

XAVIER UNIVERSITY, PATNA

School of Arts & Humanities



Department of Mass Communication

Programme Structure 2025-2026

Bachelor of Arts in Mass Communication

(4-year Undergraduate Programme)

An Overview of the Programme

The Journalism and Mass Communication program at the undergraduate level is designed to provide students with a comprehensive understanding of the dynamic world of media and communication. In today's fast-paced, media-driven society, the ability to understand, create, and critically analyse information is more important than ever. This program equips students with the necessary skills and knowledge to excel in various media professions, including journalism, public relations, advertising, media production, and digital communication.

Throughout the program, students will be introduced to the fundamentals of journalism and mass communication, including news writing, media ethics, reporting, editing, and broadcasting. They will explore various forms of media—print, digital, audio, and visual—and learn how to adapt their communication style to meet the needs of diverse audiences. The program also covers the evolution of media technologies and their impact on society, offering students insights into the future of journalism and the role of emerging digital platforms.

In addition to theoretical learning, the program emphasizes practical skills through hands-on experience in media production, reporting, editing, and communication strategies. Students will engage in real-world projects, internships, and workshops, helping them build a strong portfolio that reflects their creativity and expertise.

By the end of the program, students will have a well-rounded understanding of the media landscape, an ability to critically engage with media content, and the skills needed to pursue a successful career in the ever-evolving field of journalism and mass communication. Whether aspiring to be a journalist, media consultant, or digital content creator, this program offers the foundation necessary to thrive in the competitive world of media.

Job opportunities

After completing the Under Graduate Mass Communication Programme, the students will be eligible for jobs in the following fields:

A. Mainstream Journalism

- i. Newspaper Journalist
- ii. Magazine Reporter and/or Editor
- iii. Television Journalist (News Anchor, News Reporter, News Editor)
- iv. Reporter/ Editor of News Websites
- v. Radio Journalist
- vi. Radio Jockey
- vii. Photo Journalism
- viii. Content Writing

B. Audio-Visual Production

- i. Television Producer (News & Entertainment Programs)
- ii. Script Writer
- iii. Actor (In Television, Films and Theatre)
- iv. Film Director
- v. Video Producer
- vi. Visual Graphics Artist
- vii. Motion Graphics Artist
- viii. Photographer
- ix. Cinematographer
- x. Video Editor
- xi. Radio Producer

C. Management & Marketing

- i. Advertising Executive
- ii. Public Relations Professional
- iii. Digital Marketing Executive
- iv. Social Media Manager
- v. Event Manager
- vi. Management Positions in Newspapers, Magazines, Radio, Film Companies and Television,

Message from the Coordinator

Dear Students,

The Bachelor of Arts in Mass Communication is a truly dynamic and fascinating program of study. It exposes you to an extremely interesting and challenging world of communication which opens up the power of the pen for you.

You must have heard of the adage, “the pen is mightier than the sword!” Indeed, it is. If you know the correct technique and right strategies of communication, if you understand your audience, you can use any format of media – print, radio, television, films, outdoor and digital media to express and impress the world with your thoughts, ideas and opinions.

Today, the digital media is in the palm of your hands – your smartphones. However, communication in the digital world is not convincing and rewarding (with likes and engagement and most times monetization) until you know the correct techniques and strategies. We at Xavier University Patna, dedicate ourselves to the training and enabling of our students to explore their talents, hone their skills and turn them into complete media professionals with cutting-edge competitive advantage of having training in contemporary and industry relevant knowledge and skills through well-honed courses in both theory and practical.

Media and communication is a very creative field and requires a lot of hands-on practice which we provide through multiple in-house production projects.

The department of Mass Communication is a vibrant place of learning with regular practice of photography, handling of Production Control Room, Theatre (both stage and street), anchoring, reporting and editing, for you to become an all-round media professional.

Come join us for a fascinating, creatively satisfying and lucrative career in the world of media.

Program Educational Objectives (PEOs)

The Program Educational Objectives are to help the participants.	
PEO1	Graduates will achieve professional excellence in the fields of journalism, media production, public relations, advertising, and digital communication by acquiring domain-specific knowledge and practical skills that align with evolving industry standards.
PEO2	Graduates will demonstrate ethical integrity, social responsibility, and sensitivity to cultural diversity while practicing journalism and mass communication, upholding democratic values and media ethics.
PEO3	Graduates will pursue research, higher education, and innovation in media and communication studies, using scientific inquiry and critical thinking to address complex social, political, and technological issues.
PEO4	Graduates will effectively use emerging media technologies, multimedia tools, and data analytics for storytelling, content creation, and communication across digital, print, audio-visual, and interactive platforms.
PEO5	Graduates will exhibit leadership, entrepreneurial spirit, and teamwork in multidisciplinary and multicultural settings, contributing meaningfully to the media industry, civil society, and public discourse.
PEO6	Graduates will engage in continuous learning and professional development to adapt to the rapidly changing global media environment, ensuring sustained growth and relevance in their careers.

Programme Outcomes

Towards the end of this Four-Year B.A. Program in Mass Communication, the students will be able to:	
PO1	Develop Proficiency in Media Writing and Reporting: demonstrate proficiency in news reporting, feature writing, and editorial content creation across different platforms, adhering to journalistic standards and ethics.
PO2	Critically Analyse Media Content: critically evaluate and analyse various media forms, understanding their social, cultural, political, and ethical implications, and assessing their role in shaping public opinion and discourse.

PO3	Develop Effective Communication Across Platforms: use various communication technologies, tools, and platforms to effectively reach and engage diverse audiences, ensuring messages are clear, impactful, and ethically sound.
PO4	Demonstrate Ethical Decision-Making in Journalism: demonstrate an understanding of the ethical responsibilities in media and communication, balancing public interest with the protection of privacy.
PO5	Develop Research and Investigative Skills: conduct in-depth research and investigative reporting.
PO6	Demonstrate Leadership and Collaboration in Media Environments: exhibit leadership skills, managing teams, projects, and deadlines while adapting to changes in technology and audience needs.

Programme Specific Outcomes

At the end of this Undergraduate Program in Mass Communication, the participants will be able to:	
PSO1	Create, produce, and edit multimedia content, including text, audio, video, and graphics, for various platforms such as print, online, and broadcast, demonstrating technical proficiency and creativity.
PSO2	Understand Media Law and Regulations, and ethical frameworks, including and the role of regulatory bodies in journalism and mass communication.
PSO3	Develop and Implement Advertising, Public Relations and Branding Strategies understanding audience targeting, media relations, and reputation management.
PSO4	Develop Skills and Proficiency in Digital Journalism and Social Media Practices, including blogging, social media content creation, SEO, and online storytelling.
PSO5	Demonstrate practical knowledge and skills in Broadcast Journalism and Production, using industry-standard equipment and software.
PSO6	Develop skills for Crisis Communication and Media Management to ensure accurate, timely information dissemination.

Course Structure & Credit Distribution

GENERAL COURSE STRUCTURE & THEME

A.

1 Hr. Lecture (L) per week	1 Credit
1 Hr. Tutorial (T) per week	1 Credit
1 Hr. Practical (P) per week	0.5 Credit
2 Hours Practical (P) per week	1 Credit

B. Course code and definition:

Course code	Definitions
L	Lecture
T	Tutorial
P	Practical
TH	Teaching Hour
C	Core Courses (CC)
E	Discipline Elective Courses (DSE)
A	Ability Enhancement Courses (AEC)
M	Multi-Disciplinary course (MDC)
V	Value added Courses(VAC)
S	Skill Enhancement courses (SEC)
O	Open Elective / Online (OE)
I	Internship (IN)
P	Project Report (PR)
R	Research
D	Dissertation

Course Name: Bachelor of Arts in Mass Communication {BA(MC)}, Bachelor of Arts in Mass Communication (Honours) and Bachelor of Arts in Mass Communication (Honours with Research)

Course Level/Duration/System:

Undergraduate / Three or Four years/6 or 8 Semesters with multiple entry and exit. The following option will be made available to the students joining BA(MC) Research Program:

- One year:** Under Graduate Certificate in Mass Communication
- Two years:** Under Graduate Diploma in Mass Communication
- Three years:** Bachelor of Arts in Mass Communication
- Four years:** Bachelor of Arts in Mass Communication with Honors: BA(MC) (Honours) or Bachelor of Arts in Mass Communication Honors with Research: BA(MA) (Honours with Research)

Minimum Eligibility Criteria: Minimum eligibility criteria for opting the course in the fourth year will be as follows:

- BA(MC) Honours with Research):** BA(MC) Degree
- For BA(MC) (Honours):** BA(MC) Degree

Note : The students who are eligible for BA(MC) (Honours with Research) shall have choice to pursue either BA(MC) (Honours) or BA(MC) (Honours with Research).

