

Savitribai Phule Pune University
Faculty: Interdisciplinary Studies
Subject: Communication and Journalism
Master of Arts (Communication and Journalism) [MA (JMC)]

Credit-point based semester pattern course revised as per NEP guidelines to be implemented from AY 2023-24 in Department of Communication and Journalism.

Objectives:

- To impart basic knowledge of mass communication processes to students from diverse backgrounds.
- To imbibe skills required to work effectively in various fields of mass communication.
- To train well rounded journalists and mass media professionals with requisite technical and content-generation skills.
- To develop an analytical approach among students for critical evaluation of the mass communication media.
- To develop interest in research and encourage students to undertake meaningful research about contemporary developments in the media.

Brief overview of the credit-point based semester pattern course

Total semesters	04
Total credits	88 (@22 per semester)

Distribution of credits

Mandatory subjects (Theory)	38 credits
Mandatory subjects (Practical)	16 credits
Research Methodology	04 credits
Elective subjects	16 credits
Research Project	10 credits
On-job training	04 credits

Each credit is for 25 marks, and involves one hour per week of interaction (teaching and learning) with facilitators for 15 hours in a semester.

Evaluation

Students will be awarded marks (25 marks for one credit) which will be converted into grades. The grade points will be calculated to arrive at the grade point average (GPA) at the end of the course.

(for details visit http://www.unipune.ac.in/university_files/pdf/CBCS-Handbook-28-7-15new-14-5-16.pdf).

Syllabus outline

MA (JMC) Sem. I

JMC 501 MJ	Journalism: Process, Principles and Practice	4	Theory	Mandatory
JMC 502 MJ	Understanding Society (1)	4	Theory	Mandatory
JMC 503 MJ	Basic Language Skills	2	Theory	Mandatory
JMC 504 MJP	Media Technology	4	Practical	Mandatory
JMC 505 RM	Research Methodology	4	Theory	RM
Subject Elective: Any ONE of the below		2	Theory	Theory/Practical
JMC 506 MJ	Writing Skills for Media			Subject Elective
JMC 507 MJ	Translation Skills for Media			Subject Elective
Open Elective: Any ONE of the below		2	Theory	
JMC 508 MJ	Fundamentals of Communication			Open Elective
JMC 509 MJ	Fundamentals of Critical Thinking			Open Elective
		22		

MA (JMC) Sem. II

JMC 551 MJ	Print Journalism	4	Theory	Mandatory
JMC 552 MJ	Audio and Audio-visual Journalism	4	Theory	Mandatory
JMC 553 MJ	Digital Journalism	2	Theory	Mandatory
JMC 554 MJP	News Production	4	Practical	Mandatory
JMC 555 OJT	Internship	4	On Job Training	OJT
Any ONE of the below		2	Theory	Elective
JMC 556 MJ	Development Communication			Open Elective
JMC 557 MJ	Photojournalism			Open Elective
Any ONE of the below		2	Theory	Theory/Practical
JMC 558 MJ	Business Journalism			Subject Elective
JMC 559 MJ	Culture Journalism			Subject Elective
		22		

MA (JMC) Sem. III

JMC 601 MJ	Understanding Society (2)	4	Theory	Mandatory
JMC 602 MJ	Media and Communication Theory	4	Theory	Mandatory
JMC 603 MJ	Digital Media Management	2	Theory	Mandatory
JMC 604 MJP	Multimedia Production	4	Practical	Mandatory
JMC 605 RP	Research Project	4		Research Project
Any ONE of the below		2	Theory	Elective
JMC 606 MJ	Political Communication			Open Elective
JMC 607 MJ	Social Media Communication			Open Elective
Any ONE of the below		2	Theory	Theory/Practical
JMC 608 MJ	Crime Journalism			Subject Elective
JMC 609 MJ	Science and Environment Journalism			Subject Elective
		22		

