



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   | Duration        |
|------------------------|---------------------------------------------------------|----------------------------------------------|-----------|-----------------|
| <b>RJMINBAMMCJR351</b> | <b>Paper Title: Advanced Writing and Editing Skills</b> |                                              |           | <b>60 hours</b> |
|                        | <b>I</b>                                                | Writing Skills: Brevity, Art of storytelling | <b>04</b> |                 |
|                        | <b>II</b>                                               | Tools and techniques of editing              |           |                 |
|                        | <b>III</b>                                              | Different types of Feature writing           |           |                 |
|                        | <b>IV</b>                                               | Mumbai based features writing                |           |                 |
|                        | <b>V</b>                                                | Interview Skills                             |           |                 |

**TYBAMMC - JOURNALISM SEMESTER VI**

| Course Code            | Unit                                     | Topic Headings                                   | Credits   | Duration        |
|------------------------|------------------------------------------|--------------------------------------------------|-----------|-----------------|
| <b>RJMINBAMMCJR361</b> | <b>Paper Title: Lifestyle Journalism</b> |                                                  |           | <b>60 hours</b> |
|                        | <b>I</b>                                 | Lifestyle Journalism: An Introduction            | <b>04</b> |                 |
|                        | <b>II</b>                                | Writing Style: Words, Picture, Story and Editing |           |                 |
|                        | <b>III</b>                               | Types of Lifestyle Writing                       |           |                 |
|                        | <b>IV</b>                                | Fashion Influencers: Role and Importance         |           |                 |
|                        | <b>V</b>                                 | Social Media: Lifestyle and role of Social Media |           |                 |

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**DETAILED SYLLABUS WITH COURSE AND LEARNING OUTCOME**

|                                     |          |                                            |
|-------------------------------------|----------|--------------------------------------------|
| <b>SEMESTER</b>                     | <b>:</b> | <b>V</b>                                   |
| <b>TITLE OF THE SUBJECT/ COURSE</b> | <b>:</b> | <b>ADVANCED WRITING AND EDITING SKILLS</b> |
| <b>COURSE CODE</b>                  | <b>:</b> | <b>RJMINBAMMCJR351</b>                     |
| <b>CREDITS</b>                      | <b>:</b> | <b>04</b>                                  |
| <b>DURATION</b>                     | <b>:</b> | <b>60</b>                                  |

| <b>LEARNING OBJECTIVES</b> |                                                                                                                                                               |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>                   | To help the learners gain understanding of the tools and techniques of editing and writing.                                                                   |
| <b>2</b>                   | To provide and inculcate among the learners with skills to write various types of features                                                                    |
| <b>3</b>                   | To enable learners to gain insight into the art of interviewing and practice writing strictly within the contours of journalistic principles                  |
| <b>4</b>                   | To inculcate the skills and acumen enabling the learners to develop effective writing and editing skills whereby making them ready for the professional world |

| <b>COURSE OUTCOME NUMBER</b> | <b>On Completing the course student will be able to</b>                                                                                   | <b>PSO Addressed</b> | <b>BLOOMS LEVEL</b>                             |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------|
| <b>CO1</b>                   | The learners will be acquainted with the art of narration and storytelling in both written and oral formats.                              | 1,3                  | Level II, III, V<br>Understand, Apply, Evaluate |
| <b>CO2</b>                   | The learners will be able to practice crisp writing and build stories that hold the interest of the readers.                              | 1,2,3                | Level III, VI<br>Apply, Create                  |
| <b>CO3</b>                   | The learners will be able to develop interview taking and writing/recording skills.                                                       | 3,5,6                | Level II, III,VI<br>Understand, Apply, Create   |
| <b>CO4</b>                   | The learners will be able to develop researching skills imperative for developing stories and write stories/features/ opinion pieces etc. | 3,5,6,7              | Level III, V, VI<br>Apply, Evaluate, Create     |

