

TEACHING PLAN FOR ACADEMIC YEAR 2018-2019

Course Name	Year (2018-2019)	Paper Name	Semester	Core/ Elective
B.A. Hons Journalism	July 2018 - November 2018	Advertising and Public Relations	III	Core
B.A. Hons Journalism	July 2018 - November 2018	Radio Production	III	SEC
B.A. Hons Journalism	July 2018 - November 2018	Introduction to Broadcast Media	III	Core
B.A. Hons Journalism	July 2018 - November 2018	Introduction to Media & Communication	I	Core

CORE PAPER DSC7: ADVERTISING AND PUBLIC RELATIONS**SEMESTER: III****SESSION: July 2018 - November 2018****TEACHER NAME: Nazish Hena Khan****SYLLABUS**

Unit-1 Introduction to Advertising Meaning and history

Advertising Importance and Functions

Advertising as a tool of communication,

Role of Advertising in Marketing mix, PR

Advertising Theories and Models-AIDA model, DAGMAR Model

Maslow's Hierarchy Model, communication theories applied to advertising

Types of advertising and New trends

Economic, Cultural, Psychological and Social aspects of advertising

Ethical & Regulatory Aspects of Advertising-Apex Bodies in Advertising-AAAI,

ASCI and their codes.

Unit 2- Advertising through Print, electronic and online media

Types of Media for advertising

Advertising Objectives, Segmentation, Positioning and Targeting

Media selection, Planning, Scheduling

Marketing Strategy and Research and Branding

Advertising department vs. Agency-Structure, and Functions

Advertising Budget

Campaign Planning, Creation and Production

Unit-3 Public Relations-Concepts and practices

Introduction to Public Relations

Growth and development of PR

Importance, Role and Functions of PR

Principles and Tools of Public relations

Organisation of Public relations: In house department vs consultancy.

PR in govt. and Private Sectors

Govt's Print, Electronic, Publicity, Film and Related Media Organizations

Unit 4- PR-Publics and campaigns

Research for PR

Managing promotions and functions

PR Campaign-planning, execution, evaluation

Role of PR in Crisis management

Ethical issues in PR-Apex bodies in PR- IPRA code - PRSI, PSPF and their codes.

Unit 5- Social Media Marketing

Social Media Technologies and Management

Integrated Marketing Communication Developing Social Networks

Social Media Strategies, Tactics and Ethics Social Media Tools

Measurement Strategies and ROI

COURSE DESCRIPTION

Objective: The course aims to familiarize students with the concepts and techniques of advertising and public relations. The course will help students to understand techniques of marketing communications to launch and build branded products and services by the tactful integration of old and new media.

Learning Outcome: This paper will help students to grasp the concepts and skills required for advertising and public relations and the importance of effective brand positioning using integrated marketing communications. The students will also learn to critically evaluate advertisements and understand the importance of ethical practices in advertising and public relations.

TEACHING TIME (No. of Weeks) - Approximately 12 Weeks

CLASSES

The course is organized around daily lectures and tutorials as per the time table as it is a core paper. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. Students will also

be given practical assignments to understand the production of advertisements. There are 5 marks for attendance as part of Internal assessment.

UNIT WISE BREAK UP OF SYLLABUS

UNIT - I (Week 1 - 2)

INTRODUCTION TO ADVERTISING MEANING AND HISTORY

This unit introduces the concept of Advertising and its importance in media. Students will understand the need of advertising, its role in the Marketing Mix, the 4Ps of marketing. Students will be taught various essential theories and models of Advertising such as AIDA, DAGMAR, etc. Another important topic that will be discussed at length will be the need for ethics in advertising, students will also study the working of ASCI, its Consumer Complaint Council and the recent judgements given by it and they will also write a thorough report on it.

- a) Advertising Importance and Functions
- b) Advertising as a tool of communication,
- c) Role of Advertising in Marketing mix, PR
- d) Advertising Theories and Models-AIDA model, DAGMAR Model, Maslow's Hierarchy Model, communication theories applied to advertising
- e) Types of advertising and New trends
- f) Economic, Cultural, Psychological and Social aspects of advertising
- g) Ethical & Regulatory Aspects of Advertising-Apex Bodies in Advertising-AAAI, ASCI and their codes.

UNIT - II (Week 3 - 5)

ADVERTISING THROUGH PRINT, ELECTRONIC AND ONLINE MEDIA

The core techniques of advertising such as segmentation, positioning, targeting, will be explained to students with the help of various relevant examples as well as case studies. This unit also deals with the structure and functioning of an advertising industry. Students will be divided into groups and each group will create an advertising campaign and will present it in class. The concept and use of research in advertising will also be explained through case studies of successful brands. This unit will help students to grasp the concepts and skills required for advertising and the importance of effective brand positioning using integrated marketing communications.

- a) Types of Media for advertising
- b) Advertising Objectives, Segmentation, Positioning and Targeting
- c) Media selection, Planning, Scheduling
- d) Marketing Strategy and Research and Branding
- e) Advertising department vs. Agency-Structure, and Functions

- f) Advertising Budget
- g) Campaign Planning, Creation and Production

UNIT - III (Week 6 - 8)

PUBLIC RELATIONS - CONCEPTS AND PRACTICES

This unit introduces the concept of Public Relations and its importance in media. Students will understand the need of Public Relations, its role and function and principles. Students will also be taught various essential tools and techniques of Public Relations. This unit also deals with the structure and organization of Public relations. Students will also learn about the publicity units of the Government and their essential roles.

- a) Introduction to Public Relations
- b) Growth and development of PR
- c) Importance, Role and Functions of PR
- d) Principles and Tools of Public relations
- e) Organization of Public relations: In house department vs consultancy
- f) PR in govt. and Private Sectors
- g) Govt's Print, Electronic, Publicity, Film and Related Media Organizations

UNIT - IV (Week 9 - 10)

PR - PUBLICS AND CAMPAIGNS

In this unit, students will understand the role of research in PR, the ethical issues in PR and Apex bodies of PR. Students will also create a PR campaign which will include planning and execution. The students will also learn to critically evaluate and understand the importance of ethical practices in PR. There will be extensive class discussion on crisis communication as an important part of PR.