MA (JMC) Sem. IV

JMC 651 MJ	Advertising	2	Theory	Mandatory
JMC 652 MJ	Public Relations	2	Theory	Mandatory
JMC 653 MJ	Media Management	2	Theory	Mandatory
JMC 654 MJ	Media Ethics	2	Theory	Mandatory
JMC 655 MJP	Advertising and PR Campaigns	4	Practical	Mandatory
Any ONE of the below		6		Research Project
JMC 656 RP Individual Research-based Projects				
JMC 656 RP1	Research Dissertation			Research Project
JMC 656 RP2	In-depth Reporting			Research Project
JMC 656 RP3	Documentary Production			Research Project
JMC 656 RP4	Podcast Production			Research Project
JMC 656 RP5	Web-based Content Development			Research Project
Any ONE of the below		2	Theory	
JMC 657 MJ	Intercultural Communication			Open Elective
JMC 658 MJ	Book Editing			Open Elective
JMC 659 MJ	Film Studies			Open Elective
Any ONE of the below		2	Theory	Theory/Practical
JMC 6510 MJ	Agriculture Journalism			Subject Elective
JMC 6511 MJ	Data Journalism			Subject Elective
JMC 6512 MJ	Sports Journalism			Subject Elective
		22		

MA (JMC) Syllabus detailing

Sem. I

JMC 501 MJ. Journalism: Principles, Process and Practice

Total Credits: 4. Interaction/Teaching-learning hours: 60

Internal Assessment: 50 marks, End-of-semester exam: 50 marks

Course Objectives

- To develop an understanding about the fundamentals of journalism.
- To cultivate a professional and ethical view towards the field of media and journalism.

Expected Learning Outcomes

Students will get a comprehensive of the media ecology. They will develop an understanding of media legacy, its development and the responsibility it is entrusted with. Students will also understand the laws and ethics of the media, and will develop a healthy attitude towards media practices.

Unit 1. Basics of Journalism: Journalism as a form of mass communication; Gathering, assessing, creating and presenting news and information; difference between news and views; importance on analysis of news for empowering the informed; helping audiences make correct choices; elements of journalism: truth, independence, objectivity, fairness, loyalty to citizens etc; role and function of journalism in a society and democracy.

Unit 2. Development of journalism: a) India: journalism in pre-independence era; journalism after independence: supporting development process, during emergency, in globalised environment; role of radio in disseminating news; changes brought about by Doordarshan news; rise and spread of news channels; impact on newspaper journalism; internet and journalism: internet edition, e-paper to news portals; convergent journalism. b) World: role of journalism in major events in different countries (Vietnam War, Pentagon papers, Watergate, Panama Papers, Wikileaks etc.). c) Types of journalism: investigative, in-depth, advocacy, citizen etc.

Unit 3. The journalist: Qualities, skills and competencies required for different types of journalistic work; developing an area of specialisation; role and function in the organisation and society; progression as a journalist; responsibilities, risks and privileges; future of journalism.

Unit 4. Understanding News: a) Criteria defining news: new, unusual, significant, about people; news areas and their relevance: conflicts, disasters and tragedies, crime, progress and development, economy, health, weather, religion, sports etc.; news in different forms: breaking, developing, follow-up, speculative etc. b) News sources: coverage by reporters and correspondents: tools, developing sources, developing nose for news; publicity mechanism of

government and private entities; websites; social media feeds; informers; news agencies etc. c) News processing: selection- audience, relevance, utility; verification; presentation: accuracy, clarity, objectivity, balance, directness; media-specific requirements- photos, audio clips, visual material, hyperlinks etc.

Unit 5. Views and comments: Importance: traditional and in present 24-hour connectivity era; journalism and opinion making; formats in different media: features, editorials, panel discussions, interviews, open forums, interactive chats; influences on views: individual ideologies, organisational beliefs/interests, government restrictions, commercial interests etc.; importance of audience feedback.

Internal assessment: essay writing, case studies of journalism in different countries, critical analysis of journalism in different media, interviewing senior journalists, visits to media news rooms.

