

AMRITA VISHWA VIDYAPEETHAM

MA COMMUNICATION



CURRICULUM AND SYLLABUS FOR THE 2024 ADMISSIONS

**AMRITA VISHWA VIDYAPEETHAM
ETTIMADAI, COIMBATORE**

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Programme Educational Objectives (PEOs)

The students graduating from the Mass Communication program will be able to:

PEO1 [Critical and integrative Thinking] - Develop a critical and epistemological thinking in national and international politics, economy, ethics, culture, religion, and social institutions.

PEO2 [Effective verbal and non-verbal communication] - Clearly and coherently use spoken and written words and visuals for narrative, descriptive and analytical methods in informational, persuasive and creative purposes.

PEO3 [Societal and Environmental Awareness] - Understand the responsibility as a journalist and media student to improve the environment in which they operate and to engage in strategies and practices that promote sustainability.

PEO4 [Ethical Reasoning] - Understand and apply ethical communication, principles and practices in academic, journalistic, personal, vocational and civic situations.

PEO5 [Leadership] – Be an entrepreneur and serve media industry interests as a means toward the greater goal of serving the public, and to also directly promote media literacy and apply social interactions in socio-political economy, cultural, and developmental diaspora from the grassroots level to the new media to embrace difference.

Programme Specific Outcomes (PSOs)

The students of the Communication program will be able to:

PSO1: Create a strong research-oriented theoretical foundation in consonance with recent advances in the discipline of Mass Communication.

PSO 2: Take a creative, empirical, ethical, and sustainable approach to the program that combines conceptual and theoretical media repertoires, including print, broadcast, IMC, and multimedia.

PSO 3: Provide an opportunity to extend the knowledge base to the world of practice with a view to promoting a healthy interface between academia and society.

Programme Structure

| Sl. No | Course Type | Number of Courses | Total Credits |
|--------|--------------------------------|---|---------------|
| 1. | Department Specific Core | 8 | 21 |
| 2. | Elective Courses (DSE) | 4 Elective branches (6 courses each) | 24 + 8* |
| 3. | Value Addition Course (VAC) | 2 | 3 |
| 4. | Skill Enhancement Course (SEC) | 3 | 6 |
| 5. | Open Elective | 1 | 2 |
| 6. | Project + Review | 1 | 14 |
| 7. | Internship | 1 | 12 |
| | Total | 40 | 90 |

*Ancillary elective course 4 credits (Semester II & III)

Allocation of Courses in Semesters

| SEM | DSC | Elective Course | VAC | SEC | Open Elective | Project / Internship | Total Credits |
|---------------|-----|--|-----|-----|---------------|----------------------|---------------|
| I | 7 | | 1 | 1 | | 1 | 26 |
| II | 1 | 3 courses from Elective bundle Chosen + One Ancillary from other bundles | 1 | 1 | | 1 | 24 |
| III | | 3 courses from Elective bundle Chosen + One Ancillary from other bundles | | 1 | 1 | 1 | 28 |
| IV | | | | | | 1 | 12 |
| Total Credits | 8 | 24 | 2 | 3 | 1 | 2 | 90 |

**MA Communication
CURRICULUM**

SEMESTER I

| S. No. | Course Code | Structural Framework | Course Title | L-T-P | Credits |
|--------------|-------------|----------------------|--|-------|-----------|
| 1. | 24CMJ501 | DSC | Critical Approach to Communication Theories | 2 0 2 | 4 |
| 2. | 24CMJ502 | DSC | Media Laws and Ethics: Issues and Debates | 2 0 2 | 4 |
| 3. | 24CMJ503 | DSC | Applied Media Research | 3 0 2 | 4 |
| 4. | 24CMJ504 | DSC | Contemporary Issues | 1 0 0 | 1 |
| 5. | 24CMJ505 | DSC | Environment and Social Issues: Global Media Perspectives | 3 0 0 | 3 |
| 6. | 24CMJ581 | DSC | Quantitative Data Analysis for Social Science Research | 0 1 2 | 2 |
| 7. | 24CMJ582 | DSC | Qualitative Data Analysis for Social Science Research | 0 1 2 | 2 |
| 8. | 24CMJ583 | SEC | *Seminar | 0 1 2 | 2 |
| 9. | 24CMJ590 | Project | Research Proposal | 0 1 2 | 2 |
| 10. | 22ADM501 | VAC | Glimpses of Indian Culture | 2 0 1 | P/F |
| 11. | 22AVP103 | VAC | Mastery Over Mind | 1 0 2 | 2 |
| Total | | | | | 26 |

SEMESTER II

***THREE MANDATORY SPECIALIZATION courses from ANY ONE Bundle (1A to 1D) and ONE ELECTIVE course from any of the other Bundles in the semester**

| S. No | Course Code | Structural Framework (DSE) | Course Title | L T P | Credits |
|--|-------------|---------------------------------|--|-------|-----------|
| 1. | 24CMJ511 | Broadcast Bundle 1A: | 1. Technological Approaches to Television Journalism | 2 1 2 | 4 |
| 2. | 24CMJ512 | | 2. Basic Photography and Videography | 2 1 2 | 4 |
| 3. | 24CMJ513 | | 3. Film Studies: Theory and Analysis | 3 0 2 | 4 |
| 4. | 24CMJ514 | IMC Bundle 1B: | 1. Branding and Communications | 4 0 0 | 4 |
| 5. | 24CMJ515 | | 2. Digital Marketing Communication Basics | 4 0 0 | 4 |
| 6. | 24CMJ516 | | 3. Branding Media and Entertainment | 4 0 0 | 4 |
| 7. | 24CMJ517 | Print Bundle 1C: | 1. Reporting for Print Media | 0 1 6 | 4 |
| 8. | 24CMJ518 | | 2. Editing for Print Media- I | 0 1 6 | 4 |
| 9. | 24CMJ519 | | 3. Fake News and Disinformation- Issues and Challenges | 4 0 0 | 4 |
| 10. | 24CMJ520 | New Media and Design Bundle 1D: | 1. Techniques of Graphic Communication and Visual Design | 0 1 6 | 4 |
| 11. | 24CMJ521 | | 2. Social Media Metrics and Evaluation | 0 1 6 | 4 |
| 12. | 24CMJ522 | | 3. Social Media Optimization for Brands | 0 1 6 | 4 |
| Total = 16 credits for Mandatory Specialization (4 x 3 = 12) and Elective (4 x 1=4) | | | | | 16 |
| 13. | 24CMJ523 | DSE | Contemporary Issues and Analysis | 1 0 0 | 1 |
| 14. | 24CMJ591 | Project | Research Project Review | 0 2 4 | 4 |
| 15. | 24CMJ584 | SEC | *Seminar | 0 1 2 | 2 |
| 16. | | VAC | Amrita Value Programme | 1 0 0 | 1 |
| Total | | | | | 24 |

SEMESTER III (Electives Bundle 2) Electives 3 courses from Bundle 2 and 1 from other electives in the semester

| S. No | Course Code | Structural Framework (DSE) | Course Title | L T P | Credits |
|--|-------------|---------------------------------|--|-------|-----------|
| 1 | 24CMJ601 | Broadcast Bundle 2A: | 1. Writing, Reporting and Producing Television News | 2 1 2 | 4 |
| 2 | 24CMJ602 | | 2. Documentary and Short Film Production | 2 1 2 | 4 |
| 3 | 24CMJ603 | | 3. Advanced Photography and Videography | 2 1 2 | 4 |
| 4 | 24CMJ604 | IMC Bundle 2B: | 1. Public Relations and Event Management | 4 0 0 | 4 |
| 5 | 24CMJ605 | | 2. Advertising Practice for Print, Digital and Broadcast | 4 0 0 | 4 |
| 6 | 24CMJ606 | | 3. Sustainability and Marketing | 4 0 0 | 4 |
| 7 | 24CMJ607 | Print Bundle 2C: | 1. Newspaper Design and Magazine Production | 0 1 6 | 4 |
| 8 | 24CMJ608 | | 2. Advanced Multimedia Reporting | 0 1 6 | 4 |
| 9 | 24CMJ609 | | 3. Editing for Print Media -II | 0 1 6 | 4 |
| 10 | 24CMJ610 | New Media and Design Bundle 2D: | 1. Animation and WebDesign | 0 1 6 | 4 |
| 11 | 24CMJ611 | | 2. Fundamentals of Digital Advertising | 0 1 6 | 4 |
| 12 | 24CMJ612 | | 3. Search Engine Optimization for Brands | 0 1 6 | 4 |
| Total = 16 credits for Mandatory Specialization (4 x 3 = 12) and Elective (4 x 1=4) | | | | | 16 |
| 1. | 24CMJ681 | SEC | *Seminar | 0 1 2 | 2 |
| 2. | 24CMJ690 | Project | Communication Research Project and Viva Voce | | 8 |
| 3. | | Open Elective | # Open Elective | | 2 |
| Total | | | | | 28 |

PRE-REQUISITE COURSES for elective choices

1. Technological Approaches to Television Journalism pre requisite for Advanced Multimedia Reporting
2. Digital Marketing Basics pre requisite for Fundamentals of Digital Advertising/Search Engine Optimization for Brands

Open Elective

| # | Course Code | Course Title | L T P | Credits |
|---|-------------|-------------------------|-------|---------|
| | 24OEL658 | Media for Social Change | 2 0 0 | 2 |

SEMESTER IV

| S. No | Course Code | Structural Framework (DSE) | Course Title | L T P | Credits |
|-------|-------------|----------------------------|--------------|-------|---------|
| | 24CMJ699 | Project | Internship | | 12 |

Internship - 12 credits with regular monitoring (once a month with the Industry rep) and report presentation and viva voce. Certificate from organization interned in is mandatory. Industry reps to review the internship reports prior to student submission and send in an approval letter to internship co-coordinator. Grades will be awarded.

Lateral Entry: A provision for lateral entry to the MA Communication programme in the 3rd semester for students who possess a Post Graduate Diploma in Journalism/Communication along with a minimum of two years relevant Post PG Diploma experience.

***Seminars-** Introduction of the Seminar Component (2 credits), Students individually present a seminar on a current topic for 10 minutes followed by a review. The idea is to improve students' Time Management, Planning and Prioritization - Attitude, Verbal and Nonverbal Skills - Communication Skills - Etiquette and Interview Skills. Students are to connect with an NGO, Corporate, Media organization and the like for quality ideas for presentation. This would also help build student portfolio and networking.

Options to choose one Open Elective course offered from other Departments in the campus

Evaluation Pattern

| Course Type L-T-P | Internal : External | Evaluation Scheme | | | | |
|----------------------|---------------------|-------------------|--------|----|----------|--------|
| | | Internal | | | External | |
| | | CA (T) | CA (L) | MT | ES (T) | ES (L) |
| 2 0 0 | 50 : 50 | 20 | - | 30 | 50 | - |
| 3 0 0 | | | | | | |
| 4 0 0 | | | | | | |
| 1 0 0 | | | | | | |
| 2 1 2 | 65 : 35 | 15 | 30 | 20 | 35 | |
| 3 0 2 | | | | | | |
| 1 1 4 | 70 : 30 | 10 | 40 | 20 | 30 | - |
| 2 0 2 | | | | | | |
| 1 0 2 | 80 : 20 | 80 | | | - | 20 |
| 0 1 2 | | | | | | |
| 0 1 6 | | | | | | |

CA (T) – Continuous Assessment Theory

CA (L) – Continuous Assessment Lab

MT – Mid- Term Examination

ES (T) – End Semester Examination Theory

ES (L) – End Semester Examination Lab

| New names for Amrita Value Programmes for PG programmes | | |
|---|--|-------|
| Course Code | Title | L-T-P |
| 22ADM502 | Vedanta in day-to-day life | 1-0-0 |
| 22AVP506 | Message of Swami Vivekananda | 1-0-0 |
| 22AVP508 | Indian Arts and Literature | 1-0-0 |
| 22AVP510 | Appreciation of Kerala Mural Arts Forms | 1-0-0 |
| 22AVP501 | Message of Śrī Mātā Amritanandamayi Devi | 1-0-0 |
| 22AVP502 | Insights from the Ramayana | 1-0-0 |
| 22AVP503 | Insights from the Mahabharata | 1-0-0 |
| 22AVP504 | Insights from the Upanishads | 1-0-0 |
| 22AVP505 | Insights from Bhagavad Gita | 1-0-0 |
| 22AVP512 | Ancient Indian Science and Technology | 1-0-0 |
| 22AVP507 | Great Spiritual Teachers of India | 1-0-0 |
| 22AVP509 | Yoga and Meditation | 1-0-0 |

SEMESTER I

24CMJ501

CRITICAL APPROACH TO COMMUNICATION THEORIES

2024

Course Objective: To provide the students an in-depth understanding of the fundamental principles and theories of media and communication. It seeks to develop students' analytical and critical thinking and application of the theories in the day to day context.

Course Outcomes: By the end of the course the students will be able to:

1. Gain an understanding of the perspectives on media, society and the ability to develop critical thinking of the various paradigms
2. Have ability to differentiate the various strands in social and cultural theory and the arguments put forth by the theorists and schools
3. Identify social and political dimensions within contemporary media artefacts.
4. Recognize dimensions of development & underdevelopment across a range of national contexts
5. Assess the strengths and weaknesses of each media system as a support for democracy. and recognize that media systems are shaped by the wider context of political history and culture.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | 2 | 2 | 2 | 1 | 3 | 2 | 2 |
| 2 | 1 | 1 | 2 | 2 | 1 | 3 | 3 | 3 |
| 3 | 3 | 2 | 2 | 2 | 1 | 3 | 3 | 2 |
| 4 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 1 |
| 5 | 3 | 2 | 3 | 2 | 1 | 2 | 2 | 2 |

UNIT 1

The rise of media industries and mass society theory in the age of propaganda. The Chicago School: social change, electronic media and democracy. Mead. Dewey. Cooley. Normative theories. Press as the fourth estate, functionalism and pluralism. Lasswell. Media effects tradition. The 4 eras of Communication theories. The Seven traditions of Communication theories (Craig)

UNIT 2

The Frankfurt School: Emergence of critical and cultural theories. Influence of Marxism and Neo Marxism and its various versions of conflict. Gramsci and Althusser's Hegemony. Ideology and resistance. Adorno, Horkheimer, Bourdieu, Marcuse and Lowenthal. The

Toronto School: Introduction to history and theory of digital media. Philosophies of McLuhan, Manovich, Shapin, Jenkins, Castells and Lesig. Birmingham School: Hoggart and Stuart Hall. Gender Studies and Feminist theories in Media (Butler, Stryker) Post-modernism. Identity, Culture and Community, Digital identity, Youth culture, Gaming. Digitization of race, class, gender and the hegemonic process.

UNIT 3

The Annenberg school: Audience theories. Use and gratification. Cultivation analysis. Catharsis. Pluralism and the public sphere. Social theory: dominant positions. Social to media theory. Foucault. Actor Network theory (ANT). Social Learning Theories. The Third Person Effect in Communication (Traditional and Digital approaches). Digital Public Sphere and Opinion: Modern day threats to democracy – Manufacturing consent. Chomsky. Freedom of expression and media in transition. Civic media. The roles of media in democracies and authoritarian regimes, media as a political actor. Ethics, responsibilities and trends. Media systems and political systems. Media imperialism. Thussu, 2000. Digital media, power and society. Restrictions on media freedom. Surveillance and privacy. Neoliberalism and social movements. Collective action.

UNIT 4

Development perspectives: Trends in development communication theory- dominant paradigm (modernisation), the opposing paradigm (dependency), and the emerging paradigm (participation) Approaches - Diffusion/extension approach,. Mass Media approach, Development support communication approach,. Institutional approach,. Integrated approach,. Localised approach to development communication,. Planned strategy to development communication. Global hegemony and development theories. Deconstruction of the West. Theorizing world development. Alternative development. Human development. Communicatively Integrated Community. ICT4D

UNIT 5

Alternatives to the western model – Multicultural Constitutive Metamodel (Robert Craig) and De-westernization. Asian Perspectives: The three models of media and politics by Hallin and Mancini (2004). The sadharanikaran model of communication. Development pluralism. NGO's. Cyber utopia. Social capital and digital capital. Digital Knowledge economies and Social production of Knowledge. Digital media economies (Deuze, Shirky). Online reputation economies. The challenges to traditional theories and models by the evolving mediascape: The People's Voice in the Age of Machines – new models and theories.

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9. Henry J. (2008) *Convergence Culture: Where Old and New Media Collide*, NYU Press
10. Iyengar, S., Beckett, C. and Ball, J. (2013) *WikiLeaks: News in the Networked Era*, John Wiley & Sons
11. Matthew H. (2009) *The Myth of Digital Democracy*, Princeton University Press
12. Miller, V (2011) *Understanding Digital Culture*, Sage
13. Yochai B. (2006) *The Wealth of Networks; How Social Production Transforms Markets and Freedom*, Yale University Press
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15. Richard Perloff, “The third-person effect,” J Bryant and D Zillmann, eds. *Media Effects: Advances in Theory and Research*, 2nd edition [Erlbaum, 2002], pp. 489-506
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21. Pihlajarinne, T., & Alen-Savikko, A. (2022). *Artificial intelligence and the Media: Reconsidering Rights and Responsibilities*, Edward Elgar Publishing: USA

Employability: Academic institutions, Media Analyst, journalist

Entrepreneurship: Freelance Media Analyst, journalist

Skill Development: Ability to understand basic conceptualization, categorization and positioning of a communication theory through analysis

Evaluation Pattern - 70: 30

CA (T) – Continuous Assessment Theory–10

CA (L) – Continuous Assessment Lab - 40

MT – Mid- Term Examination - 20

ES (T) – End Semester Examination Theory – 30

Course Objective: The course will provide deep understanding of debates and practical dilemmas surrounding ethical responsibilities and guidelines in maneuvering a media career. It will enculture in the students ethical decision making skills and train them in understanding cultural, professional, personal and consequence-based checks needed for making such decisions. The course will also provide foundational understanding of media freedom and media laws across the world and its evolving nature.