Semester-wise Structure and Curriculum for UG Programme in BA (MC)

Credit Distribution

S. No.	Component	3 Years UG Course		4 years UG course (Honors)		4 Years UG Course (Honors with Research)	
		Total Credit	Total Course	Total Credit	Total Course	Total Credit	Total Course
1	Major Core Disciplinary/ Interdisciplinary Courses	60	15	84	21	92	21
2	Discipline Elective (DE)s/ Interdisciplinary Courses	21	6	29	8	24	7
3	Multi- Disciplinary Courses (MDC)	9	3	9	3	9	3
4	Ability Enhancement Courses (AEC)	8	4	8	4	8	4
5	Skill Enhancement Courses (SEC)	15	5	20	6	19	6
6	Value-added courses	6	3	6	3	6	3
7	Summer Internship	6	1	6	1	6	1
8	Community Engagement	0	1	0	1	0	1
9	MOOC	2	1	2	1	4	1
10	Research Project/Dissertation	0	0	6	2	12	2
		127	39	170	50	180	49

CURRICULUM

First Semester								
Sl. No	Component	Course Code	Title of the course	Credit		Hour Per Week		Marks
				TH	P	Theory	Practical	
1	Core Course (DSC)	BAMCO1C01T	Principles of Communication	4		4		100
2	Core Course (DSC)	BAMCO1C02T	Media & Society	4		4		100
3	Discipline Elective (DSE)	BAMCO1E01T	Introduction to Journalism & Mass Communication	3		3		100
4	Ability Enhancement (AEC)	BAMCO1A01T	Communicative English-I	2		2		50
5	Skill Enhancement (SEC)	BAMCO1S01P	IT for Media		3		6	100
6	Multidisciplinary (MDC)	BAMCO1M01T	Indian Knowledge System	3		3		100
7	Value Added Course (VAC)	BAMCO1V01T	Environmental Study	2		2		50
8	Community Engagement		Social Service					
			Total Credit	21		Total Hours-24		600

Second Semester								
Sl. No	Component	Course Code	Title of the course	Credit		Hour Per Week		Marks
				TH	P	Theory	Practical	
1	Core Course (DSC)	BAMCO2C03T	Social Media & Communication	4		5		100
2	Core Course (DSC)	BAMCO2C04T	Basics of Broadcast Media	4		4		100
3	Discipline Elective (DSE)	BAMCO2E02T	Writing for Media	3		3		75
4	Discipline Elective (DSE)	BAMCO2E02P	Writing for Media		1		2	25
5	AEC	BAMCO2A02T	Communicative English-II	2		2		50
6	SEC	BAMCO2S02P	Digital Audio Production		3		6	100
7	MDC	BAMCO2M02T	Integrated Marketing Communication	3		3		100
8	Value Based	BAMCO2V02T	Indian Constitution & Governance	2		2		50
9	Mandatory	BAMCO2O01T	One Online / MOOC / SWAYAM / NPTEL courses	2				50
			Total Credit	24		Total Hours-25		650

Note: In the first semester, it is compulsory for students to undertake 30 hours Social Responsibility & Community Engagement Programme – encompassing Community Engagement with an NGO after their classes.

Exit Criteria after First Year of BA(MC) Programme

The students shall have an option to exit after first year of Mass Communication Program and will be awarded with a UG Certificate in Mass Communication. Students on exit have to compulsorily complete additional 04 Credits either in a Skill based subject or work based Vocational Course offered during summer term or Internship/Apprenticeship/Social Responsibility & Community Engagement – encompassing community engagement with an NGO after the second semester of minimum 08 weeks of duration as decided by the respective University / Admitting Body.

The exiting students will clear the subject / submit the Internship Report as per the University schedule.

Re-entry Criteria in to Second Year (Third Semester)

The student who takes an exit after one year with an award of certificate may be allowed to re-enter in to Third Semester for completion of the BA(MC) Program as per the respective University/Admitting Body schedule after earning requisite credits in the First year.

SEMESTER -I

Semester 1	Principles of Communication	C	L	T	P	Marks
Course Code: BAMCO1C01T		4	4	0	0	100

Course Outcome

Upon successful completion of this course the students will be able to:		
CO1	Understand the meaning and definition of Communication.	Understand
CO2	Understand the different types of communication	Understand
CO3	Understand the various functions of communication and the importance of communication.	Understand
CO4	Evaluate the barriers in communication that lead to miscommunication and ineffective communication.	Evaluate
CO5	Analyze non – verbal communication, its importance and its application.	Analyze
CO6	Apply communication theories to live situations and create successful communication strategies.	Apply

Prerequisite: This is an introductory course and hence no prerequisites.

SYLLABUS

Unit 1	Introduction to Communication: What is Communication, Definition and Meaning, Process of Communication, Types of Communication, Forms of Communication, Functions of Communication, The Nature of Effective Communication, Feedback in Communication, Barriers in communication, Importance of Communication in Society	10 hours
Unit 2	Introduction to Non-Verbal Communication: Types of Non-Verbal Communication, Forms of Non-Verbal Communication, Kinesics, Facial Expressions, Oculistics, Gestures, The Posture, Proxemics, Time Language, Para Language	18 hours
Unit 3	Models of Communication: Introduction to Models, Meaning and Definition, Lasswell's Model, Shannon & Weaver Model, Osgood's Model, Schramm's Model, Gerbner's Model, Newcomb's Model, Westley & McLean's Model.	24 hours
Unit 4	Organizational Communication: Telephonic Communication, Written Notice, Meetings and Conferences, Agenda, Minutes of the Meeting, Business Correspondence, Press Release, Press Invite	8 hours

Textbooks and Reference Books	
Textbooks	1. Adler, R. B., & Proctor, R. F. (2017). <i>Looking out, looking in</i> (15th ed.). Cengage Learning. 2. Berlo, D. K. (1960). <i>The process of communication: An introduction to theory and practice</i>. Holt, Rinehart and Winston. 3. Gamble, T. K., & Gamble, M. W. (2018). <i>Communication works</i> (11th ed.). McGraw-Hill Education. 4. Hall, E. T. (1966). <i>The hidden dimension</i>. Anchor Books. 5. Kaul, A. (2009). <i>Effective business communication</i> (2nd ed.). PHI Learning. 6. McQuail, D., & Deuze, M. (2020). <i>McQuail's media and mass communication theory</i> (7th ed.). SAGE Publications. 7. Pearson, J. C., Nelson, P. E., Titsworth, S., & Harter, L. (2017). <i>Human communication</i> (6th ed.). McGraw-Hill Education. 8. Rayudu, C. S. (2010). <i>Communication</i>. Himalaya Publishing House. 9. Steinberg, S. (2007). <i>An introduction to communication studies</i>. Juta and Company Ltd. 10. Tubbs, S. L., & Moss, S. (2008). <i>Human communication: Principles and contexts</i> (11th ed.). McGraw-Hill Education.
Reference Books	1. Kumar, K. J. (2020). <i>Mass communication in India</i> (5th ed.). Jaico Publishing House. 2. Hasan, S. (2022). <i>Mass communication: Principles and concepts</i> (3rd ed.). CBS Publishers & Distributors Pvt. Ltd. 3. Mohan, K., & Banerji, M. (2012). <i>Developing communication skills</i>. Macmillan Publishers India Ltd. 4. Raman, M., & Singh, P. (2007). <i>Business communication</i>. Oxford University Press. 5. Aggarwal, V. B., & Gupta, V. S. (2002). <i>Handbook of journalism and mass communication</i>. Concept Publishing Company. 6. Yadav, J. S., & Mathur, P. (2008). <i>Issues in mass communication: The basic concepts</i>. Kanishka Publishing House. 7. McQuail, D., & Windahl, S. (1993). <i>Communication models for the study of mass communications</i>. Prentice Hall.

