

# INDIAN ACADEMY

Degree College - Autonomous

**DEPARTMENT OF JOURNALISM**

**2023-2024**

**First and Second Internal Examination November –  
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**ODD SEMESTER**

**REMEDIAL CLASSES**

ABHIRAMI.

# INDIAN ACADEMY

Degree College - Autonomous

Department of journalism

III SEM B.A REMEDIAL CLASS ATTENDANCE DETAILS

News Reporting and Analysis - PAPER 1

SL NO	Name	28/11/23	29/11/23	30/11/23
1	Nishanth	✓	✓	✓
2	Afreen	✓	✓	✓

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# News Reporting and Analysis

## Unit I

### Introduction to News

#### Techniques of News Gathering

The work of collecting news for publication or broadcast is known as news gathering. The newsgathering process involves sourcing ideas, planning coverage, assigning teams, structuring packages, monitoring the web, and working in the field.

The four most commonly used methods in news gathering used by journalists are observation, telephone conversations, research and interviews.

a. **Observation:** Observation consists of your actually seeing an event take place and then reporting what you have seen in the form of a news story. Skilled observers use their eyes, ears, mind, notebooks and tape recorders. They make sure they get the concrete facts, specific figures and accurate information. They look for the colourful, the dramatic or the unusual in any situation. Skilled observers always try to get more information than they actually need. The key to becoming a good observer is to look for more than you see on the surface and this takes a lot of experience.

b. **Telephone Conversations:** A timesaver for a journalist, a telephone helps the reporter do their legwork easily and it often enables them to reach people who are ordinarily too busy to be seen in person. The following points have to be kept in mind for phone conversations.

1. Keep writing material / note-taking material ready before you call. Do not make the receiver wait for you to find a pen and paper.
2. Speak politely and cheerfully, but business-like, with well-modulated tones.
3. Reconfirm facts before you hang up, do not call repeatedly with minor queries.
4. Speak to the concerned person directly and not through a middle man, it can hinder clarity in conversation.
5. Repeat back the information they gave in short to recheck your data.
6. Do not discuss classified information or record the call without permission.

Telephone conversations may range from full-scale interviews to brief queries to verify or amplify information.

c. **Research:** The process of digging out information from files and reference works, research is used to verify or amplify facts in news stories and to give depth to feature stories and magazine articles.

d. Interviews: About 90 percent of everything in a news story is based on some form of interviewing - either in person, by telephone, or occasionally, by correspondence. For example, a journalist cannot be present at every newsworthy incident or occurrence, say, an accident. In such cases, interviews are the only way to gather first-hand information for the news article.

In journalism, electronic news-gathering (ENG) is when reporters and editors make use of electronic video and audio technologies in order to gather and present news. This term was coined during the rise of videotape technology in the 1970s. This term was commonly used in the television news in the 1980s and '90s, but is used less frequently now, as the technology has become commonplace. Reporters use light handheld equipment, sometimes just a single camera, to an entire OB van on location.

ENG greatly reduces the delay between when the footage is captured and when it can be broadcast, thus enabling news gathering and reporting to become a steady cycle with little time in between when story breaks and when a story can air. We are now familiar with live microwave and/or satellite trucks, reporters were able to show live what was happening, bringing the audience into news events as they happened.

Outside broadcasts (also known as "remote broadcasts" and "field operations") are when the editing and transmission of the news story are done outside the station's headquarters. Use of ENG has made possible the greater use of outside broadcasts. The vehicle on which the electronic equipment is fitted is called DSNG (digital satellite news gathering)

### **Principles of News writing**

As we mentioned earlier, news has to be written in such a manner and drafted in a style that the main or the principal information is conveyed to the audience in minimum possible words and in minimum possible time. Therefore, the first paragraph of the news story, which is called Lead or Intro (introduction), presents the gist of the event/happening in about 24 to 30 words, as far as possible. We will also briefly mention how to draft an intro/lead, and of how many kinds of leads are there for writing the news.

The news stories are written using **5Ws and 1 H** in the first paragraph itself This is probably the first and the most important, and traditional principle of writing a news item. The first paragraph of news, called the Intro or Lead should contain answers to five Ws, and one H, namely, Who, What, When, Where, Why and How. This is the most cardinal principle of writing news and followed all over the world. The first paragraph of the news item must clearly state as to who is the main actor, character, object, subject or concern of the event, which needs to be told or written about. Is it the President, Prime Minister, any minister, governor, a well-known foreign dignitary, or any other prominent person? Is it a notorious criminal or any other individual of any status, whom people know in some context or the other?

The other four Ws and one H are:

- What happened?
- When did it happen?
- Where did it happen?
- Why did it happen?
- How did it happen?

Depending upon the nature of the event, the reporter has to decide which of these Ws is more important and crucial to the story. Obviously, politically prominent persons such as president, prime minister and other such people in government or in society will get more attention and also more space. The time when the event occurs is also extremely significant. Any event having impact on a large majority of people will also be of great import. For example, a rail accident taking place at midnight will be the important time to be taken note of both for the news reporter, for the editorial desk, and for general public also. The venue of event also assumes great importance in a news story. For example, if the event occurs in prime minister's office, parliament house, or in state assembly, a railway station, in mosque or temple, every place mentioned here has its own unique significance. But if it happens on the venue where a large number of people are present, the consequences can be well imagined. Therefore, each W has its own importance in the context of the event which is reported. Incidentally, the 5W-1H formula of writing the intro or lead is attributed to the late British author who lived and worked in India, Rudyard Kipling. He wrote for the daily English language newspaper, The Pioneer, then published from Lucknow in the 1930s.

Of late, some senior journalism scholars and professional journalists have started questioning the inverted pyramid style. According to a well-known American journalism professor and author, Christopher Passante, why should pyramid be 'inverted' when the pyramid in its pyramid shape, i.e., the right way up, can serve the purpose perfectly and most befittingly? For, anyway, the primary objective of the pyramid as such is to show that the point in a news story is made in a descending order of importance. The news is deliberately written in a manner that the reader can stop reading when s/he has just satisfied his/her curiosity and desire to be informed about a particular event, and without worrying that it affects him/her in some way. Another implicit purpose of this style of news writing is to cut the story from bottom up without losing its important parts. A noted critic of the inverted pyramid philosophy Professor William Metz of the University of Nevada, USA, feels that the inverted style has "over-standardised" the technique of writing news. He adds that as "it is not a natural storytelling method because its climax comes at the onset... is predictable and old-fashioned." A former editor of the United Press International (UPI), Roger Tatarian, has pointed out that narrative news writing style

leads will be more popular over summary leads, especially in "stories reader has already heard over the air." Lately, the 'featurised' style of news writing has started gaining acceptance over the traditional and weather-beaten inverted pyramid especially in prominent American daily newspapers such as The New York Times, Washington Post, USA Today, The Wall Street Journal, The Los Angeles Times, The Chicago Tribune, etc. As one former managing editor of The New York Times, Turner Catledge, also said about the diminishing value of 5Ws and 1 H, some time ago: "Once it will no longer be necessary, as may be, never was, to wrap up in one sentence or paragraph, all the traditional 5Ws." Thus, there is need to caution against intensive use of the Inverted Pyramid techniques of news writing: Don't worship the pyramid: it's only a way of visualising the most common structure of a traditional news story. The guiding principle in developing a story is: what does the reader needs or wants to know? If answering these questions is the meat of the story, do it. Reporting speeches is not done in this format. Thus, it is time that the inverted pyramid format gave way to a more scientific, currently acceptable news writing method to meet the changing needs of the modern consumer of the news media.

### **The Inverted Pyramid**

Another traditional technique of writing the news is in the form of an Inverted Pyramid. The first paragraph, i.e., the Intro or the Lead, contains the most important and main thrust of the news item. The body of the news item further expands, elaborates and explains rest of the story. Therefore, the main points stated in the Lead or the Intro have to be supported by the facts in the paragraphs that follow the Lead or the Intro. Thus, if you view the story in the form of a figure or a diagram, it will look like an inverted pyramid as illustrated below. The most important point in the story should be at the top, followed by less important facts, with the least important ones coming at the bottom, one by one, depending on their importance in the overall structure and length of the news story. Such a technique of writing a story is called Inverted Pyramid.

Actually, the inverted pyramid technique is a very basic method of news writing. A question may now arise in your mind as to why should one work like this? The main argument behind it is that the new's theme point should be wrapped up in one sentence, or two-paragraph nutshell, with summary high up in the story. Also known as lead or 'nutgraph'—important information near the top of the story, usually in one paragraph.

# News Reporting and Analysis

## Unit II

### Qualities of Reporter

#### Beat Reporting

Beats can be called subsets of different types of journalism. Types in journalism mean different fields of journalism that are independent of each other generally, they use different pedagogy and research methods, for e.g. Investigative Journalism, Feature Writing Column Writing, etc. while a beat in journalism means going in-depth in any type of journalism, for e.g. Business Magazines, Politics, Finance, Weather, Entertainment, TV Network Schedules, Sports News, Local News Resources, Government Directories, Horoscopes, Money, Personal Health Site, PR Newswires, Social Media and much more. The term 'beat' is referred to as the way or road taken by an individual on a regular basis. In journalism, the word 'Beat' is also referred to as the niche which is appointed to the reporter.

The main beats in journalism:

1. Political reporting - Political Journalism is a very prolific and very broad branch of journalism. This beat includes coverage of all aspects of politics and its political science. Although the term usually refers specifically to coverage of civil governments and political power. Many people opt for this kind of journalism, and it requires a lot of courage and diplomatic smartness.
2. Sports - This beat is the niche for sports and sports-related events coverage. Reporters can cover information about hockey, football as well as cricket tournaments held all around the globe
3. Entertainment - This beat is where the journalist tries to reveal the juicy gossip of the glamorous people in the world. Entertainment reporting takes interviews, reviews of music and films and much more. Think Page3 news, and you will understand the content type and structure of the news stories.
4. Crime - Most audiences consume crime news in one or another way, which means the audience is widespread. That is why this segment of reporting requires all details before getting published. All crimes are included in this reporting, from petty crimes to robberies and so on.
5. Lifestyle - Audiences will always be interested in what is going on in the latest trend and what is in fashion. This reporting includes news/stories about the latest fashion/fitness trends and other trending stuff. Fashion, shopping, retail, and food beats are branches of this lifestyle beat. This beat is generally of the soft news type.
6. Civic - It is a type of reporting which covers citizen's wellness. This type of reporting is not just normal news but that makes the audience think. The purpose of this type of reporting is to make a difference by public awareness.

7. Health - In today's generation, many individuals have started to focus on their health. The reporter covers topics like malnutrition, disease, healthcare, paediatric care, nutrition, fitness, growing epidemics and much more. Reports mainly try to focus on prevention of the serious ailment or disease and for that, he must have great knowledge about that field and provide us with the insights. 8. Business - All news related to trade/business falls under this category. Import/Export, Goods, Trade, Market, Stock Exchange and other news that are related to business attracts a large set of people and that is why this type of reporting is one of the most famous reporting in current time.

There are many more niches/beats like finance, law, education, infrastructure, environmental, food, and so on. Different beats fall under different types of hard and soft news. It is upto the reporter to find the niche they are good at and develop their craft. This includes forming a source network, developing a distinct writing style, and ensuring that they are up-to-date with the ongoings of their beat. A seasoned reporter generally has a beat that they excel in and are considered to be experts and consultants within the field.

### **Qualities of Reporter**

A reporter is a person who gathers information on a subject and then writes about or broadcasts it. This profession is present in a wide array of media outlets. He/she may work for a newspaper, magazine, radio show, TV show, or website. The possibilities within each of those mediums are endless. Many of those media outlets are needing more and more online coverage. A reporter must be qualified because drafting a report is a complex and specialised task. A reporter is a person who gathers information and writes about it. A reporter is a type of journalist who researches and presents information in the mass media. Reporters gather their information in a variety of ways including tips, press releases and witness events. They perform research through interviews, public records, and other sources. The information gathering part of the job is sometimes called "reporting" as distinct from the production part of the job. Reporters are always in the midst of the real action. They face the finest as well as the worst situation. They usually meet with the most powerful leaders or the most famous celebrities. They face danger and death with courage and dedication. They are always curious and adventurous. The news report eventually lands on the news desk. The process of editing comes into operation, through a series of steps produces a package of information ready for mass communication.

### **Qualities of a good reporter: A reporter has to be –**

- Smart
- Quick
- Curious
- Honest
- Courageous
- Adventurous
- Pleasant
- Punctual

- Communicate effectively
- Disciplined
- Sincere

It is preferred that a journalist has quality education, that is a degree or course training in journalism, in order to be a good reporter. Their flexible schedules also need them to be in good health, and good at writing down facts and figures.

- **Nose for news** - 'Nose for news' is one of the most important qualities for professional reporters. Good reporters have good news-hunting capacity. They must be especially aware to find out what is strange and unique to many people. Even a small matter can be a huge scandalous news story if a good reporter really tries to dig out the facts. Good reporters should have the ability to disseminate the good news.
- **Alertness and impartiality** - Good reporters must be curious. They enjoy reading and appreciate details. They are always alert to all probable news, news sources and news sense. They are quick to reach the destinations where important news can be available. They are equally critical to inspect, and evaluate all related sides of the news story.
- **Intelligence and courage** - Good reporters must be intelligent and courageous. Courage helps them to develop a thick skin to deflect the inevitable criticism. They must write something that may hurt someone's prestige but not harm the ethics of journalism. Intelligence is also the most important attribute a reporter could have. Similarly, courage is necessary to stand corrected, courage to take criticism, courage to grow with the experiences, courage to accept what you don't understand.
- **Expertise in language** - Good reporters learn to communicate ideas in correct and effective language. They should write in simple, direct prose without using complicated sentences. A good reporter should report in such a way that the targeted audience can understand. Otherwise, their news will not make sense or feel reader-friendly. A good student is half a journalist. They already have a sense of journalistic presentation. So, a reporter must be a language expert.
- **Handling media equipment** - Professional reporters must know how to operate Dictaphones (mostly outdated instrument but necessary in a networkless setting), digital movie camera, mobile and satellite phones, essential computer programming like MS-Word, Excel, PowerPoint, Pagemaker (publication-editing software), Photoshop, Dreamweaver, and so on. They must have knowledge of English/regional language typing skills, and knowledge to operate email and the Internet.
- **Neutrality and faithfulness** - Any and all reports must be free from biased information. The information provided in the report must be reliable and valid. False, invalid and biased information hamper the decision-making power of the readers.

- **Knowledge of structure and presentation** - A basic understanding of how to write down all relevant and necessary information and maintain proper structure should be known to a good reporter. They must know how to present facts and information in a simple but effective way.

### **Freelance Journalist**

Freelance journalism: Freelance journalism is created by independent journalists who are not employed by any one media organisation. It encompasses news, analysis, commentary, opinion and, increasingly in today's media environment, more subjective modes of journalism such as brand journalism.

Freelance journalist: A freelance journalist is an independent journalist who earns income from activities such as writing, photojournalism, subediting, videography or a combination of these things.

An ambitious freelance writer should consider his work as part-time or side business, i.e. in addition to his other full-time jobs or profession. It has to remain an extra-curricular activity while he devotes years to becoming an expert in a specialised area. Even after gaining a reputation, he will find it necessary to retain permanent connections with institutions in the special field, to provide a support for his creativity. Most freelancers depend upon their principal vocation not only for their regular income, but also as a source of facts and ideas. No freelancer can function in a vacuum. Anything he sees and does has possibilities for an article.

Virtually anybody can be a freelance writer. Most freelance writers, as a matter of fact, have other jobs. A typical freelancer gives only a part of his energy and writing talent to this type of writing. Many leading novelists and short story or article writers who contribute to magazines, or editorial pages of newspapers, are university teachers, housewives, staff members of publications houses or book companies; lawyers, doctors etc.

### **Citizen journalism**

Citizen journalism is the collecting and reporting of news by everyday citizens (nonjournalists). This information is generally posted to some form of nontraditional media, such as social media sites like Facebook or Twitter, via a smartphone.

Abraham Zapruder unintentionally recorded the assassination of President Kennedy with his home movie camera. He later shared this footage to traditional news outlets, such as newspapers and local news stations. It is this moment of recording this unforgettable event in history that labeled Zapruder as the pioneer of citizen journalism.

Citizen journalism involves private individuals, who are normally the consumers of journalism, generating their own news content. Citizens collect, report, analyze, and disseminate news and information, just as professional journalists would, creating what is known as user-generated content.

These amateur journalists produce news in many forms, ranging from a podcast editorial to a report about a city council meeting on a blog, and is usually digital in nature. It can also include text, pictures, audio, and video. Social media plays a major role in disseminating news and promoting citizen journalism content.

Since the general public has 24/7 access to technology, citizens are often the first on-scene for breaking news, getting these stories out more quickly than traditional media reporters. However, unlike professional journalists, citizen journalists may not have conducted the same background research and source verification, which can make these leads less reliable.

Citizens are able to contribute content, in one form or another, to existing professional news sites. This collaboration can be seen through readers posting their comments alongside stories written by professional reporters, like a 21st-century version of a letter to the editor. To prevent obscene or objectionable messages, many websites require readers to register in order to post.

Readers are also adding their information to articles written by professional journalists. For instance, a reporter may do an article about disparities in gas prices around town. When the story appears online, readers can post information about gas prices in areas not covered in the original story and even offer tips on where to buy cheaper gas.

This collaboration allows both citizen and professional journalists to craft a story together. Reporters might even ask readers with expertise in particular areas to send them information on that topic or even do some of their own reporting. That information is then incorporated into the final story.

**Department of journalism**

**REMEDIAL CLASSES**

**III SEM BA**

**RESOURCE PERSONS: ABHIRAMI C K**

**SCHEDULED DAYS: NOVEMBER 2023**

**DURATION: 03 Hours**

**Teaching and Evaluation:**

- ✓ Lecture / PPT
- ✓ Quiz

# INDIAN ACADEMY

Degree College - Autonomous

Department of journalism

Second Internal

## III SEM B.A REMEDIAL CLASS ATTENDANCE DETAILS

News Reporting and Analysis

SL.NO	NAME	18/12/23	19/12/23	20/12/23
1	Afreen	✓	✓	✓
2	Nishanth	✓	✓	✓

Signature of Faculty

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# News Reporting and Analysis

## Unit III

### Writing News

#### LEAD

A lead is defined as the opening paragraph of a news story which is crisp and has the role of grabbing the reader's attention. It is an outline of what will follow in the subsequent paragraphs in detail.

All lead writers follow the 5Ws (WHAT, WHEN, WHO, WHERE, WHY) and 1-H (HOW) approach. Having already read the headline, one wants to know more about the story. This quest for knowing more decides the content of the lead. The four- Ws (who, what, where, when) -and -one- H (how) technique is employed to convey the factual details of the story.

The why, however, helps in getting to the core of the issue and its reason for happening.

- WHO: This involves giving answers to questions such as 'Who all are involved?'
- WHAT: 'What is the story all about?' type questions govern this component of the lead.
- WHEN: Information about the date and time of the happening of the story or the scheduled date and time of the event constitutes this part of the lead.
- WHERE: The place of the event is also to be included.
- WHY: Facts about the reason for the occurrence of certain things or events are also mentioned in the lead so that the quality of the story is enriched.
- HOW: Giving answers to questions such as 'How the series of events unfolded?' constitutes this part of the lead.

#### Types of Lead

##### 1. Summary Lead

Its objective is to convey main idea of the story to the reader. It covers most of the 5-Ws and 1-H and may also give an idea of what is likely to happen in future. A professional reporter would ensure that the main points of the story are covered in the lead. Failure to do so results in a situation known as buried lead or delayed lead which is thought to be the proof of the reporter's inability to determine the significance of the story. It needs to be emphasized that the lead is the opening paragraph in hard news stories but not necessarily in feature stories wherein the lead is kept generally in the middle of the main body of the story. The idea is to add an element of surprise to it.

##### 2. Descriptive Lead

As the name suggests, this type of lead is more descriptive and explanatory. It is used to explain a person, or a scene or an event in detail in response to where and who questions. A well-written descriptive lead is a picture-in-words description giving the audience a feeling of being on the spot where the news happened.

### 3. Question Lead

It is said that newspaper readers look for answers in a story. Hence leads posing questions are generally avoided. However, a proactive question can be used to generate interest and the answer to which is found in one or more of the following paragraphs making the body of the story.

### 4. Punch/Caption Lead

In this type of lead, strong verbs and direct sentences are used with the objective of creating maximum impact. Such an impact is achieved by jolting the readers with action words written in a simple way.

### 5. Quotation Lead

Quotes provide colour and credibility to the story by recording the facts as they come from the news maker. But quotes are generally paraphrased to drop the words which may decrease the story's impact. The other objective of paraphrasing is to save the newspaper space and so also the reader's time. However, no paraphrasing is allowed at the cost of intent and the meaning of the quote that is generally intended to add an element of interest such as surprise, humour, contrast or compassion to the story.

### 6. Contrast Lead

This type of lead is based on drawing comparisons between two situations. Such comparisons between what was happening then and what is happening now, between old age and youth or even between what is happening elsewhere and what is happening here—the location of news event.

### 7. Staccato Lead

Staccato lead is used when the time element is at the prime focus and the most important information is in the last line. To communicate the progression in time, a series of phrases with recurring punctuation marks are used. Its structure is similar to that of a descriptive lead.

**Hard news and soft news:** There is some news which depicts the event as such. That is, the news on flood, accident, earth quake are given in a very specific way without much comments and analysis. These types of news are called hard news. There are some other categories of news where a lot of interpretations, perspective, and analytical explanations are provided with. These types of news are called soft news. Features and Middles come under this category.

**FEATURES:** A Feature story is a piece of news item written with a particular intention. So, it can be rather subjective as the writer enjoys more freedom to insert his or her personal views in it, in contrast to a news story where only objective facts are meant to be passed to the audience. In an ordinary news story, the reader can never pass on any special comments of his own as it is not permitted. His duty is to inform an event as such as it really happened. But, in feature writing, personal comments on a particular topic are entertained, along with anecdotes, quotations etc added to it so as to highlight the views of writer.

The intention could be to inform, or entertain or both, i.e. inform (information + entertainment). In feature writing, the topic need not necessarily be on a current issue. It could be of any general topic of interest. So, the factor of updating needed for news story never comes here.

### **PRESS RELEASE OR NEWS RELEASES OR HAND OUTS**

Signed or unsigned statements issued by a government departments, civic body, political party, institution or organization released to the press is called press release, press note or press handout.

What is Press Release/News Release?

A press release is an official statement (written or recorded) that an organization issues to the news media and beyond. Whether we call it press release, & press statement, a news release or a media release.

While the heading should contain action verbs, the first paragraph should answer the "who," "what," "why," and "where." The press release should also contain understandable language and a quote.

Most press releases are succinct at just a page long – two pages tops. Ultimately, companies want to provide enough information so that news outlets have sufficient material for publishing their own stories about whatever the company is announcing in the release.

One thing to remember is that press releases live in the public domain, which means your stakeholders and customers can see them.

So, instead of thinking of a press release solely as a ticket to earning news coverage, consider it as a valuable piece of marketing content.

While there's no cut-and-dried formula for what a press release should include, here are a few types of occasions to help you carve out a focus for your press release and determine what content would help you broadcast your news in the best way:

## **NEWS VALUES/ELEMENTS:**

### **Writing A News Story**

News story is any updated piece of information in newspapers. It has to be accurate and unbiased. Outdated information loses the worthiness or the value of the news story. News stories are collected by the reporter and scrutinized by the editor. All the news stories that turn up on the editor's desk may not necessarily appear in the newspaper. The news value of a news story is taken in to serious account. There are lot of factors that determine the news value or the news worthiness.

### **Impact or Outcome**

If the consequence of an event or an issue affects a large number of people, it becomes news. A bus mishap killing twenty people has more news value than a bike accident killing one person.

### **Timeliness**

Timeliness determines the value of news. A bank robbery of two crore rupees that happened one week before, has less news value compared to the same worth fifty lakhs or around an hour before. The nearness of the time is always considered to be significant.

### **Proximity**

The factor of proximity suggests the nearness of the place where an incident occurs. An earth quake in Africa is of less newsworthy for Indians, compared to a tremor of same magnitude in any part of India.

### **Prominence**

Even an ordinary event associated with a prominent public figure carries high news value. The picture of morning walk of American president in Delhi during his visit in India or a quarrel between two ministers has big news value to occupy in the front page of a newspaper

### **Conflict**

Does it involve some kind of disagreement or fight?

### **Weirdness/Oddity/Novelty**

Unusual events are always news worthy. A tree of dates in Kerala, a cat killing a dog etc. evokes news value. There is a general statement regarding the novelty of the news, which goes like: if a dog bites a man, it is not news, but if a man bites dog, it is news because there is strangeness in it. The novelty creates wonder in readers.

### **Currency**

Is it related to something people are talking about or interested in?

### **Human Interest**

The incidents of crime, sex scandals especially of public figures, the presence of mysteries in some events etc. is of perennial human interest so that such news gets maximum frequency

## **Types of Press Release/News Release**

1. New Product Launches
2. Mergers and Acquisitions
3. Product Updates

4. Events
5. Grand Openings
6. New Partnerships
7. Rebranding
8. Executive Promotions/Hiring
9. Awards

- *Product Launches*

The product launch type of press release is valuable to get the word out about the new solutions your organization is offering to consumers.

It should emphasize the product's specs, pricing, availability, and any other details that may be valuable to consumers.

- *Mergers and Acquisitions*

Organizational change is noteworthy enough to warrant a press release, especially for informing current and future stakeholders about the growth and trajectory of a company.

To announce an acquisition or merger, include details about all organizations involved, information about the merger or acquisition, and quotes from the leadership teams.

- *Product Updates*

Similar to a new product launch, product updates and expansions are also ripe for promotion. Explain what the change is, why it was made, and how it benefits the user.

Events.

#### **PRESS CONFERENCE OR BRIEFING:**

A formal conference of pressmen invited by a dignitary in which after initial announcement he answers questions of newsmen. It is also called news conference.

Press briefing is similar to press conference in that newsmen are told something and they can ask questions. The difference is that briefing is done by a spokesman who is authorized to make a statement and answer questions on behalf of a dignitary, department or party. Thus though there is a very thin dividing line between them press conference sounds more formal while briefing is less formal.

#### **FREELANCE JOURNALIST**

Unlike journalists on payroll, freelance journalists cover a wide range of topics without being tied down to one set publication. They can choose to specialize in a single topic or cover just about everything.

They suggest their own story ideas to the editors and if they get approved, they go about writing them for submission. Since they are freelancers, they can work for more than one publication at a time, opening up numerous options. It can be a competitive industry and it is important to establish the right contacts in order to get jobs that may otherwise not be widely advertised. It is also crucial that freelance journalists stay up to date with the current news and stories so they know what to report and when.

### **YELLOW JOURNALISM:**

**Yellow journalism** and the **yellow press** are American terms for journalism and associated newspapers that present little or no legitimate well-researched news while instead using eye-catching headlines for increased sales. Techniques may include exaggerations of news events, scandal-mongering, or sensationalism. By extension, the term *yellow journalism* is used today as a pejorative to decry any journalism that treats news in an unprofessional or unethical fashion.