Course Outcomes: By the end of the course the students will be able to:

1. Understand how Indian media laws and regulations compare with those of other nations
2. Understand how media policies and regulations enable or constrain effective media environments
3. Understand the obligations and rights of media practitioners in the execution of their duties
4. Develop skills in critical thinking and case analysis in negotiating ethical challenges and in analyzing media text on the basis of the ethical decision made.
5. Understand changing media landscapes and explain their possible legal implications and ethical approaches

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 2 | | | 1 | 2 | 3 | | 3 |
| 2 | 2 | | 3 | 3 | 2 | 3 | | 3 |
| 3 | 2 | | 2 | 3 | 1 | | 3 | 3 |
| 4 | 3 | 3 | | 3 | | 3 | 1 | |
| 5 | 2 | | 2 | 3 | | | 3 | 3 |

UNIT 1

Media laws Focus: Journalism, Constitutional provisions and guarantees in various countries. Media ethics Focus: Philosophy of ethics, Theoretical background for ethics – deontological theories vs. teleological theories. Moral development and journalism. Moral Justification for journalism.

UNIT 2

Media Law Focus: Freedom of Expression -National Security - comparing Legal frameworks from various countries around the world. Indian Emergency, Internet blackouts and others examples of media control. Provisions for restricting content providers (News of the week and Twitter, Facebook and Government of India). Provisions for getting free access to important information (Indian RTI act). Media Ethics Focus: War Reporting , Censorship. Fairness and Balance. Truth and Objectivity.

UNIT 3

Media Law Focus: Rights and duties, Human rights, minority rights, women's rights - legal provisions and constitutional guarantees in different countries. Defamation - libel, slander.

Criminal and civil contempt. Shield Laws for Journalists. Privacy, Plagiarism and Copyright violations. Intellectual Property Rights. Media Ethics Focus: Plagiarism, Whistle blowing. Source Protection. Confidentiality. Conflict of Interest.

UNIT 4

Media Ethics Focus: Reporting Diversity, Ethics for - investigative journalism, covering communal disputes, natural calamities, ethnic conflict and reporting gender. Sexuality, age and disability, Ethical challenges brought by Fake News and AI in Media and Journalism Media Laws: A discussion on evolving laws related to LGBT.

UNIT 5

Media Ethics Focus: Evolving code of ethics, Code of ethics for different statutory and self-regulatory organizations (National and International). The changing roles of journalism and journalists - Wikileaks, whistleblowers, citizen journalism and multimedia storytelling. Media Laws: Emerging cyber laws and broadcast regulations in India.

REFERENCES

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4. <http://www.ibfindia.com/>

Employability: Journalist

Entrepreneurship: Media consultant

Skill Development: Able to understand changing media landscapes and their possible legal implications and ethical approaches

Evaluation Pattern - 70: 30

CA (T) – Continuous Assessment Theory–10

CA (L) – Continuous Assessment Lab - 40

MT – Mid- Term Examination - 20

ES (T) – End Semester Examination Theory – 30

24CMJ503

APPLIED MEDIA RESEARCH

3 0 2 4

Course Objective: To prepare the students with the basic knowledge of applying media research methods as an academic and media industry researcher. The course is of theoretical and application value. The students will work on their media research proposal which will be reviewed, at the completion of the course, by a faculty team

Course Outcomes: *By the end of the course the students will be able to:*

1. Demonstrate knowledge of research literacy in terms of ontology, epistemology, and methodology.
2. Demonstrate a working knowledge of the theories and frameworks through which media are analyzed and understood
3. Demonstrate an understanding of the significant risk and ethical issues raised by the conduct of media research
4. Apply aspects of media research in print, broadcast, Integrated marketing communications or new media industry
5. Prepare a media research proposal for any one of the media industries

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | 2 | | | 2 | 3 | 2 | 2 |
| 2 | 3 | 2 | 2 | | | 3 | 2 | 3 |
| 3 | 3 | 2 | | 3 | | 3 | 3 | 3 |
| 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| 5 | 3 | 3 | | 3 | | 3 | 3 | 3 |

UNIT 1

Introduction and Overview: Meaning, concept, nature, types and characteristics of research. Scientific Inquiry. Philosophical and Sociological foundations of research. Interdisciplinary approach and its implications. Critical analysis and writing of mass media research articles.

UNIT 2

Research proposal and its elements: Concepts, constructs, variables. Measurement: Levels and of measurement. Identification of research problem. Literature survey and review; The research question, Setting the objectives, framing of hypotheses.

UNIT 3

The Research Design: Qualitative, quantitative and mixed approaches. Concept of sampling sample size; sampling error; Probability and non-probability samples, their characteristics and implications Tools of data collections. Research approaches: Quantitative – Survey- Survey accuracy -Cross-sectional surveys Repeated cross-sectional surveys –Pretesting.

UNIT 4

The qualitative tradition in social science inquiry- Positivist and constructivist. Interpretivist or critical. Etic and emic. Discourse analysis, Ethnography - Grounded theory Phenomenology Data-collection methods and coding concept formation in qualitative studies

UNIT 5

Ethics in research -Transformative perspective- non-maleficence, beneficence, respect, self-determinism and justice. Informed consent. Research protocol. confidentiality and anonymity of informants. Report Writing: The structure of a good research report- writing the research report, data analysis and presenting the findings. Plagiarism: Flipside, Avoiding Plagiarism, Using anti plagiarism software.

REFERENCES

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3. investigative approach. London: Sage Publications.
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Employability: Researchers

Entrepreneurship: Consultant for NGO's to write research proposals

Skill Development: Research design, data analysis

Evaluation Pattern - 65: 35

CA (T) – Continuous Assessment Theory – 15

CA (L) – Continuous Assessment Lab - 30

Course Objective: To give the students a foundation in the aspects of news analysis and in keeping up with the contemporary issues. The students will learn how to analyse news and representation of various contemporary issues across regional, national and international levels in the intersectionality of various issues ranging from politics, to development to sustainability.

Course Outcomes:

1. To understand how to analyse news
2. To understand how to analyse news on regional, national and international issues
3. To develop communication skills necessary to summarise and present comparative news analysis
4. To understand how to research on emerging topics and how their pattern evolves over time in news representation
5. To understand and analyze the intersectionality of contemporary issues across politics, policy, peace, development, environment, economics and sustainability.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 2 | 1 | 2 | 3 | 2 | 2 | 2 | 1 |
| 2 | 3 | 1 | 2 | 3 | 2 | 3 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| 4 | 2 | 1 | 2 | 3 | 1 | 2 | 2 | 1 |
| 5 | 2 | 2 | 3 | 3 | 3 | 1 | 2 | 3 |

UNIT 1:

National news focus: Introduction to news and contemporary issues analysis. Class discussions, presentations and news analysis based on national news, politics, elections, and other contemporary issues at the national level.

UNIT 2:

State and regional news focus: Class discussions, debates and presentation on news on states. Groups of students will work on each state and look into state-based news on politics and regional issues.

UNIT 3:

International news focus: Debates, news analysis and seminar presentations on international news focussing on economic, development, sustainability and environmental aspects.

UNIT 4:

Sports and/or Entertainment focus: Debates, seminars and group presentations on analysing how current affairs in entertainment industry affects the common man. Analysis of sports coverage in news.

UNIT 5:

Apply learned skills in preparing reports on selected/ given topic on relevant contemporary issues.

REFERENCES

References:

1. Newspapers: The Hindu, The Times of India, The Indian Express, The Economic Times,
2. The Guardian, The New York Times, The Wall Street Journal, The Independent
3. Digital news platforms such as The News Minute, BBC, Trolley Times, News laundry among others.
4. News Agencies: – Reuters, AFP, AP, PTI, IANS
5. Magazines: - Outlook, India Today, Sportstar, TIME
6. Radio News: AIR News, BBC World Service
7. Television News: CNN-IBN, NDTV 24 x7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

Employability: News analyst, Journalist, Data journalist, News anchor, Policy research, Development project consultant, Sustainability research, Political communication strategist.

Entrepreneurship: As a freelancer analyst and journalist

Skill Development: Understanding the news values and news angles

Evaluation Pattern - 50: 50

CA (T) – Continuous Assessment Theory - 20

MT – Mid- Term Examination - 30

ES (T) – End Semester Examination Theory – 50

24CMJ505 ENVIRONMENT AND SOCIAL ISSUES: GLOBAL MEDIA PERSPECTIVES 3 0 0 3

Course Objective: To understand as a media person the development and environmental concerns faced globally, and as a responsible journalist measures to be taken for sustainable journalism.

Course Outcomes: By the end of the course the students will be able to:

1. Understand media coverage of the importance of factors affecting the Climate Change on the Global Environmental Issues, Principles and Milestones for Sustainable Development.
2. Analyze media coverage of the Environmental Factors Facing the International Community with respect to Global Changes and their Impact on the Domestic Scenario.
3. Understand and analyze media coverage of the impact of Economic Growth on the Environment thereby providing an understanding of the Development and Environmental Concerns in relation with other Countries.
4. Comprehend media coverage of the Different Environmental Movements in India and thereby providing an insight in to the Industrialized Economies and Environmental Movements across the Continent.
5. Analyze media coverage of Social and Environmental Issues with respect to Health, Waste Management, Energy, Migration and Environmental Problems Faced in our Country.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
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| 4 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
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UNIT 1

Media Perspectives on global environmental issues: Climate change. Global dimming.

UNIT 2

Environmental concerns in the international and domestic scene- Media coverage. Public opinion.

UNIT 3

The impact of economic growth on the environment-: Economic liberalization and environmental journalism. Development issues in the media

UNIT 4

Environmental movements in India and the world. ,Analyze what groups are most affected by global environmental challenges

UNIT 5

Social issues and environment: Environmentalism. Reporting on risks and hazards in environment. Case studies and discussion.

REFERENCES:

1. Acharya, K. and Noronha,F, (Eds.) (2010). The Green Pen: Environmental Journalism in India and South Asia. New Delhi: Sage.
2. Cerny, A. (2016).Global Issues, Global Perspectives Workbook(First Edition),Cognella Incorporated
3. Doyle, T (2004). Environmental Movement in Majority and Minority Worlds: A Global Perspective. London: Rutgers University Press.
4. Guha, R. (2013). The past & present of Indian environmentalism. The Hindu. March 27, 2013.
5. Nepal, P. (2009). Environmental Movements in India: Politics of Dynamism and transformations. Authorpress.
6. Paola, P., Prado, R.E. and Gutsche J. (2019). Climate Change, Media & Culture-Critical Issues in Global Environmental Communication, Emerald Publishing Limited
7. Rai, S. and Sgarma, A. (2018). Environmental Awareness and the Role of SocialMedia, IGI Global
8. Wapner, P. (2010). Living through the end of Nature, MIT Press.

Employability: as social worker in NGOs

Entrepreneurship:in NGOs

Skill Development: skills for sustainability, and life long

Evaluation Pattern - 50: 50

CA (T) – Continuous Assessment Theory - 20

MT – Mid- Term Examination - 30

ES (T) – End Semester Examination Theory – 50

Course Objective: To equip the students with the working knowledge of statistical terms and its application in SPSS software.

Course Outcomes: By the end of the course the students will be able to:

1. Grasp the importance of being data literate in a data rich world.
2. Learn the procedure to compute statistical measures using a quantitative statistical software tool
3. Acquire the skills to present data analysis in simple, understandable terms
4. Showcase the data analyzed visually, so as to communicate the essence of the findings in a simple manner
5. Analyze the data relationship and measure the probability of events that could be incrementally used to advance the study of issues of local and national importance

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
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UNIT 1

Introduction and Overview. Starting SPSS, Entering Data, Defining Variables

UNIT 2

Examining Output Files, Modifying /Transformation of Data

UNIT 3

Frequency Distributions, Measures of Central Tendency and Measures of Dispersion. Graphing Basics. Reliability (Inter item correlation)

UNIT 4

Parametric and non-parametric tests- Pearson Correlation Coefficient, Cronbach's alpha, Chi square, t Test, ANOVA , Mann-Whitney U Test, Kruskal-Wallis H Test

UNIT 5

Exploratory factor analysis, Simple and multiple Linear Regression, Path analysis, Structural Equation Modelling

REFERENCES

1. Field, A. (2005). *Discovering statistics using SPSS* (2nd ed.). London: SAGE.
2. SPSS for Dummies – available at http://www.biometrika.tomsk.ru/lib/spss_dumm.pdf

Employability: Data Analyst

Entrepreneurship: Data Analyst

Skill Development: a working knowledge of coding plans and data sets

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

24CMJ582 QUALITATIVE DATA ANALYSIS FOR SOCIAL SCIENCE RESEARCH 0 1 2 2

Course Objective: To impart knowledge for enabling students to develop better understanding on qualitative data analytical skills and meaningful interpretation of data from text in the form of videos, user generated contents from social media or online sites, set so as to solve the research problem.

Course Outcomes: By the end of the course the students will be able to:

1. Demonstrate an understanding of steps of data entry and analysis using qualitative data analysis (QDA) software
2. Demonstrate a working knowledge of coding plans and data sets
3. Utilize QDA software for constructing the literature review.
4. Interpret and triangulate the data and build the relationship among the variables in a better way.
5. Bring an organised and structured approach to analysis.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
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| 2 | 3 | 2 | 0 | 3 | 1 | 2 | 2 | 2 |
| 3 | 2 | 2 | 0 | 3 | 1 | 3 | 2 | 2 |
| 4 | 3 | 2 | 0 | 3 | 1 | 2 | 2 | 2 |
| 5 | 2 | 2 | 0 | 3 | 1 | 2 | 2 | 2 |

UNIT 1

Introduction and Overview: Getting Familiar with qualitative data analysis (QDA) software Interface. Learning to Import and Organize Data in QDA. Loading and Saving Data Files, Entering Data, Defining Variables

UNIT 2

Doing Transcription in QDA software. performing on screen text coding. Code and annotate text segments and images using features that provide greater flexibility and ease of use to connect various pieces of qualitative evidence by creating links to other coded segments, cases, documents, files, or websites.

Doing literature review and developing conceptual frameworks

UNIT 3

Coding and retrieval: Basics of Coding in QDA-Use flexible coding retrieval tools for extracting coded segments associated with specific codes or code patterns and identifying

coding co-occurrences, coding sequences, and assessing relationships between coding and numerical or categorical properties.

UNIT 4

Working in teams: Work in multiuser settings, a coding merge feature, annotations, conduct an inter-rater agreement for assessing coding reliability. Organize your data in groups, link relevant quotes to each other, and share and compare work with your team members.

UNIT 5

Visualization of Data in QDA : Explore data, and identify patterns and trends using integrated statistical and visualization tools such as word cloud, clustering, multidimensional analysis, or quotation matrix. Analysis results and present in tables, graphs, notes, and quotes.

REFERENCES

1. Harding, J. (2013). Qualitative Data Analysis from Start to Finish. SAGE Publications
2. Flick, U. (2006). An introduction to qualitative research. London: Sage Publications
3. Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook (2nd ed.). Thousand Oaks, CA, US: Sage Publications, Inc.
4. Saldaña, J. (2013). The coding manual for qualitative researchers. Los Angeles: SAGE Publications.
5. Bernard, H. R., & Ryan, G. W. (2010). Analyzing qualitative data: Systematic approaches. Los Angeles, Sage Publications.
6. Spiggle, S. (1994). "Analysis and Interpretation of Qualitative Data in Consumer Research". Journal of Consumer Research (vol.21, December issue).
7. Fielding, N. G., & Lee, R. M. (1998). New technologies for social research. Computer analysis and qualitative research. Thousand Oaks, CA, US: Sage Publications, Inc.

Employability: Data analytics, sentiment analyst

Entrepreneurship: Freelance Data analytics, sentiment analyst

Skill Development: Analyze, visualize and triangulate their research and develop better understanding on the methodology

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

24CMJ583

SEMINAR

0 1 2 2

Course Objective: Seminars are intended to allow students to learn and integrate knowledge and information across disciplines such as arts, humanities, and social sciences, through independent study. Students individually present a seminar on a current topic followed by a review. The idea is to improve students' Time Management, Planning and Prioritization - Attitude, Verbal and Nonverbal Skills - Communication Skills - Etiquette and Interview Skills. Students are to connect with an NGO, Corporate, Media organization and the like for quality ideas for presentation. This would also help build student portfolio and networking.

