



Hindi Vidya Prachar Samiti's  
**Ramniranjan Jhunjhunwala 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

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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 | Durations |
|-----------------------------------|------|--------------------------------------------------------------------------|---------|-----------|
| RJFPBAMMCJR351<br>RJCEPBAMMCJR351 |      | Paper Title: Field Project/ Internship/ Community Engagement and Service | 02      | 90 hours  |

**DETAILED SYLLABUS WITH COURSE AND LEARNING OUTCOME**

**FIELD PROJECT/ COMMUNITY ENGAGEMENT AND SERVICE PROJECT COURSE**

|                             |                                                  |
|-----------------------------|--------------------------------------------------|
| SEMESTER                    | : V                                              |
| TITLE OF THE SUBJECT/COURSE | : Field Project/Community Engagement and Service |
| COURSE CODE                 | : RJFPBAMMCJR351/ RJCEPBAMMCJR351                |
| CREDITS                     | : 02                                             |
| DURATION                    | : 90 Hours                                       |

| LEARNING OBJECTIVES |                                                                                                                                                                                                                                                                                                                                                           |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>            | To equip learners with a comprehensive understanding of community issues by conducting field projects and community engagement initiatives, identifying at least three local challenges, and proposing informed, media-driven solutions.                                                                                                                  |
| <b>2</b>            | To enable learners to develop the knowledge, skills, and attitudes essential for active participation in community service and engagement projects, fostering meaningful contributions through mass media tools and platforms.                                                                                                                            |
| <b>3</b>            | To guide students in responsibly engaging with community members during fieldwork and service projects, demonstrating cultural competence, respect for diversity, ethical storytelling, and media ethics. To impart the learners with understanding of community issues by identifying at least three local challenges and proposing potential solutions. |

| COURSE OUTCOME NUMBER | On Completing the course student will be able to                                                                                    | PSO Addressed | BLOOMS LEVEL                                |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------------------------------|
| <b>CO1</b>            | Identify and analyze local community issues through fieldwork and engagement, using mass media tools to propose informed solutions. | 5             | Level III, IV, VI<br>Apply, Analyse, Create |

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|            |                                                                                                                                                           |   |                                             |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------------------------------|
| <b>CO2</b> | Students will demonstrate an increased sense of empathy, social responsibility, and commitment to lifelong community engagement.                          | 5 | Level III, IV, VI<br>Apply, Analyse, Create |
| <b>CO3</b> | Students will reflect critically on their roles and responsibilities as active citizens, advocating for positive social change within the community.      | 5 | Level III, IV, VI<br>Apply, Analyse, Create |
| <b>CO4</b> | Students will demonstrate an understanding of community needs, resources, and dynamics through direct engagement with community members and stakeholders. | 5 | Level III, IV, VI<br>Apply, Analyse, Create |

**Proposed Plan:**

- Students will identify key social issues and challenges through field projects and community engagement activities. They will analyze local problems by engaging with relevant stakeholders, including collaboration with local NGOs and community organizations.
- The data and insights collected during these field and engagement projects will be critically analyzed to develop well-informed proposals for potential media-driven solutions. Where partnerships with NGOs exist, students will actively participate in implementing these solutions as part of their community service.
- Throughout the course, students will reflect on their experiences, documenting personal growth, strengths, challenges, and areas for further development within both fieldwork and community service contexts.
- Students and faculty will maintain regular monitoring and assessment of project progress, ensuring alignment with learning objectives, allowing for timely adjustments to enhance continuous learning and improvement.
- At project completion, students will evaluate the impact and effectiveness of their strategies in addressing community issues and provide recommendations for future media-led community initiatives.
- Documentation such as reports, reflective journals, and certificates of participation will be maintained and assessed to determine course grades and validate experiential learning.

**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.

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**ASSESSMENT METHODS and EVALUATION DETAILS  
COMMUNITY ENGAGEMENT PROJECT (CEP)**

**ACADEMIC YEAR:**

**NAME OF THE STUDENT :**

**ROLL NUMBER :**

**CLASS & SEMESTER :**

**MOBILE NO. :**

**START DATE OF THE PROJECT :**

**END DATE OF THE PROJECT :**

**SIGNATURE OF THE STUDENT :**

**EVALUATION/ ASSESSMENT GRID :**

| Parameters of Evaluation                           | Marks | 80 - 100%<br>Excellent | 60 - 79%<br>Good | 40 - 59%<br>Satisfactory | 20 - 39%<br>Average |
|----------------------------------------------------|-------|------------------------|------------------|--------------------------|---------------------|
| Planning, Execution and Completion of Project work | 25    | 20 - 25                | 15 - 19.9        | 10 - 14.9                | 5 - 9.9             |
| Project Report Completion and Submissions          | 15    | 12 - 15                | 9 - 11.9         | 6 - 8.9                  | 3 - 5.9             |
| Project Presentations                              | 10    | 8 - 10                 | 6 - 7.9          | 4 - 5.9                  | 2 - 3.9             |
| Total Marks                                        | 50    |                        |                  |                          |                     |

