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**Bunts Sangha's  
S.M. Shetty College of Science, Commerce and Management Studies (Autonomous)  
(Affiliated to University of Mumbai)**

New Education Policy (NEP) 2020

**Bachelor of Arts**

B. A. M.M.C. (Programme Code :SMSUGMMC06)

First Year Course Structure

Semester I Syllabus

(To be implemented from the Academic Year 2024-2025)

Approved in the Academic Council Meeting held on 18.06.2024

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## **About the Programme**

The Department of Mass Media & Communication Skills provides the much sought after media program within the undergraduate student community. It equips students with media related skills and introduces them to the various opportunities available to them in the field of Advertising and Journalism.

The Bachelor's Degree in Multimedia and Communication Skills is characterised by the convergence of creativity, technology, and effective communication. In today's digital age, the ability to harness multimedia platforms and master communication techniques is essential for success in various fields. This course is designed to equip you with the knowledge, skills, and practical experience needed to thrive in the dynamic world of multimedia and communication.

Throughout this program, you will delve into the art and science of communication, learning how to craft compelling messages, engage diverse audiences, and navigate the complexities of modern communication channels. Simultaneously, you will explore the intricacies of multimedia production, including digital content creation, graphic design, video editing, and web development.

The course is designed to enhance your communication and creative skills, whether you are a budding digital content creator, aspiring journalist, marketing enthusiast, or simply someone eager to enhance their communication prowess, this course offers a comprehensive framework to develop and refine your skills. By blending theoretical insights with hands-on learning opportunities, we aim to empower you to create impactful multimedia content and communicate with clarity and confidence.

**PROGRAMME OUTCOME**  
**B.A.MMC**

|     | <b>Programme Outcome</b>   |
|-----|--|
| PO1 | This program will equip the learners with fundamental knowledge of Advertising, Journalism and Mass Communication  |
| PO2 | The programme will provide learners with hands-on experience related to various aspects of media.  |
| PO3 | The programme will enable learners to exhibit knowledge of various types of media including traditional and digital media and be equipped with essential communication skills.     |
| PO4 | The programme will enable learners to create and design emerging media products, including blogs, digital audio, digital video, social media, digital photography, and multimedia. |
| PO5 | The programme will enhance the learners' understanding of diversity and cultural perspectives in local, regional and global society.   |

| <b>Programme Specific Outcomes</b> |  |
|------------------------------------|--|
| <b>PSO1</b>                        | The learners will acquire competency and skills for increased employability in the media sector and be a socially responsible media professional.  |
| <b>PSO2</b>                        | The learners will exhibit abilities to critically evaluate and analyse media content.  |
| <b>PSO3</b>                        | The learners will be equipped to undertake higher studies in the field of media.   |
| <b>PSO4</b>                        | The learners will be able to apply their knowledge in their chosen field of media.   |
| <b>PSO5</b>                        | The learners will be prepared for a wide variety of careers in the media industry - Advertising and related fields like Public Relations, Media Planning, Media Buying, Digital Media advertising, Journalism, Public Relations and News channels. |

**BAMMC**  
**FIRST YEAR SEMESTER I**  
**COURSE STRUCTURE**

| <b>COURSE CODE</b>   | <b>COURSE TITLE</b>                   | <b>COURSE CREDIT</b> |
|--|---------------------------------------|----------------------|
| <b><i>MAJOR MANDATORY (CORE)</i></b><br><b><i>VERTICAL A</i></b>           |                                       |                      |
| UMM 1.1  | Introduction to Advertising           | 4                    |
| UMM 1.2  | Fundamentals of Communication & Media | 2                    |
|  |                                       |                      |
| <b><i>OPEN/ GENERIC ELECTIVE (OE/GE)</i></b><br><b><i>VERTICAL B</i></b>   |                                       |                      |
| UOE1.10  | Basics of Computer                    | 2                    |
| UOE1.9   | Principles of Marketing Management    | 2                    |
| <b><i>VSC (VOCATIONAL SKILL COURSES)</i></b><br><b><i>VERTICAL C</i></b>   |                                       |                      |
| UMM 1.3  | Visual Communication                  | 2                    |
|  |                                       |                      |
| <b><i>SEC (SKILL ENHANCEMENT COURSE)</i></b><br><b><i>VERTICAL D</i></b>   |                                       |                      |
| UMM 1.4  | Content Creation                      | 2                    |
| <b><i>AEC (ABILITY ENHANCEMENT COURSE)</i></b><br><b><i>VERTICAL E</i></b> |                                       |                      |
| UMM 1.5  | Effective English Communication       | 2                    |
| <b><i>IKS (INDIAN KNOWLEDGE SYSTEM)</i></b><br><b><i>VERTICAL E</i></b>    |                                       |                      |

|  |  |           |
|--|--|-----------|
| UMM 1.7  | Traditional Indian Media & Communication Systems | 2         |
| <b>VEC (VALUE EDUCATION COURSE)<br/>VERTICAL E</b> |  |           |
| UMM 1.6  | Current Affairs                                  | 2         |
| <b>CO-CURRICULAR (CC)<br/>VERTICAL F</b>           |  |           |
| UMM 1.8  | Cultural/ Sports/ Yoga/ Gender Sensitization     | 2         |
| <b>TOTAL CREDITS</b>                               |  | <b>22</b> |

**BAMMC**

**FIRST YEAR SEMESTER II**

**COURSE STRUCTURE**

| <b>COURSE<br/>CODE</b>                               | <b>COURSE TITLE</b>                  | <b>COURSE<br/>CREDIT</b> |
|--|--------------------------------------|--------------------------|
| <b>MAJOR MANDATORY<br/>CORE) VERTICAL A</b>          |                                      |                          |
| UMM2.1   | Writing & Editing For Media          | 4                        |
| UMM2.2   | Advertising For Contemporary Society | 2                        |
|  |                                      |                          |
| <b>MINOR<br/>VERTICAL B</b>                          |                                      |                          |
| UMM2.3   | Introduction to Journalism           | 2                        |
| <b>OPEN/ GENERIC ELECTIVE(OE/GE)<br/>VERTICAL C</b>  |                                      |                          |
| UOE2.11  | Media Economics                      | 2                        |
| UOE2.1   | Principles Of Management             | 2                        |
| <b>VSC (VOCATIONAL SKILL COURSES)<br/>VERTICAL D</b> |                                      |                          |
| UMM2.4   | Graphic Designing                    | 2                        |

|  |  |           |
|--|--|-----------|
|  |  |           |
| <b>SEC(SKILL ENHANCEMENT COURSE)<br/>VERTICAL E</b>    |  |           |
| UMM2.5   | Introduction To Photography                  | 2         |
| <b>AEC (ABILITY ENHANCEMENT COURSE)<br/>VERTICAL E</b> |  |           |
| UMM2.6   | Effective English Communication II           | 2         |
| <b>VEC (VALUE EDUCATION<br/>COURSE) VERTICAL E</b>     |  |           |
| UMM2.7   | Constitution And Electoral Governance        | 2         |
| <b>CO-CURRICULAR (CC)<br/>VERTICAL F</b>               |  |           |
| UMM2.8   | Cultural/ Sports/ Yoga/ Gender Sensitization | 2         |
| <b>TOTAL CREDITS</b>                                   |  | <b>22</b> |

|                              |                                    |           |            |           |              |            |
|------------------------------|------------------------------------|-----------|------------|-----------|--------------|------------|
| <b>Name of the Programme</b> | <b>BAMMC</b>                       |           |            |           |              |            |
| <b>Name of the Course</b>    | <b>Introduction to Advertising</b> |           |            |           |              |            |
| <b>Semester</b>              | <b>I</b>                           |           |            |           |              |            |
| <b>Number of Credits</b>     | <b>04</b>                          |           |            |           |              |            |
| <b>Number of Lectures</b>    | <b>60</b>                          |           |            |           |              |            |
| <b>Lecture Duration</b>      | <b>60 Minutes</b>                  |           |            |           |              |            |
| <b>Total Marks:</b>          | <b>CE</b>                          | <b>40</b> | <b>SEE</b> | <b>60</b> | <b>Total</b> | <b>100</b> |

### **Learning Objectives of the Course (LOC)**

| <b>Sr. No.</b> | <b>Objectives</b>   |
|----------------|---|
| LOC1           | To make the student aware about the basic concepts of advertising and growth and development of advertising |
| LOC2           | To impart information on the role of advertising in marketing mix   |
| LOC3           | To provide information to the learner about the various departments and functions of an Advertising Agency  |
| LOC4           | To update students about the latest trends in advertising   |

### **Learning Outcomes of the Course**

| <b>Sr. No.</b> | <b>Outcomes</b>   |
|----------------|---|
| CO1            | Learners will be able to develop basic understanding of concepts related to advertising   |
| CO2            | Learners will be able to examine and analyze the role of advertising in the marketing mix of a company                              |
| CO3            | Learners will be able to comprehend the working of various departments of an advertising agency and understand the career prospects |
| CO4            | Learners will be able to evaluate the latest trends in advertising and know about the future scope of advertising.                  |



| <b>Module. No</b> | <b>Details</b>   | <b>No. of Lectures</b> |
|-------------------|--|------------------------|
| <b>1</b>          | <b>Introduction to Advertising</b>   | <b>15</b>              |
|                   | <ul style="list-style-type: none"> <li>● <b>Introduction to Advertising:</b> Definition, Role of advertising, Benefits of Advertising, Ethical issues in Advertising, Need for Advertising</li> <li>● <b>Types of advertising-</b> Consumer, Industrial, Retail, Classified, Corporate, Public service, ,Generic, National, Global, International, Social ( CSR) and Advocacy</li> </ul> |                        |
| <b>2</b>          | <b>Role of Advertising in Marketing Mix</b>  | <b>15</b>              |
|                   | <b>Role of Advertising in Marketing Mix:</b> Marketing concept, Concept of Marketing Mix, Communication process. USP, AIDA. Role of advertising in IMC, Integrated Marketing Communication, DAGMAR, Creative Process, Advertising Campaign - Marketing Brief, Copy Brief, Media Brief.   |                        |
| <b>3</b>          | <b>Functions of an Advertising Agency</b>  | <b>15</b>              |
|                   | <b>Functions of an Advertising Agency:</b> Role of an AD Agency, Functions of an AD Agency, Different Departments of an AD Agency -(Account planning, Research, Art. Dept, Media Dept.) Different Types of AD Agencies). Selection of an AD Agency.  |                        |
| <b>4.</b>         | <b>Future Trends of Advertising</b>  | <b>15</b>              |
|                   | <b>Future Trends of Advertising:</b> latest trends in advertising - Digital, Social Media, Corporate advertising, Rural advertising, International (global) advertising. AI in advertising.  |                        |
|                   | <b>TOTAL</b>   | <b>60 Lectures</b>     |

#### Reference Books:

1. Manendra Mohan. Advertising Management. Tata McGraw-Hill. 2012
2. William F Arens. Contemporary Advertising. Tata McGraw-Hill. 2010
3. William Wells, Sandra Moriarty & John Burnett. Advertising Principles & Practice. Pearson Education INC. 2006
4. Rajeev Batra, John G. Myers & David A. Aker. Advertising Management. Pearson Education Inc. 2016
5. Pawan Tak. Modern Marketing & Advertising. Black & Black. 2013
6. Jain Shruti, Jethwaney Jaishri. Advertising Management, Oxford University Press, 2006
7. Kruti Shah & Alan D'Souza. Advertising & Promotion from an IMC perspective. Tata McGraw-Hill

Education, 2012

8. George E. Belch, Michael A. Belch, Keyoor Purani. Advertising and promotion : an integrated marketing communications perspective. McGraw-Hill Education, 2015

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern**

| <b>Component</b>                   | <b>Total Marks</b> | <b>Min. Passing Percentage</b> | <b>Min. Passing Marks</b> |
|------------------------------------|--------------------|--------------------------------|---------------------------|
| 1)Assignment/Case Studies          | 15 Marks           | 40%                            | 16                        |
| 2)Presentation/Book Review/Project | 15 Marks           |                                |                           |
| 3)Objective Questions/online/      | 10 Marks           |                                |                           |
| <b>Total</b>                       | <b>40 Marks</b>    |                                |                           |

*Note: Learner must be Present in all the three exam components*

**Table 1B: Scheme of Semester End Examination (SEE)**

**Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks: 60**

**Minimum Marks to Pass: 24**

**Duration: 2 Hours**

| <b>Question Number</b> | <b>Particular</b>  | <b>Maximum Marks</b> |
|------------------------|--|----------------------|
| Q-1                    | Attempt the following:<br>a. Full Length Question (8 marks)<br>b. Full Length Question (7 marks)<br>Or<br>c. Full Length Question (8 marks)<br>d. Full Length Question (7 marks) | 15                   |
| Q-2                    | Attempt the following:<br>a. Full Length Question (8 marks)<br>b. Full Length Question (7 marks)<br>Or<br>c. Full Length Question (8 marks)<br>d. Full Length Question (7 marks) | 15                   |
| Q-3                    | Attempt the following:<br>a. Full Length Question (8 marks)<br>b. Full Length Question (7 marks)<br>Or<br>c. Full Length Question (8 marks)<br>d. Full Length Question (7 marks) | 15                   |

|     |  |    |
|-----|--|----|
| Q-4 | Attempt the following:<br>e. Full Length Question (8 marks)<br>f. Full Length Question (7 marks)<br>Or<br>g. Full Length Question (8 marks)<br>h. Full Length Question (7 marks) | 15 |
|-----|--|----|

**Note: Theory Questions of 15 Marks may be divided into two sub questions of 7/8 and 10/05 Marks or it can be asked as a Full Length Question of 15 Marks.**

|                              |  |           |            |           |              |           |
|------------------------------|--|-----------|------------|-----------|--------------|-----------|
| <b>Name of the Programme</b> | <b>BAMMC</b>                                   |           |            |           |              |           |
| <b>Name of the Course</b>    | <b>Fundamentals of Communication and Media</b> |           |            |           |              |           |
| <b>Semester</b>              | <b>I</b>                                       |           |            |           |              |           |
| <b>Number of Credits</b>     | <b>02</b>                                      |           |            |           |              |           |
| <b>Number of Lectures</b>    | <b>30</b>                                      |           |            |           |              |           |
| <b>Lecture Duration</b>      | <b>60 Minutes</b>                              |           |            |           |              |           |
| <b>Total Marks:</b>          | <b>CE</b>                                      | <b>20</b> | <b>SEE</b> | <b>30</b> | <b>Total</b> | <b>50</b> |

#### Learning Objectives of the Course

| Sr. No. | Objectives  |
|---------|---|
| LOC1    | To understand the process of communication and its elements                             |
| LOC2    | To understand uses and functions of mass communication and the models of communication. |
| LOC3    | To understand the various forms , history and reach of mass media                       |