Course Outcomes: At the end of the course students will be able to:

1. Identify and understand current, real-world issues.

2. Explore real-world issues through transformational experiences and industry (governmental/non-governmental/private) interaction that foster an understanding of self, relationships, and diverse global perspectives.
3. Acquire, articulate, create and convey intended meaning using verbal and non-verbal method of communication that demonstrates respect and understanding in a complex society.
4. Apply a multidisciplinary strategy to address differing forms of knowledge and academic disciplinary approaches with their own academic discipline (e.g., in agriculture, architecture, art, business, economics, education, natural resources, etc.)
5. Apply principles of ethics and respect in interaction with others.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
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| 2 | | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| 3 | 2 | 3 | | 2 | 2 | 3 | | |
| 4 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
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Employability: builds student portfolio and networking

Entrepreneurship: rigorous investigation of mass communication related concepts for freelancing

Skill Development: Time Management, Planning and Prioritization - Attitude, Verbal and Nonverbal Skills - Communication Skills - Etiquette and Interview Skills

24CMJ590

RESEARCH PROPOSAL

0 1 2 2

Course Objective: As an outcome of the Applied Media Research course in the first semester, students work on presenting their research proposal consisting of introduction, literature review, and proposed methodology.

Course Outcomes: By the end of the course the students will be able to:

1. Present the ontology of the research proposal- that answers the question -why this research?
2. Present the epistemology of the research proposal- that answers the question -how can we know more about this research? - through review literature related to proposed research topic
2. Identify proposed theoretical and methodological framework suited for the research topic
3. Present the proposal

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
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Employability: Data journalist, Media trend analyst, Researchers in NGO's, Government and UN Agencies

Entrepreneurship: Data journalist, Media trend analyst

Skill Development: Understand the basic framework of research

SEMESTER II
SPECIALIZATION BUNDLE 1

1A - BROADCAST SPECIALIZATION

24CMJ511 TECHNOLOGICAL APPROACHES TO TELEVISION JOURNALISM 2 1 2 4

Course Objective: This course aims to prepare students for understanding the various processes involved in news gathering, field production and packaging.

Course Outcome: By the end of the course the students will be able to:

1. Understand what news is and what makes news.
2. Demonstrate ability to properly use and operate the studio and field cameras.
3. Handle the challenges in the area of TV News gathering
4. Capture digital audio and video and edit with standard editing software.
5. Understand the challenges and techniques involved in electronic news gathering and electronic field production

ARTICULATION MATRIX

| CO. | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1 | 2 | 3 | | 3 | 2 | 3 | 3 | 3 |
| 2 | 1 | 0 | 2 | 2 | 3 | 1 | 1 | 3 |
| 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 |
| 4 | | | 1 | 2 | 3 | | | 2 |
| 5 | 3 | 3 | 1 | 1 | 2 | 2 | 2 | 3 |

UNIT 1

What's 'news' and what's not in Broadcast media - Bi-media reporting, Multi-media reporting - Inside the newsroom: Who's who and what's what - On the road: gathering raw material for radio and television. Asking questions. News selection. Interviewing for Television – Before, during and after interview – Post-Interview summary. Interview preparation. Exercises for 2 min and 10 min interviews. Handling the difficult interviewee. Camera Setting for television interview

UNIT 2

Location video: Tips and techniques, working with a TV crew, working as a video journalist, Filming techniques, getting the story back.

UNIT 3

Challenges in the area of TV news gathering and production. Automating the newsroom: between technological determinism and growing scepticism. Demands – professional and technological – on television newsmen facing real time broadcasting. Striking the balance between innovation and journalistic value.

Production and Editing of News Features and News Reports. Writing, presentation for recorded and editing modules.

UNIT 4

News and Features production, news presentation using single and multi-cameras. Studio and Studio personnel. Working of the camera. Lenses. Microphones. Lighting conditions. Audio Pickup and Sound control. Switching.

UNIT 5

Post-production and visual effects. Scenic design. Elements of Broadcast Television: Image source, sound source, transmitter, receiver, display device.

REFERENCES:

1. Boyd, A (1996). *Broadcast Journalism Techniques*. New York: Focal Press.
2. Boyd, A. (2000). *Broadcast Journalism (5thEds)*. New York: Focal Press
3. Goodwin, A (1997). *Understanding Television*. London: Routledge.
4. Mayeux, P (1985). *Writing for the Broadcast Amedia*. Boston: Allyn and Bacon.
5. Zettl. (2000). *Television production*. New York; Wadsworth
6. Hudson., & Rowlands, S. (2007). *The Broadcast Journalism Handbook*. London: PearsonLongman
7. Chapman, J., & Kinsey, M. (2008). *Broadcast Journalism: A Critical Introduction*, Routledge.
8. Garcia-Orosa, B., Perez-Sejjo, S., & Vizoso, A. (2023). *Emerging Practices in the Age of Automated Digital Journalism: Models, Languages, and Storytelling*. Routledge: London

Employability: TV channels, Production House, as anchors

Entrepreneurship: News Presenters, Programme Producer

Skill Development: Handling equipment's for production/interview. News presentation skill.

Evaluation Pattern - 65: 35

CA (T) – Continuous Assessment Theory – 15

CA (L) – Continuous Assessment Lab - 30

MT – Mid- Term Examination - 20

ES (T) – End Semester Examination Theory – 35

24CMJ512

BASIC PHOTOGRAPHY AND VIDEOGRAPHY

2 1 2 4

Course Objective: Photography is essentially a combination of techniques and visual observation. The course will provide students with the opportunity to express their thoughts through visuals and develop their ability to produce good photographs and videos.

Course Outcome: By the end of the course the students will be able to:

1. Understand the basics of Photography and Videography
2. Understand the meaning, Content, and the purpose of the picture.
3. Get the know-how of operating a camera.
4. Apply the principles of lighting and the mechanics of exposure to produce quality photography

5. Understand the process of Video and Photo Editing.

ARTICULATION MATRIX

| CO. | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|-----|------|------|------|------|------|------|------|------|
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| 2 | 0 | 2 | 1 | 0 | 2 | 0 | 0 | 1 |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | 0 | 2 | 2 | 0 | 1 | 0 | 0 | 0 |

UNIT 1

Photography – Facets of photography, How photography works today? Types of Photography, Picture structuring, the roles photography play, Changing attitudes towards photography, Personal styles and approaches.

UNIT 2

Types of Cameras: 35mm, DSLR & Mirrorless Camera, Types of sensors: Crop and Full Frame, Types of Lenses, Mega Pixel, RAW and JPEG format.

UNIT 3

Exposure, lighting and Framing: Exposure Setting: Manual and Auto, Shutter speed, Aperture, and ISO, White Balance, Depth of field and factors affecting it, Motion Blur, Image Noise, Composition Rules, Framing Aesthetics, Aspect ratio, Shots, Basics of Lighting, Three-point Lighting, Natural and artificial light, Types of lights.

UNIT 4

Videography: Characteristics and controls of a Camcorder, Focusing, Zooming in and Out, Camera support, Camera Movements, Continuity, Audio Recording, Frame rate, Bit rate, Video Systems, Stabilization, Workflow for shooting.

UNIT 5

Editing: Need for editing, workflow for photo and video editing. Types of cuts, Titling, Dubbing, Background music, Color correction, Subtitle, Edit using Davinci Resolve, Codecs and Formats.

REFERENCES

1. Langford. (2000). *Basic Photography*, London: Focal Press.
2. Millerson, G. (1998). *Basic Lighting Techniques*, New Delhi: Focal Press.
3. Sheppar. (2008). *Digital Photography simplified*, Canada: Wiley.
4. Galer, M. (2007). *Photography foundations for art & design – the creative photography handbook (4th Eds)*, London: Focal Press.
5. Edwards, S. (2006). *Photography: A Very Short Introduction*, Newyork: Oxford University Press
6. Cubitt, S. (1996), *Videography: Video Media as Art and Culture*, ew York: Macmillan Education

7. Schroepfel, T., & DeLaney, C., (2015). *The Bare Bones Camera Courses for Film and Video (4th Eds)*. Allworth Press
8. Musburger, R. B. (2010). *Single-Camera Video Production (5th Eds)*. New York: Focal Press
9. Hughes, M. (2012). *Digital Filmmaking for Beginners: A Practical Guide to Video Production*, McGraw-Hill

Employability: *Photographer/videographer, photojournalist*

Entrepreneurship: *Photographer/videographer and freelance photo/video journalist.*

Skill Development: *Ad Photography/videographer product photography, fashion photography/videographer, working with the various cameras, lens and lighting units*

Evaluation Pattern - 65: 35

CA (T) – Continuous Assessment Theory – 15

CA (L) – Continuous Assessment Lab - 30

MT – Mid- Term Examination - 20

ES (T) – End Semester Examination Theory – 35

24CMJ513

FILM STUDIES: THEORY AND ANALYSIS

3 0 2 4

Course Objective: The course will provide a deep understanding of the language of the film, forms, analytical, theoretical approaches and help students develop the skills to understand and analyze movies.

Course Outcomes: By the end of the course the students will be able to:

1. Understand the idea of film as an art form and the essentials of film style and know the basics of the language of film in order to discuss and write meaningfully about movies.
2. Understand the significance of the various international and national milestones in the history of the evolution of films and understand the filmic texts in relation to one another
3. Understand the history and breadth of narrative theory in film studies
4. Apply narrative, cultural, psychoanalytic, gender, sociological and film theories in analyzing films.
5. Understand film as a cultural text and analyze films from the point of view of culture change, social change and technological change

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
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UNIT 1

Understanding Cinema: The language of film – Mise en Scene, Cinematography, Editing, Sound, Introduction to Formalism and Realism, Film Techniques and Film Form. Brief History of Cinema, The Ontology of the photographic, the moving and the audible image (Readings of

Bazin, Barthes and Altman". Brief introduction to Indian cinema: History, The unique identity of Indian cinema and Asian cinema – Intercultural dialogue through cinema

UNIT 2

Critical Approaches to Film: Auteur Theory ~~Authorship~~ – Reflections on Authorship, Post-structuralism and Recent Developments. Genre – Film Genre and Narrative, Film genre, society and history, Contemporary Film Genres and Postmodernism. Stars – The Real Person, Economic capital/commodity, Role character and Performance, Image, Representation, and Meaning. Meaning and Spectatorship - The evolution and rise of Film Movements - Experimental Film.

UNIT 3

Film Narratology: The semiotics of narrative, Film as a narrative art, Contemporary models of formal structure, Plot and sub-plot analysis, Semantic and syntactic approaches, The problem of point-of-view, Focalization and filtration, Narration in film, Types of filmic narrator, character narration, Gender in voice-over narration, Unreliability, The cinematic narrator, Enunciation and cinematic narration, Cognitive approaches to narration, Recent theories of the cinematic narrator and Tense.

UNIT 4

Film Theories: Realism (Andre Bazin and Siegfried Kracauer) and Formalism (Metz and Eisenstein); Structuralism and semiotics - the foundations of contemporary film theory. Structuralism and Psychoanalysis. Apparatus theory - Jean-Louis Baudry and Christian Metz, Screen theory: Colin McCabe and Stephen Heath. ~~Auteur Theory~~. Feminism and film - Visual pleasure and identificatory practices (Laura Mulvey). Feminist and Queer Theory in Cinema (Susan Stryker, Julia Kristeva) Cinema of the other -Postcolonialism, race and queer theory. Philosophers and film - Gilles Deleuze and Stanley Cavell. Film as art - History poetics and neo-formalism. The cognitive turn - Narrative comprehension and character identification.

UNIT 5

Cultural representation through Cinema: Stereotypes; Cinema as a Commodity: The market forces in cinema vs. OTT. Indian Approaches to Film Aesthetics and theories (Satyajit Ray to Rajadhyaksha). Rising Technological Changes in Film Industry. Film as a medium of Social Change: Film as a subject of social change. Intertextuality – Adaptation studies and beyond; Film Analysis and Appreciation – Choice of shots, camera movement, angle, design and expression – Technical film review and analysis – Approaches to Research in Film Studies.

REFERENCES

1. Abrams, Bell and Udris (2001). *Studying Film*, London: Arnold.
2. Boggs M. Joseph and Petrie W. Dennis (2008), *The Art of Watching Films*, Boston: McGraw- Hill.
3. Monaco, J. (1977). *How to read a film?* Oxford University Press.
4. Mulhall (2001). *On Film*, 2nd Edition. New York: Routledge.
5. Nelmes (1996) *Introduction to film studies*. Fifth Edition, London: Routledge.
6. Proferes T. Nicholas (2005). *Film Directing Fundamentals: See your film Before Shooting*. New York: Focal Press, 2005.
7. Rushton and Bettinson (2010). *What is Film Theory? An Introduction to Contemporary Debates*. UK: McGraw Hill.

8. Stam, Burgoyne and Flitterman-Lewis. (2009). *New vocabularies in film Semiotic: Structuralism Post-Structuralism and Beyond*. London: Routledge.
9. Bazin, Andre (2004). *What is Cinema? Vol 1*. California: University of California Press.
10. Eisenstein, Sergei (1948). *Film Form. Essays in Film Form*. New York and London: Harvest.
11. Altman, Rick. (1992). *Sound Theory/Sound Practice*. London: Routledge.
12. Rajadhyaksha, Ashish (2009). *Indian Cinema in the Time of Celluloid: From Bollywood to the Emergency*. Bloomington: Indiana University Press.
13. Allen, Graham (2000). *Intertextuality*. Routledge, London.
14. Boyd, David R and Barton Palmer R (2006) *After Hitchcock: Influence, Imitation and Intertextuality*, University of Texas Press, Texas.
15. Love, Heather (2021). *Underdogs: Social Deviance and Queer Theory*. London: University of Chicago Press.

Employability: media analyst, academician, film maker and director, film critics

Entrepreneurship: media analyst, academician, film maker and director, film critics

Skill Development: media analyst, academician, film maker and director, film critics

Evaluation Pattern - 65: 35

CA (T) – Continuous Assessment Theory – 15

CA (L) – Continuous Assessment Lab - 30

MT – Mid- Term Examination - 20

ES (T) – End Semester Examination Theory – 35

24CMJ514 BRANDING AND COMMUNICATIONS 4 0 0 4

Course Objective: To develop students’ understanding on the principles and practices of branding and communications. The course will teach students to holistically examine the brand meaning and value, incorporating insights from psychology, sociology, anthropology, philosophy, religion, economics, and marketing. Students will be exposed to regional and global brand marketing strategies.

Course Outcomes: By the end of the course the students will be able to:

1. Demonstrate an understanding of Integrated Marketing Communications concepts, theories and terminology.
2. Gain an appreciation of how different media platforms orient and impact the communication process to build brand identity, relationship and equity.
3. Demonstrate a capacity to use the knowledge of intercultural dimensions and models to ideate on transnational campaigns
4. Prepare a detailed situation analysis on a brand.
5. Apply IMC concepts in developing a promotional campaign that includes target market selection, message development and media selection for a product or service.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
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| 5 | 3 | 3 | | 3 | 1 | | 2 | 3 |

UNIT 1

Course Overview – Marketing communications defined; Nature of information; Consumer information processing model; Basic model of communication process; Framework for analyzing marketing communication process; Hierarchy of communications effects; Marketing communications mix; Integrated Marketing Communications (IMC) Introduction to IMC tools – Advertising, sales promotion, publicity, public relations, and event sponsorship; The need for global brands to transcend borders and adapt to national cultures, .

UNIT 2

Brand Value: Understanding how brands create value for consumers and for businesses (Motivations, perception and influences, Usage patterns and loyalty). Using brands as a source of sustainable competitive advantage. New Product Development and Product Life Cycle (PLC) Design Thinking. Improving brand positioning. Exploring the role of brands in the contemporary marketplace. Identifying the forces making brands more or less relevant to today's consumers. Perceptual mapping. Communication strategies during positioning and repositioning Analyzing the relationship between brands and shareholder value.

UNIT 3

Brand storytelling, Building, maintaining, and measuring consumer-based brand equity. Using consumer research to inform brand strategy, Crafting an effective brand story. Co-creating brand meaning alongside customers, Using cultural branding techniques to craft resonant brand narratives that connect to culture, Creating immersive customer experiences. Navigating the relationship between brands, social issues, and activism.

