



Hindi Vidya Prachar Samiti's
Ramniranjan Jhunjunwala College
of Arts, Science & Commerce
(Empowered Autonomous College)

Affiliated to

UNIVERSITY OF MUMBAI

Syllabus for the TYBAMMC- JOURNALISM

Program: BA in Multimedia and Mass Communication

Program Code: RJAUBAMMCJR

(CBCS 2025-26)

THE PREAMBLE

Why BA in Multimedia and Mass Communication?

Media is a key cornerstone in the growth of modern society. The functions of mass media include dissemination of information, spreading awareness, imparting education and providing entertainment, to name a few. Driven by high demand, competitiveness and government policy support, the media sector has seen unprecedented growth in recent times. With the percolation of media into all walks of life, it is the right time to be a part of this sector and develop proficiency in the same. Bachelor of Arts in Multimedia and Mass Communication, or BAMMC, is a three-year undergraduate programme that encompasses the study of many forms of communication such as marketing, journalism, television, radio, film, newspaper, magazine, photography, etc. The learners also learn about management and administration aspects of this industry etc. Candidates can also choose from specialisations, such as advertising or journalism. Media is currently a fulfilling and lucrative career option for Indian youngsters, and applicants with a BAMMC degree have access to a wide range of professional and higher education prospects. The course enables the learners to apply conceptual knowledge and the skills gained through hands-on projects ensuring applicability and utility in the domain of society and nation.

Why BA in Multimedia and Mass Communication at R J College?

We at RJ College believe that theoretical knowledge when supplemented with hands-on projects, cooperative and inclusive learning enables us to impart a firm foundation to our learners. Additionally under the autonomous status, we have the freedom of altering the syllabus, which enables us to enhance the learning thereby giving an edge to our students.

Our initiatives to meet the learning outcome include:

- Project based approach with focus on extensive practical applications of concepts.
- Comprehensive and continuous evaluation with a balance between theoretical, practical, hands-on and research based methodology adopted. Learners are given a variety of projects such as documentary making, marketing research, photography, brand building, developing entrepreneurship skills, designing, printing adverts for magazines and newspapers, etc.
- Periodic guest lectures by eminent professionals in the mass communication and multimedia industry helps bridge the gap between theory and the practical world.
- Alumni engagement with lecture series enabling regular interaction between students

TYBAMMC- JOURNALISM Syllabus Semester V & VI

and the alumni of the department.

- Computer lab support is provided assisting in provision of hands-on education for industry focused multimedia softwares.
- Professional visiting faculties who are experts from their respective fields regularly teach subjects such as photography, film making, investigative journalism etc.
- Provision of learning and evaluations support is extended to special need learners thereby fostering an inclusive learning atmosphere and encouraging self reliance.
- Student Induction sessions, Open house with learners after semester end exams and Parent Faculty Sessions helps in creating an inclusive and open learning environment.
- Focus on holistic learning and encourage students to be socially responsible with activities like, Beach Cleaning, Spreading Christmas cheer amongst the underprivileged children, reducing carbon footprint by environment friendly department fest-Mediosa, etc.
- Placement support and internship opportunities extended to our learners.

Our Curriculum, Your Strength

The syllabus for BAMMC spans a total of six semesters with the first four semesters focussing on a variety of aspects of multimedia and mass communication and the last two offering a choice of specialisation between advertising and journalism to the students. The curriculum is meticulously designed to enable the learners to gain understanding of mass media as a system of interrelated forces, including historical foundations, technological advances, economic dynamics, regulatory constraints, and ethical concerns. Being an autonomous institution empowers us to undertake revisions in the syllabus and evaluations thereby incorporating the developments of the industry into our curriculum and strengthening the same. This further strengthens our students, equipping them to better adjust in the professional world and enabling them to demonstrate their knowledge and ability in a variety of creative, cinematic, organisational, professional and journalistic venues. Field trips and industrial visits generate learner interest and enhance learning. Our illustrious alumni are given a platform to remain in constant touch with our every new batch of students in providing them guidance in their studies and assisting in the internship and placement. Focus on inclusive, integrated and holistic learning environments equips our students to be highly focussed professionals and socially responsible citizens.

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PROGRAMME OUTCOMES (PO) OF BAMMC

PO 1: The learners will be able to gain fundamental disciplinary knowledge and conceptual understanding of various aspects pertaining to Multimedia and Mass Communication.

PO 2: Enable the learners to conceptualise, design and create media products using technical skills.

PO 3: The learners will be able develop professional writing skills, effective oral communication and critical thinking skills

PO 4: The program shall enable the learners to develop research acumen.

PO 5: The program shall enable the learners to apply gained knowledge and skills, thereby preparing them for higher studies and catering to the growing demands of the job market related to Advertising, Journalism, TV, Radio, Film, Newspaper, Magazine, etc.

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PROGRAM SPECIFIC OUTCOMES (PSO) OF BAMMC

PSO 1: The program will enable aspirants to acquire knowledge in the varied fields associated with media such as advertising, journalism, public relations, films, TV, radio, digital platforms etc.

PSO 2: Learners will be able to gain a critical understanding of mass media as a system of interrelated forces, including historical foundations, technological advances, economic dynamics, regulatory constraints, and ethical concerns.

PSO 3: The learners will be able to gain proficiency skills in professional writing and effective oral communication skills across a variety of media platforms.

PSO 4: This program will equip the learners with creative and analytical skills essential for making a career in the media and entertainment industry, including advertising, public relations, cinema, television, OTT Platforms, digital media, etc.

PSO 5: The program will inculcate in the learners a global awareness of political, social and corporate issues and ethical issues, therein the learners will demonstrate the ability to apply the knowledge in a variety of creative, cinematic, organisational, professional, entrepreneurial media venues.

PSO 6: Learners will be imparted with technical knowledge and skills that shall enable them to create and design emerging media products, including blogs, digital audio, digital video, social media, digital photography, and multimedia.

PSO 7: The learners shall acquire fundamental research skills and prepare themselves for higher studies.