Suggested reading:

1. Conboy, M. (2004). Journalism A Critical History. Sage.
2. Jane Chapman, N. N. (2011). Journalism Today A themed history. Wiley-Blackwell.
3. Karin Wahl-Jorgensen, T. H. (2009). The Handbook of Journalism Studies. Routledge.
4. Phillips, A. (2015). Journalism in Context. Routledge.
5. Rangaswami, Parthasarathy. Basic Journalism. Macmillan India.
6. Rich, Carol. Writing and Reporting News A Coaching Method. Wadsworth Cengage Learning. 2010
7. The Handbook of Journalism Studies. Edited by Karin Wahl-Jorgensen and Thomas Hanitzsch. Routledge. 2009
8. अकलूजकर, प्रसन्नकुमार. वृत्तपत्रविद्या. श्रीविद्या प्रकाशन
9. माळी, सुनील. २०१८. बातमीदारी.

JMC 502 MJ: Understanding Society (1)

Total Credits: 4. Interaction/Teaching-learning hours: 60

Internal Assessment: 50 marks, End-of-semester exam: 50 marks

Course Objectives

- To provide a comprehensive world view.
- To introduce fundamental issues related to human history.
- To initiate discussion on diverse academic discourses.

Expected Learning Outcome

Journalists working for multiple media platforms need to cover and comment on various issues/topics in different fields. They may possess certain knowledge about domain subjects; but understanding of basic concepts and principles of many different disciplines will be helpful to them. Understanding Society as a subject spread over two semesters will provide them fundamental knowledge of many socio/political/economic issues. It will provide certain insight and ability to learn complex contemporary issues on their own. Thus it will be helpful to enhance the width and quality of journalistic coverage.

Note:

- The syllabus works as a guideline. The facilitators are expected to discuss fundamentals of various knowledge streams and discuss contemporary issues while teaching.
- Teaching may include discussion, activities, individual and group projects, visits etc.
- Different modules may have to be taught by different teachers. Special lectures and seminars may also be organized related to specific topics.
- Students from other states and other countries should learn the Unit 6 as the history of their own states/countries. Some part of their internal assessment and written exam should be based on this unit.

Unit 1. Conversation with the society: Jack of all and master of few! Journalists' profession to educate masses, New challenges every day, growing complexity and need for specialization, interdisciplinary approach in education

Unit 2. Understanding the Universe and environment: The Cosmos: Our galaxy and the Solar system, Our planet, basic concepts in geography, the evolution and biodiversity, natural resources and their exploitation, fundamentals of climatology and Indian Monsoon, environment and its protection, Geography of India: Major Physical Regions: Geology, Geomorphology and Drainage, Global warming, climate change and related challenges, laws and treaties related to environment, NASA, ISRO and space missions, reporting nature, space missions and environmental issues

Unit 3. Basics concepts in sociology: Community, society, religion and culture, development of languages; social organizations, social structure, concept of agency, social stratification, caste and class, socialization and media's role; understanding Indian society through sociological concepts.

Unit 4. Understanding philosophy: What is philosophy? Importance of philosophy in human life, Western thinkers and philosophy, Oriental thinkers and philosophy, Vedic literature (Veda, Upanishads and Six Darshanas, Advait philosophy), Charvak and atheist views, Baudha, Jain and other traditions, Basic tenets of Christianity and Islam, Modernism and post-modernism, secularism.

Unit 5. Understanding science and technology: What is science? What is technology? Role of science and technology in human development, the scientific temperament, fundamentals of physics (Newton's principles), chemistry (Basic elements and periodical table) and biology (Nature of evolution, human body, etc.), Major science magazines and websites, how to report science and technology (Nobel prizes, space endeavours, etc).

Unit 6. Understanding history:

The world: Timeline of history, ancient civilizations, characteristics of medieval society; industrial revolution, European renaissance and colonization, French and American revolutions, the World Wars and the cold war.

India: Timeline of Indian history, major dynasties and empires in India, Foreign invasions and its socio-political impact, British rule and its consequences, overview of Indian freedom struggle and Indian renaissance, Indian Constitution: Preamble and major features, India after independence: Major landmarks.

