

SYLLABUS

OF

**FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP),
(THREE SEMESTERS)**

**DEPARTMENT OF JOURNALISM AND MASS
COMMUNICATION**

About the Department

Established in 2008, the Department of Journalism and Mass Communication is aimed at addressing the emergent needs in the media industry. Besides inculcating the theoretical aspects of Mass Communication and Journalism, the department provides hands-on training in print, television, radio and online journalism to its students so as to help them emerge as professional journalists. Students also get an opportunity to work with in-house media platforms that include newsmagazine, radio programme, TV packages, documentaries and so on. The DJMC offers a Master's program that aligns with the thrust of the NEP-2020 and caters to the evolving needs of the media industry. The interdisciplinary course of study provides students with a wide range of career opportunities, spanning journalism, broadcasting, public relations and advertising. Our Master's programme curriculum combines the foundational principles of traditional journalism with the latest advancements in communication technology. By integrating theory and practice, we equip students with the skills and knowledge necessary to thrive in the rapidly changing media landscape.

Recognizing the importance of specialized knowledge in the field of Journalism and Mass Communication, the department also introduced a Ph.D programme in 2018. This programme aims to nurture scholars who are passionate about conducting advanced research in this dynamic discipline. It provides an opportunity for in-depth exploration of topics and contributes to the development of cutting-edge knowledge and practices in Journalism and Mass Communication.

In order to provide a more flexible and multidisciplinary education system, the department offered Four Year Undergraduate Programme (FYUGP) in 2024. The FYUGP under India's National Education Policy (NEP) 2020 aligns with global education standards and prepares students for both higher education and employability. The programme that has multiple entry and exit options allows flexibility in choosing majors and minors, and encourages them to explore multiple disciplines (Science, Commerce, Humanities and so on).

Programmes Offered

- M.A. Journalism and Mass Communication
- Ph.D. Journalism and Mass Communication
- FYUGP Journalism and Mass Communication

Course Structure for Three Semesters for Four-Year Undergraduate Programme (FYUGP), DJMC

Course	Semester	Major	Minor	Minor Vocational (Extra 4 credits to be earned if exiting with certificate)	Multidisciplinary (Courses from other disciplines)	Ability Enhancement Courses (AEC)	Skill Enhancement Courses (SEC) Internship /Dissertation (3)	Value Added Course (VAC)	Total Credit
Certificate 40/44 credits	Semester -1 (20/24 Credits)	<u>Introduction to Media Studies</u> JMC100MJ (4 credits)	To be offered within the school 4 credits	Media Internship	<u>Science Communication</u> JMC100MD (3 credits)	To be chosen from the OE Basket (3 credits)	<u>Multimedia Editing-Basics</u> JMC100SE (3 credits)	2+2 Credit	21
	Semester -2 (20 Credits)	<u>News Reporting-Basics</u> JMC150MJ (4 credits)			<u>Citizen Journalism</u> JMC150MD (3 credits)		<u>Content Creation</u> JMC150SE (3 credits)	2+2 Credit	21
UG Diploma 80 Credits	Semester -3 (20 Credits)	<u>Digital Media</u> JMC200MJ (4 credits) <u>Introduction to Visual Communication</u> JMC201MJ (4 credits)			<u>Media Literacy</u> JMC200MD (3 credits)		<u>Podcasting</u> JMC200SE (3 credits)	2+2 Credit	21

Scheme and Credits	Lecture	Tutorial	Practical	Internship	Social Engagement	Credits
	3	-	-	-	1	4

Course Objectives

- To introduce key concepts and ideas in media studies.
- To understand the relationship between media, audiences, and society.

Course Outcomes

- Students will be able to critically analyze key concepts and theories in media studies, demonstrating a comprehensive understanding of media's role and impact in contemporary society.
- Students will develop an understanding of the dynamic relationship between media, audiences, and society and how these interactions influence public perception, culture, and social behavior.

Unit I: Introduction to Media

- Introduction to Communication
- Understanding Media
- Evolution of Media

Unit II: Exploring Media Types and Functions

- Functions of Media
- Print Media: Role of newspapers, magazines, and books today
- Broadcast Media: Basics of radio and TV

Unit III: Media Audiences and Effects

- Understanding Audiences
- Media Effects: How media shapes social norms and values.
- Real-Life Impact: Examples of media influencing behavior and attitudes.

