	Communication and Social work OR Art, Culture and Lifestyle Communication	Media and Gender Studies *Choose from the list			Dissertation/Project (5 Credits)	20
VIII		Film Aesthetics OR PR and Corporate Communication	Media Business Managemet *Choose from the list			Dissertation/Project/Internship (10 Credits)	20

AWARD OF BACHELOR of ARTS : MASS COMMUNICATION (HONS) (4 YEARS)
(After 4 Years Completion: 168 Credits)

Option II - Bachelor of Arts: Mass Communication (Research)

Only those candidates who have secured minimum CGPA 7.5 in the three years of Bachelor of Arts: Mass Communication shall be eligible.

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Option II							
VII	Communication Research (5 Credits Each)	Communication and Social work OR Art , Culture and Lifestyle Communication	Media and Gender Studies *Choose from the list			Project (5 Credits)	20
VIII		Film Aesthetics OR PR and Corporate Communication	Media Business Managemet Choose from the list			Thesis/Internship (10 Credits)	20
AWARD OF BACHELOR OF ARTS in MASS COMMUNICATION (RESEARCH)(4 YEARS) (After 4 Years Completion: 168 Credits)							
TOTAL CREDITS							**168**

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Abbreviations Followed

Abbreviation	Full Name
L	Lecture
T	Tutorial
P	Practical
C	Discipline Specific Core (DSC)
E	Discipline Specific Elective (DSE)
R	Stream Elective (SE)
G	Generic Elective (GE)
S	Skill Enhancement Course (SEC)
A	Ability Enhancement Courses (AEC)
AD	All Departments Common Courses
Code for Department offering the courses	
ADA	All Departments
CS	Department of Commuter Science and Applications (CS)
NM	Department of New Media Technology (NM)
EM	Department of Electronic Media (EM)
PR	Department of Advertising & Public Relation (PR)
MC	Department of Mass Communication (MC)
JR	Department of Journalism (JR)
BM	Department of Media Business Management (BM)
NC	National Cadet Corps (NCC)
NS	National Service Scheme (NSS)

Note:

1. During the first and second semesters NCC & NSS are conducted and also examined but their evaluation is included from third semester onwards as Generic Electives. Please note that NCC and NSS chosen in first semester shall remain same during full course.
2. As per the national education policy the generic elective courses are offered from 3rd semester onwards, with wider choice of subjects indicated in each semester tables. In addition to these courses the university shall indicate permitted online courses like SWAYAM or MOOC as additional options for inclusion of credit in the respective semester. Some of them may need with additional fee like examination fee that would have to be borne by the concerned students.
3. The present course is based on NEP guidelines from UGC which is still in the process of up-gradation as it is being done for the first time. The proposed syllabus and course structure may undergo major changes and the University shall be fully authorized for the same.
4. As on date the university is not registered in the UGC portal for academic bank off credits hence the results shall be declared on the university website only.

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BA in Mass Communication: SEMESTER - I

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC01	1BA(MC)1	Introduction to Communication	80	20	-	100
2.	MCC02	1BA(MC)2	Development of Media	80	20	-	100
3.	MCC03	1BA(MC)3	AI Tools for Media - I	50	20	30	100
4.	ADA01	1BA(MC)4	Social and Emotional Learning	30	10	-	40
5.	ADA02	1BA(MC)5	Ethics & Culture	30	10	-	40
6.	ADA03	1BA(MC)6	Hindi Bhasha Evam Sahitya	30	10	-	40
7.	MCS01	1BA(MC)7	Computer Essentials with AI	-	10	30	40

BA in Mass Communication: SEMESTER - II

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC04	2BA(MC)1	Psychology and Media	80	20	-	100
2.	MCC05	2BA(MC)2	Sociology	80	20	-	100
3.	MCC06	2BA(MC)3	AI tools for Media - II	50	20	30	100
4.	ADA04	2BA(MC)4	Environmental Science and Sustainable Development	30	10	-	40
5.	ADA05	2BA(MC)5	English Language and Literature	30	10	-	40
6.	ADA06 (A) OR ADA06 (B) OR ADA06(C) OR ADA06(D) OR ADA06(E)	2BA(MC)6	Co-Curricular- (A) Parliament: Practice and Procedure-I (B) Bhartiya Sangeet-I (C) Lalit Kala-I (D) Debate & Dialogue - I (E) Science of Happiness-I	-	10	30	40
7.	MCS02	2BA(MC)7	Communicative Hindi	30	10	-	40

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BA in Mass Communication : SEMESTER - III

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC07	3BA(MC)1	Political Science	80	20	-	100
2.	MCC08	3BA(MC)2	Science of Communication	80	20	-	100
3.	MCC09	3BA(MC)3	English II	80	20	-	100
4.	ADA07	3BA(MC)5	Innovation and Entrepreneurship	30	10	-	40
5.	*MCG01	3BA(MC)6	Photo Journalism Or *Choose from the list given below	60	20	20	100

GE - 1

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG01	DTP with PageMaker & Photoshop	3/3	0	2/4	5/7	60	20	20	100
NMG01	Script Writing &Storyboarding	3/3	0	2/4	5/7	60	20	20	100
EMG01	Media Organizations	4	0	1	5	80	20	-	100
PRG01	Social Media Marketing	2	1	2	5	50	20	30	100
MCG01	Photo Journalism	4/4	0	1/2	5/6	60	20	20	100
JRG01	Entertainment Art & Cultural Journalism	3/3	1/1	1/2	5/6	60	20	20	100
NCG01	NCC-3								100
NSG01	NSS-3								100

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BA in Mass Communication : SEMESTER - IV

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC10	4BA(MC)1	Reporting and Editing for Print Media	60	20	20	100
2.	MCC11	4BA(MC)2	Economics	80	20	-	100
3.	MCC12	4BA(MC)3	News Writing	80	20	-	100
4.	ADA08 (A) OR ADA08 (B) OR ADA08(C) OR ADA08(D) OR ADA08(E)	4BA(MC)5	Co-Curricular- (A) Parliament: Practice and Procedure-II (B) Bhartiya Sangeet-II (C) Lalit Kala-II (D) Debate & Dialogue - II (E) Science of Happiness-II	-	10	30	40
5.	MCG02	4BA(MC)6	Communication Skills Or *Choose from the list given below	60	20	20	100

GE - 2

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG02	Multimedia With Corel Draw, Premier & Sound Forge/ Audacity	3/3	0	2/4	5/7	60	20	20	100
NMG02	Animation for Gaming using Blender	3/3	0	2/4	5/7	60	20	20	100
EMG02	Media Language & content	2	1	2	5	50	30	20	100
PRG02	Search Engine Optimization & Search Engine Marketing	1	1	3	5	50	20	30	100
MCG02	Communication skills	4/4	0	1/2	5/6	60	20	20	100
JRG02	Writing for Sports	3/3	1/1	1/2	5/6	60	20	20	100
NCG02	NCC-4								100
NSG02	NSS-4								100

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BA in Mass Communication: SEMESTER - V

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC13	5BA(MC)1	Reporting and Editing for Electronic Media	60	20	20	100
2.	MCC14	5BA(MC)2	Development Communication	80	20	-	100
3.	MCE01 (A) OR MCE01 (B)	5BA(MC)3A OR 5BA(MC)3B	Radio Programme Production OR Print Production	60 60	20 20	20 20	100 100
4.	MCG03	5BA(MC)4	Creative Writing Or *Choose from the list given below	60	20	20	100

GE - 3

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG03	Accounting with Tally	3/3	0	2/4	5/7	60	20	20	100
NMG03	AI and Robotics	5/5	0	0	5/5	80	20	0	100
EMG03	Development Communication	2	1	2	5	50	30	20	100
PRG03	Creative Communication	2	1	2	5	50	20	30	100
MCG03	Creative Writing	4/4	0	1/2	5/6	60	20	20	100
JRG03	Writing on Social Issues	3/3	1/1	1/2	5/6	60	20	20	100
NCG03	NCC-5								100
NSG03	NSS-5								100

प्रो. (डॉ.) राजेश द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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BA in Mass Communication : SEMESTER - VI

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC15	6BA(MC)1	Media Laws and Ethics	80	20	-	100
2.	MCC16	6BA(MC)2	Advertising	60	20	20	100
3.	MCE02(A) OR MCE02(B)	6BA(MC)3(A) OR 6BA(MC)3(B)	Basics of Research OR Public Relation	60 60	20 20	20 20	100 100
4.	MCG04	6BA(MC)4	Art of Anchoring Or *Choose from the list given below	60	20	20	100

GE - 4

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG04	Social Media Marketing	3/3	0	2/4	5/7	60	20	20	100
NMG04	Augmented and Virtual Reality (AR/VR)	3/3	0	2/4	5/7	60	20	20	100
EMG04	Community Radio	2	1	2	5	50	30	20	100
PRG04	Event & Experiential Marketing	2	2	1	5	50	20	30	100
MCG04	Art of Anchoring	4/4	0	1/2	5	60	20	20	100
JRG04	Feature Writing	3/3	1/1	1/2	5/6	60	20	20	100
NCG04	NCC-6								100
NSG04	NSS-6								100

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Option I

BA in Mass Communication : SEMESTER - VII

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC17	7BA(MC)1	Television Production	60	20	20	100
2.	MCE03 (A) OR MCE03 (B)	7BA(MC)2	Communication and Social Work OR Art, Culture and Lifestyle Communication	80 80	20 20	- -	100 100
3.	MCC18	7BA(MC)3	Dissertation/Project	-	20	80	100
4.	MCG05	7BA(MC)4	Media and Gender Studies Or *Choose from the list given below	60	20	20	100

GE - 5

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG05	Big Data	4/4	0	1/2	5/6	60	20	20	100
NMG05	Social Media Data Analytics	3/3	0	2/4	5/7	60	20	20	100
EMG05	Formative Research	2	1	2	5	50	30	20	100
PRG05	Digital PR	1	2	2	4	50	20	30	100
MCG05	Media and Gender Studies	4/4	0	1/2	5	60	20	20	100
JRG05	Crime and Court Reporting	3/3	1/1	1/2	5/6	60	20	20	100

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BA in Mass Communication : SEMESTER - VIII

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCE04(A) OR MCE04(B)	8BA(MC)1	Film Aesthetics OR PR and Corporate Communication	80 60	20 20	- 20	100 100
2.	MCC19	8BA(MC)2	Dissertation/Project/Internship	-	40	160	200
3.	MCG06	8BA(MC)3	Media Business Management Or *Choose from the list given below	80	20	-	100

GE - 6

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG06	Analysis of Algorithm	4/4	0	1/2	5/6	60	20	20	100
NMG06	Mobile Journalism	3/3	0	2/4	5/7	60	20	20	100
EMG06	Academic Writing	2	1	2	5	50	30	20	100
PRG06	Web Advertising	1	2	2	5	50	20	30	100
MCG06	Media Business Management	4/4	1/1	0	5	80	20	0	100
JRG06	Parliamentary Reporting	3/3	1/1	1/2	5/6	60	20	20	100

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
मा.च.रा.प. एवं सं.वि.वि., भोपाल

Option II

BA in Mass Communication: SEMESTER - VII

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC20	7BA(MC)1	Communication Research	60	20	20	100
2.	MCE03 (A) OR MCE03 (B)	7BA(MC)2	Communication and Social Work OR Art, Culture and Lifestyle Communication	80 80	20 20	- -	100 100
3.	MCC21	7BA(MC)3	Project	-	20	80	100
4.	MCG05	7BA(MC)4	Media and Gender Studies Or *Choose from the list given below	60	20	20	100

GE - 5

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG05	Big Data	4/4	0	1/2	5/6	60	20	20	100
NMG05	Social Media Data Analytics	3/3	0	2/4	5/7	60	20	20	100
EMG05	Formative Research	2	1	2	5	50	30	20	100
PRG05	Digital PR	1	2	2	4	50	20	30	100
MCG05	Media and Gender Studies	4/4	0	1/2	5	60	20	20	100
JRG05	Crime and Court Reporting	3/3	1/1	1/2	5/6	60	20	20	100

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माजरा.रा.प. एवं सं.वि.वि., भोपाल

BA in Mass Communication: SEMESTER - VIII

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCE04(A) OR MCE04(B)	8BA(MC)1	Film Aesthetics OR PR and Corporate Communication	80 60	20 20	- 20	100 100
2.	MCC22	8BA(MC)2	Thesis/Internship	-	40	160	200
3.	MCG06	8BA(MC)3	Media Business Management Or Choose from the list given below	80	20	-	100

GE - 6

Course Code	Course Name	L	T	P	Load	Theory Marks	Internal Marks	Practical Marks	Total Marks
		Credits/Hours							
CSG06	Analysis of Algorithm	4/4	0	1/2	5/6	60	20	20	100
NMG06	Mobile Journalism	3/3	0	2/4	5/7	60	20	20	100
EMG06	Academic Writing	2	1	2	5	50	30	20	100
PRG06	Web Advertising	1	2	2	5	50	20	30	100
MCG06	Media Business Management	4/4	1/1	0	5	80	20	0	100
JRG06	Parliamentary Reporting	3/3	1/1	1/2	5/6	60	20	20	100

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विभागाध्यक्ष, जनसंचार विभाग
म.ग.अ.प. एवं सं.वि.वि., भोपाल

BA in Mass Communication: SEMESTER - I

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC01	1BA(MC)1	Introduction to Communication	80	20	-	100
2.	MCC02	1BA(MC)2	Development of Media	80	20	-	100
3.	MCC03	1BA(MC)3	AI Tools for Media - I	50	20	30	100
4.	ADA01	1BA(MC)4	Social and Emotional Learning	30	10	-	40
5.	ADA02	1BA(MC)5	Ethics & Culture	30	10	-	40
6.	ADA03	1BA(MC)6	Hindi Bhasha Evam Sahitya	30	10	-	40
7.	MCS01	1BA(MC)7	Computer Essentials with AI	-	10	30	40

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विभागाध्यक्ष, जनसंचार विभाग
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BAMC: I SEM	Marks:100			Credits:5		
INTRODUCTION TO COMMUNICATION	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To understand the concept of communication practice and relevance.
- To develop critical understanding about communication process.
- To introduce students to Models and Theories of Communication.
- To develop an insight on the scenario of media technology, audience and content.
- To impart knowledge about Indian Perspective of Communication.

Learning Outcomes

- Student will be capable to analyze and evaluate the process of Communication and Mass Communication.
- Capable to plan and execute effective Communication Strategies.
- Ability to identify and apply Communication Models and Theories.
- Able to develop and demonstrate critical thinking about communicated content.
- Students will be able to acquire and apply the knowledge about issues related to communication in current scenario.

Unit-1	BASICS OF COMMUNICATION (Total hours- L+T+P=15hrs)	L	T	P
1.1	Essentiality of Communication in Society (Lectures, Classroom Discussion)	2	-	-
1.2	Communication :Concept, Definition, Scope, Process and Elements (Lectures, Classroom Discussion)	3	-	-
1.3	Functions of Communication and Mass Communication , Characteristics of Mass and Mass Society (Lectures, Classroom Discussion)	3	-	-
1.4	Types of Communication: Intra- Personal, Inter-Personal, Group and Mass Communication (Lectures, Classroom Discussion)	5	-	-
1.5	Barriers of communication (Lectures, Classroom Discussion)	2	-	-

Unit-2	MEDIA AND AUDIENCE (Total hours- L+T+P= 15 hrs)	L	T	P
2.1	Traditional Media: Folk Lore, Art, Song, Dance and other Traditional forms. Traditional Culture and Popular Culture (Lectures, Classrooms Discussion, Group Activity)	2	1	-
2.2	Mass Media- Characteristics, Strengths and Limitations Print: Newspaper and Magazine, Electronic: Radio, Television and Cinema (Lectures, Classrooms Discussion, Group Activity)	2	-	-
2.3	New Media: Social Media platforms, Applications and Digital Media. Global Communication and Media: Concept and Issues (Lectures, Classrooms Discussion, Group Activity)	3	1	-

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2.4	Audience in Communication, Classification: Age, Gender, Education, Occupation, Socio Cultural Background (Lectures, Classr oomDiscussion, Group Activity)	2	1	-
2.5	Audience Characteristics :Audience as Public, as Market, Media Effects and Audience, Media Content and Audience (Lectures, Classr oomDiscussion, Group Activity)	2	-	-

Unit-3	**COMMUNICATION MODELS** (Total hours- L+T+P= 15 hrs)	L	T	P
3.1	Aristotle's Model, Harold D Lasswell's Model Berlo's SMCR Model (Lectures, Classr oomDiscussion)	3	1	-
3.2	Shannon and Weaver's Model (Lectures, Classr oomDiscussion)	2	-	-
3.3	Charles E Osgood Model, Wilbur Schramm Model (Lectures, Classr oomDiscussion)	3	-	-
3.4	Newcomb's Model, Westley and MacLean's Model (Lectures, Classr oomDiscussion)	3	-	-
3.5	George Gerbner's Model (Lectures, Classr oomDiscussion)	2	1	-

Unit-4	**Communication Theories** (Total hours- L+T+P= 15 hrs)	**L**	**T**	**P**
4.1	Indian Perspective of Communication, Concept of Sadharanikaran (Lecture, Analysis of Theories)	2	1	-
4.2	One-Step/Hypodermic Needle Theory , Two-Step Theory, Multi-Step Theory, Agenda Setting Theory (Lecture, Analysis of Theories)	2	-	-
4.3	Normative Theories of Media-I : Authoritarian theory , Libertarian Theory, Social Responsibility theory (Lecture, Analysis of Theories)	3	1	-
4.4	Normative Theories of Media-II : SovietMedia Theory, Democratic Participant Theory, Development Media Theory (Lecture, Analysis of Theories)	3	1	-
4.5	Marshal McLuhan's Approach: Medium is the Message, Concept of Global Village and role of Media (Lecture, Classroom Discussion)	2	-	-

Unit-5	**New Information Technology and Communication** (Total hours- L+T+P=15hrs)	**L**	**T**	**P**
5.1	Role of Information Technology in Communication, ICT in Rural Development and Good Governance (Lecture, Classroom Discussion)	2	1	-
5.2	Convergence Technology, Media convergence, Digital Divide (Lecture, Classroom Discussion)	2	1	-
5.3	Media Imperialism and Cultural Imperialism (Lecture, Classroom Discussion)	2	1	-
5.4	Public Opinion, Public Sphere, Propaganda (Lecture, Classroom Discussion)	2	1	-
5.5	Future of Communication with Changing Information Technology (Lecture, Classroom Discussion)	2	1	-

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Practical/Project/Assignments:

- Identifying symbols in non-verbal communication and prepare a hand-written report
- Write an essay/article on Communication and society (800-1000 words).
- Write an essay/article/feature or write a report on any one Traditional/Folk form of communication (800-1000 words).
- PPT Presentation on the strengths and limitations of different mass media.
- Any assignment given by the concerned faculty.

Suggested Readings:

- Keval J. Kumar (1994) Mass Communication In India. Jaico Publishing House, Mumbai, India. (NewEd.)
- Larry L. Barker (1978) Communication Prentice-Hall, USA.
- James Lull (2000) Media, Communication, Culture. Blackwell Publishers, UK.
- Kamlesh Mahajan (1990) Communication and Society-The Emerging Human Concerns, Classical Publishing Company ,Delhi, India.
- Denis Mcquail (2010). Macquail's Mass Communication Theory. Thousand Oaks, United States: Sage.
- James W.Tankard Jr. and Werner J Severin (2003) Communication Theories: Origin, Methods, Uses in the Mass Media. New York: Longman.
- Wilbur Schramm (1973). Men, Message, and Media. New York, Harper and Row.
- Jessamy Perriam and Simon Carter (2021) Understanding Digital Societies. Sage Publishing.
- Uma Narula,Mass Communication:Theory and Practice.HAR-ANAND Publications.

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
भा.ज.रा.प. एवं न.वि.वि., भोपाल

BAMC : I SEM	Marks:100			Credits:5		
DEVELOPMENT OF MEDIA	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	80	-	20	4/4	1/2	-

Course Objectives

- To help students develop skill in primary resources about Indian Media.
- To provide students with knowledge of rich and diverse history of Indian press, television and radio.
- To make students able to recognize the great contribution of press in the freedom movement.
- To provide students with knowledge of Doordarshan as public broadcaster.
- To make students able to recognize cinema is medium of communication.

Learning Outcomes

- Students will able to explain birth and growth of Indian Press.
- They will get thorough understanding or contribution of Indian press in the freedom struggle and able to share it.
- Students will be able to understand Indian News Agencies.
- Student will be able to understand objectives of Doordarshan.
- Student will be able to understand characteristics of Film and Social Media.

Unit-1	**Early History of Press In India 1780-1915** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Origin of Indian press in colonial period, newspaper, characteristics and their effect in the society (Lecture, Classroom Discussion,PPT)	2	1	-
1.2	Hickey's Bengal Gazette (Lecture, Classroom Discussion, PPT)	2	1	-
1.3	Brief history of prominent newspapers: The Hindu, Hindustan Times, Times of India, Amrit Bazar Patrika (Lecture, Classroom Discussion, PPT)	2	1	-
1.4	Brief introduction and contribution of eminent journalist Raja Ram Mohan Roy, Jugal Kishore Shukla, Bhartendu Harish Chandra (Lecture, Classroom Discussion, PPT)	2	1	-
1.5	Contribution of Indian media in social awakening (renaissance) social reforms (Lecture, Classroom Discussion, PPT)	2	1	-

Unit-2	**Press and freedom movement** (Total hours- L+T+P=15hrs)	L	T	P
2.1	Role of press in freedom movement (Lecture, Classroom Discussion,)	2	1	-
2.2	Contribution of eminent journalist Lokmanya Bal Gangadhar Tilak, Mahatma Gandhi, Baburao Vishnu paradkar, Ganesh Shankar Vidyarthi, Makhanlal Chaturvedi, Madhav Rao Sapre (Lecture, Classroom Discussion, PPT)	2	1	-

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता विश्वविद्यालय

2.3	Introduction to Press council and Press Commission (Lecture, Classroom Discussion, PPT)	2	1	-
2.4	Brief History of language press Urdu, Bangla, Malayalam, Tamil, Marathi (Lecture, Classroom Discussion, PPT)	2	1	-
2.5	Eminent journalist of post independence period Prabhas Joshi, Rajendra Mathur, Dharmveer Bharti, Rahul Barpute Press During Emergency. Present scenario of Indian Press (Lecture, Classroom Discussion, PPT)	2	1	-

Unit-3	**Introduction to News Agencies and Radio** (Total hours- L+T+P=15hrs)	**L**	**T**	**P**
3.1	Brief history of AIR- Pre Independence Period, Post Independence Period (Lecture, Classroom Discussion)	2	1	-
3.2	Commission and Committees- Joshi Committee, Varghese Committee & Chanda Committee (Lecture, Classroom Discussion, PPT)	2	1	-
3.3	FM Broadcasting, Local Broadcasting, Interactive Radio Satellite Broadcast (Sky Radio) (Lecture, Classroom Discussion, PPT)	2	1	-
3.4	Organisation of AIR - News service division, external service division, Public Service and Commercial Radio, familiarisation with studio and equipment (Lecture, Classroom Discussion, PPT)	2	1	-
3.5	Introduction to News Agencies-PTI, UNI, Hindustan Samachar, Samachar Bharti,ANI (Lecture, Classroom Discussion, PPT)	2	1	-

Unit-4	**Introduction to Doordarshan** (Total hours- L+T+P=15hrs)	**L**	**T**	**P**
4.1	Objectives of Doordarshan ,Role of DD in National Development (SITE project and Educational TV) (Lecture, Classroom Discussion, PPT)	2	1	-
4.2	Growth and development of Doordarshan in India Three tier service system of DD- National, Regional and Local Commercial Service and Special Audience Program (Lecture, Classroom Discussion, PPT)	2	1	-
4.3	Characteristics of television as a medium of Communication (Lecture, Classroom Discussion, PPT)	2	1	-
4.4	Difference and comparison of television with other media (Lecture, Classroom Discussion, PPT)	2	1	-
4.5	Prasar Bharti Nigam – Objective, Structure and Function (Lecture, Classroom Discussion, PPT)	2	1	-

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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Unit-5	**Introduction to Film and Social Media** (Total hours- L+T+P=15hrs)	L	T	P
5.1	Cinema definition and scope, Introduction to Indian Cinema (Lecture, Classroom Discussion, PPT)	2	1	-
5.2	Types of Indian Cinema-Popular and Parallel,Importance of Cinema In Indian Society (Lecture, Classroom Discussion, PPT)	2	1	-
5.3	Cinema as a medium of communication (Lecture, Classroom Discussion, PPT)	2	1	-
5.4	Introduction to Social Media, Types of Social Media, Indian Social Media Platforms (Lecture, Classroom Discussion, PPT)	2	1	-
5.5	Types of Social Media as a effective medium of communication, Importance of Social Media In Contemporary Society (Lecture, Classroom Discussion, PPT)	2	1	-

Practical/Project/Assignments:

- Prepare a Assignment on Historical topic of media.
- Visit any media house and prepare a report
- Write an essay on contribution and relevance of any one freedom fighter journalist
- Prepare chart/poster on timeline of origin and growth of Indian Press/television and Radio Broadcast media
- Prepare a Assignment on History of Film in India
- Prepare a Assignment on Origin and Growth of Social Media
- Any assignment given by the concerned faculty.

Suggested Readings:

- Natrajan J, The Pblication Division, History of Indian Journalism
- Gupta V S & Veer Bala Agrawal, Concept Publishing Company, New Delhi, Hand Book of Journalism & Mass Communication
- Fang E. Erving, Focal Press, History of Mass Communication: Six Information Revolutions
- Keavl J Kumar,Jaico Publication, New Delhi, Mass Communication and India
- Villanilam J V, NBT, New Delhi, Growth and Development of Mass Communication India

प्रो. (डॉ.) राजेश द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
भा.च.स.प. एवं ना.वि.वि., भोपाल

BAMC: I SEM	Marks:100			Credits:4		
AI TOOLS FOR MEDIA - I	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	50	30	20	3/3	-	1/2

Course Objectives

- To provide a comprehensive understanding of Generative AI (GAI) and Large Language Models (LLM) within the media landscape.
- To equip students with the technical skills to perform AI-driven fact-checking, forensic detection, and content verification.
- To master advanced tools like NotebookLM and Google AI Studio for complex investigative reporting and localized content generation.
- To integrate Indian AI models like BharatGPT into the global media content production workflow.

Learning Outcomes

- The learner will be able to implement prompt engineering scripts and human-in-the-loop workflows for high-quality media content generation.
- The learner will be able to perform real-time fact-checking and multi-modal content generation using Perplexity and other citation engines.
- The learner will be able to develop grounded informational circuits using NotebookLM to eliminate external hallucinations in investigative reporting.
- The learner will be able to synthesize localized audio briefings and long-form reports using regional voice features and Indian AI platforms.
- The learner will be able to design custom AI behaviors and media bots using Google AI Studio for structured data journalism output.

Unit-1	**Foundations of AI and Generative Content** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Introduction to Artificial Intelligence (AI), Generative AI (GAI), and Large Language Models (LLM) (Lectures, Classroom Discussion)	2	-	-
1.2	Applications of Gemini, Claude, and ChatGPT in Journalism: Understanding the Content Engine (Lectures, Classroom Discussion)	3	-	-
1.3	Identifying AI Hallucinations, Bias in Training Data, and Interpreting Confidence Scores (Lectures, Classroom Discussion)	3	-	-
1.4	AI Forensic Detection and Content Provenance using High-accuracy Tools like GPTZero (Lectures, Classroom Discussion)	3	-	1
1.5	Prompt Engineering: Essential Script Ingredients and Mastering Human-in-the-Loop Workflows (Lectures, Classroom Discussion)	3	-	-

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Unit-2	**Multi-modal AI and Real-time Verification** (Total hours- L+T+P= 15 hrs)	L	T	P
2.1	Working with Perplexity: Real-time Fact-checking using the Citation Engine (Lectures, Classrooms Discussion, Group Activity)	2	-	1
2.2	Generative AI Tools for Multi-modal Capabilities: Creating Text, Images, and Videos (Lectures, Classrooms Discussion, Group Activity)	2	-	-
2.3	Automated News Summaries, Headline Generation, and Script Outlines (Lectures, Classrooms Discussion, Group Activity)	3	-	1
2.4	Integration of Multimedia Elements in AI-driven Digital Narratives (Lectures, Classr oomDiscussion, Group Activity)	2	-	1
2.5	Workflow Automation for Real-time Content Curation and Verification (Lectures, Classr oomDiscussion, Group Activity)	2	-	-

Unit-3	**NotebookLM for Media Research** (Total hours- L+T+P= 15 hrs)	L	T	P
3.1	Basic Features of NotebookLM: Adding Sources and Building Closed Circuits of Information (Lectures, Classr oomDiscussion)	3	-	1
3.2	Grounding AI in Primary Sources to Eliminate External Hallucinations (Lectures, Classr oomDiscussion)	2	-	-
3.3	Creating Audio Overviews, Podcasts, and Long-form Reports from Uploaded Sources (Lectures, Classr oomDiscussion)	3	-	-
3.4	Source Citation Management and Advanced Information Mapping Tools (Lectures, Classr oomDiscussion)	3	-	-
3.5	Generating Media Assets: Mind Maps, Flashcards, Quizzes, and Infographics (Lectures, Classr oomDiscussion)	2	-	1

Unit-4	**Investigative Reporting and Regional AI** (Total hours- L+T+P= 15 hrs)	L	T	P
4.1	Advanced Media Applications: Fact-checking AI Responses Against PDFs and Transcripts (Lecture, Classroom Discussion)	2	-	1
4.2	Managing Large Datasets and Complex Content for Investigative Reporting (Lecture, Classroom Discussion)	2	-	-
4.3	Implementing Regional Voice Features for Localized Audio Briefings and Community News (Lecture, Classroom Discussion)	3	-	1
4.4	Applications of Indian Generative AI: Exploring BharatGPT in Media (Lecture, Classroom Discussion)	3	-	1
4.5	Integrating Localized AI Tools for Diverse Language Reporting in India (Lecture, Classroom Discussion)	2	-	-

Unit-5	**Developer-level Controls and Ethics in AI** (Total hours- L+T+P=15hrs)	L	T	P
5.1	Analysis of Advantages, Limitations, and Serious Pitfalls of AI Tools in Journalism (Lecture, Classroom Discussion)	2	-	1

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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5.2	Applications of Google AI Studio: Gemini API Basics and System Instructions (Lecture, Classroom Discussion)	2	-	1
5.3	Customizing AI Behavior: Developer-level Control Without Coding for Media Contexts (Lecture, Classroom Discussion)	2	-	1
5.4	Model Tuning: Aligning Creative Generation with Factual Consistency for Data Journalism (Lecture, Classroom Discussion)	2	-	1
5.5	Training AI for Specific Formats: JSON, Tables, and Creating Custom Media Bots (Lecture, Classroom Discussion)	2	-	1

Suggested Tools & Technologies (This shall be decided & announced by the HOD every semester)

- ChatGPT / Gemini / Perplexity (free, CAI)
- Krutrim / Hanooman (free, Bharatiya GAI)
- NotebookLM (free, Google - grounded AI)
- Google AI Studio (free, API & media bots)
- Claude AI (free tier, writing & analysis)

Practical/Project/Assignments:

- Draft efficient prompt scripts for diverse newsroom personas by strictly applying the RCTC (Role, Context, Task, Constraint) framework.
- Execute a "Human-in-the-Loop" workflow to iteratively refine raw AI drafts into publishable editorial content.
- Generate a multi-modal news consisting of a text-based report, an AI-generated image prompt, and a structured video storyboard.
- Automate the creation of news summaries and headlines from raw press releases using structured instruction sets.
- Construct a "closed circuit" of information in NotebookLM by uploading a curated set of PDFs, transcripts, and field notes.
- Synthesize reports and summaries that are strictly grounded in your primary sources to eliminate external AI hallucinations.
- Produce a professional Audio Overview (Podcast) from long-form investigative documents using grounded information.
- Create interactive mind maps, flashcards, and infographics directly from your uploaded source material.
- Fact-check AI-generated responses against specific page numbers and quotes from your uploaded documents to ensure 100% accuracy.
- Generate localized audio briefings using the Regional Voice feature to cater to community-specific reporting needs.
- Evaluate the cultural and linguistic accuracy of BharatGPT for India-specific media use cases compared to global models.
- Navigate the Google AI Studio interface to explore Gemini API capabilities and model parameters.
- Extract and output news data in structured formats like JSON and tables for data journalism applications.
- Design a custom Media Bot to autonomously tag, classify, and summarize incoming news feeds based on your newsroom's specific beats.
- Perform a forensic text analysis using GPTZero to distinguish between human made and AI-generated media content.
- Any assignment given by the concerned faculty.

प्रो. (डॉ.) संजय द्विवेदी
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Suggested Readings:

- AI ane Patrakarita (Gujarati/Hindi Edition) Publisher: Gujarat Sahitya Academy / National Book Trust (2026)
- Artificial Intelligence and the Future of Journalism. Research Beacon Publication. (Covers global and Indian practices in algorithmic literacy). — Li Dr Fangni (2025)
- Artificial Intelligence in Journalism by Seth C. Lewis, Oxford University Press
- BharatGPT (CoRover.ai) Whitepapers & Developer Guides Source: CoRover.ai Official Documentation (2025/2026)
- Data Journalism with AI by Paul Bradshaw, Routledge
- Digital Journalism in India: From Print to AI: Prof. Ujjwal K. Chowdhury (SAGE India, 2025)
- Digital Media and BharatGPT: The Indian Perspective by K. Ramachandran
- Ethics for the Digital Age by Janet Jones
- Exploring the Intersection of Artificial Intelligence and Journalism: The Emergence of a New Journalistic Paradigm. Routledge India. (Essential for understanding AI's role in the Indian media ecology). — Biswal, S. K., & Kulkarni, A. J. (2024)
- Fundamentals of Artificial Intelligence. (A comprehensive NEP-aligned textbook featuring specific chapters on Gemini, Perplexity, and Prompt Engineering). — Universities Press (2026)
- Generative AI for Media Professionals by Brandon Roberts, Sage Publications
- Nexus-A Brief History of Information networks from the Stone Age to AI, Yuval Noah Harari, Random House, 2024
- Prompt Engineering for Generative AI. O'Reilly/Shroff Publishers, Phoenix, J., & Taylor, M. (2024) Artificial Intelligence in Indian Media: Law, Ethics, and Practice: Dr Pawan Duggal (Universal Law Publishing, 2025/2026)
- Prompt Engineering: The Art of Asking: Master Generative AI Tools Like ChatGPT & MidJourney. Notion Press. (A practical guide to prompt templates for content creators). Palaghat, Y. S. (2024)
- Reporting from the Heartland: Data and Digital Tools for the Indian Journalist: Samarth Bansal (Self-published/University Press, 2025)
- The AI-Powered Newsroom by S. Gupta and R. Verma, Indian Academic Press
- The Indian AI Revolution: BharatGPT, Krutrim, and the Future of Indic LLMs Editors: V. Rajaraman & Shailesh Kumar (PHI Learning, 2026)
- The State of AI in Indian Newsrooms (Annual Report) Publisher: Google News Initiative (India) / Reuters Institute (India Chapter)
- Yantrabuddhi-Artificial Intelligence -Balendu Sharma Dadhich, Xplor Books, 2026

e-resources:

- Google AI Studio Documentation (Technical Guide): https://aistudio.google.com/
- Google AI Studio Handbook: https://aistudio.google.com/app/prompts/new_chat
- NotebookLM Official Guide: https://notebooklm.google.com/
- Prompt Engineering Guide: https://www.promptingguide.ai/
- Journalist Studio by Google: https://journaliststudio.google.com/
- NotebookLM Help Centre: https://support.google.com/notebooklm/ – Official tutorials on "Grounding" and the "Audio Overview" feature for podcasters.
- OpenAI Cookbook: https://cookbook.openai.com/ – Example scripts for media developers using GPT-4 for JSON output and data extraction.
- YouTube - Google Cloud Tech: Tutorials on "Generative AI for Developers.
- IndiaAI Portal: https://indiaai.gov.in/ Government resources on national AI standards and research papers on AI in local languages.
- Google AI Documentation & AI Studio Guides – Google Developers

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल पत्रकारिता एवं संचार वि., भोपाल

- OpenAI Documentation & Prompt Engineering Guides
- UNESCO (2023) – Guidelines for AI in Journalism
- Data Journalism Training Modules from PTI
- NotebookLM Official Support (Tool Portal): https://notebooklm.google.com/
- GPTZero: AI Detection for Media (Forensic Tool): https://gptzero.me/
- Perplexity AI: Citation Based Research (Fact-checking Tool): https://www.perplexity.ai/
- SWAYAM: Artificial Intelligence for Journalists (Course Video): https://swayam.gov.in/

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
भा.ज.रा.प. एवं सं.वि.वि., भोपाल

BAMC : I SEM	Marks:40			Credits:2		
SOCIAL AND EMOTIONAL LEARNING	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	30	-	10	1/1	1/1	-

Course Objectives

- To understand the concept of emotional and social intelligence and learn ways of developing them.
- To understand and establish the role of emotional learning in life and existence of self and its dependency with Nature.
- To introduce the basic concepts of the learning such as self and social awareness
- To inculcate the skills among the students to learn from emotions and practice self
- management
- To inculcate the relationship skills among students for taking responsive decisions.
- To aware about unsupervised learning, misinformation and social learning.
- To develop the socio-emotional approach of learning among students.

Learning Outcomes

- Contemplate and apply the knowledge and skills for social emotional development.
- Create and practice the supportive environments.
- Demonstrate, establish and evolve the social-emotional harmony in their personal and professional life and growth.
- Explore and exploit different routes, channel of learning.
- To develop the abilities in students to understand their emotions and its interrelationship with the Socio –Economic contexts

Unit-1	Learning Concepts (Total hours- L+T+P=6 hrs)	L	T	P
1.1	Meaning, Definition and Basic concepts of Learning, Significance, Importance and Relevance of Learning in present scenario, Learning by Digital platforms. (Lecture, Classroom Discussion)	2	-	-
1.2	Learning in Indian context: Indian views on learning, Teachings of Epics (Ramayna, Bhagvatgita etc.) (Lecture, Classroom Discussion)	1	-	-
1.3	Philosophers (Aurobindo, J. Krishnamurthy, Mahirshi Raman and NisargdattaMaharaj) (Lecture, Classroom Discussion)	2	1	

Unit-2	Emotional and Social Awareness (Total hours- L+T+P=6 hrs)	L	T	P
2.1	Importance and Models of Emotional Intelligence; (Lecture, Classroom Discussion)	1	-	-
2.2	EQ competencies: self-awareness, Levels of emotional awareness;Recognizing Emotions in oneself; self-regulation (Lecture, Classroom Discussion)	2	-	-
2.3	Perceiving emotions accurately in others, Social awareness and empathy, and interpersonal skills (Lecture, Classroom Discussion)	2	-	-
2.4	strategies to develop emotional and social awareness, Social Co-Regulation. (Lecture, Classroom Discussion)	1	-	-
Unit-3	Managing Emotions (Total hours- L+T+P=6 hrs)	L	T	P

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विभागाध्यक्ष, जनसंचार विभाग
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3.1	Harmony of the Self with Society, Understanding Myself as Co-existence of the Self and the Society, Understanding Needs of the Self and the Needs of the Society (Lecture, Classroom Discussion)	2	1	-
3.2	Cultural Considerations in SEL, The relationship between emotions, thought and behavior; (Lecture, Classroom Discussion)	2	-	-
3.3	Techniques to manage emotions and social conflict (Lecture, Classroom Discussion)	1	-	-

Unit-4	Relationship Management (Total hours- L+T+P=6 hrs)	L	T	P
4.1	Define social skills and explore its various competencies. (Lecture, Classroom Discussion)	1	-	-
4.2	Implement strategies to help build relationships and connections at work, recognize the difference between facts from emotions. (Lecture, Classroom Discussion)	2	1	-
4.3	Apply listening strategies to become a better listener and ultimately a better communicator. (Lecture, Classroom Discussion)	1	1	-

Unit-5	Social Emotional Learning and its Application (Total hours- L+T+P=6 hrs)	L	T	P
5.1	Emotional Intelligence in Indian Context. Applications in the context of Mass Media /Mass Communication. (Lecture, Classroom Discussion)	2	-	-
5.2	Social Intelligence in Indian Context. Applications in the context of Mass Media/Mass Communication. (Lecture, Classroom Discussion)	2	-	-
5.3	Cultural Consideration in Social Emotional Learning (Lecture, Classroom Discussion)	1	-	-
5.4	Responsible Decision Making and Team Work. (Lecture, Classroom Discussion)	1	-	-

Practical/Project/Assignments:

- Prepare chart / poster on human learning.
- Make a poster presentation on different social and emotional experiences.
- Self-critical awareness about ones abilities and assets in different contexts of life and limitations in terms of knowledge, attitudes, skills and values which may be revised or developed.
- Activities that develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision making and problem solving with all their components.
- Visits to the slums and natural calamities and stories of different children to tap empathy which is inherent.
- Group discussion on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills.
- Introducing yoga exercises to be done with ease and meditation which starts with self-knowledge with let come and let go spirit to experience spells of silence for healthy body and mind and to awaken the hidden faculties.
- Exercises to have inner observation for self knowing while in stress or in emotions

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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and to develop skills of self management.

