

# **Nirmala Memorial Foundation College of Commerce and Science**

**(Autonomous)**

Re-accredited by NAAC with B++, ISO 9001-2015 Certified, Recognised under section 2(f) & 12(B) of the UGC Act 1956

*Permanently Affiliated to the University of Mumbai,*



## **Syllabus**

# **Bachelor of Arts in Multimedia and Mass**

# **Communication**

# **(B.A. (MULTIMEDIA AND MASS COMMUNICATION))**

**(Programme Code: **UGMMC01**)**

**As Per New Education Policy (NEP) 2020**

(To be implemented from the Academic Year 2025-2026)

Approved in the Academic Council Meeting held on 5<sup>th</sup> July 2025

## INTRODUCTION OF THE PROGRAMME

The Bachelor of Arts in Multimedia and Mass Communication is a comprehensive four-year degree program designed to provide students with practical, industry-relevant media education. It aims to nurture the next generation of media professionals equipped to thrive in a rapidly evolving media landscape.

### AIMS

To deliver a strong foundation of knowledge while instilling values of integrity, credibility, and social responsibility

To prepare students for dynamic careers across various domains of media and related industries such as communication, advertising, public relations, journalism, and research

### OBJECTIVES

- To equip learners with essential professional skills for careers in the entertainment sector, including cinema, television, OTT platforms, and digital media
- To foster self-confidence, professional identity, and a sense of responsibility within the media ecosystem
- To develop a deeper understanding of the relationship between communication/media theories and diverse individual, social, and professional practices

## **PROGRAM OUTCOME**

Upon successful completion of the program, learners will:

1. Learners will be able to understand the basic concepts of mass communication, media, and how communication shapes society
2. Students will develop effective communication skills in reading, writing, speaking, and listening, useful in media-related careers
3. To help learners apply digital tools such as Google Workspace and multimedia software in real-world media tasks
4. To enable students to analyze current events and media trends with critical thinking and awareness
5. Learners will demonstrate social responsibility and ethical behavior in their media and communication practices



**SEMESTER IV**  
**COURSE STRUCTURE**

VERTICAL		COURSE CODE	SUBJECT	CREDIT
Vertical 1	Major	NUMM401	Media Laws and Ethics	4
	Major	NUMM402	Mass Media Research	4
Vertical 2	Minor	NUMM403	Writing and Editing for Media	4
Vertical 3	OE1	NUES401	Environmental Systems and Management-II	2
Vertical 4	VSC		NA	*****
	SEC	NUMM405	Introduction to Photography	2
Vertical 5	AEC	NUEN401	Communication Skills in English (Advanced)	2
	VEC		*****	*****
	IKS		*****	*****
Vertical 6	CC	NUCP401	Community Engagement Program	2
	CC	NUCC402	Cultural Expressions through Cinema, TV and Theatre	2
				<b>22</b>



Vertical – I

## Mandatory Courses

### Name of the Course: Media Laws and Ethics

Sr. No.	Heading	Particulars
1	<b>Description the course :</b> <b>Including but Not limited to :</b>	Media Laws and Ethics explores the legal frameworks and ethical principles governing the media industry. The course covers topics like freedom of the press, defamation, censorship, intellectual property, and privacy. It emphasizes responsible journalism, ethical decision-making, and the importance of balancing public interest with professional integrity and legal compliance.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	60 Hours
6	<b>Marks Allotted:</b>	100 Marks
7	<b>Course Objectives:</b> ( List some of the course objectives ) 1. To understand the core values and principles of the Indian Constitution relevant to media practice 2. To examine the theory and application of social responsibility in the media landscape. 3. To comprehend key media laws including copyright, IPR, defamation, contempt, and IT Act through case-based learning. 4. To recognize the need for ethical standards in journalism and advertising. 5. To analyze emerging ethical issues such as fake news, misinformation, conflict of interest, and shock value in media content.	
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) CO1. To provide the learners with an understanding of laws those impact the media. CO2. To sensitize them towards social and ethical responsibility of media. CO3: To identify the functions and limitations of Indian media regulatory bodies and assess their role in governance. CO4: To analyze major media laws and apply them to real-world issues involving copyright, defamation, and digital content. CO5: To identify and address ethical dilemmas in journalism and advertising by applying professional codes of conduct	

9 **Modules:-** Per credit One module can be created

**Module 1:** Constitution and Media

**1. Core values of the Constitution**

Refreshing Preamble, unique features of the Indian Constitution

**2. Freedom of Expression**

Article 19 (1) (a), Article 19(2)

**3. Social Responsibility of the media**

Social Responsibility Theory

Emerging Issues in Social Responsibility

Theory in today's era

Threat of Fake News and facts verification

Social media decorum

**Module 2:** Regulatory bodies

**Press Council of India**

Brief history: Statutory status

Structure

Powers and limitations

**TRAI**

**IBF**

**ASCI**

**NBA**

**Module 3: Media Laws**

**Copyright and IPR**

What is copyright, Intellectual Property Rights Exceptions

Major Amendments

Recent Case studies

**Defamation**

**IT Act**

**Contempt**

Contempt of Court

Contempt of Parliament

**Module 4: Media Ethics and Social Responsibility**

**Why Ethics**

What is ethics? And why do we need ethics?