Unit IV: Practical Media Skills

- Analyzing Media Content-Basic techniques
- Recognizing bias and perspective
- Ethics in Media

Practical Work

- Students to work on a media project

Suggested Readings

1. Batty, C., & Cain, S. (2020). *Media writing: A practical introduction* (5th ed.). Palgrave Macmillan.
2. Hammer, R., & Kellner, D. (2020). *Media/cultural studies: Critical approaches* (2nd ed.). Peter Lang Publishing.
3. Napoli, P. M. (2020). *Audience evolution: New technologies and the transformation of media audiences* (2nd ed.). Columbia University Press.
4. Turow, J. (2020). *Media today: Mass communication in a converging world* (7th ed.). Routledge.
5. McQuail, D., & Deuze, M. (2020). *McQuail's media and mass communication theory* (7th ed.). SAGE Publications.
6. Boyd-Barrett, O., & Rantanen, T. (2021). *The globalization of news* (2nd ed.). SAGE Publications.
7. Livingstone, S. (2021). *Audiences and publics: Media audiences in a digital age*. Routledge.
8. Jenkins, H., Ford, S., & Green, J. (2020). *Spreadable media: Creating value and meaning in a networked culture*. NYU Press.

Web Resources

1. Pew Research Center - Journalism & Media: <https://www.pewresearch.org/journalism/>
2. Media Literacy Now: <https://medialiteracynow.org/>
3. The Poynter Institute: <https://www.poynter.org/>
4. Columbia Journalism Review: <https://www.cjr.org/>

Scheme and Credits	Lecture	Tutorial	Practical	Internship	Social Engagement	Credits
	2	-	-	-	1	3

Course Objectives

- To provide an introduction to popular Science communication and develop the skills to discover how Science can become a news story.
- To equip students with essential skills required for effectively communicating scientific concepts.

Course Outcomes

- Students shall gain the practical communication skills for effective speaking, writing and exhibiting scientific and Science-related topics to a variety of audiences.
- Students will be able to identify issues and develop research-based, practical ideas and inspiring stories from the field and interviews with experts, Science authors and Science communication researchers.

Unit I: Science and Communication

- Understanding Science Communication/Science Journalism
- 3Es of Sci-Comm
- Science News. Role of Science Journalism in the Society

Unit II: Science Writing for Society & Media

- Covering Science. Challenges in Science Communication and overcoming them
- Science resonating with policymakers and politicians
- Skills required for Science journalist possess

Unit III: Talking and Writing Science

- Writing About Science Using Special Techniques (Painting a picture, Telling a Tale); Preparing and asking questions
- Interviewing Science professionals – Practical Assignment (Interviewing Scientists on their work and presenting their interviews in writing and/or in audio-visual form)
- Drafting audience-specific messages; Using written form as a tool for Science outreach – Articles for community media or mainstream media

Practical Work

The assignments/presentations and projects will be an essential component for the evaluation of this course. In addition to the practical assignments mentioned above, the below mentioned activities will be part of the course evaluation:

- Speaking of Science: Oral Presentations

- Every student will be required to make a 10–15 minutes oral presentation on any topics related to the course after consultation with the course instructor.
- Interviewing Scientists on their work and presenting their interviews in writing and/or in audio-visual form.

Suggested Readings

1. A Field Guide for Science Writers, Second Edition (2005, paperback) Editors: Deborah Blum, Mary Knudson, Robin Marantz Henig.
2. Bauer, M.W. and Burchi, M. (eds.). (2008). Journalism, Science and Society: Science communication between news and public relations. Routledge.
3. Dam, F.V. (2020). Science Communication: An Introduction. World Scientific Publishing Company.
4. Dijk, J.V. (2006). 'Picturizing Science: The Science documentary as multimedia spectacle'. International Journal of Cultural Studies, Vol.9, 5-24.
5. Gregory, J. and Miller, S. (2000). Science in Public. Basic Books.
6. Meyer, G. (2016). In Science Communication, why does the idea of a public deficit always return? Public Understanding of Science, 25(4), pp.433-446.
7. Nielsen, K.H. (2013). Scientific Communication and the Nature of Science. Science & Education, 22(9), pp.2067-2086.
8. Silverstone, R. (1984). Narrative Strategies in Television Science—A Case Study. Media, Culture and Society, 6(4), 377-410.
9. Wilson, A. (2017). Handbook of Science Communication. Taylor & Francis.