Maharashtra: Timeline of Maharashtra's history, major dynasties and rulers, saint-poets and social transformation; Chhatrapati Shivaji Maharaj, Hindavi Swarajya and Maratha Confederation, Maharashtra's contribution in freedom struggle; social reforms in Maharashtra, linguistic states and the fight for Samyukta Maharashtra, Contemporary Maharashtra: Achievements and challenges.

Revision: Holistic and interdisciplinary approach to learn current affairs

Internal assessment: Students' seminar or poster presentations, panel discussion, Files containing clippings and other media links related to particular topic, writing analytical pieces, quiz competition, objective tests, etc.

Suggested reading:

1. Warf, Barney. (2010). *'Encyclopaedia of Geography'*. Sage Publications, Thousand Oaks, California, USA.
2. Khullar D. R. (2011). *'India: A Comprehensive Geography'*. Kalyani Publishers, Ludhiana
3. Mathur, H. S. (2003). *'Essentials of Biogeography'*. Pointer Publishers, Jaipur.
4. Mohanty, J.N. (1992). *'Reason and Tradition in Indian Thought'*. Clarendon Press, Oxford, UK.
5. O'Connor, D.J. (1964). *'A Critical History of Western Philosophy'*. Collier Macmillan Publishers, London.
6. More, Dr. Sadanand.S. *'Gita as Theory of action'*. Satguru Publication, New Delhi.
7. Raghuramraju. (2006). *'Debating Gandhi'*. Oxford University Press, New Delhi.
8. Appelrouth & Edles. (2008). *'Classical & Contemporary Sociological Theory'*. Pine Forge Press, Thousand Oaks, USA.
9. Ritzer, George. (2008). *'Sociological Theory'*. McGraw –Hill, New York, USA.
10. Das, Veena. (2003). *'The Oxford Companion to Sociology and Social Anthropology, Vol. I and II'*. Oxford University Press, New Delhi.
11. Deshpande, Satish. *'Contemporary India: Sociological Perspectives'*. Viking.
12. Dube, S. C. (1990). *'Indian Society'*. National Book Trust, New Delhi.
13. Kothari, Rajni. (1973). *'Caste in Indian Politics'*. Orient Longman, New Delhi.
14. Madan, T.N. (1991) *'Religion in India'*. OUP, New Delhi.
15. Chandra, Bipin. (1989). *'India's Struggle for Independence 1857-1947'*. New Delhi.

16. Chandra, Bipin; Mukherjee, Mridula and Mukherjee Aditya. (2008). *'India Since Independence'*. (Revised and updated edition). Penguin Books, New Delhi.
17. Sunthakar, B. R. (1993). *'Maharashtra (1858-1920)'*. Popular Book Depot, Pune
18. Rajaram, Kalpana. *Basic Concepts of Science and Technology*. Spectrum Publication.
19. मोरे, डॉ. सदानंद. (2013). *गर्जा महाराष्ट्र*. सकाळ प्रकाशन, पुणे.
20. जावडेकर, आचार्य शं.द. (1938). *आधुनिक भारत*. (पुनर्मुद्रण 1998) कॉन्टिनेन्टल प्रकाशन, पुणे.
21. *सांस्कृतिक महाराष्ट्र (खंड 1 व 2)*, महाराष्ट्र राज्य साहित्य व संस्कृती प्रकाशन, मुंबई
22. खडसे, डॉ. भा.कि. (1996). *आधुनिक समाजशास्त्र*. श्री मंगेश प्रकाशन, नागपूर.

JMC 503 MJ: Basic Language Skills

Total Credits: 2. Interaction/Teaching-learning hours: 30

Internal Assessment: 25 marks, End-of-semester exam: 25 marks

Course Objectives

- To revisit the basic rules of grammar and writing.
- To clarify and rectify common mistakes in language usage.
- To emphasise the importance of accuracy of language to be used in the media.

Expected Learning Outcome

Students will be able to assess their linguistic strengths and weaknesses. They will also understand the requirements of the media vis-à-vis language usage. They will be able to enhance their writing and oral presentation skills.

