

BA Media and Communication

Course Structure

Duration of Program-3 Years

Number of Semesters-6

Theory Credits-40

Practical Credits-50

Project Credits-30

Total Credits of the Program- 40+50+30 =120

Total Marks: 1500

Semester-I

Sl. No.	Course Type	Course Code	Subject	Credits				Marks
				Theory	Pract	Proj	Total	
1.	Foundation Course	FCMC0901	Communication in History and History of Communication	4	2	2	8	100
2.	Core Course	CCMC0901	Introduction to Communication Theory	4	3	1	8	100
			From Basket	0	3	1	4	50
			Total	8	8	4	20	250

Semester-II

Sl. No.	Course Type	Course Code	Subject	Credits				Marks
				Theory	Pract	Proj	Total	
1.	Foundation Course	FCMC0902	Introduction to Electronic Media	2	4	2	8	100
2.	Core course	CCMC0902	Introduction to Print Media	2	4	2	8	100
			From Basket	0	3	1	4	50
			Total	4	11	5	20	250

Semester-III

Sl. No.	Course Type	Course Code	Subject	Credits				Marks
				Theory	Pract	Proj	Total	
1.	Foundation Course	FCMC0903	Media, Communications and Culture	4	2	2	8	100
2.	Core course	CCMC0903	Organizational Communications	4	2	2	8	100
			From Basket	0	3	1	4	50
			Total	8	7	5	20	250

Semester-IV

Sl. No.	Course Type	Course Code	Subject	Credits				Marks
				Theory	Pract	Proj	Total	
1.		CCMC0904	Development Communication	4	2	2	8	100
2.		CCMC0905	Gender and Communication	4	2	2	8	100
			From Basket	0	3	1	4	50
				8	7	5	20	250

Semester-V

Sl. No.	Course Type	Course Code	Subject	Credits				Marks
				Theory	Pract	Proj	Total	
1.		CCMC0906	Intercultural Communication	4	2	2	8	100
2.		CCMC0907	Communication, Culture and Popular Art	4	2	2	8	100
			From Basket	0	3	1	4	50
				8	7	5	20	250

Semester-VI

Sl. No.	Course Type	Course Code	Subject	Credits				Marks
				Theory	Pract	Proj	Total	
1.		CCMC0908	Media Institutions policy and Ethics	4	2	2	8	100
2.		DCMC0800	Internship	0	6	2	8	100
		DCMC0300	Final Project	0	2	2	4	50
				4	10	6	20	250

Elective Programs

Elective Program codes issued

DCMC0601 Animation

DCMC0602 Radio Jockeying

DCMC0603 TV Anchoring

DCMC0604 Fashion Photography

DCMC0605 Media literacy and Film Appreciation

DCMC0606 From Page to Television

DCMC0607 Web Content Development

DCMC0608 Basics in Computer Application

Syllabus for B. A. Communication

Semester-I

Communication in History and History of Communication.

Credits: 4+2+2=8

Full Marks: 100

Objectives of the Paper

For a student of any particular discipline the understanding the history of that discipline is a crucial need. The paper aims at providing a basic understanding of the history and development of the communication system through ages.

Unit-1

Media of Early Civilization, Drum beats to tie over, Tradition of Literacy

Unit-2

Print Revolution, History of printing technology.

Unit-3

Emergence of Electronic Media, Image Technologies and the Emergence of Mass Society

Unit-4

Radio, T.V.

Unit-5

New Media and the Information Age : Definition, meaning and concept of new media, Internet, email, search engine, e commerce, blogging, Social media and mobile technology,

References:

Communication in History: Technology, Culture, Society: David Crowley, Paul Heyer-Pearson

Learning Out Comes

At the end of the course students will get an understanding of the historical development of the communication system through ages.

The will understand the effects of new communication technologies at different points of time.

Introduction to communication Theory.

Credits: 4+3+1=8

Full Marks: 100

Objectives of the Paper

The paper aims at providing a fundamental idea on Mass Media and different communication models along with the different theories of communication. It further aims to provide a basic understanding of Media organization, its functioning, content production, Cultural dimensions of communication content, Media economics, its audience , the new Media and communication system

Unit-1

The Rise of Mass Media, Concepts and models of Mass communication

Students will learn definition, history, Concept and process of mass communication along with its functions in society and the different models of Mass Communication.