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DISTRIBUTION OF TOPICS AND CREDITS
TYBAMMC - JOURNALISM SEMESTER V

Course Code	Unit	Topic Headings	Credits	Duration
RJDSBAMMCJR351	Paper Title: Reporting		60 hours	
	I	Concept of News	04	
	II	News Gathering		
	III	Beats System in Reporting		
	IV	Case Studies		

Course Code	Unit	Topic Headings	Credits	Duration
RJDSBAMMCJR352	Paper Title: Contemporary Issues and Global Media Trends		60 hours	
	I	Social Movements, Social Welfare Schemes and Societal Progress	04	
	II	Economic, Political Issues and Societal Development		
	III	Evolution of Global Media, Media profiles, Issues and Analysis		
	IV	Conflict Coverage, Resolution and Media Information Literacy		

TYBAMMC - JOURNALISM SEMESTER VI

Course Code	Unit	Topic Headings	Credits	Duration
RJDSBAMMCJR361	Paper Title: Digital Media		60 hours	
	I	Introduction To Digital Media	04	
	II	Search Engine Optimisation (SEO) and Search Engine Marketing (SEM)		
	III	Social Media Marketing (SMM) and Content Writing		
	IV	Web Analytics		
	V	Email Marketing, Affiliate Marketing And Programmatic Marketing		

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Course Code	Unit	Topic Headings	Credits	Duration
RJDSBAMMCJR362	Paper Title: Investigative Journalism		45 hours	
	I	Introduction to Investigative Journalism: Careers and Opportunities in Investigative Journalism	03	
	II	Sources of Data Collection, Data protection and security		
	III	Designing the story: Finding and writing your story		
	IV	Final Story: Generation of the story		

Course Code	Unit	Topic Headings	Credits	Duration
RJDSBAMMCJR363	Paper Title: Television Journalism		45 hours	
	I	Introduction to Television Journalism	03	
	II	Television formats: Content and presentation		
	III	Television Programing and Production		
	IV	Developing skills for Television Journalism		

DETAILED SYLLABUS WITH COURSE AND LEARNING OUTCOME

SEMESTER	:	V
TITLE OF THE SUBJECT/ COURSE	:	REPORTING
COURSE CODE	:	RJDSBAMMCJR351
CREDITS	:	04
DURATION	:	60

LEARNING OBJECTIVES	
1	To help learners gain an important lesson- to become reporters, which is supposed to be a prerequisite for entering the field of journalism.
2	To gain understanding of various beats used in reporting and skill set required for covering the beats
3	To acquaint learners with news-gathering using conventional and modern methods.

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4	To impart and encourage learners to inculcate the skills for investigative journalism
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COURSE OUTCOME NUMBER	On Completing the course student will be able to	PSO Addressed	BLOOMS LEVEL
CO1	Learners will be able to understand the basic ethos of the news and news-gathering.	1,2	Level I,II Remember, Understand
CO2	Learners will be able to gain an insight to different beats used in reporting	1,2	Level I,II Remember, Understand
CO3	The learners will be able to gain knowledge and skills on how to become reporters for various beats	4,6	Level II,III,IV,VI Understand, Apply, Analyse,Create
CO4	The learners will gain skills in communicating and comprehending structures of news writing (inverted pyramid structure), language of news writing, objectivity and writing techniques.	3,4	Level II,III Understand, Apply

SEMESTER V	
Course Name: Reporting	
Course Code: RJDSCBAMMCJR351	
Credits: 04	Total Lectures : 60
UNIT I	
Concept of News	Lectures
<ul style="list-style-type: none"> ● Definition Of News, types of news, ● Elements of news, ● Collection of facts ● News-writing, How to write a news story ● Basic Principles of Reporting ● ABC of Reporting Accuracy, Balance/Brevity and Clarity, Objectivity as the basic principle. Is it possible to adhere to the principle? Other basic principles such as Verification, Attribution of Sources, Speed. Do these principles clash with each other? 	15
UNIT II	
15	

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News Gathering	
<ul style="list-style-type: none"> ● How do reporters gather news?: Press Conference, Public Meetings, Press Release, Interviews, Rallies, Official Programs. incident/On the spot coverage. ● Sources: Primary and Secondary, Citizen journalism, Role of anonymous sources, New-age technological sources-RTI, Recorders, Camera, Spy Camera and Spy tools, Social Media, Being undercover. ● Ethical Issues in reporting/ Credibility of Reporters. ● Follow-up Story ● Yellow Journalism and its comparison with other forms. 	
UNIT III	15
Beats System in Reporting	
<ul style="list-style-type: none"> ● What is beat system, why it is necessary, how does it help, ● What are the requirements of various beats? The basic beats such as Crime, Conflict and War, Civic Affairs/Local Administration Law and Courts, Politics, State Administration, Transport (Road, Rail, Waterways and Aviation), Infrastructure, Education, Health, and Entertainment. ● Skills and Techniques in reporting: Coverage of crime and disaster, roles and responsibilities of the beat reporter ● Imminent dangers or threats in reporting ● New upcoming beats : Community, Women and Child welfare, Technology, Science and Environment, Youth and Career, Consumer. 	
UNIT IV	15
Case Studies	
<ul style="list-style-type: none"> ● Rafale scam ● PNB scam (Nirav modi) ● Bofors scam ● Watergate scam <p>The Case studies are to be studied in the light of coverage done by reporters. The tools and techniques learnt in earlier sections should be applied in studying these.</p>	
Internal Assignments Suggestions	
<p>There should be uniformity in the yardsticks for internal assessment of Reporting and emphasis should be on the field work/assignments rather than just objective questions. The coverage of the original news-stories, even in a mock environment, is given priority. The knowledge of basic beats can be tested through the application.</p>	

LIST OF REFERENCE BOOKS AND READING MATERIAL

1. Aggarwal. VirBala, Essentials of practical journalism. (2006) Concept publishing Company, New Delhi.
2. Brunus, Lynette Sheridan, Understanding Journalism, (2002) Vistaar Publications. New

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Delhi.

3. Lawrence, Alders Lorenz and John Vivan, News Reporting and Writing (2006) Pearson Education, New Delhi.
4. Pant N.C. and Jitenderkumar, Dimensions of Modern Journalism. (1995) Kanishka Publishers, New Delhi.