Note: For effective conduct of this course it is suggested to divide the class into two separate groups: English and Marathi. The following units only outline the basic points to be covered. Teachers will have to customise the teaching inputs as per the respective language.

Unit 1. Need for accuracy. Responsibility of media, contribution of media to development of language; requirements of the media.

Unit 2. Vocabulary and structure. Morphology; types of words and their uses; synonyms and antonyms etc; Syntax; ways of sentence construction; tenses and their uses; verb forms; conjunctions; common mistakes to be avoided.

Unit 3. Spoken language. Pronunciation, intonation, accent etc.

Unit 4. Written language. Spellings, rules of writing; different styles of writing.

Internal assessment: continuous practice of writing and speaking; objective type grammar tests etc.

Suggested reading:

1. Crystal, David. 1997. *English as a Global Language*. Cambridge.
2. Seely John. *The Oxford Guide to Writing & Speaking*.
3. Cambridge Advanced Learner's Dictionary.

4. Oxford Learner's Word finder Dictionary.
5. Evans, Harold. 1972. *Newsman's English*. Heinmann Publication.
6. Hicks, Wynterd. 1993. *English for Journalists*. Routledge Publication.
7. Thakur, Kiran. *Newspaper English*. Vishwakarma Publications.
8. वाळिंबे, मो. रा. सुगम मराठी व्याकरण लेखन. नितिन प्रकाशन: पुणे.
9. सामंत, सत्त्वशीला. 2014. मराठी भाषा आणि शुद्धलेखन. डायमंड पब्लिकेशन्स: पुणे.
10. ब्रह्मे .श्रीपाद व नेहा लिमये ,लिहूया शुद्ध मराठी.पुणे .अमलताश पब्लिकेशन्स .

JMC 504 MJP: Media Technology.

Total Credits: 4. Practical training hours: 60

Internal Assessment: 50 marks, End-of-semester practical exam: 50 marks

Course Objectives

- To give hands-on training in using basic media technology.
- To enable students to produce media content in all media

Expected Learning Outcome

Students will be able to get detailed instructions and practice to use all media technologies. This will make them employment-ready, and they will be able to learn any new technology swiftly.

Unit 1. Word processing

Word and Image Processing: Desktop Publication; Text Editing Tools; Page Layouts; types of Pages; Fonts; Text alignments; Content links; Design Infographics; Panelling; Header/ Skyline; Anchor/ Side Story/ Main Lead/ Second Lead/ Short News Still Camera and DSLR; functions of still camera • Camera: Aperture, ISO and Image sensor • Single-lens Reflex (SLR) camera; functions of DSLR • Digital SLR camera; Images file Formats; Photo Editing; Photo Captions; Final Copy, Print, Export as Image, PDF,; Share/ Link file with various formats, File Compressions. Software- Adobe InDesign/Quark express/Corel Draw/Photoshop/Photo Edit.

Unit 2. Audio Technology

Audio: Advanced Tools (Hardware and Software); Standard Operating Procedures; Sound Recorders; Functions of Sound Recorder; Record Sound using various gadgets and tools; Sound Recording; Sound Editing; Sound Editing tools; Audio Filters; Mics; Audio Project; Sound Mixer; Sound Editing Software: Audacity, Sound Forge and mobile based applications; Audio Presentations; Input-Process- Output-Share; File Formats; File Compressions.

Unit 3. Video Technology

Audio-Visual: Advanced Tools (Hardware and Software); Components of camera; Types of camera: ENG/ EFP cameras; Demonstration of video camera, its anatomy and functions; Operational characteristics; Video camera handling practice on tripod, shoulder & hand; Teleprompter; understanding sound, light and colour; Video recording formats; Camera, Shots and Composition; Practicing different type of shots, movements, angles, and composition;

multi camera shooting; Colour video system - NTSC, PAL, SECAM; Editing Using Final-Cut-Pro, Adobe Premier and Various Mobile Application; Input-Process-Output-Share; kinds of File Formats; Codec; aspect ratio, Pixel Ratio. File compressions.