Unit-2

Communication and Culture

Students will learn culture; inter relationship between Communication and culture, Media culture and its types, mass culture and popular culture, Frankfurt school and Birmingham school, hegemony, redemption of popular culture, Gender and media culture and how media culture is influencing society and everyday life.

Unit-3

New Media and New Theory

Students will learn about new media and communication systems and its social impacts and theories relating to new media

Unit-4

Media Economics and Governance, Media Organizations, Media Genre Text

Students in this unit will get an overall idea about media organization, its structure, function, ownership, production of media content, its characters, Commercialization of media content, economics of media Organization, social impacts of media economics

Unit-5

Audience Research

Students in this unit will get an overall idea Audience, origin and history, types of Audience, media effects and how to do research on media audience.

References:

Communication Theory Media, Technology- David Holmes- SAGE Publications

Critical Theories of Mass Media- Paul A. Taylor and Jan Ll. Harris- Open University Press

Theories of the information Society- Frank Webster

Mc.quails Communication Theory- Danis Mc.Quail-Sage

Theories of Human Communication- Thomas W little john- Waveland Press, Inc

Learning Outcomes

Students will get a critical understanding of the fundamentals of Mass Communication

They will get a clarity of understanding about the theories and models of mass media

Students will be able to differentiate between different forms and types of communication and will be able to get an understanding of audience research traditions.

Semester-II

Introduction to Electronic Media

Credits: 2+4+2=8

Full Marks: 100

Objectives of the Paper

The paper aims at providing an understanding of the electronic media system, its impacts on society and the methods and techniques of the content production system along with the limitations of the medium. It also provides an understanding to the motion pictures and their legal aspects.

Unit-1

*Mass Media Communication in Society, Introduction to Electronic Media, Writing for the Electronic Media
Freedom of Expression and Communication Ethics,*

Unit-2

*Introduction to Electronic Media Production, Measurement and Analysis of Electronic Media Audiences,
Intermediate Electronic Media Production, Electronic Media Sales, Broadcast and Cable Programming,
International Media Systems*

Unit-3

Radio Production and Performance

Unit-4

Cinematography, Media Economics

Unit-5

Legal Aspects of Motion Pictures

References:

Basics of the Video Production Diary- Des Lyver- Focal Press

Public service broadcasting in the age globalization: Indrajeet Banarjee and Kalinga senebiratne- Amic-2006

Broadcast Journalism- Andrew Boyd- Focal Press

Single Camera Video Production- Robert B. Musburger- Focal Press

Learning Outcomes

The paper will enable students to develop their skills in audiovisual production techniques, camera handling and planning and producing programs for television and Radio.

Introduction to Print Media

Credits: 2+4+2=8

Full Marks: 100

Objectives of the Paper

The paper aims at providing an understanding to the techniques of print media content production with developing skills of writing, interviewing, editing and analyzing. It also aims at developing their skills in using new media resources for developing print contents.

Unit-I

Media analysis:

Students will acquire, read, view, interpret, and evaluate a variety news media. They will Identify the structure & organization of the various sections of a daily publication, analyze cultural elements of a publication. Students will evaluate the writer's objectivity through selected readings and group discussions.

They will evaluate a variety of news publications to determine the diversity of the community that each reflects through selected readings and discussions.

Unit-II

Interviewing and Listening Skills:

Students will actively listen to, view, interpret, and respond to a professional interview as presented in class. They will actively listen to, interpret, and respond to an interview subject (interviewee). They will apply the techniques of interview such as skillful paraphrasing, questioning, and summarizing.

Students will design and practice interview strategies in a small group and Interview and summarize information to prepare an article for publication.

Unit-III

Effective Writing:

Students will learn to connect all facets of language, utilizing universal communication modes effectively and apply knowledge of the writing process to journalistic writing using a variety of appropriate models and formats.

They will learn to identify and utilize specific journalism vocabulary, utilize word processing and technology to draft and revise journalistic articles, explore a variety of page layout techniques such as headlines, copy, art, captions, photos.