In English, the term is chiefly used in the US. In the UK, a roughly equivalent term is *tabloid journalism*, meaning journalism characteristic of tabloid newspapers, even if found elsewhere. Other languages, e.g. Russian sometimes have terms derived from the American term. A common source of such writing is called *Checkbook journalism*, which is the controversial practice of news reporters paying sources for their information without verifying its truth or accuracy.

# News Reporting and Analysis

## Unit IV

### Reporting

#### Crime News

The word "journalism" is derived from the French word "journal," meaning "daily." Crime reporting in journalism involves the release of crime news, or information to the public. Crime reporting in journalism consists of printed or broadcast journalistic pieces containing detailed information about criminal activity.

Crime reporting is the first form of journalism. It is the act of writing and publishing stories about crime. Crime reporters are often the first to arrive at the scene of a crime, and they work to get the story out to the public as quickly as possible. In many cases, crime reporters can write about crimes that have not yet been solved, which can help lead to tips and arrests.

Crime is a universal concern and stories about crime capture our attention like no other type of story. It also provides an important service to the public and keeps us informed about what is going on in our communities. In addition, crime reporting can help solve crimes by providing information that leads to the arrest and conviction of criminals.

Junior reporters cover crime as well, but it is a very serious and specialized position. If you're interested in a career in journalism, consider specializing in crime reporting. It's a fascinating field with endless possibilities for impactful stories.

#### Roles of Crime Reporting

'Crime' is one of the most important beats of journalism. Crime reporting is required for the society. Now, we'll discuss the important roles of crime reporting.

- To create awareness: Reporting crime is required to make the people aware of different types of crime, criminals and their modus operandi. Many crime news stories inform us about the threats of different criminal gangs active in a particular area.
- To educate: Sometimes, crime news stories may educate the people. They provide new facts and knowledge.
- To inform : Many a times crime news inform us about what to do what not to do. For example, if a crime story tells about the Delhi Police's campaign of checking pollution certificates and fining the violators, it'll inform the citizens of Delhi in advance so that they can check their vehicles' pollution certificates and follow the rules to avoid paying penalty.

- To motivate- Sometimes crime news motivates the public to become sensitive to crime and related social issues. Recall the incident of gang rape in 2012 in South Delhi. Reporting of this incident had created a mass movement that made the common people sensitive to horrible and violent crimes against women.
- To expose: Crime reports expose the criminal elements of the society and those who want to keep information secret. In this situation, investigation plays a major role in reporting crime. In many cases, police, bureaucrats, politicians etc. want to hide several information and this is where the role of crime reporter starts.

### **Trends**

After the emergence of 24X7 television journalism, the presentation of news has drastically changed especially in the case of crime news. Here, we will discuss some trends in reporting and presenting crime stories. These trends can be classified into two categories: positive trends and negative trends. Let us start with the positive trends.

#### **Positive Trends:**

1. More informative: Nowadays, in crime stories, journalists want to cover every dimension and aspect of the story. More research is used in presenting crime news.
2. More investigative: Investigation is crucial for crime reporting. Nowadays we can see more investigation and angles in crime reporting.
3. More Engaging: The presentation of crime stories has become more engaging. On television and online platforms (videos), crime reports are now presented with sound effects, visual effects, animations and graphics. Recreation of events is also used in crime stories.
4. Speedy: Now we are living in the world of advanced information technology where information reaches us at a very quick pace. Television and online media provide crime news and their updates immediately.
5. Follow up: Every reader or viewer wants to be more updated about the incidents of crime happening in and around their area. News organizations fulfill this desire by following up on the crime incidents from the spot to the court.

#### **Negative Trends:**

1. Dramatization: To attract more readers or viewers, often dramatization is used in the presentation of crime news. You can watch many crime shows on television news channels produced with full of dramatization.

2. Exaggeration: In this era of fierce competition, crime stories with exaggerations are used to attract readers or viewers. This trend, however, puts the credibility of the news at stake.
3. Sensationalization: These days, sensationalized crime reports are quite common. This tendency defeats the purpose of serious and ethical journalism.
4. Media Trail: Media trial is a major problem of crime journalism. Many a times the media presents an accused as guilty much before the actual judgement of the court. It is against the principles of journalism. An accused is only an accused until the court considers him or her guilty.
5. Telephonic Reporting: Collecting information from ground zero is always the best way of crime reporting but the tendency to get information on telephone is increasing among the crime reporters due to various reasons. This can lead to loss of credibility.
6. Complete dependence on police diary/record: Police diary or record is one of the main sources in crime reporting but complete dependency on it is not advisable for a good crime reporter. Reporter's own investigation and analysis are must for fair reporting. But these days trend of police diary based reporting is increasing.

### **Investigative Journalism**

Investigative Journalism is a form of journalism in which reporters go in-depth to investigate a single story that may uncover corruption, review government policies or of corporate houses, or draw attention to social, economic, political or cultural trends. An investigative journalist, or team of journalists, may spend months or years researching a single topic. Unlike conventional reporting, where reporters rely on materials supplied by the government, NGOs and other agencies, investigative reporting depends on material gathered through the reporter's own initiative. The practice aims at exposing public matters that are otherwise concealed, either deliberately or accidentally.

Investigative journalism requires the reporter to dig deeply into an issue or topic of public interest. 'Public interest' refers to a quality whereby a community will be disadvantaged by not knowing this information, or will benefit (either materially or through informed decision-making) by knowing it. Sometimes, information that benefits one community may disadvantage another. For example, forest-dwellers can demand better prices if they know the market value of trees that logging companies want to fell. Of course, the logging industry does not want this information revealed, as tree prices will rise. An entire country need not be affected by the story and indeed, 'public interest' is often differentiated from 'national interest'. Latter term is sometimes used by governments to justify illegal, dangerous or unethical acts or to discourage journalists from reporting on a significant problem.

Investigative journalism is not instantaneous. It develops through recognised stages of planning, researching and reporting, and has to adhere to accepted standards of accuracy and evidence. The base of an investigative story is the proactive work of a journalist and, where resources permit, his or her team. After receiving a story tip, journalists develop hypotheses, plan additional research, decide on the relevant questions, and go out to investigate them. They must compile evidence by witnessing and analysing answers for themselves, such that they go far beyond simply verifying the tip. The final story should reveal new information or assemble previously available information in a new way to reveal its significance. A single source can provide fascinating revelations, access to insights and information that would otherwise be hidden. But until the story from that source is cross-checked against other sources – experiential, documentary and human – and its meaning is explored, it does not classify as investigation.

Investigative journalism can be time-consuming, expensive and risky. And often, investigative journalists need to convince their editors that it is worth undertaking when day-to-day events can produce a perfectly satisfactory newspaper. So why is investigative journalism worthwhile, and what are the primary objections to it?

In transitional countries, the owners of newspapers may believe investigative journalism to be a product of 'Western' culture, and it would not work in a developing country. But this practice does not always require extensive time and financial resources. There are examples of watchdog reporting where journalists have generated great investigative stories based on sheer determination and commitment.

Furthermore, investigative journalism helps build democracy. Reporting that never investigates beyond official releases allows those in power to set the agenda. And this type of news is made from the top down. Democratic principles, including popular participation, accountability and transparency of government, fail when media does not ask tough questions or provide information and analysis that investigates beyond the claims and counter-claims of competing factions. For the life of democracy, investigative journalism is the right thing to do.

# INDIAN ACADEMY

Degree College - Autonomous

Department of journalism

REMEDIAL CLASSES

V SEM BA

RESOURCE PERSONS: ABHIRAMI C K

SCHEDULED DAYS: DECEMBER 2023

DURATION: 03 Hours

Teaching and Evaluation:

- ✓ Lecture / PPT
- ✓ Quiz

Signature of Faculty

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# INDIAN ACADEMY

Degree College - Autonomous

## DEPARTMENT OF JOURNALISM

2023-2024

First and Second Internal Examination

November – December 2023

ODD SEMESTER

REMEDIAL CLASSES

MR. ROSHAN. RAJ.

# INDIAN ACADEMY

Degree College - Autonomous

Department of journalism

V SEM B.A REMEDIAL CLASS ATTENDANCE DETAILS

Introduction to Digital Media-PAPER 1

SL NO	Name	28/11/23	29/11/23	30/11/23
1	Bharath	✓	✓	✓
2	Monica	✓	✓	✓
3	Rachana	✓	✓	✓
4	Deepa K Nair	✓	✓	✓

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# Introduction to Digital Media

## UNIT I

### DEVELOPMENT OF THE COMPONENTS OF THE COMPUTER

In the world of technology, computers have become an integral part of our daily lives. These complex machines consist of various components that work together to perform tasks rapidly and efficiently. Over the years, significant advancements have been made in the development of these components, resulting in faster, smaller, and more powerful computers. In this class note, we will explore the evolution and development of the essential components of a computer.

#### **Central Processing Unit (CPU):**

The CPU, often referred to as the brain of the computer, has undergone remarkable changes since its inception. Initially, CPUs were large, bulky, and operated at slow speeds. However, with advancements in semiconductor technology, CPUs have become significantly smaller, more efficient, and capable of executing complex calculations at incredibly high speeds.

#### **Memory:**

Memory is another crucial component that has seen tremendous development. Earlier computers relied on magnetic core memory, which was slow, expensive, and had limited capacity. However, the invention of dynamic random-access memory (DRAM) revolutionized computer memory. DRAM offers faster data access times, higher capacity, and lower costs, making it ideal for modern computers.

#### **Storage:**

The development of storage devices has played a vital role in the advancement of computers. Initially, computers utilized large and bulky magnetic tape drives or floppy disks for storing data. Eventually, hard disk drives (HDD) became the standard for computer storage, offering higher capacities and faster read/write speeds. However, solid-state drives (SSD) have emerged as a game-changer due to their incredible speed and reliability, albeit at a higher cost.

#### **Graphics Processing Unit (GPU):**

GPUs have experienced significant development, particularly with the rise of gaming and multimedia applications. Originally designed for rendering graphics, GPUs are now extensively used in scientific research, machine learning, and artificial intelligence. Modern GPUs are built with hundreds or even thousands of cores, providing immense processing power for demanding applications.

#### **Input and Output Devices:**

Input and output devices have evolved to become more user-friendly and efficient. The early days of computing saw simple text-based input and output mechanisms. However, the development of graphical user interfaces (GUIs) and peripherals such as keyboards, mice, monitors, and printers have greatly enhanced the usability and functionality of computers.

#### **Networking:**

Networking capabilities have transformed how computers communicate and share information. The development of Ethernet and wireless technologies has enabled seamless connectivity, allowing computers to interact and share resources over local area networks (LANs) and the internet. Moreover, the introduction of mobile computing has further expanded the possibilities of computer networking. The development of computer components has been a continuous and ongoing process, driven by the need for faster, smaller, and more powerful systems. As advancements in technology continue, we can expect further improvements in the capabilities and performance of these components. Understanding the evolution of computer components helps us appreciate the incredible progress made in the field of computing and prepares us for the exciting possibilities that lie ahead.

### EFFECTS OF DIGITAL MEDIA

The effects of digital media impact society at the micro as well as the macro levels. Issues about cybercrime, security, privacy, surveillance, online hate, disinformation, misinformation, and digital addiction are inherent when we discuss the effects of digital media.

#### **Cybercrime and Security**

Although, the advent of digital media has revolutionised the media playfield along with altering our personal and professional lives considerably, yet it has also let loose a set of crimes related to the digital forum, such as cyber-attacks, identity theft, cyber theft, online scam, etc., affecting personal security of individuals as well as the national security of various nations.

While online scams, identity theft, and cyber theft pose a significant threat to individuals while trading identities on social media sites and e-commerce platforms, cyber warfare and national-level cyber-attacks have affected governance at a greater level.

Cyber intrusions and attacks have increased dramatically over the last decade, exposing sensitive personal and business information, disrupting critical operations, and imposing high costs on the economy. India became the second most affected country by cyber-attacks between 2016-2018. Cyber fraud and deception in the form of email scams, phishing, identity theft have become prominent in India as well some of the notable cases are the Union Bank of India Heist in July 2016, Wannacry Ransomware in May 2017, Data Theft at Zomato in May 2017, Petya Ransomware in June 2017. In 2018, the Cosmos Bank Cyber-Attack in Pune, hacking of the Canara bank ATM, etc. were the major cyber-attacks of the year. In 2019, Pegasus Attack was one of the most prominent cyber-attacks which targeted Indian journalists, lawyers, and human rights activists.

Digital India Mission and increasing cyber security concerns have transformed this area into a multi-billion-dollar industry, currently valued at \$4.5 billion and expected to reach \$35 billion by 2030. In the present scenario, the three sectors which are heavily invested in cyber security efforts are the Government, Information and Technology Services, and Banking in India. In 2018, the Government of India came up with the National Cyber Security Policy, in consultation with all relevant stakeholders, user entities, and the public. The policy aims at facilitating the creation of a secure computing environment and enabling adequate trust and confidence in electronic transactions and also guiding stakeholders' actions for the protection of cyberspace.

#### **Privacy and Surveillance**

According to 2019, Forrester Global Map of Privacy Rights and Regulations: "Regulations that allow governments to access personal data of citizens are still undermining the overall privacy protections that certain countries offer their citizens."

India has been named as a country with minimal restrictions in terms of data privacy and protection where government surveillance is a matter of caution alongside countries with high-level government surveillance, such as China. According to industry experts, lack of constitutional provisions that enable monitoring of government activity could be one of the primary reasons for the high level of government surveillance.

#### **Online Hate**

The umbrella term of online hate encompasses cyber bullying hate speech, and online sexual harassment, which are highly dominant amongst adolescents and teenagers across the world.

Young people, who increasingly integrate many forms of social media into their intimate, social, and political lives, produce, are exposed to, and combat hate speech online. Further, they do so in a context where what constitutes hate speech, and what is recognised as racism, are critical dimensions of Digital Media and Society online engagement and discursive interaction.

Cyber bullying is a kind of harassment that uses electronic forms of contact. Bullying can include posting rumours about a person, threats, sexual comments, disclosing victim's personal information, or hate speech. Victims of cyber bullying show lower levels of self-esteem, increased suicidal tendencies, retaliation, and emotional breakdowns, and are also more prone to being frustrated, angry, or depressed. Many studies have shown that cyber bullying can be as harmful as traditional forms of bullying.

Anonymous chat rooms are popular among teenagers to make new friends and talk to different kinds of people. However, this modern twist to penpals comes with grave risks. Bullies hide behind the anonymity clause of websites to often target kids, either to make sexual and lewd comments or even send inappropriate content without their knowledge.

A need to combat online hate needs to be kept in mind by all the stakeholders involved, including the government, teenagers and parents, and appropriate steps taken towards the same.

#### **Characteristics of Millennials**

Millennials, or Generation Y (born in the 1980s and 1990s) and Generation Z (born in the 2000s) were the first generations to grow up with computers, the Internet, and smartphones as integral parts of their everyday lives. These "digital natives" spend an average of more than seven hours a day online, on their smartphones, or multiple devices at the same time (PC, laptop, tablet, and wearables).

The emerging digital media users are more active. While traditional media is consumed passively, consumers now have enhanced opportunities to share content, engage with content creators, participate in content, or even facilitate or sponsor content creation.

The millennial customer journey is highly influenced by technology, more so than any other generation. Millennials rely on having digital experiences with their banks than personal ones. Compared to older generations, millennials are most likely to use online- and mobile-banking channels due to easy-to-use websites and great apps. Technology equals convenience for millennials. Investing in millennial engagement involves finding the right balance between traditional and digital experiences. As the world becomes increasingly more digital, opportunities to exceed millennial expectations and prepare brand marketing for Gen Z consumers will grow.

Traditional advertising tactics do not influence millennials. There is a new method of operation in response to millennials' distaste for advertising as well as their increased social-media use and thirst for new technology. This powerful triad compels brands to keep pace with the latest trends in digital marketing. A shift from traditional media to digital media is a prerequisite, mainly social media websites and marketing on blogs and recommendation websites.

### **Communication: Dynamics of communication in CMC and Cohesive Force of online group**

Computer-Mediated Communication (CMC) refers to the exchange of messages between two or more people using electronic media. Since it is non-face-to-face, different dynamics come into play than in face-to-face communication. These dynamics may not always be evident but have a profound effect on the nature of communication. In this context, dynamics refer to the factors that shape communication. These factors can be classified into three categories:

1. **Media:** The medium used for communication plays a vital role in determining its dynamics. The use of text-based communication such as email and chat requires greater spelling and grammar skills. On the other hand, visual cues such as video conferencing and virtual reality enable us to communicate more effectively.
2. **Culture:** Communication norms and behaviors vary based on culture. Cultural differences can influence the way we interpret and understand information, ultimately affecting our ability to communicate effectively.
3. **Technology:** Technological advancements have brought about a shift in communication patterns and even created new ones. Social media, for example, has transformed the way we share information and interact with each other.

The Cohesive Force of online groups relates to the degree to which group members are attracted to one another and share a bond. It is measured by the extent to which group members share a common goal, have well-defined group boundaries, and have frequent interactions. Some of the factors that contribute to cohesive force in online groups include shared interests and goals, frequent communication, supportive and respectful communication, and the presence of a strong leader.

## UNIT II

### DIGITAL MEDIA CHARACTERISTICS

- Characteristics of Digital Media: Digital, Interactive, Hypertext, Virtual, Dispersion, Telepresence,
- Understanding Credibility of Digital Media, Credibility Building Process, Net Neutrality, Mobile Revolution, Digital Literacy, Convergence,
- Digital Divide, Revolution in Communication, Cultural practices as differences.

Social Media Networks are examples of New Media which are Digital, interactive, hyper-textual, globally networked, virtual and sometimes based on simulation. These are the six key characteristics which distinguish New Media from old media.

This post provides further information and elaboration on these six key features of New Media.

#### **Digital**

With the growth of digital technology in the 1990s, the vast majority of information is now converted, stored and transmitted as binary code (a series of 1s and 0s.). Qualitative information has today become 'digitalised'.

Digitalisation what allows so much information to be stored in compact hard disks or micro memory cards and it is also what allows for the near instantaneous transmission of information via cable and satellite.

Digitalisation has also resulted in 'technological convergence', or the convergence of different forms of information (text, audio and visual) into one single 'system' – most web sites today offer a fusion of text and audio-visual information, and our mobile devices allow us to perform a variety of functions – not only reading text and watching/ listening to videos, but also searching for information, sending messages, shopping and using GPS functions.

Analogue is the opposite of digital. It is stored in physical form and examples include print newspapers, records, and old films and T.V. programmes stored on tape.

#### **Interactivity**

'Old media' tended to be very much a 'one way' affair, with audiences on the receiving end of broadcasts, for the most part able to do little else that just passively watch media content.

New Media however is much more of a two way affair and it allows consumers and users to get more involved. It is much more of a two way form of communication than old media.

Increased interactivity can be seen in simple acts such as liking a Facebook post or commenting on news piece or blog. However some users get much more involved and create their own blogs and videos and actively upload their own content as 'prosumers'.

New Media seem to have fostered a more participatory culture, with more people involved and the roles between consumer and producer of media content becoming ever more blurred!

#### **Hypertextual**

Hypertext, or 'links' are a common feature of new media, which allows users more freedom of choice over how they navigate the different sources of information available to them.

In more technical terms, links in web sites offer non-sequential connections between all kinds of data facilitated by the computer.

Optimists tend to see this feature as allowing for more individualised lifestyle choices, giving users the chance to act more independently, and to make the most of the opportunities new media markets make available to them.

#### **Global Networks**

Digital Media has also facilitated cultural globalisation – we now interact much more globally and via virtual networks of people rather than locally.

These networks allow for 'collective intelligence' to increase – they allow us to pool our resources much more easily and to draw on a wider range of talents and sources of information (depending on our needs) than ever before.

NB one question to ask about networks is what the main hubs are, through which information flows. This has implications for power.

#### **Virtual Worlds**

New Media presents to us a very different reality from face to face to 'lived reality' – for most of us this means a very fast paced flow of information with numerous products and people screaming for our attention.

However, this situation has only existed since the mid-2000s, and it must be remembered that New Media reality is virtual reality.

This is especially true when it comes to social media sites which give users the opportunity to present themselves in any way they see fit, and while most users don't go full Cat Fish, most people choose to present only one aspect of themselves.

### **Simulation**

Simulation goes a step beyond the 'virtual' nature of New Media as usual. Simulation is most obviously experienced computer games which provide an immersive experience for users into a "virtual life" that is simulated through digital technology.

These virtual worlds are synthetic creations that ultimately rely on algorithms which set the parameters through which events in the gaming environment unfold.

Examples today include not only online RPG games, but also driving and flight simulations.

### **UNDERSTANDING CREDIBILITY OF DIGITAL MEDIA, CREDIBILITY BUILDING PROCESS, NET NEUTRALITY, MOBILE REVOLUTION, DIGITAL LITERACY, CONVERGENCE**

Digital media refers to information shared, communicated, or distributed through online platforms such as websites, social media, and digital news outlets. Credibility refers to the trustworthiness and reliability of the information provided by digital media sources. It is important to critically evaluate the credibility of digital media to ensure accurate and trustworthy information consumption. Concerns about the credibility of sources and information certainly pre-date the advent of digital media. The need to teach young people to critically appraise information has long been a part of educational efforts, under various monikers such as literacy training and critical thinking.

In many ways, the core skills and issues in this domain are the same today as they were before the recent rise in digital technologies. As argued elsewhere, digital media have not so much changed what skills are needed to evaluate the credibility of information as they have changed the need for people to know how and when to exercise those skills.

Digital media do, however, present new challenges for information consumers, and have in many ways shifted the burden of information evaluation from professional gatekeepers to individual information consumers. Accordingly, several scholars have addressed the question of what is new about digital media that makes the need for effective critical evaluation more pressing today.

This discussion focuses on why digital media present special problems with regard to credibility and credibility assessment, including the quantity and access of information afforded by digital media technologies, the lack of gatekeepers and quality control standards, source and context ambiguity, convergence of information and media channels, disintermediation, and shifting norms and expectations for information retrieval and processing. These functions are examined next. Special Circumstances of Digital Media and Credibility Today, few question the notion that digital, networked media have profoundly changed the information landscape, as well as the means of social interaction. Perhaps the greatest change

### **Credibility Building Process:**

Title: Credibility Building Process of Digital Media

Digital media plays a vital role in shaping public opinion and disseminating information. In today's digital age, it is crucial for digital media platforms to establish credibility to gain the trust of their audience. This class will explore the credibility building process of digital media and discuss strategies that can be employed to enhance credibility.

#### **I. Understanding Credibility:**

1. Definition of credibility in the context of digital media.
2. Importance of credibility in building a loyal audience base.
3. Factors that influence credibility (source expertise, accuracy, transparency, etc.).

#### **II. Establishing Source Expertise:**

1. Demonstrating industry expertise through well-researched content.
2. Incorporating authoritative sources and citations to support claims.

3. Providing a clear and prominent "About Us" section that showcases the team's credentials and experience.

#### III. Ensuring Accuracy:

1. Fact-checking and verifying information before publishing.
2. Removing biases and providing balanced perspectives.
3. Encouraging feedback and correcting any errors promptly.

#### IV. Promoting Transparency:

1. Being transparent about the platform's ownership and potential conflicts of interest.
2. Clearly stating sources of revenue and how they may influence content.
3. Implementing editorial policies and guidelines to ensure fairness and transparency.

#### V. Engaging with the Audience:

1. Encouraging active participation and feedback from the audience.
2. Responding to comments and addressing concerns promptly and courteously.
3. Building a sense of community through social media engagement and open discussions.

#### VI. Showcasing Ethical Values:

1. Upholding ethical standards in content creation and distribution.
2. Respecting privacy rights and seeking informed consent when using user-generated content.
3. Avoiding clickbait headlines and sensationalization for the sake of engagement.

#### VII. Building Partnerships and Collaborations:

1. Collaborating with credible individuals, organizations, and experts in the field.
2. Sharing content cross-platform to increase visibility and reach.
3. Promoting and supporting other trustworthy sources within the digital media landscape.

Establishing credibility in digital media is an ongoing process that requires consistent effort and a commitment to providing accurate and reliable information. By following these strategies, digital media platforms can enhance their reputation, foster trust among their audience, and ultimately contribute to a more informed and empowered society.

#### NET NEUTRALITY:

Net Neutrality is a principle, which states that all traffic on the internet should be treated equally and there should be no discrimination by Telecommunication companies/Internet Service Providers. The service providers should not differentiate this service with different forms and categories of traffic on the internet.

With the recent Telecom Regulatory Authority of India's (TRAI) decision on net neutrality recently, let's take a look at the Net Neutrality debate.

#### How can Net Neutrality be categorised?

- All the data on the internet flows in the form of bits of zeroes and ones.
- The components of net neutrality say that all these bits of traffic are equal, so internet service providers (ISPs) should not differentiate these bits of data based on their content; usage, the users, or based on the website.
- Which means there should not be any discrimination from the service providers by differentiating one set of data or one set of bits and pieces from the other.
- This explains the entire concept of net neutrality for IAS Exam and its three stages – Prelims, Mains & Interview.

#### What does net neutrality stand for?

The system of net neutrality is in place since the beginning of the internet and is followed in time and in different parts of the world. It stands for:

- Equal access to all sites
- Same data cost to access a site (there should be no price differential)
- **No zero-rating** (Read about it below)

#### Mobile Revolution:

When the public mobile phone was first invented in the 1940s (Farley, 2005) it did not have the advanced design and capabilities that it has now. Additionally, due to the restrictions that the early mobile phone faced imposed by the Federal Communications Commission (Farley, 2005), commercial use of the mobile phone by the general US population was heavily forestalled. The first mobile phone in the US came in the form of a pay-phone that was available for use on the *Metroliner* train service running between Washington DC and New York city (Farley, 2005). This mobile phone allowed

passengers to place calls while in-route at 160 kilometers per hour (Farley, 2005). It wasn't until 1973 that Martin Cooper, who was working at Motorola, invented the first handheld cell phone (Farley, 2005). Although the demand for such technology was present, the FCC's inability to grant approval for commercial use greatly impacted the mobile phones ability to grow (Farley, 2005).

Nevertheless, cell phone popularity in the US continued to flourish reaching a total of 1,300,855 customers by 1987 (Farley, 2005). On August 15, 1996, another great breakthrough for the mobile phone took place when Nokia introduced the Communicator, which meshed the mobile phone and the handheld computer together (Farley, 2005). Equipped with a QWERTY keyboard, the Nokia Communicator allowed individuals to send and receive faxes, check email messages, and visit the Internet (Farley, 2005). However, because cellular networks were optimized for voice and not data at the time, effectiveness of such tasks was limited (Farley, 2005). Nevertheless, by the mid-1990s, when mobile phones became smaller and practical, data became the central interest for many system designers (Farley, 2005). Since then, several new revolutionary applications and services have been combined with the mobile phone. Such revolutionary applications and services include Java, Multi-Media Messaging (MMS), Music, TV, GPS, etc. (Wilcox, 2005). As a result of such new revolutionary applications, the popularity of the mobile smartphone started to take off.