Semester 1	Media and Society	C	L	T	P	Marks
Course Code: BAMCO1C02T		4	4	0	0	100

COURSE OUTCOMES

Upon successful completion of the course the students will be able to:		
CO1	Define key concepts related to society, mass media, and media literacy.	Understand
CO2	Explain the relationship between media and society, including the role of media in shaping public opinion, political systems, and corporate influence.	Understand
CO3	Analyze the impact of new media, social networking platforms, and virtual world on society and individual behavior.	Analyze
CO4	Differentiate between various audience types and critically evaluate audience theories, traditions, and research approaches.	Evaluate
CO5	Demonstrate the ability to assess media content by applying media literacy concepts to evaluate the credibility, authenticity, and reliability of information.	Analyze
CO6	Examine mass media policies, including their objectives, divergent perspectives, and regulatory frameworks.	Evaluate

Prerequisite: This is an introductory programming course and hence no prerequisites

SYLLABUS

Unit 1	Understanding Media and Society: Defining Society and Mass Media, Historical Context, Information Age Context, Interpolation of Media and Political System, Corporate Control of Media, Regulation vs. Self-Regulation, Media and Public Opinion, Role of Media in forming Public Opinion, Relationship between Media & Society, New Media & its Impact on Society, Evolution of the Internet, Emergence of Social Networking Sites, The Dark Side of the Virtual World	15 hours
Unit 2	Media Audiences: History of the term 'Audience', Understanding 'Audiences', Public-Crowd-Group-Mass Audience, Characteristics of 'Audiences', Types of Audience – Audience Typology, Theories on Audience, Audience Conception Traditions – Structural, Behavioural – Cultural, Approaches to Audience Research	15 hours
Unit 3	Media Literacy: Concept and Definition, Need for Media Literacy, Functions of Media Literacy, Process of Media Literacy, Core Concepts of Media Literacy, Evaluation of the Credibility of Information	15 hours
Unit 4	Mass Media Policies: Meaning of Media Policy, Objectives of Media Policy, Divergent Views on Media Policy, Regulated Media Policy,	15 hours

	Unregulated Media Policy, Obstacles in adopting Media Policies, Media Policies – Global Perspectives, Expert’s Recommendations on Media Policies	
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Textbooks and Reference Books		
Textbooks	1. Baran, S. J., & Davis, D. K. (2021). Mass communication theory: Foundations, ferment, and future (8th ed.). Cengage Learning. 2. Berger, A. A. (2012). Media and society: A critical perspective (4th ed.). Rowman & Littlefield. 3. Croteau, D., & Hoynes, W. (2019). Media/society: Industries, images, and audiences (6th ed.). SAGE Publications. 4. Hesmondhalgh, D. (2019). The cultural industries (4th ed.). SAGE Publications. 5. McQuail, D. (2010). McQuail’s mass communication theory (6th ed.). SAGE Publications. 6. Potter, W. J. (2013). Media literacy (7th ed.). SAGE Publications. 7. Silverstone, R. (2007). Media and morality: On the rise of the mediapolis. Polity Press. 8. Ward, S. J. A. (2010). Global journalism ethics. McGill-Queen's University Press.	
Reference Books	1. McLuhan, M. (2013). Understanding media: The extension of man. Ginko Press. 2. Curran, J., & Hesmondhalgh, D. (2019). Media & society. Bloomsbury Academic. 3. Hodgkinson, P. (2014). Media culture & society: An introduction. Sage Publications. 4. Burton, G. (2017). Media & society: Critical perspectives. Rawat Books. 5. Nguyen, D., Dekker, I., & Nguyen, S. (2020). Understanding media & society in the age of digitalization. Springer Publication. 6. Sawhney, U., Bhanawat, S., & Kothari, K. S. (2021). Impact of media on culture and society. University Books. 7. Carah, N., & Louw, E. (2015). Media & society: Production, content & participation. Sage Publications.	

Semester 1	Introduction to Journalism & Mass Communication	C	L	T	P	Marks
Course Code: BAMCO1E01T		3	3	0	0	100

COURSE OUTCOMES

Upon successful completion of the course the students will be able to:		
CO1	Understand the historical evolution of journalism and its role in shaping public opinion.	Understand
CO2	Define “mass” in mass communication and analyze its impact on media development and society.	Understand
CO3	Examine the rise and transformation of radio as a global mass medium.	Evaluate
CO4	Analyze the evolution of cinema and its cultural, technological, and economic influence.	Analyze
CO5	Define digital media and evaluate its impact on traditional communication models.	Understand
CO6	Assess the growth of digital media in India and its role in news dissemination and public communication.	Evaluate

SYLLABUS

Unit 1	Introduction: Early Communication Methods, Advent of Written Communication, History of Journalism; Printing Press; Telegraph; Telephone Development of print journalism in India, Role of journalism in the freedom struggle, Growth of radio and television journalism in India, Emergence of online journalism and digital media platforms, Changing trends in journalism in the 21st century	12 hours
Unit 2	Emergence of Mass Media: Concept of Mass, Mass Communication Definition, History of Press, History of Radio, Evolution of Cinema, Emergence and evolution of Television	18 hours
Unit 3	Emergence of Digital Media: Defining Digital Media, Characteristics of Digital Media, Digital Media in India, Emerging Trends and Challenges, Citizen Journalism, Penny Journalism, Yellow Journalism	15 hours

Textbooks and Reference Books	
Textbooks	1. Baran, S. J. (2019). Introduction to mass communication: Media literacy and culture (10th ed.). McGraw-Hill Education. 2. Chatterjee, P. (2022). Journalism: Principles and practices. Sage Publications. 3. Dominick, J. R. (2013). The dynamics of mass communication: Media in the digital age (12th ed.). McGraw-Hill Education. 4. Fiske, J. (2011). Introduction to communication studies (3rd ed.).

	Routledge. 5. Hasan, S. (2013). Mass communication: Principles and concepts. CBS Publishers. 6. Janowsky, M. (2021). Introduction to journalism. Routledge. 7. McQuail, D., & Deuze, M. (2020). McQuail's media and mass communication theory (7th ed.). Sage Publications. 8. Mencher, M. (2010). News reporting and writing (11th ed.). McGraw-Hill Education. 9. Parthasarathy, R. (2009). Journalism in India: From the earliest times to the present day. Sterling Publishers. 10. Potter, W. J. (2013). Media literacy (7th ed.). SAGE Publications.
Reference Books	1. Mehta, D. S. (2011). Mass communication and journalism in India. Allied Publishers. 2. Roy, B. (2013). Beginners' guide to journalism & mass communication. V&S Publishers. 3. Aggarwal, V. (2012). Handbook on journalism & mass communication. Concept Publishing Company Pvt. Ltd. 4. Reynolds, A., & Miller, A. (2014). News evolution or revolution? The future of print journalism in the digital age. Peter Lang Publishing Inc. 5. Rai, A. K. (2022). Encyclopaedia of journalism & mass communication. Society Publishing.

Semester 1	Communicative English – I	C	L	T	P	Marks
Course Code: BAMCO1A01T		2	2	0	0	50

COURSE OUTCOMES

Upon successful completion of the course the students will be able to:		
CO1	Demonstrate understanding of grammar, sentence types, and correct use of parts of speech.	Understand
CO2	Apply correct tense usage, question tags, reported speech, and voice in communication.	Understand
CO3	Develop effective speaking skills through structured oral activities.	Apply
CO4	Improve reading comprehension, summarizing, and translation between English and Hindi.	Apply
CO5	Write formal and informal texts with clarity, including letters, emails, reports, and précis.	Understand
CO6	Cultivate creative and analytical writing through storytelling, note-making, and content review.	Create

SYLLABUS

Unit 1	Grammar: Subject-verb agreement, article and preposition usage, Tense, Active and Passive, Narration; Common Errors: Misplaced modifiers, pronoun errors, redundancies and Vocabulary Building: Word Formation: Root Words Prefixes Suffixes; Synonyms, Antonyms, and Standard Abbreviations; Business Vocabulary: Corporate Terms Finance & Accounting Marketing & Sales Human Resources Operations & Strategy Startup/Innovation; Academic Vocabulary: Research & Writing Critical Thinking Essay/Report Writing Presentation Study Skills Quantitative Terms General Academic Use Pronunciation Practice: Word and sentence stress Connected speech (linking, elision, assimilation) Common pronunciation errors Listening to Different English Accents: Exposure to various accents (British, American, Indian, Australian)	10 hours
Unit 2	Sentence Construction: Basic sentence structure: Subject + Verb + Object (SVO) Compound and complex sentences Sentence fragments vs. run-on sentences; Paragraph Coherence: Topic sentence and supporting details Coherence through logical flow Unity in a paragraph: relevance of supporting idea; Punctuation: End punctuation: period, question mark, exclamation mark Comma rules Semicolons and colons Quotation marks, parentheses, ellipses; Linking Devices: Coordinating conjunctions (for, and, nor, but, or, yet, so) Subordinating conjunctions (although, because, unless, while) Transitional phrases: in addition, however, consequently, etc.	10 hours