- Use of brain storming, value clarification and group discussion techniques to arrive at the realities free of habitual modes of thoughts, attitudes and action tendencies.
- Encouraging Nature observation, inner observation, nature walks, and reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness and sharing personal experiences.
- Any assignment given by the concerned faculty.

Suggested Readings:

- A.N.Tripaty (2003). Human Values, New Age International Publishers.
- Adams, S. R., & Richie, C. (2017). Social emotional learning and English language learning: A review of the literature.
- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence.
- San Francisco, California: Jossey Bros.
- Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.
- Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books. Singh, D. (2003). Emotional intelligence at work (2nd ed.) New Delhi: Response Books.
- Bajpai.B.L. (2004). Indian Ethos and Modern Management, New Royal Book Co., Lucknow, Reprinted.
- Baron and Byrne. Social Psychology.
- Bertrand Russell. Human Society in Ethics and Politics
- C.T. Morgan, R.A. King, J. R. Weisz, JSchopler (2011). Introduction to Psychology. Corliss Lamont: Philosophy of Humanism.
- Daniel Goleman (1995). Emotional Intelligence. Bantam Books.
- Daniel Goleman (2017). Emotional Intelligence and Social Intelligence: The New Science of Human Relationships.
- Plutchik, R. (2001). The nature of Emotions.
- VanAusdal, K. (2019). Collaborative classrooms support social-emotional learning.

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल, एवं संचार, भोपाल

BAMC : I SEM	Marks:40			Credits:2		
ETHICS AND CULTURE	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	30	-	10	1/1	1/1	-

Course Objectives

- To introduce students to basic human values.
- To highlight the role of Values in Life.
- To educate students about moral freedom and struggles to achieve the same.
- To make students aware of Culture.
- To improve cultural quotient of students.

Learning Outcomes

- Students will able to contemplate and apply moral values in their life.
- They will get thorough understanding of values and ethics.
- Students will have knowledge about personal and professional growth through Values and Ethics.
- They will understand different forms of culture.
- Understand the triangulation of society, media and culture

Unit-1	**Harmony in the Human Being** (Total hours- L+T+P=6 hrs)	L	T	P
1.1	Human being: Concept and Meaning (Lecture, Classroom Discussion)	1	-	-
1.2	Human Being is more than just the Body (Lecture, Classroom Discussion)	1	-	-
1.3	Harmony of the Self (I) with the Body (Lecture, Classroom Discussion)	1	1	-
1.4	Understanding Myself as Co-existence of the Self and the Body (Lecture, Classroom Discussion)	1	-	-
1.5	Understanding Needs of the Self and the Needs of the Body (Lecture, Classroom Discussion)	1	-	-

Unit-2	**Social Ethics** (Total hours- L+T+P=6 hrs)	L	T	P
2.1	The Basics for Ethical Human conduct (Lecture, Classroom Discussion)	1	-	-
2.2	Defects in Ethical Human Conduct (Lecture, Classroom Discussion)	1	-	-
2.3	Holistic Alternative and Universal order (Lecture, Classroom Discussion)	1	-	-
2.4	Universal Human Order and Ethical Conduct (Lecture, Classroom Discussion)	1	1	-
2.5	Social Ethics: A way to success (Lecture, Classroom Discussion)	1	-	-

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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Unit-3	**Professional Ethics** (Total hours- L+T+P=5 hrs)	L	T	P
3.1	Value Based Life and Profession (Lecture, Classroom Discussion)	1	-	-
3.2	Professional Ethics and Right Understanding (Lecture, Classroom Discussion)	1	-	-
3.3	Technology and Ethics (Lecture, Classroom Discussion)	1	-	-
3.4	The nexus of Environment and Ethics (Lecture, Classroom Discussion)	1	-	-
3.5	Issues in Professional Ethics – The Current scenario (Lecture, Classroom Discussion)	1	-	-

Unit-4	**Study of Culture** (Total hours- L+T+P=8 hrs)	L	T	P
4.1	The Idea of Culture, Perspectives of Indian Culture and Value System: Dharma, Karma, Vasudhaiv Kutumbkam, Sarve bhavantu sukhinh, Shashwat dharma (Lecture, Classroom Discussion)	2	-	-
4.2	Indic philosophy in values and culture, Deh; mann; buddhi; atman, Happiness and Success (Lecture, Classroom Discussion)	1	-	-
4.3	Hindu-Buddhist ethics, Integral Humanism (Pt. Deen Dayal Upadhyay), Hind Swaraj, (Lecture, Classroom Discussion)	2	-	-
4.4	Culture and Civilization: Differences and Differences, Meaning and form of Culture and Civilization (Lecture, Classroom Discussion)	1	-	-
4.5	Similarities and differences between Indic and Western culture, Culture and Society in Contemporary India (Lecture, Classroom Discussion)	2	-	-

Unit-5	**Culture and Media** (Total hours- L+T+P=5 hrs)	L	T	P
5.1	Indian culture from the lens of Newspapers and Magazines (Lecture, Classroom Discussion)	1	-	-
5.2	Radio, Television, Advertising and Cinema as representatives of Indic culture (Lecture, Classroom Discussion)	1	-	-
5.3	Social Media and Cultural implications (Lecture, Classroom Discussion)	1	-	-
5.4	Digital Media in present scenario, Theory of Culture (Lecture, Classroom Discussion)	1	-	-
5.5	Globalization in context of Indian Culture (Lecture, Classroom Discussion)	1	-	-

Practical/Project/Assignments:

- Prepare chart / poster on human values
- Make a poster presentation on different Indian and universal anecdotes.
- Any assignment given by the concerned faculty.

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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Suggested Readings:

- A.N.Tripaty, Human Values, New Age International Publishers, 2003
- Bajpai. B.L., Indian Ethos and Modern Management, New Royal Book Co., Lucknow,Reprinted, 2004
- Berger, A. (2012). Media and Society: A Critical Perspective.
- Bertrand Russell, Human Society in Ethics and Politics
- Corliss Lamont, Philosophy of Humanism
- Gerber S. Scherer and H.Hefner D. (2016).Social Capital in Media Socities: The Impact of Media use and media structure capital. International Communication Gazette, Vol. 78 (6), pp 493-513
- Ramanujan, A.K. (1999) Folk Tales of India, edited by Brenda Beck and Peter J. Klaus, Chicago: Univ. of Chicago Press.
- Schiffman, Harold. (1996) Linguistic Culture and LanguagePolicy, London and New York: Routledge.
- Van, G. (2017). Part-1: What is Culture and how does it Affect our Daily Lives? HUFFPOST.

e-resources

- https://hvpenotes.blogspot.com/2017/01/chapter-v-understanding-human
- https://aktu.ac.in/hvpe/PDF Presentations/PDF English Presentation/HVPE
- https://www.digitalg1.com/courses/kve301-kve401-uhvpe/kve301-kve401
- http://www.huffingpost.com/gabriella-van-rij/part-1-what-is-culture-and-how- does-it-affect-our-daily-lives_b_9607312

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल

BAMC : I SEM	Marks:40			Credits:2		
Hindi Bhasha Evam Sahitya	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	30	-	10	1/1	1/1	-

पाठ्यक्रम के उद्देश्य:

- हिन्दी भाषा का सामान्य परिचय और उसके संचार के पक्षों का ज्ञान कराना।
- हिन्दी भाषा और साहित्य के प्रचलित स्वरूपों का संचार की दृष्टि से संचार कराना।
- हिन्दी भाषा का अन्य भाषाओं के साथ संबंधों का ज्ञान कराना।
- हिन्दी के प्रयोजनमूलक स्वरूप का प्रशिक्षण प्रदान करना।
- व्यावहारिक हिन्दी के वाचन और लेखन का कौशल विकसित करना।

अधिगम के परिणाम :

- हिन्दी भाषा की वाक्य संरचना के निर्माण व उसके प्रयोग में निपुणता।
- हिन्दी भाषा और साहित्य के प्रचलित स्वरूपों की संचार की दृष्टि से समझ और प्रायोगिक कुशलता।
- हिन्दी भाषा के अन्य भाषाओं के साथ संबंधों के ज्ञान से भाषा दक्षता में विकास।
- विद्यार्थी शब्द, अर्थ एवं व्याकरण के साथ भाषा के सामाजिक संदर्भ पर अपना दृष्टिकोण विकसित कर पाऐंगे।
- विद्यार्थी संपादकीय, टिप्पणी, प्रारूपण और पत्राचार का प्रयोग कर पाऐंगे।

इकाई–1	हिन्दी भाषा के तत्व और उनका बोध	L	T	P
1.1	भाषा और संप्रेषण, हिन्दी की लिपि, वर्तनी	1	1	-
1.2	हिन्दी की ध्वनियां, हिन्दी रूप रचना,	2	-	-
1.3	देवनागरी लिपि और उसकी विशेषताएं,	1	-	-
1.4	हिन्दी की उपभाषाएं	1	-	-

इकाई–2	हिन्दी भाषा और साहित्य की संरचना	L	T	P
2.1	हिन्दी की शब्दावली, हिन्दी का मानक व्याकरण (सामान्य परिचय)	2	-	-
2.2	हिन्दी भाषा और साहित्य का संक्षिप्त इतिहास सामान्य परिचय	1	-	-
2.3	हिन्दी में विभिन्न विषयों का लेखन	1	-	-
2.4	हिन्दी पद्य के विकास का सामान्य परिचय	2	-	-

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल

इकाई–3	व्यावहारिक हिन्दी और लेखन	L	T	P
3.1	मुहावरे, लोकोक्तियाँ और कहावतें	2	-	-
3.2	हिन्दी का सामाजिक संदर्भ, संवाद शैली	1	-	-
3.3	सरकारी पत्राचार तथा टिप्पण और प्रारूपण	1	1	-
3.4	अनुवाद करने का व्यावहारिक ज्ञान	1	-	-

इकाई–4	हिन्दी का प्रयोजनमूलक स्वरूप	L	T	P
4.1	प्रयोजनमूलक भाषा और हिन्दी के विविध रूप	1	-	-
4.2	प्रयोजनमूलक हिन्दी, सामान्य हिन्दी और पारिभाषिक शब्दावली	2	-	-
4.3	हिन्दी भाषा का अन्य भाषाओं से संबंध, हिन्दी भाषा में प्रयुक्त अन्य भाषाओं के शब्दों का ज्ञान	2	-	-
4.4	सम्पर्क भाषा हिन्दी, हिन्दी का अन्तर्राष्ट्रीय संदर्भ	1	-	-

इकाई–5	हिन्दी गद्य	L	T	P
5.1	हिन्दी गद्य का विकास, हिन्दी गद्य की विविध विधाएं	2	-	-
5.2	हिन्दी कहानी और उपन्यास :स्वरूप और विकास	1	-	-
5.3	समकालीन हिन्दी लेखन	1	-	-
5.4	हिन्दी एकांकी और नाटक : एक सामान्य परिचय	2	-	-

सत्रीय कार्य:

1. कम से कम 20 ऐसे हिन्दी शब्दों को लिखें जिसमें कुछ ध्वनियों के बदल जाने के कारण अर्थ–भेद होता है ।

2. निम्नलिखित शब्दों को शब्दकोशीय क्रम में रखिए–भक्ति, अंग, महानता, त्योहार, संस्कृति, पूर्वी, पढ़ना, बड़ा, मानव, प्रकृति, ऋतु, मुख्य,फसल, पंक्तियां, महापुरुष, पूजा, भावना, ब्याज, जिल्द, तरक्की।

3. हिन्दी की समस्त उपभाषाओं की सूची बनाएं एवं उस पर संक्षिप्त टिप्पणी लिखें।

4. हिन्दी में खेल, अर्थव्यवस्था और विज्ञान विषयों पर पांच–पांच समाचार लेखन करें।

5. कम से कम पांच अलग–अलग विषयों (अनुशासनों) पर बीस–बीस पारिभाषिक शब्दावली की सूची बनाएं।

संदर्भ ग्रन्थ :

1. डॉ. भोलानाथ तिवारी (सं): हिन्दी की ध्वनि संरचना, साहित्य, सहकार, कृष्णानगर, दिल्ली।
2. रामचंद्र वर्मा, अच्छी हिन्दी, इलाहाबाद।
3. वासुदेवनंदन प्रसाद, आधुनिक हिन्दी व्याकरण और रचना, भारती भवन, पटना।
4. द्विवेदी हजारी प्रसाद, साहित्य सहचर, लोकभारती, प्रकाशन, इलाहाबाद।
5. कृष्ण कुमार गोस्वामी, प्रयोजनमूलक हिन्दी और कार्यालयीन हिन्दी, कलिंगा प्रकाशन, 1982,, नई दिल्ली।
6. राकेश शर्मा एवं नीलमणि शर्मा, (2019) राजभाषा हिन्दी : कल आज और कल, द क्रिएटिव आर्ट, दक्षिण पूर्वी दिल्ली–110044
7. गोपाल राय (2020) हिन्दी भाषा का विकास, राजकमल प्रकाशन, अक्षर, नई दिल्ली।
8. डॉ. हरदेव बाहरी, हिन्दी उद्भव, विकास और रूप, किताब महल, प्रकाशन, नई दिल्ली।
9. संत समीर, (2018) अच्छी हिन्दी कैसे लिखें, प्रभात प्रकाशन।
10. आचार्य रामचंद्र शुक्ल (2020) हिन्दी साहित्य का इतिहास, प्रभात प्रकाशन, नई दिल्ली।

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल

BAMC : I SEM	Marks:40			Credits:2		
COMPUTER ESSENTIALS WITH AI	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	-	30	10	-	1/1	1/2

Course Objectives

- Identify various components of the computer.
- Acquaint the students with the application of computers and understanding the latest trends in information technology.
- To familiarize the student with various office automation software and component of office automation.
- To make him comfortable to use MS Office Tools.
- To develop expertise in word processing, spreadsheet, and presentation skills.

Learning Outcomes

- Use and identify various peripheral devices of the computer.
- Explain the functions of a computer.
- Use the Windows operating system and create files and folders, Printer Setting, Mouse, and keyboard Setting.
- Create a document in word, Check Spellings, Mail Merges Documents, and Use various features of words.
- Create an excel sheet, use various formulas, make different types of graphs for given data.
- Make slides and use of animation and transition effects in PowerPoint presentations.
- To develop expertise in word processing, spreadsheet, and PowerPoint presentations.

UNIT-1	**Introduction to Computer** (Total hours- L+T+P=6 hrs)	L	T	P
1.1	Computer System Concepts, Application area, advantage & disadvantage, Components of a computer system -Control unit, ALU, Input/Output, Memory, Mother Board. (Discussion, Practical)	-	1	1
1.2	Generations of computers, Types of PC, Primary Vs Secondary Memory (Discussion, Practical)	-	-	1
1.3	Introduction to Types of Software: Application, System software, Computer Network LAN, WAN, MAN (Discussion, Practical)	-	-	1
1.4	Programming Languages: Machine, Assembly, High Level Language, 4GL, Translators : Assemblers, Compilers and Interpreter (Discussion, Practical)	-	-	1
1.5	Introduction to AI, History, Definition, and Applications of AI, Types of AI, Definition, Scope, and Goals of AI, Advantages and Limitations of AI (Discussion, Practical)	-	-	1

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विभागाध्यक्ष, जनसंचार विभाग
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UNIT-2	**Operating System** (Total hours- L+T+P=6 hrs)	L	T	P
2.1	Operating System (Windows 11): Overview of Windows Operating System (Discussion, Practical)	-	-	1
2.2	Basic Operations-How to Start a computer, Login, Logoff, Shutdown, Personalizing Desktop-Desktop Background, Screen Saver, Themes, Setting date & time, Task bar, Files & Folders, Create, Copy, Rename, Moving & Delete Files & Folders, Create & Using Shortcuts, Recycle Bin. (Discussion, Practical)	-	1	1
2.3	Accessories-MS Paint, Notepad, Windows Media Player, Calculator, Language Settings, add, remove devices and software Programs and fonts, Enhance the performance of computer- using Disk Clean-up, using Disk Defragmenter (Discussion, Practical)	-	-	1
2.4	Introduction to Internet, Browser, WWW and URL, Features of Web Browser. (Discussion, Practical)	-	-	1
2.5	Overview of AI Productivity Tools (ChatGPT, Copilot, Gemini, Notion AI) (Discussion, Practical)	-	-	1

UNIT-3	**MS Office** (Total hours- L+T+P=6 hrs)	L	T	P
3.1	Introduction to MS Office (2013), Introduction to MS Word, Features & Area of use. (Discussion, Practical)	-	-	1
3.2	Working with MS Word, Menus & Commands, Ribbon, Toolbars & Buttons, Shortcut Menus, Wizards & Templates, Different Page Views and layouts. (Discussion, Practical)	-	-	1
3.3	Applying various Text Enhancements- Fonts, Styles, Text Attributes, Formatting Text and Documents: Auto format, Paragraph and Page Formatting, Line spacing, Margins, Borders and Shading, Tabs and Indents (Discussion, Practical)	-	1	1
3.4	Text Editing using various features, Bullets, Numbering, Spell Check Working with Headers and Footers, Find & Replace, Mail-Merge (Discussion, Practical)	-	-	1
3.5	Tables: Creating a simple table, working with table, Conversion of text to table. Introduction to Google Docs, Smart Compose Editor and AI Summarizer. (Discussion, Practical)	-	-	1

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UNIT-4	**MS Word and MS Powerpoint** (Total hours- L+T+P=6 hrs)	L	T	P
4.1	Graphics in MS-Word: Importing graphics, Clipart, insert picture, Using Clip Art, Shapes and SmartArt in documents, using drawing features, drawing objects, text in drawing. (Discussion, Practical)	-	-	1
4.2	Taking and inserting Screenshots in Documents, Using WordArt and Drop Cap features in documents. Using AI tools for grammar checking and content suggestions (Discussion, Practical)	-	-	1
4.3	MS PowerPoint: Introduction & area of use (Discussion, Practical)	-	-	1
4.4	Working with MS PowerPoint, Creating a New Presentation, Using Wizards; Slides & its different views, Inserting, Deleting and Copying of Slides; Using Animation and Transitions (Discussion, Practical)	-	1	1
4.5	Overview of AI Tools for Presentation (Beautiful.ai, Tome, Canva), Generate an AI-based presentation using online tools (Discussion, Practical)	-	-	1

UNIT-5	**MS Excel** (Total hours- L+T+P=6 hrs)	L	T	P
5.1	MS Excel Spreadsheet Basics & features, concepts of Workbook & Worksheets, Using Wizards, Various Data Types. (Discussion, Practical)	-	-	1
5.2	Selecting cells, Entering and editing text, Entering and editing Numbers, Removing & Resizing of Columns & Rows, entering and editing Formulas, Referencing cells, Moving cells, Copying Cells, Sorting Data, Inserting Rows, Inserting Columns, Inserting cells, Deleting parts of a worksheet, Different Views of Worksheets. (Discussion, Practical)	-	-	1
5.3	Formatting: Page setup, Cell Formatting, changing column widths and Row heights, auto format, changing font sizes and Attributes, centering text across columns, using border buttons and Commands, changing colors and shading ,hiding rows and columns, Working with Data & Ranges, Column Freezing, Labels, Hiding, Splitting, merging etc. (Discussion, Practical)	-	-	1
5.4	Charts in excel, working with Chart, different types of charts. (Discussion, Practical)	-	-	1
5.5	Introduction to Copilot, Using AI in Excel: Data Insights, Trend Prediction, AI Formulas, and Chat-based Analysis, Using AI features like "Analyze Data" and ChatGPT for formula generation. (Discussion, Practical)	-	1	1

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विभागाध्यक्ष, जनसंचार विभाग
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Practical / Projects/Assignments:

Q. Load Microsoft Word & type the following text and do the following tasks:

Television

How does television affect our lives? It can be very helpful to people who carefully choose the shows that they watch. Television can increase our knowledge of the outside world, there are high quality programmers that helps us to understand many fields of study, science, medicine, the arts and so on. Moreover, television benefits very old people, who can't often leave the house as well as patients in hospitals. It also offers non native speakers the advantage of daily informal language practice. They can increase their vocabulary and practice listening.

On the other hand, there are several serious disadvantages of television. Of course, it provides us with a pleasant way to relax and spend our free time, but in some countries, people watch the 'blood tube' for an average of six hours or more a day. Many children stare at a television screen for more hours each day than they do anything else including studying & sleeping. It's clear that the tube has a powerful influence on their lives and that its influence if often negative.

1. Save your work as "Television" on Desktop.
2. Set the heading : Font Times New Roman Size 18, align centre& Bold,
3. Set the remaining text with font Calibri & size 12
4. Underline the heading & change all letters to uppercase
5. Run the spell checker.
6. Apply indentation to the first line of the second paragraph
7. Change the line spacing of the paragraphs to 1.5.
8. Replace the word "screen" with monitor.
9. Apply a 6pt width page border to the document
10. Change the Page orientation to Landscape

Q. Type the given text in similar format using list in the word:

1. Select the first, then hold CTRL whilst selecting the rest
   - Right click on them
   - Double click on them
   - Use the TAB button
2. How do you get capital letters using just one finger?
   - Use the SHIFT LOCK key
   - Use the TAB key
   - Use the ESCAPE key
   - Use the CTRL key
3. What is the short cut for copying data to the clipboard?
   - CTRL + C
   - CTRL + X
   - CTRL + Z
   - CTRL + V

Q. Create a table as shown below.

Student Name		Marks1	Marks2
First Name	Last Name		

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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1. Enter the detail in the table
2. Insert one row after Marks 2 and name its heading as Total
3. Calculate total of Marks1 & Marks2 and enter in Total Column
4. Bold the Student Name, Marks1, Marks2 ,& Total

Q. Type the following text MS-word in Hindi using UNICODE

हँसी शरीर के स्वास्थ्य का शुभ संवाद देने वाली है। वह एक साथ ही शरीर और मन को प्रसन्न करती है। पाचन शक्ति बढ़ाती है, रक्त को चलाती है और अधिक पसीना लाती है। हँसी एक शक्तिशाली दवा है। एक डॉक्टर कहता है कि यह जीवन की मीठी मदिरा है। डॉक्टर ह्युड कहता है कि आनंद से बढ़कर बहुमूल्य वस्तु मनुष्य के पास और कोई नहीं। कारलाइल एक राजकुमार था। संसार-त्यागी हो गया था। वह कहता है कि जो जी से हँसता है, यह कभी बुरा नहीं होता। जी से हँसो, तुम्हें अच्छा लगेगा। अपने मित्र को हँसाओ, वह अधिक प्रसन्न होगा। शत्रु को हँसाओ, तुमसे कम घृणा करेगा। एक अनजान को हँसाओ, तुम पर भरोसा करेगा। उदास को हँसाओ, उसका दुःख घटेगा। एक निराश को हँसाओ, उसकी आशा बढ़ेगी। एक बूढ़े को हँसाओ, वह अपने को जवान समझने लगेगा। एक बालक को हँसाओ, उसके स्वास्थ्य में वृद्धि होगी। वह प्रसन्न और प्यारा बालक बनेगा। पर हमारे जीवन का उद्देश्य केवल हँसी ही नहीं है, हमको बहुत काम करने हैं। तथापि उन कामों में, कष्टों में और चिंताओं में एक सुंदर आंतरिक हँसी, बड़ी प्यारी वस्तु भगवान ने दी है।

Q. Send a letter to your classmates using mail merge.
Q. Write about introduction of computer and insert pictures related to it.
Q. Open Microsoft Excel and perform the following

- Input experimental data into Microsoft Excel worksheet.
- Properly format and organize data inserted.
- Perform calculations using built-in functions.
- Generate simple and effective tables and graphs
- Integrate both graphs and tables created in MS Excel into MS Word document.

Q. Make Power Point Slides to explain various input and output devices
Q. Make Power Point Slides to show various tourist places of Madhya Pradesh.
Q. Apply text and slide transitions
Q. Insert image & sound file in Presentation
Q. Create a project report using MS Word + AI summarizer
Q. Develop a sales report and analyze it using Excel + AI insights
Q. Prepare a multimedia presentation with AI design tools
Q. Create a student database using MS Access and connect it to Excel
Q. Use AI assistant (ChatGPT/Copilot) to automate office workflows

Suggested Readings:

- Windows 8.1 Plain and Simple by Joli Ballew, Nancy Muir, PHI
- MCSA Microsoft Windows 8.1 Complete Study Guide: Exams 70-687, 70-688, Jeffrey R. Shapiro, Darril Gibson, Wiley India
- Windows 8.1 For Dummies By Andy Rathbone, Wiley India
- Office 2013 in Simple Steps, Kogent Learning Solutions Inc., Wiley India
- Microsoft Office:2013 Edition Inside Out, Bott Ed, Siechert, Carl, Prentice Hall Of India (PHI)
- Learning Microsoft Office 2013, Paperback by Ramesh Bangia, Khanna Book Publishing
- Microsoft Learn Portal: AI Features in Microsoft 365
- https://cbseacademic.nic.in/web_material/Curriculum25/publication/srsec/843_AI_Student_HandbookXI.pdf
- Fundamentals of Computers, Paperback by ReemaThareja, Oxford University Press.
- Computers Today, A. Ravichandran, Khanna Book Publishing.
- Handbook of Computer Fundamentals by Nasib Singh Gill, Khanna Publishers

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
मा.च.रा.प. एवं सं.वि., भोपाल

BA in Mass Communication: SEMESTER - II

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC04	2BA(MC)1	Psychology and Media	80	20	-	100
2.	MCC05	2BA(MC)2	Sociology	80	20	-	100
3.	MCC06	2BA(MC)3	AI tools for Media - II	50	20	30	100
4.	ADA04	2BA(MC)4	Environmental Science and Sustainable Development	30	10	-	40
5.	ADA05	2BA(MC)5	English Language and Literature	30	10	-	40
6.	ADA06 (A) OR ADA06 (B) OR ADA06(C) OR ADA06(D) OR ADA06(E)	2BA(MC)6	Co-Curricular- (A) Parliament: Practice and Procedure-I (B) Bhartiya Sangeet-I (C) Lalit Kala-I (D) Debate & Dialogue - I (E) Science of Happiness-I	-	10	30	40
7.	MCS02	2BA(MC)7	Communicative Hindi	30	10	-	40

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विभागाध्यक्ष, जनसंचार विभाग
म.ग.च.रा.प. एवं सं.वि.वि., भोपाल

BAMC : II SEM	Marks:100			Credits:5		
PSYCHOLOGY AND MEDIA	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To develop an understanding of core concepts of Psychology.
- To orient students in understanding the Behavioural aspects of Individuals and Society.
- To analyze the issues of modern Behavioural deviations and suggest the remedies for the same.
- To inculcate aptitude among Students to express themselves according to Behavioural pre-dispositions.
- To make students well versed in Psychology in order to become a complete media professional.

Learning Outcomes

- Students will be able to understand Psychology.
- Students will be able to know Behavioural discrepancies spread in Societies.
- To widen the Affective and Cognitive understanding of the world, among the students.
- Students will be able to increase the understanding of social groups.
- Students will become competent to discuss and write with the issues related to human behaviour.

Unit-1	**Introduction to Psychology** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	History of Psychology, Concept; Nature; Meaning and Definitions (Lecture and Classroom Discussion)	3	-	-
1.2	Schools of Psychology (Structuralism to Constructivism alongwith their proponents), Current trends in Psychology (Lecture and Classroom Discussion)	2	-	1
1.3	Goals of Psychology, Significance, Relevance (Lecture ,Classroom Discussion and Assignment)	3	-	-
1.4	Importance of studying Psychology for Media students (Lecture and Classroom Discussion)	3	-	-
1.5	Psychological Stress for Media Personals (Lecture,Practical and Classroom Discussion)	3	-	-

Unit-2	**Human Behaviour and Cognition** (Total hours- L+T+P=15hrs)	L	T	P
2.1	ABC of Psychology (Affective, Behavioural and Cognitive Components) (Lecture and Classroom Discussion)	3	-	-
2.2	Elements of Human Behaviour (Lecture)	2	-	1
2.3	Sensation, Attention and Perception (Basic Concepts) (Lecture,Practical and Classroom Discussion)	3	-	-
2.4	Learning(Basic Concepts) (Lecture,Practical and Classroom Discussion)	3	-	-
2.5	Memory (Basic Concepts) (Lecture,Practical and Classroom Discussion)	3	-	-

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विभागाध्यक्ष, जनसंचार विभाग
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Unit-3	**Psychopathology** (Totalhours- L+T+P=15hrs)	L	T	P
3.1	Historical background, Concept of Psychopathology (Lecture)	3	-	-
3.2	Differences between Normal and Abnormal (Lecture)	2	-	1
3.3	DSM-V (Lecture)	3	-	-
3.4	Major Psychological Disorders (Lecture)	3	-	-
3.5	Major Psychological Therapies (Lecture)	3	-	-

Unit-4	**Social Psychology** (Total hours- L+T+P=15hrs)	L	T	P
4.1	Historical background, Concept of Social Psychology (Lecture and Classroom Discussion)	3	-	-
4.2	Attitude: Concept and Theories of Attitude change (Lecture,Practical and Classroom Discussion)	2	-	1
4.3	Attribution: Concept and Theories (Lecture,Practical and Classroom Discussion)	3	-	-
4.4	Cognitive Dissonance Theory (Leon Festinger), Social Learning Theory (Albert Bandura) (Lecture,Practical and Classroom Discussion)	3	-	-
4.5	Psychology of Social groups (Lecture and Classroom Discussion)	3	-	-

Unit-5	**Media Psychology** (Total hours- L+T+P=15hrs)	L	T	P
5.1	Historical background, Concept of Media Psychology (Lecture and Classroom Discussion)	3	-	-
5.2	Needs: Real/Actual, Felt and Perceived (Lecture,Practical and Classroom Discussion)	2	-	1
5.3	Contemporary Media Psychology (Lecture,Practical and Classroom Discussion)	3	-	-
5.4	Play Theory/ Game theory (Lecture,Practical and Classroom Discussion)	3	-	-
5.5	Positive Media (Martin P. Seligman) (Lecture,Practical and Classroom Discussion)	3	-	-

Practical/Project/Assignments:

- Practical on Attention, Perception, Learning, Memory.
- Assignment on DSM-V/Theories of Attitude change/Theories of Attribution.
- Preparation of Case Study in Psychopathology.
- Practical's on Media Psychology.
- Any assignment given by the concerned faculty.

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विभागाध्यक्ष, जनसंचार विभाग
माजरा.प. एवं सं.वि.वि., भोपाल

Suggested Readings :

- Morgan, King,Weisz and Schopler: Introduction to Psychology.
- Baron and Byrne: Social Psychology.
- Neale and Davidson: Abnormal Psychology.
- Rashmi Gahlowt: Introduction to Media Psychology.

e- resources:

- e-books

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BAMC : II SEM	Marks:100			Credits:5		
SOCIOLOGY	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To develop an understanding of core values of Sociology.
- To orient students in understanding their surroundings to analyze the issues implicit in Indian society.
- To inculcate aptitude among students to express themselves according to Social conscience.
- To impart an overall concept of Social development of individual.
- To make students map out the critical thinking to rationalize social settings, logically.

Learning Outcomes

- Students will be able to understand Indian Social system better.
- Students will be able to know social functioning of various institutions and social settings.
- The enhancement of Social Quotient.
- Students will become competent to discuss and write with the issues related to social set-ups.
- Students will be enabled to discuss Social issues and their solutions.

Unit-1	**Introduction to Sociology** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Philosophy of Sociology: August Comte, Mclver and Page, Madan and Majumdaar, Irawati Karwe (Lecture method and Discussion)	3	-	-
1.2	Meaning, Nature, Concept and Importance of Sociology (Lecture method and Discussion)	3	-	-
1.3	Significance, Relevance and Scope of Sociology (Lecture method and Discussion)	3	-	-
1.4	Correlation of Sociology with other Social Sciences (Lecture method and Discussion)	3	-	-
1.5	Importance of studying Sociology for Media students (Lecture method and Discussion)	2	1	-

Unit-2	**Basic Sociological Concepts** (Total hours- L+T+P=15hrs)	L	T	P
2.1	Humanity, Biosphere, Ecology and Environment (Lecture method and Discussion)	3	-	-
2.2	Individual, Group, Institution, Organization, Society (Lecture method and Discussion)	3	-	-
2.3	Class, Caste, Clan, Tribe (Lecture method and Discussion and Assignment preparation)	3	-	-
2.4	Family, Kinship, Community (Lecture method and Discussion)	3	-	-
2.5	Social Reform, Social Movements (Lecture method and Discussion)	2	1	-
Unit-3	**Indian Society and Culture** (Total hours- L+T+P=15hrs)	**L**	**T**	**P**

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3.1	Meaning,Nature, Concept and Importance of Society in Indian context (Lecture method and Discussion)	3	-	-
3.2	*Varna* System, *Ashram* System, *Rina* System (Lecture method and Discussion)	3	-	-
3.3	Religions in India (Lecture method and Discussion and Assignment preparation)	3	-	-
3.4	Social Institutions in India (Lecture method and Discussion and Assignment preparation)	3	-	-
3.5	Current Indian Social scenario (Lecture method and Discussion)	2	1	-

Unit-4	**Social Change** (Total hours- L+T+P=15hrs)	**L**	**T**	**P**
4.1	Concept and Process of Social Change (Lecture method, Practical and Discussion)	3	-	-
4.2	Agents of Social Change (Lecture method and Discussion)	3	-	-
4.3	Contemporary Changes in India (Lecture method and Discussion)	3	-	-
4.4	Concept and Process of Socialization (Lecture method and Discussion)	3	-	-
4.5	Concept and Process of Social Stratification (Lecture method, Practical and Discussion)	2	1	-

Unit-5	**Indian Culture and Society** (Total hours- L+T+P=15hrs)	**L**	**T**	**P**
5.1	Meaning, Definition and Characteristics of Culture (Lecture method, Practical and Discussion)	3	-	-
5.2	Salient features of Indian Culture (Lecture method, Practical and Discussion)	3	-	-
5.3	Cultural Imperialism (Lecture method, Practical and Discussion)	3	-	-
5.4	Meaning, Definition and Characteristics of Cross-cultural Communication (Lecture method, Practical and Discussion)	3	-	-
5.5	John Berry and Geert Hofstede (Lecture method, Practical and Discussion)	2	1	-

Practical/Project/Assignments:

- Preparation of Assignment on Sociology for Media students.
- Preparation of Assignment on Basic Sociological Concepts.
- Any assignment given by the concerned faculty.

Suggested Readings:

- S.L. Doshi and P.C. Jain: मुख्य समाजशास्त्रीय विचारक: पाश्चात्य एवं भारतीय चिन्तक (MukhyaSamajshashtriyaVicharak: Key Social Thinkers – Western and Indian) Hindi
- Vidhya Bhushan and DR Sachdeva: Fundamentals of Sociology
- HR Mukhi: Indian Sociology
- CN Shanker Rao: Sociology of Indian Society
- Carah and Louw: Media and Society

e-resources:

- Concerned books and study material available online

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विभागाध्यक्ष, जनसंचार विभाग
मा.च.रा.प. एवं सं.वि.वि., भोपाल

BAMC : II SEM	Marks:100			Credits:4		
AI TOOLS FOR MEDIA - II	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	50	30	20	3/3	-	1/2

Course Objectives

- To manage large-scale investigative datasets using the Google Journalist Studio and Pinpoint ecosystem.
- To develop proficiency in agentic AI workflows and multi-agent orchestration for newsroom automation.
- To design integrated digital newsroom architectures and virtual editorial simulations.
- To build forensic skills for detecting deepfakes and AI-generated content in a media environment.

Learning Outcomes

- The learner will be able to manage and analyze high-volume investigative datasets using Pinpoint and document intelligence tools.
- The learner will be able to design and deploy autonomous agentic workflows for multi-step journalistic tasks and newsroom automation.
- The learner will be able to structure an AI-first newsroom workflow including beat monitoring and automated distribution cycles.
- The learner will be able to utilize forensic tools and metadata analysis to detect audio, video, and image deepfakes.
- The learner will be able to navigate legal complexities including copyright, IT Rules 2026, and defamation in the AI landscape.
- The learner will be able to implement editorial checkpoints and apply the SIFT method for ethical AI-assisted reporting

Unit-I	**Managing multi-format Data for Investigative Journalism** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Pinpoint Indexing and Large-Scale File Management (Lecture, Classroom Discussion, PPT)	2	-	1
1.2	Optical Character Recognition (OCR) for Legacy Documents (Lecture, Classroom Discussion, PPT)	2	-	1
1.3	PDF Data Scraping and CSV Transformation (Lecture, Classroom Discussion, PPT)	2	-	1
1.4	Advanced Search Syntax for Investigative Evidence (Lecture, Classroom Discussion, PPT)	2	-	1
1.5	Managing Investigative Datasets for Newsroom Workflows (Lecture, Classroom Discussion, PPT)	2	-	1

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विभागाध्यक्ष, जनसंचार विभाग
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Unit-2	**Agentic AI and Multi-Agent Orchestration** (Total hours- L+T+P=15hrs)	L	T	P
2.1	The Reasoning-Action Cycle in Agentic AI (Lecture, Classroom Discussion,)	2	-	1
2.2	Agentic (RAG) vs Traditional Retrieval Workflows (Lecture, Classroom Discussion, PPT)	2	-	1
2.3	Multi-Agent Orchestration for Specialized Newsroom Tasks (Lecture, Classroom Discussion, PPT)	2	-	1
2.4	Gemini Agentic Mode and Structured Output Design (Lecture, Classroom Discussion, PPT)	2	-	1
2.5	Human-in-the-Loop Governance and CrewAI Introduction (Lecture, Classroom Discussion, PPT)	2	-	1

Unit-3	**The AI-First Newsroom Architecture** (Total hours- L+T+P=15hrs)	L	T	P
3.1	End-to-End News Cycle, Beat Monitoring and final distribution (Lecture, Classroom Discussion)	2	-	1
3.2	Virtual Editorial Boards and AI Persona Simulations (Lecture, Classroom Discussion, PPT)	2	-	1
3.3	Dynamic Resource Allocation for Automated Desk Tasks (Lecture, Classroom Discussion, PPT)	2	-	1
3.4	AI-Driven Performance and Sentiment Analytics (Lecture, Classroom Discussion, PPT)	2	-	1
3.5	Integrated Workflows for Time-Bound Media Environments (Lecture, Classroom Discussion, PPT)	2	-	1

Unit-4	**Deepfakes and Synthetic Media Forensics** (Total hours- L+T+P=15hrs)	L	T	P
4.1	Generative Adversarial Networks (GANs) and Diffusion Models (Lecture, Classroom Discussion, PPT)	2	-	1
4.2	Deepfake-o-meter Verification for Audio and Video (Lecture, Classroom Discussion, PPT)	2	-	1
4.3	Image Forensics and Metadata Analysis Tools (Lecture, Classroom Discussion, PPT)	2	-	1
4.4	Hive Detector and AI-Generated Image Identification (Lecture, Classroom Discussion, PPT)	2	-	1
4.5	Geolocation Drill, Deceptive Impersonation and Visual Verification Techniques (Lecture, Classroom Discussion, PPT)	2	-	1

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Unit-5	**AI Related ICT Ethics, Laws and Challenges** (Total hours- L+T+P=15hrs)	L	T	P
5.1	IT Rules 2026 and Regulatory Frameworks in India (Lecture, Classroom Discussion, PPT)	2	-	1
5.2	Copyright, Licensing, and Plagiarism in AI Reporting (Lecture, Classroom Discussion, PPT)	2	-	1
5.3	Risk Classification and Restricted AI Use in News (Lecture, Classroom Discussion, PPT)	2	-	1
5.4	SIFT Method: Stop, Investigate, Find, and Trace (Lecture, Classroom Discussion, PPT)	2	-	1
5.5	Building Institutional Safeguards and Peer Review Systems (Lecture, Classroom Discussion, PPT)	2	-	1

Suggested Tools & Technologies (This shall be decided & announced by the HOD every semester)

- Google Pinpoint (free, document AI search)
- n8n / Make.com (free, Agentic AI workflows)
- Deepware Scanner (free, deepfake detection)
- ElevenLabs (free tier, AI voice generation)
- HeyGen (free tier, AI avatar video)

Practical/Project/Assignments:

- Index an archive of diverse file formats in Pinpoint to create a searchable investigative database.
- Extract text from handwritten and low-quality documents using AI-powered optical character recognition.
- Consolidate scattered data from multiple PDF tables into a single sortable CSV file for analysis.
- Create a multi-agent research crew that autonomously gathers and critiques news information.
- Design a virtual editorial board simulation to debate the ethics of a controversial headline.
- Automate routine newsroom desk tasks including metadata tagging and image resizing.
- Verify the authenticity of a viral video clip using the deepfake-o-meter and artifact analysis.
- Trace the digital provenance of a news photograph using reverse image search and metadata tools.
- Detect synthesized speech patterns in a suspected audio deepfake.
- Draft a compliant AI disclosure label for a piece of synthetically generated news information.
- Any assignment given by the concerned faculty.