Unit 4. Digital Technology

Digital Media: Advanced Tools (Hardware and Software); Standard Operating Procedures; Data/ Content Processing; Multimedia Content; Website management; designing; SEO; Data retrieval and analytics; Cloud storage; Media Sharing; Content Sharing; Links Formation and Short Links; File Formats; File Compressions; Web servers, Web Browsers, URL, Home Page, Search engine, Internet Hardware, Internet Protocols - Search resources - Web Page Development, Inserting, Linking; Editing and Publishing, fact checking.

Internal Assessment (50 marks)

At least one assignment for each technological skill: word processing (in English and Devanagari), page designing, photography, photo-editing, exporting/importing/converting files; audio recording, audio editing, basic sound mixing; video recording, video editing, preparing a package; website development, running a blog, uploading/downloading content, providing links, fact-checking, SEO, links formation, etc.

End-of-semester viva-voce (50 marks): By an external examiner who will examine students orally as well as practices regarding media technology and its application. The university department/college should make a computer, audio and video recording equipment, photo camera, and internet connection available to the examiner during the viva-voce.

CJ 505RM: Research Methodology

Total Credits: 4. Interaction/Teaching-learning hours: 60

Internal Assessment: 50 marks, End-of-semester exam: 50 marks

Course Objectives

- To emphasize the importance of research in general, and media research in particular.
- To introduce students to different approaches and scientific research methods.
- To promote ethical research practices and systematic research results presentation.

Expected Learning Outcome

Students will realise the importance of research in an academic discipline, as well as be able to use systematic research practices in journalism. They will also realise the importance of looking into the impact that mass media content has on the society. They will also be able to look at contemporary media practices with a critical eye. They will be ready to conduct research independently.

Unit 1. Basics of research: Characteristics of scientific research, history; relevance and nature of media research; areas of media research; types of research; importance of review of literature; placing the research in a theoretical framework; hypothesis or research questions; types of

variables etc.

Unit 2. Qualitative research methods: nature, limitations, interpreting qualitative data. Various methods: i) field observations: participant, non-participant; techniques, ii) focus groups: procedure, advantages and disadvantages, iii) intensive interviews: procedure, advantages and disadvantages, iv) case studies: utility and process.

Unit 3. Quantitative research methods: nature, uses, generalization etc. Various methods: i) Content Analysis: definition, uses and limitations; steps, unit and categories, ii) Survey Research: Descriptive and analytical surveys. Types of surveys, advantages and disadvantages, constructing questionnaire, pre-testing, data collection. Analysis; iii) Longitudinal research: types: trend analysis, cohort analysis, panel studies; iv) Experimental Research: Laboratory experiments, design; field experiments.

Unit 4. Sampling: universe, population and sample; types of sampling methods: probability and non-probability sampling and their sub types; their advantages and disadvantages; measuring sampling error.

Unit 5. Statistics for research: importance of statistical analysis; descriptive and inferential statistics; basic statistical terms and tests: central tendency, standard deviation, Chi square, T test, hypothesis testing etc.

Unit 6. Allied issues: Research ethics; research report writing; bibliography; in-text citations etc.

Internal Assessment: Preparing a questionnaire, analysing content, studying research papers, dissertations, using statistical techniques, conducting surveys, focus groups etc.

Suggested Reading:

1. Berger, Arthur Asa. (2005). *Media Analysis Techniques*. (Third Edition). California: Sage.
2. Hansen, Anders et al. (2004). *Mass Communication Research Methods*. 1998: Macmillan.
3. Lindolf, Thomas R. (1995). *Qualitative Communication Research Methods*. California: Sage.
4. Murthy, DVR. (ED.) (2008). *Media Research: Themes and Applications*. New Delhi: Kanishka.
5. Rubin, Rebecca B. et al (Eds.) (2009). *Communication Research measures: A Sourcebook*. New York: Routledge.
6. Sparks, Glenn B. (2006). *Media Effects Research*. (Third Edition) Boston: Wadsworth (International Edition).
7. Wimmer, Roger D. and Joseph Dominick. (2006). *Mass Media Research*. New Delhi: Wadsworth (Indian Edition).

