AMRITA VISHWA VIDYAPEETHAM
SCHOOL OF ARTS, HUMANITIES AND COMMERCE

BA HONOURS WITH RESEARCH IN MASS COMMUNICATION WITH BUSINESS MANAGEMENT AND MEDIA

CURRICULUM AND SYLLABUS FOR THE 2024 ADMISSIONS

AMRITA VISHWA VIDYAPEETHAM

COIMBATORE

Sl. No	Contents	Page No.

Programme Educational Objectives (PEOs)

The students graduating from the BA (Hons) with Research in Mass Communication with minor in Business Management and Media program will be able to:

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

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

PEO3 [Social Interaction] - Comprehend and apply social interactions in socio-political economy, cultural, and developmental diaspora from the grassroots level to the new media to embrace the difference.

PEO4[Effective Citizenship] - serve media industry interests as a means toward the greater goal of serving the public, and to also directly promote news literacy

PEO5 [Ethics] - Understand andapply ethical communication, principles and practices in academic, journalistic, personal, vocational and civic situations.

PEO6 [Environment and sustainability] - 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.

PEO7 [Self-directed and lifelong learning] - Education for life *not* living.

Programme Specific Outcome (PSOs)

The students of the Mass Communication program will be able to:

PSO1: Comprehend, synthesize and employ Communication theories, perspectives, principles, and concepts to create messages appropriate to the audience, purpose, and context

PSO2: Demonstrate the ability to critically analyze messages and apply rhetorical principles in a variety of creative, cinematic, organizational, professional and journalistic venues.

PSO3: Demonstrate the ability to accomplish communicative goals (self-efficacy) and engage in Communication inquiry.

AMRITA VISHWA VIDYAPEETHAM
BA HONOURS WITH RESEARCH IN MASS COMMUNICATION WITH BUSINESS MANAGEMENT AND MEDIA

Programme Structure

Sl.No	Course Type	Number of Courses	Total Credits
1.	Department Specific Core (DSC)	18	49
2.	Elective Courses (DSE)	3 Elective branches (9 courses each)	36
3.	Minor Courses	10	34
4.	Ability Enhancement course (AECC)	5	11
5.	Skill Enhancement Course (SEC)	7	12
6.	Value Addition Course (VAC)	6	9
7.	Open Elective (Interdisciplinary)	3	9
8.	Project	3	12
9.	Internship	1	4*/6
	Total	61	180*

Allocation of Courses in Semesters

SEM	DSC	Elective Courses	MC	AECC	VAC	SEC	Open Elective (Interdisciplinary)	Project / Internship	Total Credits
I	2		1	3	3	1			25
II	2		2	2	1	1			23
III	4	2 courses from the elective bundle chosen	1		1	1			24
IV	3	3 courses from the elective bundle chosen	1		1	1	1		25
V	3	2 courses from the elective bundle chosen	1			1	1		25
VI	3	2 courses from the elective bundle	1				1	1 (Sumer Internship) * 1 (Media	24+4*

		chosen						Project)	
VII	1		3			1		1 (Research Project Review)	22
VIII						1		1 (Project) 1 (one semester Internship)	12
Total Courses	18	9	10	5	6	7	3	4	180*

Summer Internship (4 credits) is meant only for students who take the exit option after three years and not for those who proceed into the VIIth semester.

For students completing 4 years of UG, Internship spans across one semester (VIIIth). Students exiting in the 3rd year (summer internship) and students completing 4 years of UG Internships (one semester internship) can opt for (a) for enhancing the employability-corporate internships or (b) for developing research aptitude – research internships.

Research is an intrinsic part of the programme and is spread across the VIth, VIIth and VIIIth semesters. Starting with a theory course in the VIth semester, on Applied Research, students will present their research proposal in the same semester which will be internally reviewed by a team of faculty. In the VIIth semester, students learn Data analysis techniques for both Quantitative and Qualititative Research that will aid them in data analysis for their research project. The VIIth semester will have 2 internal reviews. This will be followed by a Research Project Viva Voce conducted by an external examiner in the VIIIth semester.

CURRICULUM

SEMESTER I

Sl.No	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	24ENG103	Ability Enhancement course (AEEC)	English – I	1 0 2	2
2.		Ability Enhancement course (AEEC)	Language - I	1 0 2	2
3.	24MCN101	Department Specific Core (DSC)	Critical Orientation to Communication - Concepts	4 0 0	4
4.	24MCN102	Department Specific Core (DSC)	Indian Constitution, Media Laws and Ethics	4 0 0	4
5.	24BMM101	Minor Course	Media Business Environment	2 0 0	2
6.	24BMM103	Minor Course	Creativity for Business	0 1 2	2
7.	24ENV100	Ability Enhancement course (AEEC)	Environment Science and Sustainability	3 0 0	3
8.	24MCN104	Skill Enhancement Course (SEC)	Current Affairs Analysis – I	1 0 0	1
9.	24SSK101	Value Addition Course (VAC)	Self-Awareness and Personal Growth	1 0 0	1
10.	22ADM101	Value Addition Course (VAC)	Foundations of Indian Heritage	2 0 1	2
11.	22AVP103	Value Addition Course (VAC)	Mastery Over Mind	1 0 2	2
			Total		**25**

SEMESTER II

Sl.No	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	24ENG113	Ability Enhancement course (AEEC)	English -II	1 0 2	2
2.		Ability Enhancement course (AEEC)	Language – II	1 0 2	2
3.	24MCN112	Department Specific Core (DSC)	Political Communication Strategy	4 0 0	4
4.	24MCN113	Department Specific Core (DSC)	Advertising and Communication	4 0 0	4
5.	24BMM112	Minor Course	Business Communication	2 0 4	4
6.	24BMM113	Minor Course	Principles and Practice of Media Management	4 0 0	4
7.	24MCN115	Skill Enhancement Course (SEC)	Current Affairs Analysis - II	1 0 0	1

8.	22ADM111	Value Addition Course (VAC)	Glimpses of Glorious India	2 0 1	2
			Total		**23**