#### Learning Outcomes of the Course

| Module. No | Details                       | No. of Lectures |
|------------|-------------------------------|-----------------|
| 1          | Introduction to Communication | 10              |

| Sr.No. | Outcomes   |
|--------|--|
| CO1    | Students should be able to define and analyse the contents of any communication                            |
| CO2    | Students should be able to frame media communication with reference to context and audience                |
| CO3    | Students should be able to differentiate between different forms of mass media , their reach and relevance |

|          |   |           |
|----------|---|-----------|
|          | <ul style="list-style-type: none"> <li>● Definition of mass communication, elements &amp; process</li> <li>● Definition of mass media and its uses</li> <li>● Forms of Communication (verbal, non verbal, paralanguage, iconic, semiotic etc.)</li> <li>● Types/ Levels of Communication: Intrapersonal Communication, Interpersonal Communication, Group Communication, Mass Communication, Verbal Communication, Verbal/Non-Verbal Communication</li> <li>● Function of mass comm in society : Education &amp; Information, Surveillance, Interpretation, Linkage, Transmission of values, Socialization,</li> </ul>                    |           |
| <b>2</b> | <b>Models and theories of communication</b>   | <b>10</b> |
|          | <ul style="list-style-type: none"> <li>● Evolution and importance of models</li> <li>● Types of communication models:, Linear, Transactional, Interactive</li> <li>● Models of communication: Aristotle’s Model, Laswell’s Model, Shannon &amp; Weaver Model, Osgood &amp; Schramm, Sadharanikaran Model</li> </ul>   |           |
| <b>3</b> | <b>Introduction to Mass Media</b>   | <b>10</b> |
|          | <ul style="list-style-type: none"> <li>● Print Media: types, nature, characteristics, reach and access. (Gutenberg revolution, advent of the internet/ newspapers/magazines)</li> <li>● Radio: types, nature, characteristics, reach and access. ( uses during war time/ ham radio, community radio/influence of BBC)</li> <li>● Television: types, nature, characteristics, reach and access. (Technological advance/ viewing patterns/OTT)</li> <li>● Film Media: types, nature, characteristics, reach and access. Documentaries/Features(Silent to Digital)</li> <li>● Internet: types, characteristics, reach and access.</li> </ul> |           |
|          | <b>TOTAL</b>  | <b>30</b> |

|  |  |                 |
|--|--|-----------------|
|  |  | <b>Lectures</b> |
|--|--|-----------------|

**Suggested Reading :**

1. McQuail, D. (2000) Mass Communication Theories. London: Sage Publications
2. Baran, Stanley J (2014). Mass Communication Theory, Wadsworth Publishing
3. Dominick, Joseph R. (2012). Dynamics of mass communication: media in transition , McGraw hill education
4. Keval J Kumar. Mass communication in India. New Delhi: Jaico publications

**Scheme of Evaluation Pattern**

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern**

| Sub-components   | Maximum Marks | Conditions for passing   |
|--|---------------|--|
| 1) Fieldwork-based project work and report or assignment or presentation or report- writing or article/ book review or topic- based activity | 10            | a) A learner must be present for each of the sub-components.<br>b) The subtotal of both the sub-components must be minimum <b>08 marks</b> |
| 2) MCQ Based Test  | 10            |  |
| <b>Total</b>   | 20            |  |

*Note: Learner must be Present in all the two exam components*

**Table 1B: Scheme of Semester End Examination (SEE)**

**Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks: 30    Minimum Marks to Pass: 12    Duration: 1 hour**

Note: All questions are compulsory. Each question has an internal choice.

| Question Number | Nature of Questions |   | Maximum Marks |
|-----------------|---------------------|---|---------------|
|                 |                     |   |               |
| 1)              |                     | Attempt any TWO of the following: (From Module I)   | 10            |
|                 | A.                  |   |               |
|                 | B.                  |   |               |
|                 | C.                  |   |               |
| 2)              |                     | Attempt any TWO of the following: (From Module II)  | 10            |
|                 | A.                  |   |               |
|                 | B.                  |   |               |
|                 | C.                  |   |               |
| 3)              |                     | Attempt any TWO of the following: (From Module III) | 10            |
|                 | A.                  |   |               |
|                 | B.                  |   |               |
|                 | C.                  |   |               |

### Scheme of Evaluation Pattern

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern**

| Sub-components  | Maximum Marks | Conditions for passing   |
|---|---------------|--|
| 1) Group Presentation<br>2) Role Play activity<br>3) Assignment | 10            | a) A learner must be present for each of the sub-components.<br>b) The subtotal of both the sub-components must be minimum <b>08 marks</b> |
| 2) MCQ Based Test   | 10            |  |
| <b>Total</b>  | 20            |  |

*Note: Learner must be Present in all the two exam components*

**Table 1B: Scheme of Semester End Examination (SEE)  
Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks:30      Minimum Marks to Pass: 12      Duration:1 hour**

Note: All questions are compulsory. Each question has an internal choice.

| <b>Question Number</b> | <b>Nature of Questions</b>                          | <b>Maximum Marks</b> |
|------------------------|---|----------------------|
| 1)                     | Attempt any TWO of the following: (From Module I)   | 10                   |
|                        | A.  |                      |
|                        | B.  |                      |
|                        | C.  |                      |
| 2)                     | Attempt any TWO of the following: (From Module II)  | 10                   |
|                        | A.  |                      |
|                        | B.  |                      |
|                        | C.  |                      |
| 3)                     | Attempt any TWO of the following: (From Module III) | 10                   |
|                        | A.  |                      |
|                        | B.  |                      |
|                        | C.  |                      |

|                              |                            |
|------------------------------|----------------------------|
| <b>Name of the Programme</b> | <b>BAMMC</b>               |
| <b>Name of the Course</b>    | <b>BASICS OF COMPUTERS</b> |
| <b>Semester</b>              | <b>I</b>                   |
| <b>Number of Credits</b>     | <b>02</b>                  |
|                              |                            |
| <b>Number of Lectures</b>    | <b>30</b>                  |

|                         |                   |           |            |           |              |           |
|-------------------------|-------------------|-----------|------------|-----------|--------------|-----------|
| <b>Lecture Duration</b> | <b>60 Minutes</b> |           |            |           |              |           |
| <b>Total Marks:</b>     | <b>CE</b>         | <b>20</b> | <b>SEE</b> | <b>30</b> | <b>Total</b> | <b>50</b> |

### Learning Objectives of the Course

| <b>Sr. No.</b> | <b>Objectives</b>  |
|----------------|--|
| LOC1           | This course provides an introduction to the fundamental concepts of computer systems and their applications in the field of Mass Media.  |
| LOC2           | This course is designed to equip students with essential skills in Microsoft Office applications, including Word, Excel, and PowerPoint. |
| LOC3           | The course will to instruct students on how to effectively utilize these tools for academic, professional, and personal purposes.        |

### Learning Outcomes of the Course

| <b>Sr.No.</b> | <b>Outcomes</b>  |
|---------------|--|
| CO1           | Learners will have a foundational understanding of computers and their applications in the context of mass media               |
| CO2           | Learners will be able to design and formulate documents, spreadsheets, present effective presentations and emails effectively. |
| CO3           | Learners will be able to effectively handle front end computer applications for their professional use.                        |

| <b>Module. No</b> | <b>Details</b>  | <b>No. of Lectures</b> |
|-------------------|---|------------------------|
| <b>1</b>          | <b>Computer, Networking &amp; Internet Basics</b>   | <b>10</b>              |
|                   | <ul style="list-style-type: none"> <li>● <b>Introduction to Computer fundamentals:</b> Definition, characteristics, history of computers, input &amp; output devices, storage devices (including latest devices), classifications of computers (including current computer systems).</li> <li>● <b>Introduction to networks, Internet &amp; its Applications:</b> Types of networks (LAN, MAN, WAN etc.), components of network. Network topology, network hardware, Internet – Basic terms, Email, Email Etiquettes &amp; Applications of Internet.</li> </ul> |                        |



|   |   |           |
|---|---|-----------|
| 2 | <b>MS-OFFICE – MS Word &amp; MS Power Point</b>   | <b>10</b> |
|   | <ul style="list-style-type: none"> <li>● <b>Creating and Managing Documents:</b> Creating a new document with templates &amp; Wizard, Creating own document, Opening/modifying a saved document, converting files to and from other document formats, Using keyboard shortcuts &amp; mouse.</li> <li>● <b>Formatting Text, Paragraphs, and Sections:</b> Adding symbols &amp; pictures to documents ,headers and footers ,Finding and replacing text ,spell check and Grammar check , Formatting text ,paragraph formats ,adjusting margins, line space , character space ,Changing front type, size ,Bullets and numbering</li> <li>● <b>Creating Tables and Lists:</b> Creating a table by defining its rows and columns, Implementing table styles, Adding, editing, deleting tables, Working within tables Adding, deleting, modifying rows and columns, merging &amp; splitting cells. Mail Merge usage.</li> <li>● <b>Creating and Managing Presentations using PowerPoint:</b> Creating new presentations, Using template – Blank presentation, Opening existing presentations, Adding, editing, deleting, copying, hiding slides and saving Presentations.</li> <li>● <b>Formatting and customizing your Presentations:</b> Applying new design, Adding graphics, Animating text, Special effects to create transition slides, Controlling the transition speed Adding sounds to slides, Using action buttons and introduction to other presentation tools like Canva.</li> </ul> |           |
| 3 | <b>MS-OFFICE: MS Excel</b>  | <b>10</b> |
|   | <ul style="list-style-type: none"> <li>● <b>Introduction to Excel &amp; Formatting Cells:</b> Working with worksheets ,cells ,Entering, editing, moving, copying, cutting, pasting, transforming data ,Inserting and deleting of cells, rows &amp; columns , Formatting a worksheet ,Working with multiple worksheets ,switching between worksheets ,moving, copying, inserting &amp; deleting worksheets</li> <li>● <b>Using formulas for quick Calculations:</b>Working &amp; entering a Formula, Arithmetic Operations (Addition, Subtraction, Multiplication, division), General functions like Sum, Average, Min, Max, Count etc.</li> <li>● <b>Charts &amp; its types:</b> Creating and editing charts, elements of an EXCEL chart, Selecting data to a Chart, Types of chart, Formatting chart elements, Editing a chart –Printing charts.</li> </ul>  |           |

|  |              |                        |
|--|--------------|------------------------|
|  | <b>TOTAL</b> | <b>30<br/>Lectures</b> |
|--|--------------|------------------------|

### Reference Books:

1. "Introduction to Computer" by Peter Norton, McGraw Hill Education
2. Behrouz A. Forouzan (2006), Data communication and Networking, 4th Edition, Mc Graw, Hill, India. 2. Kurose, Ross (2010)
3. Computer Networking: A top down approach, Pearson Education, India.
4. "Computer Basics Absolute Beginner's Guide" by Michael Miller
5. "Microsoft Office 365 for Dummies" by Rosemarie Withee, Ken Withee, and Jennifer Reed:
6. "Teach Yourself Visually: Windows 10 and Office 365" by Paul McFedries
7. "Microsoft Office 2019 Step by Step" by Joan Lambert and Curtis Frye
8. "Computers for Seniors for Dummies" by Nancy C. Muir

### Scheme of Evaluation Pattern

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern**

| Sub,components  | Maximum Marks | Conditions for passing   |
|---|---------------|--|
| 1) Assignment or presentation or report, writing or article/ book review or topic, based activity | 10            | a) A learner must be present for each of the sub, components.<br>b) The subtotal of both the sub, components must be minimum <b>08 marks</b> |
| 2) MCQ Based Test/Practical Exam  | 10            |  |
| <b>Total</b>  | 20            |  |

### Table 1B: Scheme of Semester End Examination (SEE)

#### Evaluation Question Paper Pattern for Semester End Examination (SEE)

**Maximum Marks:30      Minimum Marks to Pass: 12      Duration:1 hour**

Note: All questions are compulsory. Each question has an internal choice.

| Question Number | Nature of Questions                               | Maximum Marks |
|-----------------|---|---------------|
| 1)              | Attempt any TWO of the following: (From Module I) |               |

|    |    |   |    |
|----|----|---|----|
|    | A. |   | 10 |
|    | B. |   |    |
|    | C. |   |    |
| 2) |    | Attempt any TWO of the following: (From Module II)  | 10 |
|    | A. |   |    |
|    | B. |   |    |
|    | C. |   |    |
| 3) |    | Attempt any TWO of the following: (From Module III) | 10 |
|    | A. |   |    |
|    | B. |   |    |
|    | C. |   |    |

*Note: Learner must be Present in all the two exam components*

|                            |  |           |            |           |              |           |
|----------------------------|--|-----------|------------|-----------|--------------|-----------|
| <b>Name of the Program</b> | <b>Bachelor of Mass Media &amp; Communication Skills (BAMMC)</b> |           |            |           |              |           |
| <b>Department</b>          | <b>Department of Mass Media &amp; Communication Skills</b>       |           |            |           |              |           |
| <b>Name of the Course</b>  | <b>Principles of Marketing Management</b>                        |           |            |           |              |           |
| <b>Semester</b>            | <b>I</b>   |           |            |           |              |           |
| <b>Number of Credits</b>   | <b>02</b>  |           |            |           |              |           |
| <b>Number of Lectures</b>  | <b>30</b>  |           |            |           |              |           |
| <b>Lecture Duration</b>    | <b>60 Minutes</b>  |           |            |           |              |           |
| <b>Total Marks:</b>        | <b>CE</b>  | <b>20</b> | <b>SEE</b> | <b>30</b> | <b>Total</b> | <b>50</b> |

### Learning Objectives of the Course

| Sr. No. | Objectives   |
|---------|--|
| LOC1    | To understand basics of marketing concepts           |
| LOC2    | To study the evolution of marketing                  |
| LOC3    | To understand in detail the concept of marketing mix |