Currently, the mobile phone continues to remain revolutionary especially in the area of social movements. Combined with the steady climb of social media, the rise of the mobile phone and social media have coupled together to contribute to augmented reality (Jurgenson, 2012). Augmented reality is the process of linking the power of the digital (creating and disseminating networked information), with the power of the physical (occupying geographic space with flesh-and-blood bodies) to create an atmosphere of augmented revolution (Jurgenson, 2012). This phenomena, can be observed through past social movements such as the UK Riots, Arab Spring, Occupy and several other protests which are essentially big gatherings of digitally-connected individuals in a physical space that have become the new norm (Jurgenson, 2012). For example, through being connected by the intersection of both the physical and the digital, Egypt protest organizers, were able to effectively mobilize massive numbers of people by distributing information online about how to deal with tear gas and how crowds should effectively move about the city (Jurgenson, 2012). Therefore, simply deeming social movements such as the Arab Spring as a "Twitter Revolution", fails to account for the role the physical (society) as well as the digital (technology) play in augmented reality (Jurgenson, 2012), in which both humans and media merge together to create change.

Additionally, if there is anything from the history of the mobile phone that we can take away, is that usage of the mobile phone will continue to grow and provide breakthrough changes in society. With the increased availability of mobile phones by the majority of the US population (77% of US adults reported owning a smartphone in 2016) (Rainie and Perrin, 2017), the kind of growth and breakthrough changes that will occur will be of great significance. Additionally, as society continues to develop and experiment with wearable network devices such as Apple Watch and Fitbit (mostly all connected to mobile phones), it can be certain that more of our technology in the future will be wearable from the outside and perhaps even from the inside as well (Gee, Time, 2017).

Moreover, with the emergence of online-social-mobile communication technologies revolutionary ability to cater to individual personalization, I believe that in the future, wearable network devices will take personalization to the next level. For example, as describe in Time magazine, wearable technology will serve individual needs in a more personalized way by providing individuals with content they need before they even know they need it (2017). By examining things such as a person's tears or mood through special sensors, wearable technology will predict and thus feed humans more personalized content than ever before (Time, 2017). Such advances in new wearable technology however, just as the mobile phone experienced with the FCC during its early years, may be forestalled by the new laws and guidelines that will have to be set in place to properly address security, moral, and ethical issues that may arise (Time, 2017).

Furthermore, I believe, that the contemporary stage online-social-mobile media is taking is very revolutionary, in the case of the mobile phone through augmented reality, which seems to align with some of Hauben's ideas. When Hauben wrote, "What the Net Means to Me," he viewed the Internet as a medium for allowing people to have their voice heard and a way of questioning and organizing people's experiences so as to have a better grip on a problem or question (1994). In addition, Hauben

believed that in order for the Internet to remain a forum for public expression and discussion for the people, it should remain untainted by commercial interests (1994).

Hauben feared that if commercial companies took over the Internet, they would not allow people to have control over their lives and surroundings which could harm democracy (1994). Of course, at the time that Hauben wrote his paper, he was not able to foresee how commercialized the Internet would become. By allowing people to freely express their opinions and thoughts online, I believe that Hauben's vision for the net would be very important and significant in helping people undermine the upper power institutions have (1994). This Hauberian concept, aligns well with Jurgenson's explanation of how mobile phones and social media during the Occupy movement, helped protester undermine traditional news-gatekeepers by shooting their own videos, photos, organizing on Facebook and tweeting to the world. Such elevated autonomy and freedom to express themselves through the use of mobile phones and social media, allowed the Occupy protesters to shape their own narrative, strategies, and goals in the media instead of it being influenced and reported through the private interests of traditional media (2012).

Furthermore, as social movements continue to use technology (mobile phones, social media, etc.) in new ways, technology can be assumed to enhance democracy (Lunceford, 2006). Although many may disagree due to the illegal activity involved, according to Lunceford, Hackers are the ideal group to look up to when examining the question of how technology can be used in revolutionary ways (2016). Through illegally gaining unauthorized access to computer systems, Hackers are able to use technology to forward political ends (2016). Due to this, many have started to refer to the Hacker community as their own social movement under the new social movement (NSM) approach since they are primarily social, attempt to create change through developing alternative lifestyles and changing values, and are located within civil society (2016). However, whether or not Hackers, mobile phones, and social media through augmented reality, will continue to expand the ways in which technology can be used in revolutionary ways (such as promoting democracy), will have to be determined by how such elements handle the social movement efforts of the future.

### **Digital Literacy:**

As digital technology has become more common, affordable, and portable, more and more people from all parts of society are starting to increase their online and digital participation. Understanding the new opportunities, rules, and potential pitfalls of the digital world doesn't necessarily come automatically with long-term use. Not everyone using digital technology knows how to handle the range of available tools to their best extent, and even experienced digital technology users can fall prey to hackers, lose control of how they are represented online, or otherwise fail to maintain their digital identity in an optimal manner.

Digital literacy is a relatively new concept that emerged in the 1990s during the era of the Internet revolution. Before that, people talked more about "computer literacy." But in 1997, Paul Gilster, a historian and educator first coined the term "digital literacy," arguing that digital literacy went beyond just skills in using technology. He said it is about "mastering ideas, not [computer] keystrokes" (Gilster, 1997, p. 1).

Gilster (1997) further defined digital literacy as "the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers" (p. 1). For him, digital literacy involves the ability to critically evaluate information (presented in different formats) and make decisions about how to use this information in different real-life contexts.

By the end of this chapter you will be able to define the concept of digital literacy and its many different components, reflect on your own digital literacy, engage with the digital world responsibly, and be empowered as a digital citizen capable of helping others learn and develop their role in the digital world. Since the pioneering introduction of computers into education in the 1960s, four key concepts that have dominated the literature on literacies related to digital technology include: information literacy, media literacy, computer literacy, and digital literacy (Brown, Czerniewicz, Huang & Mayisela, 2016). These four literacies are not competing, but in fact are necessary components of what it means to be literate in the twenty-first century. The table below presents an outline of the different terms and how they intersect:

The concept of digital literacy only started to gain attention in the last decade. Initially digital literacy was viewed primarily as the functional skills and competencies that people needed in order to use computers and the Internet. However in the last decade this has been expanded to consider the broader capacity needed to participate in a digital environment. UNESCO (2011) views digital literacy as a life skill that not only increases employability, but serves as a catalyst that "enables the acquisition of other important life skills" (p. 1).

The view of digital literacy offered by Jisc (2015) is even more comprehensive, defining digital literacy as "the capabilities which fit someone for living, learning and working in a digital society" (para. 3). The capabilities outlined by Jisc:

- information, media, data literacy (critical use);
- digital creation, scholarship and innovation (creative production);
- digital communication, collaboration and participation (participating);
- digital learning and personal/professional development (learning); and
- digital identity and wellbeing (self-actualising).

(JISC, 2015)

Beyond functional and critical skills, the definitions and **digital capabilities** identified here propose a particular mindset, a way of being. In particular, the last three capabilities outlined—the abilities to engage in participatory culture, to be a lifelong learner, and to manage a professional digital identity—render digital literacy remarkably different from the initial views of digital literacy simply as mastery of technical skills.

### CONVERGENCE:

Media Convergence simply refers to the merging of different types of mass media such as Traditional Media, Print Media, Broadcast Media, New Media and the Internet as well as portable and highly interactive technologies through digital media platforms. This results in the combination of 3Cs, i.e. Communication, Computing and Content as all three are integrated through technology. The most relevant example of media convergence is a Smartphone that blends together various media, i.e. print media (e-books, news apps), broadcast media (streaming websites, radio, music apps) as well as new media (the internet) into a single device that performs various functions from calling and texting to photography, videography, gaming and so much more.

Examples

The most popular examples of Media Convergence are:

- Smartphones (converging camera, music, the internet, books, and all other media together)
- Online Radio (converging radio with the Internet)
- E-books (converging paperbacks with the digital technology)
- News Websites and Apps

Media convergence has proved to be beneficial in the digital era which is filled with content seeking our attention continuously. Here are the most important advantages of Media Convergence:

- The instant availability of news and moment-based content is one of the top advantages of media convergence between traditional media and new media.
- The content producers can specifically target the best audience or group they are aiming towards by publishing customized content.
- With media convergence, the audience has also become the creator themselves. From memes to social media posts, media convergence has truly been beneficial to integrate audience on a global level.
- Another important benefit of media convergence that it has broadened the limitations of traditional media by blending it with new media, thus providing instant and latest content on an international level.
- With the media convergence between traditional media and new media, the cost of digital marketing has also become economical thus making this process beneficial and affordable.

### DIGITAL DIVIDE

#### What is the digital divide?

The *digital divide* is a term that refers to the gap between demographics and regions that have access to modern information and communications technology (ICT), and those that don't or have restricted

access. This technology can include the telephone, television, personal computers and internet connectivity.

#### **What are the origins of the digital divide?**

Well before the late 20th century, the digital divide referred chiefly to the division between those with and without telephone access. After the late 1990s, the term began to be used mainly to describe the split between those with and without internet access, however, particularly broadband.

The digital divide typically exists between those in urban areas and those in rural areas; between the educated and the uneducated; between socioeconomic groups; and, globally, between the more and less industrially developing countries.

Even among populations with some access to technology, the digital divide can be evident in the form of lower-performance computers, lower-speed wireless connections, lower-priced internet use connections such as dial-up and limited access to subscription-based content.

#### **What is the digital divide today?**

According to studies and reports, the digital divide is still very much a reality today. According to a 2019 report, approximately 5 million rural American households and 15.3 million urban or metro areas still don't access broadband internet.

Meanwhile, a study by the Pew Research Center noted that 24% of adults with household incomes below \$30,000 a year don't own a smartphone and 40% of those with lower incomes don't have home broadband services or a computer.

The digital divide often means a lack of access to broadband internet access and wireless technologies such as Wi-Fi.

Globally, the digital divide in developing countries includes a lack of access to digital technology and internet service. It can also include a lack of accessibility to modern, high-quality new technologies such as mobile phones and Wi-Fi access.

Additionally, there is significant inequality across the globe in telecommunication bandwidth. For example, Venezuela and Paraguay feature some of the lowest digital access speeds followed by Egypt, Yemen and Gabon.

#### **Bridging the digital divide**

Proponents for bridging the digital divide include those who argue it would improve digital literacy, digital skills democracy, social mobility, economic equality and economic growth.

The United Nations, for example, has helped to raise awareness regarding the global digital divide through the yearly celebration of World Information Society Day. It has also created the Information and Communication Technologies Task Force in an effort to bridge the global digital divide.

However, overcoming the digital divide has not gotten easier, particularly in the aftermath of the COVID-19 pandemic.

A 2020 McKinsey report stated that learning loss will only increase as educators and students have taken to remote learning and internet usage from home is required by low-income families who may not have access to the right technology.

The reality of a separate-access marketplace is problematic because of the rise of services such as video on demand, video conferencing and virtual classrooms, which require access to the high-speed internet connections that those on the less-served side of the digital divide cannot access and/or afford.

To combat this, some nonprofit groups have taken to providing internet access and laptops to school districts and areas with internet users of a lower-income level.

#### **Revolution in Communication**

Revolutions in Communication is about the printers, reporters, photographers, filmmakers, advertisers, PR practitioners, broadcasters, computer geeks, and all the rebels and visionaries who were ahead of their times, who led the times, and who created The Times. This critically acclaimed survey of media history is now in a second edition and headed for a third edition in 2023, available from Bloomsbury, Amazon and other booksellers.

Revolutions in Communication surveys the history of *all major communications disciplines*, including journalism, photography, cinema, advertising & public relations, radio, television, computing and networked media.

Revolutions in Communication is the leading global media history textbook, consistently rated in the top 50 Media Studies books at Amazon.\* The book has been widely adopted in college classrooms

from NYU to USC, from Western Ontario to Florida International, and from Britain to China, Italy, India, and many others. (A list of confirmed adoptions is below).

#### MEDIA TECHNOLOGY IN HISTORY

The narrative in *Revolutions in Communication* centers around technological change — a common thread that unites global media history. This approach also provides a much-needed alternative to the heroic, nationalistic and professionally oriented narratives that have guided media history in the past. Technological change has been a major point in communications history for decades. As Marshall McLuhan famously said: "*The medium is the message,*" meaning that the technology has an important or possibly dominant influence on the content. *That view is called technological determinism.* McLuhan notwithstanding, human needs also shape technology, that is to say: *The need for the message helps create the medium.* Or as famed musician David Bowie once said, it was the end of "singularity" in world culture that produced the internet. So instead of the usual narrative about how the media affect society, Bowie and others think that a positive turn in global culture helped create new digital media.

This shouldn't be a surprise. Historical study shows that most innovations in communications technology stem in part from the social needs that drive inventors. These needs might include a vision of a more flexible new technology or a desire to circumvent older media that don't speak in the voice of a new generation. *That view is called social construction of technology.*

One example would be Albert Robida's 1890 cartoon of a "telephonoscope," published many decades before the introduction of TV. Here a perceived social need to better communicate over distance is being projected, perhaps in the hope that such a technology might be developed. Another example might be the use of magazines for muckraking when (according to Will Irwin's 1911 survey of the news business) newspapers did not speak in the voice of Irwin's own generation.

Similarly, Vannevar Bush and H.G. Wells envisioned an interconnected global library fifty years before Tim Berners-Lee invented the World Wide Web. Others in the free software movement invented technologies that helped the web remain an open rather than closed system.

The same theme of socially constructed circumventing technologies can also be found in the histories of printing, imaging and broadcasting.

*Revolutions in Communication* takes the view that social vision and community awareness have at least as much to do with the development of technology as the deterministic internal logic of a technology's technical path. It's the reason why the early 20th century muckrakers published in magazines, and not newspapers. It's the reason why the penny press was so successful in the 1830s and the press barons of the late 19th century were able to create newspaper empires.

Conversely, the lack of vision and failure to serve their communities are also among the reasons why newspapers collapsed so spectacularly in the first decades of the 21st century; why Kodak not only invented digital imaging but was bankrupted by it; why digital streaming kicked the stuffing out of the Hollywood machine and why cable TV monopolies lost their markets.

The important issue now is the role of all four media revolutions in the emerging global culture. Will we finally understand and address the needs of the global population, relegating hunger and curable disease to distant memory? Can we overcome the tendency to destroy the environment, and each other, in the name of ideologies?

The great hopes that were once held for these new communications technologies have dwindled as we realize that they are capable of creating a "surveillance state" that might make George Orwell's "1984" seem tame by comparison. But lost hopes may be part of the price of maturity.

In any event, communication will play a central role in future years, and we need to understand how we arrived at this moment in history.

#### ABOUT THE HISTORY OF MASS MEDIA:

It's no longer sufficient (if it actually ever was) to simply present an isolated, progressive, narrative history of American journalism. This is not to be overly critical of previous textbooks but rather to say that times are changing and, as usual, media historians are struggling to catch up.

Surely the fact that electronic and digital media have broken down international barriers must be part of any serious treatment of media history today. Surely, also, the interdependent nation-state / print media institution, with a relationship now over five centuries old, is only one thread of an emerging global media history that should also include the digital communications revolution.

As Mitchell Stevens said in his Call for an International History of Journalism:

To attempt to separate the history of American journalism from developments overseas seems ... as foolish as attempting to separate the history of journalism in Ohio or Kansas from what was happening in Boston, Philadelphia and New York... A kind of ignorance – which would not be tolerated in literature departments, in theater departments, in art departments, in science departments – is routinely accepted in journalism departments. American journalism history is dangerously and unflaggingly parochial.

The same parochial nationalism is even more evident in public relations, advertising, broadcasting, and other communications fields, partly because in the past, communications history was usually valued only as career preparation. But historians who hope to inspire future generations by honoring the heroes of the past often oversimplify and omit the mistakes and connections that provide historical lessons and paths for ongoing inquiry.

Admittedly, an agenda that approaches both international breadth and historical depth confronts a serious problem from the outset: In a field that is already struggling to contain the size of textbooks (and student workloads), how could that be accomplished?

One solution is to take advantage of the new media that this book is designed to describe. So this book's web site is intended to be one focal point for an international history of the media that is already begun on a variety of collaborative web sites such as Wikipedia. Since we live in revolutionary times, we ought to reflect and model those revolutionary new modes of communication in the collaborative and transparent way that communication history is written and appreciated.

With that in mind, students and scholars may find this book's web site of some value for its links to wikis, timelines and other resources that can enhance international and interdisciplinary understanding of the history of mass media.

We are also particularly interested in research suggestions for students and in links to essays that describe the lives of media professionals in a cultural context or as part of a professional biography.

### **Cultural Practices as Differences**

Cultural practices defined: Behaviors, beliefs, values, rituals, customs, and traditions that are characteristic of a particular group or society.

Examples of cultural practices:

Greetings: Different cultures have specific greetings, such as handshakes, bows, or kisses.

Cuisine: Food preferences and culinary traditions vary significantly across cultures.

Religious ceremonies: Various religions have distinct rituals and customs associated with worship.

Festivals: Communities celebrate different festivals throughout the year, often featuring unique customs.

Clothing styles: Clothing choices reflect cultural identities and can differ greatly across regions.

Social norms: Behavioral expectations in terms of politeness, personal space, and gender roles can vary.

### **Importance of understanding cultural differences:**

Fostering tolerance and respect: Recognizing and appreciating cultural diversity promotes inclusivity and reduces discrimination.

Enhancing communication: Awareness of cultural practices helps avoid misunderstandings and facilitates effective cross-cultural interactions.

Building bridges: By understanding and embracing cultural differences, we can foster mutual understanding and cooperation.

### **Developing cultural competence:**

Actively learn about different cultures by engaging in dialogue, reading, and attending cultural events.

Embrace curiosity and ask questions respectfully to gain insights into others' cultural backgrounds.

Avoid making assumptions or generalizations about individuals based on their cultural heritage.

Celebrate diversity and promote inclusivity within your community.

Remember to embrace the digital revolution, bridge the digital divide, and respect cultural differences for a more inclusive and connected world.

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Degree College - Autonomous

Department of journalism

REMEDIAL CLASSES

V SEM BA

RESOURCE PERSONS: Mr. Roshan Raj Honest

SCHEDULED DAYS: DECEMBER 2023

DURATION: 03 Hours

Teaching and Evaluation:

- ✓ Lecture / PPT
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## V SEM B.A REMEDIAL CLASS ATTENDANCE DETAILS

2<sup>nd</sup> Internal

### Introduction to Digital Media-PAPER 1

SL NO	Name	28/11/23	29/11/23	30/11/23
1	Bharath	✓	✓	✓
2	Monica	✓	✓	✓
4	Rachana	✓	✓	✓
5	Ashwin	✓	✓	✓

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## UNIT III

### USES OF INTERNET

#### **Communication: Dynamics of communication in CMC and Cohesive Force of online group.**

Information and Communication Technology (ICT) has given us a powerful communication tool through which we can merge many of our information and dissemination needs. About two decades back, we had only the mainstream media outlets for our society-wide communication purposes, which are still mostly vertical, i.e. we receive the messages in a top-down model and in which we have limited options of participation. The ICT platform has revolutionized the way we communicate with one another as well as with society at large. Theoretically, we can call this platform as cyberspace, and it includes all dimensions of digital and online media and its platforms. Cyberspace provides a horizontal model of communication, and there is no hierarchy between the users. Every user can access the information, and at the same time, each user has the facility to communicate, not just with friends or relatives or colleagues, but to the entire globe. Such titanic changes in our communication platforms need to be understood academically.

#### **TYPES OF INTERNET-BASED COMMUNICATION**

The World Wide Web (WWW) has re-arranged the basic tenet of common person's communication activities in his/her day-to-day life. Even though electronic communication is not an alternative to face-to-face (F2F) communication, Internet technology has considerably overcome the time and space barriers between two communicating points. Each fabric of social structure has established a meaningful connection with ICTs, ranging from ebusiness, online learning, e-governance, and e-shopping to online social movements. The interconnection of multiple components of human society has increased information flow, cutting across national boundaries towards the creation of a "global village" predicted by Marshal McLuhan. A multiplicity of forms and varieties of the communication processes can be carried out on the Internet with the fastest and cheapest ways and, more importantly, the widest reach. The telegraph detached the concept of transportation of communication from one point to another; the Internet went one step ahead and abolished the middle person to deliver messages directly and instantaneously. Moreover, it has facilitated the free exchange of information, unfettered, and unhindered by any censorship, which is another essential feature. The Internet has a profound impact on the day-to-day activities of the entire human social spectrum. In the Internet medium, a user can explore a variety of possibilities independently. It is an opportunity, as explained by McLaughlin (1995), "To exchange electronic mail, transfer files, search databases, and retrieve information from remote libraries, take part in real-time conferences, run software on distance computers, and participate in discussion groups on varied topics." Computer-mediated communication is one type of communication facilitated by computer technologies. It is defined as "synchronous or asynchronous electronic mail and computer conferencing, by which senders encode in text messages that are relayed from sender's computers to receivers." There are two distinct types of CMCs existing over the computer technologies: synchronous and asynchronous, and the difference between the two CMCs is a temporal one. Synchronous CMC is produced when communication occurs simultaneously between two or more users, as in any normal telephonic or face-to-face or live video conferencing conversation. Asynchronous CMC is produced when communication is not simultaneous. The most common and prevalent asynchronous CMC is electronic mail, in which a user can drop and receive a message at his/her convenience. Another popular category is social media postings (non-live messages), where the sender and receiver use a commonplace to read and post messages. In both cases, time is not a constraint for sending and reading the messages. On the other hand, in synchronous CMC, both the partners of the communication process must be available online. One-to-one or group text/audio/video-based chat/discussion via messenger software are popular forms of synchronous CMC.

Whether synchronous or asynchronous, "The CMC, it is claimed, will

1. create opportunities for education and learning;
2. create new opportunities for participatory democracy;
3. establish countercultures on an unprecedented scale;
4. ensnarl the already difficult legal matters concerning privacy, copyright, and ethics;
5. and restructure man and machine interaction" (Jones, 1998).

In the beginning, it was thought that CMC technology would overcome time and space barriers without having a centralised control authority to monitor the system. Besides, the universal spread of CMC has

provided a facility to access an unlimited amount of data and reach other people. In the context of CMC's capacity to create a global pattern of linkage, Lee (1997) elaborates its potential power as follows: "The information highway makes possible unprecedented forms of mediated communications. Never before have there been a means of communication, which have provided so many individuals with the ease and ability to engage in instantaneous, interactive communications with a broad and diverse public. The import of these new technologies, however, lies not simply in the novel forms of communication. What is also of profound significance is the ways in which these communicative possibilities lead to new types of identities and social relationships. Previously unimaginable, millions of individuals are increasingly interacting across time and space, and forming mutual bonds with others, most of whom they neither have met nor will ever meet face to face."

The Internet, due to its global reach and its rich multilingual context, has the potential to influence social relations. Unlike the traditional mass media, the online medium has an open architecture that restricts the efforts of legal authorities to regulate its activities. This, in turn, has facilitated greater freedom and space to its users and members to express their feelings on the net on issues that interest them. Thus, the Internet provides a technological infrastructure for CMC across both time and space, to create a group communication environment in which a form of virtual co-presence is established as a result of an individual's online interactions. This has created a potential platform for virtual communities to flourish on the net. However, interconnected computers do not by themselves provide a congenial space for a group of people to float an online community in cyberspace; it is necessary to have sufficient human relationships.

#### **DYNAMICS OF COMMUNICATION PROCESS IN CMC**

Internet as a Medium Irrespective of its modality of presence, online or online overlapping with offline, any meaningful discussion in the CMC forum is determined by the quality of communication and its message. The very nature of CMC has abolished social and cultural domination in group dynamics. The computer medium inhibits users from transferring the social structures to CMC, and this inhibition is the result of the absence of, or limitations on physical proximity, face-to-face interaction, and non-verbal use.

People who are strong in articulation skills rather than social status play a dominant role in the text-based community. While analysing the social role of CMC technologies, Jones (1998) indicates two prominent usages: "Computers cut across or break down boundaries and break down hierarchies." Similarly, Perrolle (1991) outlines the power and status structure of the communication process in the CMC milieu: "Computer mediated communication changes the nature of conversations between people. Research indicates that it alters the social norms governing conversation by removing elements of emotion and social control. It also provides the possibility of equal participation by obscuring the visual and verbal distinctions of status that gives high-ranking or aggressive people an advantage in face-to-face speech. Designs for cooperative work seek computer network support for circumstances in which opportunities for participation are enhanced, and opportunities for one speaker to control another are reduced. But computer-mediated communication can also embody inequalities in social relationships and can limit conversational participation."

Factors like power and social status do not have any meaningful role in online activities. The virtual space in which people meet is neutral ground. Cyberspace belongs to everyone, yet no one. The conversation is the primary activity there, but it favours people good with their words rather than just fast with their mouths. The conversation is often much more thought out, and it is easier for everyone to express their opinion and not be dominated by one or two loud people. In an online community, every participant is in charge of his/her involvement. Online communities are entirely participant driven, and the conversation is about what a member has written. A group of human beings settled in a new environment tend to formulate norms and values for the smooth conduct of the social processes of their new community. Likewise, in the online environment, virtual members also establish their own group-specific rules. Participants in CMC develop forms of expression that enable them to communicate social information and to create and codify group-specific meanings. Conformity with created norms also serves to socially negotiate group-specific identities, form relationships and organise interaction, and to maintain desirable social climates. In CMC, as in real life, relationships take time to build. The social information not available in the immediacy of face-to-face context can be gained verbally through computer-mediated interaction; the social penetration process just takes longer. People who meet online may then take that relationship offline if an opportunity arises.

There could be several reasons for a member to be associated with a virtual world. The loss of casual gathering places in our lives is one of the reasons as to why many people have turned to virtual spaces in which they can achieve some feeling of community. The virtual environment serves to fulfil a unique need for many people that they cannot find elsewhere in their lives. Although a multitude of special interest groups exists in the physical community, there is not always a forum located nearby to discuss the particular topic in which each person is interested. Virtual platforms provide a forum for such discussions. There is no topic under the sun left aside by these communities. Due to its worldwide reach, a group of enthusiasts joins together to stay abreast of the latest developments in their area of choice by having meaningful discussions on the digital forums. If the area of discussion is important and sensitive, in which a cross-section of human society has a sentimental touch, it corners massive attention from a relatively large number of members.

#### Cohesive Force of Online Group Communication

In the cyberspace area, people can roam freely and can create their virtual community that is far from the legal and nation-state purview. It comprises members distributed in all 24 time zones, who are equal in all possible social spheres in terms of shared belief, in the principles of free speech, individualism, equality, and open access.

Ananda Mitra (1997) applies theoretical concepts of offline community to online communities and states that the online community setup has a profound impact on the way we interact and the way we are going to interact with one another. Further, he adds that "In the electronic age, particularly in the age of the Internet, the organisation of human activities has become more complex with the availability of fast, efficient, and powerful means of communication that can have a significant impact on the way we organise the communities we live in and interact with. Moreover, that effect need not be restricted to specific geographic spaces but can be widespread as the tentacles of computer-mediated communication (CMC) reach across the globe."

With this background information about the community and its set of rules that govern people's interaction, it is clear that replication of existing offline cannons does not apply to virtual communities. At the same time, it is important to note that the emergence of online communities based on a different set of principles does not also occur in a social vacuum.

#### Journalistic Uses of the Internet

As technology continues to evolve, the role of journalism has also transformed. The internet has become a crucial tool for journalists to gather, report, and disseminate news. In this class, we will explore some of the most significant journalistic uses of the internet, including search engines, video conferencing, webcasting, podcasting, and photo sharing.