Web Resources

1. The Open Notebook — <https://www.theopennotebook.com/>
2. SciDev.Net — <https://www.scidev.net/>
3. National Association of Science Writers (NASW) — <https://www.nasw.org/>
4. Public Understanding of Science – SAGE Journals <https://journals.sagepub.com/home/pus>

Scheme and Credits	Lecture	Tutorial	Practical	Internship	Social Engagement	Credits
	2	-	-	-	1	3

Course Objectives

- To understand the basic principles of multimedia editing and its applications.
- To familiarize students with software tools used for audio, video and image editing.

Course Outcomes

- Students will be able to identify and use various multimedia editing tools and software.
- They can edit and compose basic multimedia projects involving audio, video and images.

Unit I: Fundamentals of Multimedia and Editing Basics

- Introduction to Multimedia Elements
- Understanding File Formats and Codecs
- Basic Editing Concepts. Storyboarding and Pre-Editing Planning

Unit II: Image Editing and Graphics

- Introduction to Image Editing Software
- Image Enhancement Techniques
- Text and Typography in Graphics, Creating Basic Visual Assets

Unit III: Audio and Sound Editing

- Introduction to Audio Editing Software, Basic Audio Editing Techniques
- Noise Reduction and Audio Effects:
- Exporting and Mixing Audio

Unit IV: Video Editing and Final Production

- Introduction to Video Editing Software, Basic Video Editing Techniques
- Transitions, Effects, and Color Correction
- Exporting and Optimization

Suggested Readings

1. Brinkmann, R. (2008). The art and science of digital compositing: Techniques for visual effects, animation and motion graphics. Morgan Kaufmann.
2. Brooks, B. S., & Pinson, J. L. (2022). The Art of Editing: In the Age of Convergence. Routledge.
3. Filak, V. F. (2019). Dynamics of Media Editing. SAGE Publications.
4. Jackson, W. (2015). Digital Audio Editing Fundamentals. Apress.

5. Meyer, C., & Meyer, T. (2013). Creating motion graphics with After Effects: Essential and advanced techniques. Routledge.
6. Sarkar, N.N (2020-21) Art and Print Production. OXFORD Press.
7. Syed, M. R. (2008). Multimedia Technologies Concepts, Methodologies, Tools, and Applications (Volume 3). Information Science Reference.
8. Zettl, H. (2012). Television production handbook. Wadsworth/Cengage Learning.

Web Resources

1. Adobe Creative Cloud — <https://www.adobe.com/in/creativecloud.html>
2. Audacity (Free Audio Editing Software) — <https://www.audacityteam.org/>
3. Canva Design & Image Editing Tools — <https://www.canva.com/>
4. DaVinci Resolve (Free Video Editing Software) — <https://www.blackmagicdesign.com/products/davinciresolve>

Scheme and Credits	Lecture	Tutorial	Practical	Internship	Social Engagement	Credits
	3	-	-	-	1	4

Course Objectives

- To introduce the students to the fundamentals of news reporting and writing.
- To help them learn role and responsibilities of a reporter.

Course Outcomes

- The students shall develop a knowhow of the basic elements of newsgathering and news writing that conform to news values.
- The students shall learn the guidelines of reporting for different beats.

Unit I: Understanding News

- News: Concept, Definitions and Importance
- Qualities of News
- News Elements

Unit II: Reporter's Role

- Qualities of Reporter
- Responsibilities of Reporter
- News Values

Unit III: Types of News

- Hard News
- Spot News
- Soft News

Unit IV: News Writing

- Inverted Pyramid news writing structure
- Lead: Types, writing leads
- News Sources

Practical Work

- Identifying the 5Ws and 1 H in various news stories.
- Writing leads of different types.

Suggested Readings

1. Kovach, B., & Rosenstiel, T. (2021). The Elements of Journalism: What Newspeople Should Know and the Public Should Expect (4th ed.). Three Rivers Press.
2. Mencher, M. (2011). News Reporting and Writing (12th ed.). McGraw-Hill.
3. Rich, C. (2015). Writing and Reporting News: A Coaching Method (8th ed.). Wadsworth Publishing.