Unit 3	Comprehension strategies: skimming, scanning, inference; Reading short articles, essays, and fiction excerpts; Composition and its Types: Descriptive writing Narrative writing Argumentative writing Expository writing	10 hours
English I: Class Activity		
1. Participants may work in pairs or small groups to identify and correct grammar errors in sentences related to subject-verb agreement, tense usage, and active/passive voice. 2. The instructor may provide root words and ask participants to form new words using prefixes and suffixes. Then, introduce business terms from areas like marketing, finance, and human resources and have participants use them in sentences. 3. The course instructor may distribute paragraphs with common grammar errors (e.g., misplaced modifiers, redundancy, pronoun mistakes). Let the participants identify the errors and rewrite the sentences correctly. 4. Participants can be given newspaper articles, blog excerpts, or literary texts to discuss in small groups. 5. The course instructor can ask participants to identify the thesis and supporting points. 6. The instructor can ask participants to select one composition type and write a short piece inspired by the text they read. 7. We can pair participants for a mock job interview or interview simulation. We need to focus on verbal responses and non-verbal cues like eye contact and tone. We can switch roles and provide feedback on interview performance.		

Textbooks and Reference Books	
Textbooks	1. Eastwood, J. (2005). Oxford guide to English grammar. Oxford University Press. 2. Gangal, J. K. (2011). A practical course in effective English-Speaking skills. PHI Learning Pvt. Ltd. 3. Leech, G., & Svartvik, J. (2002). A communicative grammar of English (3rd ed.). Routledge. 4. Lester, M., & Beason, L. (2014). The McGraw-Hill handbook of English grammar and usage (2nd ed.). McGraw-Hill Education. 5. Mohan, K., & Banerji, M. (2016). Developing communication skills (2nd ed.). Macmillan Publishers India. 6. Murphy, R. (2019). English grammar in use (5th ed.). Cambridge University Press. 7. Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). A comprehensive grammar of the English language. Longman. 8. Raman, M., & Sharma, S. (2015). Technical communication: Principles and practice (3rd ed.). Oxford University Press. 9. Rizvi, A. (2005). Effective technical communication. Tata McGraw-Hill Education. 10. Seely, J. (2013). The Oxford guide to writing and speaking (4th ed.). Oxford University Press.
Reference Books	1. Murphy, R. (2019). Essential grammar in use: A self-study reference and practice book. Oxford University Press. 2. Hutchinson, T., & Waters, A. (1987). English for specific purposes. Cambridge University Press.

	3. Swan, M. (2016). Practical English usage (4th ed.). Oxford University Press. 4. Thiel, P. (2014). Zero to one: Notes on start-ups, or how to build the future. Random House. 5. Cambridge University Press. (2011). Cambridge business English dictionary. Cambridge University Press. 6. Gulland, D. M. (2001). The Penguin dictionary of English idioms. Penguin.
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Semester 1	IT for Media	C	L	T	P	Marks
Course Code: BAMCO1S01P		3	0	0	6	100

COURSE OUTCOMES

Upon successful completion of the course the students will be able to:		
CO1	Understand and describe fundamental concepts of computer hardware, software, and internet technology.	Understand
CO2	Explain the features, tools, and functions of key software applications including Microsoft Word, PowerPoint, Excel, Adobe Photoshop, CorelDRAW, and Adobe InDesign.	Understand
CO3	Apply appropriate tools in Microsoft Office Suite (Word, PowerPoint, Excel) to create structured documents, presentations, and data sheets.	Apply
CO4	Analyze visual and textual elements to enhance digital designs using Adobe Photoshop and CorelDRAW for effective communication through creative outputs.	Analyze
CO5	Evaluate the effectiveness of design choices in multimedia content based on principles of layout, formatting, and visual appeal.	Evaluate
CO6	Create comprehensive multimedia projects by integrating text, images, and graphics using industry-standard software to produce professional digital content.	Create

Prerequisite: Knowledge of basics of Computer

SYLLABUS

Unit 1	Introduction to Computer: Introduction to Computer Hardware, Difference between Hardware and Software, Introduction to Internet Technology	5 hours
Unit 2	Microsoft Office: Microsoft Word: Introduction to Microsoft Office, Introduction to Microsoft Word: Tools, Functions and Utility Microsoft PowerPoint: Introduction to Microsoft PowerPoint, Tools, Functions and Utility Microsoft Excel: Introduction to Microsoft Excel: Tools, Functions and Utility	8 hours
Unit 3	Adobe Photoshop: Introduction to Adobe Photoshop: Tools, Functions and Utility, Applying Effects on photographs, Adjustment Layers, Filters, Applying Special Effects on photographs	12 hours
Unit 4	Coral Draw: Introduction to Coral Draw: Tools, Functions and Utility, Applying graphic concepts, Adding effects on text, photos	10 hours
Unit 5	Adobe InDesign: Introduction to Adobe InDesign: Tools, Functions and Utility, Basics of newspaper designing, Creating columns, picture boxes, layers, Adding pictures and applying effects on them	10 hours

IT for Media: Lab Exercises

Microsoft Word:

- Creating a Resume using text boxes, and other formatting options
- Creating a Book Cover using photos, text box and other formatting options

Microsoft PowerPoint:

- Preparing a formal presentation
- Preparing an interactive presentation using animation and transition options

Microsoft Excel:

- Creating a database using filters, and formulas
- Creating rosters, formatting cells, columns

Adobe Photoshop:

- Converting black & white images into colour images
- Creating a Magazine Cover using photos, adjustment layer tools
- Creating a poster for a film/web series/short film/documentary

Coral Draw:

- Creating a visiting card and invitation card
- Creating a pamphlet using picture, text, and other formatting tools

Adobe InDesign:

- Creating a Newsletter using various tools, pictures, and other formatting tools

Designing a tabloid newspaper (6 pages) using all the designing tools

Textbooks and Reference Books

Textbooks	1. Faulkner, A., & Chavez, C. (2018). Adobe Photoshop CC Classroom in a Book (2018). Pearson Education, Inc. 2. Anton, K. K., & DeJarld, T. (2019). Adobe InDesign CC 2019 release Classroom in a Book (2019). Pearson Education, Inc.
Reference Books	1. Smith, J., Smith, C., DeHaan, J., & Gerantabee, F. (2013). Adobe Creative Cloud Design Tools All-in-One For Dummies. John Wiley & Sons, Inc. 2. Miller, M. (2007). Absolute beginner's guide to computer basics (4th ed.). Que Publishing. 3. Sharma, M. (2013). Basic computer course 2013. Abhishek Publications. 4. Sinha, P., & Sinha, P. K. (2004). Computer fundamentals: Concepts, systems & applications (8th ed.). BPB Publications.