They will write a variety of news articles for various sections of a newspaper and publish for a specific audience and discuss drafts of news/feature writing in order to improve its effectiveness.

Unit-4

Research:

Students will learn to use library, internet, database, and other sources, evaluate sources for credibility, distinguish between primary and secondary sources to determine accuracy and validity.

They will compile and evaluate information from primary and secondary sources to write an objective news article.

Professionalism:

Students will learn about accountability for viewpoints expressed in journalistic writing; recognize the role of the journalist in determining viewpoint; employ discretion regarding standards of ethics, privacy, plagiarism; & observe legalities of accessing data; and take responsibility for knowing, completing, and (when necessary) making up assignments.

Unit-5

Technology Skills:

Students will learn to create and use a database (media archive) by entering data, sorting, & researching within existing database(s).

They will learn to utilize word processing tools to format text layout, utilize word processing features such as spell checking/ thesaurus, and footnotes, apply research techniques and technology to acquire information through online sources and learn how to utilize and care for portable media storage devices.

References:

The Handbook of Journalism Studies- Karin Wahl-Jorgensen, Thomas Hanitzsch

Newspaper Journalism- Peter Cole and Tony Harcup-Sage Publication

Learning Outcomes

*At the end of the program students will be able to develop skills in
Producing contents for Print Media*

They will be skilled in writing techniques, interviewing, developing different resources and will be skilled in using modern technologies for producing print contents

Semester-III

Media, Communications and Culture

Total Credits: 4+2+2=8

Full Marks: 100

Objectives of the Paper

The paper will help students to understand the triangular relationship between media, culture and society and at the same time it will enable students to understand how culture and media influence each other

Unit-1

Communication in Society

This unit explores in historical context the development of various means of media communication, such as writing, print media, mass communications (including TV, radio, film), and digital media. Students investigate the links between media and the broader social settings in which they emerge.

Living Culture

This unit examines how people consume media and culture in their everyday lives. Cultural participation leads to a sense of self, identity and values. These themes are examined through the study of subcultures, and fan and youth cultures.

Unit-2

Perspectives on Popular Culture

This course examines some of the key concepts and theories of cultural studies, including discourse and ideology. Particular emphasis is given to the role of popular texts, such as TV and film, in articulating social identities relating to race, gender, and class.

Textual Analysis

All communications processes are mediated, shaped by technology and culture and the expressive possibilities that they provide. Students will be introduced to concepts of textual analysis and will have the opportunity to analyze films and other popular texts in light of the ideologies they convey.

Unit-3

New Media Cultures

Students investigate the development and uses of digital media. Above all, we consider the extent to which new media, such as the Internet, video games and mobile phones, foster new forms of communication and social interaction. The unit covers issues of new media theory, such as the formation of community and identity in online environments, and the democratic potentials of the Internet.

Unit-4

Culture Industries in Context

This course examines transformations in the contemporary global economy and how they come to bear upon the production and consumption of culture. Above all we investigate shifts towards consumer culture and the increased importance of symbolic practices in the 'knowledge economy'. Students also conduct research into specific culture industries (from media and leisure to the voluntary sector) and present it to their peers

Unit-5

Cross-cultural Representations

In this unit you will study texts relating to cross-cultural encounters (between Europe and Africa for example), and narratives that have crossed cultural boundaries (such as the Dracula myth, or the Western. You will explore issues arising from these encounters by examining both written and film narratives.

References:

*Understanding Media and Culture- The Saylor Foundation
An Introduction to Theories of Popular Culture- Dominic Strinati- Routledge
News Culture- Stuart Allan- Open University press*

*The mirror of Production- Baudrilard
Cultural studies reader- Lawrence Grossberg, Cary Nelson, Paula Treichler, Routledge*

Learning outcomes

*It will help them to understand the process of production of media culture and it's influences.
They will come to know about cultural diffusion, cultural lag and acculturation kind of procedures*

Organizational Communication

Credits: 4+2+2

Full Marks: 100

Objectives of the Paper

In the modern commercialized corporate world communication has a crucial role to play in the organizational system to make it run smoothly to achieve the goals. This paper aims at imparting idea on the organizational communication system and the communication flow in organizations along with the role of communication in different organizational processes to make it effective and successful.