DETAILED SYLLABUS WITH COURSE AND LEARNING OUTCOME

SEMESTER	:	VI
TITLE OF THE SUBJECT/ COURSE	:	CONTEMPORARY ISSUES AND GLOBAL MEDIA TRENDS
COURSE CODE	:	RJDSCBAMMCJR352
CREDITS	:	04
DURATION	:	60

LEARNING OBJECTIVES	
1	The learners will gain understanding of the social movements, political, economic and social concerns and issues. Additionally the learners will gain knowledge and insight into the various schemes initiated by the government to tackle pressing issues in our country.
2	Sensitise the learners to the present-day problems and challenges and its implications on development and progress of the society and Learners will gain perspective into the role of the media as a strategy to create awareness on various issues and mobilise to bring social progress.
3	To help the learners gain understanding of the difference in the role and structure of the media across the globe, develop an awareness and understanding of the hold of media conglomerates and the issues of cultural differences.
4	To enable learners to understand the importance of media information literacy, analyse its need and importance in today's constantly shifting media landscape. Additionally, assist them to appreciate the potential of the media in resolving conflicts.

COURSE OUTCOME NUMBER	On Completing the course student will be able to	PSO Addressed	BLOOMS LEVEL
CO1	Provide insight and understanding into the plethora of challenges and issues faced by the country which shall result in increased awareness of the contemporary issues.	1,2	Level I,II, IV Remember, Understand, Analyse
CO2	The learners will gain understanding of the different Social Welfare schemes initiated by the Government of India and will be sensitised towards the varied social, economic and	1,2,5,7	Level II, IV, V

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	political aspects of the society and analyse them as a media professional.		Understand, Analyse, Evaluate
CO3	The learned will be able to develop research and analytical skills imperative for a journalist with respect to bringing focus on contemporary issues.	1,2,4,5	Level II, IV, V Understand, Analyse, Evaluate
CO4	The learners will gain awareness and perspective of the issues faced and experienced by the media globally and regional versus global media, specific conflicts relating to the Indian subcontinent and evaluate the conflict resolutions. Additionally the learners will be able to analyse and understand the importance of research and media information literacy	1,2,4,5,7	Level II, IV, V Understand, Analyse, Evaluate

SEMESTER VI	
Course Name: Contemporary Issues and Global Media Trends	
Course Code: RJDSCBAMMCJR352	
Credits: 04	Total Lectures: 60
UNIT I	Lectures
Social Movements, Social Welfare Schemes and Societal Progress	12
<ol style="list-style-type: none"> 1. Social Movements: Definition, Elements, Types and Stages of Social Movements. 2. Social Movements with reference to Tribal, Women, Farmers, Untouchability, Cultural, Environmental 3. Developmental issues: displacement and rehabilitation. 4. Select Social Welfare schemes implemented by Government of India with reference of the following: <ul style="list-style-type: none"> ● Women and child ● Commerce and Industry (start-up India hub, scheme for IPR-creative India and innovative India) ● Smart Cities, skill to save life, save a life initiative, national strategic plan and mission (2017-2024) "SAMPARK". ● Rural Welfare 	
UNIT II	14

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Economic, Political Issues and Societal Development	
<ol style="list-style-type: none"> 1. Economic issues in India and Initiatives for Economic Growth <ul style="list-style-type: none"> ● Industry and Economic Growth – Factors, challenges, industrial robots and employment, ● Agriculture and economic development Factors, challenges and measures. ● New age skills – Make in India, trends and challenges. ● Entrepreneurship and its relevance. ● Tourism-trends and challenges ● Regional aspects- Role of MIDC in economic development of Maharashtra, Special Economic Zone, Food Security Act 2013 2. Political Issues and Government Initiatives <ul style="list-style-type: none"> ● Crime and Politics ● Whistleblower meaning and role ● Corruption: causes and remedial measures ● Terrorism – causes, consequences, remedial measures. 	
UNIT III	12
Evolution of Global Media, Media profiles, Issues and Analysis	
<ol style="list-style-type: none"> 1. Evolution of Global Media: <ul style="list-style-type: none"> ● North – South Divide, Imbalance in Global flows ● NWICO, MacBride Commission, Failure of NANAP ● Global Media Conglomerates, parachute journalism and embedded journalism ● Bias in Reporting (Quantitative, Qualitative, cultural) ● Coverage of Natural disasters by regional and global media) ● Post Truth and avalanche of fake news ● Information Disorder 2. Media Profiles <ul style="list-style-type: none"> ● Contemporary Role of Global News Agencies ● Media in Different select countries 	
UNIT IV	14
Conflict Coverage, Resolution and Media Information Literacy	
<ol style="list-style-type: none"> 1. Media Coverage of wars and conflicts <ul style="list-style-type: none"> ● Changing nature of conflict 2. Media driver of peace or driver of conflict <ul style="list-style-type: none"> ● The shifting media landscape, Challenges for independent media ● The role media can play in conflict resolution and peace promotion ● Case study: The Kashmir Conflict and LTTE conflict in Sri Lanka 3. Media Information Literacy (Introduction) 	

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<ul style="list-style-type: none">● Five Laws of MIL● MIL and youth radicalization in cyberspace● Preventing violent extremism● MIL to tackle social polarisation of Europe● Encryption / Cryptography media communication landscape	
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LIST OF REFERENCE BOOKS AND READING MATERIAL