### Learning Outcomes of the Course

| Sr. No. | Outcomes   |
|---------|--|
| CO1     | Learner will be able to develop basic understanding of concepts related to marketing   |
| CO2     | Learner will understand the old marketing practices and how and why the new practices evolved over the time  |
| CO3     | This course will lay the foundation for the internal factors (Marketing Mix) which a marketer can design to move ahead of competitors and giving maximum satisfaction to customers |

| Module. No | Details  | No. of Lectures |
|------------|--|-----------------|
| <b>1</b>   | <b>Introduction to Marketing</b>   | <b>10</b>       |
|            | <b>Introduction to Marketing:</b> Definition, features, advantages and scope of marketing. The 4P's and 4C's of marketing. Marketing v/s Selling. Evolution of Marketing: Exchange Concept, Production concept; Product concept; selling concept and marketing concept, social relationship, Holistic marketing, Modern Marketing Trends -E Marketing, Telemarketing, M-Marketing. |                 |
| <b>2</b>   | <b>Marketing Mix – Product and Price</b>   | <b>10</b>       |
|            | <b>Marketing mix:</b> Meaning –elements of Marketing Mix. Dimensions of Product Mix, PLC, New product development, failure of new product. Concept of Branding, Packing and packaging. <b>Pricing</b> – Meaning and common strategies.   |                 |

|          |  |                        |
|----------|--|------------------------|
|          | <b>Physical distribution</b> – meaning – factor affecting channel selection- types of marketing channels <b>Promotion</b> – meaning and significance of promotion. Promotion tools (brief), Segmentation – meaning, importance, basis Targeting – meaning , types Positioning – meaning – strategies, Google 360, Google Marketplace |                        |
| <b>3</b> | <b>Segmentation, Targeting and Positioning and Trends in Marketing</b>   | <b>10</b>              |
|          | Segmentation – Meaning, Importance, Basis<br>Targeting – Meaning, Types<br>Positioning – Meaning – Strategies (Introduce Maslow’s Theory)<br>New Trends in Marketing – E-Marketing, Internet Marketing and Marketing Using Social Network, Social Marketing/ Relationship Marketing  |                        |
|          | <b>TOTAL</b>   | <b>30<br/>Lectures</b> |

#### Reference Books:

1. Kotler P., Armstrong Gary (2023). Principles of Marketing, 19th Edition, Paper
2. Shainesh G., Kotler p., Keller K.L., et al (2022), Marketing Management, 16th Edition, Paper Back
3. Stanton W.J., Fundamentals of Marketing, Tata McGraw Hill
4. Brassington F., Pettitt S. (2006) Principles of Marketing, Financial Times Prentice Hall

#### Scheme of Evaluation Pattern

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern**

| Sub-components  | Maximum Marks | Conditions for passing   |
|---|---------------|--|
| 1) Group Presentation<br>2) Role Play activity<br>3) Assignment | 10            | c) A learner must be present for each of the sub-components.<br>d) The subtotal of both the sub-components must be minimum <b>08 marks</b> |
| 2) MCQ Based Test   | 10            |  |
| <b>Total</b>  | 20            |  |

*Note: Learner must be Present in all the two exam components*

**Table 1B: Scheme of Semester End Examination (SEE)  
Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks:30**

**Minimum Marks to Pass: 12**

**Duration: 1 hour**

Note: All questions are compulsory. Each question has an internal choice.

| Question Number |    | Nature of Questions                                 | Maximum Marks |
|-----------------|----|---|---------------|
| 1)              |    | Attempt any TWO of the following: (From Module I)   | 10            |
|                 | A. |   |               |
|                 | B. |   |               |
|                 | C. |   |               |
| 2)              |    | Attempt any TWO of the following: (From Module II)  | 10            |
|                 | A. |   |               |
|                 | B. |   |               |
|                 | C. |   |               |
| 3)              |    | Attempt any TWO of the following: (From Module III) | 10            |
|                 | A. |   |               |
|                 | B. |   |               |
|                 | C. |   |               |

|                              |                             |           |            |          |              |           |
|------------------------------|-----------------------------|-----------|------------|----------|--------------|-----------|
| <b>Name of the Programme</b> | <b>BAMMC</b>                |           |            |          |              |           |
| <b>Name of the Course</b>    | <b>Visual Communication</b> |           |            |          |              |           |
| <b>Semester</b>              | <b>I</b>                    |           |            |          |              |           |
| <b>Number of Credits</b>     | <b>02</b>                   |           |            |          |              |           |
| <b>Number of Lectures</b>    | <b>30</b>                   |           |            |          |              |           |
| <b>Lecture Duration</b>      | <b>60 Minutes</b>           |           |            |          |              |           |
| <b>Total Marks:</b>          | <b>CE</b>                   | <b>50</b> | <b>SEE</b> | <b>0</b> | <b>Total</b> | <b>50</b> |

### Learning Objectives of the Course

| <b>Sr. No.</b> | <b>Objectives</b>  |
|----------------|--|
| LOC1           | Historical development of visual communication from prehistoric times to modern digital media.   |
| LOC2           | To Examine theories including Gestalt, Constructivism, Semiotics, Cognitive, and Ecological theories as they relate to visual communication. |
| LOC3           | To Analyze the psychological effects of colors and their application in visual communication.  |
| LOC4           | To Understand how visual elements convey meaning and expression in communication through various channels.                                   |

### Learning Outcomes of the Course

| <b>Sr.No.</b> | <b>Outcomes</b>   |
|---------------|---|
| CO1           | Students should be able to have a comprehensive understanding of the development and history of visual communication  |
| CO2           | Students should have an understanding of visual communication theories and their application in practical contexts.   |
| CO3           | Students should understand the psychological effects of colors and apply this knowledge in visual communication design.   |
| C04           | Students should understand visual appeal in the context of various tools and channels including photography, videography, visual storytelling, film, editing, and social media. |

| Module.<br>No | Details   | No. of<br>Lectures |
|---------------|---|--------------------|
| 1             | <ul style="list-style-type: none"> <li>● <b>The Development and History of Visual Communication</b></li> </ul>  | 10                 |
|               | <ul style="list-style-type: none"> <li>● Definition of visual communication: A Historical Exploration of Visuals, Prehistoric and Ancient Visual Communication: Cave Art, Rock Art, Pictograms, Cuneiform Writing., Need and Significance of Visual Communication, Visual Communication as an Expressive Language</li> <li>● Elements of Visual Communication, Composition, Colour Typography, Imagery, Layout, Visualizing Words: Language and Visual Communication</li> </ul> |                    |
| 2             | <b>Visual Semiotics and Theories</b>  | 5                  |
|               | <ul style="list-style-type: none"> <li>● Principles of Gestalt Theory,</li> <li>● Constructivism Theory</li> <li>● Semiotic Theory</li> <li>● Cognitive Theory</li> <li>● Ecological Theory</li> </ul>  |                    |
| 3             | <b>Psychology of color perception</b>   | 5                  |
|               | <ul style="list-style-type: none"> <li>● Psychological Effects of Colors</li> <li>● Design Process in Visual Communication</li> <li>● Color Scheme, Application of color psychology in marketing, branding, perceptions and emotional responses</li> </ul>  |                    |
| 4             | <b>Tools and Channels of Visual Communication</b>   | 10                 |
|               | <ul style="list-style-type: none"> <li>● Photography and videography as modes of visual communication</li> <li>● Impact of Visual Storytelling : AI art, Comics &amp; Cartoons, Digital Images, Animation &amp; VFX</li> <li>● Visual Structure of Film : Cinematography, Camera Movements, Production Design and Artistic Direction</li> <li>● Editing : Montage and Visual Association</li> <li>● Visual Communication in Social Media</li> </ul>                             |                    |



**Suggested Reading :**

1. Abhay Chawla (2021) Introduction to Mass Communication: Pearson
2. Barnard, M. (2011). "Graphic Design as Communication." Routledge.
3. Lester, P. M. (2014). "Visual Communication: Images with Messages." Cengage Learning.
4. Berger, A. A. (2014). "Seeing is Believing: An Introduction to Visual Communication." Oxford University Press.

**Scheme of Evaluation Pattern****Table 1A: Scheme of Continuous Evaluation (CE)**

| <b>Sub-components</b>                                      | <b>Maximum Marks</b> | <b>Min. Passing Percentage</b> | <b>Min. Passing Marks</b> |
|--|----------------------|--------------------------------|---------------------------|
| 1) Internal Test   | 30 Marks             | 40%                            | 20                        |
| 2) Assignments/Case Studies/Project/Topic based activities | 10 Marks             |                                |                           |
| 3) Active Class Participation                              | 10 Marks             |                                |                           |
| <b>Total</b>   | <b>50 Marks</b>      |                                |                           |

*Note: Learner must be Present in all the exam components*

**Table 1B: Scheme of Semester End Examination (SEE)**

**Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks:30      Minimum Marks to Pass: 12      Duration: 1 hour**

Note: All questions are compulsory. Each question has an internal choice.

| <b>Question Number</b> | <b>Nature of Questions</b>                        | <b>Maximum Marks</b> |
|------------------------|---|----------------------|
| 1)                     | Attempt any TWO of the following: (From Module I) | 10                   |
| A.                     |   |                      |
| B.                     |   |                      |

|    |    |   |    |
|----|----|---|----|
|    | C. |   |    |
| 2) |    | Attempt any TWO of the following: (From Module II)  | 10 |
|    | A. |   |    |
|    | B. |   |    |
|    | C. |   |    |
| 3) |    | Attempt any TWO of the following: (From Module III) | 10 |
|    | A. |   |    |
|    | B. |   |    |
|    | C. |   |    |

|                              |  |           |            |           |              |           |
|------------------------------|--|-----------|------------|-----------|--------------|-----------|
| <b>Name of the Programme</b> | <b>Bachelor of Mass Media &amp; Communication Skills (BAMMC)</b> |           |            |           |              |           |
| <b>Name of the Course</b>    | <b>Content Creation. (SEC)</b>                                   |           |            |           |              |           |
| <b>Semester</b>              | <b>I</b>   |           |            |           |              |           |
| <b>Number of Credits</b>     | <b>02</b>  |           |            |           |              |           |
| <b>Number of Lectures</b>    | <b>30</b>  |           |            |           |              |           |
| <b>Lecture Duration</b>      | <b>60 Minutes</b>  |           |            |           |              |           |
| <b>Total Marks:</b>          | <b>CE</b>  | <b>20</b> | <b>SEE</b> | <b>30</b> | <b>Total</b> | <b>50</b> |

| <b>Learning Objectives of the Course</b> |   |
|--|---|
| <b>Sr. No.</b>                           | <b>Objectives</b>   |
| <b>L<br/>O<br/>C1</b>                    | <b>Aims to sharpen your skills in English by teaching basic grammar, structuring of language/sentences.</b>   |
| <b>L<br/>O<br/>C2</b>                    | <b>Familiarize students with all aspects of the field of Communication.. They become more proficient in both theory and practical skills of the media in general.</b> |
| <b>L<br/>O<br/>C3</b>                    | <b>Introduces students to News Reporting and Writing and imbibe Professional skills.</b>  |

### Learning Outcomes of the Course

| <b>Sr.No.</b> | <b>Outcomes</b>  |
|---------------|--|
| CO1           | <ul style="list-style-type: none"> <li>● Understanding crisp writing as part of Mass Communication.</li> </ul>   |
| CO2           | <ul style="list-style-type: none"> <li>● Aims to Construct better career opportunities for all those students of this course and get them ready to tackle challenges in the professional setup.</li> </ul> |
| CO3           | <ul style="list-style-type: none"> <li>● To develop a balance between the dynamic working environment and professional ethics in the field of Media.</li> </ul>  |

| <b>Module No</b> | <b>Details</b>  | <b>No. of Lectures</b> |
|------------------|---|------------------------|
| <b>1</b>         | <b>Foundation and Techniques of Editing.</b>  | <b>10</b>              |
|                  | <ol style="list-style-type: none"> <li>1. <b>Functional Grammar:</b> Special Emphasis on the use of punctuations, prepositions, verbs, adverbs, nouns, adjectives, pronouns.</li> <li>2. <b>Phrases and idioms:</b> Creative uses of phrases and idioms.</li> <li>3. <b>Crisp Writing:</b> Tips for clear writing; Identifying words (word power) and phrases.</li> <li>4. <b>Editing headline and captions-</b> Types of Headlines, leads and intros. Editing sentences, captions, headlines, copy.</li> </ol> |                        |
| <b>2</b>         | <b>Writing Tips and Techniques.</b>   | <b>10</b>              |

|          |   |                    |
|----------|---|--------------------|
|          | <ol style="list-style-type: none"> <li>1. Content for the Podcast, Television , social media post (promotion of goods or advertisement)</li> <li>2. Visual Content: Characteristics of Visual writing. Writing headlines and feature headlines.</li> <li>3. Story Compiling- Steps to compile a story.</li> <li>4. Writing Feature Stories, Picture stories.</li> </ol> |                    |
| <b>3</b> | <b>Writing for Web</b>  | <b>10</b>          |
|          | <ol style="list-style-type: none"> <li>1. Difference between Writing for Print vs Digital.</li> <li>2. Copywriting for Print media/Social Media</li> <li>3. Ad campaigns, Book review/Film Review, Writing Obituaries.</li> <li>4. Concept of prompting/prompt writing/talking to digital interface</li> </ol>  |                    |
|          | <b>TOTAL</b>  | <b>30 Lectures</b> |

#### Reference Books:

1. Social Media Marketing, an hour a day by Dave Evans.
2. Feature Writing by N. Meera Raghavendra Rao.
3. Reporting and Writing Journalism by C.S. Shrivastava R.K. Parekh.
4. Reporting and News Writing by K M Sharma.
5. Writing and Editing Skills by Shilpi Rohit Singh.