Semester 1	Indian Knowledge System	C	L	T	P	Marks
Course Code: BAMCO1M01T		3	3	0	0	100

COURSE OUTCOMES

Upon successful completion of the course the students will be able to:		
CO1	To explain the origin, meaning, and scope of the Indian Knowledge System and recognise its diverse traditions.	Understand
CO2	To describe classical and folk art forms, sports, martial arts, cuisine and clothing of ancient and medieval India.	Understand
CO3	To analyse the achievement of the Indian Knowledge System in science, technology, mathematics, astronomy, and Indian medicine.	Analyze

SYLLABUS

Unit 1	Indian Knowledge Tradition and its Promotion: Indian Knowledge System: Origin Meaning and Scope, "Knowledge' in Hinduism, Buddhism, Jainism, Islam and Christianity, Yoga: Meaning and types of yoga Initiatives to preserve and promote traditional knowledge, Ethical foundations: Truth, Non-Violence, Karma	15 hours
Unit 2	Cultural Dimension of Indian Knowledge Systems: Classical and folk-dance forms, Classical and vocal music and sangeet gharana, Painting, sculpture and architecture in ancient and mediaeval times, Sports and martial arts of India, Indian cuisine and clothes	15 hours
Unit 3	Education and Technology in Indian Knowledge Systems: Science and Technology in Ancient India, Mathematics and Astronomy in Ancient India, Traditional knowledge of Indian medicine, Ancient universities: and their functioning, India's Global Contributions: Yoga, Ayurveda, Numerals, Astronomy	15 hours

Textbooks and Reference Books	
Textbooks	1. Murthy, K. R. S. (Trans.). (1991). Aṣṭāṅgahr̥daya of Vāgbhaṭa (Vol. 1). Krishnadas Academy. 2. Ramasubramanian, K., Sule, A., & Vahia, M. (2016). History of Astronomy: A Handbook. IIT Bombay & TIFR. 3. Sriram, M. S. (1993). Man and the Universe: An Elementary Account of Indian Astronomy [Unpublished manuscript]. 4. Upadhyaya, B. (2010). Saṃskṛta Śāstron kā Itihās. Chowkhamba. 5. International Council for Science (March 2002). Science and traditional knowledge: Report from the ICSU study group on science and traditional knowledge 6. Nirmal Sengupta (2019). Traditional knowledge in Modern India: Preservation, promotion, ethical access and benefit sharing mechanisms. Springer 7. Saikat Sen, Raja Chakraborty (2020). Herbal medicine in India, indigenous knowledge, practice, innovation and its value. Springer

	Singapore 8. Vandana Shiva (2020). Reclaiming the commons: Biodiversity, traditional knowledge, and the rights of Mother Earth. Synergetic Press.
Reference Books	1. Bajaj, J. K., & Srinivas, M. D. (2001). Timeless India, Resurgent India. Centre for Policy Studies. 2. Bose, D. M., Sen, S. N., & Subbarayappa, B. V. (Eds.). (2010). A Concise History of Science in India (2nd ed.). Universities Press. 3. Dharampal. (2021). Indian Science and Technology in the Eighteenth Century: Some Contemporary European Accounts. Rashtrottana Sahitya. 4. Dharampal. (2021). The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century. Rashtrottana Sahitya. 5. World Bank, Status of indigenous knowledge in India. 6. Gopal Bhargava. Encyclopaedia in art and culture. Disha Books, Volume IX. 7. S. Baliyan (2020): A Compendium of Indian art and culture. Oxford Publications. 8. Sahana Singh (2017). The educational heritage of ancient India. Notion Press. 9. Alok Kumar (2019). Ancient Hindu science. Jaico Publishing House. 10. Sujata Menon (2021). A history of mediaeval India. Pearson Publishing House. 11. Upinder Singh (2009). Ancient India. Pearson Education India.

Semester 1	Environmental Studies	C	L	T	P	Marks
Course Code: BAMCO1V01T		2	2	0	0	50

COURSE OUTCOMES

Upon successful completion of the course the students will be able to:		
CO1	Understand Historical Human-Environment Interactions, recognize the historical evolution of human relationships with the environment across time and regions.	Understand
CO2	Identify types, distribution, and uses of natural resources, with a focus on their status and management in India.	Understand
CO3	Explain the principles, challenges, and global strategies associated with sustainable development.	Understand
CO4	Gain foundational knowledge of ecosystems, biodiversity, and the importance of conservation practices.	Understand
CO5	Analyze resource availability and conservation, examine the factors affecting resource availability and evaluate methods for their conservation and sustainable management.	Analyze

SYLLABUS

Unit 1	Introduction to Environmental Studies: Definition, Concept & Importance; Historical significance: Middle Ages and Renaissance; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Global warming; Environmental Ethics and emergence of environmentalism: UN Conference on Human Environment 1972; Concept of sustainable development; Rio Summit and subsequent international efforts.	5 hours
Unit 2	Overview and definition of natural resources: Classification of natural resources- biotic and abiotic, renewable and non-renewable; Water resources: Types of water resources- fresh water and marine resources; Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges; Water scarcity and stress; Energy resources: Sources of energy and their classification, renewable and non-renewable sources of energy; Conventional energy sources- coal, oil, natural gas, nuclear energy; Non-conventional energy sources, Green Energy, Alternative Sources of Energy	8 hours
Unit 3	Biodiversity and its distribution: Levels and types of biodiversity; Biodiversity in India and the world; Biodiversity hotspots; Threats to biodiversity and ecosystems; Commercial exploitation of species; Invasive species; Fire, disasters and climate change; Major conservation policies: in-situ and ex-situ conservation approaches.	6 hours

Unit 4	Understanding Pollution: Point sources and non-point sources of pollution; Air pollution: National Ambient Air Quality Standards; Water pollution: Soil pollution and solid waste; Noise pollution; Thermal and Radioactive pollution; Understanding climate change: Importance of 1.5 °C and 2.0 °C limits to global warming; Climate change projections for the Indian sub-continent; Mitigation of climate change; Green House Gas (GHG) reduction vs. sink enhancement.	11 hours

Textbooks and Reference Books		
Textbooks	1. Adenle, A., Azadi, H., & Arbiol, J. (2015). Global assessment of technological innovation for climate change adaptation and mitigation in developing world. <i>Journal of Environmental Management</i>, 161(15), 261–275. 2. Ahluwalia, V. K. (2015). <i>Environmental pollution and health</i>. The Energy and Resources Institute (TERI). 3. Barnett, J., & O'Neill, S. (2010). Maladaptation. <i>Global Environmental Change—Human and Policy Dimensions</i>, 20, 211–213. 4. Bawa, K. S., Oomen, M. A., & Primack, R. (2011). <i>Conservation biology: A primer for South Asia</i>. Universities Press. 5. Berrang-Ford, L., Ford, J. D., & Paterson, J. (2011). Are we adapting to climate change? <i>Global Environmental Change—Human and Policy Dimensions</i>, 21, 25–33. 6. Bhagwat, S. (Ed.). (2018). <i>Conservation and development in India: Reimagining wilderness</i>. Earthscan Conservation and Development, Routledge. 7. Chiras, D. D., & Reganold, J. P. (2010). <i>Natural resource conservation: Management for a sustainable future</i> (10th ed.). Upper Saddle River, N.J. 8.	
Reference Books	1. Intergovernmental Panel on Climate Change. (n.d.). <i>Sixth Assessment Report</i>. https://www.ipcc.ch/report/sixth-assessment-report-cycle/ 2. Jackson, A. R., & Jackson, J. M. (2000). <i>Environmental science: The natural environment and human impact</i>. Pearson Education. 3. Krishnamurthy, K. V. (2003). <i>Textbook of biodiversity</i>. Science Publishers. 4. Masters, G. M., & Ela, W. P. (2008). <i>Introduction to environmental engineering and science</i> (No. 60457). Englewood Cliffs, NJ: Prentice Hall. 5. Miller, G. T., & Spoolman, S. (2015). <i>Environmental science</i>. Cengage Learning. 6. Perman, R., Ma, Y., McGilvray, J., & Common, M. (2003). <i>Natural resource and environmental economics</i>. Pearson Education.	