1. Coleman Benjamin: Conflict, Terrorism and Media in Asia
2. Ranganathan Maya; Rodrigues Usha: (2010) Indian media in a Globalised World, Sag Publications
3. Talwar Rajesh, (2013), Courting Injustice: The Nirbhaya Case and Its Aftermath, Hay House Inc.
4. Praveen Swami (2007) An Informal War: India, Pakistan and the Secret Jihad in Jammu and Kashmir London: Routledge.
5. Asha Bajpai , (2011) Child Rights in India: Law, policy, and practice .
6. Dr. B Ramaswamy and Nitin Shrirang Mane, (2013) Human Rights: Principles and practices,Alfa Publication.
7. Ram Ahuja , (2012),Indian social Problems, Rawat Publications.
8. Ghanashyam Shah, (2011) Social Movements in India, Sage Publications.
9. Marilyn A .Brown and Benjamin K.Sovacool,Climate Change and Global Energy Security:Technology and Policy Options, Oxford Publications.
10. Understanding Global Media by Terry Flew, Red Globe Press
11. Media and Conflict Resolution: A Framework for Analysis by Eytan Gilboa Deutsche Welle
12. Global Media Forum (2009) Conflict Prevention in the Multimedia Age
13. How media can be an instrument of peace in conflict-prone settings, drawn from Media in Conflict Prevention authored by Michelle Betz.1 Additional inputs to this paper by Katy Williams.
14. Conflict-sensitive reporting: state of the art; a course for journalists and journalism educators (2009)17 UNESCO publication
15. Triumph Of The Image: The Media's War in The Persian Gulf, A Global Perspective (Critical studies in communication and in the cultural industries) by Hamid Moulana.
16. An indispensable intervention for countering radicalization and violent extremism, Jagtar Singh
17. The Kashmir Problem and Its Resolution, Wajahat Habibullah, United States Institute of Peace
18. How social media is changing the way we see conflict By Kym Beeston. 2014.
19. A New Era of Global Protest Begins By Rajesh Makwana. Transcend Media
20. Tweets of Contention: How Social Media is Changing Political Conflict By Thomas Zeitzoff. Political Violence

MAGAZINES AND JOURNALS

- A. Down to Earth: Science and Environment Fortnightly
- B. Economic and Political Weekly
- C. YoJana

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DETAILED SYLLABUS WITH COURSE AND LEARNING OUTCOME

SEMESTER	:	VI
TITLE OF THE SUBJECT/ COURSE	:	DIGITAL MEDIA
COURSE CODE	:	RJDSCBAMMCJR361
CREDITS	:	04
DURATION	:	60

LEARNING OBJECTIVES	
1	The learners will be familiarised with the importance and techniques of SEO, SEM and SMM
2	The learners will gain knowledge and understanding of the various technologies that aid in communication.
3	Understanding about modern advancements in the digital world and the role they play in helping digital marketing experts in better understanding their audience.

COURSE OUTCOME NUMBER	On Completing the course student will be able to	PSO Addressed	BLOOMS LEVEL
CO1	Learners will gain understanding of the digital marketing platform and learn to use key digital marketing tools.	1,4,6	Level II,IV Understand, Analyse
CO2	Learners will be able to understand the key goals and stages of digital campaigns.	1,2	Level I,II Remember, Understand
CO3	The learners will gain hands-on skills to develop digital marketing plans.	4,6	Level II,III,IV,VI Understand, Apply, Analyse, Create

SEMESTER VI	
Course Name: Digital Media	
Course Code: RJDSCBAMMCJR361	
Credits: 04	Total Lecture: 60
UNIT I	
Introduction To Digital Media	
10	
<ul style="list-style-type: none"> ● Understanding digital media ● Advantages of digital media ● Principles of digital media marketing 	

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<ul style="list-style-type: none"> ● Key concepts in digital media ● Traditional Vs digital media ● Digital Security (Cyber Laws, Information Technology Act 2002, Copyright Act, Cyber ethics) 	
UNIT II	14
Search Engine Optimisation (SEO) and Search Engine Marketing (SEM)	
<ol style="list-style-type: none"> 1. Search Engine Optimisation (SEO) <ul style="list-style-type: none"> ● How search engine works ● Introduction to SEO ● On page optimisation ● Off page optimisation ● SEO audit, tools and measurement ● SEO resources, careers in SEO 2. Search Engine Marketing (SEM) <ul style="list-style-type: none"> ● What is SEM ● Why SEM ● What is Google Adwords? Why Google Adwords ● Google network ● Adwords terminologies ● Campaign types ● Creation of Google Display NETWORK (GDN) ● Display Ads format ● Conversion tracking ● GDN Campaign creation (DEMO) ● Remarketing ● What are Google shopping Ads 	
UNIT III	14
Social Media Marketing (SMM) & Content Writing	
<ul style="list-style-type: none"> ● Introduction to Social Media ● Facebook marketing ● Instagram marketing ● LinkedIn marketing ● Twitter marketing ● SMM Tools ● Creating a successful social media strategy <p>Content Writing:</p> <ul style="list-style-type: none"> ● Introduction to content writing ● Core principles of content writing ● Why does blog matter? ● Principles of writing blogs ● How to write content for twitter and mobile 	
UNIT IV	10
Web Analytics	

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<ul style="list-style-type: none"> ● Introduction to analytics 06 ● Social CRM and analysis ● Google analytics ● Digital Analytics ● Content performance analytics ● Visitor analysis ● Social media analytics 	
UNIT V	12
Email Marketing, Affiliate Marketing and Programmatic Marketing	
<ul style="list-style-type: none"> ● Email Marketing: Key terms and concepts, Customer acquisition strategies, Best Practices : CRABS, Tools to enhance lead nurturing, Enhance better reach ● Affiliate marketing ● Definition, purpose, resources required, top players in affiliate marketing, segregation of affiliate marketing ● Programmatic marketing ● Evolution and growth of programmatic marketing ● Real time bidding ● Types of programmatic advertising ● Advantages and challenges, myths of programmatic marketing 	

LIST OF REFERENCE BOOKS AND READING MATERIAL

1. Digital marketing By Seema Gupta
2. Digital Marketing By Puneet Singh Bhatia

SEMESTER	:	VI
TITLE OF THE SUBJECT/ COURSE	:	INVESTIGATIVE JOURNALISM
COURSE CODE	:	RJDSCBAMMCJR362
CREDITS	:	03
DURATION	:	45

LEARNING OBJECTIVES	
1	To help learners to develop the capacity to comprehend and analyse key aspects of investigative journalism despite limited resources.
2	To acquaint the learners with the knowledge about security of self, their sources of story and data.
3	To develop skills that will help learners to write excellent investigative stories for the media.