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| <b>SEMESTER V</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                           |                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------|
| <b>Course Name: Advanced Writing and Editing Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                           |                 |
| <b>Course Code: RJMINBAMMCJR351</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                           |                 |
| <b>Credits: 04</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Total Lectures: 60</b> |                 |
| <b>UNIT I</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                           | <b>Lectures</b> |
| <b>Writing Skills: Brevity, Art of storytelling</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                           | <b>12</b>       |
| <ul style="list-style-type: none"> <li>● News Sense: Finding the right story angle</li> <li>● Saying it in bold: Writing headlines, captions, leads and intros</li> <li>● Podcast: Writing for the ear</li> <li>● Net cast: Writing for visuals</li> <li>● Webcast: Story Compiling, Difference between writing for print and real time writing.</li> <li>● Assimilating facts and details</li> <li>● Building a narrative</li> <li>● Making it pictorial</li> <li>● Layout and page design</li> <li>● Being a credible voice</li> </ul> |                           |                 |
| <b>UNIT II</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                           | <b>12</b>       |
| <b>Tools and Techniques of Editing Crisp Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           |                 |
| <ul style="list-style-type: none"> <li>● Brevity: The soul of communication, Eliminating redundancy in communication</li> <li>● Functional Grammar: Refreshing Grammar, Common Errors</li> <li>● Word Power: Working with words</li> <li>● Punctuations: For media usage</li> <li>● Style Book: Use of numbers, abbreviations, names and terms</li> </ul>                                                                                                                                                                                |                           |                 |
| <b>UNIT III</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                           | <b>12</b>       |
| <b>Different types of Feature writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |                 |
| <ul style="list-style-type: none"> <li>● Feature stories: Different types (Travel, Personality, Human Interest Stories etc)</li> <li>● Reviews: Books, Films, App</li> <li>● Columns: Analytical, Interactive, Agony Aunt</li> <li>● Editorials: Importance, Voice of the publication, Format</li> <li>● Obituaries: Writing obituaries, Need for factual verification and tone</li> </ul>                                                                                                                                               |                           |                 |
| <b>UNIT IV</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                           | <b>12</b>       |
| <b>Mumbai based features/ letter to the editor/ post/opinion piece</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                           |                 |
| <p>Any 5 of the following issues can be chosen and addressed</p> <ul style="list-style-type: none"> <li>● Plight of Rag pickers, Construction workers or the homeless</li> <li>● Poor health specially mental health</li> <li>● Lack of facilities and obstacles to education</li> <li>● Unemployment and exploitation</li> <li>● Slum rehabilitation projects</li> </ul>                                                                                                                                                                |                           |                 |



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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <ul style="list-style-type: none"> <li>Condition of Mumbai Jails/ Courts</li> <li>City issues of hygiene and pollution</li> <li>Crime and safety</li> <li>Corruption issues faced by the common man</li> <li>Challenges faced by senior citizens and the physically</li> </ul> |           |
| <b>UNIT V</b>                                                                                                                                                                                                                                                                  | <b>12</b> |
| <b>Interview Skills</b>                                                                                                                                                                                                                                                        |           |
| <ul style="list-style-type: none"> <li>Types of subjects</li> <li>Preparing for interviews</li> <li>Preparing a questionnaire</li> <li>Protocol and Ethical Issues</li> <li>Writing the Interview copy</li> </ul>                                                              |           |

**LIST OF REFERENCE BOOKS AND READING MATERIAL**

1. The Editor's Toolbox by Buck Ryan and Michael O' Donnell, Surjeet Publication
2. Writing for the Mass Media by James Glen Stovall
3. Amy Einsohn, The Copyeditor's Handbook, 3rd ed. (University of California Press, 2011)
4. The Chicago Manual of Style.