**Ethical responsibility of journalist**

Code of conduct for journalist

Conflict of interest

Misrepresentation

	Shock Value <b>Fake News</b> <b>Ethical responsibility of advertisers</b> Violation of ethical norms by advertisers	
<b>10</b>	<b>Reference Books:</b> 1. Basu, D.D. (2005). Press Laws, Prentice Hall. 2. Iyer, V. (2000), Mass Media Laws and Regulations in India, AMIC Publication. 3. Thakurta, P.G. (2009).Media Ethics, Oxford University Press. 4. Duggal, P. (2002). Cyber law in India, Saakshar Law Publications 5. P. B. Sawant and P.K. Bandhopadhyaya- Advertising Laws and Ethics – Universal Law Publishing Co 6. Media Laws: By Dr S R Myneni, Asian Law	
<b>11</b>	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60% Individual Passing in Internal and External Examination</b>
<b>12</b>	Continuous Evaluation through: 1. Individual/ group project 2. Group discussion/ Debates 3. Presentation 4. Assignment	

**SEMESTER END EXAMINATION: 60 MARKS**

**Time: 2 hrs**

**Question Paper Pattern**

Each question carries 15 Marks

Question No.	Questions	Marks
Q 1	Explain the Concepts (any five out of eight)	15 marks
Q 2	Practical/ Theory	15 marks
Q 3	Practical/ Theory	15 marks
Q 4	Short Note (any three out of five)	15 marks

Note:

1. Equal Weightage is to be given to all the modules.
2. 15 marks question may subdivide into 8 marks and 7 marks. Internal option shall be given, i.e. attempt any two out of three. For direct 15 Marks question option should be given. Attempt any one out of two.

3. Use of simple calculator is allowed in the examination.

4. Wherever possible more importance is to be given to the practical problems.

**INTERNAL EVALUATION METHODOLOGY (40 MARKS):**

20 marks Assignment:

10 marks Viva,

10 marks Class Participation and Attendance



## Name of the Course: Mass Media Research

Sr. No.	Heading	Particulars
1	<b>Description the course :</b> <b>Including but Not limited to :</b>	Mass Media Research introduces methods and techniques used to study media effects, content, audiences, and trends. The course covers quantitative and qualitative research, including surveys, content analysis, and interviews. It equips students with analytical skills to interpret data, evaluate media practices, and contribute to informed media production and policymaking.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	60 Hours
6	<b>Marks Allotted:</b>	100 Marks
7	<b>Course Objectives:</b> ( List some of the course objectives ) a) Understand the role, scope, and relevance of research in the field of mass media. b) Learn various research designs and their applications in media studies. c) Acquire knowledge of primary and secondary data collection methods and sampling techniques. d) Develop analytical skills in both qualitative and quantitative research, including content analysis. e) Explore the practical applications of media research in TRP, readership surveys, and advertising studies	
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) CO1) Identify and define research problems and hypotheses relevant to mass media studies. CO2) Design and implement appropriate research methodologies for media-related topics. CO3) Collect, analyze, and interpret media data using structured tools and reporting formats. CO4) Apply media research to real-world contexts like audience analysis, polling, and consumer behavior. CO5) Explain the role of semiotics in media and use it to decode media messages and symbols.	

9 **Modules:-** Per credit One module can be created

**Module 1: Research In Media**

**Introduction to mass media research**

- Relevance, Scope of Mass Media Research
- and
- Role of research in the media
  - Steps involved in the Research Process
  - Qualitative and Quantitative Research
  - Discovery of research problem, identifying dependent and independent variables, developing hypothesis

**Module 2: Design**

- Concept, types and uses
- Research Designs:
  - a) Exploratory
  - b) Descriptive and
  - c) Causal.

**Module 3: Data collection Methodology**

- 3.1** Primary data collection methods:- Depth interviews, Focus group, Surveys, Observations, Experimentations
- 3.2** Secondary data collection methods, Literature Review
- 3.3** Designing Questionnaire and measurement techniques
  - i. Types and basics of Questionnaire
  - ii. Projective techniques
  - iii. Attitude measurement scales
- 3.4** Sampling process Data tabulation and research report format
- 3.5** The Semiotics of the Mass Media - What is semiotics in media? Why is semiotics important? What are codes in semiotics? Semiotics and media

**Module 4: Analysis & Application**

- a. Definition and uses
- b. Quantitative and Qualitative approach
- c. Steps in content analysis
- d. Devising means of a quantification system
- e. Limitations of content analysis

**Analysis**

- a. Readership and Circulation survey
- b. TRP
- c. RRP
- d. Audience Research
- e. Exit Polls
- f. Advertising Consumer Research

10	<b>Reference Books:</b> 1. Research Methodology; Kothari: Wiley Eastern Ltd. 2. A Hand book Of Social Science Research :Dixon, Bouma, Atkinson OUP 3. Analysing Media Message: Reffe, Daniel; Lacy, Stephen And Fico, Frederick (1998); Lawrence Erlbaum associates. 4. Media Research Methods: Gunter ,Brie; (2000); Sage 5. Mass Media Research :Wimmer And Dominick	
11	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60% Individual Passing in Internal and External Examination</b>
12	Continuous Evaluation through: 1. Individual/ group project 2. Group discussion/ Debates 3. Presentation 4. Assignment	