SEMESTER III

Sl.No	Course Code	Structural Framework	Course Title	L-T-P	Credits
1	24MCN201	Department Specific Core (DSC)	Reporting and Editing	1 0 4	3
2	24MCN202	Department Specific Core (DSC)	Digital Photography & Videography	1 1 2	3
3	24MCN203	Department Specific Core (DSC)	News, Analysis and Debates –I	1 0 0	1
4	24MCN205	Department Specific Core (DSC)	Public Relations and Event Management	3 0 0	3
5	24BMM203	Minor Course	Media Business Planning	1 0 4	3
6	24ELS201	Skill Enhancement Course (SEC)	Essential Life Skills-I	1 0 2	2
7		Value Addition Course (VAC)	Amrita Value Programme I	1 0 0	1
			Select any one bundle		
8.	24MCN207	Elective Bundle 1 – IMC	Print, Digital and Broadcast Advertising	4 0 0	4
9.	24MCN208		Corporate Communication in Practice	4 0 0	4
10.	24MCN209	Elective Bundle 2 - Broadcast	Emerging Trends in Broadcast Media	4 0 0	4
11.	24MCN210		Digital Television and Streaming Media	4 0 0	4
12	24MCN211	Elective Bundle 3 Print	Fake News and Disinformation	4 0 0	4
13.	24MCN212		Sports Journalism	4 0 0	4
			Total		**24**

SEMESTER IV

Sl.No	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	24MCN213	Department Specific Core (DSC)	Multi-Media Reporting and Editing	1 0 4	3
2.	24BMM211	Department Specific Core (DSC)	Disruptive Technologies in Business	3 0 0	3
3.	24MCN214	Departent Specific Core (DSC)	News, Analysis and Debates -II	1 0 0	1
4.	24ELS211	Skill Enhancement Course (SEC)	Essential Life Skills-II	1 0 2	2

5.		Value Addition Course (VAC)	Amrita Value Programme II	1 0 0	1
6.		Open Elective (Interdisciplinary)	Open Elective 1	3 0 0	3
			Select any one bundle		
6.	24MCN215	Elective Bundle 4– IMC	Digital Content Marketing	4 0 0	4
7.	24MCN216		Social Media Metrics	2 1 2	4
8.	24MCN217		Market Research and Consumer Behavior	4 0 0	4
9.	24MCN218	Elective Bundle 5– Broadcast	Professional Photography and Videography	1 1 4	4
10.	24MCN219		Television Journalism	1 1 4	4
11.	24MCN220		Mobile Journalism	2 1 2	4
12.	24MCN221	Elective Bundle 6 Print	Photo Journalism	1 0 6	4
13.	24MCN222		Gender Reporting	4 0 0	4
14.	24MCN223		Feature Writing	1 0 6	4
			Total		**25**

SEMESTER V

Sl.No	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	24MCN301	Department Specific Core (DSC)	Programme Production for Online and Television	1 1 4	4
2.	24MCN302	Department Specific Core (DSC)	News, Analysis and Debates -III	1 0 0	1
3.	24MCN303	Department Specific Core (DSC)	Film Studies	3 0 0	3
4.	24BMM301	Minor Course	Sustainability Marketing	4 0 0	4
5.	24ELS301	Skill Enhancement Course (SEC)	Essential Life Skills-III	1 0 2	2
6.		Open Elective (Interdisciplinary)	Open Elective 2	3 0 0	3
			Select any one bundle		
7.	24MCN306	Elective Bundle 7– IMC	Corporate Social Responsibility in Practice	4 0 0	4
8.	24MCN307		Sustainable Marketing: Key Principles and Strategies	4 0 0	4
9.	24MCN308	Elective Bundle 8– Broadcast	Sound Design	1 1 4	4
10.	24MCN309		Editing and Color Grading (DI)	1 1 4	4
11.	24MCN310	Elective Bundle 9-	Writing for Online media	1 0 6	4

12.	24MCN311	Print	Opinion and Editorial Writing	1 0 6	4
			Total		**25**

SEMESTER VI

Sl.No	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	24MCN312	Department Specific Core (DSC)	Applied Media Research	4 0 0	4
2.	24MCN313	Department Specific Core (DSC)	Sociology of Media Coverage	3 0 0	3
3.	24BMM312	Minor Course	Marketing and Managing Television	4 0 0	4
5.	24MCN390	Project	Media Project		2
6.		Open Elective (Interdisciplinary)	Open Elective 3	3 0 0	3
7	24MCN399	Internship	*Summer Internship		**4**
			Select any one bundle		
8.	24MCN315	Elective Bundle 10– IMC	Social Media Brands Optimization	2 1 2	4
9.	24MCN316		Media and Entertainment Branding	4 0 0	4
10.	24MCN317	Elective Bundle 11– Broadcast	Television News Production	1 1 4	4
11.	24MCN318		Short Film and Documentary Making	1 1 4	4
12.	24MCN319	Elective Bundle 12 Print	Science Journalism	4 0 0	4
13.	24MCN320		In Depth Journalism and Editing	0 1 6	4
			Total		**28***

Summer Internship (4 credits) is meant only for students who take the exit option after three years and not for those who proceed into the VIIth semester.
Students exiting after 3yrs will have to complete 150 credits to be eligible for a BA degree.

SEMESTER VII

Sl.No	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	24MCN401	Department Specific Core (DSC)	Data Journalism	1 0 6	4
2.	24MCN402	Department Specific Core (DSC)	Data Analysis Techniques for Qualitative Research	0 1 2	2
3.	24MCN403	Department Specific Core (DSC)	Data Analysis Techniques for Quantitative Research	0 1 2	2
4.	24MCN406	Department Specific Core (DSC)	Newspaper and Magazine Production	0 1 6	4
5.	24BMM402	Minor Course	Enterprise Resource Planning	4 0 0	4

			(ERP)		
6.	24MCN490	Project	Research Project Review		4
7.	24ELS401	Skill Enhancement Course (SEC)	Essential Life Skills – IV	1 0 2	2
			Total		**22**

SEMESTER VIII

Sl.No	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	24MCN498	Project	Research Project Viva Voce		6
2.	24MCN499	Internship	Internship		6
			Total		**12**

Students opting for 4 yrsof study will have to complete 180 credits to be eligible for a BA (Hons) degree.
#DSE COURSES – choice of bundles across semesters
Entrepreneurial Management - Bundles 1,4 7 and 10
Sustainability Management - Bundles 2,5 8 and 11
Marketing Management- Bundles 3,6 9 and 12