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विभागाध्यक्ष, जनसंचार विभाग
माखनलाल, एवं वि.वि., भोपाल

Suggested Readings:

- Artificial Intelligence in Indian Media: Law, Ethics, and Practice. Universal Law Publishing. Duggal, P. (2026)
- Digital Journalism in India: From Print to AI. SAGE India. Chowdhury, U. K. (2025)
- Exploring the Intersection of Artificial Intelligence and Journalism. Routledge India. Biswal, S. K., & Kulkarni, A. J. (2024)
- IT Rules Amendment 2026: A Gazette Commentary. Government of India. MeitY
- National Strategy for Artificial Intelligence. Government of India. NITI Aayog (2025)
- Nexus-A Brief History of Information networks from the Stone Age to AI, Yuval Noah Harari, Random House, 2024
- Prompt Engineering: The Art of Asking. Notion Press. Palaghat, Y. S. (2024)
- Reporting from the Heartland: Data and Digital Tools for the Indian Journalist. University Press. Bansal, S. (2025)
- The Indian AI Revolution: BharatGPT, Krutrim, and the Future of Indic LLMs. PHI Learning. Rajaraman, V. & Kumar, S. (2026)
- Yantrabuddhi-Artificial Intelligence -Balendu Sharma Dadhich, Xplor Books, 2026

e resources :

- Journalist Studio: https://journaliststudio.google.com/
- Google Pinpoint Help Centre: https://support.google.com/pinpoint/
- Deepfake-o-meter Tool: https://deepfake-o-meter.org/
- Content Credentials Verify: https://www.contentcredentials.org/verify
- IndiaAI Portal: https://indiaai.gov.in/
- MeitY Digital India Act Resources: https://www.meity.gov.in/
- Reuters Institute Digital News Reports: https://reutersinstitute.politics.ox.ac.uk/

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विभागाध्यक्ष, जनसंचार विभाग
भा.ज.रा.प. एवं न.वि.वि., भोपाल

BAMC : II SEM	Marks:40			Credits:2		
ENVIRONMENTAL SCIENCE AND SUSTAINABLE DEVELOPMENT	Th	Pr	Ia	Crehrs.		
				L	T	P
	30	-	10	1/1	1/1	-

Course Objectives

- To demonstrate a congenial learning of Environment Factors to students
- To generate in students the awareness about Environmental Problems
- To define the types of Environmental Ecosystems & its formation to students
- To associate the knowledge of various Environmental Ethics to students
- To illustrate to the students problems relating to Human Population on Environment

Learning Outcomes

- Recognize various environmental factors
- Analyze environmental problems
- Characterize ethical issue for environmental related issue
- Identity methods to protect environmental
- Recognize effect to population on environmental

Unit-1	**The Multidisciplinary Nature of Environmental Studies and Natural Resources** (Total hours- L+T+P=6 hrs)	L	T	P
1.1	Natural resources and associated problems. Forest resources: Use and Over-exploitation, deforestation, (Class room lectures)	4	-	-
1.2	Water resources: Use and over-utilization of surface and ground water. (PPTs)	4	-	-
1.3	Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources. (PPTs & Class room lectures)	3	-	-
1.4	Energy resources: Growing energy needs, renewable and non-renewable energy sources. (PPTs)	3	-	-
1.5	Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. (Class room lectures)	4	-	-

Unit-2	**Ecosystems, Biodiversity and its Conservation** (Total hours- L+T+P=6hrs)	L	T	P
2.1	Concept, structure and function of an ecosystem, producers, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids (Class room lectures & PPTs)	4	-	-
2.2	Introduction, types, characteristic features, structure and function of the following ecosystem: - Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) (PPTs)	4	-	-
2.3	Biodiversity introduction-Definition: genetic, species and ecosystem diversity. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values, biodiversity at global, national and local levels, India as a mega-diversity nation, Hot-spots of biodiversity (PPTs & Class room lectures)	4	-	-

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2.4	Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, endangered and endemic species of India (PPTs & Case study related to Kanha Wild life reserve)	4	-	-
2.5	Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity (PPTs & Class room lectures)	2	-	-

Unit-3	**Environmental Pollution** (Totalhours- L+T+P=6hrs)	**L**	**T**	**P**
3.1	Definitions. Causes, effects and control measures of: (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards (PPTs)	3	-	-
3.2	Solid waste Management: Causes, effects and control measures of urban and industrial wastes (PPTs & Class room Lectures)	4	-	-
3.3	Role of an individual in prevention of pollution (PPTs & Class room lectures,)	3	-	-
3.4	Pollution case studies (Case Study)	4	-	-
3.5	Disaster management: floods, earthquake, cyclone and landslides (PPTs & Class room lectures)	4	-	-

Unit-4	**Social Issues and Environment** (Total hours- L+T+P=6hrs)	**L**	**T**	**P**
4.1	From Unsustainable to Sustainable development. Water conservation, rain water harvesting, watershed management. (PPTs &Case Studies related to watershed management)	3	-	-
4.2	Environmental ethics: Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies (PPT)	4	-	-
4.3	Wasteland reclamation, Consumerism and waste products (PPT & class room lectures)	4	-	-
4.4	Environment Protection Act- Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act (PPT & class room lectures)	3	-	-
4.5	Forest Conservation Act, Issues involved in enforcement of environmental legislation, Public awareness (PPT)	4	-	-

Unit-5	**Human Population and Environment** (Totalhours- L+T+P=6hrs)	**L**	**T**	**P**
5.1	Population growth, variation among nations (PPT & class room lectures)	3	-	-
5.2	Population explosion-Family welfare Program (PPTs)	4	-	-
5.3	Environment and human health (PPTs , class room lectures& GDs)	4	-	-
5.4	Human Rights, Value Education, HIV/AIDS, Women and Child Welfare (PPTs & Class room lectures)	3	-	-
5.5	Role of information Technology in Environment and human health. (Class room lectures)	4	-	-

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, पत्रकारिता विभाग
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Practical/Project/Assignments:

- Project report on ill effects of environmental pollution.
- Group Study on biotic & a biotic components of environment.
- Perform a case study on 10 households in your vicinity and mention the type of natural and renewable resources they use or consume on a day-to-day basis.
- Mention along with photographs and small description of major types of biotic (fauna and Flora (5 each) and a biotic components (minimum 5) that are present in your surrounding areas.
- Prepare a short story with picture illustrations of the ill effect of environmental pollution in your surrounding areas.
- Mention the legal Acts to Prevent and Control Pollution.
- Mention the role of media towards prevention, control and awareness towards future environmental pollution impacts and consequences.
- Any assignment given by the concerned faculty.

Suggested Readings:

- Srivastava, Smriti.(2009). Environmental Studies.NewDelhi:S.K. Kataria& Sons
- Dhankar, Rajesh.(2006).Environmental Studies.New Delhi: Daya Books Pvt. Ltd.
- Kanagasabai, S.(2010). Environmental Studies.NewDelhi:PHI Learning Pvt. Ltd
- Bagad,Anjali.(2009). Environmental Studies. New Delhi: Technical Publications.

e- resources:

- https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf
- https://www.kopykitab.com/Environmental-Studies-by-J-P-Sharma
- https://www.tutorialspoint.com/environmental_studies/environmental_studies_tutorial.pdf
- https://www.ametuniv.ac.in/exam_attachment/Question%20Bank/UG/Marine-Bio-Technology/EVS.pdf

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जलसंचार विभाग
म.ह.रा.प. एवं सं.वि., भोपाल

BAMC : II SEM	Marks:40			Credits:2		
ENGLISH LANGUAGE AND LITERATURE	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	30	-	10	1/1	1/1	-

Course Objectives

- To help learners use English Language for contemporary academic and social needs.
- To enable students to learn to use language creatively and critically.
- Develop Oral and Written Communication.
- To enable students comprehend complex English Texts.
- To develop language skills with the literary texts

Learning Outcomes

- Comprehend language and Communication Skills in academic and social contexts.
- Cope with complex language use.
- Communicate precisely orally as well in Written Communication.
- Read and understand literary and non literary texts.
- Understand and appreciate literary texts.

Unit-1	**English Grammar** (Total hours- L+T+P=6 hrs)	L	T	P
1.1	Parts of Speech (Lecture, Discussion)	1	1	-
1.2	Direct Narratives (Lecture, Discussion)	1	-	-
1.3	Indirect Narratives (Lecture, Discussion)	1	-	-
1.4	Types of Sentences (Lecture, Discussion)	1	-	-
1.5	Tense (Lecture, Discussion)	1	-	-

Unit-2	**Basic Language Skills** (Total hours- L+T+P=6 hrs)	L	T	P
2.1	Vocabulary (Lecture, Discussion)	1	-	-
2.2	Synonyms (Lecture, Discussion)	1	1	-
2.3	Antonyms (Lecture, Discussion)	1	-	-
2.4	Prefixes (Lecture, Discussion)	1	-	-
2.5	Suffixes (Lecture, Discussion)	1	-	-

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Unit-3	**Oral and Written Communication Skills** (Total hours- L+T+P=6 hrs)	L	T	P
3.1	Listening (Lecture, Discussion)	1	-	-
3.2	Speaking (Lecture, Discussion)	1	-	-
3.3	Reading (Lecture, Discussion)	1	1	-
3.4	Body Language (Lecture, Discussion)	1	-	-
3.5	Writing Formal and Informal Letters (Lecture, Discussion)	1	-	-

Unit-4	**Creativity Through Language** (Total hours- L+T+P=6 hrs)	L	T	P
4.1	Comprehension (Lecture, Discussion)	1	-	-
4.2	Paragraph Writing (Lecture, Discussion)	1	-	-
4.3	Precise Writing (Lecture, Discussion)	1	-	-
4.4	Unseen Passage (Lecture, Discussion)	1	1	-
4.5	Essay Writing (Lecture, Discussion)	1	-	-

Unit-5	**Appreciating Literature** (Total hours- L+T+P=6 hrs)	L	T	P
5.1	The Solitary Reaper - William Wordsworth (Lecture, Discussion)	1	-	-
5.2	The Portrait of a Lady- Khushwant Singh (Lecture, Discussion)	1	-	-
5.3	Where the mind is without fear- Rabindranath Tagore (Lecture, Discussion)	1	-	-
5.4	Indian Weavers- Sarojini Naidu (Lecture, Discussion)	1	-	-
5.5	A Hero- R. K. Narayan (Lecture, Discussion)	1	1	-

Practical/Project/ Assignments:

- Creating a Digital Profile – LinkedIn (Resume/Video Profile)
- Word Games
- Writing Slogans
- Role Play
- Extempore and Debates
- Writing Picture Stories
- Any assignment given by the concerned faculty.

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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Suggested Readings:

- Parul Popat. Communication Skills . Pearson Education: 2015
- Professional Speaking skills, Aruna Koneru, Oup, 2015
- Scanlon, Jaimie, et al. Q: Skills for success. Listening and Speaking.2 Oxford University Press, 2015
- Meena Agarwal, English Communication, 2016, Edition 1, ISBN-13: 978-9351676737
- How to Speak and Write Correctly, Joseph Devlin, 2017, Edition 1, CreateSpace Independent Publishing Platform, ISBN-13: 978-1974637218
- Oxford English Dictionary and Thesaurus
- Collected Poems of William Wordsworth
- The Portrait of a Lady- Khushwant Singh
- Where the mind is without fear- Rabindranath Tagore
- Indian Weavers- Sarojini Naidu
- A Hero- R. K. Narayan

e-resources:

- Basic English Grammar rules with example sentences accessed at https://basicenglishspeaking.com/basic-english-grammar-rules/
- Basic English Grammar rules accessed athttps://grammar.yourdictionary.com/grammar-
- rules-and-tips/basic-english-grammar-rules.html
- English Grammar accessed at https://www.englishgrammar101.com/
- Basics of English Grammar accessed at
- https://www.talkenglish.com/grammar/grammar.aspx
- Complete Handbook of English Grammar accessed at
- https://www.learngrammar.net/english-grammar
- Listening for Pronunciation Practice accessed at http://orelt.col.org/module/unit/1-
- listening-pronunciation-practice
- Phonetics: The Sounds of Language https://scholar.harvard.edu/files/adam/files/phonetics.ppt.pdf

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विभागाध्यक्ष, जनसंचार विभाग
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Co- Curricular- 1

Bachelor's :I Year	Marks:40			Credits:2		
(A) Parliament: Practice and Procedure-I	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	-	30	10	-	1/1	1/2

Course Objectives

- To acquaint students with knowledge of the Indian Constitution.
- To make students familiar with concept of Parliament.
- To understand the concept of various practices and procedures of Indian Parliament
- To develop understanding about powers and privileges of Parliamentary and Legislative members

Learning Outcomes

- Students will be able to understand the concept of Indian Constitution and Parliament.
- Students will be able to understand working of Indian Parliament
- Students will be able to understand and analyze working of State Assembly and Legislative Councils
- Ability to apply the theory into practice.

Unit-1	**Introduction to Indian Constitution** (Total hours- L+T+P=6hrs)	L	T	P
1.1	Introduction to Indian Constitution	-	1	1
1.2	History of Indian Constitution	-	-	2
1.3	Characteristics of Indian Constitution	-	-	2

Unit-2	**Introduction to Indian Parliament** (Total hours- L+T+P=6hrs)	L	T	P
2.1	Introduction to Indian Parliament	-	1	1
2.2	History of Indian Parliament	-	-	2
2.3	Powers of Indian Parliament	-	-	2

Unit-3	**Lok Sabha and Rajya Sabha** (Total hours- L+T+P=6hrs)	L	T	P
3.1	Introduction to Lok Sabha	-	1	1
3.2	Functions of Lok Sabha	-	-	2
3.3	Introduction and Functions of Rajya Sabha	-	-	2

Unit- 4	**State Assemblies and Legislative Councils** (Total hours- L+T+P=6hrs)	L	T	P
4.1	Introduction to State Assemblies	-	1	1
4.2	Election of Members	-	-	2
4.3	Functions of State Assemblies	-	-	2

Unit 5	**Different Parliamentary Systems in World** (Total hours- L+T+P=6hrs)	L	T	P
5.1	British Parliamentary System	-	1	1
5.2	US Parliamentary System	-	-	2
5.3	Australian Parliamentary System	-	-	2

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विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल

Practical/Projects/Assignments:

- Role play/Skit/Mock Parliament.
- PPT Presentation on various contemporary issues
- Visit to Vidhan Sabha
- Virtual tour of the Indian Parliament.
- Any other assignment given by the concerned faculty.

Suggested Readings:

- Kaul M.N and Shakdher S.L, Practice and Procedure of Parliament, Lok Sabha Secretariat, New Delhi, Seventh Edition
- Khosla Madhav, The Constitution of Most Surprising Democracy, Oxford
- Basu Dr. Durga Das, Introduction of Indian Constitution, Lexis Nexis, 2019
- Rules of Procedure and Conduct of Business in the Council of States, Rajya Sabha Secretariat, New Delhi,2013.
- Chaudhary Sujit, Khosla Madhav and Mehta Pratap Bhanu, The Oxford Hand book of the Indian Constitution, Oxford University Press U.K,2016
- Role of Rajya Sabha in Indian Parliamentary Democracy, Rajya Sabha Secretariat, New Delhi,2019
- Narain Dr. Yogendra, Role and Relevance of Rajya Sabha in Indian Polity, Rajya Sabha Secretariat, New Delhi.
- Kashyap Subhash C., Our Parliament, National Book Trust, India
- Handbook for Members of Rajya Sabha, Rajya Sabha Secretariat, New Delhi, 2010
- Bakshi PM, Constitution of India, Universal Law Publishing, 2017
- De Rohit, A Peoples Constitution, Princeton University Press,2018.

e-resources:

- https://eparlib.nic.in
- https://epgp.inflibnet.ac.in
- http://Indias-Founding-Moment-Constitution-Surprising-ebook/

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माजरा.प. एवं सं.वि., भोपाल

Bachelor's: I Year	Marks:40			Credits:2		
(B) : भारतीय संगीत-I	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	-	30	10	-	1/1	1/2

उद्देश्य

- 1/ विद्यार्थियों में वैदिक युग सी चली आ रही संगीत परंपरा का परिचय कराना।
- 2/ जीवन में संगीत के महत्व को समझना।
- 3/ हिन्दुस्तानी संगीत की परिभाषाओं थाट और अलंकार को जानना एवं अभ्यास।
- 4/ लय, ताल, थाट, राग का परिचय एवं अभ्यास।
- 5/ शब्द उच्चारण, राष्ट्रगान, गीत, गजल भजन का अभ्यास कराना।

शिक्षण के परिणाम

- 1/ भारतीय संगीत की परंपरा और महत्व की समझ।
- 2/ थाट, अलंकार, लय, ताल की संक्षिप्त जानकारी एवं अभ्यास।
- 3/ राग यमन, बिलावल, खमाज की प्रारंभिक जानकारी।
- 4/ राग यमन, बिलावल, खमाज में छोटा ख्याल ।
- 5/ शब्द उच्चारण के महत्व के साथ भजन गीत, गजल, राष्ट्रगान की प्रारंभिक जानकारी।

ईकाई – 1	परिभाषायें (Total hours- L+T+P=6 hrs)	L	T	P
1.1	संगीत, स्वर, अलंकार		1	-
1.2	थाट, राग, सप्तक		1	-
1.3	आरोह, अवरोह		-	2
1.4	पकड, वादी, सेवादी		-	2
1.5	अनुवादी, विवादी		-	2
ईकाई –2	(Total hours- L+T+P=6 hrs)	L	T	P
2.1	हिन्दुस्तानी संगीत पद्धति के दस थाट एवं उनके सांकेतिक चिन्ह।		1	1
2.2	हिन्दुस्तानी संगीत पद्धति के दस थाट एवं उनके सांकेतिक चिन्ह।		1	1
2.3	हिन्दुस्तानी संगीत पद्धति के दस थाट एवं उनके सांकेतिक चिन्ह।		1	1
2.4	हिन्दुस्तानी संगीत पद्धति के दस थाट एवं उनके सांकेतिक चिन्ह।		1	1
2.5	प्रारंभिक 05 अलंकारों का लेखन।		1	
ईकाई –3	(Total hours- L+T+P=6 hrs)	L	T	P
3.1	पंडित विष्णु नाराण भातखण्डे स्वर लिपि		1	1
3.2	ताल लिपि पद्धति		1	1
3.3	पंडित विष्णु दिगम्बर पलुस्कर स्वर एवं ताल लिपि पद्धति		1	1
3.4	पंडित विष्णु दिगम्बर पलुस्कर स्वर एवं ताल लिपि पद्धति		1	1
3.5	पंडित विष्णु दिगम्बर पलुस्कर स्वर एवं ताल लिपि पद्धति		1	

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ईकाई –4	(Total hours- L+T+P=6 hrs)	L	T	P
4.1	ताल, लय		1	2
4.2	मात्रा, विभाग			1
4.3	सम, ताली, खाली			1
4.4	आवर्तन, ताल का महत्व			1
4.5	सरगम, लक्षणगीत, घोराख्याल		1	2

ईकाई –5	(Total hours- L+T+P=6 hrs)	L	T	P
5.1	राग-यमन		1	2
5.2	बिलावल			1
5.3	खमाज का सम्पूर्ण परिचय			1
5.4	ताल-दादरा			1
5.5	कहरवा, गिताल का सम्पूर्ण परिचय (मात्रा, बोल, विभाग एवं चिन्ह)		1	2

<u>भारतीय संगीत प्रायोगिक</u>

- प्रारंभिक पांच अलंकारों का गायन ।
- राग यमन, बिलावल, खमाज में आरोह, अवरोह, पकड एवं सरगम का गायन एवं लक्षणगीत गायन
- राग यमन, बिलावल, खमाज में छोटा ख्याल गायन (श्रायी अंतरे सहित)
- 4- सैद्धान्तिक प्रश्न पत्र में दिये गये तालों को हाथ से ताली, खाली, देकर प्रस्तुति । (दादरा, कहरवा, त्रिताल) गीत, गजल
- 5- सैद्धान्तिक प्रश्न पत्र में दिये गये तालों को हाथ से ताली, खाली, देकर प्रस्तुति । (दादरा, कहरवा, त्रिताल) गीत, गजल ,भजन, राष्ट्रगान, राष्ट्रगीत, मध्यप्रदेश गायन, का गायन (स्पष्ट शब्दोच्चारण एवं धुन के साथ)

<u>संदर्भ</u>–

- राग परिचय 1,2,3, हरिशचन्द्र श्रीवास्तव
- संगीत विशारद, बसंत
- क्रमिक पुस्तक मालिका भाग 1, विष्णु नारायण भातखंडे

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मा.च.रा.प. एवं सं.वि.वि., भोपाल

Bachelor's: I Year	Marks:40			Credits:2		
(C) : Lalit Kala-I	Th	Pr	Ia	Cre/ hrs		
				L	T	P
	-	30	10	-	1/1	1/2

Course Objectives

1 To understand the fundamental principles of Indian Art and Aesthetics.
2 To develop creative and artistic skills through visual expression.
3 To understand the elements and principles of art and design.
4 To explore traditional Indian folk-art forms and their cultural significance.
5 To enhance observation, drawing, colour application, and composition skills.

Course Outcomes

1. After successful completion of the course, students will be able to:
2. Understand the fundamental principles of Indian Art and Aesthetics.
3. Apply the elements and principles of art in creative compositions.
4. Demonstrate drawing, colouring, and visual communication skills.
5. Create artworks using Gond, Warli, and Madhubani art techniques.
6. Analyze and appreciate traditional Indian folk-art forms.

Unit I	Fundamentals of Indian Art	L	T	P
1.1	Rupa Bheda (Knowledge of Forms) (Lecture, Discussion, Presentation)	1	1	
1.2	Pramana (Proportion), Bhava (Expression) (Lecture, Discussion, Presentation)	1	1	
1.3	Lavanya Yojana (Aesthetic Arrangement), Varnik Bhanga (Colour Application) (Lecture, Discussion, Presentation)	1		1
1.4	Relevance of Shadangas in Contemporary Visual Arts (Lecture, Discussion, Presentation)	1	1	
1.5	Introduction to Indian Aesthetics and Visual Perception (Lecture, Discussion, Presentation)	1		1

Unit II	Elements of Visual Art	L	T	P
2.1	Line, Shape (Lecture, Discussion, Presentation)	1	1	
2.2	Form, Colour (Lecture, Discussion, Presentation)	1	1	
2.3	Texture, Space (Lecture, Discussion, Presentation)	1		1
2.4	Light and Shadow (Lecture, Discussion, Presentation)	1	1	
2.5	Colour Psychology (Lecture, Discussion, Presentation)		1	

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Unit III	Principles of Design and Composition	L	T	P
3.1	Unity, Harmony (Lecture, Discussion, Presentation)	1	1	
3.2	Balance, Emphasis (Lecture, Discussion, Presentation)	1	1	
3.3	Rhythm, Contrast (Lecture, Discussion, Presentation)	1		1
3.4	Proportion and Scale, Visual Hierarchy (Lecture, Discussion, Presentation)	1	1	
3.5	Design Thinking and Creative Problem Solving (Lecture, Discussion, Presentation)	1		1

Unit IV	Gond Art	L	T	P
4.1	History and Origin, Materials and Techniques (Lecture, Discussion, Presentation)	1	1	
4.2	Themes and Motifs (Lecture, Discussion, Presentation)	1	1	
4.3	Contemporary Gond Artists (Lecture, Discussion, Presentation)	1		1
4.4	Gond Art in Product Design and Illustration (Lecture, Discussion, Presentation)	1	1	
4.5	Documentation and Preservation of Indian Arts (Lecture, Discussion, Presentation)	1		1

Unit V	Warli and Madhubani Art	L	T	P
5.1	History and Origin, Materials and Techniques (Lecture, Discussion, Presentation)	1	1	
5.2	Themes and Symbols, Contemporary Adaptations of Warli Art (Lecture, Discussion, Presentation)	1	1	
5.3	Contemporary Adaptations of Madhubani Art (Lecture, Discussion, Presentation)	1		1
5.4	Folk Art in Advertising and Visual Communication (Lecture, Discussion, Presentation)	1	1	
5.5	Sustainable Art Practices using Traditional Techniques (Lecture, Discussion, Presentation)	1		1

Practical/Projects/Assignments:

1. Prepare an illustrated assignment on the Six Limbs of Indian Painting (Shadangas).
2. Create a composition using the Elements and Principles of Art and Design.
3. Prepare a Colour Wheel and Colour Harmony Chart.
4. Create an original Gond Painting based on nature, animals, birds, or cultural themes.
5. Create an original Warli Painting depicting village life, festivals, or social themes.

Suggested Readings:

1. The Story of Art – E. H. Gombrich
2. Design Basics – David A. Lauer & Stephen Pentak
3. Art Fundamentals: Theory and Practice – Otto G. Ocvirk et al.

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4. Colour: A Workshop for Artists and Designers – David Hornung
5. An Introduction to Indian Art – NCERT

E-Resources:

Government / Academic Resources

1. NCERT Art Education Resources
2. e-PG Pathshala
3. SWAYAM
4. National Digital Library of India (NDLI)

Museums and Art Collections

1. National Museum, New Delhi
2. Google Arts & Culture

Learning Platforms

1. Tate Art Learning Resources
2. The Metropolitan Museum of Art Learning Resources

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माजा.सं.प. एवं सं.वि.वि., भोपाल

Bachelor's: I Year	Marks:40			Credits:2		
(D) : Debate and Dialogue I	Th	Pr	Ia	Cre/ hrs		
				L	T	P
	-	30	10	-	1/1	1/2

Course Objectives

- To improve verbal and non-verbal communication skills of the students
- To make students familiar with three important practice and procedure of debate and dialogue
- To enhance ability to create and express themselves clearly and confidently during debates, speech and while involving in dialogue in depth.
- To help students to speak confidently and persuasively in both formal and informal debates
- To increase ability to research and analyse complex topics for debate purposes
- Demonstrate proficiency in writing, presenting and engaging audience
- Understand ethical standards and considerations in debate and dialogue

Learning Outcomes

- Understand the key elements of debate, dialogue and speech
- Develop written and verbal art of communication
- Develop effective creative writing, verbal communication techniques and style
- Develop effective storytelling techniques and style
- Identify target audience and present oneself accordingly
- Ability to apply theory in practice

Unit 1		L	T	P
1.1	Debate: Meaning, definition and basics	-	1	1
1.2	Types of Debate I: Team policy, Lincoln-Douglas	-	1	1
1.3	Types of Debate II: Spontaneous argumentation, public forum &parliamentary	-	1	1
	Total hours	06		

Unit 2		L	T	P
2.1	Understanding basics of debate	-	1	1
2.2	Key elements of debate preparation	-	1	1
2.3	Body language in debate	-	1	1
	Total hours	06		

Unit 3		L	T	P
3.1	Speech: Definition, meaning and basics	-	1	1
3.2	Types of Speech: Informative, persuasive, entertaining, demonstrative	-	1	1
3.3	Preparation methodology	-	1	1
	Total hours	06		

Unit 4		L	T	P
4.1	Dialogue: Definition, meaning and basics	-	1	1
4.2	Understanding indirect and direct dialogue	-	1	1

प्रो. (डॉ.) राजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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4.3	Key elements of effective dialogue	-	1	1
	Total hours	06		

Unit 5		L	T	P
5.1	Dialogue, debate and speech in ancient Indian history	-	1	
5.2	Dialogue, debate and speech in Bhartiya Gyaan Parampara	-	1	
5.3	Dialogue, debate and speech in Indian philosophy	-	1	1
	Total hours	06		

Practical/Projects/Assignments:

- Prepare a debate on a subject approved by your mentor/professor.
- Prepare speech on a subject approved by your mentor/professor.
- Group exercise: Write a debate on a subject approved by your mentor/professor. Or prepare a debate on administration planning to impose honking in Bhopal.
- Prepare a debate on recent political development happening in a state of your choice
- Prepare a debate on recent climatic changes impacting human life.

Suggested Readings:

- Online- How to Write Better Dialogue | Reading Room | Faber Academy
- Online- How to write Dialogue? An Essential Guide for Writers | Publishing Blog in India
- Book: Dynamic Dialogue: Letting Your Story Speak - William Bernhardt
- Writing Dialogue- Tom Chiarella
- Win Every Argument: The Art of Debating, Persuading, and Public Speaking- Mehdi Hasan
- How to Argue and Win Every Time: At Home, At Work, In Court, Everywhere, Every Day- Gerry Spence
- वाद–विवाद संवाद, नामवर सिंह, राजकमल प्रकाशन
- Vada in Theory and Practice, Radhavallabh Tripathi
- वाद–विवाद एवं सम्भाषण, श्रीमती श्रद्धा पाडे, प्रभात प्रकाशन
- अच्छा बोलने की कला और कामयाबी, डेल कार्नेगी, प्रभात प्रकाशन
- द आर्ट ऑफ पब्लिक स्पीकिंग, डेल कारनेगी, अमृत बुक्स
- भाषण कला, महेश शर्मा, प्रभात प्रकाशन
- सफल वक्ता एवं वाक–प्रवीण कैसे बने, सुरेन्द्र बोगरा 'निर्दोष' वी.एस.पब्लिशर्स हैदराबाद

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Bachelor's: I Year	Marks:40			Credits:2		
(E) : Science of Happiness-I	Th	Pr	Ia	Cre/ hrs		
				L	T	P
	-	30	10	-	1/1	1/2

Course Objectives :

- Students explain how emotions influence behaviour, health and relationships.
- Compare major theories of well-being and recognize the role of habits in flourishing.
- Understand how thoughts, beliefs and physiology interact.
- Use scientific tools to assess and monitor well-being.
- Practice contemplative techniques for attention and stress management.

Learning Outcome : After completing this course, students will be able to:

- Understand scientific and psychological foundations of happiness.
- Explain biological and neurological basis of emotions.
- Practice evidence-based well-being interventions.
- Develop emotional awareness and self-regulation.
- Build healthy interpersonal relationships.

Unit I: Foundations of Emotional Well-being (4 Hours)

- Understanding emotions and their functions
- Evolutionary purpose of emotions
- Why happiness matters
- Emotional contagion and social interconnectedness
- Cross-cultural perspectives
- Set Point Theory

Unit II: Brain, Body & Well-being (4 Hours)

- Positive neuroscience
- Brain-behaviour relationships
- Neurotransmitters
- Stress physiology
- Homeostasis
- Placebo and cognitive appraisal
- Neuroplasticity

Unit III: Measuring Happiness & Digital Well-being (4 Hours)

- Subjective and objective well-being
- Psychological assessment scales
- Digital technology and mental health
- Biofeedback
- Self-monitoring

Unit IV: Mindfulness & Emotional Regulation (4 Hours)

- Foundations of mindfulness
- Breath awareness
- Let go practice
- Self-compassion
- Connectedness with Nature
- Reverse Recall Mindfulness Technique (RRMT)

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Unit V: Positive Relationships & Resilience (4 Hours)

- Gratitude
- Empathy
- Awe
- Social connection
- Active Constructive Responding
- Trust and boundaries
- Introduction to resilience
- Cognitive reframing

Experiential Components

- Daily Gratitude Journal
- Mindfulness Practice Diary
- Subjective Happiness Scale
- Personal Well-being Project

Suggested Distribution of Readings

- Martin Seligman – *Flourish*
- Sonja Lyubomirsky – *The How of Happiness*
- Daniel Gilbert – *Stumbling on Happiness*
- Stefan Klein – *The Science of Happiness*
- Bruce Lipton – *The Biology of Belief*
- Thich Nhat Hanh – *The Miracle of Mindfulness*
- Dalai Lama – *The Art of Happiness*

Semester II (Science of Happiness I: Foundations of Well-being)

Theme: Knowing Self

Practical/Assignment	Description	Marks
1. Happiness Journal (21 Days)	Maintain a daily journal with gratitude, emotions, mindfulness practice, sleep, and one positive experience. Submit with reflection.	5
2. Well-being Self-Assessment	Administer PERMA Profiler or Subjective Happiness Scale before and after the course. Interpret changes.	5
3. Mindfulness Practice Log	Practice 10 minutes daily for two weeks. Record observations regarding attention, emotions, distractions and learning.	10
4. Book/Movie Reflection	Review one book, TED Talk, documentary or movie related to happiness, resilience or mindfulness using psychological concepts.	10
5. Viva/Portfolio Presentation	Present key learning and personal transformation through portfolio.	10

Total = 40 Marks

Suggested Activities During Classes

- Emotional Thermometer
- Wheel of Life
- VIA Character Strength Survey
- Gratitude Letter
- Mindful Eating
- Body Scan Meditation
- Awe Walk
- Three Good Things Exercise

Loving-Kindness Meditation

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माखनलाल, एवं सं.वि., भोपाल

BAMC : II SEM	Marks:40			Credits: 2		
COMMUNICATIVE HINDI	Th	Pr	Ia	Cre/hrs.		
				L	T	P
	30	-	10	2/2	-	-

Course Objectives

- उच्चारण और शुद्ध वर्तनी के संबध में बताना।
- गद्य पाठ्य का अभ्यास करना।
- मीडिया में भाषा का महत्व समझाना।
- भाषा संस्कृति के संबंधों को स्पष्ट करना।
- कथ्य और उसकी भाषा के संबध में बताना।

Learning Outcomes

- विद्यार्थी सही उच्चारण करना और शुद्ध लिखना सीखेंगे।
- मीडिया भाषा का सटीक प्रयोग करना सीखेंगे।
- भाषा का संस्कृति–समाज से रिश्ता क्या है,यह समझ सकेंगे।
- प्रिंट एवं इलेक्ट्रॉनिक मीडिया की भाषा में अंतर समझ सकेंगे।
- हिंदी साहित्य के अध्ययन के प्रति रूचि बढ़ेगी।

Unit-1	उच्चारण एवं शब्दों का प्रसंगानुरूप प्रयोग (Total hours- L+T+P=6 hrs)	L	T	P
1.1	उच्चारण एवं वर्तनी दोष **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	2	-	-
1.2	गद्यांश पाठ : प्रवाह, तारतम्यता, बालाघात एवं विराम **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	1	-	-
1.3	शुद्ध उच्चारण **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	2	-	-
1.4	वर्तनी का अभ्यास **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	2	-	-
1.5	हिन्दी शब्द – परिवार से परिचय **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	2	-	-

Unit-2	मीडिया में भाषा (Total hours- L+T+P=6 hrs)	L	T	P
2.1	मीडिया में भाषा का उपयोग एवं महत्व **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	2	-	-
2.2	मीडिया की भाषा की प्रकृति एवं विशेषताएं **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	1	-	-
2.3	समाचारों में उपयोग होने वाले लोकप्रिय शब्द **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	2	-	-
2.4	विज्ञापनों में उपयोग होने वाले लोकप्रिय शब्द **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	2	-	-
2.5	मीडिया में आम बोलचाल की भाषा की प्रासंगिकता **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	2	-	-

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Unit-3	विभिन्न मीडिया की भाषा में प्रचलन एवं प्रयोग (Total hours- L+T+P=6 hrs)	L	T	P
3.1	प्रिंट मीडिया की भाषा में नए प्रचलन एवं प्रयोग **(व्याख्यान, समूह चर्चा, प्रायोगिक अभ्यास)**	2	-	-
3.2	इलेक्ट्रानिक मीडिया की भाषा में नए प्रचयन एवं प्रयोग **(व्याख्यान, समूह चर्चा, प्रायोगिक अभ्यास)**	1	-	-
3.3	प्रिंट मीडिया की भाषा के विकार एवं समस्या **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	2	-	-
3.4	इलेक्ट्रानिक मीडिया की भाषा के विकास एवं समस्या **(व्याख्यान, समूह चर्चा, प्रायोगिक अभ्यास)**	2	-	-
3.5	वेब मीडिया की भाषा: विकास एवं समस्या **(व्याख्यान, समूह चर्चा, प्रायोगिक अभ्यास)**	2	-	-

Unit-4	उपन्यास (Total hours- L+T+P=6hrs)	L	T	P
4.1	कथ्य एवं भाषा संबंधी विशेषताएँ **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	2	-	-
4.2	गोदान (उपन्यास) लेखक : प्रेमचन्द **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	1	-	-
4.3	गुनाहों का देवता (उपन्यास) लेखक : धर्मवीर भारती **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	2	-	-
4.4	वोल्गा से गंगा– राहुल सांकृत्यायन **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	2	-	-
4.5	शेखर एक जीवनी– सच्चिदानंद वात्स्यायन 'अज्ञेय' **(व्याख्यान, प्रदर्शन, असाइनमेंट, प्रायोगिक अभ्यास)**	2	-	-

Unit-5	भाषा, संस्कृति एवं समाज (Total hours- L+T+P=6 hrs)	L	T	P
5.1	भाषा और संस्कृति **(व्याख्यान, समूह चर्चा)**	2	-	-
5.2	भाषा और सभ्यता **(व्याख्यान, प्रदर्शन, असाइनमेंट, समूह चर्चा)**	1	-	-
5.3	भाषा और समाज **(व्याख्यान, प्रदर्शन, असाइनमेंट, समूह चर्चा)**	2	-	-
5.4	मीडिया की भाषा **(व्याख्यान, प्रदर्शन, असाइनमेंट, समूह चर्चा)**	2	-	-
5.5	विभिन्न मीडिया की भाषा में अन्तर **(व्याख्यान, प्रदर्शन, असाइनमेंट, समूह चर्चा)**	2	-	-

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Practical/Project/Assignments:

- विशेष क्षेत्रों के समाचारों में उपयोग होने वाले शब्दों की सूची
- हिंदी मुहावरों की सूची
- समाचार शीर्षक और फोटो कैप्शन लेखन का अभ्यास

Suggested Readings: Robert L. Hilliard (2010). Writing for Television, Radio, and New Media, Wadsworth Publishing Company Inc, USA.