UNIT 4

Brand management

Identifying opportunities and challenges associated with brand extensions that bring the brand across geographic, product category, and customer target market lines. Repositioning brands to increase their effectiveness. Designing brand portfolio strategy and brand architecture to maximize value across a suite of brands. Developing a global branding strategy and introducing brands to a global audience. Preventing loss of brand equity. Maintaining consumers' trust and loyalty during times of brand crisis

UNIT 5

Consumer brand relationships, influencers, and brand communities, Building and nurturing brand loyalty. Building Customer Based Brand Equity, Brand Loyalty, Brand Identity and image. (Brand identity prism, Kapferer's model).Negotiating customer interactions via a customer relationship management (CRM) tool. Understanding the role of brand communities, the value they provide, and the risks they present. Building brands through influencer marketing and celebrity branding

REFERENCES

1. Altstiel, T. & Grow, J. (2006). *Advertising Strategy*. California: Sage.
2. Ang, L. (2020). *Principles of Integrated Marketing Communications, An Evidence-based Approach*, Cambridge University Press
3. Felix van de Sand, Anna-Katharina Frison, Pamela Zotz, Andreas Riener, Katharina Holl (2019). *User Experience Is Brand Experience, The Psychology Behind Successful Digital Products and Services*, Springer International Publishing
4. Hackley, Chris: *Advertising & Promotion Communicating Brands*, London, Sage Publications, 2005.
5. Luck, E., Barker, N. Sassenberg, A.M., Chitty, B., Shimp, T.A, Andrews, C. (2019) *Integrated Marketing Communications*, Cengage Learning Australia,
6. Mooij, de, M (2005). *Global Marketing & Advertising*. UK: Sage.
7. Odih, P. (2007). *Advertising in Modern & Post Modern Times*, London: Sage.
8. Shah, K. & D'Souza. (2009). *Advertising & Promotions – An IMC Perspective*, New Delhi: Tata McGraw Hill.
9. Semenik, Chris, O'Guin and Kaufmann. (2012). *Advertising & Promotions: An integrated branded approach*. 6th edition. New Delhi: Cengage Learning.
10. Sissors, J. Z. and Baran, R.B . (2010). *Advertising Media Planning*. 7th edition. New Delhi: Tata McGraw -Hill.

WEB REFERENCES

1. www.afaqs.com
2. www.campaignidia.com

NEWSPAPER REFERENCES

1. Economic times- Brand Equity
2. Business line: Catalyst
3. Financial Express: Brand Wagon.

Employability: Ad agency, Brand Marketing

Entrepreneurship: Ad agency consultant - as freelancer, media planner, freelance copy writer

Skill Development: Media planning, branding, campaign planning

Evaluation Pattern - 50: 50

CA (T) – Continuous Assessment Theory - 20

MT – Mid- Term Examination - 30

ES (T) – End Semester Examination Theory – 50

24CMJ515 DIGITAL MARKETING COMMUNICATION BASICS 4 0 0 4

Course Objective: To develop student understanding of the difference between traditional and digital marketing strategies, and identification of in-demand metrics to effectively measure and optimize ROI. This course will help students plan and execute transformational digital marketing strategies and best practices

Course Outcomes: At the end of the course, students will be able to:

1. Understand key trends in the digital marketing landscape that can be used to optimize marketing
2. Understand how to reach a wider target audience through digital marketing channels
3. Keep customers engaged through effective communication strategies
4. Analyze digital marketing strategies of brands through Key Performance Indicators
5. Apply concepts learnt to launching an effective digital marketing campaign and post-campaign analysis

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | | | 2 | | 3 | | |
| 2 | 3 | | | 2 | 1 | 3 | 2 | 2 |
| 3 | 3 | 3 | | 2 | 2 | 3 | 2 | 3 |
| 4 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |
| 5 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |

UNIT 1

Marketing in the Digital World, Emerging Technologies for Digital Marketing (impact of IoT and artificial intelligence on the future of marketing and consumer behavior), Digital Marketing and traditional marketing relationship and its benefits over traditional marketing
The positioning challenge and marketing crisis, How the 4Ps of marketing are transformed in the digital space, Utilizing digital opportunities to create value. The "long-tail" effect

UNIT 2

Customer behavior in the digital domain. The role of peer influence in the consumption process, using a customer-network approach to complement conventional marketing, Personas for digital marketing segmentation Digital Marketing Funnel: PEO model (paid, owned, earned media), integrating offline with online channels and its importance

UNIT 3

Organic traffic vs Paid Traffic, SEO, Keywords, Strategies for Pay Per Click (PPC) Campaigns, choosing the right campaign type, PPC vs SEO, PPC or Google Ad words?, Email, mobile and social media marketing strategies, Search Engine Marketing (SEM) and Social Media Monitoring (SMM), social monitoring and social listening, Analyzing digital marketing strategies of a few brands

UNIT 4

Digital Marketing metrics, Google Insights, YouTube Analytics, LinkedIn ads, HubSpot Marketing Hub, SemRush, Key Performance Indicators (KPIs), measuring marketing ROI, A/B testing and split testing applied to social media (Post text, Post style: Use of emoji, use of image/video, Tone of voice: casual versus formal, passive versus active etc), Customer Acquisition Cost, (CAC) Customer Lifetime Value (CLV) measures in ROI analysis

UNIT 5

Identifying and profiling competitors based on different attributes, Content production and distribution through earned, owned, and paid media, Launching an effective digital marketing campaign and post-campaign analysis, Examples of successful strategy planning and execution from India and global markets

REFERENCES

1. Agarwal, S. (2020) *The Absolute Blueprint for Digital Marketing*
2. Bhatia (2017). *Fundamentals Of Digital Marketing, 2nd edition. Pearson Education India*
3. Deiss, R. and Henneberry, R. (2020). *Digital Marketing For Dummies, Wiley*
4. Dodson, I. (2016). *The Art of Digital Marketing, The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns, Wiley*
5. Johnson, S. (2019). *Facebook Advertising - The Best Guide to learn how to earn with Facebook Advertising.....Step by Step Guide for Beginners*
6. Miller, R (2019). *Social Media Marketing 2019, How to Become an Influencer Of Millions On Facebook, Twitter, Youtube & Instagram While Advertising & Building Your Personal Brand*
7. Rabazinski, C. (2015). *Google AdWords for Beginners- A Do-It-Yourself Guide to PPC Advertising, CreateSpace Independent Publishing Platform; 1st edition*
8. Visser, M., Sikkenga, B. and Berry, M. (2019) *Digital Marketing Fundamentals- v From Strategy to ROI, Taylor & Francis*

Employability: digital marketer, digital branding specialist

Entrepreneurship: build personal portfolio online through website or content

Skill Development: Have practical experience in content measurement and marketing strategies

Evaluation Pattern - 50: 50

CA (T) – Continuous Assessment Theory - 20

MT – Mid- Term Examination - 30

ES (T) – End Semester Examination Theory – 50

24CMJ516 BRANDING MEDIA AND ENTERTAINMENT 400 4

Course Objective: Branding media and entertainment is crucial for building a loyal audience, creating a strong identity, and establishing a competitive edge.

To provide the students with an in-depth understanding of the current phenomenon in the media branding Industry. It seeks to develop student's critical thinking and application of the strategies in the day-to-day context.

CO's

1. Identify how the media industry can be a brand.
2. Understand current practices, strategies, and trends in media branding.
3. Critically evaluate how various organizations are using media branding to set UVP.
4. Apply branding strategies for media and entertainment for a proposed client.
5. Develop a crisis management plan to handle any public relations issues that may arise and protect your brand's reputation.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 2 | 2 | 2 | 0 | 1 | 2 | 3 | 3 |
| 2 | 3 | 2 | 2 | 2 | 1 | 3 | 3 | 3 |
| 3 | 3 | 3 | 1 | 3 | 1 | 3 | 3 | 3 |
| 4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |

UNIT 1

Media Branding: Locating an Emerging Research Areas- Media Branding 3.0. Media Branding Challenges and Opportunities. Brand Equity and Brand Positioning

UNIT 2

Media Brands as Management Task: Brands in International and Multi-Platform Expansion Strategies: Economic and Management Issues . Media Branding from an Organizational and Management-Centered Perspective . International Media Branding . Media Brands and the Advertising Market- Exploring the Potential of Branding in Media Organizations’ B2B Relationships . .

UNIT 3

Media Brands as Branded Content: Emerging Industry Issues and Trends Influencing the Branding of Media Content. Branding Media Content- From Storytelling to Distribution . Native Advertising, or How to Stretch Editorial to Sponsored Content Within a Transmedia Branding Era. City Branding and New Media. Innovating and Trading TV Formats Through Brand Management Practices . Branding of Political Activism. Case study: Nostalgia as the Future for Branding Entertainment Media? The Consumption of Personal and Historical Nostalgic Films and Its Effects

UNIT 4

Media Brands as Marketing Communication Co-creation and Audience Construct: Media Brand Cultures- How Consumers Engage in the Social Construction of Media Brands. Marketing Communication of Media Brand. Case study: News Magazines’ Social Media Communication and Their Effect on User Engagement. Content strategies and relationship marketing. Audience Construct: The Groucho Marx Dilemma in Media Branding: Audience as Part and Signal of Media Brands. An Audience-Centered Perspective on Media Brands. Media Brands in Children’s Everyday Lives. Media Brand Loyalty Through Online Audience Integration?

UNIT 5

Media Brands Between Societal Expectations, Quality and Profit: Media Branding and Media Marketing: Conflicts with Journalistic Norms, Risks of Trial and Error. Market Driven Media Brands. An Economic Theory of Media Brands

REFERENCES

1. Aaker, D. (2014). Aaker on Branding: 20 principles that drive success. New York: Morgan James Publishing.
2. Gabriele Siegert, Kati Förster, Sylvia M. Chan-Olmsted, Mart Ots (eds.) (2015). Handbook of Media Branding. Springer International Publishing.

3. Keller, K.L. (2013). Strategic brand management: Building, measuring and managing brand equity. Pearson Education Limited
4. McDowell, W. (2006). Issues in marketing and branding. In A. Albarran, S. M. Chan-Olmsted, & M.-O. Wirth (Eds.), Handbook of media management and economics (pp. 229–249). New York: Routledge.
5. McQuail, D. (1992). Media performance: Mass communication and the public interest. London: Sage.
6. Picard, R. G. (2004). Commercialism and newspaper quality. Newspaper Research Journal, 25(1), 54–65.

Evaluation Pattern - 50: 50

CA (T) – Continuous Assessment Theory - 20

MT – Mid- Term Examination - 30

ES (T) – End Semester Examination Theory – 50

Employability: *media marketing, media/entertainment branding specialist/freelancing/talent agents and representatives, marketing managers*

Entrepreneurship: *entertainment entrepreneur*

Skill Development: *prioritize work and meet deadlines, social skills, self confidence*

I C - PRINT SPECIALIZATION

24CMJ517

REPORTING FOR PRINT MEDIA

0 1 6 4

Course Objective: The course will equip students with the skills of writing news reports and help develop a “nose for news,” or sniff out news. They will understand the vital importance of cross and double-checking facts and figures while reporting to check circulation of fake news, rumours and hearsay.

Course Outcomes: By the end of the course the students will be able to:

1. Understand the concept of news and how to write it in a manner that interests the reader.
2. Understand that news reports are based on facts, only facts, and rumours and hearsay have no place in them, it is proper attribution that gives credence and authenticity to such news reports.
3. Develop the art of interacting with the high-ups in the government, society and the man on the street with equal ease to develop contacts, sources and use them to gather or cross-check information.
4. Become well-versed in the use of Internet, news reports, studies and surveys for background research of the issues/topics they are covering.
5. Develop skills in writing various types of reports – spot news, follow-ups, interviews etc.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | 3 | | 3 | | 3 | | 3 |
| 2 | 3 | | 3 | 3 | | 2 | 2 | 3 |
| 3 | 3 | 3 | | 3 | 3 | | | 2 |
| 4 | 3 | 2 | | 3 | 2 | 3 | 3 | 3 |
| 5 | 2 | 3 | | 3 | 3 | 2 | 3 | 3 |

UNIT 1

News: Accuracy, Objectivity and Fairness, Writing the lead, News story structure, Hard and Soft news.

UNIT 2

Nose for news, story ideas, covering events and speeches. Converting news articles into long features.

UNIT 3

Interview techniques – Q & A, profile interviews, getting the most out of interviews – preparing for interviews.

UNIT 4

Features – Writing human interest stories, location visits, descriptive

UNIT 5

Business reporting – budgets, stock markets, currency movements

REFERENCES

1. Brady, John Joseph (2004) *The Interviewer's Handbook: A Guerilla Guide* (Techniques & Tactics for Reporters & Writers). Waukesha, WI: Kalmach.
2. Hayes, Keith (2014) *Business Journalism - How to Report on Business and Economics* Springer Verlag.
3. Mencher, M (2003) *News Reporting and Writing*, Boston: McGraw Hill, 2003.
4. Pape, S (2006) *Feature Writing A Practical Introduction* UK: Sage Publication.
5. Rich, C (2010) *Writing and Reporting News* Wadsworth series in Mass communication and Journalism: Wadsworth.
6. Rosenauer, K. (2004). *Storycrafting: A process approach to writing news*. New Delhi: Surjeet Publications.
7. Stein, M.L, Paterno, S and Burnett, R.C (2006) *News Writer's Handbook: An Introduction to Journalism*, Oxford, U.K: Blackwell Publishing.

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

Employability: Reporter in Newspaper and Magazine

Entrepreneurship: Freelance reporter

Skill Development: Interviewing skills, communication skills, nose for news, following ethics

24CMJ518

EDITING FOR PRINT MEDIA -1

0 1 6 4

Course Objective: Equip students to edit news dispatches, press releases, speeches into news reports that are grammatically correct and of interest to the readers.

Course Outcomes: By the end of the course the students will be able to:

1. Edit news reports of different genres – spot news, features, interviews, in-depth stories – without grammatical and syntax errors and in an engaging style.

2. Ensure that news reports are structured in the classic Inverted Pyramid style and carry headlines that are specific to grab the readers' eyes.
3. Develop an inherent nature to double-check facts and figures so that mistakes do not creep into the publications and readers get correct information.
4. Understand the importance of proper attribution for authenticity and credibility of a report and drawing a reporter's/correspondent's attention when such attribution is lacking.
5. Understand that news reports have to be fair and balanced and edit them in such a manner to ensure they are so.
6. Understand the laws of libel and ensure that defamatory and one-sided reports do not find space in a publication.
7. Understand the importance of meeting deadlines and at the same realising speed cannot be at the cost of accuracy.

ARTICULATION MATRIX

| C0 | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | 3 | 1 | 3 | | 3 | 2 | 2 |
| 2 | 3 | 3 | 1 | 3 | | 3 | 3 | 2 |
| 3 | 3 | 3 | 3 | 3 | | 2 | 3 | 2 |
| 4 | 3 | 3 | 1 | 3 | | 1 | 3 | 3 |
| 5 | 3 | 3 | 1 | 3 | | 1 | 2 | 3 |
| 6 | 3 | 3 | 1 | 3 | | 2 | 2 | 3 |
| 7 | 3 | | 1 | 3 | 3 | 1 | 2 | 3 |

UNIT 1

The role a sub-editor at a news desk. The importance of being up to date with news developments across the world.

UNIT 2

Introduction to News Editing: What Sub-Editors do, Style and Mechanical Mistakes, How Printer's Devil of the type-setting era has been compounded by the spell-checks and auto-corrections of the computer age.

UNIT 3

Editing for Grammar and Editing for Style (Need for familiarising with the stylebook of a newspaper), Rewriting.

UNIT 4

Economy with words and space constraints.

REFERENCES

1. Butcher, Judith, Drake C and Leach, M (2006) *Butcher's Copy Editing: The Cambridge Handbook for Editors, Copy-Editors and Proofreaders* New York: Cambridge University Press.
2. Hakemulder, Jan R and De Jonge Fay (2002) *AC News Reporting and Editing* New Delhi: Anmol Publications
3. Rosenauer, K. (2004). *Storycrafting: A process approach to writing news*. New Delhi: Surjeet Publications.
4. Stein, M.L, Paterno, S and Burnett, R.C (2006) *News Writer's Handbook: An Introduction to Journalism*, Oxford, U.K: Blackwell Publishing

Employability: Editor in Newspaper and Magazine

Entrepreneurship: Freelance editor

Skill Development: ensure correctness, accuracy, consistency, and completeness

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

24CMJ519 FAKE NEWS AND DISINFORMATION- ISSUES AND CHALLENGES 4 0 0 4

Course Objective: This course will train students to identify fake news in TV, radio, blogs, newspapers, and social media, and discern the difference between what is real (fact-based) and fake (false).

Course Outcomes: At the end of this course students will be able to:

1. Identify the different types of fake news, and the origins of modern fake news.
2. Understand why Disinformation thrives and adversely affects democracies
3. Execute fact-checks on different news stories and analyze cases of disinformation spread.
4. Develop journalistic skills to identify and tackle fake news and to develop a scientific vigour while engaging with information online, and while dealing with user-generated-content
5. Apply concepts learnt to collecting fake news data, analyse it, and present their analysis by using appropriate tools for data verification

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 |
| 2 | 3 | | 2 | 3 | 2 | 2 | 3 | 3 |
| 3 | 3 | | 3 | 3 | 3 | | 2 | 3 |
| 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| 5 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |

UNIT 1

Introduction to the Post-Truth Era and Infodemic. Propaganda, hoaxes and satire as historical features of the communications ecology, News Literacy-Media Bias and accuracy.

‘Authoritative’ and ‘official’ vs. ‘reliable’ Telling the difference between news, opinion and advertising. News sources- Social, traditional, alternative, hyper local, citizen journalism. Mis, Dis and Malinformation.

UNIT 2

Various approaches to tackling infodemic: From fact-checking to Media Literacy. The 5 Pillars Of Verification, Visual Verification guide (Photos, videos), understanding the spread of misinformation – The rhetoric fallacies and cognitive-psychological reasons

UNIT 3

Introduction to verification: Photo manipulation, Video tricks, Location verification, Twisting Facts — looking out for deceptive headlines, quotes, opinions presented as facts, distortions, made-up facts and neglected details

UNIT 4

Pseudo-Experts, Imagined Experts and Misrepresented Experts —checking their credentials and their statements, using the Media — watching for false claims gained by referencing mainstream media, Manipulating Data — looking at the methodology, the questions, the clients and more.