4. Scanlan, C., & Craig, R. (2021). News Writing and Reporting: The Complete Guide for Today's Journalist. Oxford University Press.
5. Harcup, T. (2021). What is Journalism? The Art, Science and Craft of News Reporting (2nd ed.). Polity Press.
6. Franklin, B., & Carlson, M. (Eds.). (2011). Journalism, Sources and Credibility: New Perspectives. Routledge.
7. Tuchman, G. (1978). Making News: A Study in the Construction of Reality. The Free Press.
8. Keeble, R. (2015). The Newspapers Handbook (5th ed.). Routledge.

Web Resources

1. Poynter Institute – Journalism Training & Ethics
<https://www.poynter.org/>
2. Reuters Institute – Journalism Research and Reports
<https://reutersinstitute.politics.ox.ac.uk/>
3. Committee to Protect Journalists – Press Freedom and Reporting Safety
<https://cpj.org/>
4. The Journalist's Resource – Research on News and Reporting
<https://journalistsresource.org/>

Scheme and Credits	Lecture	Tutorial	Practical	Internship	Social Engagement	Credits
	2	-	-	-	1	3

Course Objectives

- To make students understand the concept of Citizen Journalism, which has enabled ordinary people to report newsworthy situations around them.
- To teach students what are the challenges posed to mainstream media by citizen journalism.

Course Outcomes

- Students will be able to report the issues confronting them and newsworthy situations missed by mainstream media.
- They can contribute citizen's content to mainstream media, thus serve as a source of news for the latter.

UNIT I: Understanding Citizen Journalism

- Citizen Journalism- Concept and definitions
- Characteristics and types of citizen journalism. Prominent CJ organisations
- Significance and demerits of citizen journalism

UNIT II: Historical Perspective

- Evolution of citizen journalism.
- Citizen journalism in India with a special reference to Kashmir.
- Television and online citizen journalism in India.

UNIT III: Citizen Journalism and ICTs

- Role of information and communication technologies in proliferating citizen journalism
- Comparison of citizen journalism with mainstream journalism
- Photo-captions: Principles and Types

Practical Work

Practical work will involve capturing newsworthy and off-beat pictures and writing captions on the same, and creating multimedia content on various themes. The practical work will be assigned and assessed by the concerned faculty.

Suggested Readings

1. Allan, S., & Thorsen, E. (Eds.). (2009). *Citizen Journalism: Global Perspectives*. New York: Peter Lang Publishing, Inc.

2. Axford, B., & Huggins, R. (Eds.). (2001). *New Media and Politics*. London: SAGE Publications.
3. Coyer, K., Dowmunt, T., & Fountain, A. (2007). *The Alternative Media Handbook*. London and New York: Routledge Taylor and Francis Group.
4. Dewdney, A., & Ride, P. (2006). *The New Media Handbook*. London and New York: Routledge- Taylor and Francis Group.
5. Flew, T. (2002). *New Media: An Introduction*. UK: Oxford University Press.
6. Ganesh, T. K. (2006). *Digital Media: Building the Global Audience*. Delhi: GNOSIS Publishers of Educational Books.
7. Montgomery, R. (2018). *Smartphone Video Storytelling*. Routledge.
8. Prasad, K. (Ed.). (2009). *e-Journalism: New Media and News Media*. Delhi: BR Publishing.
9. Sheppard, N. P. (2024). *The Smartphone Filmmaking Handbook: Revealing the Secrets of Smartphone Movie Making* (2nd Edition). Kindle Store.
10. Tremayne, M. (Ed.). (2007). *Blogging, Citizenship, and the Future of Media*. London, New York: Rutledge.

Web Resources

1. Global Voices — <https://globalvoices.org/>
2. Citizen Matters (India-based Citizen Journalism Platform) — <https://citizenmatters.in/>
3. BBC – Your News (Citizen Journalism Guidelines) — <https://www.bbc.co.uk/send/uGC>
4. The Guardian – Citizen Journalism Guide — <https://www.theguardian.com/help/insideguardian/2014/oct/13/how-to-be-a-citizen-journalist>

Scheme and Credits	Lecture	Tutorial	Practical	Internship	Social Engagement	Credits
	2	-	-	-	1	3

Course Objectives

- To introduce students to theoretical and practical knowledge of content creation techniques, strategies, understanding audiences and tools in digital media.
- To make students understand the skills necessary to create engaging and effective content across various digital platforms.