#### Scheme of Evaluation Pattern

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern**

| Sub-components  | Maximum Marks | Conditions for passing   |
|---|---------------|--|
| <ol style="list-style-type: none"> <li>1) Group Presentation</li> <li>2) Role Play activity</li> <li>3) Assignment</li> </ol> | <b>10</b>     | <ol style="list-style-type: none"> <li>a) A learner must be present for each of the sub-components.</li> <li>b) The subtotal of both the sub-components must be minimum</li> </ol> <b>08 marks</b> |
| 2) MCQ Based Test   | <b>10</b>     |  |
| <b>Total</b>  | <b>20</b>     |  |

*Note: Learner must be Present in all the two exam components*

**Table 1B: Scheme of Semester End Examination (SEE)  
Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks:30      Minimum Marks to Pass: 12      Duration: 1 hour**

Note: All questions are compulsory. Each question has an internal choice.

| <b>Question Number</b> | <b>Nature of Questions</b>                          | <b>Maximum Marks</b> |
|------------------------|---|----------------------|
| 1)                     | Attempt any TWO of the following: (From Module I)   | 10                   |
|                        | A.  |                      |
|                        | B.  |                      |
|                        | C.  |                      |
| 2)                     | Attempt any TWO of the following: (From Module II)  | 10                   |
|                        | A.  |                      |
|                        | B.  |                      |
|                        | C.  |                      |
| 3)                     | Attempt any TWO of the following: (From Module III) | 10                   |
|                        | A.  |                      |
|                        | B.  |                      |
|                        | C.  |                      |

|                              |  |           |            |           |              |           |
|------------------------------|--|-----------|------------|-----------|--------------|-----------|
| <b>Name of the Programme</b> | <b>BAMMC</b>                           |           |            |           |              |           |
| <b>Name of the Course</b>    | <b>EFFECTIVE ENGLISH COMMUNICATION</b> |           |            |           |              |           |
| <b>Semester</b>              | <b>I</b>                               |           |            |           |              |           |
| <b>Number of Credits</b>     | <b>02</b>                              |           |            |           |              |           |
| <b>Number of Lectures</b>    | <b>30</b>                              |           |            |           |              |           |
| <b>Lecture Duration</b>      | <b>60 Minutes</b>                      |           |            |           |              |           |
| <b>Total Marks:</b>          | <b>CE</b>                              | <b>20</b> | <b>SEE</b> | <b>30</b> | <b>Total</b> | <b>50</b> |

### Learning Objectives of the Course

| <b>Sr. No.</b> | <b>Objectives</b>  |
|----------------|--|
| LOC1           | To develop in the learners the ability to communicate effectively and to be able to use language for real life functions.            |
| LOC2           | To locate and understand specific information contained in notices, instructions, signs and product description                      |
| LOC3           | To develop basic-level reading comprehension and focus on the sub-skills of reading such as predicting, identifying factual details. |

### Learning Outcomes of the Course

| <b>Sr.No.</b> | <b>Outcomes</b>   |
|---------------|---|
| CO1           | Learners will be able to read and understand basic English communication              |
| CO2           | Learners will be able to demonstrate use of correct language to write in English.     |
| CO3           | Learners will be able to develop speaking skills in English for everyday functioning. |

| <b>Module. No</b> | <b>Details</b> | <b>No. of Lectures</b> |
|-------------------|----------------|------------------------|
|-------------------|----------------|------------------------|

|   |   |           |
|---|---|-----------|
| 1 | <b>READING</b>  | <b>10</b> |
|   | <ol style="list-style-type: none"> <li>1. Infer meaning from context</li> <li>2. Locate and understand specific information from a product description (brochure/advertisement/poster)</li> <li>3. Locate and understand specific information from a product description from short texts.</li> <li>4. Learn topic related new words/phrases</li> <li>5. Read information /interesting events (national &amp; international)from newspapers &amp; magazines</li> <li>6. Read and understand short illustrated narratives</li> <li>7. Draw simple inferences based on a story</li> <li>8. Locate and understand information &amp; provide accurate details about the events.</li> <li>9. Read short informative text about new age jobs (newspapers/internet)</li> </ol> |           |
| 2 | <b>WRITING</b>  | <b>10</b> |
|   | <ol style="list-style-type: none"> <li><b>1. Paragraph writing:</b> <ul style="list-style-type: none"> <li>● Basic concepts of writing a paragraph (topic sentence/organization/coherence/transition phrases)</li> <li>● Types of paragraph<br/>Expository Paragraph, Comparison Paragraph, Contrast Paragraph.</li> <li>● Writing a paragraph</li> </ul> </li> <li><b>2. Describing an event</b><br/>Describing past events by using words, phrases and expressions.</li> <li><b>3. Describing an object</b><br/>Describing size, shape, colour, texture, material.</li> <li><b>4. Describing a place/location</b><br/>Describing through use of senses(smell, sight,touch etc) dimensions, geographical orientation</li> </ol>  |           |
| 3 | <b>LISTENING &amp; SPEAKING</b>   | <b>10</b> |
|   | <ol style="list-style-type: none"> <li><b>A. Listening:</b> <ul style="list-style-type: none"> <li>● Listing for the main idea in a spoken piece</li> <li>● Pronunciation</li> <li>● Differences between sounds</li> <li>● Listening for pauses</li> <li>● Addressing people</li> <li>● Emphasis &amp; tonal variations</li> </ul> </li> </ol>  |           |

|  |   |                        |
|--|---|------------------------|
|  | <b>B. Speaking:</b> <ul style="list-style-type: none"> <li>● Introducing oneself and others</li> <li>● Asking for and giving information</li> <li>● Making requests and responding to requests</li> <li>● Giving Instructions</li> <li>● Giving permission</li> </ul> |                        |
|  | <b>TOTAL</b>  | <b>30<br/>Lectures</b> |

### Reference Books:

1. English through reading by W.W.S. Bhaskar and N.S. Prabhu
2. Study Reading- A course in reading skills for Academic purposes by Eric H. Glendinning and Beverly Holmstrom
3. Speaking English Effectively by Krishna Mohan, N.P. Singh

### Scheme of Evaluation Pattern

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern**

| Sub-components   | Maximum Marks | Conditions for passing   |
|--|---------------|--|
| 1) Fieldwork-based project work and report or assignment or presentation or report- writing or article/ book review or topic- based activity | 10            | a) A learner must be present for each of the sub-components.<br>b) The subtotal of both the sub-components must be minimum <b>08 marks</b> |
| 2) MCQ Based Test  | 10            |  |
| Total  | 20            |  |

*Note: Learner must be Present in all the two exam components*

**Table 1B: Scheme of Semester End Examination (SEE)  
Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks: 30    Minimum Marks to Pass: 12    Duration: 1 hour**

Note: All questions are compulsory. Each question has an internal choice.



| <b>Question Number</b> | <b>Nature of Questions</b>                          | <b>Maximum Marks</b> |
|------------------------|---|----------------------|
| 1)                     | Attempt any TWO of the following: (From Module I)   | 10                   |
| A.                     |   |                      |
| B.                     |   |                      |
| C.                     |   |                      |
| 2)                     | Attempt any TWO of the following: (From Module II)  | 10                   |
| A.                     |   |                      |
| B.                     |   |                      |
| C.                     |   |                      |
| 3)                     | Attempt any TWO of the following: (From Module III) | 10                   |
| A.                     |   |                      |
| B.                     |   |                      |
| C.                     |   |                      |

|                              |                        |
|------------------------------|------------------------|
| <b>Name of the Programme</b> | <b>FYBAMMC</b>         |
| <b>Name of the Course</b>    | <b>CURRENT AFFAIRS</b> |
| <b>Semester</b>              | <b>I</b>               |

|                           |                   |           |            |           |              |           |
|---------------------------|-------------------|-----------|------------|-----------|--------------|-----------|
| <b>Number of Credits</b>  | <b>02</b>         |           |            |           |              |           |
| <b>Number of Lectures</b> | <b>30</b>         |           |            |           |              |           |
| <b>Lecture Duration</b>   | <b>60 Minutes</b> |           |            |           |              |           |
| <b>Total Marks:</b>       | <b>CE</b>         | <b>20</b> | <b>SEE</b> | <b>30</b> | <b>Total</b> | <b>50</b> |

### **Learning Objectives of the Course**

| <b>Sr. No.</b> | <b>Objectives</b>   |
|----------------|---|
| LOC1           | Understand the Current Affairs of the Country, International Affairs & Latest Technological Developments. |
| LOC2           | Analyze the role of media in informing people about Current Affairs                                       |
| LOC3           | Examine the latest technological developments and role of media   |

### **Learning Outcomes of the Course**

| <b>Sr.No.</b> | <b>Outcomes</b>  |
|---------------|--|
| CO1           | To provide understanding to learners with an overview on current developments in politics, economic, sports and entertainment. |
| CO2           | To analyze the recent developments and its impact in National, International level   |
| CO3           | To examine the role of media in covering news about latest technological developments and social issues                        |

| <b>Module No</b> | <b>Details</b>  | <b>No. of Lectures</b> |
|------------------|---|------------------------|
| <b>1</b>         | <b>Current Affairs and Role of Media</b>  | <b>10</b>              |
|                  | <ul style="list-style-type: none"> <li>● Current Politics, Elections</li> <li>● Economic/Business News</li> <li>● Sports News</li> <li>● Entertainment News</li> </ul>  |                        |
| <b>2</b>         | <b>International Affairs and Social Issues</b>  | <b>10</b>              |
|                  | <ul style="list-style-type: none"> <li>● UN and International organizations</li> <li>● World's dominating Economies</li> <li>● Global conflicts and resolutions</li> <li>● Social justice issues</li> <li>● Cultural Changes</li> </ul> |                        |
| <b>3</b>         | <b>Technological Developments</b>   | <b>10</b>              |
|                  | <ul style="list-style-type: none"> <li>● Latest Mobile Applications</li> <li>● Artificial Intelligence</li> <li>● Virtual Reality</li> <li>● Digital Gaming Industry</li> </ul>   |                        |
|                  | <b>TOTAL</b>  | <b>30 Lectures</b>     |

### Reference Books:

1. Manorama Yearbook published by Malayala Manorma
  2. Competition Success Review
  3. Competition Master
  4. 70 years in Indian Politics and Policy
  5. Understanding Augmented Reality : Concepts and Applications – Alan B Craig
  6. Mathrubhumi Yearbook.
  7. Current Affairs for IAS (PRE) – S A Majid.
  8. Concise General Knowledge Manual – Barry O'Brien.
  9. Pratiyogita Darpan Magazine
- Daily Newspaper
  - News Applications

### Scheme of Evaluation Pattern

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern**

| Sub-components   | Maximum Marks | Conditions for passing   |
|--|---------------|--|
| 1) Fieldwork-based project work and report or assignment or presentation or report- writing or article/ book review or topic- based activity | 10            | a) A learner must be present for each of the sub-components.<br>b) The subtotal of both the sub-components must be minimum <b>08 marks</b> |
| 2) MCQ Based Test  | 10            |  |
| Total  | 20            |  |

*Note: Learner must be Present in all the two exam components*

**Table 1B: Scheme of Semester End Examination (SEE)  
Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks: 30    Minimum Marks to Pass: 12    Duration: 1 hour**

Note: All questions are compulsory. Each question has an internal choice.

| Question Number | Nature of Questions                                 | Maximum Marks |
|-----------------|---|---------------|
| 1)              | Attempt any TWO of the following: (From Module I)   | 10            |
|                 | A.  |               |
|                 | B.  |               |
|                 | C.  |               |
| 2)              | Attempt any TWO of the following: (From Module II)  | 10            |
|                 | A.  |               |
|                 | B.  |               |
|                 | C.  |               |
| 3)              | Attempt any TWO of the following: (From Module III) | 10            |
|                 | A.  |               |
|                 | B.  |               |
|                 | C.  |               |

|                              |   |           |            |          |              |           |
|------------------------------|---|-----------|------------|----------|--------------|-----------|
| <b>Name of the Programme</b> | <b>BAMMC</b>  |           |            |          |              |           |
| <b>Name of the Course</b>    | <b>TRADITIONAL INDIAN MEDIA &amp; COMMUNICATION SYSTEMS</b> |           |            |          |              |           |
| <b>Semester</b>              | <b>I</b>  |           |            |          |              |           |
| <b>Number of Credits</b>     | <b>02</b>   |           |            |          |              |           |
| <b>Number of Lectures</b>    | <b>30</b>   |           |            |          |              |           |
| <b>Lecture Duration</b>      | <b>60 Minutes</b>   |           |            |          |              |           |
| <b>Total Marks:</b>          | <b>CE</b>   | <b>50</b> | <b>SEE</b> | <b>0</b> | <b>Total</b> | <b>50</b> |

### **Learning Objectives of the Course**

| <b>Sr. No.</b> | <b>Objectives</b>   |
|----------------|---|
| LOC1           | To understand the historical origins and development, Ancient Indian texts of Indian knowledge systems.     |
| LOC2           | To Explore various forms of written, verbal and non-verbal communication in Indian knowledge systems        |
| LOC3           | To understand the dissemination and representation of Indian knowledge systems through various media forms. |

### **Learning Outcomes of the Course**

| <b>Sr.No.</b> | <b>Outcomes</b>   |
|---------------|---|
| CO1           | Learners will be able to recognise the historical evolution and contribution of Indian knowledge systems.                         |
| CO2           | Learners will be able to identify the various forms of communication in Indian knowledge systems used for transmitting knowledge. |
| CO3           | Learners will be able to examine the global influence and cross-cultural representation of Indian knowledge systems.              |

| Module.<br>No | Details  | No. of<br>Lectur<br>es |
|---------------|--|------------------------|
| 1             | <b>Introduction to Indian Knowledge Systems</b>  | <b>10</b>              |
|               | <ul style="list-style-type: none"> <li>● <b>Historical origins and development of Indian knowledge systems :</b> <ul style="list-style-type: none"> <li>→ Ancient Indian texts : Vedas, Upanishads, and Puranas</li> <li>→ Contributions of ancient Indian scholars</li> <li>→ Historical records: Cave paintings, Inscriptions, Mythological Narratives, Shruti Tradition</li> </ul> </li> <li>● <b>Overview of Indian philosophy, spirituality, science, and arts</b></li> <li>● <b>Portrayal of Gurukul system in traditional and modern media.</b></li> <li>● <b>Challenges of implementing Gurukul education in the digital era.</b></li> <li>● <b>Portrayal of Indian mythology and epics in various media forms :</b> <ul style="list-style-type: none"> <li>→ Depiction of Indian mythological characters</li> <li>→ Influence on contemporary literature</li> <li>→ Modern representations of Indian Knowledge systems</li> </ul> </li> </ul> |                        |
| 2             | <b>Communication Tools and Channels in Indian Knowledge System</b>   | <b>10</b>              |
|               | <ul style="list-style-type: none"> <li>● <b>Written Communication :</b> Written form of communication, Palm Leaf Manuscripts, "Stylus" or "Lekhañi" Sanskrit literature, Scripts and Writing formats.</li> <li>● <b>Verbal Communication (Speaking and Listening) :</b> Storytelling(Katha (or Kathya), Recitation, Memorization, Discussions, Debates, Vedic hymns, mantras.</li> <li>● <b>Nonverbal Communication :</b> Mudras, Facial expressions, Postures and body language, Symbolic representations, Paintings, Sculptures, and Indian architecture.</li> </ul>   |                        |



|          |  |                        |
|----------|--|------------------------|
| <b>3</b> | <b>Representation of Indian Knowledge System through Media</b>   | <b>10</b>              |
|          | <ul style="list-style-type: none"> <li>● <b>Folklore Culture</b> : Indian knowledge, history, and culture, reaching audiences worldwide,</li> <li>● <b>Folk songs, Dance, Theatre, Cultural heritage, folk tales</b> to preserve values and tradition.</li> <li>● <b>Epics and Mythological Stories</b> : Art of narrating stories to audiences, Themes and Characters.</li> <li>● <b>Global Influence and Cross Culture</b> : Projection of India as a cultural powerhouse, Exchange programs, film festivals, Cultural Fusion.</li> <li>● <b>Dissemination of Indian knowledge systems through digital platforms.</b></li> </ul> |                        |
|          | <b>TOTAL</b>   | <b>30<br/>Lectures</b> |

**Suggested Reading :**

1. Jha, Amit (2009) : Traditional Knowledge System in India
2. Abhang, Pranay, Moghe, Pramod, Holay, Prashant, & Kulkarni, Satish (2016) Rediscovering Indian Knowledge System : Pradnya Vikas Shikshan Sanstha
3. Keval J Kumar. Mass communication in India. New Delhi: Jaico publications