COURSE OUTCOME NUMBER	On Completing the course student will be able to	PSO Addressed	BLOOMS LEVEL

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CO1	The learners will be able to understand the role of investigative reporting in modern journalism.	1,2	Level I,II Remember, Understand
CO2	The learners will gain an insight into the skills to conduct investigative research in an ethical manner.	4,6	Level II, III Understand, Apply
CO3	The learners will develop skills and techniques to pen quality investigative articles.	3,4	Level II, III,IV Understand, Apply, Analyse

SEMESTER V	
Course Name: Investigative Journalism	
Course Code: RJDSCBAMMCJR362	
Credits: 03	Total Lectures: 45
UNIT I	Lectures
Introduction to Investigative Journalism Careers and Opportunities in Investigative Journalism	10
<ul style="list-style-type: none"> ● Introduction to Investigative Journalism: ● Who is an Investigative Reporter ● Role of an Investigative Reporter ● Qualities and essentials for becoming an investigative journalist, career and opportunities ● Center for Investigative Journalism (CIJ) ● Ethical/unethical use of sting operations 	
UNIT II	10
Sources of Data Collection, Data Protection and Security	
<ul style="list-style-type: none"> ● Records and the Confidentiality of Source ● Issues of contempt, defamation ● Right to Privacy and Official Secrets Act ● What is evidence? ● Case Study: Panama Papers and Watergate Scandal ● Protection of sources ● Safety of journalists ● Criticism of Investigative Journalism 	
UNIT III	10
Designing your story: Finding and writing your story	

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<ul style="list-style-type: none"> ● Observation ● Planning techniques ● Cultivating sources ● Developing the project 	
UNIT IV	15
Final Story: Generation of the Story	
<ol style="list-style-type: none"> 1. Research methods 2. Insight knowledge 3. Asking the right questions 4. Libel and fact checking 5. Writing and rewriting the report 	
Internal Evaluation Assignments and Suggestions	
<ul style="list-style-type: none"> ● Mandatory screening of the following documentaries/films/movies: <ol style="list-style-type: none"> a. All The President's Men (based on The Watergate Scandal, one of the most viewed movies) b. Icarus (Documentary On The Russian Olympics Doping Scandal, won the Oscar in 2018) c. Spotlight/The Post (Journalism in an era without internet and mobile phones, when journalists took years working on an investigation) ● Project guided by faculties ● Any one small local case to be taken and investigated and submitted in the form of compilation of all the methodology ● Continuous weekly evaluation of the investigation being carried out on the case study selected by the learner. ● Group Discussions 	

LIST OF REFERENCE BOOKS AND READING MATERIAL

1. A Manual For Investigative Journalism; Edited By Syed Nazakat And The Kas Media Programme
2. Mandatory Screening Of The Following Documentaries/Films/Movies:
 - All The President's Men (Based On The Watergate Scandal, One of The Most Viewed Movies)
 - Carus (Documentary On The Russian Olympics Doping Scandal, Won The Oscar In 2018.
 - Spotlight/The Post (Journalism In An Era Without Internet And Mobile Phones, When Journalists Took Years Working On An Investigation)

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SEMESTER	:	VI
TITLE OF THE SUBJECT/ COURSE	:	TELEVISION JOURNALISM
COURSE CODE	:	RJDSCBAMMCJR363
CREDITS	:	03
DURATION	:	45

LEARNING OBJECTIVES	
1	To enable the learners to gain understanding of the techniques involved in narration and storytelling for the medium of television.
2	To impart the learners with the art of developing a story idea for television medium
3	To acquaint students with written skills for various genres in television
4	To enable learners in understanding the current and emerging trends in Television Journalism

COURSE OUTCOME NUMBER	On Completing the course student will be able to	PSO Addressed	BLOOMS LEVEL
CO1	The learners shall be acquainted with the skills needed in television reporting and enable them to develop those skills.	3,4	Level II,III Understand, Apply
CO2	The learners will gain understanding about the issues of deprivation and use writing as a tool for social justice through assignments	2,3	Level II,III,VI Understand, Apply, Create
CO3	The learners will be acquainted with written skills required for designing a script for Interviews/Documentary/Feature/Drama/Skits on TV	3,4	Level II,VI Understand, Create
CO4	The learners shall be able to gain understanding about the current and emerging trends in Television Journalism.	1,2	Level I,II Remember, Understand

SEMESTER VI	
Course Name: Television Journalism	
Course Code: RJDSCBAMMCJR363	
Credits: 03	Total Lectures: 45
UNIT I	Lectures

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Introduction to Television Journalism	09
<ol style="list-style-type: none"> 1. History and Evolution of television journalism- Indian and global scenario 2. Emerging Trends in journalism: 24/7 news broadcast <ul style="list-style-type: none"> ● Concept, Features, audience effectiveness and advertisements ● TV v/s online streaming catering to infotainment genre majorly targeting the youth (Netflix, Amazon Prime, etc) ● Fake News on Internet v/s news on broadcast 3. Private and Satellite channels: Growth of Private International, National and Regional TV Networks 4. Regional channels: Impact and critical study of News Channels- Star Majha, IBN Lokmat , Zee 24 Taas, Aamchi Mumbai, Sun News Network, Aaj Tak 	
UNIT II	12
Television formats: Content and presentation	
<ol style="list-style-type: none"> 1. News: Main characteristics of News as against news in other media. Spot news, News Bulletins and News analysis 2. Features on TV: <ul style="list-style-type: none"> ● Talk Shows ● Reviews ● Interviews ● Discussions ● Documentaries ● Docudramas ● Commentaries 3. Other Programs <ul style="list-style-type: none"> ● Music ● Sports ● Entertainment 	
UNIT III	12
Television Programing and Production	
<ol style="list-style-type: none"> 1. Elements of Programming: <ul style="list-style-type: none"> ● 24 hours schedule ● Time slots ● Weekday and weekend programming ● National and regional level programming 2. Introduction to Production: <ul style="list-style-type: none"> ● Production house and three stages of production: Pre, Shoot and Post. ● Monitoring, Crewing, Casting, Sets & Outdoors, Scheduling & Budgeting, Unions - Rates, Rules & Regulation. 	
UNIT IV	12

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Developing Skills for Television Journalism	
<ul style="list-style-type: none">● Anchoring● Reporting or shooting anchor links in public● How and what to give in PTC or piece to camera● How to approach people for sensitive stories.● Scripting and presentation● Scripting for Interviews/Documentary/Feature/Drama/Skits on TV.● Story idea, development and Presentation- Web series● Design a script Interviews/Documentary/Feature/Drama/Skits on TV● Editing: Skills of editing, online and offline	