Course Outcomes

- Students will be able to comprehend content creation principles and techniques to produce high-quality digital content.
- Students will develop the ability to critically evaluate and analyze digital content, identify target audiences, and tailor content strategies accordingly.

Unit I: Understanding Digital Landscape and Content Creation

- Introduction to content creation
- Different platforms and digital ecosystem
- Understanding audience

Unit II: Content Creation Process

- Content creation process
- Developing Effective Content
- Case Studies in Indian content marketing and trends

Unit III: Content Creation Practices and Optimization

- Multimedia content production
- Content Optimization and Marketing
- AI and Content Creation

Practical Work

- Students to develop two projects on content creation for digital platforms
- Students would be evaluating the digital content, target audiences and content strategies

Suggested Readings

1. Deiss, R., & Henneberry, R. (2017). *Digital marketing for dummies*.
2. Enge, E., Spencer, S., Stricchiola, J., & Fishkin, R. (2015). *The art of SEO*. O'Reilly Media.
3. Goodman, J. (2015). *Viralnomics*. Tribeca Publishing.
4. Halvorson, K., & Rach, M. (2012). *Content strategy for the web*. New Riders.
5. Handley, A. (2014). *Everybody writes*. Wiley.
6. Kissane, E. (2012). *The elements of content strategy. A Book Apart*.

7. Miller, D. (2016). *Photography: The complete beginners guide*. CreateSpace Independent Publishing Platform.
8. Safko, L., & Brake, D. K. (2009). *The social media bible*. John Wiley & Sons.
9. Schaefer, M. W. (2015). *The content code*. Mark W. Schaefer.
10. Pulizzi, J. (2015). *Content Inc*. McGraw-Hill Education

Web Resources

1. HubSpot Content Marketing Blog — <https://blog.hubspot.com/marketing>
2. Content Marketing Institute — <https://contentmarketinginstitute.com/>
3. Canva Design School — <https://www.canva.com/learn/>
4. Buffer Resources — <https://buffer.com/resources/>

Minor Vocational

Media Internship

(Extra 4 credits to be earned if exiting with certificate)

The students who are willing to exit with a certificate course after first two semesters are supposed to do an internship with a reputed media organisation. The internship should adhere to the UGC Internship Policy that requires students to complete a minimum of 120 hours over a 21-day period to ensure industry exposure and hands-on learning.

Scheme and Credits	Lecture	Tutorial	Practical	Internship	Social Engagement	Credits
	3	-	-	-	1	4

Course Objectives

- To help students understand the concepts and principles of Digital media which significantly involves demonstrating importance of digital news, multimedia storytelling, and content creation in digital age.
- To enable them to demonstrate the art of developing proficiency in digital news-making and also helping them acquire practical skills to produce compelling digital content and adapt storytelling techniques to suit different platforms.

Course Outcomes

- Students shall be able to understand contemporary digital media environments and their impact on the News landscape.
- They shall proficiently use digital tools and techniques to create and disseminate inclusive news content that resonates with the reader's demands across multiple platforms.

Unit I: Introduction to Digital Media

- Definition and Characteristics of Digital Media
- Evolution of Digital Media
- Role of Digital Media in Society. Digital News Audience

Unit II: Digital Media and News Convergence

- Media Convergence: Concept, Origins and Types: Technological, Economic, Cultural
- Role of Digital Platforms in News Production
- Multi-platform Story-telling and Impact of Social Media

Unit III: Digital Content Creation

- Visual and Audio Content Creation
- Interactive Content; Digital story telling
- Principles of Digital Storytelling; Characteristics of online news content

Unit IV: Digital Media Ethics

- Ethical issues and digital manipulation
- Issues of Privacy and Copyright; Misinformation; Fake news
- Digital Media Regulation and Censorship

Suggested Readings

1. Athique, A. (2013). *Digital media and society: An introduction*. John Wiley & Sons.
2. Buckingham, D. (2007). Media education goes digital: an introduction. *Learning, Media and technology*, 32(2), 111-119.
3. Chakravathy, J (2003) *Cyber Media Journalism: Emerging Technology*. Delhi: Authors Press
4. Delfanti, A., & Arvidsson, A. (2019). *Introduction to digital media*. John Wiley & Sons.