**Scheme of Evaluation Pattern**

**Table 1A: Scheme of Continuous Evaluation(CE) Scheme of Evaluation Pattern**

| <b>Sub-components</b>                            | <b>Maximum Marks</b> | <b>Conditions for passing</b>   |
|--|----------------------|---|
| 1) Fieldtrip and reporting                       | 10                   | a) A learner must be present for each of the subcomponents.<br>b) The subtotal of both the sub-components must be minimum <b>20 marks</b> |
| 2) Book review/newspaper article review.         | 10                   |   |
| 3) Story writing/case studies                    | 10                   |   |
| 4) Suggested videos for review                   | 10                   |   |
| 5) Any other course related method of evaluation |                      |   |
| 6) MCQ Based Test                                | 10                   |   |
| <b>Total</b>                                     | <b>50</b>            |   |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

**Suggested Reading :**

1. Jha, Amit (2009) : Traditional Knowledge System in India
2. Abhang, Pranay, Moghe, Pramod, Holay, Prashant, & Kulkarni, Satish (2016) Rediscovering Indian Knowledge System : Pradnya Vikas Shikshan Sanstha
3. Keval J Kumar. Mass communication in India. New Delhi: Jaico publications

|                              |                        |           |          |           |              |           |
|------------------------------|------------------------|-----------|----------|-----------|--------------|-----------|
| <b>Name of the Programme</b> | <b>FYBAMMC</b>         |           |          |           |              |           |
| <b>Name of the Course</b>    | <b>CURRENT AFFAIRS</b> |           |          |           |              |           |
| <b>Semester</b>              | <b>I</b>               |           |          |           |              |           |
| <b>Number of Credits</b>     | <b>02</b>              |           |          |           |              |           |
| <b>Number of Lectures</b>    | <b>30</b>              |           |          |           |              |           |
| <b>Lecture Duration</b>      | <b>60 Minutes</b>      |           |          |           |              |           |
| <b>Total Marks:</b>          | <b>CE</b>              | <b>20</b> | <b>S</b> | <b>30</b> | <b>Total</b> | <b>50</b> |
|                              |                        |           | <b>E</b> |           |              |           |
|                              |                        |           | <b>E</b> |           |              |           |

**Learning Objectives of the Course**

| <b>Sr. No.</b> | <b>Objectives</b>   |
|----------------|---|
| LO<br>C1       | Understand the Current Affairs of the Country, International Affairs & Latest Technological Developments. |

|          |   |
|----------|---|
| LO<br>C2 | Analyze the role of media in informing people about Current Affairs |
| LO<br>C3 | Examine the latest technological developments and role of media     |

### Learning Outcomes of the Course

| Sr.No. | Outcomes  |
|--------|---|
| CO1    | Learners will be able to comprehend current developments in politics, economic, sports and entertainment.                               |
| CO2    | Learners will be able to analyze the recent developments and its impact at National, International level                                |
| CO3    | Learners will be able to examine the role of media in covering news, and understand latest technological developments and social issues |

| Module No | Details   | No. of Lectures |
|-----------|---|-----------------|
| <b>1</b>  | <b>Current Affairs and Role of Media</b>  | <b>10</b>       |
|           | <ul style="list-style-type: none"> <li>• Current Politics, Elections</li> <li>• Economic/Business News</li> <li>• Sports News</li> <li>• Entertainment News</li> </ul>  |                 |
| <b>2</b>  | <b>International Affairs and Social Issues</b>  | <b>10</b>       |
|           | <ul style="list-style-type: none"> <li>• UN and International organizations</li> <li>• World's dominating Economies</li> <li>• Global conflicts and resolutions</li> <li>• Social justice issues</li> <li>• Cultural Changes</li> </ul> |                 |
| <b>3</b>  | <b>Technological Developments</b>   | <b>10</b>       |

|  |   |                    |
|--|---|--------------------|
|  | <ul style="list-style-type: none"> <li>• Latest Mobile Applications</li> <li>• Artificial Intelligence</li> <li>• Virtual Reality</li> <li>• Digital Gaming Industry</li> </ul> |                    |
|  | <b>TOTAL</b>  | <b>30 Lectures</b> |

### Reference Books:

1. Manorama Yearbook published by Malayala Manorma
2. Competition Success Review
3. Competition Master
4. 70 years in Indian Politics and Policy
5. Understanding Augmented Reality : Concepts and Applications – Alan B Craig
6. Mathrubhumi Yearbook.
7. Current Affairs for IAS (PRE) – S A Majid.
8. Concise General Knowledge Manual – Barry O'Brien.
9. Pratiyogita Darpan Magazine

- Daily Newspaper
- News Applications

### Scheme of Evaluation Pattern

#### Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern

| Sub-components  | Maximum Marks | Conditions for passing  |
|---|---------------|---|
| 1) Fieldwork-based project work and report or assignment or presentation or report- writing or article/ book review or topic-based activity | 10            | <ul style="list-style-type: none"> <li>. A learner must be present for each of the sub- components.</li> <li>. The subtotal of both the sub-components must be minimum <b>08 marks</b></li> </ul> |
| 2) MCQ Based Test   | 10            |   |
| Total   | 20            |   |

**Note: Learner must be Present in all the two exam components**

**Table 1B: Scheme of Semester End Examination (SEE)  
Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks: 30    Minimum Marks to Pass: 12    Duration: 1 hour**

Note: All questions are compulsory. Each question has an internal choice.

| Question Number | Nature of Questions                                 | Maximum Marks |
|-----------------|---|---------------|
| 1)              | Attempt any TWO of the following: (From Module I)   | 10            |
|                 | A.  |               |
|                 | B.  |               |
|                 | C.  |               |
| 2)              | Attempt any TWO of the following: (From Module II)  | 10            |
|                 | A.  |               |
|                 | B.  |               |
|                 | C.  |               |
| 3)              | Attempt any TWO of the following: (From Module III) | 10            |
|                 | A.  |               |
|                 | B.  |               |

|  |    |  |  |
|--|----|--|--|
|  | C. |  |  |
|--|----|--|--|

## SEMESTER 2

|                              |  |           |            |           |              |            |
|------------------------------|--|-----------|------------|-----------|--------------|------------|
| <b>Name of the Programme</b> | <b>BAMMC</b>                                 |           |            |           |              |            |
| <b>Name of the Course</b>    | <b>Writing and Editing for Media (Major)</b> |           |            |           |              |            |
| <b>Semester</b>              | <b>II</b>                                    |           |            |           |              |            |
| <b>Number of Credits</b>     | <b>04</b>                                    |           |            |           |              |            |
| <b>Number of Lectures</b>    | <b>60</b>                                    |           |            |           |              |            |
|                              |  |           |            |           |              |            |
| <b>Lecture Duration</b>      | <b>60 Minutes</b>                            |           |            |           |              |            |
| <b>Total Marks:</b>          | <b>CE</b>                                    | <b>40</b> | <b>SEE</b> | <b>60</b> | <b>Total</b> | <b>100</b> |

| <b>Module. No</b> | <b>Details</b> | <b>No. of Lectures</b> |
|-------------------|----------------|------------------------|
| <b>1</b>          | <b>PRINT</b>   | <b>15</b>              |
|                   |                |                        |

|          |   |                    |
|----------|---|--------------------|
|          | <p>Understanding what makes news<br/> Understanding your Target Audience.<br/> Elements of Writing, Writing for Newspaper and Magazines. Elements of Writing.<br/> Writing News story/ feature story/ Editorials. (Difference between all three write ups)<br/> Difference between new story and feature story-Proofreading Symbols of proofreading, Duties and responsibility of a proofreader.<br/> Various forms of Corporate Writings.<br/> Writing for Advertisements.<br/> Check news/ magazine copies for headlines, sub-heads, use of graphics and illustrations for construction and information flow in Newspapers.</p> |                    |
| <b>2</b> | <b>BROADCAST</b>  | <b>15</b>          |
|          | <p>Radio and Television- Strengths and weaknesses.<br/> Writing for Television and Radio Programs.<br/> Interviews. Techniques to write for an interview, live new and daily news.<br/> New trends in Radio and television commercials.<br/> Scripts/Screenplay/Storyboards<br/> Scripting for radio and television- formats</p>  |                    |
| <b>3</b> | <b>DIGITAL MEDIA</b>  | <b>15</b>          |
|          |   |                    |
|          | <p>Differences between traditional print writing (Newspapers, magazines, books etc.) and writing in the age of the internet.<br/> Understanding writing for different media through examples.<br/> Photo and Video writing – Video logging, photo blogging etc.<br/> Writing for Advertisements through Email and SMS.<br/> Writing Blogs.<br/> Website design- Content, layout, clarity and style.<br/> Styleguide</p>   |                    |
| <b>4</b> | <b>EDITING</b>  | <b>15</b>          |
|          | <p>Check news/magazine copies for headlines, sub heads, use of graphics and illustrations for construction and information flow in Newspapers.<br/> Rewriting leads.<br/> Achieving fitment with spacing requirement that any newspaper, magazine or webpage.<br/> Checking advertising agency copies, checking, headlines /sub headline.<br/> Online editing: editing requirements, content layout, clarity, style, online headlining-website design.</p>  |                    |
|          | <b>TOTAL</b>  | <b>60 Lectures</b> |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

### **Learning Objectives of the Course**

| <b>Sr. No.</b> | <b>Objectives</b>  |
|----------------|--|
| LO<br>C1       | To familiarize students with writing skills for the different kinds of media                             |
| LO<br>C2       | To equip them with practical knowledge for the evolving writing ecology and empower them for employment. |
| LO<br>C3       | To introduce students to News Reporting and Writing and imbibe Professional skills.                      |
| LO<br>C4       | To provide students with tools and formats employed in creating content for media                        |

### **Learning Outcomes of the Course**

| <b>Sr.No.</b> | <b>Outcomes</b>   |
|---------------|---|
| CO1           | The learner will be able to understand different writing techniques used in the media |



|     |  |
|-----|--|
| CO2 | The learner will be able to apply skills to writing assignments/projects and other related employment. |
| CO3 | The learner will be able to evaluate the dynamics of professional ethics in the field of Media.        |
| CO4 | The learner will be able to create basic media content.  |

### Reference Books:

1. Social Media Marketing, an hour a day by Dave Evans.
2. Online Journalism – Reporting, Writing and Editing for New Media by Richard Craig
3. Reporting and Writing Journalism by C.S. Shrivastava R.K. Parekh.
4. Writing and Editing Skills by Shilpi Rohit Singh.

### Scheme of Evaluation Pattern

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern**

| Component   | Total Marks     | Min. Passing Percentage | Min. Passing Marks |
|---|-----------------|-------------------------|--------------------|
| 1) Assignment/Case Studies/Presentation/Book Review/Project | 25 Marks        | 40%                     | 16                 |
| 2) Objective Questions/online/                              | 10 Marks        |                         |                    |
| 3) Active class participation                               | 05 Marks        |                         |                    |
| <b>Total</b>  | <b>40 Marks</b> |                         |                    |

*Note: Learner must be Present in all the three exam components*

**Table 1B: Scheme of Semester End Examination (SEE) Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks: 60      Minimum Marks to Pass: 24      Duration: 2 Hours**

| <b>Question Number</b> | <b>Particular</b>  | <b>Maximum Marks</b> |
|------------------------|--|----------------------|
| Q-1                    | Attempt the following:<br>. Full Length Question (8 marks)<br>. Full Length Question (7 marks)<br>Or<br>c. Full Length Question (8 marks)<br>c. Full Length Question (7 marks)   | 15                   |
| Q-2                    | Attempt the following:<br>. Full Length Question (8 marks)<br>. Full Length Question (7 marks)<br>Or<br>c. Full Length Question (8 marks)<br>c. Full Length Question (7 marks)   | 15                   |
| Q-3                    | Attempt the following:<br>. Full Length Question (8 marks)<br>. Full Length Question (7 marks)<br>Or<br>c. Full Length Question (8 marks)<br>c. Full Length Question (7 marks)   | 15                   |
| Q-4                    | Attempt the following:<br>e. Full Length Question (8 marks)<br>e. Full Length Question (7 marks)<br>Or<br>g. Full Length Question (8 marks)<br>g. Full Length Question (7 marks) | 15                   |

**Note: Theory Questions of 15 Marks may be divided into two sub questions of 7/8 and 10/05 Marks or it can be asked as Full Length Question of 15 Marks. Q1 to be an application based or Case Study based question**

|                            |  |
|----------------------------|--|
| <b>Name of the Program</b> | <b>Bachelor of Mass Media &amp; Communication Skills (BAMMC)</b> |
| <b>Department</b>          | <b>Department of Mass Media &amp; Communication Skills</b>       |
| <b>Name of the Course</b>  | <b>Advertising in Contemporary Society</b>                       |
| <b>Semester</b>            | <b>II</b>  |
| <b>Number of Credits</b>   | <b>02</b>  |

|                           |                   |           |            |           |              |           |
|---------------------------|-------------------|-----------|------------|-----------|--------------|-----------|
| <b>Number of Lectures</b> | <b>30</b>         |           |            |           |              |           |
| <b>Lecture Duration</b>   | <b>60 Minutes</b> |           |            |           |              |           |
| <b>Total Marks:</b>       | <b>CE</b>         | <b>20</b> | <b>SEE</b> | <b>30</b> | <b>Total</b> | <b>50</b> |

### **Learning Objectives of the Course**

| <b>Sr. No.</b> | <b>Objectives</b>   |
|----------------|---|
| LOC1           | To study the developments in the advertising environment in India post independence with special reference to LPG Policy. |
| LOC2           | To understand the environment of advertising in contemporary society  |
| LOC3           | To analyse the global advertising environment   |

### **Learning Outcomes of the Course**

| <b>Sr. No.</b> | <b>Outcomes</b>  |
|----------------|--|
| CO1            | Learner will be able to understand the business environment under which advertising has developed in India, with special reference to the 1991 LPG policy. |
| CO2            | Learner will understand the advertising environment in India.  |
| CO3            | Learner will be able to compare and analyse the advertising environment of different countries.  |

## SYLLABUS

| Module No. | Details  | No. of Lectures    |
|------------|--|--------------------|
| <b>1</b>   | <b>Developments in Advertising Environment in India</b>  | <b>10</b>          |
|            | <b>Advertising Environment in India:</b> Environment post Independence. Liberalization Privatization, Globalization Policy, 1991: FDI, Entry of MNCs in India, Impact on Indian Companies and the advertising strategy. Regulatory bodies  |                    |
| <b>2</b>   | <b>Advertising Environment in Contemporary India</b>   | <b>10</b>          |
|            | <b>Advertising Environment in Contemporary India:</b> The environmental analysis of India , Effects of Liberalization on Advertising Industry in context of Economy, Business, Employment and Lifestyle  |                    |
| <b>3</b>   | <b>Advertising environment of other foreign countries</b>  | <b>10</b>          |
|            | <b>Advertising environment of other foreign countries:</b> International and Global Advertising & Marketing: The environmental analysis of other foreign countries, specifically, USA, UK, FRANCE, CHINA, JAPAN, BRAZIL, UAE, THAILAND. The use of this analysis in marketing and Advertising. |                    |
|            | <b>TOTAL</b>   | <b>30 Lectures</b> |

### Reference Books:

1. VS Ramaswamy & S Namakumari. Marketing Management: Global Perspective Indian Context.. Macmillan Publisher India Ltd. 2009.
2. Rajan Saxena. Marketing Management. Tata McGraw Hill. 2010.
3. Kruti Shah & Alan D'Souza. Advertising & Promotion an IMC perspective. Tata McGraw-Hill Education, 2012
4. Jain Shruti, Jethwaney Jaishri. Advertising Management, Oxford University Press, 2006
5. Marieke de Mooij. Global Marketing and Advertising Understanding Cultural Paradoxes. Sage Publications Ltd.