- Andrew Bonime& Ken C. Pohlmann (1997). Writing for New Media: The Essential Guide to Writing for Interactive Media, Wiley, United Stated
- Robert M. Knight (2010). Journalistic Writing: Building the Skills, Honing the Craft, Marion Street Press, Portland
- James G Stovall (2014). Writing for the Mass Media, Pearson, New York.
- चतुर्वेदी रामस्वरूप (1981), भाषा और संवेदना, लोकभारती, इलाहाबाद
- तिवारी भोलानाथ (1984), भाषा और संस्कृति, प्रभात प्रकाशन, दिल्ली
- तिवारी भोलानाथ (1986), मानक हिन्दी का स्वरूप, प्रभात प्रकाशन, दिल्ली
- तिवारी भोलानाथ (1984), पत्रकारिता में अनुवाद की समस्याएँ, शब्दाकार प्रकाशन, नई दिल्ली
- तिवारी भोलानाथ (1987), अनुवाद विज्ञान, शब्दाकार प्रकाशन, दिल्ली
- द्विवेदी अनुपम (2014), हिन्दी व्याकरण, रीतू पब्लिकेशन, जयपुर

e- resources:

- https://www.bbc.co.uk/academy/hi
- http://www.newswriters.in/
- http://cij.co.in/index.php
- http://www.dailywritingtips.com/the-art-of-writing-news/

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BA in Mass Communication : SEMESTER - III

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC07	3BA(MC)1	Political Science	80	20	-	100
2.	MCC08	3BA(MC)2	Science of Communication	80	20	-	100
3.	MCC09	3BA(MC)3	English II	80	20	-	100
4.	ADA07	3BA(MC)5	Innovation and Entrepreneurship	30	10	-	40
5.	*MCG01	3BA(MC)6	Photo Journalism Or *Choose from the list given below	60	20	20	100

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BAMC : III SEM	Marks:100			Credits:5		
POLITICAL SCIENCE	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To develop an understanding of core values of Political Science.
- To orient the students in understanding their surroundings and to analyze the issues implicit in Indian Polity as-well-as International polity.
- To inculcate aptitude among students to express themselves according to Political conscience.
- To impart an overall concept of Political fervor.
- To make students map out the critical thinking to rationalize political system, logically.

Learning Outcomes

- Students will be able to understand Indian constitution.
- Students will be able to know political functioning of various countries of the world.
- The National and Global understanding of the world, among the students will widen.
- Enhancement of knowledge regarding Government, Democracy, Bureaucracy.
- Students will become competent to discuss and write with the issues related to Polity.

Unit-1	**Introduction to Political Science** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Philosophy of Political Science: *Kautilya, Manu*, Socrates, Plato and Aristotle (Chalk and talk method)	3	-	-
1.2	Meaning,Nature, Concept and Importance of Political Science (Chalk and talk method)	3	-	-
1.3	Significance, Relevance and Scope of Political Science (Chalk and talk method)	3	-	-
1.4	Correlation of Political Science with other Social Sciences (Chalk and talk method)	3	-	-
1.5	Importance of studying Political Science for Media students (Chalk and talk method)	2	1	-

Unit-2	**Elements of Indian Constitution** (Total hours- L+T+P=15hrs)	L	T	P
2.1	Preparation of Indian Constitution: Government of India Act 1935, Drafting Committee of Indian Constitution: Concept, Composition, Functioning and Working (Chalk and talk method and Classroom Discussion)	3	-	-
2.2	Preamble of Indian Constitution: *Keshvanand Bharthi* vs. State of India (Case study), Post 42nd amendment, Articles, Parts, Amendments and Schedules in Indian Constitution (Chalk and talk method and Classroom Discussion)	2	1	-
2.3	Citizenship, Federal nature of Indian Constitution, Centre-state relationship (Ppt. Lectures)	3	-	-
2.4	Fundamental Rights, Fundamental Duties, Directive Principles of State Policy (Ppt. Lectures)	3	-	-
2.5	42nd Amendment of Indian Constitution, 42nd Amendment as Mini Constitution (Ppt. Lectures)	3	-	-

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Unit-3	**Democratic Functioning** (Total hours- L+T+P=15hrs)	L	T	P
3.1	Parliament (Ppt. Lectures)	3	-	-
3.2	Legislative assembly and Prerogatives (Ppt. Lectures)	3	-	-
3.3	Legislature, Executive and Judiciary (Ppt. Lectures)	3	-	-
3.4	Bureaucracy, Police, Vigilance, Defense forces (Ppt. Lectures)	3	-	-
3.5	Panchayati Raj System in India (Ppt. Lectures)	2	1	-

Unit-4	**Indian Political Parties** (Total hours- L+T+P=15hrs)	L	T	P
4.1	Party System in India (Ppt., Lectures and Classroom Discussion)	2	1	-
4.2	Major National Parties: Concept, Background, Functioning (Ppt ,Lectures and Classroom Discussion)	3	-	-
4.3	Major Regional Parties: Concept, Background, Functioning (Ppt., Lectures and Classroom Discussion)	3	-	-
4.4	Origin of Coalition Government (Ppt., Lectures and Classroom Discussion)	3	-	-
4.5	Future of Coalition Government with special reference to India (Ppt.,Lectures and Classroom Discussion)	3	-	-

Unit-5	**Contemporary Polity** (Total hours- L+T+P=15hrs)	L	T	P
5.1	Public opinion, Pre-poll, Exit-poll (Classroom Lectures, Practicals)	3	-	-
5.2	Elections and Voting (Classroom Lectures, Group Discussion, Practicals)	3	-	-
5.3	Present International Political Scenario (Classroom Lectures, Focus Group Discussion, Practicals)	3	-	-
5.4	Present Indian Political Scenario (Classroom Lectures, Focus Group Discussion, Practicals)	3	-	-
5.5	Role of Pressure groups in Indian politics (Classroom Lectures, Assignments, Practicals)	2	1	-

Practical/Project/Assignments:

- Preparation of Audience Survey/ Pre-poll/ Exit-poll.
- Preparation of profile (s) of Political Parties.
- Preparation of comparative study on various Philosophies with respect to Political Science.
- Case study on prominent cases like *Keshvanand Bharthi* vs. State of India, Minerva Mills's case, etc.
- Any assignment given by the concerned faculty.

Suggested Readings:

- Basu Durga Das, Introduction to the Constitution of India, Lexis Nexis, 2019
- Bakshi P.M.,Constitution of India Pocket Edition, Universal Law Publishing, 2019
- Singh M.P. & Roy Himanshu, Indian Political System, Fourth Edition, Pearson Education, 2018.
- Johari J.C., Indian Political System, Anmol Publication Pvt. Ltd.,2002
- Ghai K.K., Indian Government and Politics, Kalyani Publishers, 2012

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विभागाध्यक्ष, जनसंचार विभाग
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e-resources:

- https://Indian-Political-System-J-Johari/dp/817488162
- https://www.Indian-Political-System-Singh-Himanshu-ebook/dp/B07F63QBMF
- https://www.sagepub.in/indian-government-and-politics-bidyut-chakrabarty-9788178298818.html
- www.epathshala.nic.in
- https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199793471.001.0001/oxfordhb-9780199793471

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विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल

BAMC: III SEM	Marks:100			Credits:5		
SCIENCE OF COMMUNICATION	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To make students familiar with concept of Human Communication.
- To acquaint students with knowledge of the fundamentals of Communication
- To understand the concept of various types of Communication and be acquainted with their various components.
- To make students understand the various theories of Communication .
- To make them understand in detail the Traditional / folklore Communication.

Learning Outcomes

- Students will be able to understand the concept of Human Communication.
- Students will be able to understand Effective Communication.
- Students will be able to differentiate between various types of Communication.
- Ability to apply the theory into practice.
- Ability to utilize the folk art forms of communication.

Unit-1	**Concept of Human Communication** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Evolution of Social Groups (Lectures, Classroom Discussion)	3	-	-
1.2	Organic Structure of Society (Lectures, Classroom Discussion)	3	-	-
1.3	Essentiality of Communication in social groups (Lectures, Classroom Discussion)	3	-	-
1.4	Concept, Definitions and Elements of human Communication (Lectures, Classroom Discussion)	3	-	-
1.5	Socialization and Role of Communication in Socialization (Lectures, Classroom Discussion)	2	1	-

Unit-2	**Communication** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Concept of Communication (Lectures, Classroom Discussion)	3	-	-
2.2	Indian perspectives of Communication (Lectures, Classroom Discussion)	3	-	-
2.3	Bharat Muni's Natyashastra and Ras-sidhanta (Lectures, Classroom Discussion)	3	-	-
2.4	International Communication (Lectures, Classroom Discussion)	3	-	-
2.5	Effective Communication (Lectures, Classroom Discussion)	2	1	-

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Unit-3	**Classification of Communication** (Total hours- L+T+P = 15hrs)	L	T	P
3.1	Types of Communication : Intrapersonal communication & Interpersonal communication, Group Communication, Mass Communication (Lectures, Classroom Discussion, Group Activities)	3	-	-
3.2	Verbal Communication : Oral and Written Communication (Lectures, Classroom Discussion, Group Activities)	3	-	-
3.3	Non-Verbal Communication : Kinesics, Proxemics, Oculesics, Haptics,Chronemics (Lectures, Classroom Discussion, Group Activities)	3	-	-
3.4	Organisational Communication (Lectures, Classroom Discussion, Group Activities)	3	-	-
3.5	Focussed and Unfocussed Interactions (Lectures, Classroom Discussion, Group Activities)	2	1	-

Unit-4	**Theories of Communication** (Total hours- L+T+P=15hrs)	L	T	P
4.1	Psychological theories : Selective exposure, Selective perception, Selection retention (Lecture, Analysis of Theories in today's context through discussion)	3	-	-
4.2	Cognitive Dissonance theory (Lecture, Analysis of Theories in today's context through discussion)	3	-	-
4.3	Personal influence theory - Two-step flow and Multi-step flow (Lecture, Analysis of Theories in today's context through discussion)	3	-	-
4.4	Sociological theories – Cultivation theory, Agenda setting theory (Lecture, Analysis of Theories in today's context through discussion)	3	-	-
4.5	Uses and Gratification theory, Dependency theory (Lecture, Analysis of Theories in today's context through discussion)	2	1	-

Unit-5	**Folk or Traditional Communication** (Total hours- L+T+P=15hrs)	L	T	P
5.1	Scope and Concept of Folklore (Lectures, Classroom Discussion)	3	-	-
5.2	Folklore Theories Historical – Geographical Theory; Functional Theory; Psychoanalytical Theory; Structural Theory (Lectures, Classroom Discussion)	3	-	-
5.3	Contextual Theory; Performance Theory; Other Theories. Folklore and other disciplines. (Lectures, Classroom Discussion)	3	-	-
5.4	Folk Media: Folk songs, Folk narrative poems (Lectures, Classroom Discussion)	3	-	-
5.5	Various forms of Folk Media in Indian states: Origin; Characteristics; Classification; Functions and Study (Lectures, Classroom Discussion)	2	1	-

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Practical/Project/Assignments:

- Prepare a Speech on any current Social/Political/Economic/Technological issue, present it individually.
- Write an essay/article on Communication and society (800-1000 words).
- Write an essay/article/feature on any one Traditional/Folk form of communication (800-1000 words).
- Students will test the relevance of any one selected theory on basis of survey and interaction, and present the result through ppt.
- Any assignment given by the concerned faculty.

Suggested Readings:

- Kumar. J. Keval, 'Mass Communication in India, Jaico Publishing house, Bombay, (NewEd.).
- McQuail Denis. 2000 Mass Communication Theory, 4th ed., Sage Publication Ltd., London.
- Barnlund, D. C. (2008). A transactional model of communication. In. C. D. Mortensen (Eds.), Communication theory (2nd ed., pp47-57). New Brunswick, New Jersey: Transaction
- Wadsworth Julia T , Wood, (2001). Communication Mosaics: An Introductionto the Field of Communication.
- Littlejohn, W. Stephen. Theories of Human Communication, 3rd ed., Belmont, California, 1989.

e- resources:

- https://www.thoughtco.com/socialization-in-sociology
- https://www.sociology.org
- https://www.researchgate.net/journal/0360-3989_Human_Communication_Research

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विभागाध्यक्ष, जनसंचार विभाग
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BAMC : III SEM	Marks:100			Credits:5		
ENGLISH II	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To give students an insight into the Grammar & usage.
- To develop Communicative Competence in students.
- To develop an understanding about Translation.
- To impart knowledge, idea and concept in the technicalities of proper writing structure, appropriate use and style of the English language as well as application area of English communication.
- To develop Vocabulary skills in the students.

Learning Outcomes

- Differentiate between acceptable and unacceptable sentences in English.
- Apply and use Translation as per context.
- Students will be able to understand Media Language.
- Enhancement in understanding about various Writing Skills.
- Apply and use various kinds of Jargons.

Unit-1	**Grammar and Usage** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Syntax-different types of Sentence Formation (Lecture, Practical Exercises)	3	-	-
1.2	Part of Speech (Lecture, Practical Exercises)	3	-	-
1.3	Tenses (Lecture, Practical Exercises)	3	-	-
1.4	Subject – Verb Agreement (concord) (Lecture, Practical Exercises)	2	1	-
1.5	Question tags and Short answer (Lecture, Practical Exercises)	2	1	-

Unit-2	**Writing skills** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Paragraph writing (Lecture, Practical Exercises)	3	-	-
2.2	Story writing (Lecture, Practical Exercises)	3	-	-
2.3	Dialogue writing (Lecture, Practical Exercises)	3	-	-
2.4	Travel writing (Lecture, Practical Exercises)	2	1	-
2.5	Review writing (Lecture, Practical Exercises)	2	1	-

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Unit-3	**Nature of Media Language** (Total hours- L+T+P=15 hrs)	**L**	**T**	**P**
3.1	Use and importance of Language in Media (Lecture, Practical Exercises,Expert Lecture)	3	-	-
3.2	Nature and scope of Media Language (Lecture, Practical Exercises)	3	-	-
3.3	New trends in Media Language (Lecture, Practical Exercises)	3	-	-
3.4	Sports & Business words (Lecture, Practical Exercises)	2	1	-
3.5	Advertisement, Political news words (Lecture, Practical Exercises)	2	1	-

Unit-4	**Synonyms & Antonyms** (Total hours- L+T+P=15 hrs)	L	T	P
4.1	Synonyms of different Words (Lecture, Practical Exercises)	3	-	-
4.2	Antonyms of different Words (Lecture, Practical Exercises)	3	-	-
4.3	Study of Jargon / Register (Lecture, Practical Exercises)	3	-	-
4.4	One word Substitution (Lecture, Practical Exercises)	2	1	-
4.5	Study of different Quotations (Lecture, Practical Exercises)	2	1	-

Unit-5	**Translation** (Total hours- L+T+P=15 hrs)	L	T	P
5.1	Translation, Types, Process (Lecture, Practical Exercises)	3	-	-
5.2	Importance of Translation (Lecture, Practical Exercises)	3	-	-
5.3	Translation news and other Media Scripts (Lecture, Practical Exercises)	3	-	-
5.4	Glossary of Administrative Terms (Lecture, Practical Exercises)	2	1	-
5.5	English- Hindi Translation (vice-versa) (Lecture, Practical Exercises)	2	1	-

Practical/Project/Assignments:

- Study of Spelling Rules.
- Introducing One self .
- Translation Exercises.
- Reading For Comprehension.
- Any assignment given by the concerned faculty.

Suggested Readings:

- Allen W. Stannard, Living English Structure, 5th Edition, Pearson Education India.
- Lewis Norman., Word Power Made Easy, Penguin Publishers, 2019
- Nagaraj Geetha, English language Teaching, Orient blackswan Pvt. Ltd.
- Swan Michael, Practical English Usage, Oxford University Press, 2017
- Tickoo Champa and Sashikumar Jaya , Writing With A Purpose, Generic, 2011

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विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल

e- resources :

- www.talkenglish.com
- www.open.edu
- www.abcya.com
- www.a4esi.com
- www.bbc.co.uk.

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BAMC : III SEM	Marks:40			Credits:2		
INNOVATION AND ENTREPRENEURSHIP	Th	Pr	Ia	Contact hrs.		
				L	T	P
	30	-	10	2	-	2

Course Objective

- To describe students regarding Entrepreneurship&its Management.
- To explain the students difference between Entrepreneurs & Managers.
- To outline the students about importance of E.D.Programmes.
- To illustrate students Practical problems related to Transportation.
- To determine various Project Appraisal methods to the students .

Learning Outcomes

- Students would be able to develop the concept of Entrepreneurship Management.
- By analyzing the importance of E.D programmes, students would be able to integrate the various factors leading to success of Entrepreneurship.
- Student would be able to summarize various concepts Leading to Small Businesses & would learn to integrate them into a concrete Business Approach.
- Applying Transportation concepts would enable the students to find out the Optimum way to solve the problems.

Unit-1	**Entrepreneurship** (Total Hours L+T+P= 6hrs)	L	T	P
1.1	Entrepreneurship: Nature & Scope (Class room lectures & PPT)	1	-	-
1.2	Role & Importance in Indian economy (PPT & class room lectures)	1	-	
1.3	Traits of Entrepreneurs (PPT)	1	-	
1.4	Entrepreneurs vs Professional Managers (Role Play, PPT)	1	-	
1.5	Problems faced by Entrepreneurs (Class room Lectures)	1	-	

Unit-2	**Environmental analysis** (Total Hours L+T+P= 6hrs)	L	T	P
2.1	Factors affecting External Environment (PPT)	1	-	-
2.2	Significance & Role of Environmental Infrastructure Network (PPT & Class room Lectures)	1	-	
2.3	Environmental Analysis (class room lectures)	1	-	
2.4	E.D programmes (E.D.P) (PPT , Class room lectures)	1	-	
2.5	Problems of E.D.P (Class room Lectures)	1	-	

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Unit-3	**Transportation problems** (Total Hours L+T+P= 6hrs)	L	T	P
3.1	North West Corner method (practical)	1	-	-
3.2	Matrix Minima & VAM Method (practical)	1	-	
3.3	Degenerating (practical)	1	-	
3.4	MODI method (practical)	1	-	
3.5	Assignment Problems (practical)	1	-	

Unit-4	**Project Appraisal** (Total Hours L+T+P= 6hrs)	L	T	P
4.1	Project & Project Reports (PPTs)	1	-	-
4.2	Search for Business Idea (PPTs & Class room Lectures)	1	-	
4.3	Projects& Classifications : Idea into Reality (PPTs)	1	-	
4.4	Identification of Projects, Project Design & Network Analysis (PPTs &group discussions)	1	-	
4.5	Project Appraisal & Plant Layout (Class Room Lectures)	1	-	

Unit-4	**Types of organizations** (Total Hours L+T+P= 6hrs)	L	T	P
5.1	Small Industry Setup (Class room Lectures)	1	-	-
5.2	Types of Organization: Sole Proprietorship, Partnership , Joint Stock Company, Co-operative Organization, Merits , Limitations , Suitability (PPTs & class room lectures)	1	-	
5.3	Organizational Locations (Role Play , Class room lectures)	1	-	
5.4	Steps in Starting a Small industry (PPTs)	1	-	
5.5	Incentives & subsidies available , Export Possibilities (PPTs)	1	-	

Practical / Projects / Assignments :

- Case Studies: Related to real life entrepreneurs (Kabadwala.com)
- Practical solving of transportation problems.
- Any assignment given by the concerned faculty.

Suggested Readings :

- Burns, Paul.(2016). Entrepreneurship & Small Business Development. New Delhi: Palgrave Macmillan Publishers
- Chakraborty, K.(2006). Entrepreneurship & Small Business Development. New Delhi: Mittal Publishers
- Charantimath, Poornima.(2005). Entrepreneurship & Small Business Development. New Delhi: Pearson education
- Khanka, S.K. (2006). Entrepreneurial Development . New Delhi: S.Chand publishing
- Nirjhar, A. (2011) . Entrepreneurial Development. New Delhi: Sanbun Publishers

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E-resources:

- https://www.slideshare.net/esmatullahamini1/entrepreneurial-developmentbook-pdf
- http://ncert.nic.in/ncerts/l/lebs213.pdf
- http://164.100.133.129:81/econtent/Uploads/Entrepreneurship_Development.pdf

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BAMC : III SEM	Marks:100			Credits:5		
PHOTO JOURNALISM	Th	Pr	Ia	Contact hrs.		
				L	T	P
	60	20	20	4/4	-	1/2

Course Objectives

- To acquire a basic working understanding of photo camera and its parts.
- To learn about various types of lighting and use of filters .
- To know basic terminology and concepts of composition.
- To know different types of lenses and their use.
- Understand the techniques of aesthetics for good photo.

Learning Outcomes

- Analyze the aesthetic and technical photographic contributions to a News.
- Demonstrate the use of lighting and photo accessories in a professional and safe manner.
- Use the Language of a photographer to communicate with their News team.
- Student will have sound understanding of digital photo techniques and editing.
- Proficiency in the use of digital camera and new trends.

Unit-1	**Introduction to Photography** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Photography as an Art (Lecture)	3	-	-
1.2	Principles of Photography (Lecture)	3	-	-
1.3	Photography Genres (Lecture, Practical)	3	-	-
1.4	Understanding the structure and working of a professional camera-camera view finder, lenses, aperture, iris diaphragm, shutter, light meter (Lecture, Practicals)	2	-	1
1.5	Major Types of Camera (Lecture, Practicals)	2	-	1

Unit-2	**Technical Aspects** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Lenses (Lecture, Practical)	3	-	-
2.2	Types of Lenses (Lecture, Practical)	3	-	-
2.3	AOV and Focal lengths of various lenses (Lecture, Practical)	3	-	-
2.4	Depth of Field & Depth of Focus (Lecture, Practical)	2	-	1
2.5	Relationship between shutter speed, Aperture & Film for various genres of photography (Lecture, Practical)	2	-	1

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Unit-3	**Photo Composition** (Total hours- L+T+P=15 hrs)	L	T	P
3.1	Concept & Importance of Composition (Lecture, Field Practical)	3	-	-
3.2	Photo Composition Rules (Lecture, Field Practical)	3	-	-
3.3	Elements of Photo Composition (Lecture, Practical)	3	-	-
3.4	Straight and converging lines diagonal & shaped compositions (Lecture, Practical)	2	-	1
3.5	Repetitions and rhythms secondary subjects, moving towards the centre (Lecture, Practical)	2	-	1

Unit-4	**Photo Accessories** (Total hours- L+T+P= 15hrs)	L	T	P
4.1	Photography Accessories (Lecture, Practical)	3	-	-
4.2	Tripod : Qualities & Use (Lecture, Practical)	3	-	-
4.3	Colour correction filters (Lecture, Practical)	3	-	-
4.4	UV, NID filter, polarizing filters etc Special effect filters (Lecture, Practical)	2	-	1
4.5	Flash gun : Types & Use (Lecture, Practical)	2	-	1

Unit-5	**Photo Editing** (Total hours- L+T+P=15 hrs)	L	T	P
5.1	Cropping & Editing (Lecture, Practical)	3	-	-
5.2	Techniques of Photo Editing (Lecture, Practical)	3	-	-
5.3	Essentials of a Press photograph (Lecture, Practical)	3	-	-
5.4	Qualities of a good Photo Journalist (Lecture, Practical)	2	-	1
5.5	Legal & Ethical aspects of Photo Journalism (Lecture, Practical)	2	-	1

Practical/Project/Assignments:

- Study the depth of field by varying f.no. , focal length of lens and distance between camera and subject.
- Study the use of different filters & exposing with star filter, N.D.filter, and Multi image filters to study their effects.
- Practical for three point lighting in a Studio and studying different ways of controlling light.
- Study effect of different types of lenses.
- Exposing with different Composition and compare their effect.
- Any assignment given by the concerned faculty

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Suggested Readings :

- Belt Angela Faris , The Elements of Photography understanding and creating Sophisticated Images , focal press , 2012.
- Fincher Terry , Creative Techniques in Photo Journalism , BT Batsford Ltd. London , 1980.
- शर्मा शशीप्रभा , फोटो पत्रकारिता के मूल तत्व , कनिष्क पब्लिशर्स , डिस्ट्रीब्यूटर्स नई दिल्ली 2007
- Kobre Kenneth , Photo Journalism The Professionals Approach , Focal Press Oxford , 2004.
- Sharma O.P. , Hind Pocket Books (P) Ltd. , New Delhi , 2001.

e- resources :

- https://www.nationalgeographic.com/ebooklets/e_ultimate_photo_guide.pdf
- https://the-photo-ebook.com/
- https://swayam.gov.in/courses/5181-basics-of-photography

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BA in Mass Communication : SEMESTER - IV

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC10	4BA(MC)1	Reporting and Editing for Print Media	60	20	20	100
2.	MCC11	4BA(MC)2	Economics	80	20	-	100
3.	MCC12	4BA(MC)3	News Writing	80	20	-	100
4.	ADA08 (A) OR ADA08 (B) OR ADA08(C) OR ADA08(D) OR ADA08(E)	4BA(MC)5	Co-Curricular- (A) Parliament: Practice and Procedure-II (B) Bhartiya Sangeet-II (C) Lalit Kala-II (D) Debate & Dialogue - II (E) Science of Happiness-II	-	10	30	40
5.	MCG02	4BA(MC)6	Communication Skills Or *Choose from the list given below	60	20	20	100

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BAMC : IV SEM	Marks:100			Credits:5		
REPORTING AND EDITING FOR PRINT MEDIA	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	60	20	20	4/4	-	1/2

Course Objectives

- Describe the importance of Reporting in a news paper.
- Enumerate various types of Reporting.
- Describe the Qualities of Reporter & their reports.
- Define the the News Editing, Principiles of editing etc.
- Enlist the contribution of the Electronic revolution to the Media Industry.

Learning Outcomes

- Students will be able to understand significance of Reporting.
- Students will be able to judge the news worthiness of events and ideas.
- Students will be analyse stories for content, form and style.
- Students will be able to develop the qualities of Good and Responsible Reporter.
- Students will be able to do editing by following rules and techniques.

Unit-1	**Reporting** (Total hours- L+T+P= 15hrs)	L	T	P
1.1	Principles of Journalism (Classroom Lecture, Discussion)	3	-	-
1.2	Concept, Definition & Elements of Reporting (Classroom Lecture, Discussion)	3	-	-
1.3	Responsibilities of a Reporter: Towards the News Organization, Towards the Sources, Towards the Readers (Classroom Lecture, Discussion)	3	-	-
1.4	Essential Qualities of a Reporter (Classroom Lecture, Discussion)	3	-	-
1.5	Types of Reporting (Classroom Lecture, Discussion)	1	-	2

Unit-2	**Specialized Reporting** (Total hours- L+T+P=15 hrs)	**L**	**T**	**P**
2.1	Local Reporting (Classroom Lecture, Practicals)	2	-	1
2.2	Concept of Specialized Reporting (Classroom Lecture, Practicals)	2	-	1
2.3	Court Reporting, Legislature Reporting, Crime Reporting (Classroom Lecture, Practicals)	3	-	-
2.4	Science & Technology Reporting , Sports Reporting (Classroom Lecture, Practicals)	3	-	-
2.5	Development Reporting, Lifestyle Reporting (Classroom Lecture, Practicals)	3	-	-

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Unit-3	**Art of Editing** (Total hours- L+T+P=15hrs)	L	T	P
3.1	Introduction, Definition & Principles of Editing (Classroom Lecture, Practicals)	3	-	-
3.2	Newsroom, Desk Management (Classroom Lecture, Practicals)	3	-	-
3.3	Concept of Copy Editor, Duties of a Copy Editor, Qualities of copy Editor, Tools (Classroom Lecture, Expert Lecture)	3	-	-
3.4	Language (Classroom Lecture, Discussions, Expert Lecture)	2	-	-
3.5	Editing Marks &Symbols (Classroom Lecture, Discussions, Expert Lecture)	2	-	2

Unit-4	**Photo Editing& Design** (Total hours- L+T+P= 15hrs)	L	T	P
4.1	Concept, definition & principles of Photo Editing (Classroom Lecture, Practicals)	2	-	-
4.2	Creative Cropping of pictures, Choosing of pictures, Captions (Classroom Lecture, Practicals)	3	-	1
4.3	Graphics Illustrations (Classroom Lecture, Practicals)	2	-	-
4.4	Computer Application in Photo Editing (Classroom Lecture, Practicals)	3	-	-
4.5	Design- Layout Typography (Classroom Lecture, Practicals)	3	-	1

Unit-5	**Editing Tools & Techniques** (Total hours- L+T+P=15hrs)	L	T	P
5.1	Role of Computers in Newsroom Operations, Digital Workflow in Newspaper and Magazine Production (Classroom Lecture, Practicals)	2	-	-
5.2	Textual Editing-I :Digital Text Editing Techniques (MS Word, Google Docs,Hindi and English Unicode Typing Tools) (Classroom Lecture, Practicals)	3	-	1
5.3	Textual Editing-II :Copy Editing and Proofreading Tools (Spell Check, Grammar Check, Digital Proofreading Techniques) (Classroom Lecture, Practicals)	2	-	-
5.4	Online Editing-I : Platforms used for publishing online content, editing for websites and social media (Classroom Lecture, Practicals)	3	-	1
5.5	Online Editing-II : Content Management Systems (CMS) for Print Media), SEO, multimedia editing and integration (Classroom Lecture, Practicals)	3	-	-

Practical/Project/Assignments:

- Attending city's five events and writing news report of five different beats.
- Copy editing assignment.
- Creating dummy and preparing the layout of the front, back and other pages of a newspaper and a magazine.
- Photo coverage of news events in the campus or outside.
- Any assignment given by the concerned faculty.

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Suggested Readings:

- Madhok M.,News Agency Journalism, MCU Publications, Bhopal, 2014
- Publications, New Delhi, 2019
- Researcher C.Q., Dynamics of News Reporting and Writing, Sage
- Researcher C.Q., Issues in News Reporting, Sage Publications, New Delhi, 2019
- Shrivastava K.M., News reporting And Editin, Sterling Publishers, New Delhi, 2013
- Spark D., Practical Newspaper Reporting, Sage Publications, New Delhi, 2012
- Trikha N.K., Reporting, MCU Publications, Bhopal, 2013
- Westley Bruce H., News Editing, Houghton Mifflin, Boston, 2016
- कश्यप श्याम और कुमार मुकेश, खबरें विस्तार से, राजकमल प्रकाशन, नईदिल्ली, 2008
- त्रिखा नंद किशोर, भेंटवार्ता और प्रेस कांफ्रेस, राधाकृष्ण प्रकाशन, ,नईदिल्ली, 2003

e- resources:

- https://www.scribd.com/doc/23738974/7-Reporting-Editing-Techniques
- http://download.nos.org/srsec335new/ch7.pdf
- http://www.universityofcalicut.info/SDE/sde%20NEWS%20%20REPORTING%202014%281%29.pdf
- http://egyankosh.ac.in/bitstream/123456789/7498/1/Unit-5.pdf
- https://www.researchgate.net/publication/263238313_Science_Reporting_in_the_Media_A_Scientist_Science_Reporting_in_the_Me

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विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल

BAMC : IV SEM	Marks:100			Credits:5		
ECONOMICS	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To develop an understanding of core concepts of Economics.
- To orient students in understanding the behavioural aspects of Economics.
- To analyze the issues of modern Economics.
- To gain factual knowledge and learn basic economic principles.
- Learn to apply economic theory in order to understand past, current and future economic and social issues.

Learning Outcomes

- Students will be able to understand Economics.
- Students will be able to know Economics in wider parlance.
- The affective and cognitive understanding of the Economics, among the students will widen.
- Students will become competent to discuss and write the issues related to Economics.
- Students will be enabled to discuss issues in context of Economics and their solutions.

Unit-1	**Introduction to Economics** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Economics: History, Concept and Nature (Lecture)	5	-	-
1.2	Scope and Importance of studying Economics (Lecture method and Discussion)	3	-	-
1.3	Relation of Economics with other Areas (Lecture)	2	-	-
1.4	Importance of studying Economics for Media students (Lecture method, Assignment and Discussion)	2	-	-
1.5	Media Economics: Introduction (Lecture)	2	1	-

Unit-2	**Understanding Economics** (Total hours- L+T+P=15hrs)	L	T	P
2.1	Principles of Demand and Supply (Lecture method, Assignment and Discussion)	2	-	-
2.2	Meaning and Process of Monopoly making (Lecture , Discussion)	3	-	-
2.3	Meaning and Process of Inflation (Lecture , Discussion)	3	-	-
2.4	Concept and Processing of Union Budget (Lecture)	3	-	-
2.5	Concept and Functioning of Share Market (Lecture)	3	1	-

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Unit-3	**Indian Economy** (Totalhours- L+T+P=15hrs)	L	T	P
3.1	Introduction to Indian Economy (Lecture , Discussion)	3	-	-
3.2	Infrastructure, Production (Lecture , Discussion)	3	-	-
3.3	Service sector, Agriculture Sector (Lecture , Discussion)	3	-	-
3.4	Present state of Indian Trade and Commerce (Lecture , Discussion)	3	-	-
3.5	History and Present state Indian Banks ((Review (Presenting the new information by linking it to previous learning), Lecture)	2	1	-

Unit-4	**Economic Issues** (Total hours- L+T+P=15hrs)	L	T	P
4.1	Consumer Behaviour: Concept and Characteristics ((Review (Presenting the new information by linking it to previous learning), Lecture)	3	-	-
4.2	Capitalization and Privatization (Lecture, Discussion)	3	-	-
4.3	Globalization and Liberalization (Lecture, Discussion)	3	-	-
4.4	Economic crisis and Recession (Lecture, Discussion)	3	-	-
4.5	Contemporary Economic issues (Lecture, Discussion)	2	1	-

Unit-5	**Media and Development** (Totalhours- L+T+P=15hrs)	L	T	P
5.1	Media and Development: Introduction (Lecture)	3	-	-
5.2	Governance Media and Development (Lecture, Discussion)	3	-	-
5.3	Education and Development (Lecture)	3	-	-
5.4	Internal trade, Mixed Economy (Lecture)	3	-	-
5.5	Wages, Foreign Investment (Lecture)	2	1	-

Practical/Project/Assignments:

- Assignment on Indian share market.
- Assignment on Understanding Economics.
- Preparation of Case Study.
- Any assignment Given by the concerned faculty.

Suggested Readings:

- _Myneni Dr.S.R., Principles of Economics, Allahbad Law Agency , 2017
- Otnes Cele C. and Zayer Linda Tuncay, Gender Culture and Consumer Behaviour, Routledge, 2017
- PuriV.K and Mishra S.K, Indian Economics, Himalaya Publishing House, 2020
- Verma Sanjiv, The Indian Economy, Unique Publisher, New Delhi,2018
- सिन्हा डॉ. वी. सी. भारतीय अर्थशास्त्र, सीबीपीडी पब्लिशिंग हाउस, आगरा, 2021

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विभागाध्यक्ष, जनसंचार विभाग
माखनलाल, एवं संचार वि., भोपाल

e-resources:

- https://www.researchgate.net/publication/24116294_The_Role_of_Education_in_Economic_Development_A_Theoretical_Perspectiv
- https://www.researchgate.net/publication/344045305_Globalization_and_Its_Impact_on_Indian_Economy
- https://www.oecd.org/daf/ca/corporategovernanceofstate-ownedenterprises/2668393.pdf
- https://www.indiabudget.gov.in/economicsurvey/doc/echapter.pdf
- https://www.researchgate.net/

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विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार वि., भोपाल

BAMC : IV SEM	Marks:100			Credits:5		
NEWS WRITING	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- Understand the News concept.
- Fundamentals of good writing.
- Describe the news values which a news reporter should keep in mind for determining whether an event is news worthy or not.
- Explain the important sources of news, and the sources a reporter should tap for news stories.
- Understand the basic element of digital storytelling.

Learning Outcomes

- Students will be able to understand the news values and the basics of news writing.
- Students will able to write different types of leads and intro.
- Students will able to understand the structure of news writing and its purpose.
- Students will be able to write clear, concise, accurate and interesting news stories.
- Students will able to write for blogs in different issues.

Unit-1	**Concept of News** (Total hours- L+T+P= 15hrs)	L	T	P
1.1	News: Concept, Definitions, Elements (Classroom Lecture, News Paper Reading& Practices)	3	-	-
1.2	Kinds of News: Soft & Hard News, Short news, Importance of News (Classroom Lecture, News Paper Reading& Practices)	3	-	-
1.3	News values & Dynamics of News (Classroom Lecture, News Paper Reading& Practices)	3	-	-
1.4	Truth, Objectivity, diversity, Plurality, Social welfare & relevance (Classroom Lecture, News Paper Reading& Practices)	3	-	-
1.5	Sources of News, Cultivation & Protection, Verification & Validation of facts (Classroom Lecture, News Paper Reading& Practices)	2	1	-

Unit-2	**News structure, Style & Techniques** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	News structure & Content (Classroom Lecture, Practical)	3	-	-
2.2	Style : Inverted pyramid, Chronological (Classroom Lecture, Practical)	3	-	-
2.3	Headlines : Types, Function, Importance, Technique (Classroom Lecture, News Paper Reading& Practical)	3	-	-
2.4	Concept of News story, Types of Intro (Classroom Lecture, News Paper Reading& Practical)	3	-	-
2.5	Concept & Importance of Photo in news (Classroom Lecture, Practical)	2	1	-

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Unit-3	**News Writing** (Total hours- L+T+P=15 hrs)	L	T	P
3.1	Introduction & Concept of Newswriting, News language (Classroom Lecture, News Paper Reading& Practices)	2	1	-
3.2	Writing news for Newspapers (Classroom Lecture, News Paper Reading& Practices)	3	-	-
3.3	Writing news for Radio & Television (Classroom Lecture, Practical)	3	-	-
3.4	Differences from other forms of Media writing (Classroom Lecture, Practical)	3	-	-
3.5	Writing Reviews(Book, film, Theatre) (Classroom Lecture, Reading & Writing)	3	-	-

Unit-4	**News Writing for different beats/areas/fields** (Total hours- L+T+P=15 hrs)	L	T	P
4.1	News writing for different beats/ areas/fields like Political, Crime, Court, Sports, Commercial & Business, Art & Culture etc. (Classroom Lecture, Reading & Writing)	3	1	-
4.2	News Analysis & Backgrounders (Classroom Lecture, Reading & Writing)	3	-	-
4.3	Writing News based Interview (Classroom Lecture, Practical)	3	-	-
4.4	Writing for Specialized reporting like Investegative and Interpretative news (Classroom Lecture, Reading & Writing)	3	-	-
4.5	News based article, News based features (Classroom Lecture, Reading & Writing)	2	-	-

Unit-5	**Writing for Web** (Total hours- L+T+P=15hrs)	L	T	P
5.1	News writing for Web, E-paper (Classroom Lecture, Practical)	3	1	-
5.2	Writing Blog (Classroom Lecture, Practical)	3	-	-
5.3	Writing for Photo captions (Classroom Lecture, Practical)	3	-	-
5.4	Writing for Cartoons (Classroom Lecture, Practical)	3	-	-
5.5	Concept & Technique of Proofreading (Classroom Lecture, Practical)	2	-	-

Practical/Project/Assignments:

- Read any of the three news papers of one day in the context of the given points.
- Lead story
- News page & location
- Presentation of news
- News language & style
- Carefully read the question of business & finance in two newspapers/magazines. List the published news /articles in them.
- Make a list of words used in these news/articles.
- Watch radio/television news for two days consecutive weeks. Observe and Analyse the content and its presentation.
- Write news for radio, newspaper and television.
- Any assignments given by concerned faculty.

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माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल

Suggested Readings:

- Allan Stuart, The Routledge Companion to News Journalism, Routledge Newyork, 2010.
- Frost Chris , Reporting for Journalists.London: Routledge, 2001
- Mitchell W.J.T. & Hansen Mark B.N., Critical Terms for Media Studies, The University of Chicago Press, 2010
- Rich Carole, Writing and Reporting News: A Coaching Method, Cengage Learning Custom,2010
- Shrivastava K..M., Radio and TV Journalism, Sterling Publishers Pvt. Ltd., New Delhi, 2015
- Stovall James G., Writing for the Mass Media. Ninth Edition, Pearson, NewYork, 2015

e- resources:

- Cyber Journalist: Technology, Tools & Ethics:http://cyberjournalist.org.in/index.html
- https://www.researchgate.net/publication/307571500_Writing_Feature_Articles_For_The_Print_Media_And_e-Media
- https://www.sagepub.com/hi/nam/the-basics-of-media-writing/book245776
- https://swayam.gov.in/courses/5182-writing-for-mass-media
  https://ohiostate.pressbooks.pub/stratcommwriting/chapter/media-writing-skills/
- https://ndl.iitkgp.ac.in/homestudy/humanities

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विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी, भोपाल

Bachelor's: II Year	Marks:40			Credits:2		
A- Parliament: Practice and Procedure-II	Th	Pr	Ia	Credit/ hours		
				L	T	P
	-	30	10	-	1/1	1/2

Course Objectives

- To acquaint students with knowledge of the Indian Constitution.
- To make students familiar with concept of Parliament.
- To understand the concept of various practices and procedures of Indian Parliament
- To develop understanding about powers and privileges of Parliamentary and Legislative members

Learning Outcomes

- Students will be able to understand the concept of Indian Constitution and Parliament.
- Students will be able to understand working of Indian Parliament
- Students will be able to understand and analyze working of State Assembly and Legislative Councils
- Ability to apply the theory into practice.