|                                     |          |                             |
|-------------------------------------|----------|-----------------------------|
| <b>SEMESTER</b>                     | <b>:</b> | <b>VI</b>                   |
| <b>TITLE OF THE SUBJECT/ COURSE</b> | <b>:</b> | <b>LIFESTYLE JOURNALISM</b> |
| <b>COURSE CODE</b>                  | <b>:</b> | <b>RJMINBAMMCJR361</b>      |
| <b>RJMINBAMMCJR361REDITS</b>        | <b>:</b> | <b>04</b>                   |
| <b>DURATION</b>                     | <b>:</b> | <b>60</b>                   |

| <b>LEARNING OBJECTIVES</b> |                                                                                                                                                   |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>                   | To acquaint learners with conceptual overview of lifestyle journalism and its function in the media industry                                      |
| <b>2</b>                   | To develop skills of reporting lifestyle stories or events in a clear, concise, factual and meaningful way                                        |
| <b>3</b>                   | To help learners gain practical skills and conceptual understanding of how this form of journalism is increasingly relevant for the 21st century. |
| <b>4</b>                   | To highlight learners about need to develop digital marketing plans for lifestyle beat                                                            |

| <b>COURSE OUTCOME NUMBER</b> | <b>On Completing the course student will be able to</b> | <b>PSO Addressed</b> | <b>BLOOMS LEVEL</b> |
|------------------------------|---------------------------------------------------------|----------------------|---------------------|
|                              |                                                         |                      |                     |

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|            |                                                                                                                                                                                                                                                  |       |                                                                 |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------|
| <b>CO1</b> | The course will impart knowledge on how to report lifestyle with integrity, exploring the broader lifestyle field while focusing on a variety of sub-fields such as travel, music, movies, arts and food, along with students' special interests | 1,2,5 | Level I,II<br>Remember,<br>Understand                           |
| <b>CO2</b> | Lifestyle writing sessions will enable students to acquire a comprehensive set of skills and knowledge in various aspects of lifestyle journalism.                                                                                               | 3,4,6 | Level II,III, IV VI<br>Understand,<br>Apply, Analyse,<br>Create |
| <b>CO3</b> | This course will help the learner acquire an ability to understand audiences and markets in which the lifestyle journalists provide information.                                                                                                 | 5,6   | Level II<br>Understand                                          |
| <b>CO4</b> | Learners will be sensitised to use key digital marketing tools to develop digital marketing plan                                                                                                                                                 | 4,6   | Level II,III, IV VI<br>Understand,<br>Apply, Analyse,<br>Create |

| <b>SEMESTER VI</b>                                                                                                                                                                                                                                                                                                                                                                                                           |                           |                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------|
| <b>Course Name: Lifestyle Journalism</b>                                                                                                                                                                                                                                                                                                                                                                                     |                           |                 |
| <b>Course Code: RJMINBAMMCJR361</b>                                                                                                                                                                                                                                                                                                                                                                                          |                           |                 |
| <b>Credits: 04</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Total Lectures: 60</b> |                 |
| <b>UNIT I</b>                                                                                                                                                                                                                                                                                                                                                                                                                |                           | <b>Lectures</b> |
| <b>Lifestyle Journalism: An Introduction</b>                                                                                                                                                                                                                                                                                                                                                                                 |                           | <b>10</b>       |
| <ul style="list-style-type: none"> <li>• Lifestyle writers have a very niche audience. Who are we writing for?</li> <li>• Lifestyle Journalist should know the publication house audience</li> <li>• Lifestyle News, critique/review/ evaluate on stories from magazines</li> <li>• Lifestyle Journalist : balance between Elite and Mass</li> <li>• Lifestyle Culture ( newspapers ) Source of Lifestyle stories</li> </ul> |                           |                 |
| <b>UNIT II</b>                                                                                                                                                                                                                                                                                                                                                                                                               |                           | <b>10</b>       |
| <b>Writing Style: Words, Picture, Story and Editing</b>                                                                                                                                                                                                                                                                                                                                                                      |                           |                 |
| <ul style="list-style-type: none"> <li>• What is good Lifestyle writing?</li> <li>• Use of Pictures and Graphics, finding and focusing your story</li> <li>• Crafting and structure – the beginning, middle, and end</li> <li>• Reporting and Interviewing. Feature leads, Lifestyle</li> <li>• Columns Rewriting and self-editing</li> </ul>                                                                                |                           |                 |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>UNIT III</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>14</b> |
| <b>Types of Lifestyle Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |
| <ul style="list-style-type: none"> <li>● Review : Art show, Movie, Theatre Performance, Book</li> <li>● Health &amp; Fitness: : Gym, Yoga, various new forms of workout</li> <li>● Wellness reporting</li> <li>● Other forms Garden, Home &amp; Interiors &amp; General Tips and guidelines</li> <li>● Travel : Various types of Travel writings</li> <li>● Food : Street, Restaurant food, Food festival, Restaurant review</li> <li>● Writing Culture - Music, Folk dance, Festival &amp; seasonal reporting</li> <li>● Pitching Lifestyle stories - Key strategies, Portfolio Making:</li> <li>● Travel Story - Print, Vlog</li> <li>● Food Stories - Print, Vlog</li> <li>● Workshop by Lifestyle writer</li> </ul> |           |
| <b>UNIT IV</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>12</b> |
| <b>Fashion Influencers: Role and Importance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |
| <ol style="list-style-type: none"> <li>1. Fashion, Gender and Social Identity</li> <li>2. The impact of fashion bloggers and magazines on the society</li> <li>3. E-fashion markets defining the trends amongst the youth</li> <li>4. Cinemas in the past and in today's world have influenced the society in terms of fashion and Lifestyle</li> <li>5. Role of Music's Fashion in the society</li> </ol>                                                                                                                                                                                                                                                                                                              |           |
| <b>UNIT V</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>14</b> |
| <b>Social Media: Lifestyle and role of Social Media</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |
| <ul style="list-style-type: none"> <li>● The power of marketing in the contemporary fashion world</li> <li>● Labelling and branding: The power of representation</li> <li>● Shakespearian theatre and the aesthetic image: how Shakespearian productions reflect contemporary fashion trends</li> <li>● The influence of celebrities on fashion: an exploration of celebrity-endorsed fashion lines</li> <li>● Fashion Lifestyles and Hashtags</li> <li>● Lifestyle advertising , Collaborations and CoMarketing of Brands, Fashion and Social Media Campaigns</li> </ul>                                                                                                                                               |           |