**TOTAL MARKS OBTAINED : \_\_\_\_\_ / 50**

**Name of the Evaluator**

**Signature of Evaluator**

### **Preamble**

The National Education Policy 2020 aims at imparting skill-based learning and caters to the multiple entry and exit facility for the students thus empowering them to acquire knowledge at their pace in the three-year UG program, the student has two exit options. Students also have the option for choosing the Honors program of four years study in a given discipline and later converting it to five year integrated PG degree program As undergraduate student, he/she learns the core subject (Major), subject complementing the core subject (Minor), a course from other discipline (OEC or GEC) Vocational and Skill Enhancement course from the Major(VSEC), The remaining verticals under NEP 2020 are IKS (Indian Knowledge System), AEC ( Ability Enhancement Course), VEC (Value Enhancement Course) and with progressive three years of UG, student also completes at different levels OJT (On Job Training), FP ( Field Projects), CEP ( Community Engagement Project) , RP ( Research Project) which helps him/her in understanding their roots, application of the knowledge for the benefit of self and the society. Vertical CC (Co-curricular activities and activities related to yoga and human wellbeing) helps in preparing youth with good character and interpersonal relationships.

As Third Year students in the Bachelor of Mass Media program, individuals are positioned at a crucial stage of their academic and professional development. Having previously participated in community engagement initiatives, they are now expected to revisit these activities with greater depth, insight, and responsibility. This phase of community-based engagement is designed to further refine their competencies as ethical, socially conscious, and professionally equipped media practitioners. Community engagement projects in the third year serve as an extension of prior learning, encouraging students to assume advanced roles that require critical thinking, leadership, and initiative. These projects aim to reinforce the value of media as an instrument for constructive social change, while promoting an understanding of real-world challenges and collaborative problem-solving. Through partnerships with local communities, non-governmental organizations, and public agencies, students gain practical experience in planning, executing, and evaluating media interventions that address societal issues. These engagements allow for the development of a more sophisticated media portfolio, with projects such as advocacy campaigns, short films, documentaries, and multimedia storytelling initiatives that reflect both technical skill and a commitment to public service. This renewed focus on community engagement at the next stage of the undergraduate journey not only contributes to academic growth but also enhances employability. It helps students build meaningful professional relationships and prepares them to enter the media industry as responsible communicators, well-versed in using their craft for the greater good.

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| Sr. No.                         | Date (s) | No. of Hours | Outline of Activities | Page No. |
|---------------------------------|----------|--------------|-----------------------|----------|
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|                                 |          |              |                       |          |
|                                 |          |              |                       |          |
|                                 |          |              |                       |          |
|                                 |          |              |                       |          |
|                                 |          |              |                       |          |
| Certificates Attached (Yes/ No) |          |              |                       |          |
| PPT Slides Attached (Yes/ No)   |          |              |                       |          |

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**Name of The Activity :**

**Date :**

**No. of Hours :**

**Objective of the activity :**

**Description of the activity with Learning Outcome :**

**Geotagged Photograph (1 for each Activity):**

**Presentation Slides:**

**Weightage To Evaluation Parameters**

**Evaluation of FP, CEP (RJFPBAMMCJR351, RJCEPBAMMCJR351):**

Continuous Evaluation of components which require adequate duration for completion of task, observation and interpretation, maintaining records : 50%

Course End Practical evaluation of skills of students in terms of skill, activity, analysis, interpretation and conclusion : 50%

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**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
- 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

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**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 | Field Project/ Community Engagement and Service | RJFPBAMMCJR351<br>RJCEPBAMMJR351 |                                                                        | <p><b>Employability: (FP)</b><br/> Develop workplace competencies such as communication, teamwork, problem-solving, and adaptability through active engagement in fieldwork.</p> <p><b>(CEP)</b><br/> Hands-on experience offered in real- world settings helps learners develop essential job skills. Networking with professionals, local businesses and organisations can lead to internships, job offers, and valuable references for future employment.</p> <p><b>Entrepreneurship: (FP)</b><br/> Foster innovative thinking and resourcefulness through problem-solving during field projects. Cultivate skills in identifying market needs and creating value-driven solutions that can</p> | Activities will be with regards the nature of the project undertaken by the learner. |

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|  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  | <p>lead to entrepreneurial ventures.</p> <p><b>(CEP)</b><br/>Working closely with communities enables students to identify gaps in services or products for entrepreneurial ventures.</p> <p>Resource mobilisation for launching and sustaining successful entrepreneurial initiatives.</p> <p><b>Skill Development:</b><br/><b>(FP, CEP)</b><br/>Soft Skills, Critical thinking skills, leadership skills, Team management, Research Skills.</p> |  |
|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**MAPPING OF THE CURRICULUM WITH RELEVANCE TO LOCAL, REGIONAL, NATIONAL AND GLOBAL DEVELOPMENTAL NEEDS**

| Sr No. | Course Code/ Topic (Paper/ Unit/ Content)                                                                        | Relevance                                        |
|--------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 1      | RJFPBAMMCJR351/RJCEPBAMMCJR351: Field Project/ Community Engagement and Service<br>Unit I, II, III, IV, V and VI | 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      | Field Project/ Community Engagement and Service | RJFPBAMMCJR351/<br>RJCEPBAMMCJR351 | SDG 4, NEP Interdisciplinary |