#### Search Engines:

Search engines have revolutionized the way we access information. They allow us to quickly and easily find what we need by typing in a few keywords. For journalists, search engines are a valuable resource for research and fact-checking. Google News, for example, is a popular search engine that aggregates news from various sources around the world. It allows journalists to stay up-to-date with breaking news and to find new sources for their stories.

#### Video Conferencing:

Video conferencing is a technology that enables people to communicate face-to-face via the internet. It has become increasingly popular in recent years as a way for journalists to conduct interviews with sources who are located in different parts of the world. Video conferencing eliminates the need for expensive travel and allows journalists to save time and money while still being able to gather important information.

#### Webcasting:

Webcasting is the process of broadcasting live video or audio content over the internet. It has become a popular way for journalists to deliver breaking news and live events to their audiences in real-time. Webcasting allows journalists to reach a wider audience than traditional broadcast methods, as it is not limited by geography or time zones. It also provides opportunities for interactive engagement with viewers through chat rooms and social media integration.

#### Podcasting:

Podcasting is a digital audio format that allows people to create and distribute their own audio content over the internet. It has become a popular medium for journalists to deliver long-form storytelling and in-depth analysis on topics that may not be covered in traditional news formats. Podcasts can be

downloaded and listened to at any time, making them a convenient option for busy people who may not have time to watch or read traditional news sources.

#### Photo Sharing:

Photo sharing is the process of uploading and sharing digital photographs over the internet. It has become an essential tool for journalists to illustrate their stories with visual content. Photo sharing platforms like Flickr and Instagram allow journalists to share their photographs with a global audience and provide opportunities for collaboration with other photographers around the world. Photo sharing also provides opportunities for interactive engagement with viewers through comments and social media integration.

#### Conclusion:

In conclusion, the internet has transformed the way journalism is practiced today. The uses we have discussed today are just a few examples of how technology has impacted journalism positively. As technology continues to evolve, it is likely that new tools and platforms will emerge that will further change the way journalism is practiced in the future. Journalists must continue to adapt and embrace these changes in order to remain relevant and effective in their roles as storytellers and informers in our society.

#### Journalistic uses of Internet:

1. Search: Journalists use internet search engines like Google to find information, verify facts, and conduct background research on topics. It helps them access a wide range of sources and materials that aid in news gathering and investigation.
2. Video conferencing: Internet-based video conferencing allows journalists to conduct interviews, hold press conferences, and collaborate with colleagues and sources across geographical locations. It enables real-time visual communication, fostering efficient information exchange.
3. Webcasting: Webcasting involves the live or on-demand streaming of multimedia content over the internet. Journalists utilize webcasting to broadcast live events, press briefings, and interviews, providing audiences with real-time access to news coverage.
4. Podcasting: Podcasting allows journalists to create audio content, such as news reports, interviews, and commentary, which can be distributed and accessed by audiences through the internet. It offers a flexible, portable format for news consumption.
5. Photo sharing: Platforms like Flickr and Instagram enable journalists to share visual content, including photos and short videos, to enhance their news stories. Photo sharing facilitates the documentation and dissemination of visual narratives.

#### Application for Journalists:

1. Blogs: Journalists maintain blogs to provide personal insights, analysis, and commentary on news events, as well as share behind-the-scenes perspectives on their reporting processes.
2. Portals: News portals serve as digital gateways for organizing and presenting news content from diverse sources, offering audiences a comprehensive view of current events and topics.
3. Websites: Journalists and media organizations utilize websites to publish and archive news articles, videos, infographics, and interactive features, establishing an online presence for their journalistic endeavors.
4. Social media platforms: Platforms like Twitter, Facebook, and LinkedIn are utilized by journalists for news distribution, audience engagement, sourcing, and real-time updates. They play a crucial role in reaching diverse audiences and fostering interactive dialogue around news stories.

5. Wikis: Though less commonly used for journalism, wikis can serve as collaborative platforms for gathering and presenting information on specific topics, allowing journalists to crowdsource expertise and input from the community.

Journalistic use of Social Media, Social Networking Sites, Social Media Collaboration (Facebook, Twitter, LinkedIn, Instagram, WhatsApp, Skype, Flickr, SoundCloud, etc.):

Social media has become integral to modern journalism, offering diverse functionalities for news dissemination, audience interaction, and content sharing. Journalists employ these platforms for the following purposes:

1. News dissemination: Social media platforms allow journalists to share breaking news, updates, and feature stories with a wide audience, enabling rapid information flow and amplification of news content.
2. Audience engagement: Journalists foster direct interaction with audiences by soliciting feedback, conducting polls, and responding to inquiries, thereby cultivating a sense of community and participation around news coverage.
3. Sourcing and verification: Social media serves as a valuable tool for identifying and reaching out to potential sources, as well as verifying user-generated content and eyewitness reports during news events.
4. Real-time reporting: Platforms like Twitter enable journalists to provide live updates, minute-by-minute coverage, and on-the-ground insights during unfolding news events, enhancing the immediacy of news delivery.
5. Multimedia storytelling: Social media platforms facilitate the sharing of multimedia content, including photos, videos, and audio clips, allowing journalists to create compelling, visually-driven narratives.

Streaming Servers:

1. News aggregators: News aggregators like Flipboard, Feedly, and Google News compile and curate news content from various sources, providing users with personalized news feeds and facilitating broader access to diverse viewpoints.
2. SEO: Search Engine Optimization (SEO) techniques are employed by news organizations to optimize their online content, making it more discoverable and accessible to search engine users, thereby enhancing visibility and audience reach.
3. User-generated content: Streaming servers and content management systems enable news organizations to showcase user-generated content, such as citizen journalism reports and eyewitness accounts, contributing to a more inclusive news ecosystem.

MOJO (Mobile Journalism):

Mobile Journalism, or MOJO, refers to the practice of producing news content using mobile devices such as smartphones and tablets. It empowers journalists to capture, edit, and distribute news stories on the go, leveraging the portability and multimedia capabilities of mobile technology to enhance news coverage.

Mobile Apps for Journalism:

Journalists use a variety of mobile apps to facilitate different aspects of their work, including:

1. News gathering and curation apps: Apps like Evernote, Pocket, and Instapaper help journalists collect and organize relevant information, articles, and resources for their reporting.

2. Multimedia creation and editing apps: Tools such as Adobe Spark, iMovie, and VSCO assist journalists in creating and editing photos, videos, and audio clips for their news stories.
3. Social media management apps: Platforms like Hootsuite, Buffer, and TweetDeck enable journalists to schedule posts, monitor social media activity.

## UNIT IV

### DIGITAL AUDIENCE ANALYTICS

In today's digital age, businesses and organizations are increasingly relying on digital media to reach and engage with their target audiences. However, with the vast array of digital channels available, it can be challenging to understand who your audience is, where they are, and how they behave online. This is where digital audience analytics comes in. In this essay, we will explore the basics of digital audiences, search engine strategies for digital audience acquisition, social media campaigns and engagement, digital audience research and behavior, and digital audience analytics and management.

#### **Basics of Digital Audiences**

Digital audiences refer to the people who consume and interact with digital content through various devices such as computers, smartphones, tablets, and smart TVs. These audiences can be segmented based on various factors such as demographics, psychographics, behavior, and context. Demographic characteristics such as age, gender, income level, education level, and occupation can influence an audience's preferences and behaviors. Psychographic characteristics such as values, attitudes, interests, and lifestyle can also influence an audience's preferences and behaviors. Behavior such as search history, website visits, social media activity, and purchase history can provide insights into an audience's needs and preferences. Context such as location, time of day, device type, and network connectivity can also impact an audience's behavior.

#### **Search Engine Strategies for Digital Audience Acquisition**

Search engine optimization (SEO) is a critical component of digital audience acquisition. SEO involves optimizing your website's content and structure to improve its visibility and ranking on search engine results pages (SERPs). This can be achieved through various techniques such as keyword research, on-page optimization, link building, content marketing, and local SEO. By optimizing your website for search engines, you can attract more organic traffic from your target audience.

Paid search advertising (PPC) is another effective strategy for acquiring digital audiences through search engines. PPC involves placing ads on search engine results pages (SERPs) that appear when users search for specific keywords or phrases related to your business or product. By targeting specific keywords or phrases through PPC advertising, you can reach users who are actively searching for what you offer.

#### **Social Media Campaigns and Engagement**

Social media platforms such as Facebook, Twitter, LinkedIn, Instagram, and YouTube offer a wealth of opportunities for reaching and engaging with digital audiences. Social media campaigns involve creating content that resonates with your target audience and promoting it through social media channels. This can include creating social media ads that target specific demographics or interests or using social media influencers to promote your brand or product to their followers. By leveraging social media platforms to reach your target audience where they spend their time online, you can increase brand awareness and drive conversions.

#### **Digital Audience Research and Behavior**

Digital audience research involves gathering data about your target audience's preferences, behaviors, and needs through various methods such as surveys, interviews, focus groups, analytics tools, social listening tools, and customer feedback tools. By understanding your target audience's needs and preferences at a deeper level, you can create more relevant content that resonates with them. Digital audience behavior refers to the actions that users take online such as searching for information, visiting websites, engaging with social media content, making purchases online or offline. By analyzing user behavior data through analytics tools such as Google Analytics or Adobe Analytics or social media listening tools such as Hootsuite Insights or Brandwatch Viziactory Pro Studio Edition or customer feedback tools such as Qualtrics or SurveyMonkey Audience Insights Panel or Zoho Survey Feedback Pro Panel or UserTesting Panel Service you can gain insights into user preferences and behaviors that can inform your marketing strategies.

## **Digital Audience Analytics and Management**

Digital audience analytics involves using data from various sources such as website analytics tools, social media analytics tools, CRM systems or marketing automation platforms to gain insights into user behavior patterns across multiple touchpoints in the customer journey. By analyzing this data using techniques such as segmentation analysis or cohort analysis or funnel analysis or regression analysis you can identify trends in user behavior patterns that can inform your marketing strategies. Digital audience management involves using these insights to optimize your marketing campaigns by creating more relevant content that resonates with your target audience at each stage of the customer journey from awareness to consideration to decision to loyalty. This involves using techniques such as A/B testing or multivariate testing or personalization techniques to create more personalized experiences for each user based on their preferences and behaviors. By managing your digital audiences effectively through these techniques you can improve user engagement levels and drive conversions while reducing costs associated with acquiring new users through paid advertising channels like Google AdWords or Facebook Ads Manager or LinkedIn Ads Manager or Twitter Ads Manager or Instagram Ads Manager or YouTube Ads Manager .

### **Understanding Audiences: Difference between Public, Crowd, Group, Mass & Audience**

In the context of communication, an audience refers to a group of people who receive and respond to a message. However, the term 'audience' is often used interchangeably with other terms such as public, crowd, group, mass, and so on. While these terms may seem synonymous, they have distinct differences.

1. **Public:** A public refers to a large number of people who have access to a particular place or event. For example, a public may refer to the people present in a park or at a political rally. However, not all members of the public are necessarily part of the audience.
2. **Crowd:** A crowd is a large group of people who are gathered together for a specific purpose or event. Unlike a public, which may be incidental, a crowd is intentional and has come together for a specific reason. For example, a crowd may gather at a sporting event or concert. Again, not all members of the crowd are necessarily part of the audience.
3. **Group:** A group is a smaller number of people who share common characteristics or interests. Groups can be formal or informal and may be based on factors such as age, gender, occupation, or hobbies. Members of a group are more likely to be part of an audience than members of a public or crowd because they have already demonstrated an interest in the topic being discussed.
4. **Mass:** The term 'mass' refers to a large number of people who are being addressed by a speaker or message. Unlike an audience, which is typically smaller and more interactive, a mass is passive and receives information without necessarily responding to it. For example, a mass may refer to the people watching television or reading a newspaper.
5. **Audience:** An audience is a group of people who are actively engaged in receiving and responding to a message. Unlike other terms on this list, an audience is not necessarily large or passive; it can be small and interactive. An audience can be found in various settings such as classrooms, theaters, and meeting rooms.

### **Characteristics of Audiences**

1. **Demographics:** Demographic characteristics such as age, gender, income level, education level, and occupation can influence an audience's preferences and behaviors. For example, older audiences may prefer traditional media such as television and radio while younger audiences may prefer digital media such as social media and streaming services.
2. **Psychographics:** Psychographic characteristics such as values, attitudes, interests, and lifestyle can also influence an audience's preferences and behaviors. For example, audiences with environmentally-conscious values may prefer products that are eco-friendly and sustainable.
3. **Behavior:** An audience's behavior can reveal their preferences and needs. For example, audiences who frequently search for information about health issues may be interested in health-related products and services.

4. Context: The context in which an audience receives a message can also influence their response to it. For example, audiences in quiet environments may be more receptive to messages with lower volume levels while audiences in noisy environments may require louder volumes to hear the message clearly.

#### Types of Audiences: Passive, Active and Participatory Audience

1. **Passive Audience:** A passive audience receives information without actively engaging with it. This type of audience is often found in mass media settings such as television commercials or newspaper ads where the message is one-way and there is no opportunity for interaction or feedback from the audience member. Passive audiences are less likely to remember or act upon the message received compared to active or participatory audiences (Katz & Foulkes 1962).

2. **Active Audience:** An active audience receives information and responds to it by engaging in activities such as discussing the message with others or taking action based on the information received (Katz & Foulkes 1962). This type of audience is more likely to remember and act upon the message received compared to passive audiences because they are actively involved in processing the information (Rubin & McQuail 1988). Active audiences can be found in settings such as classrooms where students actively participate in discussions and activities related to the lesson being taught (Carey 1989).

3. **Participatory Audience:** A participatory audience not only receives information but also contributes to its creation by participating in its production (Silverstone 1994). This type of audience is often found in new media settings such as social media platforms where users can create content and interact with others (Jenkins et al., 2006). Participatory audiences are highly engaged with the content being produced because they have some level of control over its creation (Rosen 2006). They are more likely to remember and act upon the message received compared to passive audiences because they have contributed to its creation (Jenkins et al., 2006).

#### Audience Conception Tradition: Structural, Behavioural and Cultural, Audience Autonomy-free or controlled content creators

The concept of audience has evolved over time, and scholars have proposed different perspectives on how to understand and analyze audiences. These perspectives are known as audience conception traditions, and they offer different insights into the role of audiences in the production and consumption of media content. In this essay, we will explore three audience conception traditions: structural, behavioural, and cultural. We will also discuss the issue of audience autonomy in relation to these traditions.

#### Structural Audience Conception Tradition

The structural audience conception tradition views audiences as passive recipients of messages created by content creators. In this tradition, content creators have complete control over the messages being produced because they determine what will be communicated and how it will be communicated (Halloran 1997). This tradition assumes that audiences have little influence over what messages they receive because they are at the mercy of content creators (Halloran 1997). This tradition is often associated with traditional mass media settings such as television commercials where messages are one-way and there is no opportunity for interaction or feedback from the audience member (Halloran 1997).

In this tradition, audiences are seen as a homogenous group with similar needs, preferences, and behaviours. Content creators use this assumption to tailor their messages to appeal to the largest possible audience. This approach is known as the mass communication model, which assumes that messages are transmitted from a sender to a receiver without any interaction or feedback between them (Katz & Foulkes 1962).

#### Behavioural Audience Conception Tradition

The behavioural audience conception tradition views audiences as active processors of messages created by content creators. In this tradition, content creators still have some level of control over the messages being produced because they determine what will be communicated and how it will be communicated (Halloran 1997). However, this tradition assumes that audiences have some level of influence over what messages they receive because they can choose which messages they will engage with based on their preferences and needs (Halloran 1997). This tradition is often associated with new media settings such as social media platforms where users can choose which messages they will engage with based on their preferences (Halloran 1997).

In this tradition, audiences are seen as heterogeneous groups with diverse needs, preferences, and behaviours. Content creators use this assumption to tailor their messages to appeal to specific segments of the audience based on their preferences and behaviours. This approach is known as the selective exposure model, which assumes that audiences selectively expose themselves to messages that are relevant to their needs and preferences (Rubin & McQuail 1988).

#### Cultural Audience Conception Tradition

The cultural audience conception tradition views audiences as active participants in creating meaning from messages produced by content creators. In this tradition, content creators still have some level of control over the messages being produced because they determine what will be communicated and how it will be communicated (Halloran 1997). However, this tradition assumes that audiences have some level of influence over what messages they receive because they can interpret and make sense of those messages based on their cultural backgrounds and experiences (Halloran 1997). This tradition is often associated with new media settings such as social media platforms where users can create their own content and interact with others to co-create meaning (Jenkins et al., 2006).

In this tradition, audiences are seen as co-producers of meaning who bring their own cultural backgrounds and experiences to the interpretation of media content. Content creators use this assumption to create more culturally relevant content that resonates with diverse audiences based on their cultural backgrounds and experiences. This approach is known as the uses and gratifications model, which assumes that audiences actively seek out media content to fulfil their needs and gratifications based on their cultural backgrounds and experiences (Rubin & McQuail 1988).

#### Audience Autonomy-free or controlled content creators

The issue of audience autonomy has been debated in relation to these traditions. In the structural tradition, audiences are seen as passive recipients who have little influence over what messages they receive because they are at the mercy of content creators. This approach assumes that content creators have complete control over the messages being produced because they determine what will be communicated and how it will be communicated (Halloran 1997). This perspective has been criticized for its lack of consideration for audience agency and autonomy (Couldry & Curran 2003).

In contrast, in the behavioural and cultural traditions, audiences are seen as active participants who have some level of influence over what messages they receive based on their preferences and needs. This approach acknowledges the role of audience agency and autonomy in shaping media consumption patterns (Couldry & Curran 2003). However, some scholars argue that even in these traditions, content creators still have some level of control over the messages being produced because they determine what will be communicated and how it will be communicated (Halloran 1997). This perspective highlights the need for a more nuanced understanding of audience autonomy that acknowledges both agency and structure in shaping media consumption patterns (Couldry & Curran 2003).

#### Basics of Digital Audiences

Digital audiences refer to the people who consume and interact with digital content through various devices such as computers, smartphones, tablets, and smart TVs. These audiences can be segmented based on various factors such as demographics, psychographics, behavior, and context.

**Demographics:** Demographic characteristics such as age, gender, income level, education level, and occupation can influence an audience's preferences and behaviors. For example, a luxury car manufacturer may target high-income individuals in their 40s and 50s who are interested in luxury cars.

**Psychographics:** Psychographic characteristics such as values, attitudes, interests, and lifestyle can also influence an audience's preferences and behaviors. For example, a fitness brand may target people who are interested in healthy living and fitness activities.

**Behavior:** Behavior such as search history, website visits, social media activity, and purchase history can provide insights into an audience's needs and preferences. For example, a retailer may target people who have previously searched for or purchased a specific product.

**Context:** Context such as location, time of day, device type, and network connectivity can also impact an audience's behavior. For example, a travel company may target people who are searching for travel destinations during peak travel seasons or on specific devices such as smartphones or tablets.

#### Search Engine Strategies for Digital Audience Acquisition

Search engine optimization (SEO) is a critical component of digital audience acquisition. SEO involves optimizing your website's content and structure to improve its visibility and ranking on search engine results pages (SERPs). This can be achieved through various techniques such as keyword research, on-page optimization, link building, content marketing, and local SEO. By optimizing your website for search engines, you can attract more organic traffic from your target audience.

**Keyword research:** Keyword research involves identifying the keywords and phrases that your target audience is searching for on search engines. By using tools such as Google Keyword Planner or SEMrush or Ahrefs or Moz Keyword Explorer you can identify high-volume keywords that are relevant to your business or product. By optimizing your website's content with these keywords, you can improve its visibility and ranking on SERPs.

**On-page optimization:** On-page optimization involves optimizing the content and structure of your website's pages to improve their visibility and ranking on SERPs. This includes optimizing page titles, meta descriptions, header tags (H1-H6), image alt tags, URL structures, and content quality and relevance. By optimizing your website's pages for search engines, you can improve their visibility and ranking on SERPs.

**Link building:** Link building involves acquiring links from other websites to your website to improve its authority and ranking on SERPs. This includes creating high-quality content that other websites will want to link to (link baiting), guest blogging on other websites with links back to your website (guest blogging), participating in online communities related to your business or product (community building), and creating infographics that other websites will want to embed in their content (infographic marketing). By acquiring links from other websites to your website, you can improve its authority and ranking on SERPs.

**Content marketing:** Content marketing involves creating high-quality content that is relevant to your target audience's needs and preferences. This includes creating blog posts, whitepapers, eBooks, webinars, videos, podcasts, infographics, case studies, how-to guides, tutorials, FAQs, user manuals, product demos, customer success stories, customer testimonials, customer reviews, customer feedback surveys or customer satisfaction surveys that provide value to your target audience. By creating high-quality content that is relevant to your target audience's needs and preferences, you can attract more organic traffic from your target audience through search engines or social media channels.

**Local SEO:** Local SEO involves optimizing your website for local search queries related to your business or product. This includes optimizing your Google My Business profile with accurate business information such as name, address, phone number (NAP), business category (NAP+W), business description (NAP+W+E), business hours (NAP+W+E+H), business images (NAP+W+E+I), business reviews (NAP+W+E+R), business attributes (NAP+W+E+A), business services (NAP+W+E+S), business products (NAP+W+E+P), business videos (NAP+W+E+V), business FAQs (NAP+W+E+F), business Q&As (NAP+W+E+Q), business messaging (NAP+W+E+M), business appointments (NAP+W+E+Apt), business promotions (NAP+W+E+Prt) or Google My Business posts (NAP+W+E+(Prt/Post)). By optimizing your Google My Business profile with accurate business information related to local search queries related to your business or product, you can improve its visibility and ranking on local search results pages on Google Maps or Google Search Engine Results Pages (SERPs).

### Social Media Campaigns and Engagement

Social media campaigns involve creating content that resonates with your target audience and promoting it through social media channels such as Facebook Ads Manager or LinkedIn Ads Manager or Twitter Ads Manager or Instagram Ads Manager or YouTube Ads Manager . By creating social media ads that target specific demographics or interests or behaviors related to your business or product through social media channels such as Facebook Ads Manager or LinkedIn Ads Manager or Twitter Ads Manager or Instagram Ads Manager or YouTube Ads Manager , you can reach users who are actively searching for what you offer through social media channels. By using social media listening tools such as Hootsuite Insights or Brandwatch Viziactory Pro Studio Edition , you can monitor social media conversations related to your brand or product and engage with users who are discussing those topics through social media channels such as Facebook Ads Manager or LinkedIn Ads Manager or Twitter Ads Manager or Instagram Ads Manager or YouTube Ads Manager . By engaging with users who are discussing those topics through social media channels such as Facebook Ads Manager or LinkedIn Ads Manager or Twitter Ads Manager or Instagram Ads Manager or YouTube Ads Manager , you can build relationships with them over time through social media channels such as Facebook Ads Manager or LinkedIn Ads Manager or Twitter Ads Manager or Instagram Ads Manager or YouTube Ads Manager . By building relationships with users who are discussing those topics through social media channels such as Facebook Ads Manager or LinkedIn Ads Manager or Twitter Ads Manager or Instagram Ads Manager or YouTube Ads Manager , you can increase brand awareness and drive conversions through social media channels such as Facebook Ads Manager or LinkedIn Ads Manager or Twitter Ads Manager or Instagram Ads Manager or YouTube Ads Manager .

### Digital Audience Research and Behaviour

Digital audience research involves gathering data about the preferences, behaviors, and characteristics of people who consume digital content through various devices such as computers, smartphones, tablets, and smart TVs. This research can provide insights into the needs, interests, and pain points of your target audience, which can inform your digital marketing strategies and content creation efforts.

Here are some methods for conducting digital audience research:

1. **Surveys:** Surveys involve asking your target audience questions about their preferences, behaviors, and characteristics through online questionnaires or email surveys. This can provide quantitative data that can be analyzed using statistical tools.
2. **Focus groups:** Focus groups involve bringing together a small group of people who represent your target audience to discuss their preferences, behaviors, and characteristics in a moderated setting. This can provide qualitative data that can be analyzed using thematic analysis tools
3. **Interviews:** Interviews involve conducting one-on-one conversations with people who represent your target audience to gather detailed information about their preferences, behaviors, and characteristics. This can provide qualitative data that can be analyzed using thematic analysis tools.

4. **Observational studies:** Observational studies involve observing people who represent your target audience as they interact with digital content through various devices. This can provide qualitative data that can be analyzed using ethnographic analysis tools.

5. **Analytics:** Analytics involve tracking the behavior of people who consume digital content through various devices using tools such as Google Analytics or Adobe Analytics or Mixpanel or Amplitude or Heap Analytics or Kissmetrics or Hotjar or Crazy Egg or Mouseflow or SessionCam or Clicktale or FullStory. This can provide quantitative data that can be analyzed using statistical tools.

By conducting digital audience research using these methods, you can gain insights into the following aspects of your target audience's behavior:

1. **Content consumption:** You can learn which types of digital content your target audience prefers to consume and how they consume it (e.g., on desktop vs mobile devices).

2. **Content creation:** You can learn which types of digital content your target audience creates and how they create it (e.g., using text vs images vs video).

3. **Content sharing:** You can learn which types of digital content your target audience shares with others and how they share it (e.g., on social media vs email).

4. **Content engagement:** You can learn which types of digital content your target audience engages with the most (e.g., reading articles vs watching videos).

5. **Content conversion:** You can learn which types of digital content your target audience converts into sales or leads (e.g., product demos vs case studies).

By understanding these aspects of your target audience's behavior, you can create more effective digital marketing strategies and content creation efforts that resonate with them and meet their needs and preferences.

### **Digital Audience Analytics:**

Digital audience analytics refers to the process of collecting, analyzing, and interpreting data related to online users' behavior, preferences, and demographics. This data is used to understand the characteristics and patterns of online audiences, which can help businesses make informed decisions about their digital marketing strategies.

The process of digital audience analytics involves several steps:

1. **Data Collection:** This step involves gathering data from various sources such as website analytics, social media platforms, email marketing campaigns, and online surveys. The data can include information about user demographics, interests, behavior, and engagement with digital content.

2. **Data Cleaning:** This step involves removing any inconsistent or inaccurate data from the dataset. This step is crucial because it ensures the accuracy and reliability of the data used for analysis.

3. **Data Preparation:** This step involves transforming the raw data into a format that is suitable for analysis. This step may involve merging multiple datasets, normalizing the data, and converting categorical variables into numerical ones.

4. **Data Analysis:** This step involves using statistical and machine learning techniques to analyze the data and identify patterns and insights. Some common analytical techniques used in digital audience analytics include regression analysis, clustering analysis, factor analysis, and decision trees.

5. **Data Interpretation:** This step involves translating the insights obtained from the analysis into actionable recommendations for digital marketing strategies. The insights may include information about user preferences, behavioral patterns, and demographic trends that can help businesses optimize their digital marketing campaigns for better performance and ROI.

### **Digital Audience Management:**

Digital audience management refers to the process of organizing and managing online audiences across multiple digital channels such as websites, social media platforms, email marketing campaigns, and mobile apps. This process involves several steps:

1. **Audience Segmentation:** This step involves dividing online audiences into smaller groups based on their characteristics such as demographics, behavior, interests, and engagement levels. This step helps businesses target their digital marketing campaigns more effectively to specific audience segments.