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**LIST OF REFERENCE BOOKS AND READING MATERIAL**

1. Lifestyle Journalism (Journalism Studies) 1st Edition by Folker Hanusch (Editor) Feature Writing
2. Lifestyle Journalism, Media, Consumption and Experience, 1st Edition Edited by Lucia Vodanovic
3. Lifestyle Journalism by Jean Ann Colbert In: Encyclopedia of Journalism
4. Feature Writing – Susan Pape and Sue Featherstone (A practical introduction)
5. <http://www.thelifestylejournalist.in/>
6. <https://www.reuters.com/news/lifestyle>

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**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:**

- a. An IA exam of 20/25 marks shall be of duration of 30 minutes.
- b. An SEE exam of 30 marks (offline) shall be of duration of 1 hour.
- c. An SEE exam of 50 marks (offline) shall be of duration of 1 ½ hour.
- d. An SEE exam of 50 marks (online MCQ) shall be of 60 minutes.
- e. 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.

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.

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**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.
- 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

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

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|    |                                                                                                                                |          |
|----|--------------------------------------------------------------------------------------------------------------------------------|----------|
| Q4 | Short Notes <ul style="list-style-type: none"> <li>• 5 marks each</li> <li>• Internal choice given (Any 2 out of 4)</li> </ul> | 10 marks |
|----|--------------------------------------------------------------------------------------------------------------------------------|----------|

**Weightage To Evaluation Parameters**

**Evaluation with regard to Minor Course**

**IA - 15/20/25/40 Marks**

**Semester End Examination - 50/60 Marks**

**Evaluation of Minor Course**

**(RJMINBAMMCJR351, RJMINBAMMCJR361)**

| 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                |
| <b>TOTAL- Per objective</b> | 20        | 18            | 12                     | <b>50</b>         |
| <b>% WEIGHTAGE</b>          | 40        | 36            | 24                     | <b>100%</b>       |

**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                |
| <b>TOTAL- Per objective</b> | 25        | 20            | 15                     | <b>60</b>         |
| <b>% WEIGHTAGE</b>          | 42        | 33            | 25                     | <b>100%</b>       |