Unit-1	**Introduction to Indian Constitution** (Total hours- L+T+P=6hrs)	L	T	P
1.1	Preamble	-	1	1
1.2	Fundamental Rights	-	-	2
1.3	Directive Principles of State Policy	-	-	2

Unit-2	**Introduction to Indian Parliament** (Total hours- L+T+P=6hrs)	L	T	P
2.1	Working of Indian Parliament	-	1	1
2.2	Committee of Indian Parliament	-	-	2
2.3	Budget	-	-	2

Unit-3	**Lok Sabha and Rajya Sabha** (Total hours- L+T+P=6hrs)	L	T	P
3.1	Working of Lok Sabha & Rajya Sabha	-	1	1
3.2	Passing of Bill in Lok Sabha & Rajya Sabha	-	-	2
3.3	Election of Members in of Rajya Sabha & Lok Sabha	-	-	2

Unit- 4	**State Assemblies and Legislative Councils** (Total hours- L+T+P=6hrs)	L	T	P
4.1	Introduction to Legislative Councils	-	1	1
4.2	Elections of members in Legislative Council	-	-	2
4.3	Functions of Legislative Council	-	-	2

Unit 5	**Different Parliamentary Systems in World** (Total hours- L+T+P=6hrs)	L	T	P
5.1	Japan Parliamentary System	-	1	1
5.2	Canada Parliamentary System	-	-	2
5.3	Germany Parliamentary System	-	-	2

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विभागाध्यक्ष, जनसंचार विभाग
मा.च.रा.प. एवं सं.वि., भोपाल

Practical/Projects/Assignments:

- Role play/Skit/Mock Parliament.
- PPT Presentation on various contemporary issues
- Visit to Vidhan Sabha
- Virtual tour of the Indian Parliament.
- Any other assignment given by the concerned faculty.

Suggested Readings:

- Kaul M.N and Shakdher S.L, Practice and Procedure of Parliament, Lok Sabha Secretariat, New Delhi, Seventh Edition
- Khosla Madhav, The Constitution of Most Surprising Democracy, Oxford
- Basu Dr. Durga Das, Introduction of Indian Constitution, Lexis Nexis, 2019
- Rules of Procedure and Conduct of Business in the Council of States, Rajya Sabha Secretariat, New Delhi,2013.
- Chaudhary Sujit, Khosla Madhav and Mehta Pratap Bhanu, The Oxford Hand book of the Indian Constitution, Oxford University Press U.K,2016
- Role of Rajya Sabha in Indian Parliamentary Democracy, Rajya Sabha Secretariat, New Delhi,2019
- Narain Dr. Yogendra, Role and Relevance of Rajya Sabha in Indian Polity, Rajya Sabha Secretariat, New Delhi.
- Kashyap Subhash C., Our Parliament, National Book Trust, India
- Handbook for Members of Rajya Sabha, Rajya Sabha Secretariat, New Delhi, 2010
- Bakshi PM, Constitution of India, Universal Law Publishing, 2017
- De Rohit, A Peoples Constitution, Princeton University Press,2018.

e-resources:

- https://eparlib.nic.in
- https://epgp.inflibnet.ac.in
- http://Indias-Founding-Moment-Constitution-Surprising-ebook/

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी पत्रकारिता विश्वविद्यालय, भोपाल

Co-Curricular- 2

Bachelor's: II Year	Marks:40			Credits:2		
(B) भारतीय संगीत-II	Th	Pr	Ia	Credit/ hours		
				L	T	P
	-	30	10	-	1/1	1/2

उद्देश्य

1. संगीत के मूल तत्वों को समझना।
2. सुगम संगीत की विभिन्न विधाओं जैसे गीत, भजन, गजल शैलियों इत्यादि से संगीत में आये हुए विभिन्न सैद्धान्तिक एवं वैचारिक महत्व पर चिंतन।
3. संगीत का सैद्धान्तिक और व्यावसायिक क्षेत्रों में प्रदर्शन, नियोजन को जानना।
4. हिन्दी चित्रपट संगीत की समझ विकसित करना।
5. अन्य विषयों के साथ भारतीय संगीत को जोड़कर शोध के लिए भारतीय संगीत का प्रारंभिक ज्ञान देना।

शिक्षण के परिणाम

1. अलंकारों, राग काफी, भैरव, भैरवी की जानकारी।
2. सुगम संगीत की भिन्न शैलियों से परिचित होना।
3. भारतीय चित्रपट को जानना एवं प्रमुख संगीतकारों की शैलियों की समझना।
4. भारतीय चित्रपट संगीत में प्रसिद्ध पार्श्वगायकों के योगदान को जानना।
5. ताल एवं वाद्य यंत्रों की प्रारंभिक समझ।

ईकाई 1 –		L	T	P
1.1	प्रारंभिक अलंकारों का लेखन 20से 10		2	2
1.2	राग काफी, भैरव, भैरवी का सम्पूर्ण परिचय			6

ईकाई –2		L	T	P
2.1	सुगम संगीत परिभाषा एवं विशेषताएँ		2	2
2.2	सुगम संगीत शैलियाँ गीत, गजल, भजन प्रसिद्ध कवियों), शायर की -5 (रचनायें 5			6

ईकाई –3		L	T	P
3.1	चित्रपट का अर्थ, परिचयन एवं इतिहास		2	
3.2	हिन्दी चित्रपट संगीत में शास्त्रीय संगीत का प्रयोग करने वाले प्रमुख संगीतकार		2	4

ईकाई –4		L	T	P
4.1	पार्श्वगायन का अर्थ, हिन्दी चित्रपट संगीत में पार्श्वगायन का प्रारंभ		2	
4.2	हिन्दी चित्रपट संगीत के प्रमुख गायकगायिकाएँ परिचय एवं योगदान / द रफीमोहम्म), मन्नाडे, मुकेश, किशोर कुमार, भारत रत्न लता मंगेशकर, आशा भोसले, गीता दत्त, सुमन कल्याण पुरकर		2	4

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल

ईकाई –5		L	T	P
5.1	सुगम संगीत में प्रयुक्त होने वाले तालों का परिचय एवं प्रयोग ताल- तीव्रा, कटरवा दादरा, रूपक, झपताल, तीनताल		1	6
5.2	सुगम संगीत में वाथवृंद का प्रयोग, महत्व एवं प्रमुख वाद्य		1	2

भारतीय संगीत (सुगम गायन)

द्वितीय वर्ष प्रायोगिक -

प्रारंभिक अलंकारों का गायन 20से 10

रागकाफी-, भैरव, भैरवी में आरोह पकड-अवरोह-

सरगम, लक्षणगीत, छोटाख्याल 5-5 -आलाप तानों सहित प्रस्तुत करना।

सुगम संगीत संगीत कीफिल्म/दो रचनायें स्वेच्छा से प्रस्तुत करना।

हिन्दी चित्रपट संगीत के प्रसिद्ध पार्श्वगायक शब्द)रीय रचना गायिकाओं में से किसी एक की स्त/ तिकी प्रस्तु (रचना

वाह्य परीक्षक की इच्छानुसार सुगम संगीत की किसी एक शैली को प्रस्तुत करना।

सैद्धान्तिक प्रश्नपत्र के तालों को हाथ से प्रदर्शित करना। (खाली/ताली)

संदर्भ -

1. हिन्दुस्तानी संगीत पद्धति - 2/1भाग -लेखक विभातखण्डे ,ना.
2. राग परिचय - 4/3/2/1 भाग -लेखक हरिशचन्द्र श्रीवास्तव
3. संगीत विशारद लेखक वसंत -
4. गुगल पितस्था-/यू टयूब/नेट/पार्श्वगायकोंगायिकाओं के गीत हेतु।/

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विभागाध्यक्ष, जनसंचार विभाग
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Bachelor's: II Year	Marks:40			Credits:2		
(C) : Lalit Kala - II	Th	Pr	Ia	Cre/ hrs		
				L	T	P
	-	30	10	-	1/1	1/2

Course Objectives

1. To familiarize students with the methods and techniques of drawing and sketching.
2. To develop observation skills through the study of nature and surroundings.
3. To understand natural and man-made forms through artistic exploration.
4. To introduce students to colours, colour application, and various artistic media.
5. To develop creative skills through design, printing, painting, and craft activities.

Course Outcomes

1. Demonstrate basic drawing and sketching skills using appropriate techniques.
2. Apply perspective, colour, and composition principles in visual artworks.
3. Create decorative and geometric design compositions.
4. Demonstrate skills in block printing, fabric painting, and surface design.
5. Create three-dimensional forms using clay and other materials.

UNIT- 1	Drawing and Nature Study	L	T	P
1.1	Introduction to Drawing and Nature Study, Sketching and Perspective Drawing (Lecture, Discussion)	1		2
1.2	Colour Rendering Techniques, Study of Plants, Trees, and Flowers (Lecture, Discussion)	1		2
1.3	Study of Fruits and Vegetable (Lecture, Discussion)	1		1
1.4	Outdoor Sketching and Observation Drawing (Lecture, Discussion)	1	1	
1.5	Introduction to Light and Shadow Rendering (Lecture, Discussion)	1		1

UNIT- 2	Design	L	T	P
2.1	Decorative Design (Lecture, Discussion)	1		2
2.2	Geometrical Design (Lecture, Discussion)	1		2
2.3	Poster Design (Lecture, Discussion)	1		1
2.4	Logo Design (Lecture, Discussion)	1	1	
2.5	Calligraphy (Lecture, Discussion)	1		1

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विभागाध्यक्ष, जनसंचार विभाग
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UNIT- 3	Block Printing and Fabric Painting	L	T	P
3.1	Introduction to Block Printing (Lecture, Discussion)	1		2
3.2	Vegetable Printing, Wooden Block Printing (Lecture, Discussion)	1		2
3.3	Fabric Painting (Cushion Covers, Dupattas, Tote Bags) (Lecture, Discussion)	1		1
3.4	Stencil Printing Techniques (Lecture, Discussion)	1	1	
3.5	Surface Pattern Design for Textiles (Lecture, Discussion)	1		1

UNIT-4	Clay Modelling and Three-Dimensional Art	L	T	P
4.1	Introduction to Clay Modelling (Lecture, Discussion)	1		2
4.2	Simple Forms (Fruits, Vegetables, Flowers) (Lecture, Discussion)	1		2
4.2	Birds and Animals, POP Relief Work (Lecture, Discussion)	1		1
4.4	Decorative Utility Objects (Lecture, Discussion)	1	1	
4.5	Eco-Friendly Sculpture and Craft (Lecture, Discussion)	1		1

UNIT- 5	Paper Craft	L	T	P
5.1	Book Jacket Design (Lecture, Discussion)	1		2
5.2	Paper Craft Mobile (Lecture, Discussion)	1		2
5.3	Calendar Design, Greeting Card Design (Lecture, Discussion)	1		1
5.4	Paper Packaging Design (Lecture, Discussion)	1	1	
5.5	Recycled Paper Craft Products (Lecture, Discussion)	1		1

Practical/Projects/Assignments:

1. Create a Perspective Drawing showing one-point or two-point perspective.
2. Prepare a Nature Study Sheet including plants, flowers, fruits, and vegetables with colour rendering.
3. Design a Poster or Logo on a social, environmental, or cultural theme.
4. Create a Block Printing or Fabric Painting composition using traditional or contemporary motifs.
5. Develop a Clay Modelling project depicting animals, birds, or decorative objects.
6. Design and create a Paper Craft product such as a Book Jacket, Calendar, Greeting Card, orPackaging Design.

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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Suggested Readings:

1. Drawing on the Right Side of the Brain – Betty Edwards
2. Perspective Made Easy – Ernest R. Norling
3. The Natural Way to Draw – Kimon Nicolaïdes
4. Design Basics – David A. Lauer & Stephen Pentak
5. Water Colour Landscapes Step by Step – Milind Mulick
6. A for Ajrakh: The A to Z of Block Printing – Nina Sabnani

E-Resources:

1. SWAYAM
2. e-PG Pathshala
3. National Digital Library of India (NDLI)
4. Google Arts & Culture
5. National Museum, New Delhi

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Bachelor's: II Year	Marks:40			Credits:2		
(D) : Debate and Dialogue - II	Th	Pr	Ia	Cre/ hrs		
				L	T	P
	-	30	10	-	1/1	1/2

Course Objectives

- To describe the key elements of debate, dialogue and speech
- To impart theoretical and practical knowledge on debate, dialogue and speech
- To enable students to prepare themselves for debate, dialogue and speech
- Emphasis is given on skill training in information gathering, processing and delivering.
- Updating them with the challenges and various issue encountered on field

Learning Outcomes:-

- Students will have the knowledge to represent them on different platforms with analytical and critical point of view
- Will develop a critical thinking on various contemporary issues
- Students get knowledge about the idea, media and society

Unit 1		L	T	P
1.1	Understanding the purpose, rules of the debate	-	1	1
1.2	Dos and don'ts of debater	-	1	1
1.3	Understanding the target audience	-	1	1
	Total hours			06

Unit 2		L	T	P
2.1	Preparation methodology	-	1	1
2.2	Art of presentation/performance	-	1	1
2.3	Confusion part of debate	-	1	1
	Total hours			06

Unit 3		L	T	P
3.1	Speech delivery mechanism	-	1	1
3.2	Performing speech in different platforms	-	1	1
3.3	Speech & language disorders	-	1	1
	Total hours			06

Unit 4		L	T	P
4.1	Important elements of dialogue writing	-	1	1
4.2	Tips for dialogue writing	-	1	1
4.3	Exercise of dialogue writing	-	1	1
	Total hours			06

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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Unit 5				
		L	T	P
5.1	Dialogue, debate and speech in Indian spirituality	-	1	1
5.2	Dialogue, debate and speech in Indian arts	-	1	1
5.3	AI Debate Generator	-	1	1
	Total hours			06

Practical/Projects/Assignments:

- Present a speech on a subject of your choice approved by your mentor/professor.
- Select a subject approved by your mentor/professor, present your opinion, engage with others.
- Present yourself as a TV anchor.
- Present yourself as a reporter covering a news development.

Suggested readings:

- How to Argue and Win Every Time: At Home, At Work, In Court, Everywhere, Every Day-
  Gerry Spence
- THE WORLD'S 100 GREATEST SPEECHES Paperback – Terry O'Brien
- The Penguin Book of Modern Speeches -Brian MacArthur
- A Panorama of Indian Philosphy- R. C. Pandeya
- Bhartiya Gyan Parampara- DR.RAJESH KUMAR VYAS
- श्रेष्ठ की अभिव्यक्ति हो, ओम प्रकाश धनखड़
- मीडिया: वाद–विवाद, संवाद, अनामीशरण बबल, श्री नटराज प्रकाशन
- संवाद का जादू, टेरी फेल्दर, मंजुल पब्लिशिंग हाउस

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माजा.रा.प. एवं सं.वि., भोपाल

Bachelor's: II Year	Marks:40			Credits:2		
(E) : Science of Happiness - II	Th	Pr	Ia	Cre/ hrs		
				L	T	P
	-	30	10	-	1/1	1/2

Course Objectives :

- Apply positive psychology principles to organizations.
- Develop habits that support innovation and optimal performance.
- Develop long-term resilience and adaptive coping.
- Demonstrate emotionally intelligent leadership skills.
- Understand the relationship between policy, sustainability and human flourishing.

Learning Outcome :Students will be able to

- Apply happiness science in workplaces and communities.
- Develop leadership based on emotional intelligence.
- Design well-being interventions.
- Understand societal and environmental determinants of well-being.
- Create a lifelong flourishing plan.

Unit I: Well-being, Emotional Intelligence & Leadership in Organizations (8 Hours)

- Positive organizational scholarship
- Psychological safety
- Human-centred productivity
- Humour, play and workplace well-being
- Emotional Intelligence
- Compassionate leadership
- Team dynamics
- Emotional climate
- Decision-making

Unit II: Creativity, Flow & Cognitive Vitality (4 Hours) Sessions 5–6

- Flow Theory
- Creativity
- Intuition
- Flexible thinking
- Cognitive overload

Unit III: Resilience & Growth (4 Hours) Sessions 7–8

- Stress adaptation
- Post-traumatic growth
- Growth mind-set
- Grit
- Cognitive reappraisal

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
गा.ब.रा.प. एवं सं.वि., नोएडा

Unit IV: Well-being, Society & Sustainability (4 Hours) Sessions 9–10

- Gross National Happiness
- Well-being Economy
- Community flourishing
- Nature connectedness
- Environmental wellness
- Sustainable development

Unit V: Life Design & Applied Happiness (4 Hours) Sessions 11–12

- Ikigai
- Purpose
- Meaningful goal setting
- Work-life integration
- Personal happiness blueprint
- Designing a campus/community well-being intervention

Learning Outcome

Create a scientifically informed personal and community well-being plan.

Experiential Components

- Community Well-being Project
- Nature Connection Activity
- Campus Happiness Audit
- Leadership Reflection Portfolio
- Group Well-being Intervention
- Final Happiness Blueprint Presentation

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल, एवं सं.वि.वि., भोपाल

Suggested Distribution of Readings

- Mihaly Csikszentmihalyi – *Flow*
- Daniel Kahneman – *Thinking, Fast and Slow*
- Dacher Keltner – *Awe*
- Stephen Covey – *The 7 Habits of Highly Effective People*
- Bhutan Studies publications on Gross National Happiness
- Michio Kaku – *The Future of Humanity*

Semester IV (Science of Happiness II: Flourishing, Leadership & Society)

Theme: Creating Well-being Around Us

Practical/Assignment	Description	Marks
1. Campus Well-being Audit	Assess one aspect of campus well-being (green spaces, student stress, inclusion, social connection, digital habits etc.) and submit recommendations.	10
2. Community Happiness Project	Plan and implement a small intervention (gratitude wall, happiness booth, kindness campaign, mindfulness session, nature walk, laughter activity, digital detox etc.).	10
3. Leadership Reflection	Reflect on emotional intelligence, conflict management,	10

Practical/Assignment	Description	Marks
Portfolio	empathy and leadership experiences during the semester.	
4. Happiness Blueprint Presentation	Present a personal flourishing plan including health, relationships, purpose, career, finances and contribution to society.	10

Total = 40 Marks

Optional Minor Assignments (Faculty can choose any two)

- Digital Detox Challenge (7 Days)
- Sleep Hygiene Tracker
- Nature Connectedness Diary
- Random Acts of Kindness Challenge
- Gratitude Visit
- Social Media Well-being Analysis
- Interview an Inspiring Person on Happiness
- Family Happiness Tree
- Mindful Photography Project
- One Week Without Complaining Challenge
- Strength Spotting Exercise
- Flow Experience Report
- Personal Values Mapping
- Ikigai Worksheet
- Awe Mapping Exercise
- Happy Story Telling

Suggested Assessment Rubric (Applicable to Both Semesters)

Criteria	Marks
Completion & Timeliness	5
Reflection & Self-awareness	10
Scientific Understanding	5
Creativity & Application	10
Presentation & Communication	10
Total	**40**

Capstone Suggestion

Rather than a traditional practical examination, conclude each semester with an **e-Portfolio**. Students compile all journals, reflections, assessment results, photographs of activities, and project reports into a digital portfolio. This serves as evidence of experiential learning and aligns well with NEP 2020's emphasis on competency-based assessment.

This structure is similar to experiential assessment models used in well-being and positive psychology courses at universities such as the University of Pennsylvania Positive Psychology Center and Greater Good Science Center, where reflective practice and real-world application are integral to learning outcomes.

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता विश्वविद्यालय, भोपाल

BAMC : IV SEM	Marks:100			Credits:5		
COMMUNICATION SKILLS	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	60	20	20	4/4	-	1/2

Course Objectives

- To improve the student's Written and Oral expression of thought and teach them the effective use of Body-language and Voice tones.
- To improve the listening and Reading skills of students to follow and comprehend discourse and develop their critical thinking skills.
- To develop the Presentation skills and enhance confidence to expand the potential of the students.
- To prepare students to apply for jobs and write effective resumes.
- To equip the students with knowledge and techniques to effectively tackle interviews

Learning Outcomes

- Recognize the different aspects of communication and appreciate the role of body language and voice tone in effective communication.
- Communicate their message in an effective and engaging way for the recipients.
- Enhance the ability to accurately receive and interpret message in the communication process.
- Build Presentations that create maximum impact.
- The ability to highlight their achievements and prove their value added worth to prospective employees.

Unit-1	**Introduction to Effective Communication** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Need and Importance of Effective Communication (Lecture, Group discussion, Presentations)	3	-	-
1.2	Non-Verbal Communication- Personal Appearance Gestures , Postures, Facial Expression, Eye Contacts (Lecture, Group discussion)	3	-	-
1.3	Body Language(Kinesics), Tips for Improving Non-Verbal Communication (Lecture, Group discussion, Case Studies)	3	-	-
1.4	Effective Writing Skills , Elements of Effective Writing -Sentence, Phrases and Clauses (Lecture, Group Discussion, Presentations)	3	-	-
1.5	Understanding and Applying Vocabulary- Words Often Confused, One Word Substitutes, Synonyms and Antonyms, Word Formation: Prefixes, Bases and Suffixes (Lecture, Group Discussion, Presentations)	2	-	1

Unit-2	**Listening and Reading Skills** (Total hours- L+T+P=15hrs)	L	T	P
2.1	Purpose and Process of Listening (Lecture, Case studies)	3	-	-
2.2	Benefits of Effective Listening, Barriers to Listening (Lecture, Case studies, Group Discussions)	3	-	-
2.3	Measures to improve Listening, Active listening (Lecture, Group exercises)	3	-	-
2.4	Reading-Purpose, Process, Methodologies (Lecture, Group discussion, Presentation)	3	-	-
2.5	Techniques of Effective Reading (Lecture, Group discussion)	2	-	1

प्रो. (डॉ.) संजय द्विवेदी
विश्वविद्यालय, जनसंचार विभाग
माखनलाल राष्ट्रीय पत्रकारिता, भोपाल

Unit-3	**Presentation Skills** (Total hours- L+T+P=6 hrs)	L	T	P
3.1	Oral Presentation and Public Speaking skills (Lecture, Group discussion)	3	-	-
3.2	Group Discussions (Lecture, Group exercises)	3	-	-
3.3	Presenting a Paper (Lecture,Presentations)	3	-	-
3.4	Business Presentation- Purpose ,Audience, Locale, Steps in making a Presentation (Lecture, Group exercises, Presentations)	3	-	-
3.5	Technology based Communication, Writing emails, Power Point Presentation (Lecture, Group exercises, PPT)	2	-	1

Unit-4	**Communication As A Skill For Career Building** (Total hours- L+T+P=6hrs)	L	T	P
4.1	Identifying Job openings (Lecture, Group discussion)	3	-	-
4.2	Applying for a Job (Lecture, Group discussion, Presentations)	3	-	-
4.3	Guidelines for writing Resume ,Contents of a good Resume (Lecture, Group exercises, word play, Presentations, Observation of Print ads)	3	-	-
4.4	Types of Resume (Lecture, Group discussion, Presentations,)	3	-	-
4.5	Cover letters- Formats and Types (Lecture, Group exercises)	2	-	1

Unit-5	**Communication As A Skill For Career Building-Job Interview** (Total hours- L+T+P=6hrs)	L	T	P
5.1	Importance and Factors involving Job Interview (Lecture)	3	-	-
5.2	Characteristics of Job Interview (Lecture, presentation ,Case studies)	3	-	-
5.3	Interview Process (Lecture,Ppresentation ,Case studies)	3	-	-
5.4	Techniques-Manners and Etiquettes (Lecture)	3	-	-
5.5	Common Questions during Interview (Lecture, Presentation ,Case studies)	2	-	1

Practical/Project/Assignments:

- Writing Speeches, Articles, Letters on various topics.
- Writing Resumes
- Book reviews
- Mock Interviews
- Power Point Presentations on various topics.
- Any other assignment given by the faculty.

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल, एवं सं.वि.वि., भोपाल

Suggested Readings :

- A.S. Hornby's. Oxford Advanced Learners Dictionary of Current English, 7th Edition.
- Bansal, R.K. and J.B. Harrison. Spoken English, Orient Language.
- Prasad, P. Communication Skills, S.K. Kataria& Sons.
- Roach Peter. English Phonetics and Phonology.
- Sen, Leena. Communication Skills, Prentice Hall of India, New Delhi.
- Sethi, J & et al. A Practice Course in English Pronunciation, Prentice Hall of India, New Delhi.

e- resources :

- https://www.researchgate.net/publication/303893422_Communication_Skills_Students_Coursebook
- https://dl.uswr.ac.ir/bitstream/Hannan/141245/1/9781138219120.pdf

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल

BA in Mass Communication: SEMESTER - V

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC13	5BA(MC)1	Reporting and Editing for Electronic Media	60	20	20	100
2.	MCC14	5BA(MC)2	Development Communication	80	20	-	100
3.	MCE01 (A) OR MCE01 (B)	5BA(MC)3A OR 5BA(MC)3B	Radio Programme Production OR Print Production	60 60	20 20	20 20	100 100
4.	MCG03	5BA(MC)4	Creative Writing Or *Choose from the list given below	60	20	20	100

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल पत्रकारिता एवं जनसंचार वि., भोपाल

BAMC : V SEM	Marks:100			Credits:5		
REPORTING AND EDITING FOR ELECTRONIC MEDIA	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	60	20	20	4/4	-	1/2

Course Objectives

- To focus on Mass Media in general and Electronic Media in particular.
- To understand the world of Electronic Media.
- Understand process, techniques, resources, aesthetics, technical requirements, and follow up of Television Production.
- Develop scripts for a variety of formats popular with Electronic media.
- To make students familiarize with the characteristics of Reporting, TV formats and its production.

Learning Outcomes

- Students will able to prepare news report for Radio.
- Students will be able to write script for TV news.
- Students will be able to apply tools and techniques of editing for Radio.
- Students will be able to apply tools and techniques of editing for TV.
- Students will be able to identify and fulfill ethical responsibility of reporters in a society.

Unit-1	**News and Reoprting** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	News: Concept, Definition , Principles , Elements , Values ,Types of News and News follow-up (Lecture, Classroom Discussion, PPT)	3	-	-
1.2	Source of News: Types of Source, News Gathering, Verification and Validation (Lecture, Classroom Discussion, PPT)	3	-	-
1.3	Reporting: Concepts, Definitions, Elements Reporting, Types of News Reporting and Hierarchy in News Organizations (Lecture, Classroom Discussion, PPT)	3	-	-
1.4	Ethics and Laws related to Reporting (Lecture, Classroom Discussion, PPT)	2	-	1
1.5	Reporter's Duties and Responsibilities, Functions of News Reporters (Lecture, Classroom Discussion, PPT)	2	-	1

Unit-2	**Reporting for Radio** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Organisational Structure of AIR, Programmes of Radio, Radio features/documentaries Radio commentaries Spotlight/Talks, etc (Lecture, Classroom Discussion, PPT)	3	-	-
2.2	Types of Radio News Bulletin, Structure of News Presentation, Content of Radio Bulletin. (Lecture, Classroom Discussion, PPT)	3	-	-
2.3	FM Channels: Structure, Programmes, Presentation. (Lecture, Classroom Discussion, PPT)	3	-	-
2.4	Duties and Responsibilities of Radio News Editor, Broadcasting code and limitations. (Lecture, Classroom Discussion, PPT)	2	-	1
2.5	Characteristics of Radio as a Mass Medium in India (Lecture, Classroom Discussion, PPT)	2	-	1

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
भा.व.रा.प. एवं सं.वि., भोपाल

Unit-3	**Reporting for Television** (Total hours- L+T+P=15 hrs)	L	T	P
3.1	Organisational Structure of TV News Channel and Functioning of News channel . (Lecture, Classroom Discussion, PPT)	3	-	-
3.2	Structure of News Presentation, TV news team- Role and Responsibility (input/ output) (Lecture, Classroom Discussion, PPT)	3	-	-
3.3	Developing TV stories, Field work, TV news Interviews, Shooting, Phono, Voice Over, Byte, Counter Byte (Lecture, Classroom Discussion, PPT)	3	-	-
3.4	Concept & Technique of Live reporting , OB van, FTP D-Live,Vox-Pop, Breaking News, PTC (Lecture, Classroom Discussion, PPT)	2	-	1
3.5	Structuring a TV news report, V/O's, Packages & Story formats. (Lecture, Classroom Discussion, PPT)	2	-	1

Unit-4	**Editing for Radio** (Total hours- L+T+P=15 hrs)	L	T	P
4.1	Concept, Definitions and Elements of Editing (Lecture, Classroom Discussion, PPT)	3	-	-
4.2	Studio recording : Off air / On air studios and their working (Lecture, Classroom Discussion, PPT)	3	-	-
4.3	Stages of Radio Production; Pre-Production (Idea, Research, Radio script) (Lecture, Classroom Discussion, PPT)	3	-	-
4.4	Sound Recording / Perspective of sound , OB recording equipment Sound transfer, Editing and Post-Production (Lecture, Classroom Discussion, PPT)	2	-	1
4.5	FM Broadcast software : Radio Computing Service(RCS), Zeta, Audio Vault Automation Software (Lecture, Classroom Discussion, PPT)	2	-	1

Unit-5	**Editing for Television** (Total hours- L+T+P=15 hrs)	L	T	P
5.1	Visual Grammar – Camera Movement, Types of Shots, Focusing, Visual Perspective (Lecture, Classroom Discussion, PPT)	3	-	-
5.2	Basics of Editing for TV- Editing a News capsule., Adobe Premiere , FTP, OB Van (Lecture, Classroom Discussion, PPT)	3	-	-
5.3	Visual effects – Superimposition and Chroma key (Lecture, Classroom Discussion, PPT)	3	-	-
5.4	Editing - Linear and Non-linear, Continuity editing – insert shot- cut-in and cutaways (Lecture, Classroom Discussion, PPT)	2	-	1
5.5	Transition techniques –cut, fade, dissolve, wipe and split screen (Lecture, Classroom Discussion, PPT)	2	-	1

Practical/Project/Assignments:

- Production of different formats of news - 2-minute headline bulletin to one hour news show.
- Rewriting the printed and agency copy for broadcasting.
- TV writing for different types of visuals
- Different types of PTC Exercises.
- Any other assignment given by the faculty

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल

Suggested Readings:

- Aspinall Richard, Radio Programme Production: *A Manual for Training*, , UNESCO, Paris, 1971
- Bhanavat Dr. Sanjeev, Electronic Media (Radio, T.V evam Film Madhymo Ka Digdarshan), Rajasthan Hindi Granth Accademy, Jaipur, 2009
- Luthra H.K, Indian Broadcasting, Publications Division, New Delhi, 1987
- Mcleish Robert, Radio Production, Focal Press, Oxford, 2005
- Sengupta Aditya, Electronic Journalism: *Principles and Practices*, Authors Press, New Delhi, 2006

e_ resources :

- www.uk.sagepub.com
- www.ddnews.com
- https://www.oreilly.com/library/view/basic-tv-reporting/9781136026010/
- www.swayamprabha.com
- https://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल राष्ट्रीय एवं संचार वि., भोपाल

BAMC : V SEM	Marks:100			Credits:5		
DEVELOPMENT COMMUNICATION	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To develop understanding of the concept of Development.
- To understand the concept of Development Communication and its barriers.
- To understand the role and use of Media in Development Communication.
- To understand different projects regarding Development in India
- To give students an understanding of key issues in Sustainable Development as a basis for engaging in effective Development Communication.

Learning Outcomes

- Student will able to understand knowledge of Development Communication.
- Students will able to understand and evaluate key theoretical approaches used in the field of Development Communication.
- Students will able to describe use of different media in Development Communication.
- Students will be able to understand and apply the Participatory approach in Development.
- Students will be able to create an understanding of key issues and solutions for Sustainable Development.

Unit-1	**Concept of Development Communication** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Development Communication: Meaning, Concept, Evolution, Historical Perspective. (Lecture, Classroom Discussion, PPT)	3	-	-
1.2	Characteristics of Developing and Developed Societies. (Lecture, Classroom Discussion, PPT)	3	-	-
1.3	Gap between Developed and Developing Societies. (Lecture, Classroom Discussion, PPT)	3	-	-
1.4	Development and Marginal Communication: Women, Dalit, Tribes, Minorities LGBTs. (Lecture, Classroom Discussion, PPT)	3	-	-
1.5	Role of Media in Development Communication. (Lecture, Classroom Discussion, PPT)	2	1	-

Unit-2	**Models and Theories of Development** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Models of Development: Capitalist Model, Neo-Liberal Model, Socialist Model, Alternative Models of Development. (Lecture, Classroom Discussion, PPT)	3	-	-
2.2	Mass Media and Modernization (Lecture, Classroom Discussion, PPT)	3	-	-
2.3	Prominent theoreticians : Daniel Lerner, Everett Rogers, Wilbur Schramm, Rozario Braid (Lecture, Classroom Discussion, PPT)	3	-	-
2.4	Media and National Development: Experiences from developing countries with special emphasis on India (Lecture, Classroom Discussion, PPT)	3	-	-
2.5	Strategies in Development Communication. (Lecture, Classroom Discussion, PPT)	2	1	-

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय

Unit-3	**Development Support Communication** (Total hours- L+T+P=15 hrs)	**L**	**T**	**P**
3.1	Population and Family Welfare, Health Education, Environment. (Lecture, Classroom Discussion, PPT)	3	-	-
3.2	MDGs and SDGs (Lecture, Classroom Discussion, PPT)	3	-	-
3.3	Role of Civil Society and Government in development Communication. (Lecture, Classroom Discussion, PPT)	3	-	-
3.4	International Development Agencies (Lecture, Classroom Discussion, PPT)	3	-	-
3.5	Development Communication ethics in India (Lecture, Classroom Discussion, PPT)	2	1	-

Unit-4	**Participatory Approaches to Development** (Total hours- L+T+P=15 hrs)	L	T	P
4.1	Concept of Participatory Development Communication (Lecture, Classroom Discussion, PPT)	3	-	-
4.2	Knowledge Generation and Knowledge Sharing (Lecture, Classroom Discussion, PPT)	3	-	-
4.3	Bottom up and Dialogic communication process (Lecture, Classroom Discussion, PPT)	3	-	-
4.4	Participatory Communication Process , Planning, Designing, Implementation (Lecture, Classroom Discussion, PPT)	3	-	-
4.5	Participatory Strategies in Direct Social Change (Lecture, Classroom Discussion, PPT)	2	1	-

Unit-5	**Case Studies** (Total hours- L+T+P=15hrs)	L	T	P
5.1	Satellite Instructional Television Experiment (SITE) (Lecture, Classroom Discussion, PPT)	3	-	-
5.2	Kheda Communication Project (KCP) (Lecture, Classroom Discussion, PPT)	3	-	-
5.3	Jhabua Development Communication Project (JDCP) (Lecture, Classroom Discussion, PPT)	3	-	-
5.4	Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) (Lecture, Classroom Discussion, PPT)	3	-	-
5.5	Indian National Satellite System (INSAT) (Lecture, Classroom Discussion, PPT)	2	1	-

Practical/Project/Assignments:

- Make a PPT on any Government Project of development.
- Compare two national newspaper on the basis of development issues news.
- Write an article on development of your state.
- Any assignment given by concerned faculty.

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
भा.प.सं.प. एवं ना.वि.वि., भोपाल

Suggested Readings:

- Duchi(ED), Development Communication at Grass root level
- Jayaweer N. & Amunagama, Development Communication, Asian Mass Communication Research and Information Centre, 1987
- Narula Uma, Development Communication, Har Anand Publication Pvt.Ltd. New Delhi,1999
- Prasad Kiran, Communication for Development, volume 2, B.R publishing corporation, New Delhi, 2009
- Raghavan G.N.S., Development Communication in India, Gyan Publishing House, 1992

e- resources:

- www.onlinelibrary.wiley.com
- www.iamcr.org
- www.sagepublication.com
- https://www.swayamprabha.gov.in/
- https://epathshala.nic.in/

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विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी, भोपाल

BAMC : V SEM	Marks:100			Credits:5		
RADIO PROGRAM PRODUCTION	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	60	20	20	4/4	-	1/2

Course Objectives

- To provide insight to students in the emerging field of audio technology and its application in the area of entertainment, advertising, presentation, education and training.
- To write Script for Radio Production.
- To understand the various audio equipments and their use in production.
- To handle various Radio studio recording and field recording equipments .
- To produce Audio programmes and expose the participants with advanced production techniques.

Learning Outcomes

- Will be able to produce radio programme, including news bulletins and packages etc.
- Ability to write basic radio news scripts.
- Using appropriate types and properties of sound capturing devices.
- Proficiency in the use of production formats and new trends.
- Students can generate new ideas for radio production.

Unit-1	**Basics of Radio** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Radio as an oral medium (Lecture, Practical)	2	-	1
1.2	Radio program formats (Lecture, Practical)	2	-	1
1.3	News, Newsreel, Feature (Lecture, Practical)	2	-	1
1.4	Talk, Discussion, Phone in program commentary (Lecture, Practical)	2	-	1
1.5	Drama, Music program (Lecture, Practical)	2	-	1

Unit-2	**Studio and Microphones** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Audio Studio (Lecture, Practical)	2	-	1
2.2	Audio Equipments (Lecture, Practical)	2	-	1
2.3	Microphones (Lecture, Practical)	2	-	1
2.4	Working of Microphones (Lecture, Practical)	2	-	1
2.5	Types of Microphones (Lecture, Practical)	2	-	1

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विभागाध्यक्ष, जनसंचार विभाग
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Unit-3	**Audio Recording** (Total hours- L+T+P=15 hrs)	L	T	P
3.1	Basics of Audio recording (Lecture, Practical)	2	-	1
3.2	Programme Planning (Lecture, Practical)	2	-	1
3.3	Programme Production Process (Lecture, Practical)	2	-	1
3.4	Producing Field based Radio Programs (Lecture, Practical)	2	-	1
3.5	Radio Production Team (Lecture, Practical)	2	-	1

Unit-4	**Audio Editing** (Total hours- L+T+P=15hrs)	L	T	P
4.1	Introduction to Audio Editing (Lecture, Practical)	2	-	1
4.2	Non Linear Audio Editing (Lecture, Practical)	2	-	1
4.3	Types of Sound effects (Lecture, Practical)	2	-	1
4.4	Mixing Techniques (Lecture, Practical)	2	-	1
4.5	Dubbing Techniques (Lecture, Practical)	2	-	1

Unit-5	**Voice Modulation** (Total hours- L+T+P=15 hrs)	L	T	P
5.1	Voice Modulation (Lecture, Practical)	2	-	1
5.2	Pitch, Tempo, Rhythm (Lecture, Practical)	2	-	1
5.3	Voice culture (Lecture, Practical)	2	-	1
5.4	Pronunciation (Lecture, Practical)	2	-	1
5.5	Common errors in Pronunciation (Lecture, Practical)	2	-	1

Practical/Project/Assignments:

- Exercises of voice modulation, pronunciation and articulation.
- Exercises of bite selection.
- Recording of interviews with experts on local and regional issues.
- Music recording.
- Any other assignment given by the concerned faculty.

प्रो. (डॉ.) संजय द्विवेदी
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माजसं.प. एवं सं.वि.वि., भोपाल

Suggested Readings:

- Ford Meg, Radio Production, Createspace Independent Publishing Platform, 2013
- Gandhi Ved Prakash, Handbook of Television and Radio Broadcasting, Kanishka Publishers Distributors, New Delhi, 2009.

