Three Year Bachelor’s Degree in Mass Media

B.A. Mass Media

Choice Based Credit System And Trimester based Syllabus from Academic Year 2017-18
About MAEER

Maharashtra Academy of Engineering & Educational Research (MAEER) was started in year 1983 by Prof. Dr. Vishwanath D. Karad, Founder, Executive President & Managing Trustee, MAEER’s MIT Group of Institutes. Spread over a sprawling 54 acres, MIT is the most preferred destination for over 54,000 students every year. MAEER MIT’s journey in the last 34 years has been a continuous process in the pursuit of quality & excellence in education and research, a commitment to values and discipline education. The state of the art infrastructure, competent faculty, strong interaction with leading corporate professionals, student centric amenities and spectacular campuses, all provide a conducive environment for teaching, learning, research, innovation and character building. MAEER encompasses 71 institutes in the field of Engineering, Management, Pharmacy, Medicine and Political Leadership Programme (Master’s Programme in Government). Since its inception Global Thought Leaders are associated with us and our educational institutes are ranked by NIRF, accredited by national agencies like NAAC and NBA, which led to creation of Centre of Excellence.

About MIT-WPU

Dr. Vishwanath Karad MIT World Peace University is State Private University. For centuries, India has been the apostle of knowledge and peace. MIT-WPU has been built on this philosophy. MIT-WPU is focused on being the change that is needed in the world today by sensitizing and understanding the human dimensions of conflict, and developing a toolbox of transferable skills such as negotiation, peace building, technology and management. These skills will enable graduates from various diverse programmes to succeed in peace building. Our students will be in the best position to bring about consolidated change for positive growth, development and social inclusion. An aspirational university for students searching for a world class education - Scientists, Researchers, Scholars, Academicians, Philosophers, Technocrats. Successful Entrepreneurs. Dr. Vishwanath Karad MIT-WPU is a Flagship University sponsored by MAEER’s MIT Group of Institutes, which has over 100,000 alumni all over the world.

WPU Method

World’s first University that let student choose branch over a year after multiple mentoring sessions. Revolutionising curriculum to make it Industry Centric:

- **Academic Credit System (ACS)**: Flexible Credit System allowing students to customize their edification after firm foundation, by opting for an appropriate track
- **Continuously Updated Education (CUEd™)**: Continuously Updated Education is a way of ensuring effective learning @ MIT-WPU. The CUEd System expedites adapting the latest development in each subject into the real-time learning-teaching
- **Research Collaborations**: Alignment with the premier national and international research organisation across sectors - private, public & NGOs
- **Industrial Collaboration for Internships**: Partnerships with over 1200 organisations across sectors for 6 - 12 months
- **Faculty**: Nationally and Internationally acclaimed faculty and research scholars
- **Faculty Team Teaching**: 50% of the Classroom Sessions will be engaged by two or more faculty members jointly for effective learning
- **Digital Learning Technology**: Transforms teaching and learning for improved understanding, retention and application
- **International Programs**: A variety of Global Programmes across all continents
- **Peace for Holistic Development**: Shaping winning personalities of students through focus on Human Skills for personal as well as spiritual development resulting in social inclusion and social innovation
- **Sports Culture for Peace**: Talent search and nurturing sports spirit while providing opportunities through sports facilities to all the students, encouraging them to participate at National & International Sports
- **Social Missions**: Inculcate Social Responsibility in students by activities oriented around the United Nations’ 17 Sustainable Development Goals
- **Alumni Involvement**: Handholding, Scholarship Support and Experience sharing by Alumni through mentoring and providing networking opportunities
- **Fostering Entrepreneurship**: A culture that promotes and inculcates entrepreneurial thinking in students, backed by research labs and incubation centres
- **Life @ MIT – Beyond Classroom**: Exceptional avenues made available to students for engagement and for showcasing their talent through plethora of extra and co-curricular activities
- **Career Services**: Campus placements at reputed Indian organizations & MNCs
- **Scholarship for Meritorious Students**: Needly and intelligent students are supported

*Rights Reserved*
Dr. Vishwanath Karad

MIT-World Peace University

Three Years Bachelor’s Degree in Mass Media

B.A. Mass Media

Choice Based Credit System And Trimester based Syllabus from Academic Year 2017-18
Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching–learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable employers to assess the performance of students.