5. Dwyer, T. (2010). *EBOOK: Media Convergence*. McGraw-Hill Education (UK).
6. Filak, V. F. (Ed.). (2019). *Convergent Journalism: An Introduction: Writing and Producing Across Media*. Routledge.
7. Kolodzy, J. (2013). *Practicing convergence journalism: An introduction to cross-media storytelling*. Routledge.
8. Lawson-Borders, G. (2006). *Media organizations and convergence: case studies of media convergence pioneers*. Routledge.
9. Quinn, S. (2006). *Convergent journalism: The fundamentals of multimedia reporting*. Peter Lang.

Web Resources

1. Journalism.co.uk — Digital Journalism Resources — <https://www.journalism.co.uk/skills-resources/>
2. The Poynter Institute — <https://www.poynter.org/>
3. DataJournalism.com — <https://datajournalism.com/>
4. Nieman Lab — <https://www.niemanlab.org/>

Scheme and Credits	Lecture	Tutorial	Practical	Internship	Social Engagement	Credits
	3	-	-	-	1	4

Course Objectives

- To enable students to understand key principles and theories of visual communication.
- To help them analyse and evaluate the effectiveness of visual messages in mass media.

Course Outcomes

- Students will be able to apply fundamental design principles such as color theory, composition, and typography to create visually appealing and functional designs.
- They shall analyse visual messages in media, identifying their role in shaping public perception and behavior.

Unit I: Visual Communication in Context

- History and evolution of visual communication
- Semiotics and visual rhetoric: signs, symbols, and meaning-making
- Cross-cultural perspectives on visual language. Visual representation ethics

Unit II: Fundamentals of Visual Language

- Visual perception and cognition; Elements of design: line, shape, color, texture, space, and form etc.
- Principles of design: balance, contrast, emphasis, rhythm, and unity etc.
- Visual hierarchy: directing attention and organizing information visually

Unit III: Visual Communication Tools and Techniques

- Typography fundamentals and text as visual element
- Image creation and manipulation: photography, illustration, and digital imaging
- Layout design and information organization; Color theory and strategic application across media

Unit IV: Applied Visual Communication

- Brand identity and visual systems
- Information design and data visualization
- Digital media and interactive visual communication; Visual storytelling

Suggested Readings

1. Berger, J. (2008). *Ways of Seeing*. Penguin UK.

2. Bergström, B. (2008). *Essentials of visual communication*. London: Laurence King Publishing.
3. Elkins, J. (2013). *Visual studies: A Skeptical introduction*. Routledge.
4. Josephson, S., Kelly, J., & Smith, K. (2020). *Handbook of Visual Communication*. Routledge.
5. Lester, P. (2014). *Visual communication: Images with messages*. Boston: Wadsworth/Cengage Learning.
6. Lester, P. M. (2006). Syntactic theory of visual communication. Retrieved December, 3,
7. 2010.Mollica, P. (2013). *Color Theory: An essential guide to color-from basic principles to practical applications* (Vol. 53). Walter Foster.
8. N.N. Sarkar (2013). *Print and Art Production*: Oxford University Press.
9. Palmer, F. (1989). *Visual elements of art and design*. Longman.
10. Wileman, R. E. (1993). *Visual communicating*. Educational Technology.

Web Resources

1. Canva Design School — <https://www.canva.com/learn/>
2. Adobe Creative Cloud Tutorials — <https://helpx.adobe.com/creative-cloud/tutorials-explore.html>
3. The Visual Communication Guy — <https://thevisualcommunicationguy.com/>
4. AIGA – The Professional Association for Design — <https://www.aiga.org/resources>

Scheme and Credits	Lecture	Tutorial	Practical	Internship	Social Engagement	Credits
	3	-	-	-	1	4

Course Objectives

- To develop critical thinking skills in students to help them analyse and interpret media content across various platforms.
- To help students learn the fundamentals of media literacy.

Course Outcomes

- Students shall be able to apply media literacy principles to deconstruct the messages and ideologies presented in film and media.
- They shall demonstrate an understanding of the influence of media on society and culture.