- a) Research for PR
- b) Managing promotions and functions
- c) PR Campaign - planning, execution, evaluation
- d) Role of PR in Crisis management
- e) Ethical issues in PR-Apex bodies in PR- IPRA code - PRSI, PSPF and their codes.

UNIT - V (Week 10 - 12)

SOCIAL MEDIA MARKETING

This unit is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. Students will

investigate how the marketing community measures success in the new world of social media. Students will learn how to successfully have social media presence as an organization and understand techniques for gaining customer and consumer buy-in to achieve marketing goals to properly select social media platforms to engage consumers. Students will also understand the risks and benefits of social media campaigns through case studies.

- a) Social Media Technologies and Management
- b) Integrated Marketing Communication Developing Social Networks
- c) Social Media Strategies, Tactics and Ethics Social Media Tools
- d) Measurement Strategies and ROI

ASSESSMENT

Internal Assessment: 25 Marks

Internal Assessment of 25 marks will be in the form of written assignments, mid semester test and projects. There are 5 marks for attendance as part of Internal assessment.

List of Projects

- 1. Design an ad copy for a product
- 2. Script writing for electronic media (Radio jingle, TV Commercial)
- 3. 3 Planning & Designing advertising campaigns
- 4. Critical evaluation of advertisements
- 5. Writing a press release.
- 6. Planning and designing PR campaign
- 7. Assignment on crisis management

ESSENTIAL READINGS

- 1. David Ogilvy, Ogilvy on Advertising, Pan/Prion Books
- 2. Frank Jefkins, Advertising Made Simple, Rupa & Co.
- 3. Chunawalla, Advertising Theory and Practice, Himalaya Publishing House
- 4. Jethwaney Jaishri, Advertising, Phoenix Publishing House
- 5. Jefkins Frank Butterworth, Public Relation Techniques, Heinmann Ltd.
- 6. Heath Robert L, Handbook of Public Relations, Sage Publications,
- 7. Dennis L. Wilcoxe & Glen T, Public Relations, Pearson
- 8. Cutlip S.M and Center A.H., Effective Public Relations, Prentice Hall
- 9. Kaul J.M., NoyaPrakash, Public Relation in India, Calcutta

SUGGESTED READINGS

- 1. Belch George E., Belch Michael A., Purani Keyoor (2007) Advertising
- 2. Promotion, an Integrated Marketing Communications Perspective (McGraw Hill)

3. Aaker, David, A, and Mayers, Advertising Management, New Delhi: Prentice Hall, 2007.
 4. Batra, Myers, and Aaker, Advertising Management, New Delhi Prentice Hall, 1996.
 5. Jethwaney, J., and Shruti, Jain, Advertising management, New Delhi: Oxford University Press, 2006.
 6. Kenneth, Clow, E., Integrated Advertising, Promotion and
 7. Marketing, London: Pearson Education Limited, 2016.
 8. Kotler, Philip, Marketing Management, New York: Pearson Prentice Hall, 2002.
 9. Semenik, Allen, Advertising and Integrated Brand Promotion, New Delhi: Vikas Publication House, 2008.
 10. Valladaras, June, The Craft of Copywriting, New Delhi: Vikas Publication House, 2008.
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CORE PAPER DSC 5: INTRODUCTION TO BROADCAST MEDIA

SEMESTER: III

SESSION: July 2018 - November 2018

TEACHER NAME: Nazish Hena Khan

SYLLABUS

Unit 1 - Basics of Sound

Concepts of sound-scape, sound culture

Types of sound-Sync, Non-Sync, Natural sound, Ambience Sound

Sound Design-Its Meaning with examples from different forms

Sound recording techniques

Introduction to microphones

Characteristics of Radio as a medium

Unit 2 - Basics of Visual

What is an image, electronic image, television image

Digital image, Edited Image (politics of an image)

What is a visual? (still to moving)

Visual Culture

Changing ecology of images today

Characteristics of Television as a medium

Unit 3 - Writing and Editing Radio News

Elements of a Radio News Story: Gathering, Writing/Reporting.

Elements of a Radio News Bulletins

Working in a Radio News Room

Introduction to Recording and Editing sound. (Editing news-based capsule only).

Unit 4 - Writing and Editing Television News

Basics of a Camera- (Lens & accessories)

Electronic News Gathering (ENG) & Electronic field Production (EFP) (Concept)

Visual Grammar – Camera Movement, Types of Shots, Focusing, Visual Perspective.

Elements of a Television News Story: Gathering, Writing/Reporting.

Elements of a Television News Bulletins

Basics of Editing for TV- Basic Soft-wares and Techniques (for editing a news capsule).

Unit 5- Broadcast News: Critical Issues and Debates

Public Service Broadcasters - AIR and DD News - Voice of India? (Analysis of News on National Broadcasters)

Changing Character of Television News - 24 hours news format, News Production cycle, News 'Lingo', News 'Formulae'

News as Event, Performance and Construction.

COURSE DESCRIPTION

Objective: To understand about the basic concept behind visual and sound, to learn visual grammar and identify elements of broadcast news. The course will introduce the basics of broadcast media – Radio and Television, and broadcast news production techniques.

Learning Outcome: By the end of the course students will be able to understand the basic sound, image and visual concepts, appreciate the visual grammar and visual perspectives and comprehend various elements in broadcast news. Students will acquire knowledge about Radio and Television News Production, which may enable them to pursue internships with the broadcast media sector.