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						
3 0 0						
1 0 0						
4 0 0	50 : 50	20	-	30	50	-
1 1 2						
1 1 4	70 : 30	10	40	20	30	-
3 0 2		15	30	20	35	
2 1 2	65 : 35					
1 0 2						
0 1 2	80 : 20	80			-	20
1 0 4						
Research Project	40 : 60	**Review I – 10, Review II – 10, Review III - 10 Guide Marks – 10**			**External Viva Voce - 60 Research Project**	
Media Project	40 : 60	**Review I – 15, Review II – 15, Guide Marks - 10**			**External Viva Voce - 60 Media Project**	

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

Open Elective

Semester	Course Code	Structural Framework	Course Title	L-T-P	Credits
IV	24OEL201	Open Elective 1	Reporting Rural Affairs	3 0 0	3
V	24OEL301	Open Elective 2	Documenting Social Issues	3 0 0	3
VI	24OEL302	Open Elective 3	Development Journalism (or)	3 0 0	3
	24OEL303		Citizen Journalism	3 0 0	3

LANGUAGE

Semester	Course Code	Course Title	L-T-P	Credits
I	24HIN103	Hindi I	1 0 2	2
I	24MAL103	Malayalam I	1 0 2	2
I	24TAM103	Tamil I	1 0 2	2
II	24HIN113	Hindi II	1 0 2	2
II	24MAL113	Malayalam II	1 0 2	2
II	24TAM113	Tamil II	1 0 2	2

Summary of Elective bundles

Elective Bundle - **Integrated Marketing Communication**	Elective Bundle - **Broadcast**	Elective Bundle – **Print**
24MCN207-Print, Digital and Broadcast Advertising	24MCN209-Emerging Trends in Broadcast Media	24MCN211-Fake News and Disinformation
24MCN208-Corporate Communication in Practice	24MCN210-Digital Television and Streaming Media	24MCN212-Sports Journalism
24MCN215-Digital Content Marketing	24MCN218-Professional Photography and Videography	24MCN221-Photo Journalism
24MCN216-Social Media Metrics	24MCN219-Television Journalism	24MCN222-Gender Reporting
24MCN217-Market Research and Consumer Behavior	24MCN220-Mobile Journalism	24MCN223-Feature Writing
24MCN306-Corporate Social Responsibility in Practice	24MCN308-Sound Design	24MCN310-Writing for Online media
24MCN307-Sustainable Marketing: Key Principles and Strategies	24MCN309-Editing and Color Grading (DI)	24MCN311-Opinion and Editorial Writing
24MCN315-Social Media Brands Optimization	24MCN317-Television News Production	24MCN319-Science Journalism
24MCN316-Media and Entertainment Branding	24MCN318-Short Film and Documentary Making	24MCN320-In Depth Journalism and Editing

List of courses in Amrita Value Programme I & II			
Course Code	Title	L-T-P	Credits
22ADM201	Strategic Lessons from Mahabharatha	1-0-0	1
22ADM211	Leadership from Ramayana	1-0-0	1
22AVP210	Kerala Mural Art and Painting	1-0-0	1
22AVP218	Yoga Therapy and Lessons	1-0-0	1
22AVP212	Introduction to Traditional Indian Systems of Medicine	1-0-0	1
22AVP201	Amma's Life and Message to the modern world	1-0-0	1
22AVP204	Lessons from the Upanishads	1-0-0	1
22AVP205	Message of the Bhagavad Gita	1-0-0	1
22AVP206	Life and Message of Swami Vivekananda	1-0-0	1
22AVP207	Life and Teachings of Spiritual Masters of India	1-0-0	1
22AVP208	Insights into Indian Arts and Literature	1-0-0	1
22AVP213	Traditional Fine Arts of India	1-0-0	1
22AVP214	Principles of Worship in India	1-0-0	1
22AVP215	Temple Mural Arts in Kerala	1-0-0	1
22AVP218	Insights into Indian Classical Music	1-0-0	1
22AVP219	Insights into Traditional Indian Painting	1-0-0	1
22AVP220	Insights into Indian Classical Dance	1-0-0	1
22AVP221	Indian Martial Arts and Self Defense	1-0-0	1
22AVP209	Yoga and Meditation	1-0-0	1

24ENG103	ENGLISH 1	1 0 2 2

Course Objective: Tohelpstudentscommunicatefluentlyin English;toenableandenhancethestudentsskillsinreading,writing,listeningandspeaking.

Course outcomes: By the end of the course the students will be able to:
1. Develop communicative competence
2. Learn the technicalities of structure, appropriate use and style of the English Language
3. Read works of criticism and theory, situating their own readings of primary and secondary texts in relation to larger critical debates.
4. Develop their speaking skills and speak fluently in real contexts
5. Demonstrate the ability to prepare, organize, and deliver their work to the public

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PO7	PSO1	PSO2	PSO3
1		3					3	2	2	3
2		3	2				2	2	2	2
3	3	3	2	3	2		2		2	1
4		3					2	3	2	3
5	2	3	2	2	3	1	2	1	3	3

UNIT 1
Grammar and Usage- Kindsofsentences,usageof articles and preposition.useofadjectives,adverbsfordescription, Tenses, Determiners- Agreement (Subject – Verb,Pronoun- Antecedent)collocation,Phrasal Verbs, Modifiers,Linkers/DiscourseMarkers,QuestionTags, Words often confused and misused, Synonyms and antonyms, Transformations of sentences

UNIT 2
ReadingComprehension–Vocabulary & word formation from different texts & dictionary, Skimmingandscanning-inferenceanddeduction–Readingdifferentkindsofmaterial-Speaking:Narrationofincidents/stories/anecdotes

UNIT 3
Listening & Comprehension - Interpretation of texts based on question-answer. Follow sequence of ideas (main and subordinate), facts , Grasp meanings of words and sentences, Follow simple narratives and description, Grasp substance and central idea of what is heard, develop individual perspective
.

UNIT 4
Spoken language**:** pronunciation, intonation, inflection, stress. Comprehension through listening, listening to various programmes and analyzing them for their language and presentation.