UNIT-1

The social component in communication, The role of visual information in grounding, Communication and time, Communication, familiarity and coordination

UNIT-2

Diversity in groups, Group identity through goal conflict, Successful distributed groups

UNIT-3

Negotiation, Organizational self-presentation

UNIT-4

Attitudes and persuasion, Persuasion and liking, Persuasion and social pressure

UNIT-5

Social networks/Communication boundaries , Social networks and outcomes

References:

- ❖ Cross, R & Cummings, J. (2004) Tie and network correlates of individual performance in knowledge intensive work *Academy of Management Journal*, 47(6), 928.
- ❖ Milgram, S. (1967). *The small-world problem*. *Psychology Today*, 1(1), 60-67.
- ❖ *Milgram's small world experiments*.
- ❖ Allen, T. (1977). *Managing the flow of technology*. Cambridge, MA: MIT Press. pp. 141-181. *The technological gatekeepers*.
- ❖ Krackhart, D. (1993, Jul/Aug). *Informal networks: The company behind the chart*. *Harvard Business Review*. 104-111.
- ❖ Snook, S. (2000). *Friendly fire*. Princeton, NJ: Princeton University Press. Chapters 2-3, pp. 26-98.
- ❖ Cialdini, Robert B. (2000) *Influence: Science and practice (4rd Edition)*. Talman Co. Authority. pp.171-193.
- ❖ *Zimbardo's Stanford Prison experiment*
- ❖ Cialdini, Robert B. (2000) *Influence: Science and practice (4rd Edition)*. Talman Co. Chapter 5: Liking. 136-170.
- ❖ Lynn, M. (1996). *Seven ways to increase your servers' tips*. *Cornell HRA Quarterly*, 37(June), 24-29.
- ❖ Zajonc, R. B. (2001). *Mere exposure: A gateway to the subliminal*. *Current Directions in Psychological Science*, 10(6), 224-226.
- ❖ *Optional: Other Cialdini chapters: Reciprocity, Chapter 2; Consistency, Chapter 3; & Scarcity, Chapter 6. (Note: these will be very useful in writing your analysis of charity appeals.)*
- ❖ *Self-presentation assignment due*
- ❖ Ajzen, I., & Fishbein, M. (1977). *Attitude-behavior relations: A theoretical analysis and review of empirical research*. *Psychological Bulletin*, 84(5), 888-918. (excepts)
- ❖ Cialdini: *Influence: Science and practice*. *Social Proof*, pp. 94-135.
- ❖ Van Maanen, J. (1991). *The smile factory: Work at Disneyland*. In P. Frost, L. Moore, M. Luis, C. Lundberg, & J. Martin (Eds.), *Reframing organizational culture* (pp. 58-76). Newbury Park, CA: Sage.
- ❖ Sutton, R. I. (1991). *Maintaining norms about expressed emotions: A case of bill collectors*. *Administrative Science Quarterly*, 36, 245-268
- ❖ Barley, S. (1993). *Codes of the dead: The semiotics of funeral work*. *Urban Life*, 10(4), 54-61.
- ❖ Cialdini, R. (1984). *Influence: The Psychology of Persuasion*. Morrow: New York. Chapter 3: *Reciprocal Concessions* Pp. 36-56