TEACHING TIME (No. of Weeks) - Approximately 12 Weeks

CLASSES

The course is organized around daily lectures and tutorials as per the time table as it is a core paper. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal assessment.

UNIT WISE BREAK UP OF SYLLABUS

UNIT - I (Week 1 - 2)

Basics of Sound

In this unit, students will understand and determine the appropriate equipment needed to gather audio for a particular story. They will be introduced to the concept of sound-scape, types of sounds and sound design. They will learn about the different types of microphones like handheld, boom, shot guns, lapels and understand their usage according to different settings and how to record sound. Features of Radio as a medium of broadcast will also be discussed through various readings.

- a) Concepts of sound-scape, sound culture
- b) Types of sound-Sync, Non-Sync, Natural sound, Ambience Sound
- c) Sound Design-Its Meaning with examples from different forms
- d) Sound recording techniques
- e) Introduction to microphones
- f) Characteristics of Radio as a medium

UNIT - II (Week 3 - 5)

Basics of Visual

Journalism students are not only asked to write stories but also to take photographs, shoot videos or create online multimedia content. In order to properly prepare the students for the multimedia journalism world, they also need to understand what is a visual, its types and the concepts behind it. Students will be explained the changing ecology of images and the concept of visual culture. For improving visual literacy and visual communication skills, students will analyse a visual artifact of some kind and present their analysis in class. The students will also learn about Digital image- pixel, vector, resolution, EIS (Electronic Image stabilization).

- a) What is an image, electronic image, television image
- b) Digital image, Edited Image (politics of an image)
- c) What is a visual? (still to moving)
- d) Visual Culture
- e) Changing ecology of images today
- f) Characteristics of Television as a medium

UNIT - III (Week 6 - 8)

Writing and Editing Radio News

Creating a radio story is more than hitting “record” on an audio recorder. Students will learn the process of writing an effective radio news story first. This unit emphasizes on the unique nature of sound and focuses on the special skills, knowledge and background that students will need to master radio news. It will prepare students to begin mastering the craft of radio reporting.

- a) Elements of a Radio News Story: Gathering, Writing/Reporting
- b) Elements of a Radio News Bulletins
- c) Working in a Radio News Room
- d) Introduction to Recording and Editing sound (Editing news-based capsule only)

UNIT - IV (Week 9 - 10)

Writing and Editing Television News

Students will be taught basic camera handling, along with knowledge about camera accessories. Students will learn about camera angles and camera shots as well as Visual perspective. They will also learn composition and framing. This unit will prepare students to begin mastering the craft of television reporting.

- a) Basics of a Camera - (Lens & accessories)
- b) Electronic News Gathering (ENG) & Electronic field Production (EFP) (Concept)
- c) Visual Grammar - Camera Movement, Types of Shots, Focusing, Visual Perspective
- d) Elements of a Television News Story - Gathering, Writing/Reporting
- e) Elements of a Television News Bulletins
- f) Basics of Editing for TV- Basic Soft-wares and Techniques (for editing a news capsule)

UNIT - V (Week 10 - 12)

Broadcast News: Critical Issues and Debates

This unit deals with the ongoing debates in the field of broadcasting. It will also help students understand the role of broadcasting in our lives and awareness of trends in consumption of broadcast news. Students will also be given projects on analysis of TV News Bulletins in English and Hindi on National and Private channels.

- a) Public Service Broadcasters - AIR and DD News - Voice of India? (Analysis of News on National Broadcasters)
- b) Changing Character of Television News - 24 hours news format, News Production cycle, News 'Lingo', News 'Formulae'
- c) News as Event, Performance and Construction.

ASSESSMENT

Internal Assessment: 25 Marks

Internal Assessment of 25 marks will be in the form of written assignments, mid semester test and presentations. Students will be encouraged to do projects on analysis of TV News Bulletins in English and Hindi on National and Private channels. There are 5 marks for attendance as part of Internal assessment.

ESSENTIAL READINGS

1. Zettl Herbert, Television Production Handbook. (Pgenos: 20-80, 85-135)
2. Robert c Allen and Annette Hill (Ed- 2004), The Television Reader, Routledge (Pgenos: 10- 40)
3. P.C Chatterjee, Broadcasting in India, New Delhi, Sage 1987(Page nos- 25-78)
4. The Radio Handbook, by Carrol Fleming, Rout ledge (London & New York 2002) (Pgenos: 47- 105)

SUGGESTED READINGS

1. Allen, Robert, C. and Hill, Annette (Eds.), The Television Reader, New York: Routledge, 2004.
2. Fleming, Carrol, The Radio Handbook, London: Routledge, 2002, (Page nos. 47- 105)
3. Glen, A. Creeber, Toby Miller and John Tulloch, The Television Genre Book, London: British Film Institute, 2009.
4. Herbert E. Zettl, Television Production Handbook. UK: CENAGE Learning, 2009. (Page nos. 20-80, 85-135)

PAPER SEC - 1: RADIO PRODUCTION

SEMESTER: III

SESSION: July 2018 - November 2018

TEACHER NAME: Nazish Hena Khan

SYLLABUS

Unit 1 - Broadcast Formats

Public service advertisements, Jingles, Radio magazine, Interview, Talk Show
Discussion, Feature, Documentary

Unit 2 - Broadcast Production Techniques

Working of a Production Control Room & Studio:

Types and functions, acoustics, input and output chain, studio console: recording and mixing.

Personnel in Production process – Role and Responsibilities

Unit 3 - Stages of Radio Production

Pre-Production – (Idea, research, RADIO script)

Production–Creative use of Sound; Listening, Recording, using archived sounds, (execution, requisite, challenges)

Editing, Creative use of Sound Editing.