UNIT 5

Presentation skills:. Narrate simple experiences and series of events to convey its essence and intention, Put ideas in proper sequence ,Prepare a camera ready piece /report for presentation by synthesizing appropriate research

REFERENCES

1. Beck, I .L., McKeown, M.G., Kucan, L. (2013) Bringing Words to Life: Robust Vocabulary Instruction, Guilford Press; 2nd edition
2. Cramer, M. (ed) (2007) Telling True_Stories- ANonfictionWriters_GuidefromtheNieman Foundation at Harvard University, Plume Publishers
3. Gallo, C. (2015). Talk Like TED, Smp Trade Paper; Reprint edition
4. Leonardo, N. (2020) Active Listening Techniques: 30 Practical Tools to Hone Your 5. Communication Skills , Rockridge Press
5. Serravallo, J (2015) The Reading Strategies Book: Your Everything Guide To Developing Skilled Readers, Heinemann; Illustrated edition
6. Wren, P.C and Martin, H (2019) Wren And Martin English Grammar And Composition (Regular Edition) (2019) S. Chand & Company Pvt. Ltd

Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer
Entrepreneurship: Freelance writing/content writing
Skill Development: Grammar and sentence construction skills, spoken communication and presentation skills

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

| 24HIN103 | HINDI I | 1 0 2   2 |

Course Objective: The coursewill enable the students to understand the basics of grammar and usage, to appreciate the literary compositions, and to understand the intricacies of language and literature.

Course Outcomes: By the end of the course the students will be able to:
 1. Distinguish various literary genres.
 2. Explore tradition and culture through literature.
 3. Apply the basics of grammar.
 4. Critically analyse the prescribed literary texts .

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PO7	PSO1	PSO2	PSO3
1							2			
2			2							
3		2								
4	2									

UNIT 1
Hindi Sahithya ki PanchshreshtKahaniyam**:**

a.Sughmay Jeevan -ChandradharSharma „Guleri
b.Dhan ki Bhent-Rabindranath Tagore
c.Anbola –JayashankarPrasad
d.Swamini(Manasrovar bhagh-1)Premchand

UNIT 2.
Hindi Kavitha:
a.'Aarya" –Maithili sharanGupth
b".Meribhiabha he Ismein' .,"Mubarak Ho Naya Saal"-_Nagarjun
c."Nishaa Ki rod eta Rakesh- Nihar se'.,Shoonya Mandir meinBanoongi-Sandhya
Geet se- "- Mahadevi varma
d.'KhoobLadi Mardani vahtho Jhansi Vali rani thi'-subhadra Kumari chohan

UNIT 3.
Hindi Ekanki**:**
Mohan Rakesh :AndekeChilke
b)Vishnu Prabhakar :Sarkari Noukari

UNIT 4.
Grammar:1)Karak2) Upasarg3)Pratyay4)VakyaRachana 5)Padaparichay.6)Sarvanam7)kriya
8)Adjective 9)Adverb10)Tenses

REFERENCE
SugamHindi Vyakarn, :Prof.Vanshidhar&DharmapalShastri
VyavaharikHindiVyakarantatha Rachana:Dr.HardevBahari
ShiksharthiHindiVyakaran:Dr. Nagappa
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.Hindi Samay.com,/Hindikahani.com/exotic indiaart.com

Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer
Entrepreneurship: Know Language and can do freelance
Skill Development: Understand the grammar and its application

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

24MAL103	MALAYALAM I	1 0 2 2

Course Objectives:

To teach Malayalam for effective communication in different spheres of life: - cultural

relations in society.

1. **Course Outcomes:**
2. Inculcate Philosophical Ideas and methods.
3. Understand the postmodern literary methods.
4 Understand the cultural context in literature
5. Apply the basics of grammar

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PO7	PSO1	PSO2	PSO3
1							2			
2			2							
3		2								
4	2									

UNIT 1
Knowledge of Malayalam Language, grammar.
UNIT 2
    1. Jnanappana (Lines:201 to 298), "Poonthanam Nambutiri."
    2. Kattarinre karachil: "Edapally Raghavan Pilla"
    3. Manasvni – "Changampuzha krishnapilla."
UNIT 3
    1. Avanu Kittiya Nidhi- "Thakazhi Sivasankra Pillai"
    2. BharathaParyadanam- Chapter- shodaranmar tammil – "Kuttikrishna Mararu"
    3. Oru teruvinre katha – "S K Pottekkatt"
UNIT 4
1. Adukkalayil Ninnu Arangatheykku- "V.T. Bhattathirippad".
Text books/Reference:
1) Adukkalayil Ninnu Arangatheykku- "V.T.Bhattathirippadu"
2) BharathaParyatanam- "KuttikrishnaMarar"
3) Compleate Works including Jnanappana- "Poonthanam"
4) Keralapaniniyam – "A R raja raj Varma"
5) LavanyasastrathinteYukthisilpam- "Dr.Thomas Mathew"
6) Malayala kavitasahitya charitram – "Dr. M Leelavati"
7) Manasvni --- "Changampuzha krishnapilla"
8) Nithyakanyaka – "Thakazhi Sivasankra Pillai"
9) Oru teruvinre ktha-"S. K Pottekkatt"

Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer
Entrepreneurship: Know Language and can do freelance
Skill Development: Understand the grammar and its application

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab – 20

24TAM103	TAMIL I	1 0 2 2

    Course Objectives:
    To teach Tamil for effective communication in different spheres of life: - cultural relations in society.

    Course Outcomes:
1. Giving exposure to history of Tamil literature and Introduction of select Classics
2. Initiating Students to the spirit of Bhakti literature
3. Encouraging creativity of students by teaching Contemporary Literature poetry, modern poetry, Short Story, Prose, Novel, etc

4. Introduction of basic Grammar, Letter writing and essay writing skills of Tamil language.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PO7	PSO1	PSO2	PSO3
1							2			
2			2							
3		2								
4	2									

அலகு-1
தமிழ்இலக்கியவரலாற்றில்சங்கஇலக்கியம்: முதல், இடை, கடைசங்கம்.
 சங்கஇலக்கியங்கள்பத்துப்பாட்டு.
 குறுந்தொகை (6,8பாடல்கள்),
 புறநானூறு (184,192பாடல்கள்).
சங்கம்மருவியகாலஇலக்கியம்:
 சிலப்பதிகாரம் (வழக்குரைக்காதை),
 பதினெண்கீழ்கணக்குநூல்கள்,
 திருக்குறள் (மருந்து)