**SEMESTER END EXAMINATION: 60 MARKS**

**Time: 2 hrs**

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Q 1	Explain the Concepts (any five out of eight)	15 marks
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Q 4	Short Note (any three out of five)	15 marks

Note:

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2. 15 marks question may subdivide into 8 marks and 7 marks. Internal option shall be given, i.e. attempt any two out of three. For direct 15 Marks question option should be given. Attempt any one out of two.
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**INTERNAL EVALUATION METHODOLOGY (40 MARKS):**

20 marks Assignment,

10 marks Viva,

10 marks Class Participation and Attendance



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# Vertical – II

## Name of the Course: Writing and Editing for Media

Sr. No.	Heading	Particulars
1	<b>Description the course :</b> <b>Including but Not limited to :</b>	This course offers a foundational understanding of the principles and practices of news reporting and editing in the context of print and digital journalism. Students will learn how to gather, verify, and present news accurately and ethically, while also developing the skills required for effective newsroom editing.
2	<b>Vertical :</b>	Minor
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester))
5	<b>Hours Allotted :</b>	60 Hours
6	<b>Marks Allotted:</b>	100 Marks
7	<b>Course Objectives: ( List some of the course objectives )</b>	<ol style="list-style-type: none"><li>1. To develop an understanding of newsworthiness and apply essential writing tools and formats suited to print media such as newspapers, magazines, and advertisements.</li><li>2. To enable learners to write effective scripts and program content for radio and television by understanding the structure, style, and challenges of broadcast media.</li><li>3. To build proficiency in creating written content tailored for digital platforms, with a focus on web formatting, interactivity, and response to real-time developments such as breaking or fake news.</li><li>4. To cultivate skills in evaluating and editing content across media formats, with emphasis on grammar, layout, visual elements, and digital readability for both journalistic and advertising purposes.</li><li>5. To empower students to adapt writing styles across multiple media platforms, ensuring clarity, coherence, and relevance to diverse audiences and publication contexts.</li></ol>

<b>8</b>	<p><b>Course Outcomes: ( List some of the course outcomes )</b></p> <p>C01. Provide the ability to understand writing styles that fit various media platforms.</p> <p>C02. It would help the learner acquire information gathering skills and techniques.</p> <p>C03. The learner will gather knowledge of different news and copy formats along with appropriate style-sheets and layout.</p> <p>C04. The learner will imbibe the importance of writing clearly, precisely and accurately for different types of audiences</p> <p>C05. Provide acquire basic proficiency in proof-reading and editing.</p>
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<b>9</b>	<p><b>Modules:-</b> Per credit One module can be created</p>
	<p><b>Module 1: Writing For Print Media</b></p>
	<ul style="list-style-type: none"> <li>● What makes news?</li> <li>● Art and basic tools of writing</li> <li>● Steps and elements of writing-editorial, features and review</li> <li>● Writing for Newspapers and Magazines</li> <li>● Writing a News story/feature, stories/Article/Editorials(differences)</li> <li>● Leads, nut shelling and story structure</li> </ul> <p>Writing for Advertisements</p>
	<p><b>Module 2: Writing For Broadcast Media</b></p>
	<ul style="list-style-type: none"> <li>● Radio and Television: Challenges, strengths and weaknesses</li> <li>● Writing for Television and Radio programs</li> <li>● Script writing formats</li> <li>● Writing for interviews, live news and daily news</li> <li>● Radio jockeying / online radio and new</li> <li>● Trends</li> <li>● Storyboarding for Television commercials</li> </ul>
	<p><b>Module 3: Digital Media</b></p>
	<ul style="list-style-type: none"> <li>● Difference between newspaper writing, and writing for the Web, headline, writing, deck heads, subheads, lists and hyperlinked content</li> <li>● How to produce well-written webpages Written content for the web, digital spaces and digitally distributed media.</li> <li>● Emerging fields of personal publishing, including blogging and micro blogging (or publishing on LinkedIn).</li> </ul> <p>Dealing with breaking news and fake news in real time.</p>
	<p><b>Module 4: Evaluation of Content</b></p>
	<ul style="list-style-type: none"> <li>● Checking spelling and grammar. Check news/magazine copies for headlines (types, appeal), sub heads, Use of graphics and illustrations for construction and information flow in Newspapers.</li> <li>● Rewriting leads</li> <li>● Achieving fitment with spacing requirements at any newspaper, magazine or webpage.</li> </ul> <p>Checking Advertising agency copies, checking headline/sub headline (types, appeal) and maintaining sequence and flow in body copy Online editing: editing requirements; content, layout, clarity, style, conciseness, online headlining –website design</p>