COURSE DESCRIPTION

Objectives:

- To learn about different formats of radio and to understand pre-production, production and post production techniques of radio
- Student will be able to identify various radio formats
- Understand broadcast production techniques
- Learn recording and editing of radio program in close tandem with the teacher by understanding the techniques unique to radio production

Learning outcomes

- Student will be able to identify various radio formats
- Understand broadcast production techniques
- Learn recording and editing of radio program in close tandem with the teacher by understanding the techniques unique to radio production

TEACHING TIME (No. Of Weeks)

Approximately 12 weeks.

CLASSES

This is a skill enhancement paper organized around daily lectures (4) as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal assessment.

UNIT WISE BREAK UP OF SYLLABUS

UNIT - I (Week 1-4)

BROADCAST FORMATS - Students will be introduced to various radio formats and their characteristics in detail. They will be able to understand the evolution of these formats and the techniques related to them. Students will develop appropriate vocabulary for the context, and their ability to identify the key elements of an

informative broadcast and the language used in terms of how it can create a change in focus. A large focus for this Unit is the development of their speaking and listening skills according to these radio formats.

After studying this unit, students will be able to do the following:

1. Understand in detail the different radio formats
2. Identify the key features of different radio formats

Radio Formats

- a) Public service advertisements
- b) Jingles
- c) Radio magazine
- d) Interview
- e) Talk Show
- f) Discussion
- g) Feature
- h) Documentary

UNIT - II (Week 5-8)

BROADCAST PRODUCTION TECHNIQUES

Students will learn about the programmes that can be produced within the controlled environment of an indoor studio and the required settings of a programme. Studio settings, personnel control, and access to supplementary production personnel, equipment accessories etc. Students will also visit a radio station to understand its working in real time.

After studying this unit, students will be able to do the following:

1. Describe the qualities required for a radio producer
2. Explain the main elements of radio production
3. Distinguish between different types of microphone
4. Identify music and sound effects for radio production

Working of a Production Control Room & Studio

- a) Types and functions
- b) Acoustics
- c) Input and output chain
- d) Studio console: recording and mixing
- e) Role and Responsibilities of Personnel in Production process

UNIT - III (Week 9-12)

STAGES OF RADIO PRODUCTION

Students will be introduced to the three stages of radio production: pre-production, production and post-production.

After studying this unit, students will be able to do the following:

1. Classify the different stages of radio program production
 2. State the importance of a script in a radio programme.
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- a) Idea
 - b) Research
 - c) Radio Script
 - d) Creative use of Sound
 - e) Listening
 - f) Recording
 - g) Using archived sounds, their execution, requisite and challenges
 - h) Editing
 - i) Creative use of Sound Editing

ASSESSMENT

Internal Assessment: 25 Marks

- Class Test
- Students will produce any Radio Format mentioned in the Unit 1.
(Duration - minimum 5 minutes).

ESSENTIAL READINGS

- Aspinall, R. (1971) Radio Production, Paris: UNESCO. Flemming, C. (2002) The Radio Handbook, London: Routledge.
- Keith, M. (1990) Radio Production, Art & Science, London: Focal Press. Mc Leish, R. (1988) Techniques of Radio Production, London: Focal Press.
- Nisbett, A. (1994) Using Microphones, London: Focal Press.

SUGGESTED READINGS

- Reese, D.E. & Gross, L.S. (1977) Radio Production Work, London: Focal Press.
 - Siegel, E.H. (1992) Creative Radio Production, London: Focal Press.
 - Pannu p, Tomar Y (2011) Communication Technology for Development, IK International Publishing House.
 - Waddell Gebre E. (2013) Complete Audio Mastering - Practical Techniques, Tab Books
 - Valerie Geller (2015), Beyond Powerful Radio, A Communication Guide to the Internet Age, Routledge
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PAPER: Introduction to Media and Communication (Core Paper)

SEMESTER: I

SESSION: July 2018 - November 2018

TEACHER NAME: Nazish Hena Khan

SYLLABUS

Unit I Media and Everyday Life

Mobile phones, Television, Ring tones, Twitter

The Internet- discussion around media and everyday life

Discussions around mediated and non-mediated communication

Unit II Communication and Mass Communication

Forms of Communication, Levels of Communication

Mass Communication and its Process

Normative Theories of the Press

Media and the Public Sphere

Unit III Mass Communication and Effects Paradigm

Direct Effects; Mass Society Theory, Propaganda

Limited Effects; Individual Difference Theory, Personal Influence Theory

Unit IV Cultural Effects and the Emergence of an Alternative Paradigm

Cultural Effects: Agenda Setting,

Spiral of Silence, Cultivation Analysis

Critique of the effects Paradigm and emergence of alternative paradigm

Unit V Four Models of Communication

Transmission models

Ritual or Expressive models

Publicity Model

Reception Model

COURSE DESCRIPTION

Objective: The Course is designed to familiarize students with the concept of Mass communication as central to media practice. It will help them locate the very process in a long history of human communication, technological changes and the shifting contours of this process. It also helps them to abstract this process into models and theories. The module will introduce them to prominent theoretical paradigms in the discipline in its early years as well as its contemporary manifestations. The course is thus an introduction to theories of media and communication in its historical landscape.

Learning Outcome: The course will facilitate a deep understanding of the role and influence of the media in an individual's life. It will help the student to critically perceive the effects of media in our daily life.

TEACHING TIME (No. of Weeks) - Approximately 12 Weeks

CLASSES

The course is organized around daily lectures and tutorials as per the time table as it is a core paper. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal assessment.

UNIT WISE BREAK UP OF SYLLABUS

UNIT - I (Week 1 - 2)

MEDIA AND EVERYDAY LIFE

This unit will ideally help students identify media's communicative potential through everyday examples such as mobile phone, television shows and other media use. It also help students to think retrospectively of media use and its effects through live and vibrant examples from everyday experience.