UNIT 5

Verification and Digital Investigations Resources- Essential Browser Plugins, Website Analysis, Social Media accounts, Finding people, Advertising analysis, Web traffic analysis, Corporate business tools

REFERENCES

1. Amarasingam A. (2011). *The Stewart/Colbert Effect: Essays on Real Impacts of Fake News*, McFarland & Company, North Carolina.
2. Bartholomew, R.E, Radford, B. (2012). *The Martians Have Landed!: A History of Media Driven Panics and Hoaxes*, McFarland & Company, North Carolina.
3. Denisova, A. (2017), How propaganda from the Russian Revolution brought about today's 'troll factories', *The Independent*. Accessed 29/03/18:
<http://www.independent.co.uk/voices/russian-trolls-us-election-brexiteer-roots-in-revolution-a8060711.htm>
4. Greifeneder, R., Jaffe, M., Newman, E., Schwarz, N. (eds.) (2021) *The Psychology of Fake News- Accepting, Sharing, and Correcting Misinformation*, Routledge, Taylor and Francis Group. Available for download from <https://www.taylorfrancis.com/books/oa-edit/10.4324/9780429295379/psychology-fake-news-rainer-greifeneder-mariela-jaffe-C3%A9-eryn-newman-norbert-schwarz>
5. Urbani, S. (2019) *First Draft's Essential Guide To Verifying Online Information*. Available for download from https://firstdraftnews.org/wp-content/uploads/2019/10/Verifying_Online_Information_Digital_AW.pdf?x88639
6. Innocent E. Chilwa, Sergei A. Samoilenko (2019) *Handbook of Research on Deception, Fake News, and Misinformation Online*. A volume in the *Advances in Media, Entertainment, and the Arts (AMEA) Book Series*, IGI Global, Hershey PA, USA. Available for download at https://www.researchgate.net/publication/338116216_Handbook_of_Research_on_Deception_Fake_News_and_Misinformation_Online
7. Kvetenova, Z., Predmerska, K. and Svecova, M. (2020). *Debunking as a method of Uncovering Disinformation and Fake news*. Open Access Peer Reviewed Chapter, **ONLINE**
8. Posetti J., and Matthews, A. (2019) *A short guide to the history of 'fake news' and disinformation A Learning Module For Journalists and Journalism Educators*. International Center for Journalists (ICFJ). Available for download at https://www.icfj.org/sites/default/files/2018-07/A%20Short%20Guide%20to%20History%20of%20Fake%20News%20and%20Disinformation_ICFJ%20Final.pdf

9. Power, S. (2017). Why Foreign Propaganda Is More Dangerous Now, The New York Times. Accessed 29/03/18: <https://www.nytimes.com/2017/09/19/opinion/samantha-power-propaganda-fake-news.html>
10. Rodney-Gumede, Y. (2017). Fake news: the internet has turned an age-old problem into a new threat, The Conversation. Accessed 29/03/18 <https://theconversation.com/fake-news-the-internet-has-turned-an-age-old-problem-into-a-new-threat-72111>

Employability: content creator, journalist, online journalist, fact checking researcher
Entrepreneurship: fact checking site owner, freelance cyber journalist, citizen journalist
Skill Development: critical thinking, ethical orientation, fairness, independence, accuracy, contextuality, transparency, protection of confidential sources

Evaluation Pattern - 50: 50

CA (T) – Continuous Assessment Theory - 20

MT – Mid- Term Examination - 30

ES (T) – End Semester Examination Theory – 50

Course Objective: To equip the students with the art and idea of application of graphic design in the day to day. And finally the course will nurture the students and make them industry ready with the technical skills of graphic design.

Course Outcomes: By the end of the course the students will be able to:

1. Use graphic design for contemporary global issues
2. Assess, predict, and articulate the influence and importance of graphic design
3. Acquire and demonstrate competency in technical skills including AI applicable to graphic design.
4. Demonstrate the ability to use design thinking strategies.
5. Understand the relationship of graphic design to other disciplines and to society

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | 3 | 1 | 2 | 2 | 2 | 3 | 3 |
| 2 | 2 | 1 | 3 | 2 | 3 | 3 | 2 | 3 |
| 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |
| 4 | 3 | 2 | 2 | 1 | 2 | 3 | 3 | 3 |
| 5 | 1 | 2 | 1 | 2 | 1 | 3 | 3 | 3 |

UNIT 1

Introduction: Define fundamentals of design like point, line, space, shape, size and proportion, colour, tone, texture. Identification of design and graphic design. Principles of graphic design: Appreciate composition in design -Effective composition in design. Design processes: Discuss the problem, developing creative brief, concept building, visualization, development, etc.,

UNIT 2

Color: Color basics: Considering the tone of project and choosing the correct color palette. Colour: Colour theory-hue, shade, tint. emotional appeal of colour, and response of colour.

Typeface anatomy – Variables of typefaces, Styles & six family of types, Legibility and readability of types - Selection of typefaces /fonts suitable to the subject and relation between type face and product. Creation of symbol & slogan - Knowledge of logo, monogram, trademark.

UNIT 3

Layout - Purpose, importance and function of layout - types of layout, rough and finished layout - composition methods- arrangements of illustration, text matter, logo (symbol), slogan, address-Available Indian paper sizes, choosing a suitable paper: characters, paper varieties, finishes - Various imposition schemes, sheet work, half sheet work, types of folding - dummy preparation and its importance. Offset Print setting.

UNIT 4

Intersection of AI and graphic design. AI-Powered Design Tools: Exploration of AI-driven design tools and software. Understanding how AI can automate repetitive design tasks. Examples of tools that generate layouts, color schemes, and typography suggestions. Discussion on image manipulation using AI, such as content-aware scaling and retouching. How AI can analyze user data to create personalized design experiences. Case studies of personalized marketing campaigns using AI-generated content.

UNIT 5

User Experience and User Interface Design for Web and Mobile apps. Digital image: Types, file formats, digital inputs, digital workflow -digital press, digital color process. Bit mapped fonts, postscript fonts. Illustrations and images - Editing software -software for image solutions and page layouts, printing accuracy, image assembly. Digital half tones - computer to plates. Digital proofing, Moving and storing Data.

SOFTWARE

1. Affinity photo/Adobe Photoshop
2. Affinity Designer/ Adobe Illustrator
3. Affinity Publisher/ Adobe InDesign
4. Figma

REFERENCES

1. Ambrose, G., & Harris, P. (2010). Design thinking. Lausanne: AVA Academia
2. Sami Aouni (2023) Artificial Intelligence in Graphic Design: Understanding Its Benefits, Limitations, and Future
3. Friendly, M., &Wainer, H. (2021). A history of graphic communication. Harvard University press.
4. CROSS, N. (2023). Design thinking and understanding how designers think and work. AVA ACADEMIA.
5. E., M. P. E. I. (2023). Lectures on Digital Design principles. RIVER PUBLISHERS.

Employability: Graphic designer, layout artist

Entrepreneurship: Freelance graphic designer for any designing industry and ad agencies

Skill Development: Working with fonts, dummy preparation

Evaluation Pattern - 80: 20**CA (L) – Continuous Assessment Lab - 80****ES (L) – End Semester Examination Lab - 20****24CMJ521****SOCIAL MEDIA METRICS AND EVALUATION****0 1 6 4**

Course Objective: The social media metrics and evaluation course will enable students to grasp the analytics tools to leverage social media data. The course will introduce tools such as engagement analytics, sentiment analysis, topic modeling, social network analysis, identification of influencers and evaluation of social media strategy.

Course Outcomes: By the end of the course the students will be able to:

1. Understand and apply important concepts in social media metrics.
2. Understand, sort out social media data and relate social media analytics tools.
3. Monitor consumers and competitors and bring together deeper consumer insights.
4. Develop social media strategy and measure social media campaign effectiveness.
5. Make better business decisions and reports by analyzing social media data.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 2 |
| 2 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 2 |
| 3 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 1 |
| 4 | 2 | 2 | 2 | 3 | 3 | 1 | 2 | 2 |
| 5 | 2 | 3 | 1 | 2 | 2 | 0 | 2 | 1 |

UNIT 1

Introduction to social media analytics: co-learning and crowdsourcing, identify primary business goals, determine social key performance indicators (KPIs) via engagement, sentiment and conversation analytics, measure and analyze social data. Using Artificial Intelligence for analytics. Tools: likealyzer, cyfe, union metrics, followerwonk, audisens and quinity, Chat Gpt

UNIT 2

Monitoring Customer Engagement in social media: Crimson Social Media Marketing Framework, Brand health and perception, Campaign strategy and execution, Cultural and market trends, Product innovation and research, Competitive and market intelligence, Key opinion leader identification and influencer marketing, Strategic risk and M&A analysis, Collecting Data via Twitter API. Insight Tools: Facebook and Instagram, Analytics Tools: Google, Twitter, Pinterest, LinkedIn and YouTube.

UNIT 3

Introduction to social network analysis and metrics: netlytic cloud-based text and social networks analyzer summarize textual data and discover communication networks from social media posts, text and network discovery, know about hashtag, all about the data: working with csv files, organizational comparative analysis. Tools: statistical analysis via Microsoft excel, netlytic and how sociable

UNIT 4

Identifying influencers in social network: target audience and outreach efforts, hosting and participating in events with influencers, trending data, comparing data, sentiment analysis, topic analysis, audience analysis, critiquing data, historicizing data, visualizing data, sneak preview to social graphs. Tools: google trends.

UNIT 5

Influential social media reports: extracting value from data based on various social networks, making social media report, consolidating collected data, tailored targeting, customized tracking and performance measurement, identifying trends and new opportunities, delivering added value to audiences, prove the value of your strategy, presenting to stakeholders. Tools: sample report templates from social bakers and social report.

REFERENCES

1. Szabo, G., G. Polatkan, O. Boykin & A. Chalkiopoulus (2019), *Social Media Data Mining and Analytics*, Wiley, ISBN 978-1-118-82485-6
3. Social Media Metrics, the Beginner's Guide, Hootsuite, retrieved from <https://hootsuite.com/resources/getting-started-with-social-media-metrics>
4. Lovett, J. (2011). *Social Media Metrics Secrets: Do what you never thought possible with social media metrics*. Wiley.
5. Social Media Data Collection and Network Analysis
https://docs.google.com/document/d/1_EH30ycPj2r6t0vH1QSSBjKJ209qq7-nwz2zAJno8Mk/pub?embedded=true
6. <https://www.socialbakers.com/blog/social-media-analytics-the-complete-guide>
<https://www.socialbakers.com/blog/a-marketers-guid>

**Employability: social media content creator, online journalist, brand researcher/marketer
Entrepreneurship; freelance journalist, content writer**

Skill Development: critical thinking

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

24CMJ522

SOCIAL MEDIA OPTIMIZATION FOR BRANDS

0 1 6

4

Course Objective: Getting the mass communication graduates to be well trained in digital marketing. This course will promote to appreciate everything about social media marketing with the basics of Facebook, YouTube, Instagram, Twitter and Instagram to build a social media strategy and use advanced features of the most popular social networks.

Course Outcomes: By the end of the course the students will be able to:

1. Use Social Media Platforms like Facebook, Instagram, Twitter, Instagram, YouTube and LinkedIn for the organic promotion of any business or service.
2. Identify the niche areas where you can become an influencer in social medias.
3. Identify and incorporate widely used tools including AI for the social media activities.
4. Start as a freelancer or promote own / ancestral business organically using Social Media.
5. Become a professional through Social Media channels to support their company.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 1 |
| 2 | 1 | 1 | 2 | 2 | 1 | 1 | 3 | 2 |
| 3 | 1 | 1 | 2 | 2 | 1 | 1 | 3 | 2 |
| 4 | 1 | 1 | 2 | 2 | 1 | 1 | 3 | 2 |
| 5 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 3 |

UNIT 1

An overview of Social Media Marketing: what is social media and their broadening scope, social media statistics, strengthen brands, understand audience, boost customer satisfaction, build compelling content to stay competitive, social media marketing strategy, impact of social media on SEO, make customizable poster designing in Canva. Use of AI in Social media marketing and creating social media marketing strategy.

UNIT 2

Facebook: Facebook marketing strategy (organic vs paid modes), brand pages, business page types and setup, post types and its dimensions, audience insights & analytics, competitor analysis, fb groups, fb live, tracking pixel codes, targeting and budgeting FB Ads, case studies on Facebook. You Tube: You Tube overview and account, interface and settings, annotations and linking websites, upload a video, creator studio, channel creation, managing views and boosting subscriptions, learning from reports and analytics. Google AdWords with keyword planning and control. Creating Ad campaigns and text ads and ad groups.

UNIT 3

Instagram Marketing: setting up Instagram for best results, personal account versus professional Instagram account types and stories. LinkedIn marketing: benefits of LinkedIn network, create and optimize profile, profile photo and background image selection, creating an impressive headline, craft a remarkable summary, managing recommendations, LinkedIn groups, creating and managing pages, endorsements and profile completeness.

UNIT 4

Microblogging via Twitter: overview of twitter, good profile attributes, advanced profile optimization, composing a tweet, using hashtags, deleting, pinning and sharing tweets, managing twitter users and followers.

UNIT 5

Social Media Marketing Tools: social media automation tools, keyword research tool, tools for designing, video editing tools, image editing tools, URL shortening tools, free and paid booster with follow-up analytics. Live project for combined brand optimization via all social media. AI tools for marketing content creation.

REFERENCES

1. Daniel,R. (2015) “Internet Marketing: Millionaires in The Making: Using Search Engine Optimization, Social Media, And More to Create an Online Business” CT Publishing.
2. Shreves, R., &Krasniak, M. (2015). Social Media Optimization for dummies. For Dummies.

3. Deckers, E., & Lacy, K. (2018). Branding yourself: How to use Social Media to invent or reinvent yourself. Pearson Education.
4. Treviño, B. T. B., Teresa, A. C. A., Alejandra, G. M. S., Cisneros, P. M., & Catalina, B. S. E. (2023). Social media addiction in generation Z consumers: Implications for business and Marketing. Springer.
5. Iseli, F. (2022). Social Media for Small Business. Wiley.

***Employability: social media content creator, online journalist, brand researcher/marketer
Entrepreneurship:, freelance journalist, content writer
Skill Development: critical thinking***

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

24CMJ584

SEMINAR

0 1 2 2

Course Objective: Seminars are intended to allow students to learn and integrate knowledge and information across disciplines such as arts, humanities, and social sciences, through independent study. Students individually present a seminar on a current topic followed by a review. The idea is to improve students' Time Management, Planning and Prioritization - Attitude, Verbal and Nonverbal Skills - Communication Skills - Etiquette and Interview Skills. Students are to connect with an NGO, Corporate, Media organization and the like for quality ideas for presentation. This would also help build student portfolio and networking.

Course Outcomes: At the end of the course students will be able to:

1. Identify and understand current, real-world issues.
2. Explore real-world issues through transformational experiences and industry (governmental/non-governmental/private) interaction that foster an understanding of self, relationships, and diverse global perspectives.
3. Acquire, articulate, create and convey intended meaning using verbal and non-verbal method of communication that demonstrates respect and understanding in a complex society.
4. Apply a multidisciplinary strategy to address differing forms of knowledge and academic disciplinary approaches with their own academic discipline (e.g., in agriculture, architecture, art, business, economics, education, natural resources, etc.)
5. Apply principles of ethics and respect in interaction with others.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | | 3 | 2 | | 2 | | 3 |
| 2 | | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| 3 | 2 | 3 | | 2 | 2 | 3 | | |
| 4 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| 5 | | | | 3 | | | | 1 |

Employability: builds student portfolio and networking

Entrepreneurship: rigorous investigation of mass communication related concepts for freelancing

Skill Development: Time Management, Planning and Prioritization - Attitude, Verbal and Nonverbal Skills - Communication Skills - Etiquette and Interview Skills

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

24CMJ591

RESEARCH PROJECT REVIEW

0 2 4 4

Course Objective: To develop the basic understanding of research by developing a feasible topic, literature review and methodology and undertaking data collection.

Course Outcomes: By the end of the course the students will be able to:

3. Critically review literature related to proposed research topic
3. Identify theoretical and methodological framework suited for the research topic
4. Present the process of data collection and basic analysis

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |
| 2 | 3 | 3 | | 3 | | 3 | 3 | 3 |
| 3 | 2 | 3 | | 3 | 1 | 3 | 3 | 3 |

The student is exposed to a theoretical quantitative and qualitative research process in the first semesters. As a follow through practical application of research, he/she ideates individually on a preferred area of research interest related to any field of Mass Communication within the traditions of social and behavioural sciences. A Research Guide is assigned to each student to help him/her through the process of preparing a Research Proposal. A two credit internal research review is undertaken at this phase, and the student is expected to have the ontology, epistemology and methodology and data collection pertaining to his/her research proposal in place. The evaluation by the review committee will be based on parameters such as feasibility of topic, literature review and identification of theoretical and methodological framework and data collection.