### Scheme of Evaluation Pattern

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern**

| Sub-components                        | Maximum Marks | Conditions for passing   |
|---------------------------------------|---------------|--|
| 1) Simulation Activity and Case Study | 10            | a) A learner must be present for each of the sub-components.<br>b) The subtotal of both the sub-components must be minimum <b>08 marks</b> |
| 2) MCQ Based Test                     | 10            |  |
| Total                                 | 20            |  |

*Note: Learner must be Present in all the two exam components*

**Table 1B: Scheme of Semester End Examination (SEE)  
Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks: 30    Minimum Marks to Pass: 12    Duration: 1 hour**

Note: All questions are compulsory. Each question has an internal choice.

| Question Number | Nature of Questions                                | Maximum Marks |
|-----------------|--|---------------|
| 1)              | Attempt any TWO of the following: (From Module I)  | 10            |
|                 | A.   |               |
|                 | B.   |               |
|                 | C.   |               |
| 2)              | Attempt any TWO of the following: (From Module II) | 10            |
|                 | A.   |               |
|                 | B.   |               |
|                 | C.   |               |
|                 | Attempt any TWO of the following: (From Module     |               |

|    |    |      |    |
|----|----|------|----|
| 3) |    | III) | 10 |
|    | A. |      |    |
|    | B. |      |    |
|    | C. |      |    |

**Note: Theory Questions of 15 Marks may be divided into two sub questions of 7/8 and 10/05 Marks or it can be asked as Full Length Question of 15 Marks.**

|                              |                                   |           |            |           |              |           |
|------------------------------|-----------------------------------|-----------|------------|-----------|--------------|-----------|
| <b>Name of the Programme</b> | <b>BAMMC</b>                      |           |            |           |              |           |
| <b>Name of the Course</b>    | <b>Introduction to Journalism</b> |           |            |           |              |           |
| <b>Semester</b>              | <b>II</b>                         |           |            |           |              |           |
| <b>Number of Credits</b>     | <b>02</b>                         |           |            |           |              |           |
| <b>Number of Lectures</b>    | <b>30</b>                         |           |            |           |              |           |
| <b>Lecture Duration</b>      | <b>60 Minutes</b>                 |           |            |           |              |           |
| <b>Total Marks:</b>          | <b>CE</b>                         | <b>20</b> | <b>SEE</b> | <b>30</b> | <b>Total</b> | <b>50</b> |

### Learning Objectives of the Course

| <b>Sr. No.</b> | <b>Objectives</b>  |
|----------------|--|
| LOC1           | To define and identify various kinds of news stories             |
| LOC2           | To understand the history of journalism.                         |
| LOC3           | To understand the components of news stories in different medium |

### Learning Outcomes of the Course

| <b>Module No.</b> | <b>Details</b> | <b>No. of Lectures</b> |
|-------------------|----------------|------------------------|
|-------------------|----------------|------------------------|

| Sr.No | Outcomes  |
|-------|---|
| CO1   | Learner will understand the role of journalism in society                                   |
| CO2   | Learner will be able to analyse what constitutes good journalism                            |
| CO3   | Learner will be able to develop basic news content for print ,broadcast and internet media. |

|          |  |                    |
|----------|--|--------------------|
| <b>1</b> | <b>Understanding News</b>  | <b>10</b>          |
|          | <p>News: meaning, definition, nature</p> <p>The news process: from the event to the reader</p> <p>Types:Hard news /Soft news/Features/Editorials</p> <p>Parts of a news story</p> <p>Principles of journalism</p> <p>Beats</p> <p>News Values / Newsworthiness</p>   |                    |
| <b>2</b> | <b>History of Journalism</b>   | <b>08</b>          |
|          | <p>Evolution of Journalism around the world</p> <p>Printing Press</p> <p>Penny Press</p> <p>War journalism</p> <p>Journalism in Pre Independent India(impact/reach/regional journalism(Hindi &amp; Marathi)/Vernacular Press Act)</p> <p>Journalism in post Independent India(pci/emergency/growth of broadcast news)</p> <p>Liberalization of the Indian Economy and its impact</p> |                    |
| <b>3</b> | <b>Journalism in different medium</b>  | <b>12</b>          |
|          | <p>Comparison of the different medium:</p> <ul style="list-style-type: none"> <li>● Print Journalism</li> <li>● Broadcast Journalism</li> <li>● Online Journalism</li> </ul> <p>( Styles of writing, challenges, advantages &amp; disadvantages)</p>   |                    |
|          | <b>TOTAL</b>   | <b>30 Lectures</b> |

## Reference Books:

1. India's Newspaper Revolution -Capitalism, Politics and the Indian-language Press, 1977-99: Robin Jeffrey
2. Writing and Reporting News by Carole Rich; Thomson Wadsworth
3. Journalism: Principles and Practice by Tony Harcup, Sage Publication, 2011 edition
4. Recommended reading Nalin Mehta on Indian TV
5. M V Kamath: 'Behind the by-line' journalist's Handbook, Professional Journalism.
6. Introduction to Journalism: James glen Stowal
7. Kumar, Keval.J. (2011). Mass Communication in India. Delhi: Jaico Publishing House.
8. Shukla,A.S.(2008). Handbook of Journalism and Mass Communication. New Delhi:Rajat Publications.
9. Saxena, Ambrish. (2007). Fundamentals of Reporting and Editing. New Delhi:Kanishka Publishers.

### Scheme of Evaluation Pattern

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern**

| Sub-components   | Maximum Marks | Conditions for passing   |
|--|---------------|--|
| 1) Fieldwork-based project work and report or assignment or presentation or report- writing or article/ book review or topic- based activity | 10            | a) A learner must be present for each of the sub-components.<br>b) The subtotal of both the sub-components must be minimum <b>08 marks</b> |
| 2) MCQ Based Test  | 10            |  |
| Total  | 20            |  |

*Note: Learner must be Present in all the two exam components*

**Table 1B: Scheme of Semester End Examination (SEE)  
Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks: 30    Minimum Marks to Pass: 12    Duration: 1 hour**



Note:

| Question Number | Nature of Questions                                 | Maximum Marks |
|-----------------|---|---------------|
| 1)              | Attempt any TWO of the following: (From Module I)   | 10            |
|                 | A.  |               |
|                 | B.  |               |
|                 | C.  |               |
| 2)              | Attempt any TWO of the following: (From Module II)  | 10            |
|                 | A.  |               |
|                 | B.  |               |
|                 | C.  |               |
| 3)              | Attempt any TWO of the following: (From Module III) | 10            |
|                 | A.  |               |
|                 | B.  |               |
|                 | C.  |               |

All questions are compulsory. Each question has an internal choice.

|                              |                                       |           |            |           |              |           |
|------------------------------|---------------------------------------|-----------|------------|-----------|--------------|-----------|
| <b>Name of the Programme</b> | <b>BAMMC</b>                          |           |            |           |              |           |
| <b>Name of the Course</b>    | <b>Introduction to Graphic Design</b> |           |            |           |              |           |
| <b>Semester</b>              | <b>II</b>                             |           |            |           |              |           |
| <b>Number of Credits</b>     | <b>02</b>                             |           |            |           |              |           |
| <b>Number of Lectures</b>    | <b>30</b>                             |           |            |           |              |           |
| <b>Lecture Duration</b>      | <b>60 Minutes</b>                     |           |            |           |              |           |
| <b>Total Marks:</b>          | <b>CE</b>                             | <b>20</b> | <b>SEE</b> | <b>30</b> | <b>Total</b> | <b>50</b> |

### Learning Objectives of the Course

| Sr. No. | Objectives   |
|---------|--|
| LOC1    | To Understand the historical development and origin of motion graphics and visual effects, including key phases such as the Early Animation Phase, Golden Age of Animation, Rise of Special Effects, and the Digital Revolution. |
| LOC2    | To Demonstrate industry-standard graphic design softwares and apps, including Canva, Photopea, Paint.NET, and GIMP, for creative expression and design projects.   |
| LOC3    | To Apply AI-driven tools and techniques to enhance workflow efficiency and creativity in graphic design and visual effects projects.   |

### Learning Outcomes of the Course

| Sr.No. | Outcomes   |
|--------|--|
| CO1    | Students should be able to comprehend the historical development and evolution of motion graphics and visual effects, tracing key milestones from early animation to the digital revolution. |
| CO2    | Students should develop essential skills required for graphic designers and visual effects artists, including image editing, manipulation, and design using software's and apps.             |
| CO3    | Students should explore the integration of artificial intelligence in graphics, understanding its applications in generating realistic images.   |

### SYLLABUS

| Module.<br>No | Details   | No. of<br>Lectures |
|---------------|---|--------------------|
| 1             | <b>Introduction to Motion Graphics and VFX</b>  | <b>10</b>          |
|               | <ul style="list-style-type: none"> <li>● The Development and origin of motion graphics and visual effects: <ul style="list-style-type: none"> <li>→ Early Animation Phase</li> <li>→ Golden Age of Animation</li> <li>→ Rise of Special Effects</li> <li>→ Digital Revolution</li> </ul> </li> <li>● Basic Design principles for Motion Graphics: 2D and 3D graphics, Timing, Spacing, Typography, Color, Composition, Visual effects overlays.</li> <li>● Types of graphics: Raster Graphics, Vector Graphics, Infographics, UI/UX Graphics, Interactive Graphics, Digital Art.</li> <li>● Visual Effects in Advertising &amp; Film: CGI, animation, Augmented reality, Immersive Cinematic Experiences</li> <li>● Responsibilities and skillsets required for graphic designers and visual effects artists.</li> </ul>                                |                    |
| 2             | <b>Graphic Tools: Software and Apps for Creative Expression</b>   | <b>10</b>          |
|               | <ul style="list-style-type: none"> <li>● <b>Canva :</b> <ul style="list-style-type: none"> <li>→ Introduction to Canva as a graphic design platform</li> <li>→ Creating an account and navigating the Canva interface</li> <li>→ Basic tools, templates, and design options available in Canva</li> <li>→ Working with Text and Typography</li> <li>→ Customizing templates and layouts: social media posts, presentations, posters</li> <li>→ Print and export options available in Canva</li> </ul> </li> <li>● <b>Photopea :</b> <ul style="list-style-type: none"> <li>→ Introduction to Photopea as a web-based image editing and graphic design software</li> <li>→ Basic tools and functions: Selection Tools, Brush Tool, Clone Stamp Tool, Gradient Tool, Text Tool, Shape Tools, Layers Panel, Adjustment Layers, Save</li> </ul> </li> </ul> |                    |

|          |   |                    |
|----------|---|--------------------|
|          | <p>and Export Options</p> <ul style="list-style-type: none"> <li>→ User interface and layout : Menu Bar, Toolbar, Workspace, Panels, Rulers and Guides</li> <li>→ Applying blending modes and opacity adjustments</li> </ul> <ul style="list-style-type: none"> <li>● <b>Paint.NET :</b> <ul style="list-style-type: none"> <li>→ Tools for image editing and manipulation</li> <li>→ Importing, opening, and saving images in different file formats using Paint.NET</li> <li>→ Adjusting brightness, contrast, saturation, and other image attributes</li> <li>→ Working with brushes, shapes, and colors in Paint.NET</li> <li>→ Creating text-based designs, titles, and captions in Paint.NET</li> </ul> </li> <li>● <b>GIMP :</b> <ul style="list-style-type: none"> <li>→ Introduction: Downloading and installing GIMP, preferences and settings</li> <li>→ Toolbox and Tools : Layers and channels, Advanced path tool</li> <li>→ Full suite of painting tools including Brush, Pencil, Airbrush, Clone, Canvas</li> <li>→ File formats: bmp, gif, jpeg, mng, pcx, pdf, png, ps, psd, svg, tiff, tga, xpm</li> </ul> </li> </ul> |                    |
| <b>3</b> | <b>Artificial Intelligence in Graphics</b>  | <b>10</b>          |
|          | <ul style="list-style-type: none"> <li>● History, development of AI : Overview of Artificial Intelligence (AI) in Graphics</li> <li>● Playground AI: Role of AI in generating realistic images</li> <li>● AI tool : Object removal, filling, retouching, content-aware editing</li> <li>● Automated Colorization: Khroma Ai, color combinations and palettes, color grading</li> <li>● Ethical Considerations in AI-Driven Graphics : Bias, privacy, and authenticity.</li> <li>● Future trends and innovations in the field of AI-driven graphics</li> </ul>   |                    |
|          | <b>TOTAL</b>  | <b>30 Lectures</b> |

**Suggested Reading :**

1. Birgitta, H., & Sjölin, F. (2015). Basics Animation 03: Drawing for Animation (2nd ed.). AVA Publishing.
2. Heller, S., & Meggs, P. B. (2017). Meggs' History of Graphic Design (6th ed.). Wiley.
3. Shill, R., & Wojtowicz, L. (2019). The Graphic Design Reference & Specification Book: Everything Graphic Designers Need to Know Every Day. Rockport Publishers.
4. Kerman, P. (2018). The Art of Motion Graphics: A Visual Guide to Creating Stunning Graphics Animations. Laurence King Publishing.