- Medoff Norman J. & Kaye Barbara K., Electronic Media (Then, Now and Later), Rout ledge 711 Third Avenue, Newyork, 2017.
- Sharma Ajay Kumar, Radio and Television Broadcasting, Random Publications, New Delhi, 2012.
- Trewin Janet, Presenting on TV and Radio, focal press, 2003.

e - resources:

- https://epdf.tips/radio-production-fifth-edition.html
- https://www.researchgate.net/publication/317850997_INTRODUCTION_TO_RADIO_PRODUCTION
- https://www.researchgate.net/publication/234632450_Radio_Programme_Production_A_Manual_For_Training
- https://www.amazon.in/RADIO-PROGRAMME-PRODUCTION-M-NEELAMALAR-ebook/dp/B08FX2LYVG?asin=B08FX2LYVG&revisionId=&format=2&depth=1
- https://www.researchgate.net/publication/278026278_The_Handbook_of_English_Pronunciation_Introduction

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मा.च.रा.प. एवं सं.वि.वि., भोपाल

BAMC :V SEM	Marks:100			Credits:5		
PRINT PRODUCTION	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	60	20	20	4/4	-	1/2

Course Objectives

- Understand the concept and philosophy of Art.
- Understand the functions of type composition and develop the ability to select the appropriate typeface for a particular design.
- Develop an understanding of the use of new technology in developing Layout.
- Understand the purpose of a Newspaper Design..
- The paper will enable students to develop their skills in print media.

Learning Outcomess

- Students would acquire practical experience on designing of Page Layout.
- Students would be able to understand the techniques of Print Production.
- Students would be able to understand how to apply the knowledge of Visual Art.
- Students will be able to use Page Maker, Quark express and Coral draw.
- Students will be able to use In-design and Photoshop.

Unit-1	**Art and Production** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Visual Art (Lectures, Assignments)	2	-	1
1.2	Aesthetics of print production (Lectures, Assignments)	2	-	1
1.3	Graphic Art (Lectures, Assignments)	2	-	1
1.4	Typography - Structure, Design and Function (Lectures, Assignments, Practicals)	2	-	1
1.5	Design Style, Function of Type Composition (Lectures, Assignments, Practicals)	2	-	1

Unit-2	**Layout and Design** (Total hours- L+T+P=15hrs)	**L**	**T**	**P**
2.1	Terms in Layout Planning (Lectures, Practicals)	2	-	1
2.2	Stages of Layout Planning (Lectures, Practicals)	2	-	1
2.3	Principles of Design (Lectures, Assignments, Practicals)	2	-	1
2.4	Basic Approach of Design (Lectures, Assignments, Practicals)	2	-	1
2.5	Functions of Colour (Lectures, Assignments, Practicals)	2	-	1

Unit-3	**Newspaper Design** (Total hours- L+T+P=15hrs)	**L**	**T**	**P**
3.1	Newspaper Designing (Lectures, Assignments, Practicals)	2	-	1
3.2	Design Approach (Lectures, Assignments, Practicals)	2	-	1

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3.3	Newspaper Format (Lectures, Assignments, Practicals)	2	-	1
3.4	Design Elements (Lectures, Practicals)	2	-	1
3.5	Page Make-up (Lectures, Assignments, Practicals)	2	-	1

Unit-4	**Periodicals Design** (Total hours- L+T+P=15hrs)	L	T	P
4.1	Elements of Magazine Designing (Lectures, Assignments, Practicals)	2	-	1
4.2	Elements of house journal Designing (Lectures, Assignments, Practicals)	2	-	1
4.3	Elements of Newsletters Designing (Lectures, Assignments, Practicals)	2	-	1
4.4	Rules for Poster Designing (Lectures, Assignments, Practicals)	2	-	1
4.5	Production Procedures (Lectures, Assignments, Practicals)	2	-	1

Unit-5	**Software for Designing** (Total hours- L+T+P=15hrs)	L	T	P
5.1	Layout designing for Online paper (Lectures, Practicals)	2	-	1
5.2	New trends of Layout (Lectures, Practicals)	2	-	1
5.3	Introduction to Page Maker and Quark express (Lectures, Practicals)	2	-	1
5.4	Introduction to Coral draw (Lectures, Practicals)	2	-	1
5.5	Introduction to In-design, Photoshop (Lectures, Practicals)	2	-	1

Practical/Project/Assignments:

- Creating a news paper in In-design.
- Creating a poster in Adobe Photoshop.
- Using smart art and create a Magazine.
- Any assignment given by the concerned faculty.

Suggested Readings:

- Eisenstein Elizabeth L., The Printing Revolution in Early Modern Europe, Cambridge University Press,1983
- Jain Satish & Geetha M., CorelDraw Training Guide, BPB Publications, New Delhi, 2018
- Johansson Kaj, Lundberg Peter and Ryberg Robert, A Guide to Graphic Print Production, Elanders Falth & Hassler, Hungary, 2011
- Marina Joyce , Designing for Print: The Art and Science, Inez D. Incorporated,2018
- Sarkar N.N., Art and Print Production, Oxford University press. New Delhi, 2013

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विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल

e- resources:

- https://open.umn.edu/opentextbooks/textbooks/graphic-design-and-print-production-fundamentals
- https://opentextbc.ca/graphicdesign/
- https://www.researchgate.net/publication/272271756_Simplifying_e-book_and_print_production https://epathshala.nic.in/
- https://swayam.gov.in/
- https://www.swayamprabha.gov.in/index.php/program/archive_he/17

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विभागाध्यक्ष, जनसंचार विभाग
मा.च.रा.प. एवं सं.वि.वि., भोपाल

BAMC : V SEM	Marks:100			Credits:5		
CREATIVE WRITING	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	60	20	20	4/4	-	1/2

Course Objectives

- To make the students familiar with the various Genres and the Craft of Story Writing.
- To develop an understanding of the Techniques and Skills of Poetry Writing.
- To develop an understanding of the varied techniques of Writing for Drama.
- To equip the students with the skills of Effective Translation.
- To develop the skill of Persuasive Writing.

Learning Outcomes

- Understand the basic techniques and terminology of Creative Story writing.
- Understand the basic techniques and terminology of Poetry writing.
- Understand the basic techniques and terminology of writing for Drama.
- Develop an understanding and capabilities of creative writing and Translation.
- Define Persuasion and summarize reasons to write persuasively.

Unit-I	**Short Story Writing** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Characteristics of Good writing (Classroom Lecture, Group exercises)	2	-	1
1.2	Genre- Science Fiction, Adventure (Classroom Lecture, Group exercises)	2	-	1
1.3	Genre-Horror, Romance (Classroom Lecture, Group exercises)	2	-	1
1.4	Theme, Plot, Character, Point of View (Classroom Lecture, Group discussions Group exercises,)	2	-	1
1.5	Setting, Tone, Symbolism (Classroom Lecture, Group exercises, Group discussions)	2	-	1

Unit-2	**Writing Verse** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Verse- Concept and Definition (Classroom Lecture, Group exercises)	2	-	1
2.2	Diction and Theme (Classroom Lecture, Group exercises)	2	-	1
2.3	Imagery, Figures of Speech (Classroom Lecture, Group exercises)	2	-	1
2.4	Metre , Rhythm and Sound (Classroom Lecture, Group exercises)	2	-	1
2.5	Structure and Form, Symbolism (Classroom Lecture, Group discussions)	2	-	1

Unit-3	**Drama** (Total hours- L+T+P=15 hrs)	L	T	P
3.1	Characteristics of a Good Drama (Classroom Lecture, Group exercises)	2	-	1
3.2	Elements of a Drama- Theme, Developing Characters and Relationship with other Characters (Expert Lecture, Group discussions)	2	-	1

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3.3	Plot, Form , Scene building (Expert Lecture, Group discussions, Group exercises)	2	-	1
3.4	Dialogue Writing (Classroom Lecture, Group exercises)	2	-	1
3.5	In depth analysis of a Classic play (Classroom Lecture, Visit to Bharat Bhavan, Screening of a Play, Presentation)	2	-	1

Unit-4	**Translation** (Total hours- L+T+P=15hrs)	L	T	P
4.1	Translation- Concept and Importance (Classroom Lecture, Group discussions)	2	-	1
4.2	Translation as a Creative art (Expert lecture, Classroom Lecture, Group exercises ,Presentations)	2	-	1
4.3	Linguistic and Cultural aspects of Translation (Classroom Lecture, Group Discussions, Presentations)	2	-	1
4.4	Translation of Poetry, Short story, Articles (Classroom Lecture, Group Discussions, Presentations)	2	-	1
4.5	Technical Translation of Pamphlets.Brochures,Leaflets, and Advertisements (Classroom Lecture, Group Exercises)	2	-	1

Unit-5	**Persuasive Writing** (Total hours- L+T+P=15 hrs)	L	T	P
5.1	Importance of Persuasive Writing (Classroom Lecture, Ppt Presentation)	2	-	1
5.2	Brochures (Classroom Lecture, Brochure designing exercises, Presentations)	2	-	1
5.3	Pamphlets and Posters (Classroom Lecture, Learning by doing, Group exercises, Presentations)	2	-	1
5.4	Speeches (Classroom Lecture, Case studies, Presentations, study of great speeches)	2	-	1
5.5	Writing Advertising Copy (Classroom Lecture, Copywriting exercises, Presentations)	2	-	1

Practical/Project/Assignments:

- Write a book review
- Write short stories on science fiction, adventure, romance and horror
- Convert a short story into a screenplay
- Theatre workshop and screening of a play developed by the students
- Presentation on the analysis of any classic drama staged recently in the city.
- Writing poems on various themes
- Designing pamphlets for any product
- Designing posters on any social issue
- Speech writing exercises
- Developing a print advertisement for any FMCG product
- Translation exercises
- Any assignment given by the concerned faculty

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विभागाध्यक्ष, जनसंचार विभाग
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Suggested Readings:

- Annie Dillard, The Writing Life: Harper Perennial, 2013
- Billie A. Williams,Writing Wide: Exercises in Creative Writing, Filbert Publishing, First Edition,2006
- Brandilyn Collins, Getting into Character: Seven Secrets a Novelist Can Learn from Actors", 2 edition, Challow Press , 2015
- Chris Sykes, Complete Creative Writing Course.
- Field, S., Screenplay: The Foundations Of Screenwriting , Revised Edition, Delta, 2005
- Field. S., The Definitive Guide to Screenwriting: EburyPressAilsa Cox: Writing Short Stories,2003
- James Scott Bell, Plot & Structure: Techniques and Exercises for Crafting a Plot that Grips,Readers from Start to Finish, Fifth edition,Writer's Digest Books ,2004
- Julia Bell, Creative Writing Course book, Macmillan,2016
- Marie Arana,Writers on How They Think and Work, 1 edition, PublicAffairs, 2003
- Richard Skinner, Fiction Writing: The Essential Guide to Writing a Novel, Robert Hale, 2010
- Rudolf Flesch and Lass A.H.,The Classic Guide to Better Writing,Warner Book ,1996
- Valladares June, The craft of Copy Writing. New Delhi, India: Sage Publications,2000
- William Zinsser, On Writing Well: The Classic Guide to Writing Nonfiction, Harper Collins, 2016

e- resources :

- www.stackexchange.com
- www.writerstreasure.com
- www.writtent.com
- www.quickanddirtytips.com/grammar-girl
- https://www./Creative-Writing-Students-Handbook

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विभागाध्यक्ष, जनसंचार विभाग
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BA in Mass Communication : SEMESTER - VI

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC15	6BA(MC)1	Media Laws and Ethics	80	20	-	100
2.	MCC16	6BA(MC)2	Advertising	60	20	20	100
3.	MCE02(A) OR MCE02(B)	6BA(MC)3(A) OR 6BA(MC)3(B)	Basics of Research OR Public Relation	60 60	20 20	20 20	100 100
4.	MCG04	6BA(MC)4	Art of Anchoring Or *Choose from the list given below	60	20	20	100

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BAMC : VI SEM	Marks:100			Credits:5		
MEDIA LAWS AND ETHICS	Th	Pr	Ia	Cre/hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To ensure media practicing under the Constitution with Social Responsibility.
- To aware students about Legal and Ethical aspects of the Media and its Values.
- To give an overview of recent amendments, future challenges and media regulations.
- To know what is media ethics and how it leads media persons and media establishments to the path of Professional Rectitude.
- To comprehend how Media Laws and Ethics empower Media Practitioners to perform their public duties with greater sense of Confidence and Commitment.

Learning Outcomes

- Students will be able to understand Constitutional Aspect of Indian Media.
- Students will be able understand Laws and Regulation of Media.
- Students will be able to understand Media Ethics and its adaptation in Media Profession.
- Students will be able understand Media Code and conduct and self regulatory.
- Students will be able to do fair and Honest Journalism with Social responsibility.

Unit-1	**Basics of Constitution** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Preamble of Constitution (Classroom Lecture, Discussions)	3	-	-
1.2	Freedom of speech and expression (Classroom Lecture, Discussions)	3	-	-
1.3	PIL (Classroom Lecture, Discussions)	3	-	-
1.4	Contempt of Court (Classroom Lecture, Discussions)	2	-	-
1.5	Right to Information (Classroom Lecture, Discussions)	3	1	-

Unit-2	**Media Acts-I** (Total hours- L+T+P=15hrs)	L	T	P
2.1	Press and Registration of Books Act (Classroom Lecture, Discussions, Case Studies)	3	-	-
2.2	Working Journalists Act (Classroom Lecture, Discussions, Case Studies)	3	-	-
2.3	Copyright Act,Remedial Act (Classroom Lecture, Discussions, Case Studies)	3	-	-
2.4	Press Council Act (Classroom Lecture, Discussions, Case Studies)	2	-	-
2.5	Parliamentary privileges (Classroom Lecture, Discussions)	3	1	-

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विभागाध्यक्ष, जनसंचार विभाग
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Unit-3	**Media Acts-II** (Total hours- L+T+P=15hrs)	**L**	**T**	**P**
3.1	Cinematography Act (Classroom Lecture, Discussions, Case Studies)	3	-	-
3.2	Prasar Bharti Act (Classroom Lecture, Discussions, Case Studies)	3	-	-
3.3	Cable Television Networks (Regulations) Act (Classroom Lecture, Discussions, Case Studies)	3	-	-
3.4	Information Technology Act (Classroom Lecture, Discussions, Case Studies)	2	-	-
3.5	Patent Act (Classroom Lecture, Discussions, Case Studies)	3	1	-

Unit-4	**Laws Regulating Media** (Total hours- L+T+P=15hrs)	L	T	P
4.1	Introduction to Laws Regulating Media (Classroom Lecture, Discussions)	3	-	-
4.2	Defamation , Criminal Procedure Code, IPC (Classroom Lecture, Discussions, Case Studies)	3	-	-
4.3	Laws regulating FDI in Media (Classroom Lecture, Discussions, Case Studies)	3	-	-
4.4	Consumer Protection Act (Classroom Lecture, Discussions, Case Studies)	2	-	-
4.5	Trademark Act (Classroom Lecture, Discussions, Case Studies)	3	1	-

Unit-5	**Ethics in Media** (Total hours- L+T+P=15hrs)	L	T	P
5.1	Invasion of Privacy and Vulgarity,Media Trials (Classroom Lecture, Expert Lecture, Case Studies)	3	-	-
5.2	Advertising and Ethics (Classroom Lecture, Expert Lecture)	3	-	-
5.3	Issues of Ethics in media (Classroom Lecture, Expert Lecture)	3	-	-
5.4	Cyber laws in India,Social media Guidelines (Classroom Lecture, Expert Lecture)	2	-	-
5.5	Fake News and Credibility of Media (Classroom Lecture, Expert Lecture)	3	1	-

Practical/Project/Assignments:

- Studying and presenting the analysis of cases.
- Case study assignments.
- Any other assignment given by the concerned faculty.

Suggested Readings:

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
मा.ब.रा.प. एवं सं.वि., भोपाल

- Bandopadhyay P.K. and Arora Kuldeep, Journalistic ethics, Media watch Group,2001
- Basu D.D, Press law, prentice hall publication, Wadhwa Publisher,2002
- Iyer Venkat, Mass media law and Regulations in India, Indian Research Press, 2000
- Matelski Marilyn J., TV news ethics, Focal press, 1991
- Singh Dr. Shrikant, Janmadhyam Kanoon evam uttardayitva, Hindi Book Center, 2016
- Trikha Dr. Nand Kishore, Press Vidhi, Vishwavidyalaya Prakashan,Varanasi, 2012
- Venkateswaran K.S., Mass Media law and Regulations in India, Asian Mass Communication Research and Information Centre, 1993

e- resources:

- https://presscouncil.nic.in/OldWebsite/speechpdf/Media%20Ethics%20at%20IIMC,%20Dhenkanal.pdf
- file:///C:/Users/WINDOW%20%207/Downloads/Documents/Block-1.pdf
- https://www.amazon.in/Media-Law-Ethics-M-Neelamalar-ebook/dp/B00K7YK5L8?asin=B00K7YK5L8&revisionId=&format=2&depth=1
- file:///C:/Users/WINDOW%20%207/Downloads/Documents/MJMC-02Sem-ProfManukonda-Media%20Law%20and%20Ethics.pdf
- www.epathshala.nic.in

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माखनलाल चतुर्वेदी, भोपाल

BAMC : VI SEM	Marks:100			Credits:5		
ADVERTISING	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	60	20	20	4/4	-	1/2

Course Objectives

- Develop an understanding of the concept of Advertising and its importance as a tool of Communication.
- Explain the working of an Ad Agency and the functions and responsibilities of those employed in Advertising Agencies.
- Explain the importance of Media in Advertising and the process of Media Planning.
- Acquaint the students with role of Creativity in Advertising and the creative elements of Ad making.
- Explain the process of developing an Ad campaign.

Learning Outcomes

- Understand the history and importance of Advertising as a Communication tool.
- Identify the functions of various departments in an Advertising agency and develop the skills required to pursue a successful career in the Advertising Industry.
- Develop an understanding of various Advertising media and Media Planning strategies.
- Participate in the development of creative solutions to address Advertising Communication challenges.
- Develop effective Advertising Strategies and Ad Campaigns.

Unit-1	**Advertising Basic Concepts** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Advertising : Concept& Definition (Classroom lecture, Group discussion, Presentations)	3	-	-
1.2	Need ,Role and Importance of Advertising (Classroom lecture, Group discussion)	2	-	-
1.3	The Role of Advertising in Marketing & Business (Classroom lecture, Group discussion, Case Studies)	2	-	2
1.4	History of Advertising in India and the World (Classroom lecture, Group Discussion)	2	-	2
1.5	Careers in Advertising (Classroom lecture, Group Discussion, Presentations)	2	-	-

Unit-2	**Advertising as a Communication Tool** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Importance of Advertising as a Communication tool (Classroom lecture, Case studies, Agency visit)	3	-	-
2.2	Advertising and its difference from Propaganda, Publicity & PR (Classroom lecture, Case studies, Group Discussions)	2	-	1
2.3	Role of Advertising in Marketing Mix, Advertising vs Sales Promotion (Group exercises, Presentations)	2	-	1
2.4	Advertising vs Personal Selling, Advertising vs Public Relations (Classroom lecture, Case studies, , Group discussion, Presentation)	2	-	1
2.5	Types of Advertising: Consumer, Business Advertising, Commercial vs Social Advertising, Corporate Advertising, Action vs Awareness Advertising (Classroom lecture, Group discussion, Presentations)	2	-	1

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Unit-3	**Ad Agency** (Total hours- L+T+P=15 hrs)	L	T	P
3.1	Ad Agency-Definition, Role, Importance and various Departments (Classroom lecture, Group discussion)	3	-	-
3.2	Functions of Ad Agency, Client-Agency Relationship (Classroom lecture, Group discussion)	2	-	1
3.3	Structure of an Ad Agency, Revenue sources (Classroom lecture,Case studies)	2	-	1
3.4	Advertising Ethics & Social Responsibility, Govt. & Non Govt. Regulations of Advertising (Classroom lecture, Group exercises, Presentations,)	2	-	1
3.5	Role of ASCI, AAAI,INS, DAVP (Classroom lecture, Group exercises, Presentations)	2	-	1

Unit-4	**Advertising Creativity** (Total hours- L+T+P=15 hrs)	L	T	P
4.1	Creativity: Concept & Importance in Advertising (Classroom lecture, Group discussion, Screening of ads)	3	-	-
4.2	Copywriting: Role & Importance of a Copywriter (Classroom lecture, Group discussion, Presentations)	2	-	1
4.3	Copy Elements: Headline, Subhead, Body Copy, Logo &Slogans (Classroom lecture, Group exercises, Word play, Presentations, Observation of Print ads)	2	-	1
4.4	Layout: Definition, Importance and Steps (Classroom lecture, Group discussion, Presentations, Observation of Print ads,)	2	-	1
4.5	Visuals & Graphics: Role & Importance (Class room lecture, Observation of Print Ads, Group exercises)	2	-	1

Unit- 5	**Advertising Media** (Total hours- L+T+P=15 hrs)	L	T	P
5.1	Understanding Media & its Importance in Advertising (Classroom lecture, Presentation , Case studies)	3	-	-
5.2	Types of Media, Characteristics, Advantages & Disadvantages (Classroom lecture, Presentation , Case studies)	2	-	1
5.3	Media Planning Methods, Components of a Media Plan (Classroom lecture, Presentation , Case studies)	2	-	1
5.4	Media Strategies, Media Mix (Classroom Lecture, Case studies)	2	-	1
5.5	Understanding Media Coverage, Readership, Circulation, TRP, ABC, INS, DAGMAR, Agency on Record(AOR). (Classroom lecture, Presentation , Case studies)	2	-	1

Practical/Project/Assignments:

- Collection of different types of advertisements
- Screening and discussion on ten FMCG advertisements based on social issues
- Case studies of leading advertising agencies
- Presentation on the 'Current status of advertising agencies in India'
- Developing Media plans for FMCGs and consumer durables
- Screening of top twenty creative Indian and International advertisements
- Idea Visualisation for any five concepts
- Developing Slogans and Logos for products and services
- Developing Print ad for a FMCG Product

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- Developing a radio script of thirty seconds for any social issues
- Developing a storyboard for any product/service
- Any assignment given by the concerned faculty

Suggested Readings:

- Altstiel,Tom & Grow, Jean . Advertising Creative Strategy, Copy & Design, 3rdedition. India: Sage
- Bovee & Arens. Contemporary Advertising. USA: Irwin
- Chunawala & Sethia. Foundations of Advertising ,8th edition . India: Himalaya Publishing
- Halve, Bhaskar Anand. Planning For Power Advertising. India: Response Books
- Jon Steel. Truth, Lies, and Advertising: The Art of Account Planning. Princeton
- Jones, P J. How Advertising Works. India: Sage
- Jones, Philip John. How To Use Advertising To Build Strong Brands. India: Sage
- Kruti Shah .Advertising And Integrated Marketing Communications .McGraw Hill
- Tiwari,S (2003). Uncommon Sense of Advertising: Getting the Facts Right. India: Response
- Wells, Burnett, Moriarty . Advertising Principles & Practices -5th edition.India: Prentice Hall

e-resources :

- www.afaqs.com
- www.exchange4media.com

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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BAMC : VI SEM	Marks:100			Credits:5		
BASICS OF RESEARCH	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	60	20	20	4/4	-	1/2

Course Objectives

- To impart the the knowledge about basic concepts of Research.
- To make them understand the need and role of Research.
- To enhance the ability to recognize and analyze the problems in Society.
- To learn about the various types of Research and Research Designs.
- To impart the knowledge of ethical practices in Research.

Learning Outcomes

- Students will be able to understand basics of Communication Research.
- Students will able to apply the theoretical knowledge of Research.
- Students will be able to recognize and analyze the problems in Society.
- Students will understand various tools of Research.
- Students will be able to know the ethics in Research.

Unit-1	**Concept of Research** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Research: Meaning and Nature (Classroom Lecture ,Discussions)	3	-	-
1.2	Areas of Communication Research (Classroom Lecture ,Discussions)	3	-	1
1.3	Steps of Research Process (Classroom Lecture)	3	-	-
1.4	Types of Research (Classroom Lecture ,Discussions)	3	-	-
1.5	Research Approaches (Classroom Lecture ,Discussions)	2	-	-

Unit-2	**Research Design & Methodology** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Literature Review (Classroom Lecture, Discussions)	2	-	1
2.2	Hypotheses and Research questions (Classroom Lecture, Assignment, Discussions)	2	-	1
2.3	Research Design and its Types (Classroom Lecture, Assignment, Discussions)	3	-	-
2.4	Data Collection sources : Primary and Secondary (Classroom Lecture, Assignment, Discussions)	2	-	1
2.5	Sampling - Meaning and Types (Classroom Lecture, Assignment, Discussions)	3	-	-

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Unit-3	**Tools for Data Collection** (Total hours- L+T+P=15hrs)	L	T	P
3.1	Questionnaire and Schedule (Classroom Lecture, Practical Exercises, Discussions)	2	-	1
3.2	Observation Method (Classroom Lecture, Assignment, Discussions)	2	-	1
3.3	Interview Method (Classroom Lecture, Practical Exercises, Discussions)	2	-	1
3.4	Case Study (Classroom Lecture, Assignment, Discussions)	2	-	1
3.5	Content Analysis (Classroom Lecture, Practical Exercises, Discussions)	3	-	-

Unit-4	**Role of statistics and computer in Research** (Total hours- L+T+P=15hrs)	L	T	P
4.1	Role of Statistics and Computer in Research (Classroom Lecture ,Expert Lecture, Practical)	2	-	1
4.2	Tabulation and Classification of Data (Classroom Lecture , Expert Lecture, Practical)	2	-	1
4.3	Mean, Median, Mode (Classroom Lecture , Practical)	2	-	1
4.4	Data Analysis and Interpretation (Classroom Lecture, Practical)	2	-	1
4.5	Graphical Presentation (Classroom Lecture, Practical)	3	-	-

Unit-5	**Research Report Writing** (Total hours- L+T+P=15hrs)	L	T	P
5.1	Planning, Preparing, Designing & Presenting a Research Proposal (Classroom Lecture, Practical Exercises, Discussions)	2	-	1
5.2	Report Writing (Classroom Lecture, Practical Exercises, Discussions)	2	-	1
5.3	Writing Executive Summary (Classroom Lecture, Practical Exercises, Discussions)	2	-	1
5.4	Preparation of Bibliography (Classroom Lecture, Practical Exercises, Discussions)	2	-	1
5.5	Ethics in Communication Research (Classroom Lecture, Discussions)	3	-	-

Practical/Project/Assignments:

- Selecting topics of social research including social, economic, political, educational, cultural, religious and spiritual issues.
- Framing innovative topics of communication research including verbal and non-verbal, intrapersonal and interpersonal, group and mass, etc.
- Proposing research-oriented topics of media problems including traditional, alternate and new media.
- Preparing one research project on current relevant topic.
- Any assignment given by the concerned faculty.

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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Suggested Readings:

- Flick Uwe, An Introduction to Qualitative Research , Sage Publications, London
- Anderson J.A., Communication Research: Issues and Methods, New York McGraw- Hill
- Priest S.H., Doing Media Research: An Introduction, Sage Publications
- Kerlinger F.N., Foundations of Behavioral Research, Surjeet Publications, Delhi
- Wimmer Roger D. & Dominick Joseph R., Mass Media Research: An Introduction, Wadsworth Publishing Company, USA
- Dayal Manoj, Media Metrics: An Introduction to Quantitative Research in Mass Communication, Sage Publications, Delhi
- Berger Arthur Asa, Media Research Techniques, Sage Publications ,New Delhi
- Sarangi Prasant, Research Methodology, Taxman Publication Pvt. Ltd., Delhi

e- resources :

- https://www.masterincommunications.com/features/guide-to-c0mmunication-research-methodologies
- https://Mass-Media-Research-Roger-Wimmer/dp/143908274X
- https://www.questia.com/read/104796118/theory-and-research-in-mass-communication-contexts
- https://us.sagepub.com/en-us/nam/introducing-communication-research/book244431
- https://epathshala.nic.in/

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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BAMC : VI SEM	Marks:100			Credits:5		
PUBLIC RELATIONS	Th	Pr	Ia	Cre/hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To explain the History and Growth of PR and its emerging importance in varying areas.
- To acquaint the students with the various Types of PR and the qualities of a successful PRO.
- To acquaint the students with the various PR tools
- To explain the steps in preparing a successful PR Campaign
- To explain the importance of ethics in PR

Learning Outcomes

- Understand the scope of Public Relations and meet the needs of diverse publics.
- Identify the primary strategic functions of Media Relations, Community Relations, Crisis Management, and Lobbying.
- Develop the ability to use the various PR tools to reach out to its Publics effectively.
- Create a Public Relations campaign.
- Develop values that every PR Professional should have to make good decisions and maintain professional behaviour.

Unit-1	**Public Relations- Concept and Process** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Public Relation- Definition,Origin and Development (Classroom lecture, case studies, group discussions)	3	-	-
1.2	Role of Public Relations in Modern Society (Classroom lecture, group exercises)	3	-	-
1.3	PR as distinct from other forms of Communications ,Advertising, Propaganda and Publicity .Principles and Process of Public Relations (Classroom lecture, case studies)	2	1	-
1.4	Defining Publics/Stakeholders (Classroom lecture, case studies, group discussions, visit to a P.R. Agency)	3	-	-
1.5	Internal &External PR- Structure ,Role and Functions, External Agencies (Classroom lecture, case studies, visit to an organisation)	3	-	-

Unit 2	**Types of PR** (Total hours- L+T+P=15hrs)	L	T	P
2.1	Organizational set up of a PR department/Agencies (Classroom lecture ,Case Studies)	3	-	-
2.2	Types of PR – PR in Private and Public Sectors. (Classroom lecture, case studies, group activities)	3	-	-
2.3	Government PR/Lobbying (Classroom lecture, case studies)	2	1	-
2.4	Political PR, PR in Globalised world,NGO (Classroom lecture, case studies, group discussions, presentation)	3	-	-
2.5	PR Practitioners- Qualities,Responsibilities and Duties (Expert lecture by a P.R. professional)	3	-	-

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Unit- 3	**Tools of PR** (Total hours- L+T+P=15hrs)	L	T	P
3.1	Media Relations (Classroom Lecture, Group discussion)	3	-	-
3.2	Employee Relations (Classroom lecture, case studies)	3	-	-
3.3	House Journals , Newsletters, Brochures (Classroom lecture, case studies, group discussions)	2	1	-
3.4	Events\Exhibitions, Open House Websites (Classroom lecture, case studies)	3	-	-
3.5	Corporate Social Responsibility and Community Relations (Expert lecture, case studies, group exercises)	3	-	-

Unit-4	**PR Campaign** (Total hours- L+T+P=15hrs)	L	T	P
4.1	PR Campaign-Concept and Importance (Classroom lecture, group discussions)	3	-	-
4.2	Planning a PR Campaign (Classroom lecture, case studies, group exercises)	3	-	-
4.3	Implementation and Feedback (Classroom lecture, case studies, group exercises)	2	1	-
4.4	Selection of Media (Expert lecture, Case studies)	3	-	-
4.5	PR and Crisis Management (Classroom lecture, Case studies, Group discussions)	3	-	-

Unit -5	**Ethics in PR** (Total hours- L+T+P=15hrs)	L	T	P
5.1	Importance of Ethics in PR (Classroom lecture, group exercises)	3	-	-
5.2	Guidelines for Ethical practices in PR (Classroom lecture, Case studies, Group exercises, Screening of corporate ads and films)	3	-	-
5.3	Public Relations Organisations-PIB, State Govt. DPR (Classroom lecture,Case studies, Group discussions)	2	1	-
5.4	DAVP,PRSI,IPRA (Classroom lecture, Case studies)	3	-	-
5.5	IPRC,IFPR (Classroom lecture, Case studies)	3	-	-

Practical/Project/Assignments:

- Presentations on Government PR Campaigns.
- Designing House Journals.
- Case Studies of Indian Media organizations.
- Presentations on Corporate social responsibility initiatives of leading corporates.
- Case Studies of PR Agencies in India.
- Crisis Communication Presentations.
- Media Tracking of Current Corporate Issues/Crises.
- Presentation on new trends of Corporate Communications
- Any assignment given by the concerned faculty

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी, भोपाल

Suggested Readings:

- Gregory Anne, Public Relations in Practice, Kogan Page India Pvt. Ltd., 2 edition, 2008
- Jethwaney Jaishri & Sarkar N.N., Public Relations Management: Sterling Publishers , 2015
- L'etang Jacquie, Public Relations : Concepts, Practice and Critique, Sage Publications India, 2008
- Moss Danny & Barbara Desanto, Public Relations: A Managerial Perspective, London: Sage Publications, 2011.
- Parsons Patricia J., Ethics in Public Relations: A Guide to Best Practice, London Kogan Page, 2005.
- Smith D. Ronald, Becoming a Public Relations Writer, New York:Routledge, 4 Edition, 2012
- Theaker Alison & Yaxley Heather,The Public Relations Strategic Tool Kit ,Routledge New York, 2013
- Theaker Alison ,The Public Relations Handbook,Routledge, 4 Edition, 2012
- **जेठवानीजयश्र, रविशंकर, नरेन्द्र नाथ सरकार, विज्ञापन और जनसंपर्क, सागर प्रकाशन, नईदिल्ली,** 2004
- **पंत एन.सी., जनसंपर्क , विज्ञापनएवंप्रसारमाध्यम.नईदिल्ली, तक्षशिलाप्रकाशन**, 2004

e- resources :

- The Gauge
- www.brandillumination.com
- www.prsa.org/ppc/listserv.html
- file:///C:/Users/WINDOW%20%207/Downloads/Documents/Unit-1.pdf
- https://www.academia.edu/35009144/The_Public_Relation_Handbook_PDF

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विभागाध्यक्ष, जनसंचार विभाग
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BAMC : VI SEM	Marks:100			Credits: 5		
ART OF ANCHORING	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	60	20	20	4/4	-	1/2

Course Objectives

- To familiarize the students with the fundamentals of Anchoring.
- To impart knowledge about presentation techniques for Anchors.
- To enhance the skills for Effective Communication.
- To improve student's Pronunciation, Diction and Modulation.
- To understand that anchoring is way ahead of news reading or reading in general.

Learning Outcomes

- Students will be able to know the basics of Anchoring.
- Students will be able to have knowledge about various techniques of Anchors.
- Students will be able to develop an approach towards effective presentation.
- Students will understand the requirement for a script most suitable for Anchoring.
- Students will understand the challenges, role and responsibilities of an Anchor.

Unit-1	**Qualities of a TV Anchor** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Basic principles of Television News presentation (Lecture, Discussions)	2	-	1
1.2	TV news anchor – Qualities and Role (Lecture, Discussions)	2	-	1
1.3	TV news anchor –Skills and Responsibilities (Lecture, Discussions)	2	-	1
1.4	Dress sense, Performance (Lecture, Discussions)	2	-	1
1.5	Dynamics of Professional ethics (Lecture, Discussions)	2	-	1

Unit-2	**Camera Facing Techniques** (Total hours- L+T+P=15 hrs)	**L**	**T**	**P**
2.1	Studio setup (Lecture, Studio visit)	2	-	1
2.2	Cues And Commands Of Studio (Practical Session)	2	-	1
2.3	Camera facing techniques –, Warm-up techniques, facing, over-coming fright (Lecture, Studio visit)	2	-	1
2.4	On camera movements, Holding props, Scripts cue cards etc (Lecture, Studio visit,Practical Session)	2	-	1
2.5	Tele prompter and its functioning (Lecture, Studio visit)	2	-	1

प्रो. (डॉ.) राजन द्विवेदी
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Unit-3	**Voice analysis** (Total hours- L+T+P=15 hrs)	**L**	**T**	**P**
3.1	Voice analysis – Pitch, Trebble, Pronunciation (Lecture, Practical Sessions)	2	-	1
3.2	Broadcast Language mechanics – Pronunciation (Hindi, English & Urdu), Diction (Lecture, Practical Sessions)	2	-	1
3.3	Voice modulation (Lecture, Practical Sessions)	2	-	1
3.4	Voice projection (Lecture, Practical Sessions)	2	-	1
3.5	Tone emphasis, Speed, Breathing,Rhythm (Lecture, Practical Sessions)	2	-	1

Unit-4	**Types of Anchoring** (Total hours- L+T+P=15 hrs)	L	T	P
4.1	Concept of Anchoring (Lecture, Demonstration)	2	-	1
4.2	Anchoring with and without Tele prompter /Multiprompter (Lecture, Demonstration)	2	-	1
4.3	Studio Anchoring, Outdoor Anchoring (Lecture, Demonstration)	2	-	1
4.4	Difference between News and Non-news programme, Non-news show anchoring (Lecture, Demonstration)	2	-	1
4.5	Live Anchoring (Lecture, Demonstration)	2	-	1

Unit-5	**Anchoring different genres** (Total hours- L+T+P=15 hrs)	L	T	P
5.1	Documentary (Lecture ,Demonstrations)	2	-	1
5.2	Interview based shows (Practical Sessions)	2	-	1
5.3	Interactive and Panel discussion (Practical Sessions)	2	-	1
5.4	Reality Shows and Travelogue (Demonstrations)	2	-	1
5.5	Crime Show (Demonstrations)	2	-	1

Practical/Project/Assignments:

- Self assignment of recording a PTC for a current topic of the student choice and on one topic suggested by the faculty.
- Pronunciation and diction tests.
- Group tasks of conducting a panel discussion, chat show, interview among the students.
- Teleprompter reading to be recorded to understand the scope of improvement in news reading and anchoring.
- Group task of recording a travelogue, live reporting with- in the university campus.
- Extempore to be conducted in the classroom.
- Assignments of MOJO- mobile journalism.
- Analysis of the various presentation techniques used by any five well known anchors.
- Any assignment given by the concerned faculty.

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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Suggested Readings :

- Bhatt S.C.,.Broadcast Journalism- Basic Principles, Har Anand Publication, New Delhi, 2007
- Dutt Bindiya, Anchoring- TV and live Events, Pustak Mahal, New Delhi 2013
- Kalra Richa Jain, The ABC of News Anchoring.,Pearson Education, 2012
- Shrivastava K.M., News reporting And Editing, Sterling Publishers, New Delhi, 2013
- Trikha N.K.,Reporting, MCU Publications, Bhopal, 2013

e- resources:

- http://genwis.com/career/steps-to-becoming-a-successful-tv-anchor-in-india/
- https://www.cutm.ac.in/pdf/TV%20Anchoring%20and%20Broadcast%20Journalism.pdf
- https://www.poynter.org/reporting-editing/2011/8-essential-skills-for-anchors-any-journalist-covering-breaking-news/
- http://egyankosh.ac.in/bitstream/123456789/57136/1/Unit%2010.pdf
- https://kkhsou.ac.in/eslm/E-SLM-for-Learner/2nd%20Sem/Post%20Graduate%20Diploma/PGDBJ/PGDBJ%207%20Television%201

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विभागाध्यक्ष, जनसंचार विभाग
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Option I

BA in Mass Communication : SEMESTER - VII

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC19	7BA(MC)1	Television Production	60	20	20	100
2.	MCE03 (A) OR MCE03 (B)	7BA(MC)2	Communication and Social Work OR Art, Culture and Lifestyle Communication	80 80	20 20	- -	100 100
3.	MCC20	7BA(MC)3	Dissertation/Project	-	20	80	100
4.	MCG05	7BA(MC)4	Media and Gender Studies Or *Choose from the list given below	60	20	20	100

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BAMC : VII SEM	Marks:100			Credits:5		
TELEVISION PRODUCTION	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	60	20	20	4/4	-	1/2

Course Objectives

- To provide insight to students in the emerging field of audio and video technology and its application in the area of entertainment, advertising, presentation, education and training.
- To write Script for TV Production.
- To understand the various audio video equipment and their use in video film production.
- To handle various T.V. studio recording and field recording equipments.
- To produce video programmes and expose the participants with advanced production techniques.

Learning Outcomes

- Will be able to understand basic concept of Video Production.
- Students will be able to execute Camera, Lighting and Sound with in scene.
- Will be able to use Digital Camera operation skills and work collaboratively with others.
- Will be able to plan, produce and direct T.V. programmes.
- Will be able to critique Television Production values with a newly acquired depth of understanding.