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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                |
| <b>TOTAL-<br/>Per objective</b> | 24        | 24            | 12                     | <b>60</b>         |
| <b>% WEIGHTAGE</b>              | 40        | 40            | 20                     | <b>100%</b>       |

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 | ADVANCED WRITING AND EDITING SKILLS | RJMINBAMMCJR351 | Unit I: Writing Skills: Brevity, Art of storytelling<br>Unit II: Tools and techniques of editing<br>Unit III: Different types of Feature writing<br>Unit IV: Mumbai based features writing<br>Unit V: Interview Skills | <b>Employability:</b> These units will equip the learners with professional skills essential for making successful careers in the various journalism and related fields.<br><b>Entrepreneurship :</b> Learners will be able to write and create blogs for their audience or | <ul style="list-style-type: none"> <li>● Writing exercise focused on brevity and storytelling techniques.</li> <li>● Class activity on editing tools and techniques with sample texts.</li> <li>● Group activity analyzing different types of feature writing styles.</li> </ul> |

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|                    |                      |                 |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------|----------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                      |                 |                                                                                                                                                                                                                                                                     | for other businesses.<br><b>Skill development:</b><br>Learners will learn to comprehend the foundations, gain skills and practices of writing for and about the media, and demonstrate proficiency in writing across platforms.                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                   |
| TYBAMMC JOURNALISM | LIFESTYLE JOURNALISM | RJMINBAMMCJR361 | Unit I: Lifestyle Journalism: An Introduction<br>Unit II: Writing Style: Words, Picture, Story and Editing<br>Unit III: Types of Lifestyle Writing<br>Unit IV: Fashion Influencers: Role and Importance<br>Unit V: Social Media: Lifestyle and role of Social Media | <b>Employability:</b><br>Learners will acquire a conceptual overview of lifestyle journalism and its function in the media industry and develop skills to report on lifestyle journalism stories or events in a clear, concise, factual and meaningful way.<br><b>Entrepreneurship :</b><br>These units will impart knowledge on how to do lifestyle journalism with integrity, exploring the broader lifestyle field while focusing on a | <ul style="list-style-type: none"> <li>● Debate on the role of social media in shaping lifestyle journalism.</li> <li>● Brainstorming activity on innovative storytelling methods in lifestyle journalism.</li> <li>● Discuss the ethics of sponsored content and influencer marketing in lifestyle media.</li> <li>● Role-play on interviewing and profiling lifestyle personalities.</li> </ul> |

**TYBAMMC- JOURNALISM Syllabus Semester V & VI**

|  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  | <p>variety of sub-fields such as travel, music, movies, arts and food, along with students' special interests. These units will enable the learners to gain knowledge and understanding of this niche, allowing them to diversify in the field of journalism, enabling them to be influencers, freelancers and setting up their own blogs, vlogs, etc.</p> <p><b>Skill development:</b><br/> Learners will gain practical skills and conceptual understanding of how this form of journalism is increasingly relevant for the 21st century. These units will help the learner acquire an ability to understand audiences and markets in which the lifestyle journalists provide information.</p> |  |
|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**TYBAMMC- JOURNALISM Syllabus Semester V & VI**

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

| <b>Sr No.</b> | <b>Course Code/ Topic (Paper/ Unit/ Content)</b>                                   | <b>Relevance</b>                                  |
|---------------|------------------------------------------------------------------------------------|---------------------------------------------------|
| 1             | RJMINBAMMCJR351: Advanced Writing and Editing Skills<br>Unit I, II, III, IV, and V | Local and National developmental needs            |
| 2             | RJMINBAMMCJR361: Lifestyle Journalism<br>Unit I, II, III, IV and V                 | Regional, National and Global developmental needs |

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

| <b>Sr No.</b> | <b>Name of the Course</b>           | <b>Course Code</b> | <b>Issues Addressed</b>           |
|---------------|-------------------------------------|--------------------|-----------------------------------|
| 1             | Advanced Writing and Editing Skills | RJMINBAMMCJR351    | SDG 4, SDG 8, Professional Ethics |
| 2             | Lifestyle Journalism                | RJMINBAMMCJR361    | SDG 4, SDG 8, Professional Ethics |