UNIT-1 History of Tamil Literature: First, Intermediate, Last sangam. Sangam Literature, Pattuppaattu. Kuṟuntogai, Puṟanaanuuru.
Literature of the Sangam Maruviya period – Silappathiagaram (vazhakkuraikaathai), PatiṉeṉkiizhKaṇakkuNuulkal. TirukkuṟaL (Marunthu)

அலகு 2
பக்திஇலக்கியம்:–
 பன்னிருதிருமுறைகள்அறிமுகம்,
 மாணிக்கவாசகர் (திருவாசகம்- சிவபுராணம்)

UNIT 2 Bhakti Literature – Introduction to PanniruThirumuraikal, Manikkavasagar (Thiruvasagam- Siva Puranam)

அலகு -3
தற்காலஇலக்கியம்:-
கவிதை : பாதியார் (குயில்பாட்டு), பாரதிதாசன் (தமிழின்இனிமை).
உரைநடை: ஞா.தேவநேயப்பாவாணர் (தமிழும்திரவிடமும்சமமா?),
 பரிதிமாற்கலைஞர்   (தமிழ்மொழியின்வரலாறு
 (ஆதிவரலாறு)).
 சிற்பி (வள்ளுவர்வகுக்கும்இன்பம்)
சிறுகதை: அழகியபெரியவன் – (வனம்மாள்)
நாவல்: இமையம் (பெத்தவன்)

UNIT-3 Contemporary Literature: Poetry - Bharathiar(kuyilpāṭṭu), Bharathidasan (tamiḻiṉiṉimai, iṉpattamiḻ) Pattukottai Kalyanasundaram.
Prose: G. DevaneyaBhavanar (TamizhumDhiravidamumsamamaa?), Paritimāṟkalaiñar (paranarkettaparisu), chirbi (valluvarvakukkuminbam)
Short Story: Azhagiya Periyavan – (VanammaaL)
Novel: Imaiyam (Peththavan)

அலகு – 4
தொல்காப்பியம்:

எழுத்து – பிறப்பியல்.
நிறுத்தக்குறிகள்மற்றும்
கடிதம்எழுதுதலும்கட்டுரைஎழுதுதலும்

UNIT – 4tolkāppiyam: Alphabet – piṟappiyal. Punctuation marks and Letter writing and essay writing.

REFERENCE

இமையம், *பெத்தவன்*, க்ரியாவெளியீடு 2019.

அழகியபெரியவன் ,*அழகியபெரியவன்கதைகள்*, நற்றிணைபதிப்பகம், 2016

சி.பாலசுப்பிரமணியன், *கட்டுரை-வளம்*, நறுமலர்ப்பதிப்பகம், பத்தாம்பதிப்பு 1994

பரிதிமாற்கலைஞர் ,*தமிழ்மொழியின்வரலாறு*, பூம்புகார்பதிப்பகம், ஆறாம்பதிப்பு 2013.

அகளங்கன், *பன்னிருதிருமுறை – அறிமுகம்*, இந்துமாமன்றம்வவுனியா, 1994

ரா. சீனிவாசன ,*தமிழ்இலக்கியவரலாறு* ,https://ta.wikisource.org/s/99uk

மாணிக்கவாசகர் (திருவாசகம்- சிவபுராணம்

பொன்மணிமாறன் "அடோன்தமிழ்இலக்கணம் "அடோன்பப்ளிஷிங்குரூப், வஞ்சியூர், திருவனந்தபுரம், 2007.

http:/www.tamilvu.org/libirary/libindex.htm.
http:/www.gunathamizh.com/2013/07/blog0post_24.html

Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer
Entrepreneurship: Know Language and can do freelance
Skill Development: Understand the grammar and its application

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab – 20

24MCN101   CRITICAL ORIENTATION TO COMMUNICATION – CONCEPTS   4 0 0   4

Course Objective: Orienting students to some of the major communication theories and models used in the media context

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

1. Understand the theoretical foundations to everyday communication with respect to basic conceptualization, categorization and positioning of a communication theory.
2. Articulate the components of social science theory and the steps in theory building;
3. Critique the major theories that have guided mass communication research
4. Relate theory to practical situations, especially in the media context.
5. Develop analytical and critical thinking skills related to media messages

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1			1					3		

2		3						3		3
3	3	2		2				3	3	3
4	3		2	3	3	2	3	3	2	3
5	3	1	1	2	2		2	3	3	2

UNIT 1

Introduction to Mass Communication. Overview of everyday communication (verbal, non-verbal). Defining types (intrapersonal, interpersonal group and mass) and functions of Communication.
Analysis of media practices and media influence on individuals, organizations and social levels: Communication Theory- epistemological foundations. Analysis of the scientific, critical, and cultural questions at the foundation of theory-building in communication.

UNIT 2

Historical Perspectives: Early theories of media effects- 4 theories of Press, Magic Bullet, Propaganda, Agenda setting, Persuasion and Reinforcement, Semiotics, Encoding-decoding. Aristotle's definition of Rhetoric, Lasswell's model, Berlo's SMCR Model, Shannon-Weaver's Mathematical Model, Westley and MacLean's Conceptual Model, Newcomb's Model of Communication, George Gerbner's Model, Schramm's Interactive Model, Ecological Model.

UNIT 3

Sociological Perspectives: Media Sociology, Media Effects, Agenda-Setting, Priming, Public Opinion, News Framing, Reasoned Action, Construal-Level Theory, Social Cognition, Narrative Persuasion, Entertainment, Cultivation, Perceived Realism, Uses-and-Gratifications, Selective Exposure, Third-person Effect. Spiral of Silence, Media as the message/massage, Technological Determinism, Social Shaping of technology, Knowledge-gap hypothesis.

UNIT 4

Behavioural Perspectives: Mood Management Theory, Cognitive Dissonance, Balance Theory, Stereotypes, Intergroup Communication, Social Identity Theory, Information Processing, Computer-Mediated Communication, Technology Acceptance Model, Communication Networks, Social Media, Diffusion of Innovations

UNIT 5

Interpretation, Reception, Sense-making, Visual Communication - Aesthetics theory, Perception theory, Representation Theory, Reception Theory, (This incldes – interoretation, reception and sense-making) Theory of Visual Rhetoric, Visual Semiotic Theory and Narrative Theory. Gatekeeping, Public Sphere, Media Dependency, Media Literacy. Feminist Theory, Digital Media theories – magnifying lens theory, Convergence/Divergence, Black box fallacy, hypertextuality, interactivity, multimediality, networked linkage, disintermediation, Sherry Turkle's 'disembodied user', Danah Boyd's social steganography.