SEMESTER -II

Semester 2	Social Media and Communication	C	L	T	P	Marks
Course Code: BAMCO2C03T		4	5	0	0	100

COURSE OUTCOMES

Upon successful completion of the course the students will be able to:		
CO1	Describe the fundamentals of social media and distinguish it from traditional media forms.	Understand
CO2	Explain the evolution, theories (e.g., Social Network Theory, Spiral of Silence), and societal impacts of social media, including cultural, ethical, and activist dimensions.	Understand
CO3	Apply knowledge of platform features, SEO, and content aggregation tools to enhance social media visibility and engagement.	Apply
CO4	Analyze the roles and functions of social media across journalism, public relations, advertising, and politics.	Analyze
CO5	Evaluate social media content for credibility and ethical implications.	Evaluate
CO6	Design effective social media marketing strategies by identifying goals, selecting metrics, and employing audience engagement techniques.	Create

Prerequisite: Knowledge of basics of Social Media Platforms

SYLLABUS

Unit 1	Introduction to Social Media: Difference between Social Media and Traditional Media, Development of Social Media, Impact of Social Media on various aspects of society, Current State of the industry: Global and Local Trends, Internet surveillance, Credibility of social media, Social Media Ethics, Cultural sensitivity and social responsibility in digital era, Social Activism	15 hours
Unit 2	Social Media Theories: Social Network Theory, Social Capital Theory, Spiral of Silence Theory, Social Learning Theory, Social Media Platforms (Features and Services): Facebook, Instagram, YouTube, X (Twitter), LinkedIn, Snapchat, Email, Website, Web pages, Search Engine, Web Browser, Blogging sites, Influencer Marketing: Benefits, Limitations and Practices	15 hours
Unit 3	Introduction to Social Media Marketing: Developing Social Media Marketing Strategy: Process, Goals, Social Media Metrics, Social Media Audience, Hashtags, Integrated Social Media Campaign, Social Commerce, Search Engine Optimization: Introduction, types, Working functionality of Search Engine, Social Media Aggregators	15 hours
Unit 4	Social Media in various contexts: Journalism, Public Relations, Advertisement, Politics, Content Creation for different platforms, Social Media for different industries: Customer Service, Fundraising, Crowdsourcing, Social Work, B2B and B2C Companies, Organizational Culture: Social Media Policy, In house guidelines,	15 hours

	Copyright and Trademark	
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Textbooks and Reference Books	
Textbooks	1. Graham, M., & Dutton, W. (2019). Society and the Internet: How Networks of Information and Communication are Changing Our Lives (2nd ed.). Oxford University Press. 2. Schroeder, R. (2018). Social Theory After the Internet: Media, Technology and Globalization. UCL Press. 3. Qualman, E. (2012). Socialnomics: How Social Media Transforms the Way We Live and Do Business (2nd ed.). Wiley. 4. Rouhiainen, L. (2012). Smart Social Media: Your Guide to Becoming a Highly Paid Social Media Manager. Createspace Independent Publishing.
Reference Books	1. Fuchs, C. (2021). Social Media: A Critical Introduction. SAGE Publications Ltd. 2. Brito, M. (2013). Your Brand, the Next Media Company: How a Social Business Strategy Can Enable Better Content, Smarter Marketing, and Deeper Customer Relationships. Que Publishing. 3. Wu, T. (2010). The Master Switch: The Rise & Fall of Information Empires. Atlantic Books. 4. Ray, T. (2006). Online Journalism: A Basic Text. Cambridge University Press India Pvt. Ltd. 5. Funk, T. (2013). Advanced Social Media Marketing. Apress. 6. Evans, D. (2010). Social Media Marketing. Wiley Publishing, Inc.

Semester 2	Basics of Broadcast Media	C	L	T	P	Marks
Course Code: BAMCO2C04T		4	4	0	0	100

COURSE OUTCOMES

Upon successful completion of the course the students will be able to:		
CO1	Identify and explain the key characteristics, types, and structure of the broadcast media industry.	Understand
CO2	Analyze the historical development of broadcast media and evaluate current trends and future trajectories.	Analyze
CO3	Demonstrate an understanding of analogue, digital, and interactive technologies in radio and television production.	Apply
CO4	Describe and apply the stages of media production, including pre-production, production, and post-production processes.	Apply
CO5	Prepare essential production documents such as radio log sheets and recognize emerging practices in television production.	Create
CO6	Evaluate and critique digital media elements including convergence, transmedia storytelling, and media credibility across platforms.	Evaluate

SYLLABUS

Unit 1	Characteristics of Broadcast Media: Types of Broadcast Media, Industry Structure, The Rise of Broadcast Media, An overview of Broadcast Media—history, present and future.	10 hours
Unit 2	Production Process: Technologies: Analog, Digital and Interactive Technologies, Structure of Radio Station, Production Process: Pre-production, Production, Postproduction, Preparing Log Sheet of Radio Programs, An overview of Television Programme Production: Evolution of Television Production, New Trends in Television Production, Production Process: Analog to Digital, Production Stages: Pre-Production, Production and Postproduction.	20 hours
Unit 3	Digital Media Characteristics: Introduction to Digital Platforms: Characteristics and Elements, Convergence, transmedia and Cross-media Platforms, New roles of journalists in the digital era—producer, Citizen Journalism/user generated content, Social media and Journalism: YouTube, Facebook, X (Twitter), Crowdsourcing—issues of veracity and Credibility.	15 hours
Unit 4	ICT & Broadcast Media: E-Content Production: Process; Steps; Role and Responsibilities in Development of E-content Module: Scripting; Story Board; Online Video Creation, ICT Application: Blog; Facebook; X (Twitter); YouTube; LinkedIn.	15 hours

Textbooks	1. Ahuja, B. N., & Batra, S. (n.d.) (1978). Mass communications: Press, radio, T.V., films, Advertising, and other media: with special reference to Indian conditions. New Delhi: Varma Bros. 2. Neelamar, M. (n.d.) (2017). Radio Programme Production. PHI Learning Pvt. Ltd.
Reference Books	1. Joseph, M. K. (2002). Outline of Editing. New Delhi: Anmol Publications. 2. Lancaster, K. (2013). Video Journalism for the Web: A Practical Introduction to Documentary Storytelling. New York: Routledge. 3. McBride, K., & Rosenstiel, T. (2013). The New Ethics of Journalism. Washington, DC: CQ Press. 4. Bradshaw, P., & Rohumaa, L. (2017). The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age. Harlow, Essex, England: Pearson.

Semester 2	Writing for Media	C	L	T	P	Marks
Course Code: BAMCO2E02T BAMCO2E02P		4	3	0	1	75+25 = 100

COURSE OUTCOMES

Upon successful completion of the course the students will be able to:		
CO1	Write various print media formats including features, reviews, interviews, and columns.	Understand
CO2	Create scripts for diverse radio formats and audio commercials with effective storytelling.	Create
CO3	Develop TV news writing skills, including script formatting and visual integration.	Understand
CO4	Write news and features for digital platforms, adapting to online journalism trends.	Create
CO5	Adapt writing styles for print, radio, TV, and web, understanding platform-specific requirements.	Evaluate
CO6	Maintain a media stylebook to ensure consistency, tone, and editorial professionalism.	Create

SYLLABUS

Unit 1	Writing for Print: Writing a regular story – Developing Ideas and Conceptualization – Creative Preparation, Writing a special story, Interviews, Feature stories - Writing for magazines – articles etc., Print Media Writing - Headlines and caption writing - Feature writing, types of features, Writing Book Reviews and film reviews, writing Columns, Creating a Stylebook.	15 hours
Unit 2	Writing for the Radio: Radio Talk, Interview and discussion, Feature and Documentary, Drama and Serial, Musical Programmes, Chat Show, Radio Commercial – Types, Copy Writing, Slogans.	15 hours
Unit 3	Writing for TV: The language of visuals, TV news script formats - News writing for TV, Basic principles of News Writing, Types of stories, Interview, Serial, Talk Show, Documentary, Use of graphics for news.	15 hours
Unit 4	Writing for Web: Writing news stories, Features and articles, Interview and chats on the web as news source, Online versions: E-papers, E-magazines, Mobile digital news format.	15 hours

Writing for Media (BAMCO2E02P): Lab Exercises

- **Print – News Story Writing:** Provide students with a press release or raw facts → ask them to write a 250–300 words straight news story in inverted pyramid style with headline & lead.
- **Print – Feature / Special Story:** Students conduct fieldwork on a local theme (e.g., Street food vendors, Life of auto drivers, Campus canteen culture) → submit a 1,000-word feature story with at least 2 interviews.
- **Book/Film Review:** Assign a recent book or film → each student writes a 500–700 word review highlighting storyline, analysis, and critical evaluation.
- **Radio Talk:** Students script and record a 2-minute radio talk on a contemporary issue (e.g., Exams without stress, Power of social media). Focus on conversational style and clarity.
- **Radio Commercial:** Students create two different radio ad scripts (30 seconds each: one hard-sell, one jingle style) → record with voice + sound effects.
- **TV News Script:** Provide raw facts/footage → students prepare a TV news script including anchor intro, visuals, and graphics cue.
- **Interview / Talk Show:** In groups, record a 5-minute talk show or interview with anchor, guest, and panel. Emphasis on body language, visuals, and conversational flow.
- **Digital News Package:** Take a print news story → rewrite it in web format (short paragraphs, SEO headline, hyperlinks). Then adapt the same story into a mobile digital format (Instagram carousel / Twitter thread / YouTube Shorts script).