In response to these guidelines of UGC and noticing its importance in this globalised world MIT-WPU has taken the considered decision to adopt CBCS. As per the UGC Regulation (....), this is mandatory to all Public and Private Universities in India

Choice Based Credit System (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student’s performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). “AECC” courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English/MIL Communication are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction. Value-based educational components of World Peace and developed by MIT-WPU

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

**Learning Objectives**

To offer students an overall view of media and its various streams

To help them gain importance of media in today’s world

Make students ready to professionally work in various fields like journalism, advertising, new media, radio

To achieve equal balance between practical, theoretical and conceptual aspects of media professions

To lend them a critical understanding of the communication package as a whole

To make students globally competent by introducing them to the challenges faced by contemporary world

To develop multi-tasking skills required in the dynamic multi-media and convergent environment

**Learning Outcomes**

This course will help students to have a better understanding of media field as a whole.

It will give a students theory as well as practical knowledge of various media theories.

Students will be able to learn various skills like learning softwares, handling camera and photography.

It will train students to become a professional media person as a multi-tasker.

Students can be a part of global media through various skill-based workshops.
Programme Structure of B.A.

B.A. Mass Media

Total Credits: 135

Trimester I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Type</th>
<th>Name of the Course</th>
<th>Credit</th>
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<td>Foundation Course</td>
<td>Classical Languages Effective Communication and Human Dynamics</td>
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<tr>
<td>MIT-WPU MM1 112</td>
<td>Core</td>
<td>Fundamentals of Communication, Media &amp; Society</td>
<td>3</td>
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<tr>
<td>MIT-WPU MM1 113</td>
<td>Core</td>
<td>Introduction to Journalism</td>
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<td>MIT-WPU MM1 114</td>
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<td>World View &amp; Current Affairs</td>
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<td>MIT-WPU MM1 115</td>
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<td>Introduction to Literature</td>
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<tr>
<td>MIT-WPU MM1 116</td>
<td>Skill Enhancement</td>
<td>Introduction to Advanced Computers</td>
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Total Credits: 15

B.A. Mass Media (FIRST YEAR)

Trimester I

<table>
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<tr>
<th>No.</th>
<th>Name of Subject</th>
<th>Classification</th>
<th>Weekly Workload</th>
<th>Credits</th>
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<td>English Literature</td>
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<td>Introduction to Advanced Computers</td>
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Total: 10 00 11 09 06 300 250 50 600
Weekly teaching hrs: 21 Hrs
Total Credits: I: 15
Name of the Course: Fundamentals of Communication, Media & Society
Course Code: MIT-WPU MM112

Course Overview:
Communication being one of the significant aspects in media, this course will help students understand various communication models used in various streams of media. Be it journalism, advertising or public relation, emphasis is given towards communication models that make any communication a successful one.

Course Description:
Various communication models will be a part of this course structure. Barriers, media evolution will be taught in this three-month course work.

Course Objectives:
To introduce the students to communication models and expose them to the various aspects of Mass Communication
To develop a critical understanding of Mass Media, its potentialities and Impact

Course Content:
Unit I Introduction to Communication
Definition and Processes
Forms of Communication (verbal, non verbal, paralanguage, iconic, semiotic etc.)
Levels of Communication (interpersonal, intrapersonal, group, public, mass com)
Communication as Subversion (silence, satire, subterfuge)
Unit II Determinants and Shifting Paradigms
Culture and Communication
Semiotics and Communication
Ideology and Communication
Digital Communication (SMS, E mail, Facebook, Whats App)
Unit III Mass Media and Mass Communication
Normative Theories and the Public Sphere
Affect and Effect (Agenda Setting, Limited effect, Cultivation, Spiral of Silence)
Encoding and Decoding
Effective Communication (noise, codes, culture, technology)
Unit IV Uses and Gratification: Four Models
Course Learning Outcomes Alignment of Intended Program:
By the end of the course students should be able to apply the communication theory in order to analyse their own communication universe, their media sphere, their social, political and economic environment, public opinion and mass culture phenomena.

