

Syllabus

B.A. (MULTIMEDIA AND MASS COMMUNICATION)

(Sem.- III)

Title of Paper: IKS IN COMMUNICATION & MEDIA

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	The course of "IKS in Communication and Media" helps media students understand indigenous perspectives, traditional narratives, and culturally rooted communication practices. It is relevant for creating context-sensitive, inclusive content and connects with courses like cultural studies, journalism, and media ethics. With growing demand for culturally resonant media, it enhances job prospects in content creation, heritage communication, and policy advocacy.
2	Vertical :	Major
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: <ol style="list-style-type: none"> 1. To introduce students to the foundational concepts and principles of Indian Knowledge Systems (IKS) and their role in traditional and contemporary communication. 2. To explore the integration of IKS in various media forms, including oral traditions, folk media, and digital platforms. 3. To encourage critical thinking about the relevance of indigenous knowledge in modern media practices and policy-making. 	

8	Course Outcomes: <div><div>1. Students will be able to identify and explain core concepts of IKS and their historical relevance in Indian communication systems.</div><div>2. Students will analyze and apply traditional communication methods within modern media contexts to create culturally rooted content.</div><div>3. Students will develop an appreciation for indigenous narratives and demonstrate the ability to integrate IKS into media planning, storytelling, and advocacy.</div></div>	
9	Module 1: Foundations of Indian Knowledge Systems and Communication Traditions (10 Lectures)	
	1. What is IKS	Definition, scope, and relevance to media studies.
	2. Traditional systems of knowledge transmission	Oral, written, symbolic
	3. Ancient Indian communication models	Shruti, Smriti, Shastra, Sutra.
	4. Ancient treatises on communication and statecraft	Arthashastra, Natyashastra, Manusmriti, and Panini’s Ashtadhyayi.
	Module 2: Language, Literature and Performing Arts in IKS (10 Lectures)	
	1. Classical Languages	The role of Sanskrit, Prakrit, Pali, and regional languages in building narrative traditions. Epics like Ramayana and Mahabharata as comprehensive communication texts.
	2. Oral traditions	Puranas, Bhajans, and Jataka tales.
	3. Folk and classical performing arts	Tamasha, Kirtan, Powada, Lavani, Kathakali, Yakshagana as public communicative platforms
	Module 3: Philosophy and Aesthetics in Indian Knowledge Systems (5 Lectures)	
	1. Philosophical foundations of Indian thought systems	Nyaya, Sankhya, Vedanta, Buddhism, Jainism. Concepts of Dharma, Satya, Ahimsa and their relevance to ethical journalism and responsible media.
	2. Aesthetic principles	Rasa, Bhava, Alankara and their application to visual and narrative design
	Module 4: IKS in Television, Film, and New Media (5 Lectures)	
	1. Representation of Indian mythology, history, and folklore in Indian print, cinema and television	Looking at Amar Chitra Katha series, Ramayan, Mahabharat to Baahubali and Tumbbad, TV series like Bharat: Ek Khoj among others
	2. Adaptation of epics and traditional stories into visual media	Techniques, challenges, and cultural responsibilities. IKS in children’s programming, animated series, and edutainment platforms
	3. Digital platforms and New Media	Indigenous knowledge in documentary and regional filmmaking. Digital archiving and revival of traditional knowledge systems through YouTube, podcasts, OTT platforms, and social media.

10	Books / References: <ol style="list-style-type: none"> 1. Dhamija, J. (1970). <i>Living traditions of India</i>. New Delhi: National Book Trust. 2. Kumar, K. J. (2014). <i>Mass communication in India</i> (5th ed.). Mumbai: Jaico Publishing House. 3. Mignolo, W. D. (2011). <i>The darker side of western modernity: Global futures, decolonial options</i>. Durham: Duke University Press. 4. Mohanty, C. T. (2003). <i>Feminism without borders: Decolonizing theory, practicing solidarity</i>. Durham: Duke University Press. 5. Sen, A. (2005). <i>The argumentative Indian: Writings on Indian history, culture and identity</i>. London: Penguin Books. 6. Smith, L. T. (1999). <i>Decolonizing methodologies: Research and indigenous peoples</i>. London: Zed Books. 	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	Continuous Evaluation through: <ol style="list-style-type: none"> 1. Individual project should be given to develop a comic strip on any folk story Write a story board/ type of copy. 2. A radio drama could be scripted to popularize a regional or national epic. The programming could essentially done for children or adolescents 3. Big Idea (TV Script, Podcast ideas, Short films, Drama, etc.) – Group project 	

Syllabus Designed by:

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