10	<b>Reference Books:</b> James glen stovall, writing for the mass media, sixth edition, published by Dorling kindersley (India) 2. Artwick, Clauddete G., Reporting And Producing For Digital Media, Surjeet Publications, 1st Indian Reprint, 2005 3. The associated press stylebook. . Associated press (current edition) 4. Chicago guide to fact-checking (Chicago Guides To Writing, Editing And Publishing)By Brooke Borel 5. Fundamentals Of Writing: How To Write Articles, Media Releases, Case Studies, Blog Posts And Social Media Content By Paul Lima   10 April 2013 6. Itule, B. D. and Anderson, D. A. (1989). News Writing and Reporting For Today's Media. Ny:Mcgraw-Hill 7. An introduction to writing for Electronic Media-Scriptwriting Essentials Across The Genres Authors: Robert B. Musburger 8. The basics of media writing-a strategic approach by Scott A. Kuehn - Clarion University Of Pennsylvania, Usa And Andrew Lingwall- Sage Publications	
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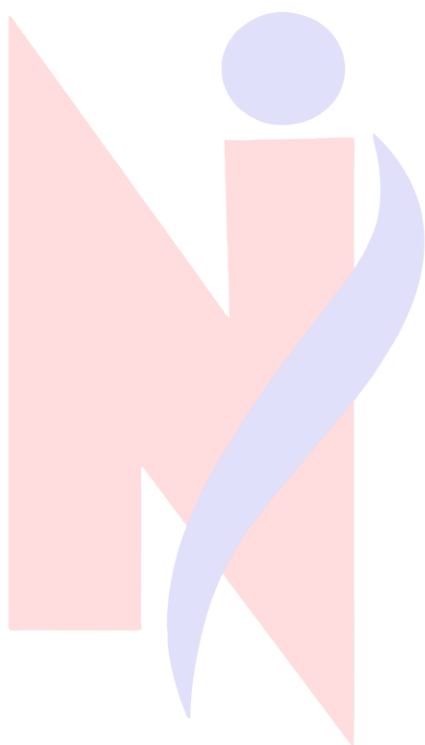
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10 marks Class Participation and Attendance



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# Vertical – III

## Environmental Systems and Management-II

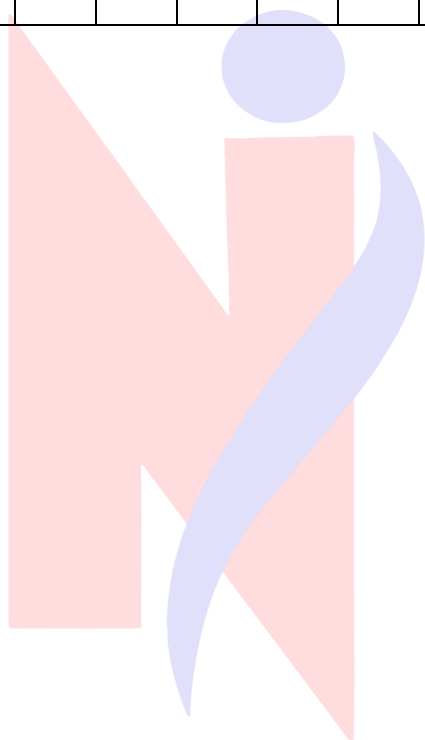
Sr. No.	Heading	Particulars
1	<b>Description of the course :</b>	<p>This course introduces students to the vital link between the environment and the world of commerce. It offers an essential understanding of how ecological systems interact with economic activities, preparing future professionals to make informed, responsible decisions in business and society.</p> <p><b>What They Will Learn:</b></p> <ul style="list-style-type: none"> <li>• Ecosystems and Biodiversity: Understand the balance of natural systems and the economic value of biodiversity in sectors like agriculture, tourism, and healthcare.</li> <li>• Human Impact on the Environment: Analyze how industries, trade, and consumer behavior contribute to environmental challenges such as resource depletion, pollution, and climate change.</li> <li>• Sustainability and Commerce: Explore sustainable business practices and how commerce can play a role in achieving long-term environmental and economic goals.</li> </ul> <p><b>Why It Matters for First Year Undergraduate Students:</b></p> <p>In any specialization, environmental awareness is essential in today's global business environment. This course empowers students to:</p> <ul style="list-style-type: none"> <li>• Become socially responsible citizens: Make ethical decisions that consider environmental impact and sustainability.</li> <li>• Understand environmental challenges in business contexts: Gain insight into how issues like climate change, waste management, and pollution affect business operations, supply chains, and policy.</li> <li>• Explore emerging green career paths: Discover opportunities in environmental consulting, sustainable business strategy, and green entrepreneurship.</li> </ul>
2	<b>Vertical :</b>	<b>VEC</b>
3	<b>Type :</b>	<b>Theory</b>
4	<b>Credit:</b>	<b>2 credits</b>
5	<b>Hours Allotted :</b>	<b>30 Hours</b>
6	<b>Marks Allotted:</b>	<b>50 Marks</b>
7	<p><b>Course Objectives:</b></p> <ul style="list-style-type: none"> <li>• To provide knowledge on types of disasters and their impact on human life and the economy.</li> <li>• To equip students with the principles of disaster management and waste management strategies.</li> <li>• To promote understanding of sustainable development models and eco-friendly innovations.</li> <li>• To introduce key environmental movements, ethics, and legal frameworks relevant to environmental conservation.</li> </ul>	