### Scheme of Evaluation Pattern

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern**

| Sub-components  | Maximum Marks | Conditions for passing   |
|---|---------------|--|
| 1) Completion and presentation of practical projects and assignments using software and apps. | 10            | a) A learner must be present for each of the sub-components.<br>b) The subtotal of both the sub-components must be minimum <b>08 marks</b> |
| 2) MCQ Based Test   | 10            |  |
| Total   | 20            |  |

*Note: Learner must be Present in all the two exam components*

**Table 1B: Scheme of Semester End Examination (SEE)  
Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks: 30    Minimum Marks to Pass: 12    Duration: 1 hour**

Note: All questions are compulsory. Each question has an internal choice.

| Question Number | Nature of Questions |   |  | Maximum Marks |
|-----------------|---------------------|---|--|---------------|
| 1)              |                     | Attempt any TWO of the following: (From Module I)   |  | 10            |
|                 | A.                  |   |  |               |
|                 | B.                  |   |  |               |
|                 | C.                  |   |  |               |
| 2)              |                     | Attempt any TWO of the following: (From Module II)  |  | 10            |
|                 | A.                  |   |  |               |
|                 | B.                  |   |  |               |
|                 | C.                  |   |  |               |
| 3)              |                     | Attempt any TWO of the following: (From Module III) |  | 10            |
|                 | A.                  |   |  |               |
|                 | B.                  |   |  |               |
|                 | C.                  |   |  |               |

|                              |                                 |           |            |           |              |           |
|------------------------------|---------------------------------|-----------|------------|-----------|--------------|-----------|
| <b>Name of the Programme</b> | <b>BAMMC</b>                    |           |            |           |              |           |
| <b>Name of the Course</b>    | <b>Principles of Management</b> |           |            |           |              |           |
| <b>Semester</b>              | <b>II</b>                       |           |            |           |              |           |
| <b>Number of Credits</b>     | <b>02</b>                       |           |            |           |              |           |
| <b>Number of Lectures</b>    | <b>30</b>                       |           |            |           |              |           |
| <b>Lecture Duration</b>      | <b>60 Minutes</b>               |           |            |           |              |           |
| <b>Total Marks:</b>          | <b>CE</b>                       | <b>20</b> | <b>SEE</b> | <b>30</b> | <b>Total</b> | <b>50</b> |

### Learning Objectives of the Course

| Sr. No. | Objectives   |
|---------|--|
| LOC1    | To introduce learners to the concepts and importance of management in the business organizations and its basic principles and evolution. |
| LOC2    | To enable learners to understand the basic functions of management like Planning, Decision Making, Organising, Departmentation.          |
| LOC3    | To acquaint learners with the important functions of Management Directing, Leadership, Coordination and Controlling                      |

### Learning Outcomes of the Course

| Sr. No. | Outcomes   |
|---------|--|
| CO1     | Learners will be able to define Management, Planning, Organizing, Directing, Leadership and Control and Illustrate the Contribution of F.W Taylor, Mayo and Henri Fayol  |
| CO2     | Learners will be able to analyse the relationship amongst basic functions of management Planning, Decision Making, Organising, Departmentation.  |
| CO3     | Learner will be able to evaluate the Styles and Qualities of a Good Leader. and evaluate the managerial tasks of Directing, Leadership, Coordination and Controlling can be executed in various circumstances. |

### SYLLABUS

| Module No | Details  | No. of Lectures |
|-----------|--|-----------------|
| 1         | <b>Introduction and Evolution of Management</b>  | 10              |
|           | <ul style="list-style-type: none"> <li><b>Management:</b> Concept, Definitions, Importance, Nature, Role &amp; Skills, Levels of Management, Concepts of PODSCORB. Evolution of Management thought (Contribution of Taylor, Mayo and Fayol in management)</li> </ul> |                 |
| 2         | <b>Functions of Management - I</b>   | 10              |

|          |  |                        |
|----------|--|------------------------|
|          | <ul style="list-style-type: none"> <li>● <b>Planning:</b> Meaning, Importance, Elements, Process, Limitations and MBO.</li> <li>● <b>Decision Making:</b> Meaning, Importance, Process, Techniques of Decision Making.</li> <li>● <b>Organising:</b> Concepts, Structure (Formal &amp; Informal, Line &amp; Staff and Matrix), Meaning, Advantages and Limitations</li> <li>● <b>Departmentation:</b> Meaning, Basis, and Significance</li> <li>● <b>Span of Control:</b> Meaning, Graicuna's Theory, Factors affecting span of Control Centralization vs Decentralization.</li> </ul> |                        |
| <b>3</b> | <b>Functions of Management - II</b>  | <b>10</b>              |
|          | <ul style="list-style-type: none"> <li>● <b>Directing:</b> Meaning, Definition, Process, and importance of direction.</li> <li>● <b>Leadership:</b> Meaning, Styles, and Qualities of a Good Leader.</li> <li>● <b>Coordination:</b> Meaning, Definition, and importance of coordination,</li> <li>● <b>Controlling:</b> Meaning, Process, and Techniques of Controlling.</li> </ul>   |                        |
|          | <b>TOTAL</b>   | <b>30<br/>Lectures</b> |

#### Reference Books:

1. Principles of Management: By P.C. Tripathi, P.N. Reddy - The McGraw- Hill Companies
2. Principles of Management: By Ramesh B Rudani - The McGraw- Hill Education
3. Principles of Management: By Dr. Neeru Vasishth - Taxmann's
4. Principles of Management - Theory, Practice and Thechniques: By Dr.Sanjeev Dhavan
5. Principles of Management: By T. Ramasamy- Himalaya Publishing House.

#### Scheme of Evaluation Pattern

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme Evaluation Pattern**

| Sub-components                        | Maximum Marks | Conditions for passing   |
|---------------------------------------|---------------|--|
| 1) Simulation Activity and Case Study | 10            | a) A learner must be present for each of the sub-components.<br>b) The subtotal of both the sub-components must be minimum <b>08 marks</b> |
| 2) MCQ Based Test                     | 10            |  |
| Total                                 | 20            |  |



*Note: Learner must be Present in all the two exam components*

**Table 1B: Scheme of Semester End Examination (SEE)  
Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks:30 Minimum Marks to Pass:12 Duration: 1 hour**

Note: All questions are compulsory. Each question has an internal choice.

| <b>Question Number</b> | <b>Nature of Questions</b>                          | <b>Maximum Marks</b> |
|------------------------|---|----------------------|
| 1)                     | Attempt any TWO of the following: (From Module I)   | 10                   |
|                        | A.  |                      |
|                        | B.  |                      |
|                        | C.  |                      |
| 2)                     | Attempt any TWO of the following: (From Module II)  | 10                   |
|                        | A.  |                      |
|                        | B.  |                      |
|                        | C.  |                      |
| 3)                     | Attempt any TWO of the following: (From Module III) | 10                   |
|                        | A.  |                      |
|                        | B.  |                      |
|                        | C.  |                      |

**Note: Theory Questions of 15 Marks may be divided into two sub questions of 7/8 and 10/05 Marks or it can be asked as Full Length Question of 15 Marks.**

|                              |                        |           |            |           |              |           |
|------------------------------|------------------------|-----------|------------|-----------|--------------|-----------|
| <b>Name of the Programme</b> | <b>FYBAMMC</b>         |           |            |           |              |           |
| <b>Name of the Course</b>    | <b>MEDIA ECONOMICS</b> |           |            |           |              |           |
| <b>Semester</b>              | <b>II</b>              |           |            |           |              |           |
| <b>Number of Credits</b>     | <b>02</b>              |           |            |           |              |           |
| <b>Number of Lectures</b>    | <b>30</b>              |           |            |           |              |           |
| <b>Lecture Duration</b>      | <b>60 Minutes</b>      |           |            |           |              |           |
| <b>Total Marks:</b>          | <b>CE</b>              | <b>20</b> | <b>SEE</b> | <b>30</b> | <b>Total</b> | <b>50</b> |

### Learning Objectives of the Course

| <b>Sr. No.</b> | <b>Objectives</b>  |
|----------------|--|
| LOC1           | Understand basic economic concepts and role of it media economics and new trends in media industry           |
| LOC2           | Analyze the structure of media markets in global world and impact of new emerging trends in media economics. |
| LOC3           | Examine the role of media economics and expansion of media markets with changing technologies                |

### Learning Outcomes of the Course

| <b>Sr. No.</b> | <b>Outcomes</b>  |
|----------------|--|
| CO1            | To understand Scope of Media Economics and Market Structure, Influence of globalization and new trends in media industry |
| CO2            | To analyse the changing role of media in global market and new trends in media industry in global market.                |
| CO3            | To outline the impact of global trends in media industry, future scope and challenges of media economics                 |

| <b>Module. No</b> | <b>Details</b> | <b>No. of Lectures</b> |
|-------------------|----------------|------------------------|
|-------------------|----------------|------------------------|

|          |   |                    |
|----------|---|--------------------|
| <b>1</b> | <b>Introduction to Media Economics &amp; Market Structure in Media Markets</b>  | <b>10</b>          |
|          | Introduction and Scope of Media economics-Market forces in economics- Supply and demand in Media Markets-Market Structure-Monopoly and Oligopoly Competition-Production and Cost structure in media sector- Economies of scale and Scope in media production-Pricing-Revenue  |                    |
| <b>2</b> | <b>Globalization and Media Economics</b>  | <b>12</b>          |
|          | Public Economics-Role of Government-Public Revenue-Public Expenditure-Public Debt-Budget-Taxation-Advertisement-Media pricing strategies-Global Market-Impact of Globalization in Media Industry-Expansion of Media Markets-Global trends in Media ownership  |                    |
| <b>3</b> | <b>Emerging Trends in Media Economics</b>   | <b>08</b>          |
|          | Platform Economics-Introduction-Transaction Platforms-Innovation Platform-Social Media Platforms-Learning Platforms-Financial Platforms-Health Platforms-Technology Platforms-Content Platforms-Data Platforms-Integration Platform-The Future and Scope of media economics- Challenges faced by media industry (Case Studies on recent trends) |                    |
|          | <b>TOTAL</b>  | <b>30 Lectures</b> |

### Reference Books:

- Albarran, A. B. (2019). Media Economics: Understanding Markets, Industries, and Concepts.
- Picard, R. G. (2014). Media Economics: Concepts and Issues.
- Doyle, G. (2013). Understanding Media Economics.
- Miede, B. (2019). The Capitalization of Cultural Production.
- Napoli, P. M. (2019). Foundations of Communications Policy: Principles and Process in the Regulation of Electronic Media.

### Scheme of Evaluation Pattern

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern**

*Note: Learner must be Present in all the two exam components*

| Sub-components   | Maximum Marks | Conditions for passing   |
|--|---------------|--|
| 1) Fieldwork-based project work and report or assignment or presentation or report- writing or article/ book review or topic- based activity | 10            | a) A learner must be present for each of the sub-components.<br>b) The subtotal of both the sub-components must be minimum <b>08 marks</b> |
| 2) MCQ Based Test  | 10            |  |
| Total  | 20            |  |

**Table 1B: Scheme of Semester End Examination (SEE)  
Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks: 30 Minimum Marks to Pass: 12 Duration: 1 hour**

Note: All questions are compulsory. Each question has an internal choice.

| Question Number | Nature of Questions                                 | Maximum Marks |
|-----------------|---|---------------|
| 1)              | Attempt any TWO of the following: (From Module I)   | 10            |
|                 | A.  |               |
|                 | B.  |               |
|                 | C.  |               |
| 2)              | Attempt any TWO of the following: (From Module II)  | 10            |
|                 | A.  |               |
|                 | B.  |               |
|                 | C.  |               |
| 3)              | Attempt any TWO of the following: (From Module III) | 10            |
|                 | A.  |               |
|                 | B.  |               |

|  |    |  |  |
|--|----|--|--|
|  | C. |  |  |
|--|----|--|--|

|                              |                                    |           |            |           |              |           |
|------------------------------|------------------------------------|-----------|------------|-----------|--------------|-----------|
| <b>Name of the Programme</b> | <b>BAMMC</b>                       |           |            |           |              |           |
| <b>Name of the Course</b>    | <b>Introduction to Photography</b> |           |            |           |              |           |
| <b>Semester</b>              | <b>II</b>                          |           |            |           |              |           |
| <b>Number of Credits</b>     | <b>02</b>                          |           |            |           |              |           |
| <b>Number of Lectures</b>    | <b>30</b>                          |           |            |           |              |           |
| <b>Lecture Duration</b>      | <b>60 Minutes</b>                  |           |            |           |              |           |
| <b>Total Marks:</b>          | <b>CE</b>                          | <b>50</b> | <b>SEE</b> | <b>00</b> | <b>Total</b> | <b>50</b> |

### Learning Objectives of the Course

| <b>Sr. No.</b> | <b>Objectives</b>  |
|----------------|--|
| LOC1           | To explore the evolution and history of photography, including the development of pin-hole cameras and camera obscura,   |
| LOC2           | To gain familiarity with the fundamentals of camera body controls to effectively operate different camera models..   |
| LOC3           | To Understand the basic concepts of light, including intensity, direction, quality, and ambience, and their influence on image creation., exposure triangle and its components: aperture, shutter speed, and ISO sensitivity |
| LOC4           | To Learn about visual indicators and rules of composition, such as the rule of thirds, leading lines, symmetry, and viewpoint perspective.   |

### Learning Outcomes of the Course

| <b>Sr.No.</b> | <b>Outcomes</b>   |
|---------------|---|
| CO1           | Learners will be able to describe the evolution and history of photography, including the development of early camera technologies and their similarities and dissimilarities.  |
| CO2           | Learners will be able to understand the fundamental parameters of light, including intensity, direction, quality, and color temperature, and their influence on image creation. |

|     |  |
|-----|--|
| CO3 | Learners will be able to apply theoretical knowledge to adjust exposure settings in real-world shooting scenarios, balancing aperture, shutter speed, and ISO to achieve optimal exposure. |
| C04 | Learners will be able to adapt advanced composition techniques, including depth, framing, and high key/low key frames, to convey narrative and emotion in photographs.                     |