Maintain a lab manual for the paper “Writing for Media”.

Textbooks and Reference Books

Textbooks	1. Kuehn, S. A., & Lingwall, J. A. (2016). The basics of media writing: A strategic approach. ISBN-13. 2. Lanson, J., & Stephens, M. (2008). Writing and reporting the news. Oxford University Press. 3. Mencher, M. (2006). News reporting and writing (10th ed.). McGraw-Hill. 4. Mohanty, K. (n.d.). Writing for mass media: A critical study. Kitab Mahal. 5. Prajapati, R. A. (2024). A handbook of media & journalistic writing. Perception Publishing. 6. Raman, U. (2009). Writing for the media. Oxford University Press.
Reference Books	1. Solanki, B. (2022). A textbook of the science of media writing. TTP Publishers. 2. Stovall, J. G. (2000). Writing for the mass media (4th ed.). Allyn & Bacon. 3. Walls, D. M., & Vie, S. (2017). Social writing/social media: Publics, presentations & pedagogies. WAC Clearinghouse. 4. Garrand, T. (n.d.). Writing for multimedia and the web: A practical guide to content development for interactive media. A Focal Press Book. 5. Foust, J. (2005). Online journalism: Principles and practices of news for the web.

Semester 2	Communicative English-II	C	L	T	P	Marks
Course Code: BAMCO2A02T		2	2	0	0	50

COURSE OUTCOMES

Upon successful completion of the course the students will be able to:		
CO1	Demonstrate proficiency in professional writing through the ability to draft clear, concise, and coherent business documents including emails, resumes, cover letters, proposals, reports, and memos.	Understand
CO2	Apply critical reading strategies to analyze written texts and case studies, identify key issues, and propose logical solutions in the context of professional and business communication.	Analyze
CO3	Exhibit effective oral and written communication using appropriate industry-specific vocabulary, non-verbal cues, and soft skills such as emotional intelligence, time management, and adaptability in diverse professional settings.	Apply
CO4	Demonstrate basic research and referencing skills in oral and written communication.	Evaluate
CO5	Analyze and interpret academic and professional texts.	Analyze
CO6	Compose structured written communication.	Apply
CO7	Engage effectively in oral and coherent written communication.	Apply

SYLLABUS

Unit 1	Advanced Writing: Communication for Employment (Written) Articles Essay Paragraph Writing Composition and Composition Types Summary Report Writing E-Mails Circular and Memos Reports of Survey Professional Brochure Writing Writing a Proposal Letter Writing – Formal & Informal Report Writing – Official and Business Reports Cover Letter Resume CV Job Application and Follow-up Letter Business Letters and Its Types effective Business emails Proposals	9 hours
Unit 2	Effective Reading and Critical Analysis: Techniques of Critical Reading Extensive and Intensive Reading Comprehension Case Study: Analysing complex business cases or media cases, identifying problems, and proposing solutions.	9 hours
Unit 3	Industry-Specific Communication: Communication as a Medium of Transference Process of Communication General business language and industry-specific language Functions of Effective Communication Effective Communication and its Function Theories of Communication	8 hours

	and Communication Models Types of Communication Miscommunication and Barriers in Communication Principles of Communication Organizational Communication and Its Types/ Hierarchical vs. flat organizational communication Verbal Communication: Intrapersonal Communication Interpersonal Communication Small Group Communication Public Speaking or Mass Communication Nonverbal Communication: Paralanguage Kinesics Haptic Proxemics Sign and Symbols Body Language and Behaviour Appearance Posture Gesture Eye Contact Artifacts Voice Modulation Types of Corporate Communication Internal vs. External.	
Unit 4	Soft Skills: Emotional Intelligence at Workplace Professional Etiquette Interpersonal Skills Time Management and Prioritization Adaptability	4 hours
Class Activity: (Any One)	1. The Course Teacher may give participants a case (e.g., "Decline in customer satisfaction at a Shopping Malls "). Participants' Groups can generate and circulate google forms to gather data and survey results. With the help of the datasets, the participants would draft an official business report including: Executive summary Findings (with charts or bullet points) and Recommendations. 2. The participants can be asked to prepare a tailored resume and cover letter for a specific job. In class, they exchange drafts with a peer and use a guided rubric to critique: Relevance and clarity of content Format and structure Tone and professionalism. 3. The Course teacher can give participants different business scenarios (e.g., replying to a customer complaint, requesting leave, responding to a promotion announcement, negotiating a deadline). Each student or pair must write a short, professionally formatted email.	
Class Activity: (Any One)	1. Pick a character (e.g., from "Who Moved My Cheese?" or the ML story) and ask students to perform a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of their choices in the story. 2. Provide a brief media/business case (or let students select from recent events). Assign roles (reporter, CEO, stakeholder, analyst). Each group must analyse the problem, identify biases (if media), and propose actionable solutions. 3. Use a layered passage from "Machine Learning" or Rushdie's essay. Ask students to: a) Infer what's implied but not said. b) Highlight ambiguity or irony. c) Predict author intent or outcome.	

Class Activity:	The course Instructor may assign students to small groups representing different departments in a company (e.g., Marketing, HR, IT). S/he may present a scenario (e.g., launching a product or resolving a customer complaint). Each group prepares and performs a role-play simulating, using industry-specific language, voice modulation, eye contact, gestures, and other nonverbal cues.	
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Textbooks and Reference Books		
Textbooks	1. Carnegie, D. (2010). <i>How to Win Friends and Influence People</i>. Simon & Schuster. 2. Levinson, J. C., & Perry, J. (2005). <i>Guerrilla Etiquette: Advance Praise for the New Rules of Business Etiquette</i>. Houghton Mifflin. 3. Robbins, S. P., & Judge, T. A. (2019). <i>Organizational Behaviour</i> (18th ed.). Pearson. 4. Stein, S. J., & Book, H. E. (2011). <i>The EQ edge: Emotional Intelligence and Your Success</i> (3rd ed.). Wiley. 5. Suri, G. K., & Suri, R. K. (2017). <i>Soft Kills</i>. S. Chand Publishing. 6. Tracy, B. (2007). <i>Eat that Frog! 21 Great Ways to Sop Procrastinating and Get More Done in Less Time</i>. Berrett-Koehler Publishers.	
Reference Books	1. Bovee, C. L., & Thill, J. V. (2021). <i>Business communication today</i> (14th ed.). Pearson. 2. Guffey, M. E., & Loewy, D. (2021). <i>Essentials of business communication</i> (11th ed.). Cengage Learning. 3. Raman, M., & Sharma, S. (2015). <i>Technical communication: Principles and practice</i> (3rd ed.). Oxford University Press. 4. Lesikar, R. V., Flatley, M. E., & Rentz, K. (2010). <i>Business communication: Making connections in a digital world</i> (11th ed.). McGraw-Hill. 5. Sehgal, M. K., & Khetarpal, V. (2011). <i>Business communication</i>. Excel Books. 6. Koneru, A. (2008). <i>Professional communication</i>. Tata McGraw-Hill Education. 7. Mohan, K., & Banerji, M. (2017). <i>Developing communication skills</i> (2nd ed.). Macmillan India. 8. Mitra, B. K. (2011). <i>Effective technical communication: A guide for scientists and engineers</i>. Oxford University Press. 9. Adler, R. B., & Elmhorst, J. M. (2012). <i>Communicating at work: Strategies for success in business and the professions</i> (10th ed.). McGraw-Hill. 10. Carnegie, D. (2012). <i>The quick and easy way to effective speaking</i>. Fingerprint Publishing.	