8	<p><b>Course Outcomes:</b> After studying this course students will be in position to :</p> <ul style="list-style-type: none"> <li>• To describe different types of disasters and outline the phases of disaster management.</li> <li>• To apply concepts of waste reduction, reuse, and recycling in real-life scenarios.</li> <li>• To evaluate sustainable development initiatives and propose eco-friendly business strategies.</li> <li>• To critically assess environmental movements, laws, and policies, and their role in conservation and management.</li> </ul>
9	<p><b>Modules:-</b></p>
	<p><b>Unit I: Dealing with Environmental Concerns</b></p> <ul style="list-style-type: none"> <li>• Concept and Classification of Disaster (Natural, Man-made and Hybrid Disaster). General effects of Disaster on Human Life- Physical, Psychological, Economic and Social</li> <li>• Disaster Management: Meaning and Phases of Disaster Management (Prevention, Mitigation, Preparedness, Response, and Recovery)</li> <li>• Waste Management: Meaning and Types of Waste (biodegradable, non-biodegradable, hazardous, e-waste, etc).</li> <li>• Waste Management- Reduce, Reuse, and Recycle Strategies in Daily Life</li> </ul>
	<p><b>Unit II: Sustainable Development and Environmental Conservation</b></p> <ul style="list-style-type: none"> <li>• Introduction to Sustainable Development: Meaning and Importance. Sustainable Development Goals (SDGs). Case Studies</li> <li>• Environmental Movements and Ethics: Chipko, Silent Valley, Bishnoi of Rajasthan. Role of Religion and Culture in Environmental Conservation.</li> <li>• Innovative Models: Eco Tourism, Green Marketing, Organic Farming, and Eco-Friendly Packaging</li> <li>• Environmental Legislation and Policies: Major environmental laws and policies at national and international levels, and their effectiveness in environmental conservation</li> </ul>
10	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• 1. Ahluwalia, V. K. (2015). Environmental Pollution, and Health. The Energy and Resources Institute (TERI).</li> <li>• 2. Central Pollution Control Board Web page for various pollution standards. <a href="https://cpcb.nic.in/standards/">https://cpcb.nic.in/standards/</a></li> <li>• 3. Masters, G. M., &amp; Ela, W. P. (2008). Introduction to environmental engineering and science (No. 60457). Englewood Cliffs, NJ: Prentice Hall.</li> <li>• 4. Jørgensen, Sven Marques, Erik João Carlos and Nielsen, Søren Nors (2016) Integrated Environmental Management, A transdisciplinary Approach. CRC Press.</li> <li>• 5. Barrow, C. J. (1999). Environmental management: Principles and practice. Routledge.</li> <li>• 6. Theodore, M. K. and Theodore, Louis (2021) Introduction to Environmental Management, 2nd Edition. CRC Press.</li> <li>• 7. Richard A. Marcantonio, Marc Lame (2022). Environmental Management: Concepts and Practical Skills. Cambridge University Press.</li> <li>• 8. UNEP (2007) Multilateral Environmental Agreement Negotiator's Handbook, University of Joensuu, ISBN 978-952-458-992-5</li> <li>• 9. Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions &amp; Programmes. <a href="https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf">https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf</a></li> <li>• 10. Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions &amp; Programmes. <a href="https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf">https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf</a></li> <li>• 11. India Code – Digital repository of all Central and State Acts: <a href="https://www.indiacode.nic.in/">https://www.indiacode.nic.in/</a></li> <li>• 12. University Grants Commission, D.O.No.F. 14-5/2015(CPP-II) dated 2nd August 2019.</li> </ul>

<b>11</b>	Internal Continuous Assessment: 40%	Semester End Examination: 60%
<b>12</b>	Project Work 15 Marks Attendance and Participation in Seminar, Workshop, and Activity, etc. 05 Marks	Report Submission based on Suggested Practical Activities by Faculty Members for 30 Marks.
<b>13</b>	<p>Suggested Practical Activities:</p> <ul style="list-style-type: none"> <li>• A field visit to observe and identify different environmental components (e.g., land, water bodies, air, flora, fauna) in a local park or urban green space.</li> <li>• Develop a mini-awareness campaign (e.g., posters, short video, etc.) on a chosen environmental issue for their college or local community.</li> <li>• Report on an endangered species in India and the conservation efforts being undertaken.</li> <li>• Hands-on experiment involving simple water quality testing (e.g., pH, turbidity) of different water samples (e.g., tap water, pond water). <ul style="list-style-type: none"> <li>• A debate or discussion on the role of individual actions vs. governmental policies in combating climate change.</li> <li>• Beach Cleaning Activity</li> <li>• Tree Plantation (One Student – One Plant)</li> <li>• Environment Conservation Activity</li> </ul> </li> </ul>	



<b>Course Outcomes (CO)</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1:</b> Acquire proficiency in English for media-specific platforms and forums	2	3	0	2	2	2	2	2	1	2
<b>CO2:</b> Speak and write effectively for diverse media platforms	2	3	0	2	2	2	3	2	2	2
<b>CO3:</b> Enhance critical abilities to present effective social media content	2	2	0	3	3	3	3	3	3	3
<b>CO4:</b> Understand the roles and functions of English in global media framework	3	2	0	3	2	2	2	0	2	3
<b>CO5:</b> To attain proficiency in understanding media trends at a global level	3	2	0	3	3	2	3	0	3	3