LIST OF REFERENCE BOOKS AND READING MATERIAL

1. MacGregor, Brent; Live, Direct and Biased: Making TV news in the Satellite Age.
2. Parthasarthy, Ramaswamy; Here is the news; (1994) Sterling.
3. Herbert, John; Journalism in the Digital Age; 2000, Focal Press.
4. Hillard; Writing for TV, Radio and New Media; 7th Edition; Wadsworth.
5. Television Production by Phillip Harris.
6. Broadcast Journalism by David Keith Cohler (Prentice Hall).
7. De Maeseneer, Paul. Here's The News: A Radio News Manual. Asian Books.
8. Awasthi, G. C. Broadcasting in India. Allied Publications

RULES AND REGULATIONS REGARDING ASSESSMENT AND EVALUATION

1. A learner appearing for first year examination under NEP will have a maximum of **22 credits** and examinations will be of **maximum 550 marks**.

2. Courses having **2 credits, 3 credits and 4 credits** will have examinations of **50, 75, 100 marks** respectively.

3. With regard to Major Course, Minor Course and OEC:

Continuous evaluation of 40-60 adopted under autonomy (2018) shall continue for all the courses; for the courses with 2 credits and 50 marks, Internal is of 20 marks (only one IA) and External 30 marks (SEE); while the courses with 3 credits and 75 marks, it is 25 marks (only one IA) and 50 marks (SEE). In case of courses of 100 marks, the break up of marks will be 40 marks (IA) and 60 marks (SEE).

4. With regard to IKS, VSEC (VSC and SEC), AEC, VEC:

These will be of 2 Credits each and of 50 marks. Continuous evaluation of 40-60 wherein Internal is of 20 marks and SEE of 30 marks or Only one SEE of 50 marks or continuous evaluation of more than one test by the respective coordinating department or as directed by the EC.

5. With regard to CC, FP and CEP:

Vertical of CC, FP and CEP shall also be more like a **continuous evaluation** where a student will be awarded marks on the basis of **his / her participation in the co-curricular activities of the department / other departments / associations / extension activities / intercollegiate events and Jeevan Kaushal**. Students keep a record of his / her participation and will be duly evaluated and signed by the concerned teachers.

6. Duration of examinations:

- An IA exam of 20/25 marks shall be of duration of 30 minutes.
- An SEE exam of 30 marks (offline) shall be of duration of 1 hour.
- An SEE exam of 50 marks (offline) shall be of duration of 1 ½ hour.
- An SEE exam of 50 marks (online MCQ) shall be of 60 minutes.
- An SEE exam of 60 marks (offline) shall be of duration of 2 hours.

7. There shall be **combined passing of Internals and SEE** in a given paper with a **minimum passing percentage of 40**.

8. **Appearing for SEE** for every paper is **compulsory** irrespective of the performance in the Internals examinations. A student absent in SEE will be thus declared failing in a given subject.

9. There shall be provision for supplementary examination for the benefit of students who miss their SEE on grounds of medical emergency or representing college at the national level event or any other equivalent event with a special permission granted by the Head of the institution.

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10. There shall be no Additional Examinations for any of the Semesters except for the Semester V wherein one chance of credit improvement in Semester V shall be given before the Learner appears for the final Semester VI Examination.

11. A learner appearing for first year exam under NEP shall have an examination of maximum **550 marks** to which effect **ATKT** is allowed for **maximum of 200 marks** corresponding to **failing in 3 / 4 courses** but must have passed in at least one Theory course of Major / Minor.

ASSESSMENT METHODS

1. Internal Assessment will be on a continuous evaluation basis with 15/20/25 marks as per the verticals applicable.
2. Internal Assessments could be either of the following depending on the nature of the course: Written Exam/ Group Project/ Individual Project/ Book Review/ Class Test/ Case Study/ Presentation Powerpoint/ Audio – Visual presentation/ Oral Presentation.
3. One External (Semester End Examination) of 50/60 marks with a duration of 1.5/ 2 hours as per the verticals applicable.
4. Minimum marks for passing the Semester End Theory Exam is 40 %.
5. Students must appear at least one of the two Internal Tests to be eligible for the Semester End Examination.
6. For any KT examinations, there shall be ODD-ODD/EVEN-EVEN pattern followed.
7. HOD's decision, in consultation with the Principal, shall remain final and abiding to all.

EVALUATION DETAILS

Total marks per course - 100/75 marks as applicable according to the verticals

Internal Assessment- 40/25 marks as applicable according to the verticals

- The number of internal assessments will vary as per the verticals. In case of 2 internal assessments (15/20 marks: Written test ; 20/25 marks: Assignment / Projects as per the subject specific requirements).
- Assignments/ Projects may include, Documentary filmmaking, Script writing, Copywriting for an advertisement, Radio jingle, Book and movie reviews, Mini group project, blogs and vlogs, photography assignments, role play of talk shows, designing advertisements, market research, subject portfolios, group discussions, viva voce, shooting an interview for a Television channel or scripting and recording a chat show for a radio channel or a fictional program, recording news for TV and Radio, editing of news bulletins, making a docudrama, etc. Innovative evaluation techniques can be used in consultation and agreement with the exam committee.
- The evaluation parameters for the internal assessment 2 needs to be given to the learners in advance. Class participation and attendance are to be added in the evaluative parameters.

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- A minimum of 7 days to be given to the students to prepare and complete the internal assignments 2.
- Some papers have additional project and research components. Those have been communicated to the faculties and details have been given in the syllabus .

Semester End Examination – 60/50 marks as applicable

- Semester End Examination will be organised after all modules of the course are taught in the class.
- It will be a written examination / or as per the needs of the course a practical examination or a combination of both.
- Duration of the exam is 2/1.5 hour(s) as applicable
- Question paper covering all units and ensuring appropriate weightage given to evaluation parameters.
- Paper pattern as approved by BOS members and the exam committee.