2. **Audience Targeting:** This step involves delivering personalized content and offers to specific audience segments based on their preferences and behavioral patterns. This step helps businesses

increase engagement, conversions, and revenue by delivering relevant content to the right audience at the right time.

3. Audience Engagement: This step involves nurturing online audiences through various touchpoints such as email marketing campaigns, social media interactions, and content marketing strategies. This step helps businesses build relationships with their audiences over time and increase loyalty and advocacy.

4. Audience Measurement: This step involves tracking the performance of digital marketing campaigns across multiple channels and measuring the ROI based on various metrics such as conversion rates, click-through rates, engagement rates, and revenue generated. This step helps businesses optimize their digital marketing strategies for better performance and ROI over time.

### **Manipulating Digital Media Audience**

Manipulating digital media audience refers to the process of influencing online audiences' behavior through various digital marketing techniques such as content marketing, social media advertising, email marketing campaigns, and search engine optimization (SEO). The goal of manipulating digital media audience is to increase engagement, conversions, and revenue by delivering relevant content to the right audience at the right time in a personalized manner. Some common techniques used for manipulating digital media audience include

1. Content Marketing: This technique involves creating high-quality content that addresses the needs and interests of specific audience segments. By delivering relevant content to specific audience segments at the right time through various channels such as blogs, social media platforms, email newsletters, and mobile apps, businesses can increase engagement, conversions, and loyalty among their audiences over time. Content marketing can also help businesses establish themselves as thought leaders in their industry by providing valuable insights and solutions to their audiences' problems.

2. Social Media Advertising: This technique involves using social media platforms such as Facebook Ads Manager or LinkedIn Ads Manager to deliver targeted ads to specific audience segments based on their demographics, interests, behavioral patterns, and engagement levels. By delivering personalized ads to specific audience segments at the right time through various channels such as news feeds or messenger chats, businesses can increase engagement, conversions, and revenue among their audiences over time while minimizing ad spend waste due to irrelevant targeting or low-performing ads. Social media advertising can also help businesses reach new audiences through lookalike targeting or retargeting techniques based on user behavior or demographic trends identified through digital audience analytics or CRM systems integration with social media platforms' APIs (Application Programming Interfaces)

3. Email Marketing Campaigns: This technique involves using email marketing software such as Mailchimp or HubSpot to deliver targeted emails to specific audience segments based on their preferences or behavioral patterns such as abandoned cart reminders or product recommendations based on past purchases or browsing history on a website or mobile app integrated with a CRM system through APIs (Application Programming Interfaces). By delivering personalized emails to specific audience segments at the right time through various channels such as welcome emails or newsletter campaigns with segmented lists based on user preferences or behavioral patterns identified through digital audience analytics or CRM systems integration with email marketing software's APIs (Application Programming Interfaces), businesses can increase engagement.

# INDIAN ACADEMY

Degree College - Autonomous

Department of journalism

REMEDIAL CLASSES

V SEM BA

**RESOURCE PERSONS:** Mr. Roshan Raj Honest

**SCHEDULED DAYS:** DECEMBER 2023

**DURATION:** 03 Hours

**Teaching and Evaluation:**

- ✓ Lecture / PPT
- ✓ Quiz

**Signature of Faculty**

**Signature of HOD**

HEAD OF THE DEPARTMENT  
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**INDIAN ACADEMY**  
Degree College - Autonomous

**DEPARTMENT OF JOURNALISM**

**2023-2024**

**First and Second Internal Examination**  
**November – December 2023**

**ODD SEMESTER**  
**REMEDIAL CLASSES**

ABHIRAMI.

# INDIAN ACADEMY

Degree College - Autonomous

Department of journalism

V SEM B.A REMEDIAL CLASS ATTENDANCE DETAILS

MEDIA LAWS AND ETHICS - PAPER 1

SL.NO	NAMES	28/11/23	29/11/23	30/11/23
1	Bharath	✓	✓	✓
2	Rachana	✓	✓	✓
3	Monica	✓	✓	✓
4	Arina	✓	✓	✓
5	Ashwin Rozarie	✓	✓	✓

Signature of Faculty

Signature of HOD

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# MEDIA LAWS AND ETHICS

## UNIT 1

The Constitution of India begins with a Preamble. The Preamble contains the ideals, objectives and basic principles of the Constitution. The salient features of the Constitution have evolved directly and indirectly from these objectives which flow from the Preamble

Our Constitution has adopted the best features of most of the major constitutions of the world as per the needs of the country. Though borrowed from many constitutions around the world, the Constitution of India has several salient features that distinguish it from the constitutions of other countries.

### Constitution of India – Major Features

The salient features of the Indian Constitution are listed and briefed below:

#### 1. Longest Written Constitution

- Constitutions are classified into written, like the American Constitution, or unwritten, like the British Constitution.
- The Constitution of India has the distinction of being the longest and most detailed constitutional document the world has so far produced. In other words, the Constitution of India is the longest of all the written constitutions of the world.
- It is a very comprehensive, elaborate and detailed document.
- The factors that contributed to the elephantine size of the Indian Constitution are:
  - Geographical factors, that is, the vastness of the country and its diversity.
  - Historical factors, for instance, the influence of the Government of India Act of 1935, which was bulky.
  - Single constitution for both the Centre and the states.
  - The dominance of legal luminaries in the Constituent Assembly.
  - The Constitution of India contains not only the fundamental principles of governance but also detailed administrative provisions.
  - Both justiciable and non-justiciable rights are included in the Constitution.
  - The Constitution of India has borrowed most of its provisions from the constitutions of various other countries as well as from the Government of India Act of 1935 [About 250 provisions of the 1935 Act have been included in the Constitution].

- Dr B R Ambedkar proudly acclaimed that the Constitution of India has been framed after 'ransacking all the known Constitutions of the world'.
- The **structural part** of the Constitution is, to a large extent, derived from the Government of India Act of 1935.
- The **philosophical part** of the Constitution (Fundamental Rights and the Directive Principles of State Policy) derive its inspiration from the American and Irish Constitutions respectively.
- The **political part** of the Constitution (the principle of Cabinet government and the relations between the executive and the legislature) has been largely drawn from the British Constitution.

#### Blend of Rigidity and Flexibility

- Constitutions are classified into rigid and flexible.
- A rigid constitution is one that requires a special procedure for its amendment, for example, the American Constitution.
- A flexible constitution is one that can be amended in the same manner as ordinary laws are made, for example, the British Constitution.
- The Indian Constitution is a unique example of a combination of rigidity and flexibility.
- A constitution may be called rigid or flexible on the basis of its amending procedure.
- The Indian Constitution provides for three types of amendments ranging from simple to most difficult procedures depending on the nature of the amendment.

#### Federal System with Unitary Bias

- The Constitution of India establishes a federal system of government.
- It contains all the usual features of a federation, such as two governments, division of powers, written constitution, the supremacy of the constitution, the rigidity of the Constitution, independent judiciary and bicameralism.
- However, the Indian Constitution also contains a large number of unitary or non-federal features, such as a strong Centre, a single Constitution, the appointment of a state governor by the Centre, all-India services, an integrated judiciary, and so on.
- Moreover, the term 'Federation' has nowhere been used in the Constitution.
- Article 1 describes India as a '**Union of States**' which implies two things:
- Indian Federation is not the result of an agreement by the states.
- No state has the right to secede from the federation.

## **FUNDAMENTAL RIGHTS**

- Right to equality, including equality before law, prohibition of discrimination on grounds of religion, race, caste, sex or place of birth, and equality of opportunity in matters of employment.
- Right to freedom of speech and expression, assembly, association or union, movement, residence, and right to practice any profession or occupation (some of these rights are subject to security of the State, friendly relations with foreign countries, public order, decency or morality).
- Right against exploitation, prohibiting all forms of forced labour, child labour and traffic in human beings.
- Right to freedom of conscience and free profession, practice, and propagation of religion.
- Right of any section of citizens to conserve their culture, language or script, and right of minorities to establish and administer educational institutions of their choice; and
- Right to constitutional remedies for enforcement of Fundamental Rights.

## **Fundamental Duties**

- Abide by the Constitution and respect national flag & National Anthem
- Follow ideals of the freedom struggle
- Protect sovereignty & integrity of India
- Defend the country and render national services when called upon
- Developing the spirit of common brotherhood
- Preserve composite culture of the country
- Preserve natural environment
- Develop scientific temper and humanity
- Safeguard public property and avoid violence
- Strive for excellence in all spheres of life.

## UNIT 2

### Indian Media and Broadcasting laws

#### Contempt of court

Contempt of court refers to any action that defies, disrespects, or challenges the authority or dignity of a court or its officials. Courts rely on contempt powers to maintain order, ensure the integrity of legal proceedings, and safeguard the administration of justice. Contempt can be categorized into two main types: civil contempt and criminal contempt.

- **Civil Contempt:** This occurs when an individual fails to comply with a court order or judgment, usually related to ongoing legal proceedings or the enforcement of court orders. Civil contempt is often coercive, meaning the court imposes sanctions or penalties to compel compliance rather than punish past behavior. These sanctions may include fines, imprisonment, or other measures aimed at encouraging compliance.
- **Criminal Contempt:** Criminal contempt involves actions that directly interfere with the administration of justice or show disrespect for the court's authority. Unlike civil contempt, which seeks to enforce compliance with court orders, criminal contempt focuses on punishing the contemnor for their past actions. Criminal contempt may involve behaviors such as disrupting court proceedings, disobeying court orders, or showing disrespect to the judge or court personnel. Punishments for criminal contempt can include fines, imprisonment, or other sanctions.

**Disobeying Court Orders:** This includes failing to comply with court orders, such as refusing to testify when ordered, ignoring subpoenas, or violating injunctions or restraining orders.

**Disrupting Court Proceedings:** Behaviours such as interrupting the judge or other participants, making excessive noise, or causing disturbances in the courtroom can constitute contempt.

**Contemptuous Conduct:** Any behaviour that shows disrespect towards the court or its officers, such as using abusive language or making threats, can be considered contemptuous conduct.

Contempt of court proceedings typically involve specific procedural safeguards to protect the rights of the accused. These may include the right to notice of the contempt charges, the right to legal representation, the right to present a defense, and the right to appeal. However, courts also have broad discretion in contempt matters to ensure the orderly administration of justice and maintain respect for the judicial process.

It's important to note that the definition and consequences of contempt of court can vary between jurisdictions and legal systems. Additionally, courts generally exercise their contempt powers judiciously, reserving them for situations where the integrity of the judicial process is at risk or where there is a clear need to enforce court orders.

Overall, contempt of court serves as a vital tool for upholding the authority and dignity of the judicial system, ensuring that court orders are respected, and maintaining order in legal proceedings. However, its use must be balanced with fundamental principles of fairness, due process, and the protection of individual rights.

### **Drugs and Magic Remedies (Objectionable advertisements) Act 1954**

The Drugs and Magic Remedies (Objectionable Advertisements) Act of 1954 is a legislation enacted in India to regulate the advertisement of drugs and remedies, particularly those claiming magical or miraculous properties. The primary objective of this act is to protect the public from false and misleading claims made by advertisers regarding the efficacy of certain drugs or remedies.

Under this act, it is prohibited to advertise drugs or remedies for the treatment of certain diseases or conditions if the advertisement suggests that the product has miraculous properties or makes claims that are not supported by scientific evidence. The diseases and conditions for which such advertisements are prohibited are listed in the act itself.

The act establishes penalties for violations, including fines and imprisonment, to deter advertisers from making false or exaggerated claims about their products. It also empowers the government to take action against advertisements that violate its provisions, including the seizure of offending advertisements and prosecution of the responsible parties.

Overall, the Drugs and Magic Remedies (Objectionable Advertisements) Act of 1954 plays a crucial role in protecting consumers from being misled by advertisements for drugs and remedies that make false or exaggerated claims about their effectiveness. It ensures that advertising in the healthcare sector is conducted in a responsible and ethical manner, thereby safeguarding public health and well-being.

Subject to the provisions of this Act, no person shall take any part in the publication of any advertisement relating to a drug if the advertisement contains any matters which--

- (a) directly or indirectly gives a false impression regarding the true character of the drug; or
- (b) makes a false claim for the drug; or
- (c) is otherwise false or misleading in any material particular.

Section 5, no person carrying on or purporting to carry on the profession of administering magic remedies shall take any part in the publication of any advertisement referring to any magic remedy which directly or indirectly claims to be efficacious for any of the purposes specified in section 3.

Section 6, no person shall import into, or export from, the territories to which this Act extends any documents containing an advertisement of the nature referred to in section 3 or in section 4 or section 5, and any document containing any such advertisements shall be deemed to be goods of which the import or export has been prohibited under section 19 of the Sea Customs Act, 1878 (8 of 1878), and all the provisions of that Act shall have effect accordingly, except that section 183 thereof shall have effect as if for the word 'shall' therein the word 'may' were substituted.

Penalty: Whoever contravenes any of the provisions of this Act (or the rules made thereunder) shall, on conviction, be punishable--

(a) in the case of the first conviction, with imprisonment which may extend to six months, or with fine, or with both;

(b) in the case of a subsequent conviction, with imprisonment which may extend to one year, or with fine, or with both.

Powers of entry, search, etc.--(1) Subject to the provisions of any rules made in this behalf, any Gazetted Officer authorised by the State Government may, within the local limits of the area for which he is so authorised, --

(a) enter and search at all reasonable times, with such assistants, if any, as he considers necessary, any place in which he has reason to believe that an offence under this Act has been or is being committed;

(b) seize any advertisement which he has reason to believe contravenes any of the provisions of this Act:

Provided that the power of seizure under this clause may be exercised in respect of any document, article or thing which contains any such advertisement, including the contents, if any, of such document, article or thing, if the advertisement cannot be separated by reason of its being embossed or otherwise, from such document, article or thing without affecting the integrity, utility or saleable value thereof;

(c) examine any record, register, document or any other material object found in any place mentioned in clause (a) and seize the same if he has reason to believe that it may furnish evidence of the commission of any offence punishable under this Act.

(2) The provisions of the Code of Criminal Procedure, 1898 (5 of 1898), shall, so far as may be, apply to any search or seizure under this Act as they apply to search or seizure made under the authority of a warrant issued under section 98 or the said Code.

(3) Where any person seizes anything under clause (b) or clause (c) of sub-section (1), he shall, as soon as may be, inform a Magistrate and take his orders as to the custody thereof.

If the person contravening any of the provisions of this Act is a company, every person who, at the time the offence was committed, was in charge of, and was responsible to, the company for the conduct of the business of the company as well as the company shall be deemed to be guilty of the contravention and shall be liable to be proceeded against, and punished accordingly:

Provided that nothing contained in this sub-section shall render any such person liable to any punishment provided in this act if he proves that the offence was committed without his knowledge or that he exercised all due diligence to prevent the commission of such offence.

(2) Notwithstanding anything contained in sub-section (1) where an offence under this Act has been committed by a company and it is proved that the offence was committed with the consent or connivance of, or is attributable to any neglect on the part of, any director or manager, secretary or other officer of the company, such director, manager, secretary or other officer of the company, shall also be deemed to be guilty of that offence and shall be liable to be proceeded against and punished accordingly.

Explanation. --For the purposes of this section, --

(a) 'company' means anybody corporate and includes a firm or other association of individuals; and

(b) 'director' in relation to a firm means a partner in the firm.

Where a person has been convicted by any Court for contravening any provision of this Act or any rule made thereunder, the Court may direct that any document (including all copies thereof), article or thing, in respect of which the contravention is made, including the contents thereof where such contents are seized under clause (b) of sub-section (1) of section 8, shall be forfeited to the Government.

### **Prasar Bharati Act 1990**

The Prasar Bharati Act of 1990 stands as a pivotal legislation in India's broadcasting landscape, aiming to foster independence and professionalism in public broadcasting. Enacted to liberate Doordarshan and All India Radio (AIR) from governmental control, the Act established the Prasar Bharati Corporation as an autonomous entity. This move was a significant stride towards ensuring editorial freedom and impartiality in broadcasting, principles that are fundamental to a democratic society. By granting autonomy, the Act aimed to shield public broadcasting from undue political influence, thereby upholding the integrity of news reporting and program production.

Central to the Act's objectives is the mandate to promote national integration while catering to diverse cultural and regional interests across India. Prasar Bharati was tasked with the responsibility of providing broadcasting services that are reflective of the nation's diversity and pluralism. Additionally, the Act emphasizes the importance of accuracy, objectivity, and fairness in broadcasting, setting high standards for content dissemination. Through its provisions, the Act seeks to reinforce the role of public broadcasting in fostering social cohesion and inclusivity.

In terms of governance, the Act outlines the composition and functions of the Prasar Bharati board, which includes a chairman and members appointed by the President of India. This structure ensures a degree of independence in decision-making processes while also delineating accountability mechanisms. Furthermore, the Act delineates the financial arrangements and responsibilities of Prasar Bharati, thereby enabling the corporation to manage its funds effectively and sustainably. Overall, the Prasar Bharati Act of 1990 stands as a cornerstone in India's broadcasting history, setting forth a framework for autonomous public broadcasting that prioritizes professionalism, integrity, and public service.

The twin objectives of the Prasar Bharati (Broadcasting Corporation of India) Act of 1990 are crystallised in Section 12 of the law. Section 12(3)(a) mandates that Prasar Bharati ensure that "broadcasting is conducted as a public service." Again, Section 12(3)(b) reinforces that the purpose of establishing the corporation is to gather news, not propaganda. The Act came into existence after decades of post-independence struggle to free broadcasting from the stranglehold of the government. The legislative intent of the Act finds an echo in the Supreme Court's 1995 judgment in *The Secretary, Ministry of Information and Broadcasting versus the Cricket Association of Bengal*, which said the "first facet of the broadcasting freedom is freedom from state or governmental control, in particular from the censorship by the government... Public broadcasting is not to be equated with state broadcasting. Both are distinct." The Prasar Bharati Corporation's main objective is to provide autonomy to Doordarshan and Akashvani in order to "educate and entertain the public."

The efforts for an autonomous broadcasting corporation can be traced to the post-Emergency B.G. Verghese Committee, which recommended the formation of Akash Bharati or the National Broadcast Trust for All India Radio and Doordarshan. The panel, in its February 1978 report, highlighted the need for a fiercely unbiased and independent corporation as "the executive, abetted by a captive Parliament, shamelessly misused the Broadcasting during Emergency." The next year, Information and Broadcasting Minister L.K. Advani proposed a Bill for an autonomous corporation called Prasar Bharati for AIR and Doordarshan. But the Bill lapsed. Once the Janata Party imploded and Indira Gandhi came back in power, the Congress government appointed the P.C. Joshi Committee in 1982, with a narrow mandate of evaluating the programming of Doordarshan. The committee emphasised the lack of functional freedom in Doordarshan and said the "Ministry of Information and Broadcasting should be

reorganised and a separate board, on the lines of the Railway Board, should be created, in which only people with professional experience should get entry." In 1989, Prasar Bharati Bill was introduced by the National Front Government. Bill borrowed some contents from the previous bill and also added some new changes. V.P. Singh Government moved this bill and was passed in Lok Sabha in August 1990. Finally, Prasar Bharati came into force in 1997 which is established under the "Prasar Bharati Act" and came into existence on 23rd November 1997.

The Prasar Bharati Amendment Act of 2011, amended provisions to ensure that all posts in Akashvani and Doordarshan, barring few exceptions, shall be deemed to have been transferred to the Prasar Bharati from April 1, 2000. The amendment act had defined the service conditions of several of the employees in some of the key areas.

# INDIAN ACADEMY

Degree College - Autonomous

Department of journalism

REMEDIAL CLASSES

V SEM BA

**RESOURCE PERSONS:** ABHIRAMI C K

**SCHEDULED DAYS:** NOVEMBER 2023

**DURATION:** 03 Hours

**SYLLABUS**

- Contempt of court
- Drugs and Magic Remedies (Objectionable advertisements) Act 1954
- Prasar Bharati Act 1990

**Teaching and Evaluation:**

- ✓ Lecture / PPT
- ✓ Quiz

# INDIAN ACADEMY

Degree College - Autonomous

Department of journalism

Second Internal

V SEM B.A REMEDIAL CLASS ATTENDANCE DETAILS

MEDIA LAWS AND ETHICS - PAPER 1

SL.NO	NAME	18/12/23	19/12/23	20/12/23
1	Bharath	✓	✓	✓
2	Rachana	✓	✓	✓
3	Monica	✓	✓	✓
4	Arina	✓	✓	✓

Signature of Faculty

Signature of HOD

HEAD OF THE DEPARTMENT  
Department of Humanities  
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Heppur Main Road, Bangalore-560043

# Media Laws and Ethics

## Unit III

### Cyber Laws and Broadcasting laws

#### **Press Council of India Act.**

The Press Council of India is a statutory quasi-judicial autonomous authority reestablished in the year 1979 under an Act of Parliament, Press Council Act, 1978 with the two-fold objects of preserving the freedom of the press by maintaining and improving the standards of newspapers and the news agencies in India. It was first set up in 1966 under the Indian Press Council Act, 1965, on the recommendations of the first Press Commission with the identical twin objects.

The 1965 Act was, however, repealed in 1975 and the Press Council was abolished during emergency. Thereafter, a new Act was enacted on the similar lines as the Act of 1965 and the Press Council was re-established under it in the year 1979. The Council is a body corporate having perpetual succession comprising of a Chairman and 28 members. While the Chairman has, by convention, been a retired judge of the Supreme Court of India who is nominated by a Committee consisting of a Chairman of the Council of States (Rajya Sabha), Speaker of the House of People (Lok Sabha) and a person elected amongst themselves by the 28 members of the Council. Of the twenty eight (28) members, thirteen (13) represent the working journalists, of whom, six (6) are to be editors of newspapers and remaining seven (7) are to be working journalists other than editors. Six (6) members are from among persons who own or carry on the business of the management of the newspapers, two (2) each representing the big, medium and small newspapers. One (1) is from among persons who manage news agencies.

It has five (5) members as representatives of the two Houses of Parliament, three (3) nominated by the Speaker of the Lok Sabha and two (2) nominated by the Chairman of the Rajya Sabha to represent readers interest. It has three (3) members nominated from the University Grants Commission, Bar Council of India and Sahitya Academy representing the fields of education, law and literature respectively. The objects of the Press Council of India as embodied in Section 13 of the Act are to preserve the freedom of the Press and to maintain and improve the standards of newspapers and news agencies in India. The Act also confers an advisory role on the Council in that it can, either suo-motu or on a reference made to it by the Government under Section 13 (2) of the Act, undertake studies and express its opinion in regard to any bill, legislation, law or other matters concerning the Press and convey its opinion to the Government or the persons concerned. Also, in the matters of public importance concerning its statutory responsibilities, the Council may suomotu take cognizance and constitute a Special Committee to make an onthe spot inquiry.

In furtherance of its objects defined under Section 13 of the Act, some of the important functions which the Press Council is required to perform are, to help newspapers and news agencies to maintain their independence; to build up a code of conduct for newspapers, news agencies and journalists in accordance with high professional standards; to ensure on the part of the newspapers, news agencies and journalists the maintenance of high standards of public taste and foster a due sense of both the rights and responsibilities; to keep under review any development likely to restrict the supply and dissemination of news of public interest and importance; to promote a proper functional relationship among all classes of persons engaged in the production or publication of newspapers or in news agencies; and to concern itself with development such as concentration of or other aspects of ownership of newspapers and news agencies which may affect the freedom of the press.

The *raison d'être* of this body is rooted in the concept that in a democratic society, the Press needs to be simultaneously free and responsible. Thus, it acts in a higher domain of ethical values and standards. In furtherance to this aspect, it has been framing up code of conduct for newspapers, news agencies and the journalists in conforming with high moral and professional standards. Its purpose is not only to act as a watch dog on the press but also to enthuse a new perspective into journalistic fraternity. The Council constantly assays to keep the press devoid of unethical writings<sup>2</sup> and also the Council expends its moral authority to instil ethics into the journalistic sodality which is always higher plane than law.

The Council discharges its functions primarily through adjudications on complaint cases received by it, either against the Press for violation of journalistic ethics or by the Press for interference with its freedom. Where the Council is satisfied, after inquiry, that a newspaper or a news agency has offended against the standards of journalistic ethics or public taste or that an editor or working journalist has committed any professional misconduct, the Council may warn, admonish or censure them or disapprove of their conduct. The Council is also empowered to make such observations as it may think fit in respect of the conduct of any authority, including Government, for interfering with the freedom of the press so prescribed under Section (4). The decisions of the Council are final and cannot be questioned in any court of law. The Council being a body set up under an Act of Parliament gets a substantial part of its fund by way of grants-in-aid from the Central Government, after due appropriation by the Parliament, as also it has its own funds by way of the fee collected by from newspapers on a graded structure and other receipts.

### **Censorship Act**

Censorship in India is exercised directly and indirectly via different legislations and authorities in different domains. This includes the Indian Penal Code, Code of Criminal Procedure, Central Board of Film Certification, Cinematograph Act, 1952, etc. Censorship Laws in India have been amended many times since their inception. However, the Constitution of India guarantees freedom of expression. There

are various restrictions on content, with an official view of "maintaining communal and religious harmony," given the history of communal tension in the nation.

Censorship is the suppression of speech or public communication that is considered objectionable or sensitive. Censorship can be conducted by governments, private institutions, and other controlling bodies. It can be done through a variety of methods.

- Censorship laws in India were adopted in 1918 because the British monarchy was keen that cinema should always advance its colonial goals.
- The canons of control at the time targeted all imported Western films, especially those from the United States because there was no indigenous film industry.
- On the other hand, the dictatorship was not immune to the possibility that the Indian film industry would one day develop and give them considerably greater anxiety.
- The police commissioners in Bombay, Calcutta, Madras, Rangoon, and Lahore took charge of the Provincial Censorship Boards to be ready for such a situation.
- By the middle of the 1920s, the bureaucracy started to get increasingly involved in censorship decisions and to show up in significant censorship issues.
- The first movies were shown in India at the turn of the century, and the Cinematograph Act of 1918 (2 of 1918) was established in 1918, marking the beginning of cinema censorship in India.
- The licensing of movie theatres and the certification of films for public viewing were the only two issues that were taken up.

### **Advantages of Censorship**

- Protecting national security by preventing the dissemination of sensitive or classified information.
- Maintaining social harmony by regulating content that could incite violence or communal tensions.
- Safeguarding public morality by restricting explicit or offensive content.
- Preserving cultural values and traditions by curbing content that may be considered disrespectful or offensive to certain communities.
- Preventing the spread of fake news and misinformation that can mislead and harm the public.

### **Disadvantages of Censorship**

- Restriction of freedom of speech and expression, limiting the diversity of ideas and opinions.
- Potential abuse of power by authorities, leading to suppression of dissenting voices and political censorship.

- The lack of transparency and accountability in the censorship process raises concerns about biases and subjective decision-making.
- Inhibition of creativity and artistic expression hinders the development of a vibrant cultural landscape.
- Hindrance to the free flow of information and stifling of investigative journalism.
- Curtailment of citizens' right to access and consume a wide range of information and perspectives.

Television, movies, magazines, and journals are all significant forms of speech and expression that convey unrestricted opinions, motivations, and entertaining ideas. In truth, the right to free speech and expression is fundamental, and no restrictions of any type may restrict someone's ability to express their opinions in the context of civilised society; however, at the same time, the practical realities of the society in which such ideas are spread must be kept in mind, and the process of expressing one's opinions shouldn't compromise the peace and security of the country.