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# Vertical – IV

## Name of the Course: Introduction to Photography

Sr. No.	Heading	Particulars
1	<b>Description the course :</b>  <b>Including but Not limited to :</b>	Introduction to Photography covers the basics of camera operation, composition, lighting, and visual storytelling. The course explores both technical and creative aspects of photography, including framing, exposure, and editing. It helps students develop a photographic eye and understand photography as a powerful medium of communication, documentation, and artistic expression.
2	<b>Vertical :</b>	SEC
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> ( List some of the course objectives ) a) Understand the fundamental components and operations of a camera, including aperture, shutter, image sensor, and viewfinder. b) Learn about various lenses, focal lengths, and how to choose the right lens for specific photographic purposes. c) Explore the principles of light and lighting techniques used in cinema, TV, and advertising photography. d) Develop composition skills using rules of framing, perspective, and visual aesthetics. e) Gain technical knowledge in digital imaging, resolution, file formats, and image magnification for professional output.	
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) CO1) To introduce to media learner the ability of image into effective communication. CO2) To help the learner understand that media photography is a language of visual communication and is far beyond just point and shoot fun moments. CO3) To practice how pictures speak thousand words by enlightening the learner on how. CO4) To develop the base of visualisation among learners in using pictures in practical	

projects.  
CO5) To help learner work on given theme or the subject into making a relevant picture or photo feature.

**9** **Modules:-** Per credit One module can be created

**Module 1: Camera: The Storyteller**

**1. The Body: The faithful middleman**

The heart of the system  
How camera sees differently than human eyes.  
Limitations and Wonders of camera.

**2. Aperture: The iris of the camera**

Diaphragm  
Controls amount of light entering lens  
Application of Depth of Field in advertising and Journalism.

**3. Shutter: The Click magic**

Blind between Lens and Image sensor  
Controls duration of light

**4. Viewfinder: The interactive monitor**

The control room cum monitor  
Displays camera settings  
Aperture, Shutter and ISO  
Metering modes, Focusing modes, Exposure modes,  
Frame count, File format etc

**Module 2: Lens: Imaging device**

**5. The eye of camera: Learning to see**

Main player in image formation, Focusing the object  
(sharpening the image)  
Speed of the Lens (light intake ability)  
Numbers and Markings on the Lens  
AF, ED, IF, IS, SW, ASP etc

**6. Types of lenses: The right one for the task at hand**

Prime Lens v/s Zoom lens  
Prime = Fixed focal length  
Zoom = Variable focal length  
Normal, Wide angle and Telephoto  
Special purpose lenses: Macro, Fish eye, Tilt-shift

**7. Direction and Lighting:** Lighting for Cinema, Television and Advertising

From where: direction begets shadow  
Shadow = Depth  
Lighting = Shading  
Three point lighting

Key: Main  
 Fill: Contrast level (lighting ratio)  
 Kicker: Separation or background light  
 Types of lighting:  
 Portrait, Effect, Ambient and Mood or drama

**8. Rules of composition**

Rule of thirds/ Balance/ Leading lines/ Frame within frame, Enhancing depth/ Unusual viewpoint/ Shadow/ Pattern breaking...

10

**Reference Books:**

- CollinsBooksseries:Pentax Inc.
  1. Takingsuccessfulpictures,
  2. Makingmostofcolour,
  3. ExpandingSLR system,
  4. Lightingtechniques

MinoltaPhotographer'shandbook

- IndoorPhotography,
- Outdoorphotography:

- Colour,
- Camera,
- Light
- Portrait

Photographycourse

:

- Volume1:UnderstandingCamera
- Volume2:Secretsbehindsuccessfulpictures
- Volume3:PracticingPhotography
- Volume4:HandlingProfessional

assignments Me and My Camera

- Portraitphotography○
- Glamourphotography

○ Do it in Dark (Darkroom Techniques)Pro-technique(Pro-photo)

- NightPhotography○
- Beauty and Glamour○
- Product Photography

11

**Internal Continuous Assessment: 40%**

**External, Semester End Examination  
 60% Individual Passing in Internal  
 and External Examination**

12

Continuous Evaluation through:

1. Individual/ group project
2. Group discussion/ Debates
3. Presentation
4. Assignment

**SEMESTER END EXAMINATION: 30 MARKS**

**Time: 1 hr**

## Question Paper Pattern

Each question carries 15 Marks

Question No.	Questions	Marks
Q 1	Case study/ Practical	15 marks
Q 2	Practical/ Theory	15 marks

Note:

1. Equal Weightage is to be given to all the modules.
2. 15 marks question may subdivide into 8 marks and 7 marks. Internal option shall be given, i.e. attempt any two out of three. For direct 15 Marks question option should be given. Attempt any one out of two.
3. Use of simple calculator is allowed in the examination.
4. Wherever possible more importance is to be given to the practical problems.