REFERENCES

Baran, S,. Baran, J and Day, D.K 2002) Mass Communication Theory - Foundations, Ferment, and Future, Thomas Wadsworth
Berger, A. A (1995) Essentials of Mass Communication Theory, SAGE
Duck, S. and McMahan, D.T. (2010) *Communication in Everyday Life*, Sage.
Fortner, R.S and Fackler , M. (2014). The Handbook of Media and Mass Communication Theory, Wiley
McQuail, D. (1994) Mass Communication Theory An Introduction, SAGE

Robin L. N and Oliver,M. B (2009) The SAGE Handbook of Media Processes and Effects, SAGE Publications

Stephen W. L and, Foss, K.A (2010) Theories of Human Communication. Tenth Edition, Waveland Press.

Wei, R. (2018) Advances in Foundational Mass Communication Theories, Taylor and Francis

Baran, S. (2020). Introduction to Mass Communication, McGraw-Hill Education.

Josephson, S., Kelly, J.D., & Smith, K. (2020). Handbook of Visual Communication: Theory, Methods and Media (2nd Eds). Routledge : London.

Pavlik, J.V., & Mcintosh, S. (2018). Converging Media: A New Introduction to Mass Communication. Oxford University Press: USA.

==Employability: Media Analyst, journalist==
==*Entrepreneurship: news*==
==*Skill Development: Communication, presentations*==

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

24MCN102 INDIAN CONSTITUTION, MEDIA LAWS AND ETHICS   4 0 0   4

Course Objective: This course in Indian Constitution, Media Laws, and Ethics offers an in-depth exposure to students on legal and ethical frameworks guiding journalism and media. Students will explore the Indian Constitution's history, fundamental rights, and emergency provisions, along with global comparative constitutional law. The course covers key media laws, including censorship, right to information, and intellectual property rights, and delves into ethical challenges in journalism like privacy, gender sensitivity, and public interest reporting. Students will imbibe responsible, ethical media practices and will become competitive to analyze the legal environment influencing journalism in India and globally.

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

1. Understand and apply the spirit of the framing of the Indian constitution and its various provisions in analyzing the duties and responsibilities of media in addressing social issues.
2. Understand how media laws, policies and regulations enable or constrain effective media environments
3. Interpret, Analyze and Evaluate situations that demand ethical introspection in Media and Journalism
4. Develop analytical skills and critical perspectives to identify, analyze and address issues related to media governance and media control
5. Apply and critically evaluate media texts, including those of investigative reporting, from the point of view of Public interest and other Internationally accepted journalist codes of conduct

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3		2	3	3			3		2

2	3		2	3	3			1	2	2
3	3	1	2	1	3			2	3	2
4	3	3	1	3	2			1	3	2
5	3		2	3	3			3	3	2

UNIT 1
Constitution Focus: The legal system and courts. Sources of law. The Constitution: its framers and history. Fundamental Rights. Freedom of expression. Right to Equality. Constitutional Supremacy, Limited Government. Media Laws focus: Freedom of speech and censorship in various countries (From Sweden, Denmark, Norway, England, USA of the 1700s to the present times). Media Ethics Focus: Introduction to Ethics: Deontological and teleological ethics. Utilitarianism, Absolutism. Introduction to Media ethics. Accuracy, Fairness and Balance

UNIT 2
Constitution Focus: Citizenship. Constitutional remedies. Amendments and Constitutional bench – Interpreting the constitution. Media Laws focus: Right to Information. Protection of whistleblowers. Rules of court reporting. Contempt of court, sub judice rules. Laws regulating blasphemy and hate speech. Intellectual Property Rights. Media Ethics Focus: Privacy, Right to privacy, Caution against identification. Protection of whistleblowers.

UNIT 3
Constitution Focus: emergency provisions of the Indian constitution. Emergency in the past. Indian emergency 1975-77 and media regulations. Media Laws focus: Being sensitive to social values. Obscenity and pornography. Violence and brutality. Protecting children. Law of defamation: SLAPPs, Reporting on gender – International laws. Media Ethics Focus: Gender ethics, Do no harm principle, Peace Journalism, Covering conflicts and war.

UNIT 4
Constitution Focus: Comparative constitutional law: Province determined, different forms of the Constitutions: India, USA, UK, Canada and Australia. How countries continue to draft and revise constitution in the formation of newer republics and democracies. Media Laws focus: Sting operations and Investigative journalism: What law says about wiretapping and surreptitious surveillance? Laws to tackle disinformation and fake news across the world and in India. Media Ethics: Investigative Journalism and Public interest.

UNIT 5
Constitution Focus: News analysis using case references and constitutional reading. Global Media and International Law: Provisions for legislature reporting – Parliamentary privileges and media. IT & CT Legislatures – Cable TV Act 1995- Media & working journalist public legislation. Evolving Media Laws. The media and elections. Data Privacy laws. Media Ethics Focus: reporting on Natural calamities, tragedy, sensationalism. Media Trials. Code of ethics of various global and national statutory organizations.

REFERENCES
1. Basu, D.D. (2010). *Law of the press*. 5th edition. New Delhi: Jain Books.
2. Basu,D.D. (2007). *Introduction to the Constitution of India*. New Delhi: Wadhwa.
3. Khosla, M (2020) India's Founding Moment: The Constitution of a Most Surprising Democracy, Harvard University Press
4. Lichtenberg , J.(Ed.) (1990). *Democracy and the Mass Media, A Collection of Essays*. New York: Cambridge University Press.