Semester 2	Digital Audio Production	C	L	T	P	Marks
Course Code: BAMCO2S02T BAMCO2S02P		3	2	0	2	75+25 = 100

COURSE OUTCOMES

Upon successful completion of the course the students will be able to:		
CO1	Understand sound systems, audio components, and differences between analogue and digital recording.	Understand
CO2	Apply technical knowledge of microphones, audio equipment, and studio operations.	Apply
CO3	Analyze and apply sound aesthetics for various media productions.	Analyze
CO4	Write scripts for multiple audio formats, adapting to different media needs.	Create
CO5	Use digital tools for recording, editing, and enhancing audio content.	Understand
CO6	Develop music recording and post-production processes for professional output.	Create

SYLLABUS

Unit 1	Introduction to Sound: Digital & Analogue, Sound spectrum and frequencies, Audio Console - Patchbay- Audio recording systems, Analogue recording systems, Tape based recording systems- Tapeless Recording systems Studio equipment, microphones: types, pickup - Audio control booth - Basic Audio operation - patterns, uses - audio connectors	12 hours
Unit 2	Sound vs. Audio: Sound Aesthetics - Environment- Figure/ground- perspective-continuity-energy, Mono-stereo-surround sound - Remote, live, and sports production	10 hours
Unit 3	Scriptwriting: Drama script, Vox pop, Semi-scripted program, Preparing radio scripts for: radio talk - PSA – Jingle	8 hours
Unit 4	Digital Technologies: Digital technology and advancements, creating files and naming them, Recording – Using EQ, DYNMS, SFX, and Reverb, Source Selection, Cleaning and Editing; Post Production: How to do a music recording? Elements of music recording - Mixing Pre and Post Mastering	15 hours

Digital Audio Production (BAMCO2S02P): Lab Exercises

1. Voice Recording
2. Recording sound effects (foleying)
3. Radio talk: with intro/extro music and announcement
4. Scripting, production and post production of Radio Jingle
5. Recording of interviews
6. Group exercise: 8-minute children's radio drama
7. Individual exercise: Recording a 30 second PSA
8. Group exercise: 10-minute panel discussion
9. News program [10 minutes] [mix of 5 news feeds+ 2 min vox-pop+ 2 minute studio interview]
11. Students will maintain a lab-book with a record of the exercises: task description| equipment used| procedure followed| script [if any] | Self-evaluation of the task | The lab book exercises will be countersigned by the professor in-charge and produced as part of the evaluation at the University viva-voce.

Textbooks and Reference Books

Textbooks	1. Alten, S. R. (2013). Audio in media (10th ed.). Cengage Learning. 2. Ballou, G. (2015). Handbook for sound engineers (5th ed.). Routledge. 3. Bartlett, B., & Bartlett, J. (2016). Practical recording techniques (6th ed.). Routledge. 4. Case, A. U. (2012). Sound FX: Unlocking the creative potential of recording studio effects. Focal Press.
Reference Books	1. Eargle, J. (2005). The microphone book: From mono to stereo to surround – A guide to microphone design and application (2nd ed.). Focal Press. 2. Holman, T. (2010). Sound for film and television (3rd ed.). Focal Press. 3. McLeish, R., & Link, J. (2015). Radio production (6th ed.). Routledge. 4. Rumsey, F., & McCormick, T. (2009). Sound and recording: Applications and theory (6th ed.). Focal Press. 5. Tobias, D. (2012). The art of voice acting: The craft and business of performing for voiceover (4th ed.). Focal Press. 6. Zettl, H. (2016). Audio in media production: The essential guide (custom ed.). Cengage Learning.

Semester 2	Integrated Marketing Communication	C	L	T	P	Marks
Course Code: BAMCO2M02T		3	3	0	0	100

COURSE OUTCOMES

Upon successful completion of the course the students will be able to:		
CO1	Understand and explain the concept of Marketing.	Understand
CO2	Understand and explain the Marketing Mix.	Understand
CO3	Describe the components of the Marketing Plan.	Understand
CO4	Understand and explain Consumer Behavior and its role and significance in designing effective marketing strategies.	Understand
CO5	Analyze consumer segmentation and its need to develop product positioning strategies.	Analyze
CO6	Analyze the Marketing Environment and the factors affecting it.	Analyze

SYLLABUS

Unit 1	Core Marketing Concepts: Defining Marketing – the Value Creation Process – Needs, Wants and Demands – Value and Satisfaction, Different Types of Products, Marketing Channels, Supply Chain	10 hours
Unit 2	The Marketing Process: The Evolution of the Marketing Process: Production Concept, Product Concept, Selling Concept, Marketing Concept, Holistic Marketing Concept	8 hours
Unit 3	Marketing Strategy: Situation Analysis – SWOT, PESTLE, STEEPLE, Setting of Goals and Objectives, The Marketing Mix, Marketing Plan, Marketing Strategies	10 hours
Unit 4	Consumer Behavior: The Study of Consumer Behavior, Consumer needs and Motivation, Personality and Consumer Behavior, Consumer Perception, Consumer Attitude Formation and Change, Influence of Family, Social Class and Culture on Consumer Behavior, The consumer's decision-making process – Post purchase Behavior and its significance for marketing.	8 hours
Unit 5	Segmentation, Targeting and Positioning: Identifying Market Segments and Targets, Levels of Market Segmentation, Segment marketing, Niche Marketing, Local Marketing, Individual marketing, Bases for segmenting consumer, Evaluating and Selecting the Market Segments, Developing and Communicating a Positioning Strategy.	9 hours

Textbooks and Reference Books	
Textbooks	1. Butler, J. (2011). Gender trouble: Feminism and the subversion of identity. Routledge. 2. Carter, C., Steiner, L., & McLaughlin, L. (2013). Companion of media and gender. Routledge. 3. Chingamuka, S., & Glenwright, D. (Eds.). (2012). Gender and media diversity journal: Gender, popular culture, and media freedom. Gender Links. 4. Connell, R. W., & Connell, R. (1995). Masculinities. University of California Press.
Reference Books	1. Dasgupta, R. K., & Gokulsing, M. K. (2013). Masculinity and its challenges in India: Essays on changing perceptions. McFarland & Company. 2. Mills, S. (2011). Gender and feminism: Theory, methodology, and practice. Routledge. 3. Srivastava, S. (Ed.). (2004). Sexual sites, seminal attitudes: Sexualities, masculinities, and culture in South Asia. Sage.

Semester 2	Indian Constitution & Governance	C	L	T	P	Marks
Course Code: BAMCO2V02T		2	2	0	0	50

COURSE OUTCOMES

Upon successful completion of the course the students will be able to:		
CO1	Understand the meaning, historical background, and the salient features of the Indian Constitution, including the philosophy behind its making.	Understand
CO2	Explain the structure, functions, and powers of the Union Government including the President, Prime Minister, and the Parliament.	Understand
CO3	Describe the role and functions of State Governments and Union Territories, including the relationship between the Centre and States.	Understand
CO4	Analyze the structure, powers, and jurisdiction of the Indian Judiciary, along with the concepts of judicial review, activism, and PIL.	Analyze

SYLLABUS

Unit 1	Constitution: Spirit and Vision - The making of the Indian Constitution - Sources and constitutional history –Salient features of the Constitution, Preamble as part of the Constitution, Philosophy of Constituent Assembly - Citizenship, Preamble, Fundamental Rights and Duties, Directive Principles of State Policy, Constitutional Amendments: Process and Purpose	8 hours
Unit 2	Union Government and its Administration Structure: President and Vice President: Role, power and position, PM and Council of ministers, Cabinet, Lok Sabha, Rajya Sabha, Parliament; State Government and its Administration: Governor - Role and Position - CM and Council of ministers, Relation between the Union and the States, Emergency: Proclamation of Emergency, Types of Emergency.	10 hours
Unit 3	Supreme Court and High Court and Subordinate Courts: Jurisdictions and Powers, Judicial review, Judicial activism, PIL: Features and scopes, Elections in India, Election Process, Election Commission: Independence, Powers & Functions, Role of Chief Election Commissioner - SC/ST Commissions for the welfare of SCs & STs, CAG, NHRC, NCW, Central Information Commission	12 hours

Textbooks and Reference Books	
Textbooks	1. Bakshi, P. M. (2020). <i>The Constitution of India</i> (14th ed.). Universal Law Publishing. 2. Kashyap, S. C. (2011). <i>Our Constitution: An Introduction to India's Constitution and Constitutional Law</i>. National Book Trust. 3. Subhash, C. K. (2016). <i>Public Administration: Concepts and Theories</i>. PHI Learning Pvt. Ltd.
Reference Books	1. Basu, D. D. (2013). <i>Introduction to the Constitution of India</i> (21st ed.). LexisNexis. 2. Chaube, S. K. (2009). <i>Constituent Assembly of India: Springboard of Revolution</i>. Manohar Publishers. 3. Noorani, A. G. (2000). <i>Constitutional Questions in India: The President, Parliament and the States</i>. Oxford University Press. 4. Pylee, M. V. (2012). <i>India's Constitution</i> (16th ed.). S. Chand & Company Ltd.