Unit I: Introduction to Media Literacy

- Media Literacy: Definition and Importance
- Understanding Media Content
- Identifying Bias, Stereotypes, and Propaganda

Unit II: Media Consumption and Digital Narratives

- Navigating Social Media: Understanding Algorithms and Echo Chambers
- Fake News and Misinformation: Identifying Reliable Sources
- Post Truth, Infodemic

Unit III: Critical Media Literacy: Skills and Tools

- Fact-checking and Verification Tools
- Using Websites and AI-Based Detection
- Reverse Image search, Metadata Analysis, Lateral Reading

Practical Work

Media Literacy Exercise- Analysis of a Media Campaign or Advertisement

Suggested Readings

1. McDougall, A. (2019). *Media Literacy: Keys to Interpreting Media Messages* (5th ed.). Praeger.
2. Hall, S. (1997). *Representation: Cultural Representations and Signifying Practices*. SAGE Publications.
3. Koltay, T. (2023). *Media and Information Literacy: A Contemporary Approach*. Emerald Publishing.

4. Potter, W. J. (2021). *Media Literacy* (10th ed.). SAGE Publications.
5. Wardle, C., & Derakhshan, H. (2018). *Information Disorder: Toward an Interdisciplinary Framework*. Council of Europe.
6. Westerman, D., Spence, P. R., & Van Der Heide, B. (2020). *Social Media and Credibility*. Routledge.
7. Zimdars, M., & McLeod, K. (2020). *Fake News: Understanding Media and Misinformation in the Digital Age*. MIT Press.
8. Hobbs, R. (2020). *Media Literacy in Action: Questioning the Media*. Teachers College Press.

Web Resources

1. Center for Media Literacy: <https://www.medialit.org/>
2. First Draft News (Fact-checking and misinformation resources): <https://firstdraftnews.org/>
3. News Literacy Project: <https://newslit.org/>
4. FactCheck.org: <https://www.factcheck.org/>

Scheme and Credits	Lecture	Tutorial	Practical	Internship	Social Engagement	Credits
	1	-	-	-	1	2

Course Objectives

- To help students develop technical proficiency in audio recording and editing.
- To enable students to master effective storytelling techniques for creating engaging audio content.

Course Outcomes

- The students will be able to create, edit, and produce a high-quality podcast episode, demonstrating a solid understanding of audio production techniques
- They shall utilise podcast distribution platforms and apply basic marketing strategies to grow an audience for their podcast.

Unit I: Understanding Podcast Formats and Genres

- From Broadcast to Podcast. Understanding Podcasting
- Types of podcasts: interview, narrative, solo, panel, etc.
- Analyzing popular podcast genres (news, true crime, education, etc.)

Unit II: Podcast Production and Storytelling

- Developing a podcast concept
- Writing scripts and creating episode outlines
- Recording, Editing, and Publishing a Podcast

Unit III: Podcast Distribution, Trends and Equipment

- Podcast Publishing and Distribution
- Emerging Trends in Podcast Production
- Essential Podcasting Equipment

Practical Work

- Students to create a 5-10 minute podcast episode
- Case studies on successful podcasts like Serial, This American Life, and The Daily.

Suggested Readings

1. Morris, T., & Tomasi, C. (2017). *Podcasting for Dummies* (3rd ed.). Wiley.
2. Abel, J. (2015). *Out on the Wire: The Storytelling Secrets of the New Masters of Radio*. Broadway Books.

3. Nuzum, E. (2019). *Make Noise: A Creator's Guide to Podcasting and Great Audio Storytelling*. Workman Publishing.
4. McGregor, H., & Laurence, W. (2021). *The Podcaster's Dilemma: Decolonizing Power in Podcasting*. Duke University Press.
5. McHugh, S. (2020). *The Power of Podcasting: Telling Stories Through Sound*. Columbia University Press.
6. Bottomley, A. J. (2020). *Sound Streams: A Cultural History of Radio-Internet Convergence*. University of Michigan Press.
7. Berry, R. (2021). *Podcasting: New Aural Cultures and Digital Media*. Palgrave Macmillan.
8. Lindgren, M. (2021). *Podcasting: The Audio Media Revolution*. Routledge.

Web Resources

1. Nieman Lab Podcasting Trends: <https://www.niemanlab.org/>
2. Transom – Tools for Storytelling and Podcasting: <https://transom.org/>
3. The Podcast Host – Guides and Resources: <https://www.thepodcasthost.com/>
4. Podnews – Daily Podcasting News: <https://podnews.net/>