- ❖ Fisher, Roger, Ury, William, & Paten, Bruce (1991). *Getting to yes: Negotiating agreement without giving in*. Penguin: New York. Chapters 1 & 2: *Don't Bargain over Positions and Separate the People from the Problem*.
- ❖ Cialdini, Robert B. (2000) *Influence: Science and practice (4rd Edition)*. Talman Co. pp. 154-161.
- ❖ Aronson, E. *The jigsaw classroom: Interdependence in the classroom*. <http://www.jigsaw.org/>
- ❖ Gaertner, S. L., Dovidio, J. F., Banker, B. S., Houlette, M., Johnson, K. M., & McGlynn, E. A. (2000). *Reducing intergroup conflict: From superordinate goals to decategorization, recategorization, and mutual differentiation*. *Managing conflict in groups*
- ❖ Thompson, L. L. (2003). *Making the team: A guide for managers (2nd ed.)*. Saddle River, NJ: Pearson/Prentice Hall.. Chapter 7: *Conflict in teams*.
- ❖ Barker, J. R. (1997). *Disciplining a teammate*. In B. D. Syher (Ed.), *Case studies in organizational communication (Vol. 2, pp. 97-109)*. New York: Guildford Press.
- ❖ *Problems in distributed groups*
- ❖ Hinds, P. J., & Bailey, D. E. (2003). *Out of sight, out of sync: Understanding conflict in distributed teams*. *Organization Science*, 14(6), 615-632.
- ❖ Cramton, C. D. (2001). *The mutual knowledge problem and its consequences for dispersed collaboration*. *Organization Science Special Issue*, 12(3), 346-371.
- ❖ *Self-reflection on a group conflict due*.
- ❖ Argyres, Nicholas S. (1999). *The impact of information technology on coordination: Evidence from the B-2 'Stealth' bomber*. *Organizational Science*, 10(2), 162-180.
- ❖ Malhotra, Arvind, Majchrzak, Ann, Carman, Robert & Lott, Vern (2001). *Radical innovation without collocation: A case study at Boeing-Rocketdyne*. *MIS Quarterly*, 25(2).
- ❖ Hargadon, A. & Sutton, R. *Technology brokering and innovation in a product development firm*. (1997). *Administrative Science Quarterly*, 42, 716-749.
- ❖ Perlow, L. A. (1999). *The time famine: Toward a sociology of work time*. *Administrative Science Quarterly*, 44(1), 57-81
- ❖ Dabbish, L., & Kraut, R. (2004). *Controlling interruptions: Awareness displays and social motivation for coordination*. *CSCW'04: Proceedings of the ACM Conference on Computer Supported Cooperative Work*.
- ❖ Kanki, B. G. & Foushee, H. C. (1989). *Communication as group process mediator of aircrew performance*. *Aviation, Space, & Environmental Medicine*, 60(5), 402-410.
- ❖ Ginnett, R. (1990). *Airline cockpit crew*. In R. Hackman (Ed.). *Groups that work (and those that don't)*. pp. 427-448. San Francisco. Jossey-Bass, 1990.
- ❖ Argote, L. (1999). *Organizational learning*. Boston: Kluwer. Chapter 3. *Organizational Memory*. pp. 67-98.
- ❖ Goodman, P. & Leyden, D. (1991). *Familiarity and group productivity*. *Journal of Applied Psychology*, 76(4), 578-586
- ❖ Krauss, R. M. & Fussell, S. R. (1990). *Mutual knowledge and communicative effectiveness*. In J. Galegher & R. E. Kraut, et al. (Eds.), *Intellectual teamwork: Social and technological foundations of cooperative work (pp. 111-145)*. Hillsdale, NJ, England: Lawrence Erlbaum Associates.
- ❖ Clark, Herbert H. & Brennan, Susan E. (1991). *Grounding in communication*. In L. B. Resnick, R. M. Levine, & S. D. Teasley (Eds.). *Perspectives on socially shared cognition*. (pp. 127-149). Washington, DC: American Psychological Association.
- ❖ Olson, G. M. & Olson, J. S. (2000). *Distance matters*. *Human-Computer Interaction*, 15(2-3), 139-178.
- ❖ Whittaker, S. & O'Conaill, B. (1997). *The role of vision in face-to-face and mediated communication*. In E. E. Finn, A. J. Sellen, & S. B. Wilbur. (Eds.) *Video-mediated communication*. (pp. 23-50) Mahwah, NJ: Lawrence Erlbaum Associates.

- ❖ *Kraut, R. E., Gergle, D., & Fussell, S. R. (2002). The use of visual information in shared visual spaces: Informing the development of virtual co-presence. In Proceedings of the 2002 Conference on Computer-Supported Cooperative Work (pp. 318-327). New York, NY: Association of Computing Machinery.*

Learning outcomes:

After completion of the course students will be able to understand

The role of communication in organizational system.

It will help them to understand the processes like negotiation, motivation etc

They will learn how communication can be used as an effective tool in managing the process of organizational functions.