Learning Resources:

Pedagogy:
Participative learning, discussions, demonstrations, assignments, PPT presentation, Class Test

Reference:
• Bel, B. et al. (2005) Media and Mediation, Sage, New Delhi.
• Baran and Davis, Mass Communication Theory.
• Cyber Mohalla from Sarai Reader: Shaping Technologies, 187 and page 190-191.
• Miller, Katherine,(2004), Communication theories: perspectives, processes and contexts, McGrow Hill.
• Michael Ruffner and Michael Burgoon, Interpersonal Communication.
• Narula,Uma (2001), Mass Communication -Theory and Practice, Har-Anand Publications,New Delhi
• Small, Suzy. 2003 “SMS and Portable Text” in Sarai Reader 03: Shaping Technologies.
• Williams, Kevin. Understanding Media Theory.
## Evaluation:

<table>
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<td>Internal Examination</td>
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<td>Presentation</td>
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</table>
Name of the Course: Introduction to Journalism

Course Code: MIT-WPU 1113

Course Overview:
This course will give students an overview of Journalism and introduce them to various aspects of the field.
Total number of Sessions: 30       Session Duration: 01 Hour
Date of Commencement: July 1, 2017   Date of Closing: November 5, 2017
Academic Year: 2017-2018

Course Description:

Course Objectives:
To acquaint the students with fundamentals of journalism.

Course Content:
Unit I Journalism and Society
Media and Democracy: the Fourth Estate, Freedom of Expression, Article 19 of the Constitution of India
Media Consumption and News Production; Audience, Readerships, Markets
Changing Practices: new/alternative media, speed, circulation,
Unit II Principles of Journalism
Social Responsibility and Ethics
Positioning, Accuracy, Objectivity, Verification, Balance and Fairness
Defining Spot/Action, Statement/Opinion, Identification/Attribution
News vs Opinion, Hoaxes
Unit III The News Process: from the event to the reader
News: meaning, definition, nature
Space, Time, Brevity, Deadlines
Five Ws and H, Inverted pyramid
Sources of news, use of archives, use of internet etc.
Unit IV Language and Narrative of News
Constructing the story: selecting for news, quoting in context, positioning denials, transitions, credit line, byline, and dateline.
Styles for print, electronic and online journalism
Robert Gunning: Principles of clear writing,
Reference

Smith, Jon: 2007, Essential Reporting, Sage, London,
Truss, Lynne: 2003, Eats, Shoots & Leaves, Profile Books, London,
Watson, Don: 2003, Gobbledygook, Atlantic Books, London,

Pedagogy:
Participative learning, discussions, demonstrations, assignments, PPT presentation, Class Test

Evaluation:

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Name of the Course: World View & Current Affairs
Course Code: MIT-WPU 1114

Course Overview:
With media covering various happenings in society it is important for student to keep a track of regular events and current affairs. This course will help students to keep a track on current affairs at the same time will help them to critically think over the various issues.

Total number of Sessions: 45        Session Duration: 01 Hour
Date of Commencement: July 1, 2017    Date of Closing: November 5, 2017
Academic Year: 2017-2018

Course Description:
Course will be divided into two parts, one being dynamics of Indian Politics and other being International politics, conflicts and its relation with media.

Course Objectives:
To make students ready to keep a pace with current affairs and regular happenings in the country as well as internationally.

Course Content:
Causes and Consequences of the First and Second World Wars Era Of Cold War and emergence of the New World Order Brief introduction to SAARC Events In India

Course Learning Outcomes Alignment of Intended Program:
By the end of this course students can critically think about the regular happenings in the world.

Learning Resources:
Daily Newspapers, Regularly visiting magazine and newspaper websites.