Unit-1	**TV Production** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	TV as a medium of Communication, Types & Programs (Lecture, Practical)	2	-	1
1.2	Television Production : Meaning and scope (Lecture, Practical)	2	-	1
1.3	Video Production Process I: Pre Production (Lecture, Practical)	2	-	1
1.4	Video Production Process II: Production (Lecture, Practical)	2	-	1
1.5	Video Production Process III: Post Production (Lecture, Practical)	2	-	1

Unit-2	**Production Studio** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Structure and Working of Production Studio (Lecture, Practical)	2	-	1
2.2	PCR (Lecture, Practical)	2	-	1
2.3	VTR (Lecture, Practical)	2	-	1
2.4	Video Library (Lecture, Practical)	2	-	1
2.5	Graphics Department (Lecture, Practical)	2	-	1

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Unit-3	TV Script (Total hours- L+T+P=15 hrs)	L	T	P
3.1	Script Writing – Characteristics of a good script (Lecture, Practical)	2	-	1
3.2	Characteristics of a good script (Lecture, Practical)	2	-	1
3.3	Types of TV script (Lecture, Practical)	2	-	1
3.4	Story Board (Lecture, Practical)	2	-	1
3.5	Writing Voice Over (Lecture, Practical)	2	-	1

Unit-4	Camera and Lighting (Total hours- L+T+P=15 hrs)	L	T	P
4.1	Components of Video Camera (Lecture, Practical)	2	-	1
4.2	Camera Movements (Lecture, Practical)	2	-	1
4.3	Camera angles (Lecture, Practical)	2	-	1
4.4	Basic shots and their Composition (Lecture, Practical)	2	-	1
4.5	Lighting equipments and control (Lecture, Practical)	2	-	1

Unit-5	Video Editing (Total hours- L+T+P=15 hrs)	L	T	P
5.1	Editing – concept and significance (Lecture, Practical)	2	-	1
5.2	Grammar and aesthetics of Editing (Lecture, Practical)	2	-	1
5.3	Editing equipment, introduction to Non Linear Editing (Lecture, Practical)	2	-	1
5.4	Introduction to Non Linear Editing (Lecture, Practical)	2	-	1
5.5	Non Linear Editing Techniques (Lecture, Practical)	2	-	1

Practical/Project/Assignments:

- Practical recording of interviews in studio.
- News recording in studio.
- Group discussion Show in studio.
- Coverage of various sports events held in University.
- Coverage of various programmes held in University.
- Song Picturisation in Studio/Outdoor .
- Music and dance recording in Studio.
- Industrial recording for any instructional film.
- Multicamera recording inside T.V. Studio.
- Study of a T.V. studio in the context of:-
    a) Facilities and equipment layout.

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b) Recording and transmission process (observation) .

- Role-playing - play the roles of talent, floor manager, cameraperson, program assistant and director in given situation.
- Any assignment given by the concerned faculty.

Suggested Readings:

- Alvarado Manuel, Buonanno Milly, Gray Herman, Miller Toby, Sage Publication India Pvt. Ltd. New Delhi, 2015
- Diefenbach Donald L., Video Production Techniques, Routledge Taylor & Francis Group, 2008.
- Millerson Gerald, Television Production, Focal Press, 1999.
- Wadia Angela, Television and film production Recent Trends and Future prospects, Kanishka Publishers Distributors New Delhi, 2012.
- Ward Peter and Bermingham Alan, Wherry Chris, Multiskilling for Television production, focal press, 2000.

e- resources:

- https://mib.gov.in/media/e-book
- https://epdf.tips/television-production-handbook.html
- https://www.researchgate.net/publication/269944220_New_Television_Production_Techniques
- https://www.researchgate.net/publication/313160854_Techniques_of_Television_News_writing_and_Production
- https://static1.squarespace.com/static/5cff063e4125d10001eee6bb/t/5f2319d8e3fa0317c06f60e4/1596135897193/IntrotoEditing_Syllabus-Public.pdf

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BAMC : VII SEM	Marks:100			Credits:5		
COMMUNICATION AND SOCIAL WORK	Th	Pr	Ia	Contact hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To give students an orientation about the field of social work and its scope.
- To understand the process of social work profession and practice.
- To develop an understanding about the Government and Non-Governmental organization and its functions.
- To understand the role of communication in the field of social work.
- Students will learn to systematically analyze human social conditions.

Learning Outcomes

- Students are equipped with the knowledge about various social problems and how to deal with them.
- The students will become aware of the various social reform movements.
- The learner will comprehend roles of social worker in bringing social change.
- The learner will understand the functions of NGOs.
- Enabled to write observation/ Exposure visit reports.

Unit-1	**Concept of Social work** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Social work: Definition, Objectives, Scope, Goals (Classroom Lecture)	3	-	-
1.2	Methods of Social Work (Classroom Lecture)	3	-	-
1.3	Historical development of social work, Development of professional social work – USA, UK , India (Classroom Lecture)	3	-	-
1.4	Social Workers: Roles, Skills and Techniques. (Classroom Lecture)	2	1	-
1.5	Basic values, Ethics and Philosophy of social work. lassroom Lecture)	3	-	-

Unit-2	**Communication and Social work** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Communication: Meaning, Importance, Elements, Process, Listening Skills, Getting Information, Non-Verbal Behaviours, Building Trust, Handling Conflict (Classroom Lecture)	3	-	-
2.2	Types of communication in Social Work: Verbal Communication, Non- Verbal Communication, Para Language, Written Communication, Virtual Communication (Classroom Lecture)	3	-	-
2.3	Barriers in Commucation: Emotional Barriers and taboos, Physical disablities and physical barriers, Cultural differences, Language difference, Expectations and Prejudices. (Classroom Lecture)	3	-	-
2.4	Skills of Successful Social Workers: Empathy, Organization, Critical thinking, Active Listening, Self – Care, Cultural Competence, Patience, Professional Commitment, Advocacy. (Classroom Lecture)	2	1	-

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2.5	Importance of Communication to a Social Worker. Writing Press releases, Organizing press conferences, Media ethics, Use of technology for Social work practice.	3	-	-

Unit-3	**Media and Social work** (Total hours- L+T+P=15hrs)	L	T	P
3.1	Social structure: Meaning, Status and Roles (Classroom Lecture)	3	-	-
3.2	Concept of social system (Classroom Lecture)	3	-	-
3.3	Culture: Meaning, Traditions, Customs, Norms, Folklore. (Classroom Lecture)	3	-	-
3.4	Mass Media and Elements of Society, Social change and its factors. (Classroom Lecture)	2	1	-
3.5	Units of Social Work, Intervention and Dynamics there in(Individuals, Family, Groups, Communication and Organizations) (Classroom Lecture)	3	-	-

Unit-4	**Fields of Social work** (Total hours- L+T+P=15hrs)	L	T	P
4.1	Child: Problems faced by children in India(Rural- Urban), Child welfare service by Govt. & NGOs (Classroom Lecture)	3	-	-
4.2	Youth: Problems of youth in India (Rural-Urban). Youth welfare services at central and state level. Role of NGOs in initiating program. (Classroom Lecture and Group Discussion)	3	-	-
4.3	Women: Status of women, Concept of women welfare, Women welfare programs at central and state level. (Classroom Lecture)	3	-	-
4.4	Family: Salient features of Indian family, Types, in India. Welfare services for old age people. (Classroom Lecture and Group Discussion)	2	1	-
4.5	Social Work in Juvenile system, (Classroom Lecture Group Discussion)	3	-	-

Unit-5	**Social welfare** (Total hours- L+T+P=15hrs)	L	T	P
5.1	Concept of welfare, Development and Empowerment (Classroom Lecture)	3	-	-
5.2	Types of social welfare services. (Classroom Lecture and Group Discussion)	3	-	-
5.3	Program of social welfare in India (Classroom Lecture)	3	-	-
5.4	Agencies: Government and Non-Government, Case studies of social work. (Classroom Lecture and Group Discussion)	2	1	-
5.5	Traditional forms of welfare: Charity, Mutual –Aid, Religious organizations. (Classroom Lecture and Group Discussion)	3	-	-

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Practical/Project/Assignments:

- Concurrent field work (minimum 05 visit)
- Community work
- Social case work practice with any particular group and preparation of report.
- Any assignment given by the concerned faculty.

Suggested Readings:

- Bhattacharya Sanjay, Social Work – An Integrated Approach, Deep & Deep Publishers, Delhi, 2003.
- Misra P.D., Social Work – Philosophy and Methods, Inter India Publications, New Delhi, 1994
- Misra P.D. & Misra Beena, Social work profession in India, New Royal Book Company, 2015
- Ahuja Ram, Social Problems in India, Rawat Publication, Fourth Edition, 2020

e- resources :

- https://ndl.iitkgp.ac.in.
- https://bestlibraryusa.com/wp-content/uploads/2020/11/Introduction-to-Social-Work-and-Social-Welfare-PDFDrive-.pdf
- https://epathshala.nic.in/

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विभागाध्यक्ष, जनसंचार विभाग
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BAMC : VII SEM	Marks:100			Credits:5		
ART, CULTURE AND LIFESTYLE COMMUNICATION	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To help students to understand Indian culture and to respect its cultural diversity.
- To help students to understand the characteristics and trends of art and culture.
- To understand the nature and function of different artistic forms.
- To exhibit characteristics of healthy lifestyle behavior.
- To systematically analyze human social conditions (eg. Individuals, groups, communities and cultures.

Learning Outcomes

- Students will be able to identify, define and analyze the similarities and differences of Indian Culture with other cultures.
- Acquire lifelong abilities to learn to appreciate cultural and ethnic diversities as a global citizens.
- Students will be able to communicate and collaborate effectively with other people.
- Students will be able to articulate and describe art, culture and lifestyle.
- Make artistic work in a variety of visual media with creative expression

Unit-1	**Communication and Culture** (Total hours- L+T+P= 15hrs)	L	T	P
1.1	Culture: Meaning, Importance, Characteristics, Concept and Levels of Culture (Lecture, Group Discussions, Flow Chart) C	3	-	-
1.2	Difference between Culture and Tradition, Culture and Modernity (Lecture, Analysis, Discussion, PPT Presentation)	3	-	-
1.3	Inadequate assumption of Culture in Post Globalization Era (Lecture, Case Studies, Reading and Analysing the Available Content on Cultures)	3	-	-
1.4	Elements of Indian Culture (Lecture, Group Discussions, Classroom Activities)	3	-	-
1.5	Importance of Culture in Communication Studies (Classroom Lecture, Case Studies, Group Discussions)	2	1	-

Unit-2	**Different Arts: Origin, Development and Contemporary Status.** (Total hours-L+T+P = 15hrs)	L	T	p
2.1	Painting (Classroom Lecture, Expert Lecture)	3	-	-
2.2	Dance and Music (Lecture, Expert Lecture, Watching Videos Online)	3	-	-
2.3	Theatre (Lecture, Field Visit, Role Plays)	3	-	-
2.4	Sculpture. (Expert Lecture, Field Visit)	3	-	-
2.5	Literature (Lecture, Reading and Analysing Literature Books)	2	1	-

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Unit-3	**Media and Transmission of Culture** (Total hours-L+T+P = 15hrs)	L	T	p
3.1	Media: Types, Objectives, Cultural Reporting, Requirements and Expectations from a Cultural Reporter (Classroom Lecture, Discussion of Certain Episodes of Major Cultural Reports.)	3	-	-
3.2	Newspaper and Culture (Classroom Lecture, Content Analysis of Different Kinds of Newspaper)	3	-	-
3.3	Radio and Culture (Classroom Lecture, Discussion of Radio Programme)	3	-	-
3.4	Television and Culture ,, (Classroom Lecture, Discussion of Certain Episodes of Major Cultural Reports)	3	-	-
3.5	New Media and Culture (Classroom Lecture, Content Analysis of New Media)	2	1	-

Unit-4	**Contemporary Culture** (Total hours-L+T+P = 15hrs)	L	T	p
4.1	Contemporary Culture: Meaning & Aspects (Classroom Lecture, Group Discussion)	3	-	-
4.2	Cultural Practice (Classroom Lecture, Group Discussion)	3	-	-
4.3	Cultural Capital (Classroom Lecture, Analysis, Discussion)	3	-	-
4.4	Enjoyment and Pleasure (Classroom Lecture, Group Activity	3	-	-
4.5	Popular Culture (Class Lecture, Group Discussion)	2	1	-

Unit-5	**Lifestyle Communication** (Total hours-L+T+P = 15hrs)	L	T	p
5.1	Concept, Need and Importance of Lifestyle Communication (Classroom Lecture , Case Studies, Group Discussions)	3	-	-
5.2	Indian Lifestyle: Food, Clothing and Shelter (Classroom Lecture, Group Discussion on Elements of Lifestyle at Distinct Places)	3	-	-
5.3	Lifestyle Reporting, Trends in Living - Fashion, Food, Health, Travel, Tourism. Celebrity, City Life, Page 3, Social Trends, Leisure Reporting, Fine Arts and Performing Arts, Film, Television and Culture (Lecture , Group Discussion, Field Activities)	3	-	-
5.4	Lifestyle News: Evolution and Growth, Problems, Solutions (Lecture ,Group Discussion)	3	-	-
5.5	Mobile Addiction (Lecture and Group Discussion)	2	1	-

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Practical/Project/Assignments:

- Seminars.
- Field Trip and Report Writing.
- Prepare PPT on cultural news : features and articles published in newspaper and
- analyse the c-ontent and angle of particular matter.
- Prepare PPT on lifestyle based news , programme and television commercials and
- anaylsis the impact on audience.

- Prepare PPT on content used by audience for getting information about art on new
- media.
- Prepare PPT on Indian lifestyle.
- Any assignment given by the concerned faculty.

Suggested Readings:

- Appadurai, Arjun.1996. Modernity at large: Cultural Dimensions of Globalization, vo.1, university of Minnesota.
- Hall, Stuart. 1980. "Encoding/Decoding" in ulture, Media, Language:Working Papers in
- Cultural Studies, 1972-79. London; [Birmingham,West Midlands]: Hutchinson; Centre for Contemporary Cultural Studies,University of Birmingham. Entry on 'Culture', 'Media' and 'Communication'.
- Lull, James.2000. Media, Communication, Culture: A Global Approach, Columbia university press.
- Mehta, Nalin. 2008. India on Television: How Satellite News Channels Have Changed the Way We Think and Act. New Delhi: HarperCollins .P blishers India, a joint venture with The India Today Group.
- Rao N.Ramesh , Thombre Avinash .2015. SAGE Publication India pvt. Ltd, New Delhi.
- Sundaram, Ravi. "Recycling Modernity: Pirate Electronic Cultu_res in India."Third Text 1;3,
- no. 47 (1999): 59-65.
- Williams, Raymond.1985. Keywords: a Vocabulary of Culture and Society. New York:
- Oxford University Press.

e-resources:

- https://uk.sagepub.com/sites/defaulVfiles/upm-binaries/18250_Chapter_1.pdf
- https://nios.ac.in/media/documents/SeclCHCour/English/CH.11.pdf
- https://Media-Culture-Richar-Campbell-ebook/dp/B01N2B1N4D
- https://monoskop.org/Media_art_and_culture
- https://www.researchgate.neV publication/323014365_The_impact_ot_social_media_on_
- sociallifestyle_A_case_study_ot_university_female_students

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विभागाध्यक्ष, जनसंचार विभाग
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BAMC : VII SEM	Marks:100			Credits:5		
Dissertation/Project	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	-	80	20	-	1	4

**** Guidelines for Dissertation / Project will be communicated separately**

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BAMC : VII SEM	Marks:100			Credits:5		
Media and Gender Studies	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	60	20	20	4/4	-	1/2

Course Objectives

- To provide insight on gender disparities within the Family, Economy, Education, Political and Legal systems.
- To introduce basic concepts relating to gender and to provide logical understanding of gender role.
- To sensitize the students on invisibility of women's work and gender.
- To make students aware of the fact that gender roles are not only constructed socially but also legally and Culturally .
- To acquaint the students with the Feminist theories which provide a different angle to the thoughts and perspectives.

Learning Outcomes

- Students will be able to define and utilize key concepts, terminology, and theoretical frameworks central to the interdisciplinary field of Gender Studies.
- Students will be able to apply central concepts and theories from Gender Studies to their own life experiences and the world around them.
- Understand and analyze forces shaping individual experiences as well as social structure and institutions such as the family, workplace, and media.
- Students will be able to situate themselves among various strands of feminist thought and envision themselves as participants in a multidisciplinary dialogue with activists, artists, and academics regarding social, political, and cultural issues of gender.
- Students will be able to promote social justice and human rights.

Unit-1	**Introduction to Gender Studies** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Gender Studies : Definition, Concept (Classroom Lecture, Discussion)	3	-	-
1.2	Social Construction of Femininity and Masculinity (Classroom Lecture, Discussion)	3	-	-
1.3	Gender and Society : Introduction, Gender , Family and Economy (Classroom Lecture, Discussion)	3	-	-
1.4	Gender and Education (Classroom Lecture, Discussion)	3	-	-
1.5	Political and Legal Systems (Classroom Lecture, Discussion)	2	-	1

Unit-2	**Feminist Theories** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Liberal Feminism (Classroom Lecture, Discussion)	3	-	-
2.2	Marxist and Socialist Feminism (Classroom Lecture, Discussion)	3	-	-
2.3	Radical Feminism (Classroom Lecture, Discussion)	3	-	-
2.4	Psychoanalytic and Existential Feminism (Classroom Lecture, Discussion)	3	-	-

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2.5	Other Feminist Thoughts (Classroom Lecture, Discussion)	2	-	1
Unit-3	**Gender in Media – I** (Total hours- L+T+P=15 hrs)	**L**	**T**	**P**
3.1	Introduction, Approaches to Women Development (Classroom Lecture, Discussion)	3	-	-
3.2	Feminist Communication Theories (Classroom Lecture, Discussion)	3	-	-
3.3	Gender Stereotyping in Media (Classroom Lecture, Discussion)	3	-	-
3.4	Portrayal of Gender in Print, Audio and Audio- Visual Media (Classroom Lecture, Discussion)	3	-	-
3.5	Gender and Alternative Media: Gender perception in programs, Policies and Planning in media, Media and activism, Strategies for positive social changes (Classroom Lecture, Discussion, Expert Lecture)	2	-	1

Unit-4	**Gender in Media – II** (Total hours- L+T+P=15 hrs)	L	T	P
4.1	Role of Media in Constructing Ideologies enabling Gender Inequalities (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.2	Television – Gender Presentation in Serials/ Reality Shows/ Talk Shows/Game Shows/Advertisements/Comedy/News (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.3	Ads.-Market and Gender Constructions (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.4	Films- Gender construct through the history of Cinema, Hero vs Heroine Centric Representation (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.5	News- Gender Presentation in News/Talk Shows/ News Stories/ Live Telecast (Classroom Lecture, Discussion, Expert Lecture)	2	-	1

Unit-5	**Law & Ethics** (Total hours- L+T+P=15 hrs)	L	T	P
5.1	Women's Rights in the Indian Constitution (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
5.2	Implementation of Women's rights, Police Stations, Court Procedures, Women's health and safety provisions, Hospital procedures, Women's Commissions (Classroom Lecture, Discussion, Case studies)	3	-	-
5.3	Fundamental Rights, Directive Principles, Women's Right to property (Classroom Lecture, Discussion, Case studies)	3	-	-
5.4	Laws related to women with special reference to the IPC (Classroom Lecture, Discussion, Case studies)	3	-	-
5.5	Dowry Prohibition Act 1961, Indecent Representation of Women(prohibition) Act, 1986 (Classroom Lecture, Discussion, Case studies)	2	-	1

Practical/Project/Assignments:

- Case Study Analysis in Varied context- Policy, Planning and Program.
- Make a report on Problems of women in organized and unorganised sectors.
- Debates: Feminism in India.

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- Make a PPT on Cultural Construction of Gender.
- Any assignment given by the concerned faculty.

Suggested Readings:

- Bow J. Bonnie & Wood T. Julia, The Sage Hand book of Gender and Communication, Sage Publication, New Delhi , 2006
- Howson Alexandra, Embodying Gender, Sage Publication New Delhi, 2005
- Kataria Pooja, Women and Media: Changing Roles, Struggle and Impact, Regal Publication, New Delhi , 2007
- Prasad kiran, Women and Media: Challenging Feminist Discourse, The Women Press, New Delhi, 2005
- Singh Indubala, Gender Relations and Cultural Ideology in Indian Cinema, Deep& Deep Publication , New Delhi, 2007

e_resources:

- https://journals.sagepub.com
- www.womenstudiesinindia.com
- https://us.sagepub.com/en-us/nam/gender-in-communication/book252750
- https://legalaffairs.gov.in/sites/default/files/chapter%203.pdf
- https://www.researchgate.net/publication/323825501_Women's_Rights_in_India

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BA in Mass Communication : SEMESTER - VIII

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCE04(A) OR MCE04(B)	8BA(MC)1	Film Aesthetics OR PR and Corporate Communication	80 60	20 20	- 20	100 100
2.	MCC19	8BA(MC)2	Dissertation/Project/Internship	-	40	160	200
3.	MCG06	8BA(MC)3	Media Business Management Or *Choose from the list given below	80	20	-	100

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BAMC : VIII SEM	Marks:100			Credits:5		
Film Aesthetics	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To understand history of cinema and a variety of cinematic styles
- To learn about world cinema and their prominent masters.
- To introduce students to about different regional cinema across India
- To understand writing techniques of scripting and storyboarding .
- To develop and nurture Production skills.

Learning Outcomes:

- Identify significant movements, innovations, and figures in film history
- Understanding of the World Cinema.
- Ability to identify different culture reflected in the regional cinema.
- Able to do the transition of book into a story.
- Students will be able to acquire and apply the knowledge about various stages of production involved in producing a film.

Unit-1	**Origin And Growth Of Cinema** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Lumiere Brothers and Silent Film Era:Raja Harishchandra, Lanka Dahan (Lecture with PPT and video clips of movies)	5	-	-
1.2	Talkie Era: Melody of Love, Alam Ara, Harishchandra Factory (Lecture with PPT and video clips of movies)	3	-	-
1.3	From 1940's to Golden 1950's: Dharti Ke Lal, Pukar, Awara, Mera Nam Joker, Shree 420,Pardesi (Lecture with PPT and video clips of movies)	2	-	-
1.4	Decade of 1960's to 1980's: Mughal—Azam, Sangam, Yaraana, Sholay (Lecture with PPT and video clips of movies)	5	1	-
1.5	Road to Digital Cinema: Ra.one, krish 3, Bahubali (Lecture with PPT and group assignment)	2	1	-

Unit-2	**World Cinema** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Pioneering Age (1896-1912): Workers Leaving The Lumière Factory in Lyon, L'Arroseur Arrosé (Lecture and Movie Review along with group discussion)	5	-	-
2.2	The Silent Era (1913-1927): D.W. Griffith, Charlie Chaplin (Lecture and Movie Review along with group discussion)	3	-	-
2.3	From Silent to Sound (1928-1932) Ref. Citizen Kane (Lecture with PPT and video clips of movies)	2	-	-
2.4	The New Wave Age (1960-1980): Hiroshima mon amour, Breathless (1960) (Lecture with PPT and video clips of movies)	5	1	-
2.5	The Mass Media Age (1980-Present) Woody Allan, Crouching Tiger Hidden Dragon (Lecture with PPT and video clips of movies)	2	1	-

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Unit-3	**Indian Regional Cinema** (Total hours- L+T+P=15 hrs)	L	T	P
3.1	Eastern (Bhojpuri, Bengali etc) (lecture through PPT and visuals)	5	-	-
3.2	Western (Gujrati, Marathi) (lecture through PPT and visuals)	3	-	-
3.3	Northern (Punjabi, Haryanavi) (lecture through PPT and visuals)	2	-	-
3.4	Southern (Telugu, Tamil, Malayalam Etc.) (lecture through PPT and visuals)	5	1	-
3.5	Central (Chhattisgarhi) (lecture through PPT and visuals)	2	1	-

Unit-4	**Cinema Genres and forms** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Commercial Cinema (Lecture with PPT)	5	-	-
1.2	Art Cinema: Bhuvan Shome, Uski Roti, Mirch Masala, Neecha Nagar, Mother India, Apu Triology, Pather Panchali, Do Beegha Zameen. (Lecture with PPT and video clips of movies, group discussion)	3	-	-
1.3	Fictional And Non Fictional	2	-	-
1.4	Documentary: Documentary, Documentation, Docu-Drama & Docu-Fiction. (Lecture with PPT and video clips of documentaries)	5	1	-
1.5	Basic Genres :Action, Thriller, Comedy, Epic, Series, Noir, Crime, Melodrama, Tragedy, Horror, Scientific Fiction (Sci-fi) and Social Reform. (Lecture with PPT and video clips of movies)	2	1	-

Unit-5	**Film Production** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Ideation and Visualization (Lecture with Demonstration, PPT of related video clips) \ (Classroom lectures, observation & PPT)	5	-	-
1.2	Screenplay, Storyboarding (Lecture with demonstration and practical of screenplay, storyboarding)	3	-	-
1.3	Script Writing (Classroom lecture with basic theory about the writing process and reading of literature and audio visual scripts)	2	-	-
1.4	Post-Production:Editing of the Film, Adding visual effects, Creating folly sounds (Lecture with demonstration of transition in editing, showing video clips and practical)	5	1	-
1.5	Post-Production: Voice-over, Re-dubbing and adding background music to the Film (Lecture with demonstration of transition in editing, showing video clips and practical)	2	1	-

Practical/Projects/Assignments:

- To study the language of film and famous film directors.
- Prepare an assignment on selected Indian and foreign filmmaker's films and style.
- Review cinema theories applied on films.
- Review the film technicality for production.
- Review special qualities and development of regional cinema.

प्रो. (डॉ.) संजय द्विवेदी
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Suggested Readings:

- Belavad, Vasuki.(2013)Video Production, India: Oxford university Press.
- Edgar, Robert.(2015)The language of Film. Bloomsbury: London.
- Hayward, Susan. (2018) Cinema Studies The Key Concepts. London and New York: Routledge.
- Monaco, James.(1977)How to Read a Film. Oxford University Press.
- Sikov,ed. (2010) Film studies and production. New York: Columbia university press. e-Resource:

e- journal

- Scope: An online journal of film and television studies: ISSN 1465-9166
- https://www.nottingham.ac.uk/scope/issues/index.aspx
- https://shodhganga.inflibnet.ac.in/bitstream/10603/20681/8/08_chapter.2.pdf
- https://books.google.co.in/books?id=4cEmBQAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
- http://www.adambrothanek.com/wpcontent/uploads/2014/09/Arnheim_Rudolf_Film_as_Art.pdf

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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BAMC : VIII SEM	Marks:100			Credits:5		
PR and Corporate Communication	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	60	20	20	4/4	-	1/2

Course Objectives

- To develop an understanding of the role and scope of PR in an organisation.
- To explain the history and growth of PR and its emerging importance in varying areas.
- To acquaint the students with the various PR tools and the different types of publics.
- To explain the concept of corporate communication and its expanded role in an organization.
- To explain the strategies, tactics, and techniques of corporate communication programs.

Learning Outcomes

- Understand the scope of public relations and meet the needs of diverse publics.
- Recognize the ethical component involved in responsible public relations practices.
- Identify the primary strategic functions of media relations, community relations, crisis management and the full-time positions available in each.
- Assess an organization's corporate communication needs and recommend effective solutions.
- Create a corporate communication campaign.

Unit-1	**Public Relations- Concept and Process** (Total Hours-L+T+P=15 hrs)	L	T	P
1.1	Public Relation- Concept, Definition, Role and Importance (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
1.2	History and development of PR in India (Classroom Lecture, Group Exercises)	2	-	1
1.3	Principles and Process of Public Relations (Classroom Lecture, Case Studies)	2	-	1
1.4	PR Consultancies-Structure, Role and Functions (Classroom Lecture, Case Studies, Group Discussions, Visit to PR Agency)	2	-	1
1.5	In House PR- Structure, Role and Functions, External Agencies (Classroom Lecture, Case Studies, Visit to Organisation)	2	-	1

Unit 2	**Types of Publics** (Total Hours-L+T+P=15 hrs)	L	T	P
2.1	Publics of PR (Classroom Lecture)	2	-	1
2.2	Tools of PR-House Journal, Annual Reports, News Releases, Speeches, Interviews (Classroom Lecture, Case Studies, Group Activities)	2	-	1
2.3	Types of PR-Public Sector, Private Sector (Classroom Lecture, Case Studies)	2	-	1
2.4	Government PR/Lobbying, Political PR, Service Sector, NGO (Classroom Lecture, Case Studies, Group Discussions, Presentation)	2	-	1
2.5	PR Practitioners-Responsibilities and Duties (Expert Lecture by PR Professional)	2	-	1

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Unit- 3	PR setup (Total Hours-L+T+P=15 hrs)	L	T	P
3.1	Public Relations Setup and Structure, DPR, DAVP (Classroom Lecture, Case Studies ,Visit to DPR)	2	-	1
3.2	News Agency, PIB, PR Organisations –IPRA,PRSA, PRSI, PRCI, DAVP (Classroom Lecture, Case Studies)	2	-	1
3.3	Ethics in Public Relations (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
3.4	Role And Importance of Media in PR (Classroom Lecture, Case Studies)	2	-	1
3.5	Global PR, Online/Digital PR DAVP (Expert Lecture, Case Studies, Group Exercises)	2	-	1

Unit-4	Introduction to Corporate Communication (Total Hours-L+T+P=15 hrs)	L	T	P
4.1	Corporate Communication-Definition, Role, Scope ,Functions and Relevance (Classroom Lecture, Group Discussions)	2	-	1
4.2	Concept Of Identity and Image, Image Building and Management (Classroom Lecture, Case Studies, Group Exercises)	2	-	1
4.3	Corporate Identity-Policy Planning, Core Communication Elements in Corporate Identity (Classroom Lecture, Case Studies, Group Exercises)	2	-	1
4.4	CC/PR in Brand Building (Expert Lecture, Case Studies, Group Exercises)	2	-	1
4.5	Corporate Communication's Evolving Role, Changing Trends (Classroom Lecture, Case Studies, Group Discussions)	2	-	1

Unit -5	Corporate Strategies and Tools (Total Hours-L+T+P=15 hrs)	L	T	P
5.1	Elements of a Corporate Plan (Classroom Lecture, Group Exercises)	2	-	1
5.2	Corporate Social Responsibility, Corporate Citizenship (Classroom Lecture, Case Studies, Group Exercises, Screening of Corporate Ads and Films)	2	-	1
5.3	Public Service Communication, Social Communication (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
5.4	Crisis Management And Communication-Types of Crisis and Their Management (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
5.5	Crisis Communication and Evaluation (Classroom Lecture, Case Studies, Group Discussions)	2	-	1

Practicals/Project / Assignments:

- Presentations on Government PR Campaigns.
- Designing House Journals.
- Case Studies of Indian Media organizations.
- Presentations on Corporate social responsibility initiatives of leading corporate.
- Case Studies of PR Agencies in India.
- Crisis Communication Presentations.
- Media Tracking of Current Corporate Issues/Crises.
- Presentation on new trends of corporate communications.
- Any other assignments given by faculty

प्रो. (डॉ.) संजय द्विवेदी
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म.ग.रा.प. एवं सं.वि., भोपाल

Suggested Readings:

- Gregory Anne (2008). Public Relations in Practice, 2 edition: Kogan Page India Pvt. Ltd..
- Jethwaney Jaishri & N N Sarkar(2015). Public Relations Management: Sterling Publishers.
- L'etang Jacquie(2008) Public Relations, Concepts, Practice and Critique: Sage Publications India.
- Moss Danny & Barbara Desanto (2011). Public Relations A Managerial Perspective. London: Sage Publications.
- Parsons, Patricia J (2005). Ethics in Public Relations: A Guide to Best Practice. London: Kogan Page.
- Smith D. Ronald(2012). Becoming a Public Relations Writer, 4 edition. New York:Routledge.
- Theaker Alison(2012). The Public Relations Handbook, 4 Edition:Routledge.
- Theaker Alison, Yaxley Heather(2013). The Public Relations Strategic Tool Kit .New York: Routledge.
- पंतएन.सी.(2004) जनसंपर्क , विज्ञापनएवंप्रसारमाध्यम.नईदिल्ली: तक्षशिलाप्रकाशन
- जेठवानीजयश्र, रविशंकर, नरेन्द्रनाथसरकार(2000).विज्ञापनऔरजनसंपर्क.नईदिल्ली: सागरप्रकाशन

e-resources :

- The Gauge
- brandillumination.com
- www.prsa.org/ppc/listserv.html

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल

BAMC : VIII SEM	Marks:200			Credits:10		
Dissertation/Project/Internship	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	-	160	40		1	4

****Guidelines for Dissertation/Thesis/Internship will be communicated separately.**

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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BAMC : VIII SEM	Marks:100			Credits:5		
MEDIA BUSINESS MANAGEMENT	Th	Pr	Ia	Cre/hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To inculcate the knowledge of Management in Media Organisation.
- To impart knowledge of theoritical and practical aspects of Media Management.
- To acquaint students with understanding of the various types of organisations.
- To make students understand the various Ownership patterns.
- To make students aware of trends in commencing new ventures in Media Industry.

Learning Outcomes

- Students will be able to know the rrent trends in Media Managementcu.
- Understand ing of professionaland ethical responsibilities and. commitment to them
- Acquire skills to commence new ventures in Media Industryandbe able to work .independently
- Analyze individual Media Businesses and understand the driving force of the Media Economy.

Unit-1	**Introduction to Management** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Introduction to Management (Group Discussion ,Lecture)	3	1	1
1.2	Importance of Management in Media Business (onGroup Discussi ,Lecture)	3	-	1
1.3	Ownership patterns in Media (Group Discussion ,Lecture)	2	1	1
1.4	Inflow of capital in Indian Media (Lecture, Group Discussion)	1	-	1
1.5	Major heads of Income (Lecture, Group Discussion)	2	-	1

Unit-2	**Media Houses** (Total hours- L+T+P=15 hrs)	**L**	**T**	**P**
2.1	Star India, NDTV group, Sun Network, TV18 group (Lecture, Ppt. Presentation, Assignment)	2	1	-
2.2	Express group, Hindu Group, India Today group, Bhaskar group (Lecture, Ppt. Presentation, Assignment)	3	1	-
2.3	Sahara group, Tribune group, Malayalam Manorama group, Enadu group, (Lecture, Ppt. Presentation, Assignment)	2	1	-
2.4	Aanand Bazar Patrika Group, Rajasthan Patrika group, Times group, Hindustan times group, Pioneer group, Jagran group (Lecture, Ppt. Presentation, Assignment)	3	1	-
2.5	Other Media groups (Lecture, Ppt. Presentation, Assignment)	3	1	-

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Unit-3	**Structure and functioning of Media** (Total hours- L+T+P=15 hrs)	L	T	P
3.1	Structure and functioning of Radio channel (Field Visit ,Assignment ,Lecture)	2	1	-
3.2	Structure and functioning of Television channel (Lecture, Assignment, Field Visit)	3	1	-
3.3	Role of Editorial, Technical, Marketing and HR sections (Lecture, Assignment, Field Visit)	2	1	-
3.4	Recruitment, Hiring and Training of staff (Lecture, Assignment, Field Visit)	3	1	-
3.5	Interpersonal relations (Lecture, Assignment, Expert Lecture, Field Visit)	3	1	-

Unit-4	**Media Marketing** (Total hours- L+T+P=15 hrs)	L	T	P
4.1	Characteristic of different Media (Field Visit ,Expert Lecture ,Assignment ,Lecture)	2	1	-
4.2	Media Marketing techniques (Field Visit ,Expert Lecture ,Assignment ,Lecture)	3	1	-
4.3	Advertisement Campaigns (Field Visit ,Expert Lecture ,Assignment ,Lecture)	2	1	-
4.4	Corporate Strategies (sitField Vi ,Expert Lecture ,Assignment ,Lecture)	3	1	-
4.5	Space and Time selling (Lecture, Assignment, Expert Lecture)	3	1	-

Unit-5	**Research** (Total hours- L+T+P=15 hrs)	L	T	P
5.1	Use of Research in Media Management (Assignment ,Lecture)	3	1	-
5.2	Use of Feedback in Media Management (Lecture, Assignment)	3	1	-
5.3	Readership Management System (Lecture, Assignment)	3	1	-
5.4	ABC, NRS (Lecture, Assignment)	2	1	-
5.5	INS, RNI (Lecture, Assignment)	2	1	-

Practical/Project/Assignments:

- Prepare presentation on organisational structure and functions of various media organisations.
- Prepare presentations on current issues and trends of media management.
- Prepare presentations on brand promotions and advertising strategies for entertainment/news/lifestyle channel.
- Any assignment given by the concerned faculty.

Suggested Readings:

- Albarran Alan B., Handbook of Media Management and Economics,.2006.

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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- Chaturvedi P.D., Business Communication: Skills, Concepts, and Applications, Pearson Education, United States, (2013).
- Kohli Khandekar and Vanita,The Indian Media Business, Sage Publications, (2013).
- Kothari Gulab,Newspaper Management in India,Bhartiya Book Corporation.
- Sehgal M.K. and Khetarpal Vandana, Business Communication, Excel Books, India. (2008).
- Sethi Anjanee and Adhikari Bhawana, Business Communication, McGraw Hill Education, United States, (2010).
- Shaw Ibrahim Seaga, Business Journalism- A Critical Political Economy Approach, Routledge, United Kingdom, (2016).
-

e- resources:

- https://www.academia.edu/2846654/Issues_in_media_management_and_the_public_interest
- https://www.researchgate.net/publication/312557618_Media_Management
- https://www.academia.edu/13226828/2_Media_Management_in_Theory_and_Practice
- file:///C:/Users/WINDOW%20%207/Downloads/Documents/Handbook_of_Media_Management_And_Economics_2005.pdf
- file:///C:/Users/WINDOW%20%207/Downloads/RoutledgeHandbooks-9781410615589-chapter3%20(1).pdf

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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Option II

BA in Mass Communication: SEMESTER - VII

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCC20	7BA(MC)1	Communication Research	60	20	20	100
2.	MCE03 (A)	7BA(MC)2	Communication and Social Work	80	20	-	100
	OR		OR				
	MCE03 (B)		Art, Culture and Lifestyle Communication	80	20	-	100
3.	MCC21	7BA(MC)3	Project	-	20	80	100
4.	MCG05	7BA(MC)4	Media and Gender Studies Or *Choose from the list given below	60	20	20	100

प्रो. (डॉ.) संजय द्विवेदी
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माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल

BAMC : VII SEM	Marks:100			Credits:5		
COMMUNICATION RESEARCH	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	60	20	20	4/4	1/1	-

Course Objectives

- To impart the the knowledge about basic concepts of Communication Research.
- To make them understand the necessity and significance of Research.
- To enhance the ability to identify the problems in Society.
- To learn about the various types of Research and Research Designs.
- To enhance student's understanding of ethical practices.

Learning Outcomes

- Students will be able to understand basics of Communication Research.
- Students will able to apply the theoretical knowledge of Research.
- Students will be able *to* understand the problems and find out solutions
- Students will understand various techniques of Research.
- .Students will be able *to* adhere to standard for the ethical conduct of Research.