Semester-IV

Development Communication

Credits: 4+2+2=8

Full Marks: 100

Objectives of the paper

Communication is a tool for development and social change. The strategic application of communication as a tool for development is quite popular and it is also producing nice results. This paper will provide an understanding into the concepts of communication, development, historical dimensions of development communication and the techniques to use communication for development. It further aims at providing an idea into different selected programs, policies and experiments of the governmental and non governmental agencies at different times.

Unit-1

Fundamentals of Development Communication

Concept, philosophy, nature, history and context of development; analysis of communication paradigms as they relate to the development process; survey of development communication experiences worldwide; theories, meaning and philosophy of development.

Writing for development

Principles, context and techniques of writing about development and development issues for the print and electronic media; exploration of development-oriented news beats; analysis of exemplars of development-oriented news stories; actual practice in writing development news and feature stories.

Unit-2

Management of Communication System

Dimensions of communication systems planning; approaches to the formulation and operationalization of communication policies; survey of experiences in communication policy formulation and planning for national development.

Communication Media and Campaigns

Approaches/strategies in the design, planning, implementation, and evaluation of communication campaigns, media and human rights,

Communication and Social Marketing

Application of relevant communication, social and behavioral paradigms, development communication strategies, commercial and social marketing concepts, principles and practices in the promotion of social development.

Unit-3

Development Communication Strategies

Approaches and practices in communication in support of national development program: comparative analysis of communication strategies as practiced by national and international agencies to promote development; practice in designing development communication strategies.

Broadcasting for Development

Philosophy, principles, and utilization of broadcasting communication via satellite for development and case study of broadcasting and satellite for development in other countries.

Folk Media and Development

Survey of folk or indigenous media, with emphasis on Thai folk media, and analysis of their advantages and disadvantages as channels for development information and communication mobilization; study of specific practices and impact of selected folk media with emphasis on their potential roles as vehicles for development information.

Unit-4

International Development Communication

Analysis and comparison of development communication in Pakistan, Bangladesh, Nepal, Sri Lanka, Thailand and other countries, MDG and SDG

Media Literacy for Development Study,

A analysis, critique and evaluation of message value, ability of selection, the context comprehension and form of the message, elements of media, impact from business and media industries, effective monitoring and control the use of media and message.

Scientific Information Management for Development

Collecting, storing, retrieving, processing and interpreting scientific and technical information for the utilization of scientists, educators and other knowledge linkers.

Unit-5

Agricultural Extension

Planning, cooperation, implementation and evaluation of extension program; roles of local leaders and organizations, including program planning in other countries. Planning, cooperation, implementation and evaluation of extension program; roles of local leaders and organizations, including program planning in other countries.

Research Methods in Development Communication

Research principles and methods in development communication, problem analysis for research topic identification, data collecting for research planning, identification of samples and techniques. Research analysis, result explanation and discussion, report writing, presentation and preparation for journal publication.

References:

*Development Communication-Thomas L. McPhail- Willey Blackwell
Media Development Indicators:A framework for assessing Media development-
Communication And Development The Passing of the Dominant Paradigm-Everett M. Rogers
Communication for Development and Social Change- Jan serves- Sage*

Learning outcomes

*At the end of the course students will be able to understand the functions of communication for development.
They will learn strategy designing and campaign designing.
They will be able to develop contents for development purposes
They will understand about different programs and policies of governmental and non governmental agencies.*

Gender and Communication

Credits: 4+2+2=8

Full Marks: 100

Objectives of the Paper

The paper aims at developing a better understanding of gender and its cultural aspects along with an idea into communication and its role in case of gender issues and the changing scenario of gender issues.

Unit-1

Historical Beginnings

Introduction to course and people, Historical foundations for gender roles and communication

Historical Comparison : Education of Girls - from Genetic Philosophy of Education

Unit-2

Socialization : Socialization/Stereotyping

Unit-3

Gender and Culture , Language

Unit-4

Magazines/Advertising: Magazines , Beauty Culture

UNIT-5

Television, Film

References:

- ❖ *Becoming Members of Society : Devor*
- ❖ *Library research tutorial by Communications librarian Ken Liss*
- ❖ *in packet Miedzian articles (chapters 10, "The Culture of Violence" and 15, "When the Toy Store . . .") from Boys Will be Boys*
- ❖ *in packet Henke et al: "Constructing the Female Self: Feminist Readings of the Disney Heroine" and Springer, "Waiting to Set it off"*
- ❖ *Lois Gould's "X: A Fabulous Child's Story" and chapter from Kindlon and Thompson Raising Cain*
- ❖ *Read Turner excerpt on Intersex Identities and Brown article on Iroquois Women... Discuss final paper*
- ❖ *Read Friedan's "The Sexual Sell" and "When Men Put on Appearances"; 3 presentations on advertising*
- ❖ *Decoding Women's Magazines" along with "Vanity..."; bring sample ads to class illustrating or contradicting McCracken, or related to course concepts so far*
- ❖ *Jamieson on effeminate style; 4 presentations on children's materials*
- ❖ *Read Gimlin, "Cosmetic Surgery: Beauty as Commodity";*
- ❖ *Read Dow's "Hegemony, Feminist Criticism..."; View and discuss MTM episode in class*
- ❖ *Read Dow on Ellen and article on Will and Grace; View and discuss Will and Grace episode*
- ❖ *Read excerpts from Taking Their Place: A Documentary History of Women and Journalism, by Beasley and Gibbons: "Women's Pages," "Women in Journalism Today," and "Minority Women Journalists";*
- ❖ *Read "Law and Racial Reelism: Black Women as Celluloid 'Legal' Heroines" and Gorilla Girls article by Demo*
- ❖ *"Ways of Seeing," chapter 3 and "Women Artists;*

❖ **Learning Outcomes**

- ❖ *Students will be able to understand about gender issues and role of media in it.*
- ❖ *They will be able to understand cultural dimensions of gender.*

SEMESTER-V

Intercultural Communication

Credits: 4+2+2=8

Full Marks: 100

Objectives of the Paper

The purpose of this course is to develop the skills necessary to build and maintain positive communication and relationships across cultures. Students will focus on similarities and differences in communication behaviors. Perceptions, language usage, nonverbal style, thinking modes, and values all will be explored to see how they influence face-to-face communication between individuals of different cultures.

Unit-1

The challenge of intercultural communication

Understanding culture

The deep structure of our culture

Unit-2

Language and culture

Unit-3

Nonverbal communication

Unit-4

The business setting

The educational setting

The health care setting

Unit-5

Recognizing and dealing with difference

Becoming a competent intercultural communicator

References:

Intercultural Communication theory at the crossroads: Different views on approaching the concept of culture
Prof. Dr. Elke Schuch

Learning Outcomes

After completion of the course students will be able to understand

1. *The constraints and limitations of intercultural communication and how culture influences the communication process across societies*
2. *The role of culture to influence nonverbal communication*

Communications, Culture and Popular Art

Credits: 4+2+2=8

Full Marks: 100

Objectives of the Paper

Culture as a part of the communicative ecology plays a crucial role in the process of communication. To become a successful communication professional there is a need of understanding cultural scenario and cultural phenomena. This paper aims at developing a better understanding about cultural phenomena across different societies and their influences on the entire communication system. The paper further aims to create an understanding among students about the effective manipulation of cultural elements to make the communication process more effective and meaningful.

Unit-1

Introduction to theories of Popular Culture and Cultural Studies

Unit-2

Culture, Tradition and Civilization

Class, Caste and Popular

Unit-3

The Analysis of Culture

Unit-4

The Marxist beginnings to the Post-Modernist Present

The Politics of the Popular

Unit-5

From Indian Classical traditions to Bollywood

References:

The mirror of Production- Baudrilard

Cultural studies reader- Lawrence Grossberg, Cary Nelson, Paula Treichler, Routledge

Learning outcomes

Students will get an understanding of media, culture and society interrelationship and will be able to get a clarity on the role of media in the area of cultural diffusion and acculturation

SEMESTER-VI

Media Institutions policy and Ethics

Credits: 4+2+2=8

Full Marks: 100

Objectives of the Paper

The paper aims at creating an understanding of the media institution its policies, ethical and legal aspects along with the media scenario and its impacts on society

Unit-1

Media Policy – Issues & Trends

Media Concentration

Media Moguls

Unit-2

Screens of Plenty – Bollywood

Stealth Marketing—Advertising and online communities

UNIT-3

Whose Intellectual Property?