JMC 506 MJ: Writing Skills for Media

Total Credits: 2. Interaction/Teaching-learning hours: 30

Internal Assessment: 25 marks, End-of-semester exam: 25 marks

Course Objectives

- To introduce students to difference in writing for different media.
- To introduce students to different styles of writing.
- To provide hands-on practice of writing.

Expected Learning Outcome

Students will learn the importance of employing different writing techniques for different media, and for different purposes. They will be able to engage in multimedia content creation that will easily allow them to transform a script for one media into one suitable for another media.

Unit 1. Need for different writing styles. Nature of and differences between and requirements of: print, audio, video and digital.

Unit 2. Writing for print. Writing to suit the audience, purpose, type and length of a written piece; importance of first and last paragraphs; maintaining the flow; arrangement and build-up; function of title and sub-headings; writing photo captions.

Unit 3. Writing for audio. Writing to hear; conversational language; talking to audience; explicit yet easy-to-understand writing.

Unit 4. Writing for video. Writing simple; complementing the visuals; transitioning as per visual script; writing video news stories and headlines for video news.

Unit 5. Writing for digital. Importance of key words; writing suitable to different digital media platforms, writing proper leads and headlines etc.

Internal Assessment: This course will be conducted mostly through practical work and activities.

--

Suggested reading:

1. Cutts, Martin. *The plain English Guide - How to write Clearly & Communicate Better*. Oxford University Press.
2. Menon K.S.R.. 1990. *Stylebook for Journalists & Writers*. Konark Publishers.
3. अकलूजकर.पुणे ,श्रीविद्या प्रकाशन .फीचर रायटिंग .प्रसन्नकुमार ,

JMC 507 MJ: Translation Skills for Media

Total Credits: 2. Interaction/Teaching-learning hours: 30

Internal Assessment: 25 marks, End-of-semester exam: 25 marks

Course Objectives

- To emphasize the importance of good translation in media.
- To introduce students to theory and practice of translation.
- To give hands-on practice of translation.

Expected Learning Outcome

India is proud of its rich diversity and multiple languages. It also carries the message of unity, integrity and harmony across all the communities. This is reflected in media and journalism in India. Hindi and regional language journalism is vibrant, widespread and deep-rooted in India. Creation and curation of content in different languages across media platforms becomes necessary in such environment. Hence, translation is a fundamental and much needed skill in India. This subject will equip the students to understand the process of translation and provide them enough practice to acquire this skill.

Unit 1. Understanding language: Need and function of language; Importance of languages in human development; Development of language: Dialects and scripts; Major languages in the world; Major Indian languages and dialects; Language, culture and community; Need of grammar and standardization

Unit 2. Nature and process of translation: Need and scope for translation; Knowledge of source and target languages; Process of encoding, decoding and recoding; Morphology and lexical analysis; Semantics

Unit 3: The practice of translation: Skills of a translator: Command over languages, research and writing skills, cultural and domain knowledge; Tools and resources: Dictionaries, encyclopaedia, thesaurus, online resources, experts and native speakers, identifying language pair/s; Need and scope of translation in media organizations; Translating news stories and articles; Translating fiction, non-fiction text and books; Style sheets and style books

Internal Assessment: This course will be conducted mostly through practical work and activities. Students have to translate different types of text including news agency copies on regular basis. Their work should be checked and corrected by teachers. Translation skills can be improved with rigorous practice.

Suggested reading:

Various unilingual. Bilingual and specialised dictionaries; thesaurus.

1. Nida, Eugene Albert and Taber, Charles Russell. (2003). *The Theory and Practice of Translation*. Brill: Leiden.
2. Samuelsson-Brown, Geoffrey. (1993). *A Practical Guide for Translators*.
3. Kale, Kalyan and Soman, Anjali. (1997). *भाषांतरमीमांसा*. Pratima Prakashan: Pune.
4. Yashwantrao Chavan Maharashtra Open University. *भाषांतरविद्या*. YCMOU: Nasik.
5. Snell-Hornby, Mary. (1995). *Translation studies - An integrated approach*.
6. Snell-Hornby, Mary. (2006). *The Turns of Translation Studies: New Paradigms or shifting viewpoints?* John Benjamins Publishing Company: Amsterdam / Philadelphia.