5. Mendel,T. (2003). *Freedom of information. A comparative legal survey*. New Delhi: Unesco.
6. Palkhivala, N. (1999). *We, the People: India –the largest democracy*. New Delhi: Strand Book Stall.
7. Price, M. (2002). Media and Sovereignty: The Global Information Revolution and Its Challenge to State Power. Cambridge, Massachusetts: MIT Press.
8. Shaw, M.N. (2014). International Law, 7th Edition. U.K.: Cambridge University Press.
9. The Constitution Of India Bare Act With Schedules (2020) English Edition (Paperback, Government of India)
10. Duncan, Sallyanne. (2023). Ethics For Journalists. Oxon: Taylor and Francis.
11. Sanders, Karen., Lada Trifonova Price and Wendy N Wyatt. (2021). The Routledge Companion to Journalism Ethics. Oxon: Taylor and Francis.
12. Iggers, Jeremy. (2018). Good News, Bad News: Journalism Ethics and the Public Interest. Oxon: Routledge.
13. Koumartzis, Nikolaos and Andreas Veglis. (2020). Internet Censorship and Regulation Systems in Democracies: Emerging Research and OpportUNITies. IGI Global Publishers.

Employability: Journalist, Media Analyst
Entrepreneurship:Media consultant, Media Analyst
Skill Development: Able to understand changing media landscapes and their possible legal implications and ethical approaches

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

24BMM101	MEDIA BUSINESS ENVIRONMENT	2 0 0	2

Course Objective: The course orients the students towards a rigorous examination of the external and internal environment affecting the contemporary media businesses. The objective of the course is to acclimatize students to identify the definable aspects of the media business environment and in the process adapt to the changing trends.

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

1. Understand how to approach the world of media business through a holistic lens.
2. Examine the internal and external elements affecting the media business environment..
3. Apply the concepts of strategic management for the success of a media business organization
4. Critically analyze the importance of environmental, social and ethical factors in the actions of individuals and organizations in media businesses.
5. Evaluate the importance of innovation in a media business environment.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1			2	1	1	1	1	3		1
2	1		2	2	3	3	1			1

3	3	2	2	2	3	3	3	3	3	3
4	2	2	3	1	3	3	3	3	3	3
5	3	1	2	2	3	3	3	3	3	3

UNIT 1

Basics of Media Business Environment-Media Business: Meaning, Concept of Business, Scope and Characteristics, Dynamics of Business Environment: India and Global Industry, Growth of Knowledge Economy , Ecological changes influencing business, Bottom of the Pyramid, Media Business Organisations, Liberalisation, Privatisation and Globalisation, Levels of Business Environment- External- Macro, Micro, Internal, Competitive Structure, PESTLE, SWOT, Porter's Five Forces Model, Environment Analysis, Media business models- 1) transactions, 2) subscriptions, 3) licensing, 4) content marketing, and 5) advertising.

UNIT 2

Socio Cultural Environment, Nature and impact of culture on media business, Media literacy as a competence of critical autonomy, culture and globalization, social responsibilities of business, social audit, business ethics and corporate governance, Cultural Elements- Language, Religion, Family, Aesthetics, lifestyles, watching/reading habits, education/literacy, religion, beliefs, values, demographics, social classes, sexuality and attitudes. Media literacy, etc.

UNIT 3

Natural and Technological Environment-Technology and Competitive Advantage, Innovation, Technological Leadership, sources of technological dynamics, impact of technology on globalisation, Technology transfer, technology adaption, Digitalisation of Business, e-commerce, OTT, FDI, increased internet access, Social Media Revolution, New Media Business Models and Diversifying Revenue Streams, Media Business performance and social media, Shifts in the Film, music and Games Industry

UNIT 4

Politico Legal environment-Media business models and political legal aspects, Concept of Social Responsibility of Business towards Stakeholders, GST – Political Stability – Legal Changes, Media ownership structures- influence on global communication, protection of intellectual property rights in the media and digital media, Security, and freedom in the digital age

UNIT 5

Strategic environment-Concept and characteristics of strategy; Level of strategy; Strategic management: process, benefits; Phases of strategic management; Strategic planning for media business: components and steps; Challenges to strategic management

REFERENCES

1. Gershon, R. A (2020). Media, Telecommunications and Business Strategy, Routledge
2. Herrero, M and Wildman, S. (2021. The Business of Media : Change and Challenges, Universidad de Navarra
3. Vise, D. A. (2017). The Google Story: Inside the Hottest Business, Media and Technology Success of Our Time, Pan MacMillan, UK
4. Wirtz, B. W. (2021) Digital Business and Electronic Commerce: Strategy, Business Models and Technology, Springer
5. Wirtz, B. W. (2021) Media management: Strategy, Business models and case studies, 2nd edition, Springer

Employability: Media strategist, Media manager, Channel head, Production manager
Entrepreneurship: in digital and broadcast media startups
Skill Development: Communication, creativity, efficiency in management

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

24BMM103	CREATIVITY FOR BUSINESS	0 1 2 2

Course Objective: This course is designed to teach students several systematic creative problem-solving methodologies. The course offers students the opportUNITy to learn how to solve problems, identify opportUNITies, and generate those elusive ideas that potentially generate benefits to organizations with a very small investment. This course will also focus on communications and dilemma resolution.

Course Outcomes: By the end of the course the students will be able to:
1. Understand key aspects of creativity theory and creative practice.
2. Engage in ideation techniques and assess their advantages and disadvantages.
3. Understand the challenges in moving from creativity to innovation.
4. Learn ways and means to facilitate the application of creativity and innovation in business.
5. Apply creative practices in the workplace by
   developing effective creative projects that provide an innovative solution to real-world problems based on critical analysis.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3		2	1	2	1	1	3	2	1
2	3	2	1	1	1	1	1	3	3	3
3	3	2	1	1	1	1	1	3	3	3
4	3	1	2	2	2	2	3	3	3	3
5	3	3	3	3	3	3	3	3	3	3

UNIT 1
Creativity in business: Why creativity? Why now?