- a) Mobile phones
- b) Television
- c) Ring tones
- d) Twitter
- e) The Internet
- f) Mediated and non-mediated communication

UNIT - II (Week 3 - 5)

COMMUNICATION AND MASS COMMUNICATION

In this unit, students will understand the different levels and forms of communication. They will be able to identify the basic elements of the communication process through the help of models like SMCR model, Osgood and Schramm model, Gerbner's model, Laswell's model and Shannon and Weaver Model. Students will also be introduced to the concept of Normative Theories of the Press.

- a) Forms of Communication
- b) Levels of Communication
- c) Mass Communication and its Process
- d) Communication Models

- e) Authoritarian theory
 - f) Libertarian theory
 - g) Social responsibility theory
 - h) Soviet media theory
 - i) Democratic participant theory
 - j) Developmental theory
- Media and the Public Sphere

UNIT - III (Week 6 - 8)

MASS COMMUNICATION AND EFFECTS PARADIGM

In this unit, students will be taught to inculcate the ability to critically understand media use through class room discussions. With a strong historical reference, class discussions which include a range of topics such as propaganda during Nazi era, Soviet Republic and other regimes, cold war propaganda, agenda setting during election campaigns, digital influencers in new media and so on.

- a) Direct Effects Paradigm
- b) Mass Society Theory
- c) Propaganda
- d) Limited Effects Paradigm
- e) Individual Difference Theory
- f) Personal Influence Theory

UNIT - IV (Week 9 - 10)

CULTURAL EFFECTS AND THE EMERGENCE OF AN ALTERNATIVE PARADIGM

Students will understand the difference between the different media effects and paradigms. This unit will help them in understanding the level of paradigm development in the domain of media studies by studying theories defining the dominant paradigm that emphasised the role of mass communication in this process. Students will be introduced to the concept of culture and its role in media studies. There will be a class presentations about the alternative paradigm where students will discuss different theories.

- a) Agenda Setting Theory
- b) Spiral of Silence
- c) Cultivation Analysis
- d) Critique of the effects Paradigm
- e) Emergence of alternative paradigm

UNIT - V (Week 10 - 12)

FOUR MODELS OF COMMUNICATION

In this unit, students will understand more complex models of communication that enumerate the process of communication generating, encoding, transmitting, receiving, decoding, providing information and providing feedback.

- a) Transmission models
- b) Ritual or Expressive models
- c) Publicity Model
- d) Reception Model

ASSESSMENT

Internal Assessment: 25 Marks

Internal Assessment of 25 marks will be in the form of written assignments, mid semester test and presentations.

ESSENTIAL READINGS

1. Michael Ruffner and Michael Burgoon, Interpersonal Communication (New York, Holt, Rinehart and Winston 1981, 21-34; 59-72)
2. John Fiske, Introduction to Communication Studies, (Routledge 1982), pp 1-38
3. Dennis McQuail, Mass Communication Theory, (London, Sage, 2000), pp 1-11; 41-54; 121-133 (fourth Edition)
4. Baran and Davis, Mass Communication Theory, Indian Edition, (South West Coengage Learning, 2006) pages 42-64; 71-84; 148-153; 298-236
5. Kevin Williams, Understanding Media Theory, (2003), pp. 168-188

SUGGESTED READINGS

1. Robin Jeffrey, Cell Phone Nation: How Mobile Phones Have Revolutionized Business, Politics and Ordinary Life in India. New Delhi: Hachette (2013)
 2. Ravi Sundaram, The Art of Rumour in the Age of Digital Reproduction, The Hindu, August 19, 2012 <http://www.thehindu.com/news/national/the-art-of-rumour-in-the-age-of-digitalreproduction/article3792723.ece> (Unit 1)
 3. Maya Ranganathan. "Commercial FM radio takes over Indian cities.", Ranganathan, Maya, and Usha M. Rodrigues. Indian media in a globalised world. SAGE Publications India, 2010.
 4. Shreya Mitra, The Show of the millennium: Screening the big money quiz show and the Bollywood Super star, in Punathambekar, Aswin, and Shanti Kumar. "Television at large." South Asian History and Culture 3, no. 4 (2012): 483-490.
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TEACHING PLAN FOR ACADEMIC YEAR 2018-2019

Course Name	Year (2018-2019)	Paper Name	Semester	Core/ Elective
B.A. Hons Journalism	January 2019 - April 2019	Development Communication	IV	Core
B.A. Hons Journalism	January 2019 - April 2019	Documentary Production	IV	SEC
B.A. Hons Journalism	January 2019 - April 2019	Media & Cultural Studies	II	Core

CORE PAPER DSC-9: DEVELOPMENT COMMUNICATION**SEMESTER: IV****SESSION: January 2019 - April 2019****TEACHER NAME: Nazish Hena Khan****SYLLABUS****UNIT 1**

Development: Concept, concerns, paradigms

Concept of development

Measurement of development

Development versus growth

Human development

Development as freedom

Models of development

Basic needs model

Nehruvian model

Gandhian model

Panchayati raj

Developing countries versus developed countries

UN millennium dev goals

UNIT 2

Development communication: Concept and approaches

Paradigms of development: Dominant paradigm, dependency, alternative paradigm

Dev comm. approaches – diffusion of innovation, empathy, magic multiplier

Alternative Dev comm. approaches:

Sustainable Development

Participatory Development

Inclusive Development

Gender and development

Development support comm. – definition, genesis, area woods triangle

UNIT 3

Role of media in development

Mass Media as a tool for development

Creativity, role and performance of each media-comparative study of pre and post liberalization eras

Role, performance record of each medium- print, radio, tv, video, traditional media

Role of development agencies and NGOs in development communication

Critical appraisal of dev comm. programmes and govt. schemes: SITE, Krishi

Darshan, Kheda, Jhabua, MNREGA

Cyber media and dev –e-governance, e-chaupal, national knowledge network, ICT for dev, narrow casting

Development support communication in India in the areas of: agriculture, health & family welfare, population, women empowerment, poverty, unemployment, energy and environment, literacy, consumer awareness, Right to Information (RTI).