Format for 60 Marks and 2 Hours paper is as follows:

Question	Particulars	Marks
Q1	Case Study	15 marks
Q2	Full length question <ul style="list-style-type: none"> ● 15 marks can be one question or two questions of 7 and 8 marks each. ● Internal choice given 	15 marks
Q3	Full length question <ul style="list-style-type: none"> ● 15 marks can be one question or two questions of 7 and 8 marks each. ● Internal choice will be provided 	15 marks
Q4	Short Notes <ul style="list-style-type: none"> ● 5 marks each ● Internal choice given (Any 3 out of 5) 	15 marks

Format for 50 Marks and 1.5 Hours paper is as follows:

Question	Particulars	Marks
Q1	Case Study	10 marks
Q2	Full length question <ul style="list-style-type: none"> ● 15 marks can be one question or two questions of 7 and 8 marks each. ● Internal choice given 	15 marks

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Q3	Full length question <ul style="list-style-type: none"> ● 15 marks can be one question or two questions of 7 and 8 marks each. ● Internal choice will be provided 	15 marks
Q4	Short Notes <ul style="list-style-type: none"> ● 5 marks each ● Internal choice given (Any 2 out of 4) 	10 marks

Weightage To Evaluation Parameters

Evaluation with regard to Major (DSC Course)

IA - 15/20/25/40 Marks

Semester End Examination - 50/60 Marks

Evaluation of Major (DSC Course)

(RJDSCBAMMCJR351, RJDSCBAMMCJR352, RJDSCBAMMCJR361, RJDSCBAMMCJR362,
 RJDSCBAMMCJR363)

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION & ANALYSIS	TOTAL MARKS/ UNIT
I	05	04	03	12
II	05	05	03	13
III	05	04	03	12
IV	05	05	03	13
TOTAL- Per objective	20	18	12	50
% WEIGHTAGE	40	36	24	100%

The weightage to evaluation parameters can be as per the table for 5 Units.

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION & ANALYSIS	TOTAL MARKS/ UNIT
I	05	04	03	12
II	05	04	03	12
III	05	04	03	12
IV	05	04	03	12
V	05	04	03	12
TOTAL- Per objective	25	20	15	60
% WEIGHTAGE	42	33	25	100%

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The weightage to evaluation parameters can be as per the table for 6 Units.

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION & ANALYSIS	TOTAL MARKS/ UNIT
I	04	04	02	10
II	04	04	02	10
III	04	04	02	10
IV	04	04	02	10
V	04	04	02	10
VI	04	04	02	10
TOTAL- Per objective	24	24	12	60
% WEIGHTAGE	40	40	20	100%

The weightage to evaluation parameters needs to be adjusted as per the number of units. Care needs to be taken that all units are covered in the question paper.

TEACHING LEARNING PROCESS

The teaching learning process in the learning outcomes based curriculum framework in the subject of Mass Media is designed to develop the cognitive skills of every learner. The undergraduate courses offer the requisite skills for a profession and jobs in Mass Media. All courses have application based teaching as an integral part which promotes the learner to acquire the requisite skills for employment

An interesting combination of teaching learning processes is adopted in which the teacher and learners are actively involved.

Some of the salient teaching learning processes are:

- Class lectures: Explaining concepts, theories, methodologies related to the subject with a focus on analysis of case studies, practical implications in the industry.
- Presentations: Learners are encouraged to use a variety of techniques such as role play, documentary making, etc and make use of softwares like Photoshop, QuarkXPress, Dreamweaver, Illustrator, Canva, etc and not just restrict to PowerPoint presentation.
- Group Discussion, workshops
- Peer teaching and learning

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- Blended learning: Use of edtech platforms like zoom, explainer videos, movies, short films, radio, podcasts, documentaries, etc.
- Knowledge repository: Use of Google classroom, Kahoot, Jamboards, MiroBoards, online libraries, etc.
- Flipped classroom, project-based learning, quiz, seminars, exhibitions, posters
- Practical experimental design planning, analysis, interpretation, application knowledge gained, field projects, mini projects.
- Technology enabled self-learning.
- Internships, On job training
- Project work

The effective teaching strategies would address the requirements of learners to learn at their own pace. The teaching pedagogy adopted to ensure inculcation of higher order thinking skills in the learner. The entire program also designed consciousness for an equitable society.

The teaching learning processes adopted would be a participatory pedagogy

MAPPING OF THE COURSE TO EMPLOYABILITY / ENTREPRENEURSHIP / SKILL DEVELOPMENT

Class	Course Name	Course Code	Topics focusing on Employability/ Entrepreneurship / Skill development	Employability/ Entrepreneurship / Skill development	Specific Activity
TYBAMMC JOURNALISM	REPORTING	RJDSCBAMMCJR351	Unit I: Concept of News Unit II: News Gathering Unit III: Beats System in Reporting Unit IV: Case Studies	Employability: These units teach the learner how to use various beats to attract journal readers' attention and how to use diverse resources to improve news coverage. Entrepreneurship : These units will teach students how to write for	<ul style="list-style-type: none"> ● Class discussion on the importance of accuracy, balance, and clarity in news reporting. ● Group activity on writing a short news story using the inverted style. ● Debate on whether citizen journalism helps or harms

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				<p>print media and will involve individual citizen participation in breaking news stories.</p> <p>Skill development: These units will engage students to analyse how news is collected, how different outlets play critical roles and improvise on their skills needed while covering disaster news.</p>	<p>professional journalism.</p>
TYBAMMC JOURNALISM	CONTEMPORARY ISSUES AND GLOBAL MEDIA TRENDS	RJDSCBAMMCJR352	<p>Unit I: Social Movements, Social Welfare Schemes and Societal Progress</p> <p>Unit II: Economic, Political Issues and Societal Development</p> <p>Unit III: Evolution of Global Media, Media profiles, Issues and Analysis</p> <p>Unit IV: Conflict Coverage, Resolution and Media Information Literacy</p>	<p>Employability: Learners will understand mass media as a system of interrelated forces, including environmental factors, technological advances, economic dynamics, regulatory constraints, and ethical concerns. This will in turn give them an improved sense of awareness of their responsibilities as professionals in their field.</p>	<ul style="list-style-type: none"> ● Class discussion on the impact of social movements and social welfare schemes on societal progress. ● Group debate on economic and political issues affecting societal development. ● Role-play activity simulating conflict resolution through media reporting. ● Case study analysis of conflict coverage and its role in media