- According to Section 6 and Section 5 of the cable and broadcasting network rules, 1994, a sting operation can only be telecasted if there is any prima facie evidence to show the culpability of the wrong-doer.
- Concurrent and contemporaneous recording in writing of various stages of sting operation should be made and be preserved for 90 days or any other period prescribed.

A sting operation is a covert operation designed to catch a person or a group in the act of committing a crime or engaging in unethical behavior. It typically involves law enforcement, journalists, or private individuals using deception to gather evidence against individuals suspected of illegal activities. The goal is to obtain proof of wrongdoing that can be used in legal proceedings.

Sting operations often involve an undercover agent or informant who poses as a participant in the illegal activity to gain the trust of the targeted individuals. The operation may be conducted in various settings, such as drug deals, bribery schemes, or corruption cases. The use of hidden cameras, microphones, and other surveillance equipment is common to record the interactions and gather evidence.

Sting operations require careful planning to ensure the safety of all involved parties and to maintain the legality of the evidence collected. The success of a sting operation depends on maintaining the element of surprise and effectively gathering enough evidence to support legal action against the individuals involved.

Sting operations are employed in a wide range of contexts, including law enforcement efforts to combat organized crime, corruption, terrorism, and various other criminal activities. They are also used by investigative journalists and private entities to expose wrongdoing in different sectors of society.

### **PROS**

- **Crime Prevention:** Sting operations can deter potential criminals by creating a fear of being caught. The presence of law enforcement or undercover agents can discourage illegal activities.
- **Evidence Collection:** Sting operations can provide valuable evidence against individuals involved in criminal activities. This evidence can be crucial in building a strong case for prosecution.
- **Targeting Specific Criminals:** Sting operations allow law enforcement to specifically target individuals or organizations suspected of engaging in criminal behaviour. This targeted approach can be more efficient than broader investigative methods.
- **Infiltration of Criminal Organizations:** Sting operations can be used to infiltrate and dismantle criminal organizations from the inside. This can lead to the identification and apprehension of key members.
- **Public Safety:** By apprehending criminals through sting operations, law enforcement agencies contribute to public safety and the overall reduction of criminal activities in a community.
- **Ethical Concerns:** Sting operations involve deception and can raise ethical concerns. Critics argue that using deceitful tactics undermines trust in law enforcement and may violate the rights of individuals targeted.

### **CONS**

- **Entrapment:** One of the major criticisms of sting operations is the possibility of entrapment, where law enforcement induces individuals to commit a crime they may not have committed otherwise. This can lead to legal challenges and the dismissal of cases.
- **Resource Allocation:** Sting operations require significant resources, including manpower, time, and money. Critics argue that these resources could be better used for preventive measures, community policing, or addressing the root causes of crime.

- **Potential for Misuse:** There is the potential for sting operations to be misused or abused by law enforcement. Without proper oversight, there is a risk of targeting individuals based on factors such as race, religion, or political beliefs.
- **Negative Public Perception:** Sting operations can generate negative publicity and erode public trust in law enforcement if they are perceived as overly aggressive or if cases of entrapment come to light. This can harm community relations and cooperation.

While sting operations can be effective in catching criminals and preventing certain types of crime, they also come with ethical, legal, and practical challenges. Striking a balance between effective law enforcement and protecting individual rights is crucial in the use of sting operations.

### **Cases where Sting Operation was used as evidence**

#### **Aniruddh Bahal vs State (2010)**

**Facts:** In this case, a sting operation was conducted against two politicians where the members of parliament were offered money for asking questions in parliament. Soon after it was aired on the television, an FIR was registered against the politician. The question was whether it was valid to conduct a sting operation?

**Judgment:** The Delhi High Court recognized sting operation as evidence and held that according to Article 51A(b) and 51A(j) it was the duty of the ordinary citizen to conduct these operations. It was an act done in the public good. The public officials in this case couldn't have claimed the right to privacy.

Freedom of the press is an important cornerstone of democracy. The press not only provides information to the general public but also influences the public to form an opinion on an issue. Media started sting operations with an intent to expose crimes where evidence could not be obtained by any other process of investigation, being necessary to provide information to the general public as because they have the right to know, but in the recent years the intent has been replaced by public interest for over sensitization of crime to gain publicity. While conducting operations they don't care whether there is any breach of any individual privacy or not.

Though freedom of speech and expression covers freedom of the press, it is not an absolute right. There are restrictions on this right as well. It is necessary for the Information and Broadcasting ministry to impose strict guidelines and stricter punishment on those operations which are against the rights of other individuals. It is also equally important that sting operations should not be considered as an illegal weapon and should be carried out respecting the rights of the other individual.

### **Obscenity**

In legal terms, 'obscenity' can be defined as an indecent expression which could be displayed through words, actions or gestures. The concept of obscenity is usually considered synonymous with pornography and thus, the word 'obscene' is used interchangeably with the word 'porn'. Pornography was derived from the Greek word 'porne' which meant harlot and 'graphy' which translates to writing. On the other hand, the current definition of 'obscene', however vague it is considered to be, is based on

the Miller Test (explained later in this paper) and needs to fail all the three aspects mentioned in that test to be considered obscene.

In India, anything which is offensive to modesty or decency of a person; or is lewd, repulsive or filthy is covered under the term 'Obscenity'. In Indian Law, the terms decency and morality are also connected and understood in relation to obscenity. Decency means 'avoiding the use of obscene language and gestures. However, the expression decency does not limit itself to sexual morality alone, but also makes sure that the actions are in accordance with the standards of the civil society. Decency can be understood as the accepted codes of maintenance of public and private decorum and morals. Indecent exposure and indecent publication are also treated as criminal offences under the common law. Even though words like vulgar and indecent are used as a substitute for obscene, these terms are different from one another.

### 1. Vulgar and obscenity

Vulgarity is said to arise a feeling of disgust, aversion and detestation in someone but does not deprave or degrade someone's moral while obscenity is more inclined towards corrupting or contaminating the minds which are open to such immoral influence. Thus, a vulgar writing is not the same as obscene one in every case.

### 2. Indecency and obscenity

As highlighted by the English court, both indecency and obscenity are offences against the set standards of civility, yet there is a difference of degree between these two. The term indecent is of a smaller scale while obscenity is of a higher scale and thus, it can be safely said that anything obscene must necessarily be also indecent, however, the vice-versa does not hold true in every case. Indecent merely means something that is not in agreement with the standards of our society whereas 5 obscene is something having a lewd behaviour.

India is one of the world's largest democracies. The culture of mass media came to India in the first half of the 18th Century with print, movie screening and radio broadcasting making its entry in the 1780s. The media has always maintained its individuality post-independence, barring the time when emergency was imposed over India in 1975. However the difference in the opinions related to what is communicated, circulated or published by the media has existed since time immemorial. There have been circumstances where people form an opinion that some materials are against the cultural values of the society and then such materials are placed within the bracket of 'obscenity'. Events from the immediate past have shown how writers, actors and painters face prosecution on the charges of propagating the alleged obscene materials. While according to some there is a need to shield our society from such obscene materials, the recent events suggest that there may be a possibility that the gaps in the laws related to obscenity in India have led to adoption of a series of actions that are of arbitrary nature and the satisfaction provided is of subjective nature. With the growth of mass media over the last

few decades, it is of the utmost importance to have a clear vision of what forms a prohibited act. Situations have changed manifold with television and internet becoming another platform for artists to express their views along with literary work, paintings and films which has resulted in attempts to define, objectify and 6 removals of what is obscene through various statutory provisions.

### **OBSCENITY UNDER INDIAN PENALCODE**

The Indian Penal Code, 1860 encodes all the offences punishable in India. Section 292 of the Code penalises the offence of Obscenity. It clearly states what is included in the term obscenity. Clause 1 of the section lays a list of materials which would be deemed as obscene if it strikes at the lascivious, voyeuristic, salacious or lustful interests of a person and consequently depraves or corrupts a person in sexual context. Further, Section 293 of the Code provides for punishment of imprisonment or fine for anyone who promotes, sells, possesses, hires, distributes, imports, exports, purchases or makes profit out of anything which can be categorised under the definition of obscene materials. Section 294 of the Indian Penal Code also penalises with regard to obscene songs and acts. However, at the same time it can be seen that certain works are removed from within the ambits of the definition of obscenity by the Code itself if they fall within the confines of public interest. The term 13 public interest includes matters in the interest of literature, science, history or religion. Since the above laid offences against obscenity as defined under the Penal Code are curtailing an individual's freedom to express himself, hence they are said to be in clear conflict with the Article 19 of the Constitution of India as it is often misused and manipulated into restricting a citizen from exercising their right to freedom of expression. The cure such misuse and at the same time making sure it has been restrained from becoming a trouble to the public interest as well has been outlined under Article 19(2) of the Constitution which contains certain restrictions to 14 the right to freedom of speech and expression. 'Obscenity' is a complex and an intricate term which is hard to understand. In order to save and uphold democracy, the courts laid down principles which determine whether the said work comes under the ambit of section 292 or comes under the freedom provided by the fundamental rights, as there is a thin line between an individual expressing his own views and depraving or corrupting the minds of others.

### **CASES RELATED TO OBSCENITY**

The Supreme Court has held that there can be no one uniform or standard test which can be applied to judge whether a particular content is obscene or not. Each case is to be dealt with according to the peculiar facts and circumstances of the case. Hence no straitjacket formula can be applied to find out what all is covered under obscenity and what not and the stance of Supreme Court on the matter has seen various interpretations. 17 In the case of *Ranjit.D.UdeshiVs State of Maharashtra* , the Supreme Court applied the English 'Hicklin test', which was laid down in *R vs. Hicklin* , to test the level of obscenity in the matter. In this case, the court upheld the conviction of the appellant, a book seller, who was prosecuted under Section 292 of Indian Penal Code, 1860, for selling and keeping the book, "The

Lady Chatterley's Lover" even though the bookseller contended that since he cannot read English, hence he was unaware that the book had indecent or vulgar material. As per the application of the above-named test the book was held to be obscene and the contentions of the accused were not headed upon. 19 In another matter of K.A Abbas Vs the Union of India, a film was contended to be objectionable. The movie depicted the contrasting lives of the urban and the poor people. Some part of the film dealt with the life of the prostitutes of Bombay. The Censor Board rejected the petition of granting 'U' certificate to the movie. When the Petitioner approached the Central Government (Appellate Authority) for the same, it agreed to grant 'U' certificate subject to a condition that certain scenes, specifically the prostitution part to be removed. Thereafter, the Petitioner moved the Supreme Court under Article 32 for violation of his fundamental rights. The judgment given had many references to the American Jurisprudence on obscenity. It was observed by the court that the two terms of sex and obscenity are not always synonymous and it is wrong that merely the mention of the word sex is classified as essentially obscene or even indecent or immoral. It was further observed that the standard for judging obscenity must not be that of the least capable and most depraved one.

As per the analysis done through this paper, it is seen that the Hicklin Test has been watered down by the Supreme Court by introducing new qualifications and exceptions to it. However, the laws related to obscenity are still overbroad, vague and ambiguous leaving enough gaps for the judges to bring in their own personal convictions while judging what is obscene and what is not. The dangers attached to having such wide discretions can be seen through the cases discussed and their judgements, which were a reflection of political agendas and personal convictions. The words 'in the interest of public order' used in Article 19 of the Constitution include things that can lead to disorder as well as things that have the tendency to cause disorder, where the word 'tendency' creates uncertainty in relation to the nature of the matter being judged. With so much emphasis being put on protecting the minds of the readers, no importance is given to the creator of the material in question. Even though the 'Hicklin test' and the 'Miller test' have survived the passage of time, it is imperative that the Indian Judiciary finds better and fixed alternatives, in order to provide justice to the citizens of India.

### **Trail by Media**

Media has always been examined as the watchdog of society. It is essential to have free and fair media in every form of government. In a vast and diverse democracy like India, it is of utmost importance that the media functions without bias and prejudice as the media also takes the role of opposition. Media is almost like the foundation of Indian democracy.

The roots of the media can be traced back to the times of the Nationalist Movement in India. Ever since those times, Media has played a crucial role in guaranteeing citizens' rights and Liberties. Besides playing these essential roles, media has evolved as a much-needed change agent in society.

Trial by Media is a phrase famous in the late 20th century and early 21st century to describe the impact of newspaper and television coverage on a person's reputation by creating a widespread insight of guilt regardless of any verdict in a court of law.

According to (Chandler 2016), media ethics are "Issues of standards and moral principles as seeking to the roles, conduct, and "content of the "Mass Media". Every Media is obliged to follow some moral principles and standards that relate to the content, conduct, and role of these media. But nowadays, with the increasing demand for TRP ratings, most media firms obliterate their code of conduct and perform unethical journalistic practices. One of the journalistic practices that are now common among the Indian Media is media trials.

According to (Choudhary, 2015), The term media trial or 'Trial by Media' has been in use since the early 1980s to narrate the impact of media coverage (print, electronic, and now online too) on an ongoing legal trial and hence draw up the sense of wrong or right in the minds of the people. We could clarify it as public protests through the media.

A formal description of the phrase would be the impact of television and newspaper coverage on the reputation of a person's institution organization by creating a widespread insight of guilt or guiltlessness before a court of law declares the verdict. Sometimes media trials are held after the verdict is announced when the public is not happy with the judgment.

If the naming of witnesses is published, there is a risk of the life of the witnesses coming under force from both the accused or his associates and the police.

The witnesses want to retract and get out of the chaos in the early stage. Witness protection is then a severe casualty. This leads to the interrogation about the admissibility of hostile witness evidence and whether the law should be amended to prevent witnesses from changing their statements.

If the media projects an accused or a suspect as if he has already been convicted guilty well before the Trial in court, there can be severe prejudice to the accused. Even if, eventually, the person is acquitted after the court's due action, such an acquittal may not help the accused rebuild his past image in society. Excessive publicity in the media characterizing him as a person who had indeed committed the crime amounts to undue intervention with the "administration of justice", calling for proceedings for contempt of court against the media.

### **Trial By Media Cases in India**

In 2008, a 13-year-old Aarushi Talvar was found dead in her bedroom. The news caught fire, and media trials and speculation began. The prime suspect in the first few hours, the domestic help who was missing, was also found dead later the same day. Different media channels had their theories and continued to squeeze TRPs out of a tragedy.

In the Jessica Lal murder case in 1999, the bartender was shot dead in New Delhi after she refused to serve liquor after the bar was closed. This case also went through Trial by media, and many names were assumed to be the culprits. In the famous KM Nanavati case, a commander of the Navy was accused of the murder of his friend Prem Ahuja. In this case as well, an extensive Trial by media happened, and the wife of Nanavati was at the receiving end of several indecent allegations.

Media, the fourth most essential pillar of our democracy, is the heart and soul of our system. It is the backbone of our society. So, we must correct its limitations.

- The public should also not trust all the media news blindly.
- A person's right to privacy should not be interfered with due to any media problem.

In several cases, media trials have tainted and scarred many people's lives and has affected the lives of the innocent.

# INDIAN ACADEMY

Degree College - Autonomous

Department of journalism

REMEDIAL CLASSES

V SEM BA

**RESOURCE PERSONS:** ABHIRAMI C K

**SCHEDULED DAYS:** NOVEMBER 2023

**DURATION:** 03 Hours

**Teaching and Evaluation:**

- ✓ Lecture / PPT
- ✓ Quiz

**Signature of Faculty**

**Signature of HOD**

HEAD OF THE DEPARTMENT  
Department of Humanities  
INDIAN ACADEMY DEGREE COLLEGE  
Autonomous  
Hennur Main Road, Bangalore-560043

# Indian Academy Degree College - Autonomous

DEPARTMENT OF COMPUTER SCIENCE

REMEDIAL CLASS ATTENDANCE 2024

BCA 2ND SEM B SECTION

Course: OOP in JAVA B21DC 2.2

Time:1.30-2:00 PM

RollNo	Reg. No.	Name of student	7/5/2024 (Day1)	8/5/2024 (Day2)	9/5/2024 (Day3)	13/5/2024 (Day4)
1	23IABCA063	LAVAN KISHORE C B	A	A	A	A
2	23IABCA066	MANU S	A	A	A	A
3	23IABCA068	MOHAMMED ABDUL WAHID	A	P	P	A
4	23IABCA073	MOHAMMED ALI	P	A	A	P
5	23IABCA079	MOHAMMED MUFASIL HUSSAIN	P	A	A	P
6	23IABCA085	MOHAMMED TAHIR	A	A	A	A
7	23IABCA086	MOHAMMED TAUSIF	A	A	A	A
8	23IABCA087	MUHAMMED UMAR FAROOQ	A	A	A	A
9	23IABCA088	MOHAMMED WASIL	A	A	A	A
10	23IABCA090	A MOHAMMED ZAID	P	P	A	A
11	23IABCA092	MOHSEENA M	A	A	A	A
12	23IABCA096	MUBARAK ALI	A	A	P	A
13	23IABCA101	N K FATHIMA TABASSUM	A	P	P	A
14	23IABCA102	NAFIHA	A	P	P	A
15	23IABCA103	NANCY NIKHITA A	P	P	P	P
16	23IABCA105	NARASIMHA B	A	A	A	A
17	23IABCA107	NAYANATHARA R	A	A	A	A
18	23IABCA123	PRIYANKA SAMI	A	A	A	P

Remarks:

Topic Covered:

7/5- Concepts of class and object

8/5- Abstract class and example

9/5- Constructor and types of constructor

13/5- Inheritance and its types

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19/7/24

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Head  
Department of Computer Science  
Indian Academy Degree College  
Gaurur Cross, Hennur Main Road  
Bangalore-560042

Indian Academy Degree College- Autonomous

Batch: IV BCA - A 2022

Code: B21DC4-3

2022 BATCH

Remedial Class Attendance

Internet Technologies & Web designing

Sl.No.	Reg. No.	Student Name	24-04-2024	16-05-2024	17-05-2024	04-06-2024	05-06-2024
	22IABCA001	ABHILASH CHODE	p	A	A	p	p
	22IABCA002	ABHISHEK S	p	A	A	p	p
	22IABCA003	AKASH THAKUR	p	A	A	p	p
	22IABCA004	AKHIL KUMAR	p	A	A	p	p
	22IABCA005	ALLAN JOSH M	p	A	A	p	p
	22IABCA007	ANKIT SAINI	p	A	A	p	p
	22IABCA009	BINDHU T D	p	A	A	p	p
	22IABCA010	BOMMINI NAGA SHOURI	p	A	A	p	p
	22IABCA012	CHARAN V	p	A	A	p	p
	22IABCA013	CHETHAN KUMAR S	A	A	A	A	A
	22IABCA014	DARSHAN M	p	A	A	p	p
	22IABCA016	DEESHNAV P P	p	A	A	p	p
	22IABCA018	DHANUSH N	p	A	A	p	p
	22IABCA020	DIVYA S	p	A	A	p	p
	22IABCA022	HARI KRISHNAN R K	A	A	A	A	A
	22IABCA023	HARSH G AGRE	p	A	A	p	p
	22IABCA029	KAVYA C	p	A	A	p	p
	22IABCA030	MANISH SAINI	p	A	A	p	p
	22IABCA034	MOHAMMED ABDUR	p	p	p	p	p
	22IABCA035	MOHAMMED FAIZAN	p	p	p	p	p
	22IABCA036	MOHAMMED NOORUL	A	A	A	A	A
	22IABCA037	MOHAMMED OWAIZ	A	A	A	p	p
	22IABCA038	MOHAMMED TALHA M	p	p	p	A	A
	22IABCA039	MOHAMMED ZUBAIR	p	p	p	p	p
	22IABCA042	MUFEEDA M	p	A	A	p	p
	22IABCA043	NAMRATHA R	A	A	A	A	A
	22IABCA044	NANDHINI V	p	A	A	p	p
	22IABCA045	NIKHIL S B	p	A	A	p	p
	22IABCA046	NISHA GOPIKA S	p	A	A	p	p
	22IABCA047	NIYAS MUHAMMED	p	A	A	p	p
	22IABCA048	P JAI ADITHYA	p	A	A	p	p
	22IABCA052	PRIYANKA K	p	A	A	p	p
	22IABCA053	PULIGUNDLA ARUNTEJA	p	A	A	p	p
	22IABCA054	RAHUL R	p	A	A	p	p
	22IABCA055	RAJENDRA A	p	A	A	p	p
	22IABCA056	RAJESH M V	p	A	A	p	p
	22IABCA058	RAYHAN ULLA SHARIFF	p	p	p	p	p
	22IABCA059	REHAN RAZA	p	p	p	p	p
	22IABCA062	SAMSON S	p	A	A	p	p
	22IABCA065	SHEKHAR DHAMI	p	A	A	p	p
	22IABCA067	SHREYAS M D	p	A	A	p	p
	22IABCA068	SNEHA C	p	A	A	p	p
	22IABCA069	SONU SINGH	p	A	A	p	p
	22IABCA071	SREE HARISH P K	p	A	A	p	p
	22IABCA073	SWAGATH R P	p	A	A	p	p
	22IABCA075	SYED HAMMAAD MEHDI	p	A	A	p	p
	22IABCA077	SYED MUTAHIR ANAS	p	p	p	p	p
	22IABCA081	VARUN K S	p	A	A	p	p
	22IABCA083	VENKAT BHANU PRASAD	p	A	A	p	p

Remarks:

Revised IA 1Paper

Done Revision of all important topics  
and previous year question papers

*[Signature]*  
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*[Signature]*



29	21IABCA145	SAJID UR RAHMAN	18/4	18/4	3/5	3/5	A	A	21/5	21/5	A	A	A	A
30	21IABCA151	SATYAM MADDHESHIYA	18/4	18/4	A	A	-	-	A	A	A	A	A	A
31	21IABCA160	SHOAIB PASHA A	18/4	18/4	6/5	6/5	-	-	A	A	A	28/5	29/5	29/5
32	21IABCA181	SYED UZAIR UDDIN	A	A	A	A	-	-	21/5	21/5	A	A	A	A
33	21IABCA185	UMAR FAROOQ	18/4	18/4	6/5	6/5	-	-	21/5	21/5	A	A	29/5	29/5
34	21IABCA194	VICKY MATHEW A	18/4	18/4	3/5	3/5	13/5	13/5	A	A	27/5	28/5	29/5	29/5
35	21IABCA200	ZAIN UL ABIDIN	A	A	A	A	-	-	21/5	21/5	A	A	A	A

**Remarks:**

17/4/24 DFA, NFA to DFA Conversion, Minimization of DFA

18/4/24 DFA, NFA to DFA Conversion, Minimization of DFA

3/5 e-closure, e-NFA to DFA, Pumping lemma applications

13/5/24 Ambiguous Grammar

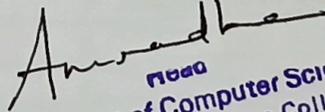
21/5/24 PDA, properties of RL and CFL, pumping lemma for CFL, turing machine

27/5/24 Unit 1 revision

28/5/24 Unit 2 revision

29/5/24 Unit 3 revision

  
APOORVA S.

  
Anuradha  
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**INDIAN ACADEMY**  
Degree College - Autonomous

**DEPARTMENT OF COMMERCE**

**REMEDIAL CLASSES**

**2023-2024**

# INDIAN ACADEMY

Degree College - Autonomous

## Department of Commerce-UG

Academic year 2023-24

### REMEDIAL CLASSES REPORT

#### Introduction

This report outlines the remedial classes conducted for Bachelor of Commerce (B.Com) students every semester. These classes aim to support students who face challenges in their coursework, ensuring that they have the opportunity to enhance their understanding and academic performance.

#### Objectives of Remedial Classes

- 1. Academic Support:** To provide additional help to students struggling with course material.
- 2. Skill Development:** To improve students' foundational skills in key subjects.
- 3. Confidence Building:** To foster a positive learning environment that encourages student participation.
- 4. Performance Improvement:** To help students achieve better results in exams and assessments.

#### Structure of Remedial Classes

#### Frequency and Duration

- **Frequency:** Remedial classes are held each semester for four sessions for numerical subjects.
- **Duration:** Each session lasts for 1 hour.



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## Teaching Methods

- **Interactive Sessions:** Emphasis on group discussions and Q&A to encourage student engagement.
- **Practical Exercises:** Real-life case studies and problems to enhance understanding.
- **One-on-One Assistance:** Opportunities for students to seek individual help as needed.

## Implementation Process

1. **Identification of Students:** Academic performance is monitored, and students underperforming in assessments are invited to join the remedial classes.
2. **Curriculum Design:** Topics are tailored based on common areas of difficulty identified through previous assessments.
3. **Feedback Mechanism:** Regular feedback is collected from students to adjust the curriculum and teaching methods as necessary.

## Outcomes

### Student Participation

- **Attendance:** There has been a consistent attendance rate of approximately 75% among targeted students.
- **Engagement:** Increased participation in discussions and activities noted during sessions.

### Academic Performance

- **Improved Grades:** Post-remedial assessment results indicate a noticeable improvement in grades, with an average increase of 15% in subjects covered.
- **Enhanced Understanding:** Surveys show that students feel more confident in their abilities to tackle challenging material.

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## Student Feedback

Students have expressed positive feedback regarding the remedial classes:

- **Clarity in Concepts:** Many students noted that the sessions helped clarify complex topics.
- **Supportive Environment:** Students appreciated the supportive nature of the classes and the opportunity to ask questions without hesitation.

## Challenges

Despite the positive outcomes, some challenges have been identified:

- **Time Management:** Balancing remedial classes with regular coursework can be difficult for students.
- **Resource Allocation:** Ensuring adequate resources and trained faculty for effective teaching remains a concern.

## Recommendations

1. **Flexible Scheduling:** Explore alternative scheduling options to accommodate students' workloads.
2. **Additional Resources:** Invest in supplementary materials, such as online resources and textbooks.
3. **Continuous Monitoring:** Implement a system for ongoing assessment to better identify students who may need support.

## Conclusion

Remedial classes for B.Com students have proven to be an effective strategy for improving academic performance and building student confidence. Continued commitment to these classes, along with addressing the identified challenges, will further enhance their effectiveness and support student success in their academic journey.

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# INDIAN ACADEMY

Degree College - Autonomous

Department of Commerce-UG

Academic year 2023-24

## TIME TABLE FOR REMEDIAL CLASSES

### SECOND SEMESTER

CLASS /SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
II SEM BCOM A	16-04-2024	2:00-3:00	CA	PROF.ARSHAD	314
II SEM BCOM A	17-04-2024	2:00-3:00	AFA	PROF.REVATHI	314
II SEM BCOM A	18-04-2024	2:00-3:00	CA	PROF.ARSHAD	314
II SEM BCOM A	22-04-2024	2:00-3:00	QABD-1	PROF.VENESSA	314
II SEM BCOM A	23-04-2024	2:00-3:00	AFA	PROF.REVATHI	314
II SEM BCOM A	24-04-2024	2:00-3:00	QABD-1	PROF.VENESSA	314
II SEM BCOM B	16-04-2024	2:00-3:00	AFA	PROF.REVATHI	313
II SEM BCOM B	17-04-2024	2:00-3:00	CA	PROF.LAKSHMI	313
II SEM BCOM B	18-04-2024	2:00-3:00	QABD-1	PROF.ASMA	313
II SEM BCOM B	22-04-2024	2:00-3:00	AFA	PROF.REVATHI	313
II SEM BCOM B	23-04-2024	2:00-3:00	QABD-1	PROF.ASMA	313
II SEM BCOM B	24-04-2024	2:00-3:00	CA	PROF.LAKSHMI	313
II SEM BCOM C	16-04-2024	2:00-3:00	QABD-1	PROF.VENESSA	403
II SEM BCOM C	18-04-2024	2:00-3:00	AFA	PROF.REVATHI	403
II SEM BCOM C	22-04-2024	2:00-3:00	CA	PROF.RAGHU	403
II SEM BCOM C	23-04-2024	2:00-3:00	QABD-1	PROF.VENESSA	403
II SEM BCOM C	24-04-2024	2:00-3:00	CA	PROF.RAGHU	403
II SEM BCOM C	25-04-2024	2:00-3:00	AFA	PROF.REVATHI	403

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Bangalore - 43.