UNIT 4

Practising development communication

Strategies for designing messages for print

Community radio and dev

Television programmes for rural India (Krishi Darshan)

Using new media technologies for development.

Development Journalism and rural reporting in India

UNIT 5

Rural Journalism

Information needs in rural areas;

Use of traditional media for development in rural areas;

Rural newspapers;

Critical appraisal of mainstream media's reportage on rural problems and issues;

Specific features of tribal society;

Information needs in tribal setting;

Critical appraisal of mainstream media's reportage on tribal problems and issues

COURSE DESCRIPTION

Objectives: The course will familiarize students with concepts pertaining to development and the important approaches to development communication. The students will also understand the facets of various development programs and schemes in India and learn to evaluate their strengths and weaknesses. The paper deals with concept of development communication and in-depth analysis of development. The role of media and communication in overall development is the core essence of the course. It also deals with development journalism and rural reporting.

Learning outcomes: This paper will help students to develop an understanding and sensitivity towards developmental concerns. It will equip students with critical skills to understand the importance of effective development communication strategies to spread development messages among the poor and weaker sections of society.

Teaching Methods: Lecture method, Power point Presentations, class discussions, Debates, Special lectures by development journalists and NGO representatives, designing development communication messages for different media.

Projects: Students can undertake visits to Mohalla clinics, NGOs, Women's Self Help groups, Special schools for underprivileged students and other such initiatives in the city to develop content for blogs/ newsletters./magazines from the visits. Interaction with rural journalists and video volunteers can be arranged too.

TEACHING TIME (No. of Weeks) - Approximately 12 Weeks

CLASSES

The course is organized around daily lectures and tutorials as per the time table as it is a core paper. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal assessment.

UNIT WISE BREAK UP OF SYLLABUS

UNIT - I (Week 1 - 3)

Development: Concept, concerns, paradigms

This unit deals with understanding the concept of development from various perspectives. Students will also be taught certain models of development and will be asked to analyse them critically. The following topics will be dealt with in detail in this unit:

- a) Concept of development
- b) Measurement of development Measurement of development- PQLI, HDI, GDI
- c) Development versus growth
- d) Human development
- e) Development as freedom
- f) Models of development
- g) Basic needs model
- h) Nehruvian model
- i) Gandhian model
- j) Panchayati Raj
- k) Developing countries versus developed countries
- l) 17 UN Sustainable Development goals- A summary

UNIT - II (Week 4 - 5)

Development communication: Concept and approaches

Students will understand the meaning and paradigms of development communication along with the different approaches of development communication. The following topics will be dealt with in detail in this unit:

- a) Development communication: Concept and approaches
- b) Paradigms of development: Dominant paradigm, dependency, alternative paradigm
- c) Development communication approaches – diffusion of innovation, empathy, magic multiplier
- d) Alternative Development communication approaches: Participatory Development, Gender and development
- e) Development support communication – definition, genesis, area, Woods triangle

UNIT - III (Week 6 - 7)

Role of media in development

This unit explains the how print, and broadcast media have helped in paving the way for development communication in India.

The following topics will be covered in detail in this unit:

- a) Role of media in development: An overview of the role of print, radio & TV in development communication in India;
- b) Role of development agencies and NGOs in development communication
- c) Critical appraisal of development communication programmes and government schemes: SITE, Krishi Darshan, Kheda, MNREGA
- d) ICT for development, e-governance, e chaupal, national knowledge network; narrow casting - community radio
- e) Development support communication in India in the areas of: Agriculture, health & family welfare, poverty, literacy
 - In Agriculture: Radio farm forums; Krishi darshan; Agricultural extension
 - In Health & Family welfare: Pulse polio; National Rural Health mission
 - In Poverty: Jan DhanYojna; MNREGA
 - In Literacy: National Literacy Mission; Mid-day meals

UNIT - IV (Week 8 - 10)

Practicing development communication

Students will get insights into concepts/ perceptions in Communication for Development. They will be able to actively engage in future Communication for Development initiatives and training.

The following topics will be dealt with in detail in this unit:

- a) Strategies for designing messages for print, radio and television
- b) Using new media technologies for development
- c) Development Journalism and rural reporting in India

UNIT - V (Week 11 - 12)

Rural Journalism

The following topics will be dealt with in detail in this unit:

- a) Information needs in rural areas
- b) Rural newspapers
- c) Use of traditional/folk media for rural development
- d) Critical appraisal of mainstream media's reporting of rural problems and issues;
- e) Specific features of tribal society
- f) Information needs in tribal setting
- g) Tribal communication programs

ASSESSMENT

Internal Assessment: Internal Assessment of 25 marks will be in the form of written assignments, mid semester test and presentations/ projects.

ESSENTIAL READINGS

- a) Rogers Everett: *Communication and Development- Critical Perspective*, Sage, New Delhi, 2000
- b) SrinivasR. Melkote & H. Leslie Steeves: *Communication for Development In The Third World*, Sage Publications.
- c) Belmont CA: *Technology Communication Behavior*, Wordsworth Publication, New Delhi, 2001.
- d) D V R Murthy: *Development Journalism, What Next?* Kanishka Publication, New Delhi, 2007. Amartya Sen: *Development as freedom*, Alfred A Knopf, New York, 1999.