Employability: *Data journalist, Media trend analyst, Researchers in NGO's, Government and UN Agencies*

Entrepreneurship: *Data journalist, Media trend analyst*

Skill Development: *Understand the basic framework of research*

Course Objective: To empower students with ability to critically analyse news, international and national issues, policy related discussions, developmental, economic, and sustainability related issues, sports, entertainment, equality related issues, among others. The students will gain practical exposure to understanding these issues in a detailed manner, apart from analysing the issues from a holistic perspective, looking at sustained advocacy and transformative approaches to find solutions.

Course Outcomes:

6. To develop critical, sustainable and humanitarian perspectives through analysing and evaluating contemporary issues.
7. To develop informed opinion on an array of social issues and governmental policies, through deep and historical analysis of issues
8. To develop critical skills necessary to sieve through news and opinions by gathering relevant data and doing comparative analysis
9. To gather first hand data to derive a holistic, wholesome and neutral understanding of issues through expert interviews.
10. To develop critical communication skills necessary to put together, compare, analyze and communicate contemporary issues.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | 1 | 3 | 3 | 2 | 3 | 2 | 2 |
| 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 |
| 3 | 2 | 3 | 2 | 3 | 1 | 2 | 3 | 1 |
| 4 | 3 | 2 | 3 | 3 | 2 | 1 | 2 | 3 |
| 5 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |

UNIT 1:

Examination of regional stories, national and international issues, and a daily scrutiny of news. Class debates on current news, screenings of relevant documentaries, and analysis of media portrayal of political events.

UNIT 2:

Comparative analysis of past and present issues in politics, policy drafting, international affairs, and economics. Research and presentation of case studies, group discussions on the evolution of news coverage.

UNIT 3:

Critical analysis of news and contemporary issues on International affairs at micro, meso and macro levels, international policy drafting, developmental and economic policies, election policies, budget, entertainment and sport, by seeking expert opinions, interviews and other data. Understanding editorial policies and analysing news for editorial and ideological stances.

UNIT 4:

Exploration of environmental issues, development news, and their media coverage. Analysis of sustainability reporting, group projects on development news.

UNIT 5:

Apply learned skills in preparing detailed reports on selected/ given topic on relevant national/ international issues.

References:

1. Newspapers: The Hindu, The Times of India, The Indian Express, The Economic Times,
2. The Guardian, The New York Times, The Wall Street Journal, The Independent
3. Digital news platforms such as The News Minute, BBC, Trolley Times, News laundry among others.
4. News Agencies: – Reuters, AFP, AP, PTI, IANS
5. Magazines: - Outlook, India Today, Sportstar, TIME
6. Radio News: AIR News, BBC World Service
7. Television News: CNN-IBN, NDTV 24 x7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

Employability: News analyst, Journalist, Data journalist, News anchor, Policy research, Development project consultant, Sustainability research, Political communication strategist.

Entrepreneurship: As a freelancer analyst and journalist

Skill Development: Understanding the news values and news angles

Evaluation Pattern - 50: 50

CA (T) – Continuous Assessment Theory - 20

MT – Mid- Term Examination - 30

ES (T) – End Semester Examination Theory – 50

SEMESTER III

24CMJ601 WRITING, REPORTING AND PRODUCING TELEVISION NEWS 2 1 2 4

Course Outcomes: *By the end of the course the students will be able to:*

1. Understand the technological development affecting modes and methods of reporting.
2. Demonstrate a familiarity to properly use and operate the studio and filed equipment and use appropriate NLE technique for packaging.
3. Demonstrate critical thinking skills necessary to approach the news story, breaking news story, interview, news feeds and P2C.
4. Develop an understanding of writing and news story structure that is sufficient to write for broadcast media.
5. Apply effective and collaborative team communication and management skills to bring out local news bulletins and news programmes.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | 2 | 1 | | | 2 | 2 | 3 |
| 2 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 3 |
| 3 | 3 | 3 | 2 | 1 | 1 | 3 | 3 | 3 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 4 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| 5 | 3 | 3 | 1 | 1 | 3 | 1 | 2 | 3 |

UNIT 1

Television News – challenges, risks and opportunities for the television journalist – technological development affecting modes and methods of reporting: advent of portable editing machines and implications of direct uplinking and digital transmission – qualities of a TV correspondent in the changing times – demand for AV orientation for TV journalists – factors affecting composition of news teams.

Artificial Intelligence and Journalism: Human machine storytelling, AI and Newsroom strategy, Bias, journalistic endeavours and the risk of AI.

UNIT 2

Audio-visual production patterns for news – terminologies in news production – camera vs human eye – news treatment – importance of sound – production equipment – recce – EFP lighting – selection and order of news – importance of visuals - VR and 360-degree video in journalistic storytelling - voice over picture –editing techniques – audio-visual editing - vision mixing – capsuling. Critical analysis of news: Bulletin, News-based programmes and News channel Review - Structure, Content and Operations. Distinct identity for the programme. Integration of digital technology in television production.

UNIT 3

Approaching news – news sources and values – news conferences – the changing brief – copy tasting – ways of approaching the same story – preliminary research – calling up –treatment and structure – back grounding and further research – lending focus – lending focus to a breaking news story – setting up the interview – questions and interviews – visuals and actuality – organizing the sound bite – chasing the pictures – news feed – piece to the camera – structuring the report. Horizontal-vertical tie-ups. Anticipatory trend analysis.

UNIT 4

News Writing – writing for the viewer – importance of conversational writing – techniques and tools of holding attention – attributions – tenses – intro – signposting – leads – bridges and throw lines – body of the news story – writing for visuals – order of importance – chronology – rewriting feeds for TV. In studio – organizing the bulletin – running order – detailing – levels of finesse in feature - Dispatch Writing.

UNIT 5

Putting theory into practice – Playing with devices – Final application of theoretical elements gathered from all the other modules in bringing out local news bulletins and news programmes.

REFERENCES

1. Boyd, A. (2001). *Broadcast Journalism: Techniques of Radio and Television News*. Fifth Edition, Great Britain:Focal Press.
2. Millerson, G. and Owens, J. (2009). *Television Production*. 14th Edition, Canada: Focal Press
3. Zettl (2000). *Television production*. New York; Wadsworth.
4. Garcia-Orosa, B., Perez-Seijo, S., & Vizoso, A. (2023). *Emerging Practices in the Age of Automated Digital Journalism: Models, Languages and Storytelling*, Routledge: London.

5. Marconi, F. (2020). *Newsmakers: Artificial Intelligence and the future of Journalism*, Columbia University Press:New York
6. Pihlajarinne, T., & Alen-Savikko, A. (2022). *Artificial Intelligence and the Media: Reconsidering Rights and Responsibilities*. Edward Elgar Publishing: Northampton.

Employability: Reporter, Editor in Newspaper and Magazine, news program producer

Entrepreneurship: Freelance reporter, program producer

Skill Development: Reporting, Editing, news producer, news content creator

Evaluation Pattern - 65: 35

CA (T) – Continuous Assessment Theory – 15

CA (L) – Continuous Assessment Lab - 30

MT – Mid- Term Examination - 20

ES (T) – End Semester Examination Theory – 35

| | | | | | |
|-----------------|--|----------|----------|----------|----------|
| 24CMJ602 | DOCUMENTARY AND SHORT FILM PRODUCTION | 2 | 1 | 2 | 4 |
|-----------------|--|----------|----------|----------|----------|

Course Outcomes: *By the end of the course the students will be able to:*

1. Understand various stages of fiction production and how it is taking shape.
2. Understand the story, script and screenplay writing for fiction and non-fiction.
3. Identify and understand different types, modes and styles of Documentary film making.
4. Identify a story idea and developing it into a script which can be used for production.
5. Produce a professional Documentary and Short film by the end of the course.

ARTICULATION MATRIX

| CO. | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----------|------|------|------|------|------|------|------|------|
| 1 | 1 | 2 | 1 | | | 2 | 2 | 2 |
| 2 | 2 | 3 | 1 | | | 3 | 3 | 3 |
| 3 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 2 |
| 4 | 2 | 2 | 2 | 1 | 1 | 3 | 3 | 3 |
| 5 | 3 | 2 | 2 | 1 | 1 | | | 3 |

UNIT 1 [OBJ]

Fiction production and stages of fiction production. Production single and multiple camera situations – Location, Plot, Screenplay, Script and Storyboard. Directing, creating video space and audio space. Fiction screenplay exercises. Methodology. Research.

UNIT 2

Documentary - Introduction, Modes of Documentary: Poetic, Expository, Observational, Participatory/Interactive, Reflexive and Performative Modes. Background and context of different modes. Understanding docu-drama. Approach. Documentary for OTT.

UNIT 3

Applying the fundamentals concepts, genres, treatments, styles and professional approaches to pre-production, production and post-production in documentary and short film production.

Conceptualizing, writing, directing and editing. Interview techniques. Sound design in visuals.

UNIT 4

Role of planning. Research and develop an idea. Being creative worksheet. Preparing proposal and turning proposal into working scripts, assigning of production roles and drawing up the production schedule. Budgeting. Marketing. Insights into the business. Selling skills/presentation.

UNIT 5

Editing structure and development. Non-linear, Spot editing. Raw footage, Assembly and rough cut, fine cut. Completion and submission of edited documentary project and short film in Full HD format file.

REFERENCES

1. Nichols, B. (2017). Introduction to Documentary, Third Edition. Indiana University Press
2. Wilma de Jong, Erik Knudsen, Jerry Rothwell (2014). Creative Documentary Theory and Practice, Taylor & Francis.
3. Betsy, A., & McLane. A., (2022). New History of Documentary Film, Bloomsbury Publishing
4. Rabiger, M. (2015) Directing the Documentary, Focal Press.
5. Billinge, S. (2017). The Practical Guide to Documentary Editing Techniques for TV & Film, Routledge

Employability: Documentary film maker on social issues, educationist

Entrepreneurship: Freelancer documentary film maker on social issues, educationist and so on.

Skill Development: the ability to accept criticism and work well under pressure, leadership skills, to be thorough and pay attention to detail, the ability to use own initiative.

Evaluation Pattern - 65: 35

CA (T) – Continuous Assessment Theory – 15

CA (L) – Continuous Assessment Lab - 30

MT – Mid- Term Examination - 20

ES (T) – End Semester Examination Theory – 35

| | | | |
|-----------------|---|--------------|----------|
| 24CMJ603 | ADVANCED PHOTOGRAPHY AND VIDEOGRAPHY | 2 1 2 | 4 |
|-----------------|---|--------------|----------|

Course Objective: This course is designed for students who have studied basic photography and videography. With a range of comprehensive topics and practical exposure, this course will help students to learn skills and take their photography and videography a step further.

Course Outcome: By the end of the course the students will be able to:

1. Apply the principles of lighting and the mechanics of exposure to produce quality photography and videography.
2. Select and use photography/videography equipment and technologies appropriate to the task.

3. Understanding of the industrial and commercial applications of photography/videography techniques.
4. Understanding the need and use of Digital Intermediate.
5. Work independently or collaboratively to achieve stated goals.

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 1 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| 2 | 0 | 1 | 2 | 2 | 3 | 2 | 3 | 3 |
| 3 | 1 | 0 | 3 | 3 | 3 | 2 | 3 | 3 |
| 4 | 1 | 0 | 0 | 0 | 1 | 3 | 3 | 3 |
| 5 | | 2 | 3 | 3 | 3 | | | 3 |

UNIT 1

Portrait, Fashion and Product Photography/Videography, Studio Lighting, Using Flashlights, Bouncing and diffusion, Single mode and Burst mode, Coloured light, Theme based shoots.

UNIY 2

Landscape and Wildlife Photography/Videography, detail, night photography, the constructive environment. Environmental Portraits: Design, revealing character, directing the subject.

UNIT 3

Photojournalism and Event Photography/Videography, War & Conflict photojournalism, Compositing and rules in Photojournalism, Photo as evidence, Covering events,

UNIT4

Understanding dynamics of photography and videography: Industrial, Interior and Architectural - composition, styling and lighting, techniques in practice, creative techniques. Ethical AI image and video creation.

UNIT5

Digital Intermediate (DI) using DaVinci Resolve, Need for DI, Color grading workflow, timeline and nodes, Curves, Color wheel, LUT, Picture Profile, Apple Prores RAW vs LOG, AI subject tracking.

REFERENCES

1. Steve, H. (2022). The art and technique of Digital color correction, Taylor & Francis
2. Stump, D. (2021). Digital Cinematography, 2nd Edition, Routledge
3. Kelby, S. (2019). The Landscape Photography Book, Rocky Nook.
4. Peterson, B. (2020). Understanding Portrait Photography, Clarkson Potter/Ten Speed.
5. Sakura, N. (2022). Product Photography Lighting, Composition, and Shooting Techniques, Rocky Nook.
6. Miguel Franquet Santos Silva, Scott A. Eldridge II (2020). The Ethics of Photo Journalism in the Digital Age, Taylor & Francis.
7. Diefenbach, D., & Slatton, A., (2019). Video Production Techniques Theory and Practice from Concept to Screen, Taylor & Francis.

Employability: Photographer, photojournalist

Entrepreneurship: Photographer and freelance photo journalist.

Skill Development: Ad Photography, product photography, fashion photography, working with the various cameras, lens and lighting units.

Evaluation Pattern - 65: 35

CA (T) – Continuous Assessment Theory – 15

CA (L) – Continuous Assessment Lab - 30

MT – Mid- Term Examination - 20

ES (T) – End Semester Examination Theory – 35

24CMJ604

PUBLIC RELATIONS AND EVENT ANAGEMENT

4 0 0 4

Course Objective: Public relations (PR) and event management are closely intertwined fields, often used together to enhance an organization's image, build relationships with stakeholders, and promote its products, services, or messages To provide the students an in-depth understanding of the current phenomenon in the public relations industry and trends in event management. It seeks to develop students' critical thinking and application of the strategies in the day-to-day context.

Course Outcomes: By the end of the course the students will be able to:

1. Understand the current status, scope of Public Relation and Event Management in the changing media landscape
2. Gauge the importance of PR while dealing with different stakeholders
3. Estimate the importance of PR in time of crisis management.
4. Develop strategic communication plans aligned with an organization's goals, values, and target audiences required to plan an event.
5. Identify key stakeholders and develop strategies to engage with them effectively.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|-----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1 | 3 | 3 | 3 | 1 | 2 | 3 | 2 | 3 |
| 2 | 3 | 3 | 2 | 1 | 2 | 3 | 3 | 3 |
| 3 | 3 | 3 | 1 | 1 | 1 | 3 | 3 | 3 |
| 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 5 | 3 | 3 | 3 | 1 | 1 | 3 | 3 | 3 |

UNIT I

Nature and Scope of PR: Introduction, Definition, Purpose of PR, Role of PR in Event management. Stakeholder Public Relations and the process: Employee Relations and Communications, Community Relations and social responsibility, Internal and external publics. Global and Indian Perspective, changing concepts, PR and Event management in the age of New Media; ethics. Scope, Challenges and Opportunities of PR and Event management.

UNIT 2

Event management- Introduction to Event Management, Size & type of event, Event Team, Code of ethics. Event planning and team management- Aim of event, Develop a mission, Establish Objectives Preparing event proposal.

UNIT 3

Strategic Public relations in Events management: Public Issue Campaigns & Debates- Issue Management & Crisis Management- Issue Management: Four stages/types of issues, James E. Grunig's Issue Anticipation model, Four Models of Public Relations- Excellence Theory- Situational Theory of Problem-Relationship Management Theory- Dialogic Theory- Fully Functioning Society Theory- Strategies and types of publics involved in issues, Crisis Management- definition of a crisis, Strategies for crisis management, Public relations and corporate social responsibility related events- Measurement and evaluation- Preparation, Implementation and Impact Model- Effectiveness Yardstick Model- Short Term and Continuing Models

UNIT 4

Event Planning and control, risk analysis, event revenue maximization, event implementation, marketing event planning and implementation (delivery), Innovative communications, event sponsorship (sports, reunion, party, etc.), Sustainable event management, sports event management, planning event experience for the stakeholders.

UNIT 5

Public Relation future Challenges and writing practice: Technology driven changes in corporate events -communication practices, Visualizing messages. Impact of media and technology on event management. Communication for creative thinking in a corporate event context- media releases, content marketing, storytelling. Writing practice for PR- Press release, internal communication and organizing press conferences. brochures, invitation, testimonials, online community management, event buzz, hashtag campaigns, working with influencers etc.

REFERENCES

1. Argenti, P. (2016) Corporate Communication. McGraw-Hill.
2. Bruce E. Skinner, Vladimir Rukavina (2003). Event Sponsorship (The Wiley Event Management Series). John Wiley & Sons, Inc.
3. Caywood, C.L. (2011). The Handbook of Strategic Public Relations & Integrated Communications. McGraw-Hill
4. Center, A.H. & Jackson, P. (2014). Public Relations Practices: Managerial Case Studies and Problems, Prentice Hall India.
5. Cheryl Mallen, Lorne Adams (2013). Event Management in Sport, Recreation and Tourism: Theoretical and Practical Dimensions. Routledge
6. Cornelissen, J.P. (2004). Corporate Communications: Theory and Practice
7. Donald Getz (2007). Event Studies: Theory, Research and Policy for Planned Events (Events Management). Butterworth-Heinemann
8. Joe Goldblatt (2001) Special Events: Twenty-First Century Global Event Management (The Wiley Event Management Series)
9. Lynn van der Wagen; Brenda R. Carlos (2020). Event Management for Tourism, Cultural, Business, and Sporting Events. Pearson
11. Myers, C. (2021). Public relations history: Theory practice and profession. Routledge.
12. Jones, Meegan (2010). Sustainable event management : a practical guide. Earthscan
13. Razaq Raj, James Musgrave (2009). Event Management and Sustainability. CABI

14. Sriramesh, K. & Vercic, D. (2009). The Global Public relations Handbook: Theory practice and Research. Routledge. New York
15. Theaker, A. (2012). Public Relations Handbook. Routledge.