Tabloidization, Titillation & Technologies

Unit-4

Ethics in the Pursuit of News.

There is no rulebook, no widely held single code of ethics, so we'll sketch the philosophical framework for discussion of profession conscience in the newsroom. We'll look quickly at a 2,500-year-old mainstream of ethical debate leading into an examination of how each journalist inevitably meets, early in a news career, serious ethical issues. The theme of this section: Each journalist must build a personal approach to ethics within the context of his or her relationship with a supervising editor or news director and the reading or viewing public.

Discussion areas:

Utilitarianism and ethical duty; libertarianism, objectivity and social responsibility; the credibility gap.

Your personal code -- conflict of interest, privacy, good taste.

Ethics of technique -- adversarial relationship, making or reporting news, sources and your ethical technique, good news vs. bad news.

Your partners in ethics -- you and your public, the ethics of reporting and writing, you and your editor.

Ethics in the Pursuit of Profit.

Newspapers and television, their credibility questioned, must examine corporate attitudes toward ethics and social responsibility. Whether written or simply laid down by example, ethical codes increasingly guide conduct in advertising departments and business offices, as well as newsrooms. We'll look at the "countinghouse" and its impact on corporate ethics in an era when profit, not ethics, often motivates corporate management.

Discussion areas:

Corporate social responsibility, corporate ethics, components of a code.

Corporate profit and newsroom ethics, good journalism isn't cheap, journalistic elitism.

Ethics in the counting house -- advertising, personnel and other business sectors.

Changing the face of the media -- why groups expand, and will continue to do so; who sets corporate policy.

Unit-5

The Media in Society.

Public perceptions of the media are changing in fundamental ways. Influential people discuss seriously whether, in times of peace as well as war, the Fourth Estate can be permitted to barge about in public and private affairs, to operate independently of legal and societal restraints that govern conduct of other major institutions influencing American life. We'll consider whether society might feel compelled to write new rules for the increasingly powerful media.

Discussion areas:

The new corporate character -- the media lobby; the story (the media themselves) that is covered ever so gently.

Special problem areas -- terrorism and the media, spies and national security, the media go or don't go to war, the media and the presidency, business.

Public relations -- practitioner's personal ethics, institutional ethics, the PR industry and its standards.

The freedom of information battle, special interest pressure groups, the media and the law.

References:

Des Freedman. Dynamics of Power in Contemporary Media Policy-Making. Media, Culture & Society 28(6) (2006): 907-923. (CLUES),

Conrad Black: The Rise and Fall of a Media Baron.

Susan J. Douglas. The Turn Within: The Irony of Technology in a Globalized World. American Quarterly (September 2006): 619-638. (CLUES)

Learning outcomes

Students will develop ideas on media and society inter relations along with the ethical dimensions.

Internship

Credits: 0+6+2=8

Full Marks: 100

Objectives of the Paper

The Communication Internship Program is designed to offer the student intern a chance to gain valuable work experience in the media production field. This practical experience will enhance and reinforce the knowledge gained from Communication Media courses, and allow students to test-drive the exciting media production industry as a career choice.

To demonstrate an understanding of:	Students will:
<i>The history, nature, and structure of various media industries</i>	<i>Perform project-based tasks related to media production and professional media outlet or related organization.</i>
<i>The communication process and conventions of communication settings</i>	<i>1. Communicate with supervisor or designees, clients, and media to meet project specifications</i>
<i>Teamwork & Professionalism</i>	<i>1. Attend job site as scheduled. 2. Treat colleagues with respect</i>
<i>Research</i>	<i>1. Use Library, internet, and other sources. 2. Prepare and deliver content. 3. Take responsibility for accuracy of content 4. Implement revisions</i>

Learning Outcomes

Students will become acquainted with the industry setup and will be able to gain experience of working in a real environment by understanding the industry constraints and this will help them to develop their professional skills.

Final Project

Paper Code:

Credits: 0+2+2=4

Full Marks: 50

Objectives of the Paper

Students have to submit a final project based on research methodology which will help them to understand the field realities.

Learning Outcomes

Students will get a practical understanding of research methodology.