## **SYLLABUS**

| Module.<br>No | Details  | No. of<br>Lectures              |
|---------------|--|---------------------------------|
| 1             | <p align="center"><b>Introduction to Essential Elements of Camera</b></p>  |                                 |
|               | <p><b>A. Camera Body :</b></p> <ul style="list-style-type: none"> <li>→ Evolution and History of Photography : Pin-Hole Camera, Camera Obscura</li> <li>→ Comparison of Human Eye with a Camera : How camera sees differently than human eyes.</li> <li>→ Types of camera: DSLR; View; Rangefinder; Mirror-Less</li> <li>→ Fundamentals of Camera Body Controls</li> </ul> <p><b>B. Lens:</b></p> <ul style="list-style-type: none"> <li>→ Fundamentals of camera lenses and their importance in photography</li> <li>→ Types of lenses: Prime lens, Zoom lens, Wide-Angle Lenses, Telephoto Lenses, Fish-eye Lenses, Tilt-Shift Lenses, Macro Lenses</li> <li>→ Mirrorless Lens Systems</li> <li>→ Numbers and Markings on the Lens AF, ED, IF, IS, SW, ASP</li> </ul> <p><b>C. Aperture:</b></p> <ul style="list-style-type: none"> <li>→ Definition of aperture as the iris of the camera</li> <li>→ The diaphragm and its role in controlling light</li> <li>→ Aperture scale and f-stop values</li> <li>→ Depth of Field : Factors influencing depth of field, including aperture size and focal length</li> </ul> <p><b>D. Shutter:</b></p> <ul style="list-style-type: none"> <li>→ Shutter and Exposure Control</li> <li>→ Shutter Speed: Motion blur and motion freeze</li> <li>→ Techniques for synchronizing shutter speed with flash to balance ambient and artificial light</li> <li>→ Factors influencing motion effects, subject movement</li> </ul> <p><b>E. Viewfinder:</b></p> <ul style="list-style-type: none"> <li>→ Role of viewfinders in composing and framing images</li> <li>→ Electronic Viewfinders (EVFs) and their operation</li> <li>→ Advanced viewfinder features: Customizable displays and overlays</li> </ul> <p><b>F. Image Sensor:</b></p> | <p align="center"><b>10</b></p> |

|          |  |           |
|----------|--|-----------|
|          | <ul style="list-style-type: none"> <li>→ Film v/s digital</li> <li>→ Types of Sensor: CCD and CMOS</li> <li>→ Image Sensors: Key Players in the Digital Imaging Process</li> <li>→ Impact on Image Quality: Sharpness, color accuracy, and noise performance</li> </ul>  |           |
| <b>2</b> | <b>The Exposure Triangle: The Art of Balance</b>   | <b>05</b> |
|          | <ul style="list-style-type: none"> <li>● <b>Aperture :</b> <ul style="list-style-type: none"> <li>→ How aperture works with ISO and shutter speed to control exposure</li> <li>→ f/stops - 1.4, 2, 2.8, 4, 5.6, 8, 11 and 16</li> <li>→ Larger aperture, Small aperture</li> <li>→ The Relationship Between Aperture and the depth of field</li> </ul> </li> <li>● <b>Shutter Speed:</b> <ul style="list-style-type: none"> <li>→ Shutter Speed and Exposure</li> <li>→ High Shutter Speed Techniques, Slow Shutter Speed Techniques</li> <li>→ Shutter Speed's Influence on Motion in Images</li> </ul> </li> <li>● <b>ISO:</b> <ul style="list-style-type: none"> <li>→ Fundamental principles of ISO sensitivity and its significance in photography</li> <li>→ ISO sensitivity, exposure, image quality, image noise</li> <li>→ Techniques for balancing ISO sensitivity with aperture and shutter speed</li> <li>→ Higher ISO sensitivity and Lower ISO sensitivity</li> <li>→ Low Light Photography</li> </ul> </li> </ul> |           |
| <b>3</b> | <b>Mastering Light in Photography</b>  | <b>05</b> |
|          | <ul style="list-style-type: none"> <li>● Basic Parameters of Light: Intensity and Exposure, Direction and Lighting, Quality and Ambience, Perfect Tone</li> <li>● Types of lighting in photography: Natural light, Artificial Light, Flat Light, Butterfly Lighting, Soft Light, Hard Light, Split Lighting</li> <li>● Three-point lighting: Lighting techniques for cinema, television, and advertising</li> </ul>  |           |



|          |   |           |
|----------|---|-----------|
|          | <ul style="list-style-type: none"> <li>• Types of Reflectors and Modifiers: Umbrellas, Softboxes, White Reflectors, Silver Reflectors, Gold Reflectors, Black Reflectors, Translucent Reflectors/Diffusers</li> <li>• Color and Mood in Photography: Color temperature, Emotional associations of warm and cool colors, White Balance</li> <li>• The Bokeh Effect</li> </ul>  |           |
| <b>4</b> | <b>Composition in photography</b>   | <b>10</b> |
|          | <ul style="list-style-type: none"> <li>• Definition of frame and aspect ratio in photography</li> <li>• Visual Indicators: line, shape, size, tone, color, texture, space, and center of interest</li> <li>• Rules of Composition: The rule of thirds, The golden ratio, Balance, Leading Lines, Symmetry, Break a Pattern, Negative Space, Rule of Odds</li> <li>• Viewpoint and Perspective: Types of perspective, one-point, two-point, and three-point perspective.</li> <li>• Composition to create a visual impact and storytelling of images</li> <li>• Advanced Composition techniques : Depth, Framing, Cropping, High key and Low key frames</li> </ul> |           |

**Suggested Reading :**

1. Ang, T. (2011). Photography: The definitive visual history. DK.
2. Martin, B. (2010). National Geographic: The ultimate field guide to photography. National Geographic.
3. Freeman, M. (2007). The photographer's eye: Composition and design for better digital photos. Focal Press.
4. Kelby, S. (2006). The digital photography book. Peachpit Press.

**Scheme of Evaluation Pattern**

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern  
Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**PRACTICAL PAPER**

| Sub-components | Maximum Marks | Conditions for passing |
|----------------|---------------|------------------------|
|                |               |                        |

|  |    |   |
|--|----|---|
| Execution and presentation of practical projects in photography covering execution of basic techniques of photography. | 35 | <ul style="list-style-type: none"> <li>. Active participation in class discussions, group activities.</li> <li>. A learner must be present for each of the sub- components.</li> <li>. The subtotal of both the sub-components must be minimum <b>20 marks</b></li> </ul> |
| 2) MCQ Based Test  | 10 |   |
| 3) Attendance  | 5  |   |
| <b>Total</b>   | 50 |   |

|                              |   |           |            |           |              |           |
|------------------------------|---|-----------|------------|-----------|--------------|-----------|
| <b>Name of the Programme</b> | <b>BAMMC</b>                              |           |            |           |              |           |
| <b>Name of the Course</b>    | <b>EFFECTIVE ENGLISH COMMUNICATION-II</b> |           |            |           |              |           |
| <b>Semester</b>              | <b>II</b>                                 |           |            |           |              |           |
| <b>Number of Credits</b>     | <b>02</b>                                 |           |            |           |              |           |
| <b>Number of Lectures</b>    | <b>30</b>                                 |           |            |           |              |           |
| <b>Lecture Duration</b>      | <b>60 Minutes</b>                         |           |            |           |              |           |
| <b>Total Marks:</b>          | <b>CE</b>                                 | <b>20</b> | <b>SEE</b> | <b>30</b> | <b>Total</b> | <b>50</b> |

### Learning Objectives of the Course

| <b>Sr. No.</b> | <b>Objectives</b>   |
|----------------|---|
| LOC1           | To develop in the learners the ability to communicate effectively and to be able to use language for real life functions. |
| LOC2           | To locate and understand specific information contained in notices, instructions, signs and product description           |
| LOC3           | Provides techniques and skills of communicating effectively, both orally and in writing.                                  |

### **Learning Outcomes of the Course**

| <b>Sr.No.</b> | <b>Outcomes</b>  |
|---------------|--|
| CO1           | Student will be able to read and understand basic English communication  |
| CO2           | Students will be able to write correct and coherent information in English   |
| CO3           | To develop effective writing Skills to enable students to write in a concise, persuasive and audience-centered manner. |

## **SYLLABUS**

| <b>Module No.</b> | <b>Details</b>  | <b>No. of Lectures</b> |
|-------------------|---|------------------------|
| <b>1</b>          | <b>Basic Language Skills: Vocabulary building</b>   | <b>6</b>               |
|                   | <ul style="list-style-type: none"> <li>● Antonyms, Synonyms</li> <li>● Suffixes, Prefixes, Root words</li> <li>● Homophones, homonyms</li> </ul>  |                        |
| <b>2</b>          | <b>Editing and Summarization:</b>   | <b>10</b>              |
|                   | <ul style="list-style-type: none"> <li>● Editing: Heading/ Headlines/ Title/Use of Capital Letters, Punctuation: full stop, comma, colon, semi-colon, dash, ellipsis, exclamation and question marks, Spelling, Substitution of words</li> <li>● b) Summarization: The following skills to be acquired: Discern the main/central idea of the passage, Identify the supporting ideas, Eliminate irrelevant or extraneous information, Integrate the relevant ideas in a precise and coherent manner</li> </ul> |                        |
| <b>3</b>          | <b>Writing Skills:</b>  | <b>14</b>              |
|                   | <ul style="list-style-type: none"> <li>● C's of Effective Letter Writing- Business Letters- Planning the Content- Layout of the letter- Parts of the Letter.</li> <li>● Letter Writing:-Application-Inquiry-Resignation Letter</li> <li>● Resume/BiodataReport Writing: Activity Report- Newspaper Report</li> <li>● Creative Writing: story writing- Dialogue writing- Blogging: fashion, travel, food, culture, personal blogs.</li> </ul>  |                        |
|                   | <b>TOTAL</b>  | <b>30 Lectures</b>     |

### Reference Books:

1. English through reading by W.W.S. Bhaskar and N.S. Prabhu
2. Study Reading- A course in reading skills for Academic purposes by Eric H. Glendinning and Beverly Holmstrom
3. Business Communication by Urmila Rai, S.M. Rai.
4. Soft Skills For Everyone, Jeff Butterfield.

### Scheme of Evaluation Pattern

**Table 1A: Scheme of Continuous Evaluation (CE) Scheme of Evaluation Pattern**

| Sub-components   | Maximum Marks | Conditions for passing   |
|--|---------------|--|
| 1) Fieldwork-based project work and report or assignment or presentation or report- writing or article/ book review or topic- based activity | 10            | a) A learner must be present for each of the sub-components.<br>b) The subtotal of both the sub-components must be minimum <b>08 marks</b> |
| 2) MCQ Based Test  | 10            |  |
| Total  | 20            |  |

*Note: Learner must be Present in all the two exam components*

**Table 1B: Scheme of Semester End Examination (SEE)**

**Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks: 30    Minimum Marks to Pass: 12    Duration: 1 hour**

Note: All questions are compulsory. Each question has an internal choice.

| Question Number | Nature of Questions                                | Maximum Marks |
|-----------------|--|---------------|
| 1)              | Attempt any TWO of the following: (From Module I)  | 10            |
|                 | A.   |               |
|                 | B.   |               |
|                 | C.   |               |
| 2)              | Attempt any TWO of the following: (From Module II) | 10            |
|                 | A.   |               |
|                 | B.   |               |
|                 | C.   |               |

|    |    |   |    |
|----|----|---|----|
| 3) |    | Attempt any TWO of the following: (From Module III) | 10 |
|    | A. |   |    |
|    | B. |   |    |
|    | C. |   |    |

|                              |  |           |            |           |              |           |
|------------------------------|--|-----------|------------|-----------|--------------|-----------|
| <b>Name of the Programme</b> | <b>FYBAMMC</b>                               |           |            |           |              |           |
| <b>Name of the Course</b>    | <b>CONSTITUTION AND ELECTORAL GOVERNANCE</b> |           |            |           |              |           |
| <b>Semester</b>              | <b>II</b>                                    |           |            |           |              |           |
| <b>Number of Credits</b>     | <b>02</b>                                    |           |            |           |              |           |
| <b>Number of Lectures</b>    | <b>30</b>                                    |           |            |           |              |           |
| <b>Lecture Duration</b>      | <b>60 Minutes</b>                            |           |            |           |              |           |
| <b>Total Marks:</b>          | <b>CE</b>                                    | <b>20</b> | <b>SEE</b> | <b>30</b> | <b>Total</b> | <b>50</b> |

### Learning Objectives of the Course

| <b>Sr. No.</b> | <b>Objectives</b>   |
|----------------|---|
| LOC1           | Outline of Constitution, Electoral System and Electoral Governance    |
| LOC2           | Analyze Electoral System, Role and Challenges of Electoral Governance |

### Learning Outcomes of the Course

| <b>Sr.No.</b> | <b>Outcomes</b>  |
|---------------|--|
| CO1           | To outline the Constitution and the System of Election.                                    |
| CO2           | To analyze the Constitutional Governance and Electoral Governance                          |
| CO3           | To examine demographic governance and challenges faced in democratic pattern of government |

## **SYLLABUS**

| <b>Module. No</b> | <b>Details</b>  | <b>No. of Lectures</b> |
|-------------------|---|------------------------|
| <b>1</b>          | <b>Introduction to Constitution Governance</b>  | <b>14</b>              |
|                   | Overview Of Constitutional Governance-Historical Context and Evolution of Constitution - Sources of Indian Constitution-Constitutional Design- Nature and Scope of Constitutional Rights- Fundamental Principles of Constitutional Governance - Importance of Constitutional Governance [Level II & Level IV] |                        |
| <b>2</b>          | <b>Electoral System</b>   | <b>06</b>              |
|                   | Introduction to Electoral System, Role of Electoral Management Bodies, Election Campaigning, Voter Registration and Voter's Education, Voting Methods, Political Financing-Electoral Reforms and Challenges-Electoral System and Democratic Governance [Level II & Level IV]                                  |                        |
| <b>3</b>          | <b>Electoral Governance</b>   | <b>10</b>              |
|                   | Electoral Process, Electoral Integrity, Electoral Observation and Monitoring, Electoral Reforms and Impact, Electoral Participation, Role of Technology in Electoral Process, Electoral Governance, Challenges faced in Democratic pattern of Government [Level II & Level IV]                                |                        |
|                   | <b>TOTAL</b>  | <b>30 Lectures</b>     |

### **Reference Books:**

1 Constitutional Law: Governance Structure by Udai Raj Rai

2 Indian Constitutional Law – M.P Jain

3 Contemporary on the Constitution of India- P.M. Bakshi

4 The Framing of India's Constitution – B. Shiva Rao

5 Governance, Constitution and Social Justice –Salman Khurshid and Gaurav Gupta

6 Elections in India: An Overview – Sanjay Kumar

7 How India Votes – V S Rama Devi & S K Mendiratta

8 Every vote counts – Navin Chawla

9 The Verdict –Decoding Indian Elections – Prannoy Roy

**Scheme of Evaluation Pattern**  
**Table 1A: Scheme of Continuous Evaluation (CE)**

| Component  | Total Marks     | Min. Passing Percentage | Min. Passing Marks |
|--|-----------------|-------------------------|--------------------|
| 1. Internal Test                                   | 10 Marks        | 40%                     | 8                  |
| 2. Assignments/Case Studies/Topic based activities | 5 Marks         |                         |                    |
| 5 Active Class Participation                       | 5 Marks         |                         |                    |
| <b>Total</b>                                       | <b>20 Marks</b> |                         |                    |

*Note: Learner must be Present in all the exam components*

**Note:** Theory questions of 10 marks may be divided into two sub questions of 5 marks each.

**Table 1B: Scheme of Semester End Examination (SEE)**  
**Evaluation Question Paper Pattern for Semester End Examination (SEE)**

**Maximum Marks: 30    Minimum Marks to Pass: 12    Duration: 1 hour**

Note: All questions are compulsory. Each question has an internal choice.

| Question Number | Nature of Questions                               | Maximum Marks |
|-----------------|---|---------------|
| 1)              | Attempt any TWO of the following: (From Module I) | 10            |
| A.              |   |               |



|    |    |   |    |
|----|----|---|----|
|    | B. |   |    |
|    | C. |   |    |
| 2) |    | Attempt any TWO of the following: (From Module II)  | 10 |
|    | A. |   |    |
|    | B. |   |    |
|    | C. |   |    |
| 3) |    | Attempt any TWO of the following: (From Module III) | 10 |
|    | A. |   |    |
|    | B. |   |    |
|    | C. |   |    |