### **INTERNAL EVALUATION METHODOLOGY (20 MARKS):**

10 marks Assignment: Preparing a magazine or a series of posters of different size (type of a campaign promotion) using either PS or Adobe Illustrator

05 marks Viva,

05 marks Class Participation and Attendance

<b>Sr.no.</b>	<b>Project/Assignment</b>	<b>Reason/Justification</b>
<b>01</b>	Scrap book with	The pictures cropped are captured by professionals.
<b>Print</b>	Collection of	This gives ready examples of what is the decisive
<b>Media</b>	Photographs cropped	Moment and they can have to inspect the picture to
	From newspaper and	Understand composition, lighting and subject handling.
	Magazine(40+20)	Analysis of each picture for the learned topics in scrap
		<b>Points:</b> Depth of field, Motion blur/freeze, Lighting,
<b>02</b>	Screenshots captured	Movie is a 2-3hrs ongoing continuous event. Capturing
<b>Electronic</b>	Of a movie (36)	real key frames is as if photographing in a small 2-3hrs
<b>Media</b>		event, This should help them to look for the right story
		Telling frame, anticipate and stay alert as if required on
<b>03</b>	Shooting, i.e. actual	This is the field application of the learnt technique to get
<b>Field work</b>	Working on given	Presentable pictures. The creation part of appreciation

A stylized logo featuring a large, light red 'N' shape. Overlaid on the right side of the 'N' is a light blue figure of a person with a circular head and a curved, flowing body. The text 'Vertical - v' is centered horizontally and partially overlaps the 'N' and the figure.

Vertical - v

## Name of the Course: Communication Skills in English (Advanced)

Sr. No.	Heading	Particulars
1	<b>Description of the course :</b>	This course develops essential communication skills for professional and digital environments. It covers vocabulary, business writing, effective communication techniques, public speaking, and presentation skills. Learners also gain digital communication abilities, including virtual meeting etiquette, content creation for blogs and social media, SEO writing, and cross-cultural awareness for global interactions.
2	<b>Vertical :</b>	<b>AEC</b>
3	<b>Type :</b>	<b>Theory</b>
4	<b>Credit:</b>	<b>2 credits</b>
5	<b>Hours Allotted :</b>	<b>30 Hours</b>
6	<b>Marks Allotted:</b>	<b>50 Marks</b>
7	<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To equip the learners with confidence and proficiency in spoken and written English in and professional and social context</li> <li>2. To enhance confidence in public speaking, interpersonal exchanges and professional interactions</li> <li>3. To enable the learners to adapt to diverse audiences, cultural frameworks and workplace setups</li> <li>4. To equip them with deftness in use of different digital platforms to communicate efficiently in every situation</li> </ol>
8	<b>Course Outcomes:</b>	<p>After completion of the course, learners would be able to:</p> <p>CO1. Acquire proficiency in English for media-specific platforms and forums</p> <p>CO2. Speak and write effectively for diverse media platforms</p> <p>CO3. Enhance critical abilities to present effective social media content</p> <p>CO4. Understand the roles and functions of English in global media framework</p> <p>CO5. To attain proficiency in understanding media trends at a global level</p>
9	<b>Modules:-</b>	
	<b>Module 1:</b>	
	<b>1.1 Professional English Language Development</b>	
	<ul style="list-style-type: none"> <li>● Vocabulary Building</li> <li>● Punctuation and Style</li> <li>● Close Reading of Content for Different Genre</li> <li>● Phrasal Verbs and Idioms</li> <li>● Business English for Letters, Emails, Reports</li> <li>● Paraphrasing</li> </ul>	
	<b>1.2: Essentials for Effective Communication</b>	
	<ul style="list-style-type: none"> <li>● The Seven C's of Effective Communication</li> <li>● The 4 C's of 21st Century Skills</li> <li>● 'You' Attitude and Professional Etiquette</li> <li>● Conflict Management</li> </ul>	
	<b>1.3 Public Speaking and Presentation Skills</b>	
	<ul style="list-style-type: none"> <li>● Organizing a speech</li> <li>● Presentation skills with visual aids like PowerPoint</li> </ul>	