Unit-1	**Concept of Research** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Origin of Research in Communication, Scientific Research Meaning ,Nature and importance of Communication Research (Classroom Lecture ,Discussions)	3	-	-
1.2	Areas of Communication Research (Source analysis, Channel analysis, Message analysis, Audience analysis) (Classroom Lecture ,Discussions)	3	-	-
1.3	Steps of Communication Research: Characteristics and Requirements, Operational Steps for Carrying out Research (Classroom Lecture,tutorials)	2	1	-
1.4	Communication Research Approaches (Classroom Lecture ,Discussions)	3	-	-
1.5	Research: Various Classifications (Classroom Lecture ,Discussions)	3	-	-

Unit-2	**Research Design & Methodology** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Population, Literature Review (Classroom Lecture, Discussions)	3	-	-
2.2	Hypotheses: Concept, Function of Hypothesis and Types, Hypothesis Formulation, Logic of Hypothesis Testing Variables : Independent vs Dependent variables, Extraneous variables, Intervening variables; discrete variables and continuous variables (Classroom Lecture, Assignment, Discussions)	3	-	-
2.3	Research Design and its types: Meaning of Research Design, Purpose of Research Design, Criteriaof Good Research Design, Parts and Features of Research Design (Classroom Lecture, Assignment, Discussions)	2	1	-

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2.4	Data Collection sources (Classroom Lecture, Assignment, Discussions)	3	-	-
2.5	Sampling - Meaning, population , sample size, sample frame (Classroom Lecture, Assignment, Discussions)	3	-	-

Unit-3	**Tools for Data Collection** (Total hours- L+T+P=15hrs)	L	T	P
3.1	Data collection Methods (Classroom Lecture, Practical Exercises, Discussions)	3	-	-
3.2	Tools and techniques:Questionnaire, Schedule, (Classroom Lecture, Assignment, Discussions)	3	-	-
3.3	Tools and techniques :Interview Method, Content Analysis ,Focussed Group Studies (Classroom Lecture, Practical Exercises, Discussions)	2	1	-
3.4	Tools and techniques :Observation Method, Case Study Method (Classroom Lecture, Assignment, Discussions)	3	-	-
3.5	Reliability and Validity of data (Classroom Lecture, Practical Exercises, Discussions)	3	-	-

Unit-4	**Role of statistics and computer in Research** (Total hours- L+T+P=15hrs)	L	T	P
4.1	Role of Statistics in Communication Research (Classroom Lecture ,Expert Lecture, Practical)	3	-	-
4.2	Significance of Computer in Research, Introduction to SPSS (Classroom Lecture ,Expert Lecture, Practical)	3	-	-
4.3	Tabulation and Classification of Data (Classroom Lecture , Practical)	2	1	-
4.4	Statistics: Mean, Median, Mode (Classroom Lecture, Practical)	3	-	-
4.5	Data Analysis and Interpretation:Criteria for evaluating secondary data, Univariate Analysis, Bivariate Analysis and Multivariate Analysis Graphical Presentation (Classroom Lecture, Practical)	3	-	-

Unit-5	**Research Report Writing** (Total hours- L+T+P=15hrs)	L	T	P
5.1	Research Proposal: Planning, Designing (Classroom Lecture, Practical Exercises, Discussions)	3	-	-
5.2	Writing Project Report (Classroom Lecture, Practical Exercises, Discussions)	3	-	-
5.3	Executive Summary (Classroom Lecture, Practical Exercises, Discussions)	2	1	-
5.4	Preparation of Indexing,Referencing Styles,Bibliography (Classroom Lecture, Practical Exercises, Discussions)	3	-	-
5.5	Ethical persrpectives in Communication Research, Plagiarism (Classroom Lecture, Discussions)	3	-	-

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
माखनलाल चतुर्वेदी रा.प.वि.वि., भोपाल

Practical/Project/Assignments:

- Framing innovative topics of communication research.
- Identify the problems in society and proposing the solutions.
- Preparing Questionnaires and interviews.
- Preparing one research project on contemporary relevant topic.
- Any assignment given by the concerned faculty.

Suggested Readings:

- Anderson J.A., Communication Research: Issues and Methods, New York McGraw- Hill
- Berger Arthur Asa, Media Research Techniques, Sage Publications,Ned Delhi
- Dayal Manoj, Media Metrics: An Introduction to Quantitative Research in Mass Communication, Sage Publications, Delhi
- Flick Uwe, An Introduction to Qualitative Research , Sage Publications, London
- Kerlinger F.N., Foundations of Behavioural Research, Surjeet Publications, Delhi
- Priest S.H., Doing Media Research: An Introduction, Sage Publications
- Sarangi Prasant, Research Methodology,Taxman Publication Pvt. Ltd., Delhi
- Wimmer Roger D. & Dominick Joseph R., Mass Media Research: An Introduction, Wadsworth Publishing Company, USA

e- resources :

- https://www.masterincommunications.com/features/guide-to-c0mmunication-research-methodologies
- https://Mass-Media-Research-Roger-Wimmer/dp/143908274X
- https://www.questia.com/read/104796118/theory-and-research-in-mass-communication-contexts
- https://us.sagepub.com/en-us/nam/introducing-communication-research/book244431
- https://epathshala.nic.in/

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विभागाध्यक्ष, जनसंचार विभाग
माखनलाल पत्रकारिता एवं जनसंचार विश्वविद्यालय, भोपाल

BAMC : VII SEM	Marks:100			Credits:5		
COMMUNICATION AND SOCIAL WORK	Th	Pr	Ia	Contact hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To give students an orientation about the field of social work and its scope.
- To understand the process of social work profession and practice.
- To develop an understanding about the Government and Non-Governmental organization and its functions.
- To understand the role of communication in the field of social work.
- Students will learn to systematically analyze human social conditions.

Learning Outcomes

- Students are equipped with the knowledge about various social problems and how to deal with them.
- The students will become aware of the various social reform movements.
- The learner will comprehend roles of social worker in bringing social change.
- The learner will understand the functions of NGOs.
- Enabled to write observation/ Exposure visit reports.

Unit-1	**Concept of Social work** (Total hours- L+T+P=15hrs)	L	T	P
1.1	Social work: Definition, Objectives, Scope, Goals (Classroom Lecture)	3	-	-
1.2	Methods of Social Work (Classroom Lecture)	3	-	-
1.3	Historical development of social work, Development of professional social work – USA, UK , India (Classroom Lecture)	3	-	-
1.4	Social Workers: Roles, Skills and Techniques. (Classroom Lecture)	2	1	-
1.5	Basic values, Ethics and Philosophy of social work. Classroom Lecture)	3	-	-

Unit-2	**Communication and Social work** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Communication: Meaning, Importance, Elements, Process, Listening Skills, Getting Information, Non-Verbal Behaviours, Building Trust, Handling Conflict (Classroom Lecture)	3	-	-
2.2	Types of communication in Social Work: Verbal Communication, Non- Verbal Communication, Para Language, Written Communication, Virtual Communication (Classroom Lecture)	3	-	-
2.3	Barriers in Commucation: Emotional Barriers and taboos, Physical disablities and physical barriers, Cultural differences, Language difference, Expectations and Prejudices. (Classroom Lecture)	3	-	-
2.4	Skills of Successful Social Workers: Empathy, Organization, Critical thinking, Active Listening, Self – Care, Cultural Competence, Patience, Professional Commitment, Advocacy. (Classroom Lecture)	2	1	-

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2.5	Importance of Communication to a Social Worker. Writing Press releases, Organizing press conferences, Media ethics, Use of technology for Social work practice.	3	-	-

Unit-3	**Media and Social work** (Total hours- L+T+P=15hrs)	L	T	P
3.1	Social structure: Meaning, Status and Roles (Classroom Lecture)	3	-	-
3.2	Concept of social system (Classroom Lecture)	3	-	-
3.3	Culture: Meaning, Traditions, Customs, Norms, Folklore. (Classroom Lecture)	3	-	-
3.4	Mass Media and Elements of Society, Social change and its factors. (Classroom Lecture)	2	1	-
3.5	Units of Social Work, Intervention and Dynamics there in(Individuals, Family, Groups, Communication and Organizations) (Classroom Lecture)	3	-	-

Unit-4	**Fields of Social work** (Total hours- L+T+P=15hrs)	L	T	P
4.1	Child: Problems faced by children in India(Rural- Urban), Child welfare service by Govt. & NGOs (Classroom Lecture)	3	-	-
4.2	Youth: Problems of youth in India (Rural-Urban). Youth welfare services at central and state level. Role of NGOs in initiating program. (Classroom Lecture and Group Discussion)	3	-	-
4.3	Women: Status of women, Concept of women welfare, Women welfare programs at central and state level. (Classroom Lecture)	3	-	-
4.4	Family: Salient features of Indian family, Types, in India. Welfare services for old age people. (Classroom Lecture and Group Discussion)	2	1	-
4.5	Social Work in Juvenile system, (Classroom Lecture Group Discussion)	3	-	-

Unit-5	**Social welfare** (Total hours- L+T+P=15hrs)	L	T	P
5.1	Concept of welfare, Development and Empowerment (Classroom Lecture)	3	-	-
5.2	Types of social welfare services. (Classroom Lecture and Group Discussion)	3	-	-
5.3	Program of social welfare in India (Classroom Lecture)	3	-	-
5.4	Agencies: Government and Non-Government, Case studies of social work. (Classroom Lecture and Group Discussion)	2	1	-
5.5	Traditional forms of welfare: Charity, Mutual –Aid, Religious organizations. (Classroom Lecture and Group Discussion)	3	-	-

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Practical/Project/Assignments:

- Concurrent field work (minimum 05 visit)
- Community work
- Social case work practice with any particular group and preparation of report.
- Any assignment given by the concerned faculty.

Suggested Readings:

- Bhattacharya Sanjay, Social Work – An Integrated Approach, Deep & Deep Publishers. Delhi, 2003.
- Misra P.D., Social Work – Philosophy and Methods, Inter India Publications, New Delhi, 1994
- Misra P.D. & Misra Beena, Social work profession in India, New Royal Book Company, 2015
- Ahuja Ram, Social Problems in India, Rawat Publication, Fourth Edition, 2020

e- resources :

- https://ndl.iitkgp.ac.in.
- https://bestlibraryusa.com/wp-content/uploads/2020/11/Introduction-to-Social-Work-and-Social-Welfare-PDFDrive-.pdf
- https://epathshala.nic.in/

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विभागाध्यक्ष, जनसंचार विभाग
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BAMC : VII SEM	Marks:100			Credits:5		
ART, CULTURE AND LIFESTYLE COMMUNICATION	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To help students to understand Indian culture and to respect its cultural diversity.
- To help students to understand the characteristics and trends of art and culture.
- To understand the nature and function of different artistic forms.
- To exhibit characteristics of healthy lifestyle behavior.
- To systematically analyze human social conditions (eg. Individuals, groups, communities and cultures.

Learning Outcomes

- Students will be able to identify, define and analyze the similarities and differences of Indian Culture with other cultures.
- Acquire lifelong abilities to learn to appreciate cultural and ethnic diversities as a global citizens.
- Students will be able to communicate and collaborate effectively with other people.
- Students will be able to articulate and describe art, culture and lifestyle.
- Make artistic work in a variety of visual media with creative expression

Unit-1	**Communication and Culture** (Total hours- L+T+P= 15hrs)	L	T	P
1.1	Culture: Meaning, Importance, Characteristics, Concept and Levels of Culture (Lecture, Group Discussions, Flow Chart) C	3	-	-
1.2	Difference between Culture and Tradition, Culture and Modernity (Lecture, Analysis, Discussion, PPT Presentation)	3	-	-
1.3	Inadequate assumption of Culture in Post Globalization Era (Lecture, Case Studies, Reading and Analysing the Available Content on Cultures)	3	-	-
1.4	Elements of Indian Culture (Lecture, Group Discussions, Classroom Activities)	3	-	-
1.5	Importance of Culture in Communication Studies (Classroom Lecture, Case Studies, Group Discussions)	2	1	-

Unit-2	**Different Arts: Origin, Development and Contemporary Status.** (Total hours-L+T+P = 15hrs)	L	T	p
2.1	Painting (Classroom Lecture, Expert Lecture)	3	-	-
2.2	Dance and Music (Lecture, Expert Lecture,Watching Videos Online)	3	-	-
2.3	Theatre (Lecture, Field Visit, Role Plays)	3	-	-
2.4	Sculpture. (Expert Lecture, Field Visit)	3	-	-
2.5	Literature (Lecture, Reading and Analysing Literature Books)	2	1	-

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Unit-3	**Media and Transmission of Culture** (Total hours-L+T+P = 15hrs)	L	T	p
3.1	Media: Types, Objectives, Cultural Reporting, Requirements and Expectations from a Cultural Reporter (Classroom Lecture, Discussion of Certain Episodes of Major Cultural Reports.)	3	-	-
3.2	Newspaper and Culture (Classroom Lecture, Content Analysis of Different Kinds of Newspaper)	3	-	-
3.3	Radio and Culture (Classroom Lecture, Discussion of Radio Programme)	3	-	-
3.4	Television and Culture ,, (Classroom Lecture, Discussion of Certain Episodes of Major Cultural Reports)	3	-	-
3.5	New Media and Culture (Classroom Lecture, Content Analysis of New Media)	2	1	-

Unit-4	**Contemporary Culture** (Total hours-L+T+P = 15hrs)	L	T	p
4.1	Contemporary Culture: Meaning & Aspects (Classroom Lecture, Group Discussion)	3	-	-
4.2	Cultural Practice (Classroom Lecture, Group Discussion)	3	-	-
4.3	Cultural Capital (Classroom Lecture, Analysis, Discussion)	3	-	-
4.4	Enjoyment and Pleasure (Classroom Lecture, Group Activity	3	-	-
4.5	Popular Culture (Class Lecture, Group Discussion)	2	1	-

Unit-5	**Lifestyle Communication** (Total hours-L+T+P = 15hrs)	L	T	p
5.1	Concept, Need and Importance of Lifestyle Communication (Classroom Lecture , Case Studies, Group Discussions)	3	-	-
5.2	Indian Lifestyle: Food, Clothing and Shelter (Classroom Lecture, Group Discussion on Elements of Lifestyle at Distinct Places)	3	-	-
5.3	Lifestyle Reporting, Trends in Living - Fashion, Food, Health, Travel, Tourism, Celebrity, City Life, Page 3, Social Trends, Leisure Reporting, Fine Arts and Performing Arts, Film, Television and Culture (Lecture , Group Discussion, Field Activities)	3	-	-
5.4	Lifestyle News: Evolution and Growth, Problems, Solutions (Lecture ,Group Discussion)	3	-	-
5.5	Mobile Addiction (Lecture and Group Discussion)	2	1	-

Practical/Project/Assignments:

- Seminars.
- Field Trip and Report Writing.
- Prepare PPT on cultural news : features and articles published in newspaper and
- analyse the c-ontent and angle of particular matter.
- Prepare PPT on lifestyle based news , programme and television commercials and
- anaylsis the impact on audience.
- Prepare PPT on content used by audience for getting information about art on new

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विभागाध्यक्ष, जनसंचार विभाग
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media.

- Prepare PPT on Indian lifestyle.
- Any assignment given by the concerned faculty.

Suggested Readings:

- Appadurai, Arjun.1996. Modernity at large: Cultural Dimensions of Globalization, vo.1, university of Minnesota.
- Hall, Stuart. 1980. "Encoding/Decoding" in ulture, Media, Language:Working Papers in
- Cultural Studies, 1972-79. London; [Birmingham,West Midlands]: Hutchinson; Centre for Contemporary Cultural Studies,University of Birmingham. Entry on 'Culture', 'Media' and 'Communication'.
- Lull, James.2000. Media, Communication, Culture: A Global Approach, Columbia university press.
- Mehta, Nalin. 2008. India on Television: How Satellite News Channels Have Changed the Way We Think and Act. New Delhi: HarperCollins .P blishers India, a joint venture with The India Today Group.
- Rao N.Ramesh , Thombre Avinash .2015. SAGE Publication India pvt. Ltd, New Delhi.
- Sundaram, Ravi. "Recycling Modernity: Pirate Electronic Cultu_res in India."Third Text 1;3,
- no. 47 (1999): 59-65.
- Williams, Raymond.1985. Keywords: a Vocabulary of Culture and Society. New York:
- Oxford University Press.

e-resources:

- https://uk.sagepub.com/sites/defaulVfiles/upm-binaries/18250_Chapter_1.pdf
- https://nios.ac.in/media/documents/SecICHCour/English/CH.11.pdf
- https://Media-Culture-Richar-Campbell-ebook/dp/B01N2B1N4D
- https://monoskop.org/Media_art_and_culture
- https://www.researchgate.neVpublication/323014365_The_impact_ot_social_media_on_
- sociallifestyle_A_case_study_ot_university_female_students

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
म.प.रा.प. एवं सं.वि.वि., भोपाल

BAMC : VII SEM	Marks:100			Credits:5		
Project	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	-	80	20	-	1	4

**** Guidelines for Project will be communicated separately.**

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विभागाध्यक्ष, जनसंचार विभाग
मा.च.रा.प. एवं सं.वि.वि., भोपाल

BAMC : VII SEM	Marks:100			Credits:5		
Media and Gender Studies	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	60	20	20	4/4	-	1/2

Course Objectives

- To provide insight on gender disparities within the Family, Economy, Education, Political and Legal systems.
- To introduce basic concepts relating to gender and to provide logical understanding of gender role.
- To sensitize the students on invisibility of women's work and gender.
- To make students aware of the fact that gender roles are not only constructed socially but also legally and culturally .
- To acquaint the students with the Feminist theories which provide a different angle to the thoughts and perspectives.

Learning Outcomes

- Students will be able to define and utilize key concepts, terminology, and theoretical frameworks central to the interdisciplinary field of Gender Studies.
- Students will be able to apply central concepts and theories from Gender Studies to their own life experiences and the world around them.
- Understand and analyze forces shaping individual experiences as well as social structure and institutions such as the family, workplace, and media.
- Students will be able to situate themselves among various strands of feminist thought and envision themselves as participants in a multidisciplinary dialogue with activists, artists, and academics regarding social, political, and cultural issues of gender.
- Students will be able to promote social justice and human rights.

Unit-1	**Introduction to Gender Studies** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Gender Studies : Definition, Concept (Classroom Lecture, Discussion)	3	-	-
1.2	Social Construction of Femininity and Masculinity (Classroom Lecture, Discussion)	3	-	-
1.3	Gender and Society : Introduction, Gender , Family and Economy (Classroom Lecture, Discussion)	3	-	-
1.4	Gender and Education (Classroom Lecture, Discussion)	3	-	-
1.5	Political and Legal Systems (Classroom Lecture, Discussion)	2	-	1

Unit-2	**Feminist Theories** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Liberal Feminism (Classroom Lecture, Discussion)	3	-	-
2.2	Marxist and Socialist Feminism (Classroom Lecture, Discussion)	3	-	-
2.3	Radical Feminism (Classroom Lecture, Discussion)	3	-	-
2.4	Psychoanalytic and Existential Feminism (Classroom Lecture, Discussion)	3	-	-
2.5	Other Feminist Thoughts (Classroom Lecture, Discussion)	2	-	1

प्रो. (डॉ.) संतोष द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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Unit-3	**Gender in Media – I** (Total hours- L+T+P=15 hrs)	**L**	**T**	**P**
3.1	Introduction, Approaches to Women Development (Classroom Lecture, Discussion)	3	-	-
3.2	Feminist Communication Theories (Classroom Lecture, Discussion)	3	-	-
3.3	Gender Stereotyping in Media (Classroom Lecture, Discussion)	3	-	-
3.4	Portrayal of Gender in Print, Audio and Audio- Visual Media (Classroom Lecture, Discussion)	3	-	-
3.5	Gender and Alternative Media: Gender perception in programs, Policies and Planning in media, Media and activism, Strategies for positive social changes (Classroom Lecture, Discussion, Expert Lecture)	2	-	1

Unit-4	**Gender in Media – II** (Total hours- L+T+P=15 hrs)	L	T	P
4.1	Role of Media in Constructing Ideologies enabling Gender Inequalities (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.2	Television – Gender Presentation in Serials/ Reality Shows/ Talk Shows/Game Shows/Advertisements/Comedy/News (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.3	Ads.-Market and Gender Constructions (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.4	Films- Gender construct through the history of Cinema, Hero vs Heroine Centric Representation (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
4.5	News- Gender Presentation in News/Talk Shows/ News Stories/ Live Telecast (Classroom Lecture, Discussion, Expert Lecture)	2	-	1

Unit-5	**Law & Ethics** (Total hours- L+T+P=15 hrs)	L	T	P
5.1	Women's Rights in the Indian Constitution (Classroom Lecture, Discussion, Expert Lecture)	3	-	-
5.2	Implementation of Women's rights, Police Stations, Court Procedures, Women's health and safety provisions, Hospital procedures, Women's Commissions (Classroom Lecture, Discussion, Case studies)	3	-	-
5.3	Fundamental Rights, Directive Principles, Women's Right to property (Classroom Lecture, Discussion, Case studies)	3	-	-
5.4	Laws related to women with special reference to the IPC (Classroom Lecture, Discussion, Case studies)	3	-	-
5.5	Dowry Prohibition Act 1961, Indecent Representation of Women(prohibition) Act, 1986 (Classroom Lecture, Discussion, Case studies)	2	-	1

Practical/Project/Assignments:

- Case Study Analysis in Varied context- Policy, Planning and Program.
- Make a report on Problems of women in organized and unorganised sectors.
- Debates: Feminism in India.
- Make a PPT on Cultural Construction of Gender.
- Any assignment given by the concerned faculty.

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माखनलाल चतुर्वेदी राष्ट्रीय पत्रकारिता एवं संचार विश्वविद्यालय, भोपाल

Suggested Readings:

- Bow J. Bonnie & Wood T. Julia, The Sage Hand book of Gender and Communication, Sage Publication, New Delhi , 2006
- Howson Alexandra, Embodying Gender, Sage Publication New Delhi, 2005
- Kataria Pooja, Women and Media: Changing Roles, Struggle and Impact, Regal Publication, New Delhi , 2007
- Prasad kiran, Women and Media: Challenging Feminist Discourse, The Women Press, New Delhi, 2005
- Singh Indubala, Gender Relations and Cultural Ideology in Indian Cinema, Deep& Deep Publication , New Delhi, 2007

e_resources:

- https://journals.sagepub.com
- www.womenstudiesinindia.com
- https://us.sagepub.com/en-us/nam/gender-in-communication/book252750
- https://legalaffairs.gov.in/sites/default/files/chapter%203.pdf
- https://www.researchgate.net/publication/323825501_Women's_Rights_in_India

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विभागाध्यक्ष, जनसंचार विभाग
म.ग.रा.म. एवं सं.वि.वि., भोपाल

BA in Mass Communication: SEMESTER - VIII

S. No.	Course of Study	Class & Papers	Course Name/Subject	Th	IA	P	Total
1.	MCE04(A) OR MCE04(B)	8BA(MC)1	Film Aesthetics OR PR and Corporate Communication	80 60	20 20	- 20	100 100
2.	MCC22	8BA(MC)2	Thesis/Internship	-	40	160	200
3.	MCG06	8BA(MC)3	Media Business Management Or Choose from the list given below	80	20	-	100

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
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BAMC : VIII SEM	Marks:100			Credits:5		
Film Aesthetics	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To understand history of cinema and a variety of cinematic styles
- To learn about world cinema and their prominent masters.
- To introduce students to about different regional cinema across India
- To understand writing techniques of scripting and storyboarding .
- To develop and nurture Production skills.

Learning Outcomes:

- Identify significant movements, innovations, and figures in film history
- Understanding of the World Cinema.
- Ability to identify different culture reflected in the regional cinema.
- Able to do the transition of book into a story.
- Students will be able to acquire and apply the knowledge about various stages of production involved in producing a film.

Unit-1	**Origin And Growth Of Cinema** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Lumiere Brothers and Silent Film Era:Raja Harishchandra, Lanka Dahan (Lecture with PPT and video clips of movies)	5	-	-
1.2	Talkie Era: Melody of Love, Alam Ara, Harishchandra Factory (Lecture with PPT and video clips of movies)	3	-	-
1.3	From 1940's to Golden 1950's: Dharti Ke Lal, Pukar, Awara, Mera Nam Joker, Shree 420,Pardesi (Lecture with PPT and video clips of movies)	2	-	-
1.4	Decade of 1960's to 1980's: Mughal—Azam, Sangam, Yaraana, Sholay (Lecture with PPT and video clips of movies)	5	1	-
1.5	Road to Digital Cinema: Ra.one, krish 3, Bahubali (Lecture with PPT and group assignment)	2	1	-

Unit-2	**World Cinema** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Pioneering Age (1896-1912): Workers Leaving The Lumière Factory in Lyon, L'Arroseur Arrosé (Lecture and Movie Review along with group discussion)	5	-	-
2.2	The Silent Era (1913-1927): D.W. Griffith, Charlie Chaplin (Lecture and Movie Review along with group discussion)	3	-	-
2.3	From Silent to Sound (1928-1932) Ref. Citizen Kane (Lecture with PPT and video clips of movies)	2	-	-
2.4	The New Wave Age (1960-1980): Hiroshima mon amour, Breathless (1960) (Lecture with PPT and video clips of movies)	5	1	-
2.5	The Mass Media Age (1980-Present) Woody Allan, Crouching Tiger Hidden Dragon (Lecture with PPT and video clips of movies)	2	1	-

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विभागाध्यक्ष, जनसंचार विभाग
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Unit-3	**Indian Regional Cinema** (Total hours- L+T+P=15 hrs)	L	T	P
3.1	Eastern (Bhojpuri, Bengali etc) (lecture through PPT and visuals)	5	-	-
3.2	Western (Gujrati, Marathi) (lecture through PPT and visuals)	3	-	-
3.3	Northern (Punjabi, Haryanavi) (lecture through PPT and visuals)	2	-	-
3.4	Southern (Telugu, Tamil, Malayalam Etc.) (lecture through PPT and visuals)	5	1	-
3.5	Central (Chhattisgarhi) (lecture through PPT and visuals)	2	1	-

Unit-4	**Cinema Genres and forms** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Commercial Cinema (Lecture with PPT)	5	-	-
1.2	Art Cinema: Bhuvan Shome, Uski Roti, Mirch Masala, Neecha Nagar, Mother India, Apu Triology, Pather Panchali, Do Beegha Zameen. (Lecture with PPT and video clips of movies, group discussion)	3	-	-
1.3	Fictional And Non Fictional	2	-	-
1.4	Documentary: Documentary, Documentation, Docu-Drama & Docu-Fiction. (Lecture with PPT and video clips of documentaries)	5	1	-
1.5	Basic Genres :Action, Thriller, Comedy, Epic, Series, Noir, Crime, Melodrama, Tragedy, Horror, Scientific Fiction (Sci-fi) and Social Reform. (Lecture with PPT and video clips of movies)	2	1	-

Unit-5	**Film Production** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Ideation and Visualization (Lecture with Demonstration, PPT of related video clips) \ (Classroom lectures, observation & PPT)	5	-	-
1.2	Screenplay, Storyboarding (Lecture with demonstration and practical of screenplay, storyboarding)	3	-	-
1.3	Script Writing (Classroom lecture with basic theory about the writing process and reading of literature and audio visual scripts)	2	-	-
1.4	Post-Production:Editing of the Film, Adding visual effects, Creating folly sounds (Lecture with demonstration of transition in editing, showing video clips and practical)	5	1	-
1.5	Post-Production: Voice-over, Re-dubbing and adding background music to the Film (Lecture with demonstration of transition in editing, showing video clips and practical)	2	1	-

Practical/Projects/Assignments:

- To study the language of film and famous film directors.
- Prepare an assignment on selected Indian and foreign filmmaker's films and style.
- Review cinema theories applied on films.
- Review the film technicality for production.
- Review special qualities and development of regional cinema.

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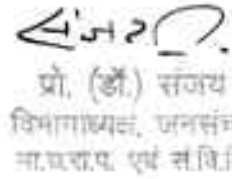
विभागाध्यक्ष, जनसंचार विभाग
माजस.रा. एवं सं.वि., भोपाल

Suggested Readings:

- Belavad, Vasuki.(2013)Video Production, India: Oxford university Press.
- Edgar, Robert.(2015)The language of Film. Bloomsbury: London.
- Hayward, Susan. (2018) Cinema Studies The Key Concepts. London and New York: Routledge.
- Monaco, James.(1977)How to Read a Film. Oxford University Press.
- Sikov,ed. (2010) Film studies and production. New York: Columbia university press.

e-Resource:

- Scope: An online journal of film and television studies: ISSN 1465-9166
- https://www.nottingham.ac.uk/scope/issues/index.aspx
- https://shodhganga.inflibnet.ac.in/bitstream/10603/20681/8/08_chapter.2.pdf
- https://books.google.co.in/books?id=4cEmBQAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
- http://www.adambrothanek.com/wpcontent/uploads/2014/09/Arnheim_Rudolf_Film_as_Art.pdf



BAMC : VIII SEM	Marks:100			Credits:5		
PR and Corporate Communication	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	60	20	20	4/4	-	1/2

Course Objectives

- To develop an understanding of the role and scope of PR in an organisation.
- To explain the history and growth of PR and its emerging importance in varying areas.
- To acquaint the students with the various PR tools and the different types of publics.
- To explain the concept of corporate communication and its expanded role in an organization.
- To explain the strategies, tactics, and techniques of corporate communication programs.

Learning Outcomes

- Understand the scope of public relations and meet the needs of diverse publics.
- Recognize the ethical component involved in responsible public relations practices.
- Identify the primary strategic functions of media relations, community relations, crisis management and the full-time positions available in each.
- Assess an organization's corporate communication needs and recommend effective solutions.
- Create a corporate communication campaign.

Unit-1	**Public Relations- Concept and Process** (Total Hours-L+T+P=15 hrs)	L	T	P
1.1	Public Relation- Concept, Definition, Role and Importance (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
1.2	History and development of PR in India (Classroom Lecture, Group Exercises)	2	-	1
1.3	Principles and Process of Public Relations (Classroom Lecture, Case Studies)	2	-	1
1.4	PR Consultancies-Structure, Role and Functions (Classroom Lecture, Case Studies, Group Discussions, Visit to PR Agency)	2	-	1
1.5	In House PR- Structure, Role and Functions, External Agencies (Classroom Lecture, Case Studies, Visit to Organisation)	2	-	1

Unit 2	**Types of Publics** (Total Hours-L+T+P=15 hrs)	L	T	P
2.1	Publics of PR (Classroom Lecture)	2	-	1
2.2	Tools of PR-House Journal, Annual Reports, News Releases, Speeches, Interviews (Classroom Lecture, Case Studies, Group Activities)	2	-	1
2.3	Types of PR-Public Sector, Private Sector (Classroom Lecture, Case Studies)	2	-	1
2.4	Government PR/Lobbying, Political PR, Service Sector, NGO (Classroom Lecture, Case Studies, Group Discussions, Presentation)	2	-	1
2.5	PR Practitioners-Responsibilities and Duties (Expert Lecture by PR Professional)	2	-	1

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Unit- 3	PR setup (Total Hours-L+T+P=15 hrs)	L	T	P
3.1	Public Relations Setup and Structure, DPR, DAVP (Classroom Lecture, Case Studies ,Visit to DPR)	2	-	1
3.2	News Agency, PIB, PR Organisations –IPRA,PRSA, PRSI, PRCI, DAVP (Classroom Lecture, Case Studies)	2	-	1
3.3	Ethics in Public Relations (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
3.4	Role And Importance of Media in PR (Classroom Lecture, Case Studies)	2	-	1
3.5	Global PR, Online/Digital PR DAVP (Expert Lecture, Case Studies, Group Exercises)	2	-	1

Unit-4	Introduction to Corporate Communication (Total Hours-L+T+P=15 hrs)	L	T	P
4.1	Corporate Communication-Definition, Role, Scope ,Functions and Relevance (Classroom Lecture, Group Discussions)	2	-	1
4.2	Concept Of Identity and Image, Image Building and Management (Classroom Lecture, Case Studies, Group Exercises)	2	-	1
4.3	Corporate Identity-Policy Planning. Core Communication Elements in Corporate Identity (Classroom Lecture, Case Studies, Group Exercises)	2	-	1
4.4	CC/PR in Brand Building (Expert Lecture, Case Studies, Group Exercises)	2	-	1
4.5	Corporate Communication's Evolving Role, Changing Trends (Classroom Lecture, Case Studies, Group Discussions)	2	-	1

Unit -5	Corporate Strategies and Tools (Total Hours-L+T+P=15 hrs)	L	T	P
5.1	Elements of a Corporate Plan (Classroom Lecture, Group Exercises)	2	-	1
5.2	Corporate Social Responsibility, Corporate Citizenship (Classroom Lecture, Case Studies, Group Exercises, Screening of Corporate Ads and Films)	2	-	1
5.3	Public Service Communication, Social Communication (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
5.4	Crisis Management And Communication-Types of Crisis and Their Management (Classroom Lecture, Case Studies, Group Discussions)	2	-	1
5.5	Crisis Communication and Evaluation (Classroom Lecture, Case Studies, Group Discussions)	2	-	1

Practicals/Project / Assignments:

- Presentations on Government PR Campaigns.
- Designing House Journals.
- Case Studies of Indian Media organizations.
- Presentations on Corporate social responsibility initiatives of leading corporate.
- Case Studies of PR Agencies in India.
- Crisis Communication Presentations.
- Media Tracking of Current Corporate Issues/Crises.
- Presentation on new trends of corporate communications.
- Any other assignments given by faculty

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मा.प.रा.प. एवं सं.वि.वि., भोपाल

Suggested Readings:

- Gregory Anne (2008). Public Relations in Practice, 2 edition: Kogan Page India Pvt. Ltd.
- Jethwaney Jaishri & N N Sarkar(2015). Public Relations Management: Sterling Publishers.
- L'etang Jacquie(2008) Public Relations, Concepts, Practice and Critique: Sage Publications India.
- Moss Danny & Barbara Desanto (2011). Public Relations A Managerial Perspective. London: Sage Publications.
- Parsons, Patricia J (2005). Ethics in Public Relations: A Guide to Best Practice. London: Kogan Page.
- Smith D. Ronald(2012). Becoming a Public Relations Writer, 4 edition. New York:Routledge.
- Theaker Alison(2012). The Public Relations Handbook, 4 Edition:Routledge.
- Theaker Alison, Yaxley Heather(2013). The Public Relations Strategic Tool Kit .New York: Routledge.
- **पंतएन.सी.**(2004) **जनसंपर्क , विज्ञापनएवंप्रसारमाध्यम.नईदिल्ली: तक्षशिलिाप्रकाशन**
- **जेठवानीजयश्र, रविशंकर, नरेन्द्रनाथसरकार**(2000).**विज्ञापनऔरजनसंपर्क.नईदिल्ली: सागरप्रकाशन**

e-resources :

- The Gauge
- brandillumination.com
- www.prsa.org/ppc/listserv.html

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BAMC : VIII SEM	Marks:200			Credits:10		
Thesis/Internship	Th	Pr	Ia	Cre/ hrs.		
				L	T	P
	-	160	40	-	1	4

**** Guidelines for Thesis/Internship will be communicated separately.**

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BAMC : VIII SEM	Marks:100			Credits:5		
MEDIA BUSINESS MANAGEMENT	Th	Pr	Ia	Cre/hrs.		
				L	T	P
	80	-	20	4/4	1/1	-

Course Objectives

- To inculcate the knowledge of Management in Media Organisation.
- To impart knowledge of theoritical and practical aspects of Media Management.
- To acquaint students with understanding of the various types of organisations.
- To make students understand the various Ownership patterns.
- To make students aware of trends in commencing new ventures in Media Industry.

Learning Outcomes

- Students will be able to know the current trends in Media Management.
- Understand ing of professionaland ethical responsibilities and, commitment to them
- Acquire skills to commence new ventures in Media Industryandbe able to work .independently
- Analyze individual Media Businesses and understand the driving force of the Media Economy.

Unit-1	**Introduction to Management** (Total hours- L+T+P=15 hrs)	L	T	P
1.1	Introduction to Management (Group Discussion ,Lecture)	3	1	1
1.2	Importance of Management in Media Business (Group Discussion ,ctureLe)	3	-	1
1.3	Ownership patterns in Media (Group Discussion ,Lecture)	2	1	1
1.4	Inflow of capital in Indian Media (Lecture, Group Discussion)	1	-	1
1.5	Major heads of Income (Lecture, Group Discussion)	2	-	1

Unit-2	**Media Houses** (Total hours- L+T+P=15 hrs)	L	T	P
2.1	Star India, NDTV group, Sun Network, TV18 group (Lecture, Ppt. Presentation, Assignment)	2	1	-
2.2	Express group, Hindu Group, India Today group, Bhaskar group (Lecture, Ppt. Presentation, Assignment)	3	1	-
2.3	Sahara group, Tribune group, Malayalam Manorama group, Enadu group, (Lecture, Ppt. Presentation, Assignment)	2	1	-
2.4	Aanand Bazar Patrika Group, Rajasthan Patrika group, Times group, Hindustan times group, Pioneer group, Jagran group (Lecture, Ppt. Presentation, Assignment)	3	1	-
2.5	Other Media groups (Lecture, Ppt. Presentation, Assignment)	3	1	-

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Unit-3	**Structure and functioning of Media** (Total hours- L+T+P=15 hrs)	L	T	P
3.1	Structure and functioning of Radio channel (Visit Field ,Assignment ,Lecture)	2	1	-
3.2	Structure and functioning of Television channel (Lecture, Assignment, Field Visit)	3	1	-
3.3	Role of Editorial, Technical, Marketing and HR sections (Lecture, Assignment, Field Visit)	2	1	-
3.4	Recruitment, Hiring and Training of staff (Lecture, Assignment, Field Visit)	3	1	-
3.5	Interpersonal relations (Lecture, Assignment, Expert Lecture, Field Visit)	3	1	-

Unit-4	**Media Marketing** (Total hours- L+T+P=15 hrs)	L	T	P
4.1	Characteristic of different Media (Field Visit ,Lecture Expert ,Assignment ,Lecture)	2	1	-
4.2	Media Marketing techniques (Field Visit ,Expert Lecture ,Assignment ,Lecture)	3	1	-
4.3	Advertisement Campaigns (Field Visit ,Expert Lecture ,Assignment ,Lecture)	2	1	-
4.4	Corporate Strategies (Field Visit ,ert LectureExp ,Assignment ,Lecture)	3	1	-
4.5	Space and Time selling (Lecture, Assignment, Expert Lecture)	3	1	-

Unit-5	**Research** (Total hours- L+T+P=15 hrs)	L	T	P
5.1	Use of Research in Media Management (Assignment ,Lecture)	3	1	-
5.2	Use of Feedback in Media Management (Lecture, Assignment)	3	1	-
5.3	Readership Management System (Lecture, Assignment)	3	1	-
5.4	ABC, NRS (Lecture, Assignment)	2	1	-
5.5	INS, RNI (Lecture, Assignment)	2	1	-

Practical/Project/Assignments:

- Prepare presentation on organisational structure and functions of various media organisations.
- Prepare presentations on current issues and trends of media management.
- Prepare presentations on brand promotions and advertising strategies for entertainment/news/lifestyle channel.
- Any assignment given by the concerned faculty.

Suggested Readings:

- Albarran Alan B., Handbook of Media Management and Economics, 2006.
- Chaturvedi P.D., Business Communication: Skills, Concepts, and Applications, Pearson Education, United States, (2013).

प्रो. (डॉ.) संजय द्विवेदी
विभागाध्यक्ष, जनसंचार विभाग
मा.च.रा.प. एवं सं.वि.वि., भोपाल

- Kohli Khandekar and Vanita,The Indian Media Business, Sage Publications, (2013).
- Kothari Gulab,Newspaper Management in India,Bhartiya Book Corporation.
- Sehgal M.K. and Khetarpal Vandana, Business Communication, Excel Books, India. (2008).
- Sethi Anjanee and Adhikari Bhawana, Business Communication, McGraw Hill Education, United States, (2010).
- Shaw Ibrahim Seaga, Business Journalism- A Critical Political Economy Approach, Routledge, United Kingdom, (2016).

e- resources:

- https://www.academia.edu/2846654/Issues_in_media_management_and_the_public_interest
- https://www.researchgate.net/publication/312557618_Media_Management
- https://www.academia.edu/13226828/2_Media_Management_in_Theory_and_Practice
- file:///C:/Users/WINDOW%20%207/Downloads/Documents/Handbook_of_Media_Management_And_Economics_2005.pdf
- file:///C:/Users/WINDOW%20%207/Downloads/RoutledgeHandbooks-9781410615589-chapter3%20(1).pdf

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विभागाध्यक्ष, जनसंचार विभाग
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***** This Provisional syllabus is subject to change, as per UGC/NEP norms.**

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विभागाध्यक्ष, जनसंचार विभाग
मा.च.प्र.म. एवं सं.वि.वि., भोपाल