Pedagogy: Participative learning, discussions, demonstrations, assignments, PPT presentation, Class Test

Evaluation:

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Name of the Course: Introduction to Literature

Course Code: MIT-WPU 1115

Course Overview:
Through reading about litterateurs and their work help students evolve into more thinking, aware, sensitive human beings; to deepen and widen their understanding of themselves and of life.

Total number of Sessions: 30    Session Duration: 01 Hour
Date of Commencement: July 1, 2017    Date of Closing: November 5, 2017
Academic Year: 2017-2018

Course Description:
Course will be divided into two parts, one being dynamics of Indian Politics and other being International politics, conflicts and its relation with media.

Course Objectives:
To expose students to good writing to help them write better.
To introduce students to the various genres and literary terms to enhance their understanding of world literature.

Course Content:
Introduction to North American writers
Introduction to African writers
Introduction to European writers
Introduction to South American Writers
Introduction to Asian writers

Part II
Introduction to Indian Writers

Part III
Introduction to literary criticism terms

Course Learning Outcomes
By the end of this course students will have better understanding of Literature in India as well as International Literature. Students will be introduced to various styles of literature.

Daiches, David, a Critical History of English Literature Vols. I & II
Reed, Henry. Lectures on Literature from Chaucer to Tennyson, 1878
Hight, Peter B. An Outline of American Literature, Longman, 1986

**Learning Resources:**
Daiches, David, a Critical History of English Literature Vols. I & II
Reed, Henry. Lectures on Literature from Chaucer to Tennyson, 1878
Hight, Peter B. An Outline of American Literature, Longman, 1986

**Pedagogy:**
Participative learning, discussions, demonstrations, assignments, PPT presentation, Class Test

**Evaluation:**

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Name of the Course: Introduction to Advanced Computers

Course Code: MIT-WPU1116

Course Overview:
With digitalization in every sector and convergence, knowing computers in must in media. This course will give a detailed introduction to computers and softwares used in media industry.

Course Description:
The course will discuss in details the basics softwares used for media and internet. It will make students ready to be a part of media with all the requirement of computer application and softwares.

Course Objectives:
To equip the students with a general understanding of computer basics for everyday use. To train them to use this understanding to supplement their presentation skills.

Course Content:
Computer Basics Networking Basics Introduction to internet Text and Documents Editing and Presentation, Microsoft Word MS Excel PowerPoint Introduction to designing Page Layouts (indesign) Photoshop Introduction to Corel Draw

Course Learning Outcomes Alignment of Intended Program:
Daiches, David, a Critical History of English Literature Vols. I & II
Reed, Henry. Lectures on Literature from Chaucer to Tennyson, 1878
Hight, Peter B. An Outline of American Literature, Longman, 1986

Learning Resources:
By the end of this course students can use computers in teir regular assignments, creating ppt, and understanding of designing and editing softwares.

Pedagogy:
Participative learning, discussions, demonstrations, assignments, PPT presentation, Class Test
**Evaluation:**

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Peace Programs @ MIT-WPU are multi-faceted modules specifically designed to Academic Inputs for the holistic development of students. Peace Courses @ MIT-WPU largely cover following aspects:

- Peace in You
- Peace in Heritage
- Peace in Communication
- Peace in Scripture
- Peace in Family
- Peace in Humanity
- World Peace
- Peace for Tomorrow
- Peace in Social Entrepreneurship
- Peace in Action

- The WPU Method (Salient Features)
  - Unique WPU method encompasses
  - Global Leadership Programme - 2 Weeks
  - International Exposure - 1 Month
  - National Study Tour - 10 Days
  - World Peace Courses: Unabridged Peace
  - Rural Immersion Programme - 1 Week
  - Business Talks - 10
  - Live Industry Internship – 2 weeks

- Opportunity to be part of organizing team of three mega National Events includes Bharatiya Chatra Sansad (BSC), National Teacher’s Congress (NTC) & National Women Parliament (NWP)
- Harmonious Yoga wisdom
- Film appreciation at systematic interludes
- Students will be given inspirational biographies and enriching books to read and comprehend