SUGGESTED READINGS

- a) UNDP: Human Development Report (published every year), Oxford University Press, New Delhi. World Bank: World Development Report (published every year) Oxford University Press, New Delhi.
 - b) Wilbur Schramm: *Mass Media and National Development- the role of information in developing countries*, UNESCO/ Stanford University Press, 1964.
 - c) Ghosh & Pramanik: *Panchayat System in India*, Kanishka Publication, New Delhi, 2007.
 - d) Shivani Dharmarajan: *NGOs as Prime Movers*, Kanishka Publication, New Delhi, 2007.
 - e) What Do We Mean By Development: An Article by Nora C Quebral in *International Development Review*, Feb, 1973, P-25.
 - f) Dr. Anil Kumar: *Mass Media and Development Issues*, Bharti Prakashan, Upadhyay Varanasi, 2007.
 - g) World Bank: World Development Report (published every year) Oxford University Press, New Delhi.
 - h) Wilbur Schramm: *Mass Media and National Development- the role of information in developing countries*, UNESCO/ Stanford University Press, 1964.
 - i) AmartyaSen: *Development as freedom*, Alfred A Knopf, New York, 1999.
 - j) DayaThussu: *Media on the move: Global flow and contra flow*: Routledge, London, 2006.
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SEC-2 PAPER: DOCUMENTARY PRODUCTION

SEMESTER: IV

SESSION: January 2019 - April 2019

TEACHER NAME: Nazish Hena Khan

SYLLABUS

Unit 1: Understanding the Documentary

Introduction to Realism Debate

Observational and Verite documentary

Introduction to Shooting styles

Introduction to Editing styles

Structure and scripting the documentary

Unit 2- Documentary Production

Pre-Production

Researching the Documentary

Research: Library, Archives, location, life stories, ethnography

Writing a concept: telling a story

Treatment

Writing a proposal and budgeting

COURSE DESCRIPTION

Objective: This course will enable the students to learn basics of the non-fiction documentary form, learn how documentary has been used in journalism, learn the process of documentary production and conceptualize, script and direct a short documentary film.

Learning Outcome: During this course, students will also get hands-on training as there will be a two-month long Film-making Workshop for students in collaboration with Breakthrough India.

Through readings, instruction, practice, and projects, students will:

1. Develop skills in documentary form.
2. Improve knowledge about language of documentary film, including shots composition and editing.
3. Better understanding of storytelling in documentary production.

TEACHING TIME (No. of Weeks) - Approximately 12 Weeks

CLASSES

This is a skill enhancement paper organized around daily lectures (4) as per the time table. Students will be given reading assignments each week to help them follow the

course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal assessment.

UNIT WISE BREAK UP OF SYLLABUS

UNIT - I (Week 1 - 6)

Understanding the Documentary

This unit helps students understand that documentaries are a type of storytelling that explores factual stories and issues using film or video. They will also be introduced to Bill Nichols modes of documentary. By the end of the unit, students should know the difference between fact, fiction, and opinion and understand the ethical debates in the documentary encounter.

- a) Introduction to the debate on realism
- b) Six Modes of Documentary Representation:
- c) Participatory, Expository, Observational, Performative, Reflexive, and Poetic
- d) Camcorder Cults, Mocumentary.
- e) Defining the Subject/Social Actor/Participant
- f) Ethical Debates in the Documentary Encounter
- g) Structure and scripting the documentary

UNIT - II (Week 7 - 12)

Documentary Production

- a) Researching the Documentary
- b) Research: Library, Archives, location, life stories, ethnography
- c) Writing a concept: telling a story
- d) Treatment
- e) Writing a proposal and budgeting
- f) Documentary Sound
- g) Documentary Cinematography – a responsive filmic encounter
- h) Shooting Schedule, Shot Breakdown, & Call list
- i) Grammar of editing
- j) Use of editing in
- k) Transitions: Scenic Realism & Sound Effects and Visual Effect

ASSESSMENT

Internal Assessment: 25 Marks

Internal Assessment of 25 marks will be in the form of short projects. By the end of the course the students would be able to conceptualize and ideate through workshops and shoot a short documentary film of 5-10 minutes.

ESSENTIAL READINGS

- a) Erik Barnow and Krishnaswamy Documentary
- b) Charles Musser - Documentary in Geoffrey Nowell Smith ed

- c) The Oxford History of World Cinema, Oxford University Press: 1996, 322-333
- d) Michael Renov —The Truth about Non-Fiction and —Towards a Poetics of Documentary in Michael Renov ed.
- e) Theorizing Documentary AFI Film Readers, New York and London: Routledge: 1993, 1-36
- f) Trisha Das How to Write a Documentary
- g) Double Take by PSBT

SUGGESTED SCREENINGS

- a) Michael Moore: Roger and Me
- b) Nanook of the North by Robert J Flaherty Nightmail by Basil Wright
- c) Bombay Our City by AnandPatwardhan
- d) Black Audio Collective
- e) City of Photos by Nishtha Jain
- f) Films by PSBT

(CORE PAPER: MEDIA AND CULTURAL STUDIES)

SEMESTER: II

SESSION: January 2019 - April 2019

TEACHER NAME: Nazish Hena Khan

SYLLABUS

Unit I Understanding Culture

Mass Culture, Popular Culture, Folk Culture

Media and Culture

Unit II Critical Theories

Frankfurt School, Media as Cultural Industries

Political Economy

Ideology and Hegemony

Unit III Representation

Media as Texts

Signs and Codes in Media

Discourse Analysis

Genres

Representation of nation, class, caste and gender issues in Media

Unit IV Audiences

Uses and Gratification Approach

Reception Studies

Active Audiences
Women as Audiences
Sub Cultures; Music and the popular
Fandom

Unit V Media and Technologies
Folk Media as a form of Mass Culture, live performance; Audience in live
Performance Media technologies; Medium is the Message; Technological
Determinism; New Media and Cultural forms

COURSE DESCRIPTION

Objective: The course builds upon the introductory course media and communication and history of media. The familiarity with the debates on history of media forms, modernity, democracy and communication processes would ideally help them appreciate the critical theoretical frameworks that develop across disciplines. The course thus would enable them understand key concepts in political economy, critical theory, cultural studies, audience studies and gender studies and critically analyze contemporary media culture.

Learning Outcome: The course will help the student to attain familiarity with the historical evolution of the media. It will enable the student to contextualize the developments of the media and its role through political and economic changes across the world.