Website

1. <https://www.sjsu.edu/ajeep/docs/IntroToPR.pdf>
2. <https://egyankosh.ac.in/bitstream/123456789/7614/1/Unit-1.pdf>

Employability: Exhibition manager, event manager, hotel manager, Outdoor activities/education manager, Public house manager, Restaurant manager
Entrepreneurship: Freelance event co-ordination
Skill Development: Marketing & strategic communication techniques and in-depth training in media management.

Evaluation Pattern - 50: 50

CA (T) – Continuous Assessment Theory - 20

MT – Mid- Term Examination - 30

ES (T) – End Semester Examination Theory – 50

24CMJ605 ADVERTISING PRACTICE FOR PRINT, DIGITAL AND BROADCAST 4 0 0 4

Course Objective: To teach the students the mechanics of creative copywriting for print, web and broadcast advertisements and make them industry-ready.

Course Outcomes: By the end of the course the students will be able to:

1. Understand the Print, Broadcast and Online advertising ecosystem.
2. Analyze Print, Broadcast and Online advertising by applying formats, appeal and execution styles
3. Create scripts and storyboards for Print, Broadcast and Online advertising using available offline and online resources/tools
4. Analyze and identify target audiences for different advertising campaigns and understand how audience behaviour varies across media platforms.
5. Develop media plans that include budget allocation, media selection, scheduling, and frequency considerations for advertising campaigns

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | | 3 | 3 | | | 3 | |
| 2 | 3 | | | 3 | | 3 | 3 | |
| 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| 4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |

UNIT 1

To understand the nuances of print, web, radio and television as an advertising ecosystem.

Print- Creative brief. Message theme. The concept and elements of print advertisement design. AM/FM. Flexibility. Mental imagery. Clutter. Developing concepts for radio and television commercials. Introduction to the digital advertising space: The online advertising eco system. Designing the print advertisement. Visualization and campaign continuity. Ideation and developing concepts. Developing radio and television concepts- storyline

UNIT 2

Print: Visualization and the art of creating print ads. Create print ads applying formats, appeal and execution styles. Designing for outdoor. Copywriting for print: Copy formats. Caption/Headlines – Significance and types, Subheads. Body copy- Styles, formats. Lead para, interior para, trial close and close. Slogans. Taglines. Writing for print ads. Translating Copy. Advertising effectiveness. Copy testing. Practice: To create a copy-heavy print ad campaign for product and service.

UNIT 3

Online: Changing landscape for online advertising, Theories on online effects. Web advertising formats.- Creating Social media advertising, Facebook Instagram, LinkedIn, Twitter, Pinterest, YouTube (using Canva), Effective digital advertising. Understanding the goal, creating effective Call for Action, Focusing on Audience.

UNIT 4

Radio: The art of writing radio scripts: Formats for radio. Message characteristics. Spots, Dialogue, Jingles. Preproduction: Formats and structure. Imagery transfer. Radio commercial production: Recording a radio spot. To execute the radio script to a recorded spot/ jingle/ dialogue/drama. Production process. Cutting the spot: Words, SFX, Music, Voice-overs. Practice: Record the radio commercial based on the brief, using any method-jingle, dialogue, spot, announcement, explaining the format used.

UNIT 5

Television: Script and story board. Formats for television commercials., Basics of television script. Script Formats. Timing copy. Balancing audio and video, Mechanics of developing the storyboard, Television commercials elements- Video, audio, music, Shot information; To develop a television script and storyboard depicting the elements, shot information, camera movement and shot transition. Budget allocation for TV Commercials.

REFERENCES:

1. Altstiel, T and Grow, J: Advertising Creative: strategy, copy and design. New Delhi: Sage.
2. Andrews, M. (2019). Hidden Persuasion: 33 Psychological Influences Techniques in Advertising Laurence King Publishing; Reprint edition
3. Duncan, T. (2005). Principles of Advertising and IMC. New Delhi Tata McGraw- Hill.
4. Cristiano, G. (2012). The Storyboard Artist, A Guide to Freelancing in Film, TV, and Advertising, Michael Wiese Productions
5. Lambert, J.A. (2020). The Art of Advertising –The Hardcover Illustrated, Bodleian Library, University of Oxford, 1st Edition
6. Meeske, M.D. (2006). Copywriting for the electronic media: A practical guide. 6th edition. Boston: Wadsworth Cengage Learning
7. Roth, A. (2020). Subliminal... ..no more: An Exploration of the Persuasive Techniques used in Periodical and Other Static-Image Advertising over the Last Fifty Years

UNIT 1:

Sustainability Marketing as a process. Providing customer value through sustainability marketing. Marketing and CSR, cause related marketing & ethics. Sustainability marketing value and objectives. Sustainability marketing strategies. stakeholder framework in marketing sustainability

UNIT 2

Introduction to Persuasion Theory & Changing Attitudes and Behaviours, Defining Persuasion Attitude Definition and Structure (Values and Beliefs, Attitude Consistency), Models of Attitude-Behavior Relations (Theory of Reasoned Action, Theory of Planned Behaviour) Processing Communications (ELM Theory, Oprah Effect, Jargon), message Factors (Comprehension, Evidence, Fear Appeals, Guilt, Appeals, Source Factors), Identity and Cognitive Dissonance Theory, Normative Theory & Diffusion of Innovation Theory

UNIT 3:

B2C Vs B2B: Characteristics and stages of consumption process, Consumer motivation, personality, lifestyles and values. Consumer attitude and attitude change , Researching and identifying customers . Segmenting markets and customers: Shades of Green. Targeting, Positioning for green brands. Consumption-Environment interface: Sustainable consumption, New product development process, Life Cycle Analysis, Design for Environment, MET Matrix, Ecological footprint, Environmental checklists.

UNIT 4

sustainability and systematic change resistance, Collaborative Decision Making, bias, intervention, active and passive support, Role of Community and Social Networking, Human Factor in Sustainability Paradigm, Structured Decision making (SDM) for sustainable business. Leadership skills and transformation processes used by private and public sector organizations to create and implement sustainable systems- decision analysis, the triple bottom line, sustainability strategies, conflict resolution, market and policy analysis, entrepreneurship, stakeholder engagement.

UNIT 5

Communication Strategies for Sustainability. Developing a marketing campaign for a sustainable product/service/business. Power of Creative Advertising and Persuasion for Sustainable Solutions. Green Advertising and Green Washing Claims. Digitalization and Sustainability Marketing

REFERENCES:

1. Bhattacharyya, J., Manoj Kumar Dash, ChandanaHewege · 2021. Social and Sustainability Marketing. A Casebook for Reaching Your Socially Responsible Consumers Through Marketing Science. Taylor & Francis. ISBN:9781000408027, 1000408027
2. Guyader, H., Mikael Ottosson, Anders Parment · 2020. Marketing and Sustainability. Why and How Sustainability Is Changing Current Marketing Practices. Studentlitteratur AB. ISBN:9789144139869, 9144139861
3. Richardson, R. (2019). Sustainability Marketing Planning, Taylor & Francis, ISBN:9780429678134, 0429678134

4. Sharma, R.R., Kaur, T., Amanjot Singh Syan (2021). .Sustainability Marketing: New directions and practices, Emerald Publishing Limited. ISBN 9781800712447, 1800712448
5. Quoquab, F. Mohammad, J., RamayahThurasamy (2017). Driving Green Consumerism Through Strategic Sustainability Marketing. IGI Global. ISBN:9781522529132, 1522529136

Employability:Sustainability Manager, Environmental Analyst, CSR Manager, Green Business Consultant,

Entrepreneurship: Community Organizer, Environmental Consultant

Skill Development: research skills, communication skills, strategy and management skills

Evaluation Pattern - 50: 50

CA (T) – Continuous Assessment Theory - 20

MT – Mid- Term Examination - 30

ES (T) – End Semester Examination Theory – 50

24CMJ607 NEWSPAPER DESIGN AND MAGAZINE PRODUCTION 0164

Course Objective: To teach the students art of newspaper and magazine design, production, layout and make them industry ready.

Course Outcomes: By the end of the course the students will be able to:

1. Understand major designs and make up of Newspaper and magazines
2. Experiment with the elements of typography and page makeup
3. Understand the technique of planning page layouts
4. Apply the techniques of newspaper and magazine production with relevance to campus journalism
5. Apply relevant production steps—preparation and editing of copy, page design and layout, scanning, placement of photos, and saving those pages for final presentation to the print shop

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | | | 1 | 1 | 2 | 2 | 2 | 3 |
| 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 3 |
| 3 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 3 |
| 4 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| 5 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |

UNIT 1

History of Newspaper Design; Design process—pre-planning and copy tasting. Newspaper Design and Redesign. Analysis of newspaper design; Newspaper today. function, form and formats Redesign- Age, Audience, Architecture and Process. New elements of design. Modular design and grids. Points and Picas. Content-driven design. Modular layout, grids. Dominance. Pages without art.

UNIT2

Typography as communication. Historical evolution of typography in print media. Serif, sans-serif, script, and display typefaces. Understanding the characteristics and appropriate usage of each type. Type Classification: Serif, sans-serif, script, and display typefaces. Anatomy of Type: Terminology: baseline, x-height, ascender, descender, etc. Font Selection and Pairing: Choosing fonts that convey the publication's tone and message. Hierarchy and Readability, Kerning and Leading: Alignment and Justification: Tracking and Ligatures: Special Characters and Symbols: Typography and Branding: Typography in Editorial Design: Tailoring typography to different content types (headlines, body, captions) Balancing text and image placement for aesthetic appeal

UNIT3

Elements of page makeup: Tool, Working with elements of newspaper page makeup, Flag-Folio-Masthead: Treatments of visual and graphic images. The new front page. Design Versus Makeup: Headlines, Straps, Blurbs, white space managements. Creating Graphic Order – Front Page Workshop Inside pages. Working on Lifestyle and Feature Pages; Sports pages; Editorial pages and Business pages; International Pages. Tools: Affinity publisher/ Photo/ Adobe In design

UNIT4

Magazine Production: Graphic Strategies; Strategies for positioning body and display Type; Copy fitting and types of page makeup; Color: How to use it and How readers Perceive it. Paper- Textures and quality.

UNIT 5

Layout Practice: Magazine. Responsive layout, order and continuity. Designing Advertisements. Designing Special Pages. Add-ons. Jackets. Food and Fashion. Health pages. Newspaper/Magazine Printing, Distribution and Challenges. Infographics and data visualization in print media. Integrating multimedia elements (QR codes, augmented reality) Designing for special features (pull-outs, supplements)

REFERENCES

1. Adam, M.J. (2001). *Printing Technology*, New York: Sage Publications.
2. APA Stylebook.
3. Klanten, R.andKouznetsova, A. (2018) *Newspaper Editorial Design from the World's Best Newsrooms*, Gestalten Publishers
4. Niir, B. (2007) *The Complete Book on Printing Technology*, Asia Pacific Business Press Inc
5. Cross, N. (2023). *Design thinking understanding how designers think and work*. Ava academia.
6. Mahon, M. (2020). *House of Print: A modern printer's take on design, colour and pattern*. Pavilion Books.

Employability: Editors, Designers

Entrepreneurship: Layout artist

Skill Development: Are exposed to the principles in layout and designs and nuances of photography and typography. Dummy preparation.

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

Course Objective: Course will help students learn New Media literacy, demonstrate visual and analytical competence through use of modern technology to produce and distribute multimedia stories.

Course Outcomes: By the end of the course the students will be able to:

1. Learn the concept of writing/preparing news reports for multiple media platforms - print, online news, videography and photography, to develop skills in their chosen field.
2. Pursue whichever line in the world of media they plan to pursue – TV, Radio, Advertising, Public Relations, Online Media, through the emphasis on print journalism and the discipline involved in writing
3. Gain confidence in meeting competent sources for news gathering from various ‘Beats,’ ranging from government officials to man on the street and developing contacts to gather information for the news reports.
4. Understand the importance of writing in a clear and concise manner without grammatical and syntax errors, through editing exercises in print.
5. Develop skills in the art of interviewing newsworthy personalities that the readers would want to read about.
6. Understand the importance of keeping up to date with information in various topics of news interest by following trending stories in the social media and distinguish between News and ‘Fake News.’”

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | 3 | 1 | 3 | 3 | 2 | 2 | 3 |
| 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| 3 | 3 | 2 | | 3 | 2 | 2 | 2 | 3 |
| 4 | 2 | 3 | | 3 | 2 | 2 | 2 | 3 |
| 5 | 2 | 3 | | 3 | 2 | 2 | 2 | 3 |
| 6 | 3 | | 2 | 3 | 2 | 2 | 2 | 3 |

UNIT 1

Honing the skills acquired in the previous semesters in Reporting for print media and News Photography to write a detailed news report along with photograph to go with the story, plus editing (press releases, statements, speeches)

UNIT 2

The importance of developing contacts in various fields by interacting with officials, experts, analysts, observers in various fields ranging from Education and Health, Crime and Politics, business and industry, arts, culture, films and fashion.

UNIT 3

Interviews & Videography Group assignment: Doing a human interest story for both print and broadcast, plus editing.

UNIT 4

Importance of verifying facts on trending stories in the social media and writing a report for the print media based on an issue of public interest.

UNIT 5

Write a blog on a topical issue based on observations, research and interviews

REFERENCES:

1. Adornato, A. (2017). Mobile and Social media Journalism- A Practical Guide, SAGE Publications
2. Alysen, B. Sedorkin, G. Oakham, M. Patching, R. (2003) Reporting in a Multimedia World, Allen & Unwin
3. Dunham, R.S (2019).Multimedia Reporting- Hw Digital Tools can Improve Journalism Storytelling, Springer Singapore.
4. Quinn, S and Filak, V.F (2005) Convergent Journalism: An Introduction
5. Stovall , J.G (20012) Media Reporting: Principles and Practices of Modern Journalism in a Multimedia World

Employability: Online Editors, Reporters, Content developers, TV, Radio, Advertising, Public Relations, Online Media, through the emphasis on print journalism and the discipline involved in writing

Entrepreneurship: understand the business side of multimedia start-ups and identify opportunities for innovation whether inside legacy multimedia organizations or as part of a multimedia start-up

Skill Development:Confidence, ethical orientation, networking

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

24CMJ609

EDITING FOR PRINT MEDIA -II

0 1 6 4

Course objective: Honing editing skills so that news publications reach the readers with correct information.

Course Outcome: By the end of the course the students will be able to:

1. Equip themselves with skills that make it easy for them to move from the classroom to the newsroom, or news desk, effortlessly.
2. Be fully aware of news developments -local, regional, national and international – and be in a position to judge what is important or relevant to a particular publication.
3. Use that judgement to help decide on which page – front, local, regional, national, foreign, sports - a particular story should be carried.
4. Understand space constraints due to demands from the advertising world that brings in revenue for the publication.
5. Determine the wordage of a report depending on space availability but at the same ensuring that the reader is not deprived of important news.
6. Have a fair idea of developments in the financial/business sector, share markets to make sure that well-edited, researched reports relating to these areas are carried in the publication.
7. Use news photographs, charts, infographics and graphs to back up news reports for a reader to better understand an issue.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 |
| 2 | 3 | | | 3 | 3 | 2 | 2 | 3 |
| 3 | 3 | 2 | | 3 | 3 | 2 | 2 | 3 |
| 4 | 3 | | | 3 | 3 | 2 | 2 | 3 |
| 5 | 3 | 3 | | 3 | 3 | 2 | 2 | 3 |
| 6 | 3 | 3 | | 3 | 3 | 2 | 2 | 3 |
| 7 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

UNIT 1

Editing, re-writing and structuring news reports in the classic Inverted Pyramid Style so that the lay reader easily understand what a news report is about by reading the headline and the Intro, or Lead.

UNIT 2

Importance of writing without grammatical and syntax errors with clear, specific and catchy headlines to grab the eyes of the reader.

UNIT 3

Use appropriate words, avoid double entendres and write fair, balanced news reports. Junk cliches, jargons and ‘officialese’ while editing official statements, press releases.

UNIT 4

Ensure through tight editing that a report going for publication is clear, concise, accurate and interesting and conforms to the stylebook of the newspaper, magazine.

REFERENCES

1. Butcher, Judith, Drake C and Leach, M (2006) *Butcher's Copy Editing: The Cambridge Handbook for Editors, Copy-Editors and Proofreaders* New York: Cambridge University Press.
2. Hakemulder, Jan R and De Jonge Fay (2002) *AC News Reporting and Editing* New Delhi: Anmol Publications
3. Rosenauer, K. (2004). *Storycrafting: A process approach to writing news*. New Delhi: Surjeet Publications.
4. Stein, M.L, Paterno, S and Burnett, R.C (2006) *News Writer's Handbook: An Introduction to Journalism*, Oxford, U.K: Blackwell Publishing

Employability: Editor in Newspaper and Magazine

Entrepreneurship: Freelance editor

Skill Development: ensure correctness, accuracy, consistency, and completeness

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

Course Objective: To give the students the knowledge of designing and editing images to create design template for web and print and also application of animation for the industry.