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				<p>Entrepreneurship :</p> <p>These units help learners understand the regional and global news industries and current reporting trends, enabling them to diversify in journalism and create their own blogs or vlogs, Understanding the country's challenges and issues increases awareness of contemporary matters, helping learners establish consultancy firms.</p> <p>Skill development: Internal Assessment of this subject involves making a short documentary film on any current challenge or concern that the learners feel they are facing as citizens or a cause they can support. The film should include interviews too. The learners are able to develop their skills of</p>	<p>information literacy.</p>
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				research, scripting, sound, conducting interviews, editing.	
TYBAMMC JOURNALISM	DIGITAL MEDIA	RJDSCBAMMCJR361	<p>Unit I: Introduction To Digital Media</p> <p>Unit II: Search Engine Optimisation (SEO) and Search Engine Marketing (SEM)</p> <p>Unit III: Social Media Marketing (SMM) and Content Writing</p> <p>Unit IV: Web Analytics</p> <p>Unit V: Email Marketing, Affiliate Marketing And Programmatic Marketing</p>	<p>Employability: These units aim to equip learners with a marketable set of knowledge about the workings of the digital world.</p> <p>Entrepreneurship : These units aim to equip learners with the knowledge of various laws and regulations that apply to digital content and the different types of cyber crimes.</p> <p>Skill development: These units aim at equipping learners with valuable skills such as fundamentals of web development and content creation for various digital mediums.</p>	<ul style="list-style-type: none"> ● Group discussion on SEM strategies and paid search campaigns, Case study on effective social media marketing (SMM) campaigns ● Practical exercise creating email marketing content, Discussion on key cyber laws affecting digital marketing and online business.
TYBAMMC JOURNALISM	INVESTIGATIVE JOURNALISM	RJDSCBAMMCJR362	<p>Unit I: Introduction to Investigative Journalism: Careers and Opportunities in</p>	<p>Employability: These units offer an understanding of the journalism industry and the various career options that</p>	<ul style="list-style-type: none"> ● Class discussion on how reporters collect and verify information from reliable sources.

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			<p>Investigative Journalism</p> <p>Unit II: Sources of Data Collection, Data protection and security</p> <p>Unit III: Designing the story: Finding and writing your story</p> <p>Unit IV: Final Story: Generation of the story</p>	<p>learners can pursue going forwards</p> <p>Entrepreneurship :</p> <p>These units provide the learners with the knowledge of various aspects in the process of writing a story and understand the role of investigative reporting in modern journalism, how to be an independent investigative journalist which can in turn enable them to carve a niche for themselves.</p> <p>Skill development:</p> <p>These units impart the learners with the skills needed to conduct investigative research in an ethical manner and write excellent investigative stories for the media. Developing the capacity to comprehend and analyse key aspects of investigative journalism</p>	<ul style="list-style-type: none"> ● Group activity on collecting information on a local issue and presenting possible story ideas. ● Class discussion on ethical challenges and dilemmas faced by investigative reporters.
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				despite limited resources.	
TYBAMMC JOURNALISM	TELEVISION JOURNALISM	RJDSCBAMMCJR363	<p>Unit I: History and Development of TV Journalism</p> <p>Unit II: Television formats: Content and presentation</p> <p>Unit III: Developing skills</p> <p>Unit IV: Current and Emerging Trends in Television Journalism</p> <p>Unit V: Evolution, Organization, Policies and Programming of News Service</p>	<p>Employability: These units introduce the learners to the challenges and opportunities present in TV Journalism. These skills help the learners gain valuable marketable experience that allows them to be eligible for employment in the field of TV Journalism.</p> <p>Entrepreneurship : These units aim to equip learners with the ins and outs of TV Journalism helping them develop a strong business acumen of the media industry.</p> <p>Skill development: These units aim to equip learners with a deeper understanding of journalism in the medium of television. Learners will gain understanding of the technique of</p>	<p>Class discussion on the history and development of TV journalism.</p> <p>Role-play simulating a newsroom environment to practice programming decisions.</p> <p>Group discussion on ethical challenges faced by TV journalists.</p>

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				narration and storytelling in this medium.	
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MAPPING OF THE CURRICULUM WITH RELEVANCE TO LOCAL, REGIONAL, NATIONAL AND GLOBAL DEVELOPMENTAL NEEDS

Sr No.	Course Code/ Topic (Paper/ Unit/ Content)	Relevance
1	RJDSCBAMMCJR351: Reporting Unit I, II, III and IV	Local, Regional and National Developmental Needs
2	RJDSCBAMMCJR352: Contemporary Issues and Global Media Trends Unit I, II, III, IV	Local, Regional, National and Global developmental needs
3	RJDSCBAMMCJR361: Digital Media Unit I, II, III, IV, and V	Local, Regional and National Developmental Needs
4	RJDSCBAMMCJR362: Investigative Journalism Unit I, II, III and IV	Local, Regional, National and Global developmental needs
5	RJDSCBAMMCJR363: Television Journalism Unit I, II, III and IV	Local, Regional, and National developmental needs

MAPPING OF THE CURRICULUM WITH CROSS CUTTING ISSUES viz. PROFESSIONAL ETHICS, GENDER, HUMAN VALUES, ENVIRONMENT AND SUSTAINABLE GOALS AND NEP 2020

Sr No.	Name of the Course	Course Code	Issues Addressed
1	Reporting	RJDSCBAMMCJR351	SDG 4, SDG 8, Professional Ethics, Gender
2	Contemporary Issues and Global Media Trends	RJDSCBAMMCJR352	SDG 4, SDG 8, Human Values, Environment, Professional Ethics
3	Digital Media	RJDSCBAMMCJR361	SDG 4, SDG 8, Professional Ethics
4	Investigative Journalism	RJDSCBAMMCJR362	SDG 4, SDG 8, Professional Ethics, Gender
5	Television Journalism	RJDSCBAMMCJR363	SDG 4, SDG 8, Professional Ethics