# TIME TABLE FOR REMEDIAL CLASSES

## FOURTH SEMESTER

### IV BCOM A

CLASS/SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
IV A	16-04-2024	2:00-3:00	FM	PROF.RAGHU	612
IV A	17-04-2024	2:00-3:00	FSA	PROF.ASMA	612
IV A	18-04-2024	12:00-1:00	FM	PROF.RAGHU	612
IV A	24-04-2024	2:00-3:00	FSA	PROF.ASMA	612

### IV BCOM B

CLASS/SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
IV B	16-04-2024	2:00-3:00	FSA	PROF.ASMA	608
IV B	17-04-2024	2:00-3:00	FM	PROF.SHEETHAL	608
IV B	22-04-2024	2:00-3:00	FM	PROF.SHEETHAL	608
IV B	25-04-2024	2:00-3:00	FSA	PROF.ASMA	608

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## TIME TABLE FOR REMEDIAL CLASSES

### SIXTH SEMESTER

#### VI BCOM A

CLASS/SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
VI BCOM A	16-04-2024	12:00-1:00	IT-II	PROF.SYEDA	609
VI BCOM A	17-04-2024	2:00-3:00	IM	PROF.PREETHI	609
VI BCOM A	18-04-2024	12:00-1:00	IT-II	PROF.SYEDA	609
VI BCOM A	23-04-2024	2:00-3:00	AMA	PROF.RAGHU	609
VI BCOM A	24-04-2024	12:00-1:00	IM	PROF.PREETHI	609
VI BCOM A	25-04-2024	2:00-3:00	AMA	PROF.RAGHU	609
VI BCOM A	02-05-2024	12:00-1:00	IAS	PROF.RAJU	609
VI BCOM A	06-05-2024	12:00-1:00	IAS	PROF.RAJU	609

#### V BCOM B

CLASS/SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
VI BCOM B	16-04-2024	12:00-1:00	IAS	PROF.PREETHI	607
VI BCOM B	17-04-2024	2:00-3:00	IT-II	PROF.LAKSHMI	607
VI BCOM B	22-04-2024	12:00-1:00	IAS	PROF.PREETHI	607
VI BCOM B	23-04-2024	2:00-3:00	IT-II	PROF.LAKSHMI	607
VI BCOM B	24-04-2024	12:00-1:00	AMA	PROF.NAVEEN	607
VI BCOM B	25-04-2024	2:00-3:00	IM	PROF.RAJU	607
VI BCOM B	02-05-2024	12:00-1:00	AMA	PROF.NAVEEN	607
VI BCOM B	07-05-2024	2:00-3:00	IM	PROF.RAJU	607

#### V BCOM C

CLASS/SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
VI BCOM C	18-04-2024	12:00-1:00	IAS	PROF.PREETHI	404
VI BCOM C	23-04-2024	2:00-3:00	IAS	PROF.PREETHI	404
VI BCOM C	24-04-2024	12:00-1:00	IM	PROF.RAJU	404
VI BCOM C	25-04-2024	2:00-3:00	IT-II	PROF.LAKSHMI	404

  
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 Indian Academy Degree College  
 Kalyan Nagar, BANGALORE - 43



  
**PRINCIPAL**  
 INDIAN ACADEMY DEGREE COLLEGE  
 AUTONOMOUS  
 Hanur Cross, Kalyan Nagar  
 Bangalore - 43.

VI BCOM C	08-05-2024	12:00-1:00	IM	PROF.RAJU	404
VI BCOM C	09-05-2024	2:00-3:00	AMA	PROF.SYEDA	404
VI BCOM C	13-05-2024	12:00-1:00	AMA	PROF.SYEDA	404
VI BCOM C	14-05-2024	2:00-3:00	IT-II	PROF.LAKSHMI	404

### VI BCOM D

CLASS/SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
VI BCOM D	16-04-2024	12:00-1:00	AMA	PROF.LAKSHMI	408
VI BCOM D	17-04-2024	2:00-3:00	IT-II	PROF.VENESSA	408
VI BCOM D	18-04-2024	12:00-1:00	IT-II	PROF.VENESSA	408
VI BCOM D	22-04-2024	2:00-3:00	IM	PROF.RAJU	408
VI BCOM D	02-05-2024	2:00-3:00	AMA	PROF.LAKSHMI	408
VI BCOM D	06-05-2024	12:00-1:00	IAS	PROF.PREETHI	408
VI BCOM D	07-05-2024	2:00-3:00	IAS	PROF.PREETHI	408
VI BCOM D	08-05-2024	12:00-1:00	IM	PROF.RAJU	408

### VI BCOM E

CLASS/SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
VI BCOM E	16-04-2024	12:00-1:00	IAS	PROF.RAJU	407
VI BCOM E	25-04-2024	2:00-3:00	IM	PROF.PREETHI	407
VI BCOM E	02-05-2024	12:00-1:00	IM	PROF.PREETHI	407
VI BCOM E	08-05-2024	12:00-1:00	IT-II	PROF.VENESSA	407
VI BCOM E	09-05-2024	2:00-3:00	IAS	PROF.RAJU	407
VI BCOM E	13-05-2024	2:00-3:00	IT-II	PROF.VENESSA	407
VI BCOM E	14-05-2024	12:00-1:00	AMA	PROF.RAGHU	407
VI BCOM E	15-05-2024	2:00-3:00	AMA	PROF.RAGHU	407

*Aswath*

HOD

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Indian Academy Degree College  
Kalyan Nagar, BANGALORE - 43



*Aswath*

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AUTONOMOUS  
Hanur Cross, Kalyan Nagar  
Bangalore - 43.

# INDIAN ACADEMY

## Degree College - Autonomous

Remedial Classes Details-UG ODD Semester for the AY: 2023-24

Sl. No.	Course	Semester	Section	Remedial Classes Attendance Details Given	Remedial Classes Attendance Not Given
1.	B.com	I	A	Given	
2.			B	Given	
3.			C	Given	
4.		III	A	Given	Not Applicable
5.			B	Given	
6.		V	A	Given	
7.			B	Given	
8.			C	Given	
9.			D	Given	
10.			E	Given	

*[Signature]*  
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Indian Academy Degree College  
Kalyan Nagar, BANGALORE - 43



*[Signature]*  
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AUTONOMOUS  
Kalyan Nagar, Bangalore - 43

# INDIAN ACADEMY

Degree College - Autonomous

Department of Commerce-UG

Academic year 2023-24

## TIME TABLE FOR REMEDIAL CLASSES

### FIRST SEMESTER

CLASS /SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
I SEM BCOM A	19-09-23	2:00-3:00	FINANCIAL ACCOUNTING	PROF.ARSHAD	314
I SEM BCOM A	20-09-23	2:00-3:00	FINANCIAL ACCOUNTING	PROF.ARSHAD	314
I SEM BCOM B	19-09-23	2:00-3:00	FINANCIAL ACCOUNTING	PROF.LAKSHMI	313
I SEM BCOM B	20-09-23	2:00-3:00	FINANCIAL ACCOUNTING	PROF.LAKSHMI	313
I SEM BCOM C	19-09-23	2:00-3:00	FINANCIAL ACCOUNTING	PROF RAGHU	403
I SEM BCOM C	20-09-23	2:00-3:00	FINANCIAL ACCOUNTING	PROF RAGHU	403



Magdalene Sarief  
Incharge HoD

  
PRINCIPAL  
INDIAN ACADEMY DEGREE COLLEGE  
AUTONOMOUS  
Hennur Cross, Kalyan Nagar  
Bangalore - 56

## TIME TABLE FOR REMEDIAL CLASSES

### THIRD SEMESTER

#### III BCOM A

CLASS/SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
III A	21-09-23	2:00-3:00	QABD	MS. ADEEBA	612
III A	20-09-23	2:00-3:00	CORPORATE ACCOUNTING	MS. SYEDA	612
III A	22-09-23	12:00-1:00	CORPORATE ACCOUNTING	MS. SYEDA	612
III A	25-09-23	2:00-3:00	QABD	MS. ADEEBA	612

#### III BCOM B

CLASS/SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
III B	27-09-23	2:00-3:00	QABD	MS. ASMA	608
III B	03-10-23	2:00-3:00	CORPORATE ACCOUNTING	MS. REVATHI	608
III B	04-10-23	2:00-3:00	CORPORATE ACCOUNTING	MS. REVATHI	608
III B	05-10-23	2:00-3:00	QABD	MS. ASMA	608

*Magdalene Paries*  
Incharge HOD

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Indian Academy Degree College  
Kalyan Nagar, BANGALORE - 43



*Principals*  
PRINCIPAL  
INDIAN ACADEMY DEGREE COLLEGE  
Kalyan Nagar, Bangalore  
560043

## TIME TABLE FOR REMEDIAL CLASSES

### FIFTH SEMESTER

#### V BCOM A

CLASS/SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
V BCOM A	03-10-23	12:00-1:00	IT-1	MS.VENESSA	609
V BCOM A	03-10-23	2:00-3:00	CM	MS.VENESSA	609
V BCOM A	04-10-23	12:00-1:00	IT-1	MS.VENESSA	609
V BCOM A	04-10-23	2:00-3:00	MA	MS.LAKSHMI	609
V BCOM A	05-10-23	12:00-1:00	CM	MS.VENESSA	609
V BCOM A	05-10-23	2:00-3:00	MA	MS.LAKSHMI	609
V BCOM A	06-10-23	12:00-1:00	IAS	MS. ADEEBA	609
V BCOM A	07-10-23	12:00-1:00	IAS	MS. ADEEBA	609

#### V BCOM B

CLASS/SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
V BCOM B	09-10-23	12:00-1:00	IT-1	MR.BANU	607
V BCOM B	09-10-23	2:00-3:00	CM	MS.VENESSA	607
V BCOM B	10-10-23	12:00-1:00	IT-1	MR.BANU	607
V BCOM B	10-10-23	2:00-3:00	MA	MR.ARSHAD	607
V BCOM B	11-10-23	12:00-1:00	CM	MS.VENESSA	607
V BCOM B	11-10-23	2:00-3:00	MA	MR.ARSHAD	607
V BCOM B	12-10-23	12:00-1:00	IAS	MS. PREETHI	607
V BCOM B	12-10-23	2:00-3:00	IAS	MS.PREETHI	607

*Magdalenas*  
*Incharge HOD*

**HOD**

DEPT. OF COMMERCE  
Indian Academy Degree College  
Kalyan Nagar, BANGALORE - 43



*Princip*

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INDIAN ACADEMY DEGREE COLLEGE  
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Hennur Cross, Kalyan Nagar  
Bangalore - 43

### V BCOM C

CLASS/SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
V BCOM C	13-10-23	12:00-1:00	IT-1	MR BANU	404
V BCOM C	16-10-23	2:00-3:00	IM	MS.ADEEBA	404
V BCOM C	17-10-23	12:00-1:00	IT-1	MR BANU	404
V BCOM C	17-10-23	2:00-3:00	MA	MS SYEDA	404
V BCOM C	18-10-23	12:00-1:00	IM	MS.ADEEBA	404
V BCOM C	18-10-23	2:00-3:00	MA	MS SYEDA	404
V BCOM C	19-10-23	12:00-1:00	SAPM	MS. PREETHI	404
V BCOM C	19-10-23	2:00-3:00	SAPM	MS. PREETHI	404

### V BCOM D

CLASS/SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
V BCOM D	20-10-23	12:00-1:00	IT-1	MS LAKSHMI	408
V BCOM D	20-10-23	2:00-3:00	IM	MS.ADEEBA	408
V BCOM D	25-10-23	12:00-1:00	IT-1	MS LAKSHMI	408
V BCOM D	25-10-23	2:00-3:00	MA	MS SYEDA	408
V BCOM D	26-10-23	12:00-1:00	IM	MS.ADEEBA	408
V BCOM D	26-10-23	2:00-3:00	MA	MS SYEDA	408
V BCOM D	27-10-23	12:00-1:00	SAPM	MS. PREETHI	408
V BCOM D	27-10-23	2:00-3:00	SAPM	MS. PREETHI	408

### V BCOM E

CLASS/SECTION	DATE	TIME	SUBJECT	NAME OF THE FACULTY	ROOM NO.
V BCOM E	30-10-23	12:00-1:00	IT-1	MS SYEDA	407
V BCOM E	30-10-23	2:00-3:00	IM	MS.PREETHI	407
V BCOM E	31-10-23	12:00-1:00	IT-1	MS SYEDA	407
V BCOM EE	31-10-23	2:00-3:00	MA	MS LAKSHMI	407
V BCOM E	02-11-23	12:00-1:00	IM	MS.PREETHI	407
V BCOM E	02-11-23	2:00-3:00	MA	MS LAKSHMI	407
V BCOM E	03-11-23	12:00-1:00	SAPM	MS. ADEEBA	407
V BCOM EE	03-11-23	2:00-3:00	SAPM	MS. ADEEBA	407

Magdalen Daria  
Incharge HOD



INDIAN ACADEMY DEGREE COLLEGE  
Member Group, Haryana Nagar  
Surajpura - 23.

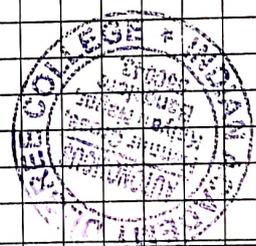
HOD  
DEPT. OF COMMERCE  
Indian Academy Degree College  
Haryana Nagar, Bahadurgarh - 151003

Ms. Lakshmi.K Remedial Classes I Sem B.Com Acc. - Management Attending - Brown - 609  
 REGISTER OF ATTENDANCE & FEES FOR THE MONTH OF... Oct / Dec... 2023

VICTORY

SE-NO.	ADMISSION No.	M. O. (BENEFICIAL) NAMES	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
--------	---------------	--------------------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-------

045	Calab	1	2	3	4							
125	Kaakidi Raj	1	2	A	3							
160	Narajim	1	2	3	4							
164	Most Jee	0	1	2	3							
186	Md. Rayyan	1	2	3	4							
187	Md. Sayyan	1	2	3	4							



*Q. Lab*  
 PRINCIPAL  
 INDIAN ACADEMY DISTANCE EDUCATION  
 HANUR CAMPUS, HANUR, MYSURU  
 BANGALORE - 560022

Number of pages: 1  
 Date: / /

W





I Sem B.Com 'A'

Remedial Class for C21DC1.1-Financial Accounting

Time 2.00-3.00PM

Room No.314

S.No	Reg.No	Student Name	19-09-2023	20-09-2023	23-09-2023	27-09-2023
1	23IABCM001	A.Harshith	P	A	A	P
2	23IABCM004	Abhijith C	P	P	A	P
3	23IABCM010	Alban Gilbert k	P	P	P	P
4	23IABCM014	ANTHONY SWAMY A	P	P	P	P
5	23IABCM015	ANUJ D	P	A	P	P
6	23IABCM017	ARUN JAGADEESH	P	P	P	P
7	23IABCM020	Azeem khan	P	P	P	P
8	23IABCM022	B SHANMUGHA SUNDARA	P	P	P	P
9	23IABCM024	Balaji H.V	P	P	P	P
10	23IABCM025	Beulah Agnes D	P	P	P	P
11	23IABCM026	BHUVAN K N	P	P	P	P
12	23IABCM027	CEPHAS IMMANUAL A	P	P	P	P
13	23IABCM028	Chaithanya kumar	P	P	P	P
14	23IABCM033	DANUSH B	P	P	P	P
15	23IABCM038	DHANUSH V	P	P	P	P
16	23IABCM044	A.Ganesan	P	P	A	A
17	23IABCM064	A KAUSHIK	P	P	P	P
18		MAHESH	A	A	A	A
19	23IABCM201	Abdul wahid	P	P	P	P
20	23IABCM204	AMRUTHA S	P	P	P	P
21	23IABCM213	KUSHAL YADAV K	P	P	P	P
22	23IABCM216	Meghana s	P	P	P	P
23	23IABCM227	Sara Sivakumar	P	P	P	P
24	23IABCM235	SYED MATHEEN S	A	P	P	P

Subject Teacher

Md. Ashraf  
Asst. T.



INDIAN ACADEMY DEGREE COLLEGE  
AUTONOMOUS  
Hennur Cross, Kalyan Nagar  
Bangalore - 43.

HOD

Magdalene Mary  
28/3/2024  
HOD

DEPT. OF COMMERCE  
Indian Academy Degree College  
Hennur Cross, Kalyan Nagar - 43





Remedial class Cost Management - CA1BCA5.43 - Class - V @'sec

VICTORY

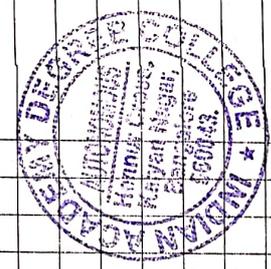
REGISTER OF ATTENDANCE & FEES

FOR THE MONTH OF.....20

Admission No.	NAME OF THE INSTITUTE	SECTION	PLACE	No. of days present	FEES	Date of payment
2173	VICTORY					

Sl. No.	NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
01	Karan. G	1	A	2	3																											
02	Lakshmi Nayana. S	1	2	3	4																											
03	Likith Gowda. G M	A	A	1	2																											
04	Mani. V.	A	A	1	2																											
05	Mandhan K.	1	2	3	4																											
06	Mathew. J.	1	2	3	4																											
07	Melvin Jacob. S.	1	2	3	4																											
08	Mohammed Fardeen Aley	1	2	3	4																											
09	Mohammed Tameem	A	1	2	3																											
10	Pavan K. V.	A	A	A	A																											
11	Pradeep. K	1	2	A	A																											
12	Pranay Kumar. R	1	2	3	4																											
13	R. Praveen	1	2	3	4																											
14	Rakesh. P.	1	2	3	4																											

Faculty In charge - Pratheep P.S



*Pratheep P.S*  
 VICTORY COLLEGE  
 HANMANGALURU DISTRICT, KARNATAKA  
 HANMANGALURU - 576102

Number present	M	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Daily	M	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Initials	M	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31





Sl. No.	Roll No.	NAME OF THE INSTITUTE	SECTION																															DATE OF PRESENT	FEES	DATE OF PAYMENT
		NAMES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			

Remedial Classes

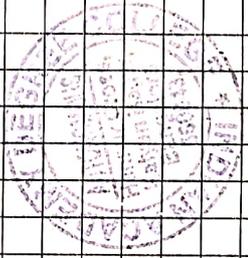
Name: Syeda Firdos  
 Class - V 'C'

Sub - Management  
 G.D.S 2

absent

Student Name: 18-18-19-20

1	013	Akshay G-S	1	2	3	4
2	014	Ambirish Kumar	1	2	3	4
3	038	Blazeth. V	1	2	3	4
4	082	Gopel Kiran. K	1	2	3	4
5	088	Guneshkumar	4	1	2	3
6	089	Guurpreet	1	2	3	4
7	099	Indulshree	1	2	4	3
8	091	Jasas	1	2	3	4
9	095	Jai Madhan	A	1	2	3
10	014	Bindu	1	2	3	4
11	116	K. Madush	1	4	2	3
12	082	Gopel Kiran	1	2	3	4
13	081	Grideon D	1	2	4	3
14	088	Guna Shekhar	A	1	2	3



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Number Present	Number Absent	Total	Date of Payment																														

Remedial Class es

VICTORY

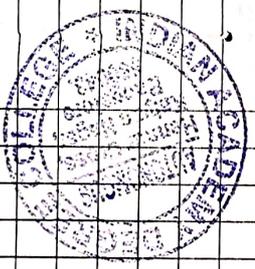
REGISTER OF ATTENDANCE & FEES

FOR THE MONTH OF.....20

Admission No	NAMES	SECTION												Fees	Date of payment
		1	2	3	4	5	6	7	8	9	10	11	12		

Name - Syeda Farhose  
 class - VI E  
 Sub - CS DC S.B Income Tax II

01	289	Satya	1	2	3	4	5	6	7	8	9	10	11	12		
02	291	Shaiikh Fazil Basha	1	4	2	3										
03	292	Shams ul Haque	1	2	3	4										
04	383	Vishwa Nagarimhal	1	2	3	4										
05	373	Yeshuwentha. S.	1	4	2	3										



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Number present - M  
 Date -  
 Initials -









VICTORY

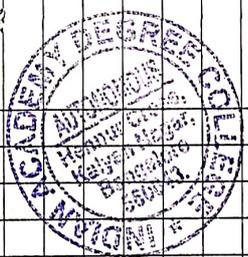
Remedial Class - Room No: 607  
REGISTER OF ATTENDANCE & FEES

Faculty - Versha K. M

FOR THE MONTH OF October, November 2023 - 24

2	Administration No.	NAME OF THE INSTITUTE	V. SION S	1900-A	SECTION	Account	AGE	Registration	No. of days present	FEES	Date of payment
3		NAMES	DATE	1	2	3	4	5	6	7	8

01	Mudassir	1	2	3	4						
02	Muareeth	1	2	3	4						
03	Nuqulhatha	1	2	3	4						
04	Nayima	1	2	3	4						
05	Syed Saad	1	2	3	4						
06	Talibbeg	1	2	3	4						
07	Tharika	1	2	3	4						
08	Korariya	1	2	3	4						
09	Aaryia S	1	2	3	4						
10	Poornvi Mallu	1	2	3	4						



*Signature*  
 VICTORY ACADEMY COLLEGE  
 ...

Number present	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Number absent																															

No. of Working days  
 Average attendance during the month  
 No. On roll during month

VICTORY

REGISTER OF ATTENDANCE & FEES

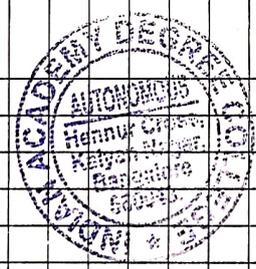
Remidial Class - Room NO

Faculty - Veneka King M

FOR THE MONTH OF: October, December 2023-24

CALL 5-1 - use 77777777

No.	NAME OF THE STUDENT	MONTH												No. of Days Present	Fees			
		01	02	03	04	05	06	07	08	09	10	11	12					
01	Calab	1	2	3	4													
02	Harsh-AK	1	2	3	4													
03	Ismael	1	2	3	4													
04	Md. Touqif	1	2	3	4													
05	K. Suraj	1	2	3	4													
06	Fogal Khan	1	2	3	4													
07	Kuray	1	2	3	4													
08	Tanablesh	1	2	3	4													
09	Taha Bui	1	2	3	4													
10	Abu thaur	1	2	3	4													



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 MADE IN INDIA

No. of Working days

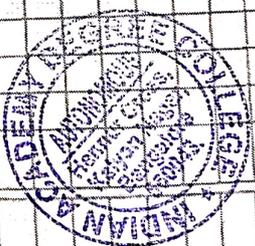
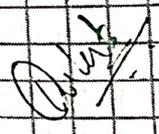
Average attendance during the month

No. On roll during month





Kennedee  
**REGISTER OF ATTENDANCE**  
 for the year 2022-23

Sl. No.	Admission No.	NAMES	Date											
			1	2	3	4	5	6	7	8	9	10	11	12
Name - Asma														
Class - IV A														
Semester - 4th Semester														
Subject - FSA (C21DC.A2)														
			18	19										
1.		Ajith - J	1	2										
2.		Atash Putane. M	1	2										
3.		B. Ramana gokul	1	2										
4.		Darshan. D	1	2										
5.		Darshan. Raj	A	1										
6.		Hema Latha. R	1	2										
7.		Kapheer Parveez	1	2										
8.		Manoj kumar. N	1	2										
9.		Manoj kumar sham	1	2										
10.		P. kiran	A	1										
11.		Stella. B.	1	2										
Faculty - Asma Bary														
for Asma Bary														
<p style="text-align: center;"><b>HOD</b>                  DEPT. OF COMMERCE                  Indian Academy Degree College                  Kalyan Nagar, BANGALORE - 43</p>														
														
<p style="text-align: right;">   <b>PRINCIPAL</b>                  INDIAN ACADEMY DEGREE COLLEGE                  ANTONOMOUS                  Hebbal Cross, Kalyan Nagar                  Bangalore - 43.             </p>														
Number present M Daily E														
Initial M E														

13 14 15 16 17 18 19 20 21 22 23 24

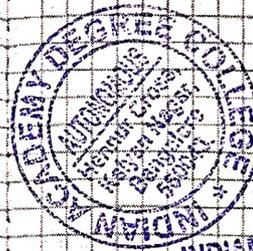


Remedial class 2nd B'com 'C' - QABD-I  
**REGISTER OF ATTENDANCE & FEES**

Room No. 1103  
 FOR THE MONTH OF April / May 2024.  
 Section 2nd B'com 'C' Place Bangalore

Gate No. 2-2 Name of the Institute IADC-A

Sl. No.	Admission No.	NAME	Days	Date												Total	Fees	Remarks
				1	2	3	4	5	6	7	8	9	10	11	12			
01	110	Nithin Kumar	1 2															
02	113	Omi Singh .A	1 2															
03	122	R. Akhbar Latuf.	1 2															
04	121	Pugalesh .R	1 2															
05	127	Raja	1 2															
06	134	Sachin P	1 2															
07	144	Santhosh .m	1 2															
08	146	Sathish .R	1 2															
09	155	Shiva Kumar .m	1 2															
10	158	Sivuh Nathan .A	1 2															
11	159	Satish	1 2															
12	163	Sunil .m	1 2															
13	172	Syed Sultan Salauddin	1 2															
14	193	Ind. Wassulla	1 2															



*[Handwritten Signature]*

**PRINCIPAL**  
**INDIAN ACADEMY DEGREE COLLEGE**  
**AUTONOMOUS**  
 Honnur Cross, Kalyan Nagar  
 Bangalore - 43.

*[Handwritten Signature]*  
 Prof. Venessa Durgati

*[Handwritten Signature]*  
 QABD-I

**MOD**  
 DEPT. OF COMMERCE  
 Indian Academy Degree College  
 Kalyan Nagar, BANGALORE - 43

Dep. Secy  
 To  
 Supd. In-charge





# Remedial Classes Taken

## REGISTER OF ATTENDANCE & FEES

Name of the Institute

Sl. No.	Admission No.	NAMES Name & Asma	1 2 3 4 5 6 7 8 9 10 11 12											
			Class :- II B Semester :- 2 <sup>nd</sup> Semester Sub :- QABD - I (21 Dec 2021)											
			24	27										
			5	5										
1.		A.S. Sanjay	1	2										
2.		Abhilash.N	1	2										
3.		Charthanya.	1	A										
4.		Darphan.P	1	2										
5.		Dwarasila Ramesh	1	2										
6.		Hitesh.	1	2										
7.		Jayanth	A	1										
8.		J. Karthik	1	2										
9.		Lisha.S	1	2										
10.		Mohammed Yaoub	1	A										
11.		Manoj.R	A	1										
12.		Mohammed Ameer Pasha	1	2										
13.		Mohammed Abdulla	1	2										
14.		Mohammed Sufiyan	1	2										
15.		Monisha.M	1	2										
16.		Nandha kumar	1	2										
17.		Sandhesh	1	2										
18.		Mohan kumar	1	2										
19.		Syed Muhiyuddin	1	2										
20.		Naveen M.	1	2										
Faculty - Asma														
HOD														
DEPT. OF COMMERCE														
Indian Academy Degree College														
Kalyan Nagar, BANGALORE - 43														



*Handwritten signature*

FACULTY: REVATHI.S  
 SUBJECT: C21DC2.1

REMEDIAL CLASSES (APRIL 2024) CLASS - II C.