Course Outcome: By the end of the course the students will be able to:

1. Gain proficiency in the process of creating, analyzing, and evaluating graphic design solutions.
2. Justify the choice of appropriate tools according to the type of digital artwork
3. Visualize and demonstrate an idea and express it through visual design
4. Demonstrate the knowledge of design & colors and apply them effectively
5. Work with graphics and Programming languages to design website.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 3 |
| 2 | 2 | 2 | 1 | 2 | 1 | 2 | 3 | 3 |
| 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 |
| 4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| 5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |

UNIT 1

Introduction to Internet. History & structure of the internet. Understanding Browsers. Types of graphics and multimedia Used in Web design. Types of websites. Good design vs. bad design. Usability. Readability. Loading time. Basic Typography concepts – readability and legibility. Responsive Web Design, Web safe fonts. Colour schemes. Image choices. Advertisements/pop-ups.

UNIT 2

Drawing basic shapes. Drawing objects. Creating vector images. Using blends gradients and patterns. Create symbols. Type Formatting. Add graphs. Tools: Adobe Illustrator/ Affinity Design/Inkscape

UNIT 3

HTML skeleton. HTML tags for text. Links.Lists. HTML tags and web standards for images (graphics). Simple layouts. Style tag. Basics of CSS. Internal, External and inline CSS. Role of AI tools in Coding.

UNIT 4

User interface Design. Advanced Compositing. Painting-Working with Images. Preparing Files for the Web-Producing and Printing Consistent Color. Tools: Adobe Photoshop / Affinity Photo

UNIT 5

Basic methods used to generate animations. Animation Principles: weight and overlapping action, Convey emotions like joy, devastation and concern through sketchbook, Understand overlapping action by animating motion and follow through.

REFERENCES

1. Ambrose, G. and Harris, P.(2011) *The Fundamentals of Typography* A&C Black.
2. James , K. L. (2010) *The Internet: a User's Guide*, PHI Learning Pvt. Ltd.
3. Bradley, I. (2021). *The graphics of communication: Exploring the graphic arts and design*. Ivan Bradley.
4. DABNER, D. (2023). *Graphic design school: The principles and practice of Graphic Design*. Amazon.
5. Wilson, K. (2023). *The absolute beginner's guide to HTML and CSS: A step-by-step guide with examples and lab exercises*. Apress Media LLC.

Employability: Website designer

Entrepreneurship: website designing and maintenance

Skill Development: handling equipment

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

24CMJ611

FUNDAMENTALS OF DIGITAL ADVERTISING

0 1 6 4

Course Objective:

The aim of the digital advertising course is to provide students with the knowledge about business advantages of the digital marketing and its importance for marketing success; to develop a digital marketing plan; to make SWOT analysis; to define a target group; to get introduced to various digital channels, their advantages and ways of integration; how to integrate different digital media and create marketing content; how to optimize a web site and SEO optimization; how to create google AdWords campaigns; social media planning; to get basic knowledge of google analytics for measuring effects of digital marketing and getting insight of future trends that will affect the future development of the digital marketing.

Course Outcomes: By the end of the course the students will be able to:

1. Identify the importance of the digital marketing for marketing success via SWOT.
2. Design, host and manage all types of websites and blogs.
3. Manage customer relationships across all digital channels and build better customer relationships using SEO.
4. Create a digital marketing plan with web analytics via SMO, SME by performing analysis and defining a target group and identifying digital channels.
5. Identify targets for email marketing, affiliate marketing and ads taking into consideration the available budget.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 |
| 2 | 2 | 3 | 1 | 1 | 0 | 1 | 2 | 2 |
| 3 | 3 | 2 | 2 | 2 | 2 | 1 | 3 | 2 |
| 4 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 |
| 5 | 1 | 2 | 1 | 1 | 0 | 0 | 1 | 1 |

UNIT 1

An Introduction to Digital Marketing: Understanding digital marketing process, increasing visibility, types and examples of visibility, visitor's engagement, attracting targeted traffic, inbound and outbound marketing, converting traffic into leads, conversion process and its types. digital marketing, ROI between digital and traditional marketing creating initial digital marketing plan, SWOT and target group analysis.

UNIT 2

Website Design and Hosting: Website design technology, HTML and CSS introduction for website structure, domain name registration process, hosting & types of hosting guide for websites, blog, portal and website (static or dynamic) types, strategic design of home page, products & services page, pricing page, portfolio, gallery and contact us page, designing WordPress and mobile friendly websites, creating web sites with ms expression and other tools.

UNIT 3

SEO Optimization: Writing the SEO content, CRM platform, google analytics, social media marketing with respect to budget, on page and off page optimization techniques, prepare a reports like- keywords, titles, meta tags for SEO and tools for measuring SEO effectiveness.

UNIT 4

SWOT analysis for websites: Lead generation process, introduction to web analytics, web analytics – levels, introduction of social media marketing, SMO (Social Media Optimization) namely Facebook, twitter and LinkedIn, SME (Search Engine Marketing) namely google AdWords, YouTube and video marketing, social media marketing plan and google plus for business.

UNIT 5

All Other Advertising Models: Email marketing, plan, campaign analysis, conversions, email software and tools, importing email lists, planning email campaign, email templates and designs, triggering auto-responder emails, integrated payment gateway, SMS invoice payments, and online payment in India, google analytics and webmaster tool, online reputation management, affiliate marketing and google AdSense, social media analytics, ad designing and viral marketing trends.

REFERENCES

1. Burgoyne, P., &Fiandaca, D. (2011). Digital Advertising: Past, present and future. Creative Social.
2. Eastin, M. S., Daugherty, T., & Burns, N. M. (2011). *Handbook of Research on Digital Media and advertising: User generated content consumption*. Information Science Reference.
3. Levin, A. (2020). Influencer marketing for brands: What YouTube and Instagram can teach you about the future of digital advertising. Apress..
4. Davis, R. (2015). Social Media branding for small business: The 5-sources model: A manifesto for your branding revolution. Business Expert Press.

- Zahay, d. (2020). Digital marketing management: A handbook for the current (or future) CEO. Business expert press.

Employability: Content managers, search marketing specialists, data analysts

Entrepreneurship: freelance content creation for blog posts, videos, podcasts, infographics, even social media status updates.

Skill Development: social selling

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

24CMJ612

SEARCH ENGINE OPTIMIZATION FOR BRANDS

0 1 6 4

Course Objective: This course will teach you to apply the latest SEO techniques and advanced data design principles to maximize your website search rankings. This module will show you how to build high-performance websites and use advanced SEO solutions that will boost your natural search rankings and increase site visits.

Course Outcomes: By the end of the course the students will be able to:

- Promote a company's web sites or clients' web sites using effective SEO.
- Perform respectable on page SEO.
- Perform reputable off page SEO.
- Create content marketing and dynamic website management with SEO.
- Evaluate SEO Metrics, Reports and Management with appropriate analytics.

ARTICULATION MATRIX

| | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|---|------|------|------|------|------|------|------|------|
| 1 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 |
| 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 |
| 3 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 |
| 4 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 |
| 5 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 |

UNIT 1

SEO Essentials: SEO goals, working of search engines, on page, off page, and landing behaviour, keyword worksheets, types of internet marketing methods, google search engine architecture, search engine algorithms, page rank technology, keywords research and analysis, business analysis, competition analysis, preparing a keyword list for project and localized keywords research.

UNIT 2

On Page SEO: Page tags, link-sculpting and Google-friendly files, usability and user experience in website, onsite optimization basics, importance of domain names and value, domain selection, website structure and navigation menu optimization, coding best practices, filename optimization, title tag optimization, keyword density analysis, meta tags optimization, headers optimization, page speed optimization tool, internal link strategy, header and footer optimization, Google SEO guidelines, Google page rank, creating sitemaps, Google webmaster tools and yahoo feed submission.

UNIT 3

Off Page SEO: Page rank, domain authority, and link-building, Local marketing of websites depending on locations, Promoting Subsequent pages of the website, Black Hat / White Hat / Grey Hat SEO, Submission to Relevant Directories, Linking Building Methodology, Types of Linking Methods, Free Links / Paid Links, Directory Submission, Blog Submission, Free Classifieds, Forum Signatures and Commenting, Press Releases, Video optimization, Social Bookmarking, Local Business Listing (Local SEO), Classifieds Posting, Press Release Submission, RSS Feeds Submissions and Tracking the Links and Page Rank.

UNIT 4

Content Marketing and Dynamic Website SEO: Blog for SEO, Content Marketing Plan, Difference between Dynamic and Static Sites, SEO for Word press (SEO Widgets), SEO for Joomla (Joomla SEO Plug-in), SEO for BlogSpot and How to optimize the Flash (multimedia) Websites.

UNIT 5

SEO Metrics, Reports and Management: Measuring your rank on Google and Bing/Yahoo, website position analysis in various search engines, Introduction to Google analytics in details, Installing Google analytics, basics of Google analytics, visitors geographic, traffic sources and keywords reports, conversion optimization for SEO, practical marketing with Google, Bing and Yahoo.

REFERENCES

1. Das, S. (2021) "Search Engine Optimization and Marketing: A Recipe for Success in Digital Marketing", A Chapman & Hall Book, CRC Press, 2021.
2. McDonald, Jason "SEO Workbook: Search Engine Optimization Success in Seven Steps (2021 SEO)", 2020.
3. Jessica., E., Eric. Spencer, stephan. Stricchiola,. (2022). Art of seo mastering search engine optimization. O'reilly media, inc, usa.
4. Amerland, D. (2014). Google Semantic Search: Search engine optimization (SEO) techniques that get your company more traffic, increase brand impact, and amplify your online presence. Que.
5. Elmansy, R. (2013). Search engine optimization. John Wiley & Sons, Inc.

Employability: SEO/SMO specialists for brand content development, content developers for websites and social media

Entrepreneurship: freelance content creation for blog posts, videos, podcasts, infographics, even social media status updates for brands.

Skill Development: social selling

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

Course Objective: Seminars are intended to allow students to learn and integrate knowledge and information across disciplines such as arts, humanities, and social sciences, through independent study. Students individually present a seminar on a current topic followed by a review. The idea is to improve students' Time Management, Planning and Prioritization - Attitude, Verbal and Nonverbal Skills - Communication Skills - Etiquette and Interview Skills. Students are to connect with an NGO, Corporate, Media organization and the like for quality ideas for presentation. This would also help build student portfolio and networking.

Course Outcomes: At the end of the course students will be able to:

1. Identify and understand current, real-world issues.
2. Explore real-world issues through transformational experiences and industry (governmental/non-governmental/private) interaction that foster an understanding of self, relationships, and diverse global perspectives.
3. Acquire, articulate, create and convey intended meaning using verbal and non-verbal method of communication that demonstrates respect and understanding in a complex society.
4. Apply a multidisciplinary strategy to address differing forms of knowledge and academic disciplinary approaches with their own academic discipline (e.g., in agriculture, architecture, art, business, economics, education, natural resources, etc.)
5. Apply principles of ethics and respect in interaction with others.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | | 3 | 2 | | 2 | | 3 |
| 2 | | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| 3 | 2 | 3 | | 2 | 2 | 3 | | |
| 4 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| 5 | | | | 3 | | | | 1 |

Employability: builds student portfolio and networking

Entrepreneurship: rigorous investigation of mass communication related concepts for freelancing

Skill Development: Time Management, Planning and Prioritization - Attitude, Verbal and Nonverbal Skills - Communication Skills - Etiquette and Interview Skills

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

Course Objective: This is a practical subject to enhance the skill of the students in the art of research paper writing, data collecting, data analysis and finally present a paper. This course is an application based, where they apply the theories, models and statistics whatever they have learned in their research and communication classes.

Course Outcomes: By the end of the course the students will be able to:

1. Plan and engage in a critical investigation and evaluation of the chosen research topic related to social and behavioral sciences
2. Relate relevant theories to the agreed upon methodologies and evidence, and draw appropriate conclusions
3. Appropriately apply evaluation processes to methods of data collection
4. Understand and apply ethical standards of conduct in the collection and evaluation of data and other resources
5. Communicate research concepts and contexts clearly and effectively both in writing and orally.

A Communication Research Project is submitted culminating in a Viva Voce conducted by an external expert.

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | | 3 | 3 | 2 | 2 | 2 | |
| 2 | 3 | 3 | | 3 | 2 | 2 | 2 | 3 |
| 3 | | | 2 | 3 | 2 | | 3 | 3 |
| 4 | | | | 3 | 2 | | 3 | 3 |
| 5 | | 3 | 2 | 3 | 2 | 2 | 2 | 2 |

Employability: *Data journalist, Media trend analyst, Researchers in NGO's, Government and UN Agencies*

Entrepreneurship: *Data journalist, Media trend analyst*

Skill Development: *Understand the basic framework of research*

Course Objective: Develop the skill of critical thinking and effective communication skill to analyze various social news and issues in various media. The course will teach students how to use media effectively for social change.

Course Outcomes: By the end of the course the students will be able to:

1. Understand scope of media in creating paradigms of changes in society
2. Develop communication skill
3. Develop critical way of thinking
4. Analyze news and issues in various media platforms
5. Understand the latest trends in mediated technology used for telling stories of social importance

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 1 |
| 2 | 3 | 2 | 2 | 2 | 2 | | | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 1 | | 2 |
| 4 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 |
| 5 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |

UNIT 1

Media and social change-social change communications-social inequality and media representation-Democracy and freedom of press

UNIT 2

Writing and scripting for media-selection of topics-now age story telling- Scope and impact of broadcast media

UNIT 3

Social Learning-social movements and media platforms: citizens' rights-racism-women rights-LGBTQ rights-Human rights-case studies on contemporary issues

UNIT 4

Participatory Communication for Social Change-media convergence- Media Activism

UNIT 5

Technologies of digital media storytelling-critical approaches

REFERENCES

1. Tillman, C. (2006). *Principles of occupational health and hygiene: an introduction*. Allen & Unwin.
2. Thayer, Lee, (2014) *Mental Hygiene: Communication and the Health of the Mind*.
3. Harrison, R. M. (2001). *Pollution: causes, effects and control*. Royal Society of Chemistry. Wilhelm, J. (2016). *Environment and Pollution in Colonial India: Sewerage Technologies Along the Sacred Ganges*. Routledge.

4. Charbonneau, J., & Smith, A. (Eds.). (2015). *Giving Blood: The Institutional Making of Altruism*. Routledge.
5. Agarwal, Arun K (2007) *Standard Operating Procedures(sop) For Hospitals In India*. New Delhi: Atlantic Publishers
6. Hall-Matthews, D. N. J. (2005). *Peasants, Famine and the State in Colonial Western India*. Basingstoke: Palgrave Macmillan.
7. Thottathil, S. E. (2014). *India's Organic Farming Revolution: What it Means for Our Global Food System*. University of Iowa Press.

Employability: *journalist, social worker, Documentary film maker on social issues, educationist*

Entrepreneurship: *Freelancer documentary film maker, journalist educationist and so on*
Skill Development: *journalist, social worker, Documentary film maker on social issues, educationist*

Evaluation Pattern - 50: 50

CA (T) – Continuous Assessment Theory - 20

MT – Mid- Term Examination - 30

ES (T) – End Semester Examination Theory – 50

SEMESTER IV

24CMJ699

INTERNSHIP

12

Course Objective: Internships are intended to give students practical work experience in journalism, new media, broadcast production, and advertising.

Course Outcome: *By the end of the course the students will be able to:*

1. Gain practical exposure and experience in connection with media requirements
2. Develop communication skills
3. Develop contacts as a source of information and for future placements
4. Develop professional skills to meet industry standards
5. Develop critical way of thinking according to demands of the client or company

ARTICULATION MATRIX

| CO | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PSO1 | PSO2 | PSO3 |
|----|------|------|------|------|------|------|------|------|
| 1 | 2 | 3 | 1 | 2 | 3 | 2 | 2 | 3 |
| 2 | | 3 | | | 3 | | | 2 |
| 3 | 2 | 2 | | 2 | 3 | | 2 | 3 |
| 4 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 |
| 5 | 3 | | 2 | 2 | 3 | 2 | 2 | 3 |

Internships are intended to give students practical work experience in journalism, new media, broadcast production, and advertising. It is mandatory for the students to complete the internship in a media organization [Print, Broadcast (television and radio), Photography, Online content writing, Web designing, Advertising, Digital Marketing, Public Relations- Corporate communication and Event Management) for a period of at least 5 months,

commencing from the end of the 3rd semester. A report should be submitted by the end of the 3rd semester, failing which the students will be marked with an F grade. The internship report should consist of internship certificate, company profile, nature of work done, job progress, work diary on a daily basis, documents/ scanned copies of work done for the organization. For example, published news reports, photographs, design, online content, and creative work. The students will be allowed to intern only after the completion of their 3rd semester. Ideally the student interns in one or two media organizations.