	<ul style="list-style-type: none"> <li>• Overcoming stage fright</li> <li>• Use of visual aids and storytelling</li> </ul>									
	<p><b>Module 2 :</b></p> <p><b>1.1: Digital Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Communicating in online platforms</li> <li>• Managing digital identity</li> <li>• Virtual meetings etiquette (Zoom, Teams)</li> <li>• Understanding Video scripts and Podcast Scripts</li> <li>• Social Media Marketing</li> </ul> <p><b>1.2: Digital Writing and Content Creation</b></p> <ul style="list-style-type: none"> <li>• Writing Blogs, Articles, and Online Features</li> <li>• SEO Writing and Keyword Optimization</li> <li>• Writing for Social Media</li> <li>• Writing Captions, White Paper and Headlines</li> </ul> <p><b>1.3 Cross-cultural Communication</b></p> <ul style="list-style-type: none"> <li>• Cultural Quotient and Cultural Intelligence</li> <li>• Cultural differences in communication styles</li> <li>• Global communication etiquette</li> <li>• Dining Etiquette in Professional and Social Setup</li> </ul>									
<b>10</b>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Effective Communication Skills” – by M.S. Rao</li> <li>2. Mass Communication in India (4th Edition): Keval J. Kumar</li> <li>3. Taylor, Grant. English Conversation Practice. 1967. Tata McGraw-Hill, 2013</li> <li>4. Labade, Sachin, Katre Deepa et al. <i>Communication Skills in English</i>. Orient Black swan, Pvt Ltd, 2021</li> <li>5. Sethi, J. Standard English and Indian usage: Vocabulary and grammar. PHI Learning Pvt. Ltd., 2011</li> <li>6. The Secret of Viral Content Creation- Priyanka Agarwal</li> <li>7. Mohan, R C Sharma Krishna. Business Correspondence and Report Writing. Third edition. Tata McGraw-Hill Education, 2002</li> <li>8. Writing Skills For Technical Purposes: Raj Mohan Josh</li> <li>9. Cross-Cultural Communication: Concepts, Cases and Challenges: Francisca O. Norales</li> <li>10. Fundamentals of Writing: How to Write Articles, Media Releases, Case Studies, Blog Posts and Social Media Content: Paul Lima</li> <li>11. Excuse Me: The Survival Guide to Modern Business Etiquette: Rosanne Thomas</li> <li>12. Business Etiquette: A Guide For The Indian Professional: Shital Kakkar Mehra</li> </ol>									
<b>11</b>	<p><b>Internal Evaluation: 20 Marks</b></p> <p>10 marks Assignment,</p> <p>05 marks Viva,</p> <p>05 marks Class Participation and Attendance</p>									
<b>12</b>	<p><b>External Evaluation : 30 Marks</b></p> <p><b>Semester End Examination</b></p> <p style="text-align: center;"><b><u>Question Paper Pattern</u></b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Question No.</th> <th>Questions</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Q 1</td> <td>Writing Skills/ Comprehension</td> <td>15 marks</td> </tr> <tr> <td>Q 2</td> <td>Practical/ Theory</td> <td>15 marks</td> </tr> </tbody> </table>	Question No.	Questions	Marks	Q 1	Writing Skills/ Comprehension	15 marks	Q 2	Practical/ Theory	15 marks
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A stylized logo consisting of a large, light red letter 'N' and a blue figure of a person with arms raised, positioned behind the text.

Vertical – VI

## Name of the Course: Cultural Expressions through Cinema, TV and Theatre

Sr. No.	Heading	Particulars
1	<b>Description the course:</b>	<ul style="list-style-type: none"> <li>• <b>Introduction:</b> Indian theatre has evolved from traditional street plays to modern stage performances reflecting social narratives.</li> <li>• <b>Relevance:</b> It continues to address social issues, public awareness, and cultural heritage.</li> <li>• <b>Usefulness:</b> Enhances performance, public speaking, and critical social thinking skills.</li> <li>• <b>Application:</b> Applied in social campaigns, educational institutions, and professional theatre.</li> <li>• <b>Interest:</b> Captivates those interested in activism, acting, and live performance.</li> <li>• <b>Connection with Other Courses:</b> Linked to literature, sociology, history, and performing arts.</li> <li>• <b>Demand in the Industry:</b> Theatre skills are increasingly valued in media, advertising, and education sectors.</li> <li>• <b>Job Prospects:</b> Opportunities include actor, playwright, theatre director, and cultural coordinator.</li> </ul>
2	<b>Vertical:</b>	<b>Co-Curricular</b>
3	<b>Type:</b>	<b>Theory and Activity</b>
4	<b>Credits:</b>	<b>2 credits</b>
5	<b>Hours Allotted:</b>	<b>30 Hours</b>
6	<b>Marks Allotted:</b>	<b>50 Marks</b>
7	<b>Course Objectives(CO):</b>	<ol style="list-style-type: none"> <li>1. Understand how Indian cinema reflects and shapes societal values, traditions, and change.</li> <li>2. Identify key cultural themes represented in films such as love, marriage, family, poverty, education, and gender roles.</li> <li>3. Analyse the changing portrayal of women in Indian cinema—from traditional roles to modern identities.</li> <li>4. Recognize the influence of Indian theatre and its transition into modern storytelling formats like TV and digital platforms.</li> <li>5. Develop the ability to express opinions and reflections through discussions and review writing based on cultural content.</li> </ol>
8	<b>Course Outcomes:</b>	<p><b>CO1</b> Understand how Indian cinema represents and shapes traditions, values, and society.</p> <p><b>CO2</b> Identify key social and cultural themes in popular films and shows.</p> <p><b>CO3</b> Understand the portrayal of women in cinema and its evolution over time.</p> <p><b>CO4</b> Recognize the impact of theatre, TV, and digital media on public thinking and culture.</p>

	<b>CO5</b> Express critical views and cultural insights through group discussions and review writing.													
<b>9</b>	<p>Syllabus</p> <ul style="list-style-type: none"> <li>• Short history of Indian theatre (Nukkad Natak, modern stage plays)</li> <li>• TV serials and web series – how they shape opinions.</li> <li>• OTT (Over – The Top) platforms as cultural influencers</li> </ul>													
<b>10</b>	<p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>1. Shoma A. Chatterji <b>Indian Cinema: The Cultural and Political Narrative</b></li> <li>2. S. P. Bansal Cultural Studies</li> <li>3. B. K. Nagla <b>Understanding Indian Society and Culture</b></li> <li>4. Nalin Mehta <b>Television in India: Satellites, Politics and Cultural Change</b></li> </ol>													
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Chairperson (Head of the Department)	Department faculty	I/C Principal