Advanced Financial  
 M.J.G

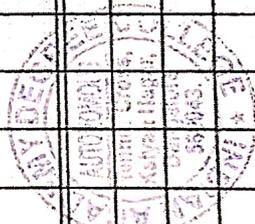
SEMESTER 1 EVEN SEMESTER

BATCH - 2023

VICTORY

REGISTER OF ATTENDANCE & FEES

Sl. No.	Admission No.	NAME OF THE INSTITUTE	Room No. 403															
			1	2	3	4	5	6	7	8	9	10	11	12				
	23IAGM 031	P.N. CHARAN	1	2														
	118	PRABAS.K	1	2														
	119	PRASHANTH.K	1	2														
	123	R. CHETHAN	1	2														
	138	SANDHYA.R.	1	2														
	147	SEBASTINE	1	2														
	159	STALIN	1	2														
	163	SUNIL.M	1	2														
	165	SURYA.R	1	2														
	173	SYEDA MAHEEN ARSHAD	1	2														
	177	VARUN.V																



Faculty: Revathi S  
 J. Revathi

Mr. Anil  
 HOD

DEPT. OF COMMERCE  
 Indian Academy Degree College  
 Nayana Nagar, BANGALORE - 56

INDIAN ACADEMY DEGREE COLLEGE  
 AUTONOMOUS  
 Cross, Kalyan Nagar  
 Bangalore - 56

ACULTY: REVATHI'S  
 SUBJECT: C21DC2.1

REMEDIAL CLASSES (APRIL 2024)

SEMESTER: EVEN SEMESTER

CLASS: IIB

VICTORY

Advanced Financial  
 Accounting

REGISTER OF ATTENDANCE & FEES

BATCH-2023

Recd No 313

Sl. No.	Admission No.	NAME OF THE INSTITUTE: JADCA
NAMES		1 2 3 4 5 6 7 8 9 10 11 12

Sl. No.	Admission No.	NAMES	1	2	3	4	5	6	7	8	9	10	11	12
23	046	GOUTHAM-A	1	2										
	054	HEMANTH-R	1	2										
	055	HITESH-R	1	2										
	057	JAI PRAKASH	1	2										
	059	JAYANTH	1	2										
	061	K. JEEVAN	1	2										
	062	K. MOHITH	1	2										
	073	MOHAMMED YAGUB	1	2										
	074	MADHUMITHA-B	1	2										
	080	MANOJ-R	1	2										
	081	MD. AMEEN PASHA	1	2										
	086	MD. FAYAZ KF	1	2										
	094	MD. SUFIYAN	1	2										
	102	NANDA KUMAR	1	2										
	301	MOHAN KUMAR	1	2										
	199	SYED MOHIYUDDIN	1	2										
	192	MARVIN THOMAS THEO	1	2										

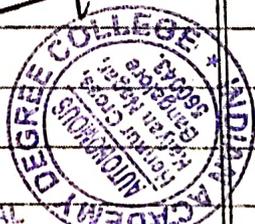
Faculty: Revathi's

*[Signature]*

*[Signature]*

HOD

DEPT. OF COMMERCE  
 Indian Academy Degree College  
 Kalyan Nagar, BANGALORE - 43



PRINCIPAL  
 INDIAN ACADEMY DEGREE COLLEGE  
 AUTONOMOUS  
 Hennur Cross, Kalyan Nagar  
 Bangalore - 43.

FACULTY: KEVATHI H. S.  
 SUBJECT: CE1D(2.1)  
 Advanced Financial Mgt

REMEDIATION CLASSES (APRIL 2024)  
 SEMESTER: EVEN SEMESTER CLASS: A

# REGISTER OF ATTENDANCE & FEES

Name of the Institute: INDIA

BATCH: 2023  
 Room No: 314

Sl. No.	Admission No.	NAMES	Date																	
			1	2	3	4	5	6	7	8	9	10								
	2110207	A. HARSHITH	1	2																
	015	ANUJ J	1	2																
	028	CHATHANYA KUMAR	1	2																
	151	SHALINI S	1	2																
	159	RAJA R	1	2																
	209	JONATHAN EN	1	2																
	213	KUSHAL YADAV	1	2																

Faculty: Keval H. S.  
[Signature]

M. Amr  
 HOD

DEPT. OF COMMERCE  
 Indian Academy Degree College  
 Kalyan Nagar, Bangalore



[Signature]

[Signature]

PRINCIPAL  
 INDIAN ACADEMY DEGREE COLLEGE  
 AUTONOMOUS  
 Hennur Cross, Kalyan Nagar  
 Bangalore - 43.



# REGISTER OF ATTENDANCE & FEES

Name of the Institute .....

Sl. No.	Admission No.	NAME	Date														
			1	2	3	4	5	6	7	8	9	10	11	12			
1	011	Anusha J	1	2													
2	013	Ramona Gokul	1	2													
3	017	Chitra A	1	2													
4	021	Parshant D	1	2													
5	022	EBENEZER R	1	2													
6	043	Kashif Parvez	1	2													
7	051	Mandaj Kumar Sharma	1	2													
8	052	Mandaj SR	1	2													
9	055	Martha Vellan G	1	2													
10	062	Stella	1	2													
IV Sem Financial Management C2112c 4.2																	
Remedial classes																	
 <b>HOD</b> DEPT. OF COMMERCE Indian Academy Degree College Kalyan Nagar, BANGALORE - 43																	
 INDIAN ACADEMY DEGREE COLLEGE ANTONIOUS Hennur Cross, Kalyan Nagar Bangalore - 43																	
Number present M																	
Daily E			9	10													
Initial M																	
E																	

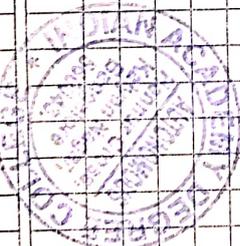
No. on roll at the beginning of month.

Subject: Shilpa Tax Law Remedial class - Attendance VI B.com B.lore Even Sem  
 C21 Dec 63 REGISTER OF ATTENDANCE & FEES FOR THE MONTH OF April 2024  
 Pradhe II TANC - A Section VI B.com B.lore Place B.lore

Name of the Institute

Section

Place

Reg. No.	Admission No.	NAMES	Days												No. of days present	FEES Rs. P.	Date of payment		
			1	2	3	4	5	6	7	8	9	10	11	12					
199	199	Mudassis Padma	1	2															
201	201	Muzaina Khan	1	2															
280	280	Natashima Mukhy B	1	2															
287	287	Sanjay B. Balanga	1	2															
292	292	Shait Mohammed	0	1															
328	328	Syed Ovais Umar	1	2															
329	329	Syed Syad	1	2															
332	332	Syeda Fatma	1	2															
330	330	Nasrath N	1	2															
Faculty: <u>Jalshwik</u>																			
<u>Jalshwik</u>																			
HOD																			
DEPT. OF COMMERCE																			
Indian Academy Degree College																			
Katyan Nagar, BANGALORE - 43																			
																			
																			
																			





# REGISTER OF ATTENDANCE & FEES

FOR THE MONTH OF

April / May

20 24

Name of the Institute

Indian Academy Degree College

Section

V I A

Place

Bengaluru

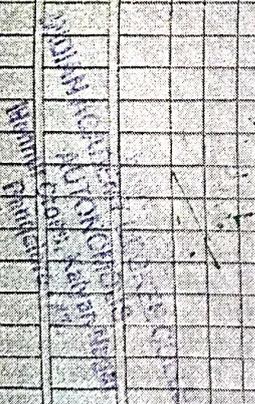
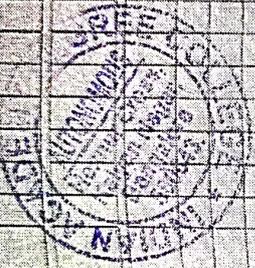
Auto Nomous

Sl. No.	Admission No.	NAMES												No. of days present	Fees Rs. p.	Date of payment
		1	2	3	4	5	6	7	8	9	10	11	12			

Course Name: Indian Administrative Standard  
 Course Code: CAI DCA 64  
 Class Section: V I A  
 Name of the Faculty: Cheluvatharu

Sl. No.	Reg No.	Name of the Student	01	02	03	04	05	06	07	08	09	10	11	12
1	011	Ajay P	1	1										
2	045	Caleb	1	1										
3	055	Chitra Subbaraj	1	1										
4	103	Jagadeeth	1	1										
5	110	John Drel m	1	1										
6	125	Karthik Raj v	1	1										
7	164	Mark Lee	1	1										
8	166	Mary Beeline	1	1										
9	185	MD Rajudhin	1	1										
10	186	MD Rayyan	1	1										

*Faculty*  
 HOD  
 DEPT OF MANAGEMENT  
 Indian Academy Degree College  
 Bengaluru



No. on roll at the beginning of month

No. of Working days

Average Attendance during the month

No. on roll during month



# REGISTER OF ATTENDANCE & FEES

# FOR THE MONTH OF April

2024

Name of the Institute: Indian Academy Degree College  
-Autonomous Degree College

Section: VI C

Place: Bagaluru

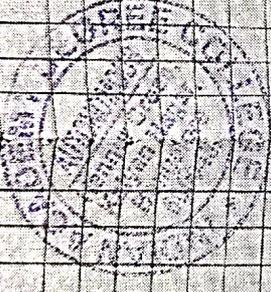
Admission No	NAMES												No. of days present	FEES	Date of Payment																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Rs.	P.

Course Code: CEL DCE 64  
 Course Name: Investment Management  
 Class & Section: VI C  
 Name of the Faculty: Chaluvardidi

Sl. No	Reg No	Name of the Faculty	Days
1	013	Akshay GS	A 1
2	014	Amburish Kumar P	1 2
3	022	Arijan S	1 1
4	038	Bharath V	A 1
5	050	Channa bhavara M	1 1
6	060	Deepat Kumar C	1 1
7	061	Deepar J	1 A
8	065	Devi Raj Emmanuel S	A 1
9	070	Dileep M	1 1
10	078	Gowtham C	1 2
11	083	Gopi Saravaran T	1 2
12	088	Gnashelkar	1 2

Faculty: V K M L

HOD: DEPT. OF COMMERCE  
Prof. A. S. Srinivasulu Reddy  
Kalavathi Nagaraj



Chaluvardidi

Chaluvardidi

# REGISTER OF ATTENDANCE & FEES

Name of the Institute: Indian Academy Degree College  
Autonomous

FOR THE MONTH OF

April  
May

2024

Section: VI D

Place: Bengaluru

Sl. No.	Admission No.	Name	Section	Date																															Fees	Date of Payment
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Course Name: <u>Investment Management</u>																																				
Code: <u>CE1DCE-G1</u>																																				
Class: <u>VI D GPD</u>																																				
Name of the Faculty: <u>Chaluvasthi</u>																																				
1	148	M. Abhishek																																		
2	152	Madhurika B																																		
3	165	Mastreshkhan V																																		
4	173	Megharaj Singh																																		
5	179	Mohamed Fawzan																																		
6	186	Mohamed Jameem																																		
7	195	Mokith S																																		
8	208	Nehra S																																		
9	232	Praveen Kumar																																		
10	235	Prashanth M																																		
11	239	R. Praveen																																		
12	243	Raju S																																		
<b>FACULTY</b>  <b>HOD</b> DEPT. OF INVESTMENT MANAGEMENT Indian Academy Degree College Bengaluru																																				



**INDIAN ACADEMY DEGREE COLLEGE**  
 BANGALURU  
 HOD: [Signature]  
 Date: 30/04/24

No. of Roll at the beginning of month

No. of Working days

Average Attendance during the month

No. of Roll during month



Subject: Cost Accounting  
C21DC 231

Remedia Class  
REGISTER OF ATTENDANCE & FEES

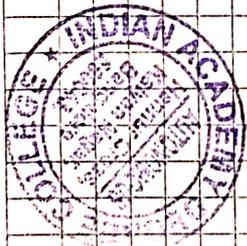
Room no: 313  
FOR THE MONTH OF April  
Even sem 20204  
B'lore

Name of the Institute: ABC - A

Section: II Sem B'lor B' Place

Sl. No.	Admission No.	NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	No. of days present	FEES Rs. P	Date of payment
1		Chaitanya . R	12																								
2		Dhanush . Y	12																								
3		Harsh . A	12																								
4		Harsh . M	12																								
5		Harshini . R	12																								
6		Hemanth . R	12																								
7		Jay Seshua . A	12																								
8		K. Jeevan	12																								
9		K. Mohit	12																								
10		D. Kasthit	12																								
11		Kusudhika . P	12																								
12		Mad. Yagub	01																								
13		Manoj . R	12																								
14		Mad. Jyotsna Pasra	12																								
15		Mad. Jyotsna	12																								
16		Mousha . M	12																								
17		Abhaya Kumar . B	12																								
18		Alankini . A	12																								
19		Hareen . M	12																								
20		Neha . Y	12																								
21		Mohan Kumar	12																								
22		Syed Mubiyuddin	12																								
		Faculty: Vakebnik																									
		Siddhant																									
		HOD																									
		DEPT. OF COMMERCE																									
		Indian Academy Degree College Kalyan Nagar, Bangalore - 43																									

INDIAN ACADEMY DEGREE COLLEGE  
Kalyan Nagar, Bangalore - 43



# Remedial Class.

**VICTORY**

## REGISTER OF ATTENDANCE & FEES

V B.Sc. (MCS) - SEM I - Real Analysis I and complex Analysis

NAME OF THE INSTITUTE: .....

SL. No.	Admission No.	NAMES	1	2	3	4	5	6	7	8	9	10	11	12
1	212/2023	Sahil Tsmail Khan	P	A	P	P	P							
2	096	Sripuram Himachandra Paddy	P	P	P	A	P							
3	091	Hitesh Kumar	P	P	P	P	A							
4	095	Shared Singh	P	P	P	P	P							
Topics:														
11/23	Analytic Function		4	4	5									
11/23	Complex Differentiation		3	4	4									
11/23	Bilinear Transformation		3	11/2023	3	4	5							
11/23	Abel's Theorem & problems		3	11/2023	3	4	5							
11/23	Theorem on Real Analysis		3	11/2023	3	4	5							

DEPARTMENT OF CHEMISTRY  
 I.A.S.C. and Centre for  
 Research in Science & Technology  
 Bangalore-560 035

	Number present	M	D	T	W	Th	F	S	Su
	Daily								
	Initials								
No. on roll at the beginning of month.	Admitted during the month.	Left No. on roll at end of month.							



Remedial class  
 IBCA-A - B21DC1.1 - Discrete Structures.

**VICTORY**

**REGISTER OF ATTENDANCE & FEES**

SL. No.	Admission No.	NAME OF THE INSTITUTE : .....	.....											
			NAMES											
			1	2	3	4	5	6	7	8	9	10	11	12
32A	30001	Abdul Azeem	P	P	P	P	P	A						
32A	004	Abhishek G	P	P	P	P	P	P						
32A	010	Anirudh. R	P	P	A	P	P	P						
32A	011	Ankita Sushma Raj DL	P	P	P	P	P	P						
32A	017	Aashish S	P	P	P	A	P	P						
32A	023	Chandan S	A	P	P	P	P	A						
32A	026	Nisha R	P	P	P	P	P	P						
32A	027	Darsh Fathima	P	P	A	P	A	P						
32A	030	Darshan Kumar AR	P	P	P	P	P	P						
32A	032	Deepti Sh. C. S	P	P	P	P	P	P						
32A	037	Dhanush R	P	P	A	P	P	P						
32A	042	Eshwar R	P	P	P	P	P	P						
32A	043	Faizan Shant	P	P	P	P	A	P						
32A	044	Francis Arun.	P	P	P	P	P	P						
32A	050	Jasna Ravi	A	P	A	P	P	P						
32A	055	Kavya Ulla Khan	P	P	P	P	P	P						
32A	059	Kushal Singh	P	P	P	P	P	P						
32A	061	Laksh Kumar S	P	P	P	P	P	P						
Topics:														
1/12/2022	Sets, Relations & Functions		9:30											
2/12/2022	Logic		9:30											
0/12/2022	Permutation, Combinations		9:30											
1/12/2022	Binomial coefficient, Hyper Binom		9:30											
26/12/2022	Probability		9:30											
27/12/2022	Probability		9:30											
Number present, M														
Daily E														
Initials M														
E														

No. on roll at the beginning of month.

Admitted during the month.

Left No. on roll at end of month.

Remedial class : B2IDCI-1 - Discrete Structures  
I BCA-B



REGISTER OF ATTENDANCE & FEES

SL. No.	Admission No.	NAME OF THE INSTITUTE	NAMES													
			1	2	3	4	5	6	7	8	9	10	11	12		
1		Lavan bishore	A	A	A	A	A									
2		Madhu J-N	A	P	P	A	P									
3		Magsood Ali	P	A	P	P	P									
4		Md Abdul Wahid	P	P	P	P	P									
5		Md Abubakar Siddiq	P	P	P	P	P									
6		Md Adnan	P	P	A	A	P									
7		Md Affan	A	P	P	A	P									
8		Md Huzaiy	A	A	A	A	A									
9		Md Ibrahim	P	A	P	P	P									
10		Md Muqaddis Hussain	A	A	A	A	A									
11		Md Rehan	P	A	A	P	P									
12		Md Rehan	P	P	P	P	P									
13		Md Tahir	A	A	A	A	A									
14		Md Umar Farooq	P	P	A	A	P									
15		Md Waqar	P	P	A	P	P									
16		Md Yaseen Zaid	P	P	P	A	P									
17		Mohseens	P	P	P	A	P									
18		Moharab Ali	P	P	A	P	P									
19		Md Sinan A	P	P	A	A	A									
20		Narasimha-B	A	A	A	A	A									
21		Naveen T	A	A	A	A	A									
22		Nisha R	A	A	A	P	P									
23		Owais Ahmed	P	P	P	P	P									
24		Praneen	A	A	A	A	A									

1) 7/12/23  
Relations & functions  
2) 09/12/23  
Counting 2  
Principles  
3) 13/12/23  
Probability  
4) 18/12/23  
Propositions  
5) 21/12/23  
Graph theory

Number present M  
Daily F  
Initials M  
L

No. on roll at the beginning of month.

Admitted during the month

Left No. on roll at end of month.

# REGISTER OF ATTENDANCE & FEES

Sl. No.	Admission No.	NAME OF THE INSTITUTE	NAMES														
			6	7	8	9	10	11	12	13	14	15	16				
1		Abhilash Chode	P	P	P	P	A										
2		Abhishek S	A	A	A	A	A										
3		Akhil Kumar	A	A	P	A	P										
4		Alan Josh M	A	P	A	A	A										
5		Ankit Saini	P	P	A	A	P										
6		Charan V	A	P	A	P	P										
7		Darshan M	A	P	A	A	A										
8		Denzel Dememe	P	A	P	P	A										
9		Dhanush V.R	P	P	P	A	A										
10		Harikrishnan R.K	P	P	A	P	P										
11		Harsh A	P	A	P	P	P										
12		Harsha Prayag V	P	A	P	P	A										
13		Imran Baig	P	P	A	P	A										
14		Marius Iyyappan	A	P	A	P	P										
15		Md. Zubair Ullah	P	P	P	P	P										
16		Muqeed	P	P	P	P	P										
17		Namsath R	P	A	P	P	P										
18		Niyas M.D	P	P	P	A	P										
19		P. Arun Teja	A	P	P	P	A										
20		Rahul R	P	P	A	P	P										
21		Rajendra S	P	P	P	P	A										
22		Rajesh M.V	A	A	P	P	P										
23		Raghanulla Sharif	P	P	P	P	A										
24		Sandeep R	P	P	A	P	P										
25		Shekhar Dhami	A	P	P	P	P										
26		Sneha C	P	P	P	P	P										
27		Sonu Singh	P	P	P	P	P										
28		Sree Harish P.K	P	A	P	P	A										

  
 John D. Jones  
 Principal

Number Present Daily	<input type="text"/>				
Initials M	<input type="text"/>				
No. on roll at the beginning of month.	<input type="text"/>				
Admitted during the month.	<input type="text"/>				
Left No. on Roll at end of month.	<input type="text"/>				



Find the equation of the straight line through the points  $z_1$  and  $z_2$  where

$$z_1 = 1 + i, \quad z_2 = 2 - i.$$

Soln:

The eqn of the line passing through  $z_1$  &  $z_2$  is given by

$$z(\bar{z}_1 - \bar{z}_2) - \bar{z}(z_1 - z_2) + (z_1 \bar{z}_2 - \bar{z}_1 z_2) = 0$$

$$\text{i.e., } (x + iy)((1 - i) - (2 + i))$$

$$- (x - iy)(1 + i) - (2 - i)$$

$$+ (1 + i)(2 + i) - [(1 - i)(2 - i)] = 0$$

$$x + iy(-1 - 2i) - (x - iy)(-1 + 2i)$$

$$+ [2 + i + 2i + i^2] - [2 - i - 2i + i^2] = 0$$

$$(x + iy)(-1 - 2i) - (x - iy)(-1 + 2i)$$

$$+ i(1 + 3i) - (3 - 3i) = 0$$

$$(-x - 2xi - iy + 2i^2 y) - (-x + 2xi + iy - 2i^2 y)$$

$$+ (1 + 3i + 3i) = 0$$

$$-x - 2xi - iy + 2y + x - 2xi - iy - 2y + 4 + 6i = 0$$

$$-4xi - 2iy + 10 = 0$$

$$i(-4x - 2y + 10) = 0$$

$$\left| (x^2 + y^2) + (x^2 - y^2 - 1) + 2ixy \right| \leq 7$$

$$x^2 + y^2 + \sqrt{(x^2 - y^2 - 1)^2 + 4x^2y^2} \leq 7$$

$$|z| = \sqrt{x^2 + y^2}$$

(or)

$$|x + iy| = \sqrt{x^2 + y^2}$$

$$\sqrt{(x^2 - y^2 - 1)^2 + 4x^2y^2} \leq 7 - (x^2 + y^2)$$

~~$$\sqrt{(x^2)^2 + (y^2)^2 + 1 - 2x^2y^2 + 2y^2 - 2x^2 + 4x^2y^2} \leq 7 - (x^2 + y^2)$$~~

~~$$\sqrt{(x^2)^2 + (y^2)^2 + 1 + 2x^2y^2 + 2y^2 - 2x^2} \leq 7 - (x^2 + y^2)$$~~

~~$$\sqrt{(x^2 - y^2)^2 + 4x^2y^2} \leq 7 - (x^2 + y^2)$$~~

~~$$(x^2 - y^2)^2 + 4x^2y^2 \leq |7 - (x^2 + y^2)|^2$$~~

Squaring on both sides,

$$(x^2 - y^2 - 1)^2 + 4x^2y^2 \leq (7 - (x^2 + y^2))^2$$

~~$$(x^2)^2 + (y^2)^2 + 1 - 2x^2y^2 + 2y^2 - 2x^2 + 4x^2y^2$$~~

~~$$(x^2 + y^2)^2 + 1 - 2(x^2 - y^2)$$~~

~~$$\leq 49 + (x^2 + y^2)^2 - 14(x^2 + y^2)$$~~

Find the locus of the point  $z$  satisfying  
the condition  $z = a \cos t + b \sin t$ ,  $a$  &  $b$  are complex constants.

Sol:

$$z = a \cos t + b \sin t$$

Here  $a$  &  $b$  are complex constants

$$a = a_1 + i a_2$$

$$b = b_1 + i b_2$$

$$\therefore x + iy = (a_1 + i a_2) \cos t + (b_1 + i b_2) \sin t$$

Equating real & Imag parts,

$$x = a_1 \cos t + b_1 \sin t$$

$$y = a_2 \cos t + b_2 \sin t$$

Solve, the above 2 eqns,

$$\sin t = \frac{x a_2 - y a_1}{b_1 a_2 - b_2 a_1}, \quad \cos t = \frac{x b_2 - y b_1}{a_1 b_2 - a_2 b_1}$$

Squaring & adding we get,

$$1 = \frac{(x a_2 - y a_1)^2 + (x b_2 - y b_1)^2}{(b_1 a_2 - b_2 a_1)^2}$$

$$(b_1 a_2 - b_2 a_1)^2 = x^2 a_2^2 + y^2 a_1^2 - 2xy a_1 a_2 + x^2 b_2^2 + y^2 b_1^2 - 2xy b_1 b_2$$

$$\Rightarrow x^2(a_2^2 + b_2^2) + y^2(a_1^2 + b_1^2) - 2xy(a_1a_2 + b_1b_2) - (b_1a_2 - b_2a_1)^2 = 0$$

which represents an ellipse,  $b^2 - 4ac < 0$

Show that the locus of

$$\arg\left(\frac{\bar{z}}{z}\right) = \frac{\pi}{2}$$

is a line through the

origin

Sln: Consider  $\frac{\bar{z}}{z} = \frac{x-iy}{x+iy}$

$$\Rightarrow \frac{(x-iy)(x-iy)}{(x+iy)(x-iy)} = \frac{(x-iy)^2}{x^2+y^2}$$

$$= \frac{x^2 - y^2 - 2xyi}{x^2+y^2}$$

$$= \frac{x^2 - y^2 - 2xyi}{x^2+y^2}$$

$$= \frac{x^2 - y^2}{x^2+y^2} + i \frac{-2xy}{x^2+y^2}$$

$$\underline{\text{Ans:}} \arg\left(\frac{\bar{z}}{z}\right) = \frac{\pi}{2}$$

$$\text{Let } \tan^{-1} \left( \frac{\frac{-2xy}{x^2+y^2}}{\frac{x^2-y^2}{x+y^2}} \right) = \frac{\pi}{2}$$

$$\text{Let } \tan^{-1} \left( \frac{-2xy}{x^2-y^2} \right) = \frac{\pi}{2}$$

$$\frac{-2xy}{x^2-y^2} = \tan \frac{\pi}{2}$$

$$\frac{-2xy}{x^2-y^2} = \infty$$

$$\Rightarrow x^2 - y^2 = 0$$

$x = \pm y$   
which represents a line through the origin.

Prove that  $\arg(z-a) = \frac{\pi}{2}$  represents a

line  $x = a$ .

$$\underline{\text{Sol:}} \quad z-a = x+iy-a = (x-a)+iy$$

$$\arg(z-a) = \frac{\pi}{2} \Rightarrow \arg(x-a+iy) = \frac{\pi}{2}$$

$$\tan^{-1} \frac{y}{x-a} = \frac{\pi}{2}$$