7. Munday, Jeremy. (2008) *Introducing Translation Studies, Theories and Applications*. Second edition. Routledge: New York.

--

JMC 508 MJ: Fundamentals of Communication

Total Credits: 2. Interaction/Teaching-learning hours: 30
Internal Assessment: 25 marks, End-of-semester exam: 25 marks

Course Objectives

- To develop complete understanding of interpersonal communication.
- To offer practical training to develop communication skills.

Expected Learning Outcome

After studying this subject students will understand the finer nuances of how communication developed, and how both verbal and non-verbal communication is important for media persons. This course will also help students become good presenters and interviewers.

Unit 1. Interpersonal communication: informal and formal situations; gestures, posture, facial expression; personal space; tactile communication; interview skills

Unit 2. Group communication: public speaking; presentations: with or without external aids; group discussion- attentive listening, expressing agreement/disagreement.

Unit 3. Mediated communication: Difference from face-to-face communication; types- written, audio, audio-visual; etiquettes; do's and don'ts.

Internal assessment: Individual presentations, speeches, group discussions can be arranged.

Suggested reading:

1. Carnegie, Dale. *The Art of Public Speaking*. Rupa Publications.
2. Pease, Allan and Barbara. *The Definitive Book of Body Language*. Orion.

JMC 509 MJ: Fundamentals of Critical Thinking

Total Credits: 2. Interaction/Teaching-learning hours: 30
Internal Assessment: 25 marks, End-of-semester exam: 25 marks

Course Objectives

- To develop analytical and critical thinking ability in students.
- To develop effective communication skills.

Expected Learning Outcome

Media professionals and journalists play an important role in the spread of information and opinions in the society. The need to analyse contemporary issues and challenges. Developing critical thinking is essential in this process. This course will help the students to understand nature and practices of critical thinking and enhance their mental capacities to communicate effectively to the society.

Unit 1. Introduction to CT: Students' perspectives about critical thinking; What is Critical Thinking and what it is not? Why to learn CT in journalism and media studies? Importance and significance for the media and communication professionals

Unit 2. Obstacles to CT: Cognitive biases and logical fallacies; How to identify and overcome biases and fallacies?

Unit 3. Introduction to the RED Model: RED – Recognize assumptions, Evaluate arguments and Draw conclusions; What are assumptions? Introduction to different types of assumptions; Structure of an argument; Types of argument; How to infer and interpret arguments?

Unit 4. Other Accessory Skills for CT: How observing and questioning skills are related to CT? How to enhance these skills

Unit 5. Application of CT in effective communication and collaboration: Critical listening, critical reading, critical writing, critical speaking and presenting; Enhancing critical questioning skills for effective interviewing; How to cover events and programs effectively?

Unit 6. Critical Thinking in self-regulation: Enhancing reflective thinking; Using CT tools to deal with ethical dilemmas arising while reporting and writing

Note: Teaching will be mostly through lectures, debates, discussions and individual or group activities. There will be continuous evaluation through home/class assignments and activity tasks.

Suggested Reading:

1. Chatfield, Tom. (2017). *Critical Thinking: Your Guide to Effective Argument, Successful Analysis and Independent Study*. Sage Publications, New Delhi.
2. Syed, Matthew. (2016). *Black Box Thinking (Reissue)*. John Murray, London.
3. Rosling, Hans. (2019). *Factfulness Ten Reason We're Wrong About the World and Why Things Are Better Than You Think*. Spectre, Hachette, UK.
4. Dobelli, Rolf. (2013). *The Art of Thinking Clearly: Better Thinking, Better Decisions*. Spectre, Hachette, UK.
5. Kahneman, Daniel. (2013). *Thinking, Fast and Slow*. Penguin, Noida.