TEACHING TIME (No. of Weeks) - Approximately 12 Weeks

CLASSES

The course is organized around daily lectures and tutorials as per the time table as it is a core paper. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal assessment.

UNIT WISE BREAK UP OF SYLLABUS

UNIT - I (Week 1 - 2)

Understanding Culture

Students will be introduced to different cultural and ideological contexts in which media operate. Concept and linkage of culture and media will be discussed in detail. Evolution of the concept of high and low culture, rise of mass culture will be explained through presentations and videos.

- a) Media and Culture
- b) Mass Culture
- c) Popular Culture
- d) Folk Culture

UNIT - II (Week 3 - 5)

Critical Theories

This unit is based strongly on the understanding of critical theory, it requires the ability to breakdown the concepts for students through relevant examples. Students will be introduced to topics like The Frankfurt School and the theorists related to it, they will be taught the concept of Culture Industry given by Adorno and Horkheimer. They will also understand the concept of Ideology and Hegemony given by Antonio Gramsci. Students will also be taught the concept of Critical Political Economy of the Media which will provide a clear, comprehensive and insightful introduction to the political economic analysis of contemporary media.

- a) Frankfurt School
- b) Media as Cultural Industries
- c) Political Economy
- d) Ideology and Hegemony

UNIT - III (Week 6 - 8)

Representation

In this unit, students will be taught how media texts deal with and present gender, age, ethnicity, national and regional identity, social issues and events to an audience. The following concepts and keywords will be discussed in order to elucidate the concept of representation: Construction, Mediation, Selection, Anchorage, Stereotypes. Students will also watch TV programmes and movies to understand visual codes. Presentations on representation of caste, gender and nation in contemporary media will be done by students.

- a) Media as Texts
- b) Signs and Codes in Media: Barthes Code
- c) Discourse Analysis
- d) Genres
- e) Representation of nation, class, caste and gender issues in Media

UNIT - IV (Week 9 - 10)

Audiences

This unit helps the students to engage with very contemporary themes, the classroom will be mobilized towards live debates on the nature, effect and complexity of media and audiences. A whole range of teaching materials like films, posters, blogs and other media will be used in the classroom for this purpose. Students will be given readings on various topics like Audience Analysis, Active Audiences, Subcultures and Rise of Fandom.

- a) Uses and Gratification Approach
- b) Reception Studies
- c) Active Audiences
- d) Women as Audiences
- e) Sub Cultures; Music and the popular
- f) Fandom

UNIT - V (Week 10 - 12)

Media and Technologies

This unit assesses different ways of making sense of media convergence and digitalization, media power and influence, and transformations across communication markets. The course demands an active engagement with contemporary media forms in its diversity of music, films, graffiti, new media and folk media in order to enable the students to engage with omnipresence of media critically. The students will get an opportunity to place key developments in media technologies across history. Classroom learning will include visual and audio material, periodicals and films. Student presentations and projects this can be based on a range of themes based on emerging media technologies.

- a) Folk Media as a form of Mass Culture
- b) Live performance
- c) Audience in live Performance
- d) Medium is the Message
- e) Technological Determinism
- f) New Media and Cultural forms

ASSESSMENT

Internal Assessment: 25 Marks

Internal Assessment of 25 marks will be in the form of written assignments, mid semester test and presentations. Assignments can take creative forms like group blogging, journal entries, short films and posters. Students will be encouraged to do projects on analysis of TV shows, cultural symbols, folk performances and music shows. They can also take up challenging themes like the representation of caste,

gender and nation in contemporary media. There are 5 marks for attendance as part of Internal assessment.

Projects

1. Present an analysis of the feedback on YouTube or any other websites on popular videos and discuss the audience activity
2. Do a small discussion with a small group of women on contemporary women's magazines /soap operas/advertisements targeting women and analyse it in class
3. Present a brief description of fan activities for various sports and film stars on the net/print, narrate and analyse the content in class

ESSENTIAL READINGS

1. AS Media Studies: An Essential Introduction Edited by Philip Rayner, Peter Wall and Stephen Kruger, Routledge (Covers Unit II, III, IV and V)
2. John Fiske, 1982, Introduction to Communication Studies, Routledge (Covers Unit II, Ideology and Meanings and Unit III Signs and codes)
3. Dennis McQuail, 2000, (fourth Edition) Mass Communication Theory, London, Sage (Covers Unit IV, Media Technologies)
4. Baran and Davis, Mass Communication Theory (covers Unit II, III and IV)
5. John Storey. Cultural Theory and Popular Culture: An Introduction. London: Pearson Longman. 2009 (Covers Unit 1 and II and IV)
6. Kevin Williams, Understanding Media Theory (Covers Unit II, III and IV)

SUGGESTED READINGS

1. Media Cultures by Nick Stevenson, 2002, Second Edition, SAGE.
2. Short Extracts from writings by Adorno and Horkheimer, Radway, Roland Barthes, McLuhan
3. Parmar S. Traditional Folk Media in India, 1975, New Delhi, Geka Books
4. Chatterji, Roma. "Folklore and the construction of national tradition." Indian Folklife 19 (2005). Rege, Sharmila.
5. "Conceptualising Popular Culture: 'Lavani' and 'Powada' in Maharashtra." Economic and political weekly (2002): 1038-1047.
6. Uberoi, Patricia. "Feminine identity and national ethos in Indian calendar art." Economic and Political Weekly (1990): WS41-WS48.
7. Punathambekar, Aswin. "Reality television and the making of mobile publics: The case of Indian Idol." in The Politics of Reality Television, pp. 154-174. Routledge, 2010.
8. Ranganathan, Maya. "The archetypes of Sita, Kaikeyi and Surpanakha stride the small screen." In Rodrigues, Usha M., and Maya Ranganathan. Indian news media: From observer to participant. SAGE Publications India, 2014.