Defining creative solutions. The attributes of creative ideas. Conventional approaches to the study of creativity. The trap of modern marketing and the illusion of appealing to the customer, Types of creativity and Techniques of creative problem solving (workshops and exercises), Introduction to Design Thinking: Solution based approach to problem solving

UNIT 2
Creativity Theory: key themes
4P's of creativity , Jenga theory of creativity, systems theory, the functionalist theory, the interpretive theory, the radical humanist theory, and the radical structuralism theory, Creative Marketing breakthrough model. The Attribute Dependency Template and the Function Follows Form (FFF) Principle, The Forecasting Matrix

UNIT 3
Psychologising the workplace
Adaptive and innovative personalities/individual innovation. Intelligent Controlled Failures, Idea Journal, Creative Divergence and Convergent. Creativity and innovativeness within organizations, Managing the Resistance. Intrinsic motivation, Decentralization and Innovative Culture, Motivation and innovative behaviour, Measuring Creative Output, Knowing oneself

UNIT 4
Innovation: Meaning & significance of innovation, Types of innovation, Innovation Diffusion theory, Innovation in Organizations, Drivers of Innovation, Bottom up and Top-down Innovation, Horizontal versus vertical innovation

UNIT 5
Dimension of Innovations: Innovation Eco-system in India and in select few countries, Social Innovation, Grassroots Innovation., Frugal Innovation- Case studies in India and abroad, Global Innovation: Global Innovation Index framework, GII (Case studies of Indian and global organizations)

REFERENCES
1. inGenius: A Crash Course on Creativity, 2012 by Tina L. Seelig, Publisher HarperOne, ISBN 978-0-06202070-3
2. Creative Confidence: Unleashing the Creative Potential Within Us All, ©2013 by Tom Kelley & David Kelley, Publisher Currency, ISBN 978-0-385-34936-9 (Ebook ISBN 978-0-385-34937-6)
3. Creative Construction: The DNA of Sustained Innovation, ©2019 by Gary P. Pisano, Publisher Public Affairs, ISBN 978-1-61039-877-0 (Ebook ISBN 978-1-61039-876-3)
4. Managing change, creativity and innovation Andriopoulos, C. and Dawson, P. SAGE Publications 2nd ed. 2014 9781446267219
5. Managing Creativity & Innovation By: Harvard Business School Press. 6. Fortune at the bottom of the pyramid,2005 By: Prahalad C K.

ONLINE:
1. "You can't teach creativity, but can you learn it?" By Alex Carter .
   https://www.universityworldnews.com/post.php?story=20191202143208110
2. "A Short History of Creativity" by Alex Carter (Video) .
   https://www.youtube.com/watch?v=NmVgYWt3mhE
3. "5 Stages of creativity–and how to create ideas that fascinate" by Sally Hogshead
   https://www.howtofascinate.com/5-stages-of-creativity-and-how-to-create-ideas-that-fascinate

Employability: Senior Executive, Team leader,
Entrepreneurship: creativity research, design thinking and lean startup

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

24MCN104   CURRENT AFFAIRS ANALYSIS I   1 0 0   1

Course Objective:
Introduce students to current news and affairs which are high in the world agenda.

Course Outcomes: By the end of the course the students will be able to:
1. Inculcate a sense of curiosity about developments across a range of socio-economic, political, environment and technology related news

2. Grasp the inter-relation between national and international politics/diplomacy and developments in other fields and their bearing on one's own country

3. Write/speak on any topic of Current Affairs

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1			3	3	2	1	1		2	
2	3		3		2				2	
3	2	3		3	2		1	1		3

REFERENCES
1. Newspapers: The Hindu, The Times of India, The Indian Express, The Economic Times, The Guardian, The New York Times, The Wall Street Journal, The Independent .
2. Magazines: Outlook, India Today, Sportstar, TIME
3. Television News: CNN-IBN, NDTV 24 x 7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

SEMESTER II

24ENG113	ENGLISH II	1 0 2 2

Course Objective: This course will equip the learners with the essential vocabulary and language skills to understand media information. Students will be introduced to the specific requirements of writing for print, broadcast and online media.

Course outcomes: By the end of the course the students will be able to:
1. Develop a broader understanding of the role different media plays in our lives, while building their vocabulary and language skills needed to analyze the news that they read and watch
2. Critically analyze different style of writing - for print, broadcast and internet.
3 Apply writing and news story structure concepts to write for print, broadcast and online news media
4. Identify common sources of news and understand how these can be incorporated in news writing
5. Write engaging content for an audience

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1		2		2			2	2		2
2	3			1	1		2		3	
3	2	3		3	2			2	2	2
4	2	3	1	3	2	1		1	2	2
5		3	2	3	3	2	2	3	3	3

UNIT 1
Media Literacy: Media environment- changing media – multi-platform, multi-device and many-to-many communication. Types of media technologies – print, broadcast and internet. Writing for an audience- mass vs. demassified audience. Making Your writing work across Media ,Understanding Audiences

UNIT 2
Building Body into a Story, Selecting the Right Information for a Story, Story structure -headlines, taglines and photo captions. Analysis of topics covered in news – discussions on story angles and frames, Techniques to Maintain Reader Interest. Lead analysis: The objective of a story lead – leads for different stories. Analyzing leads written in different newspapers – a comparison of national and international news leads.

UNIT 3
Business writing – Instructional, informational, persuasive, and transactional. Writing a cover letter, rejection letter, email, meeting agenda, business proposal, wining business plan, proof reading, memos, reports and handbooks

UNIT 4

Broadcast: Audio visual writing - Visualization exercises, incorporating sound in writing. Difference between print and broadcasting- comparing news bulletins, TV and Radio interviews with print articles-. News Readers lead - Voice-over for visuals - Reporter's Piece to Camera (PTC)

UNIT 5
Writing for the web- Changing audiences, online media types, different ways of telling stories online. Text formatting-.Chunking, role of hypertext-what they look like, what they say, what they do; Text Content-style and brevity, multimediality and interactivity

REFERENCES
1. Clark, M., Hergenradar, T., and rein, J. (eds.) (2015) Creative Writing in the Digital Age-Theory, Practice and Pedagogy, Bloomsbury Academic
2. Kuehn, S.A. and Lingwall, A. (2018). The Basics of Media Writing- A Strategic Approach, Sage Publishing
3. Musburger, R.B. (2013). An Introduction to Writing for Electronic Media: Scriptwriting Essentials Across the Genres. Abingdon: Focal Press
4. Pickering, I (2018) Writing for News Media-The Storyteller's Craft, Routledge
5. Rich, C (2010) Writing and Reporting News Wadsworth series in Mass communication and Journalism: Wadsworth
6. Stovall, J (2014) Writing for Mass Media Knoxville: Pearson Education.
7. Thomson, R. (2010). Writing for Broadcast Journalists. New York: Routledge
8. Wheeler, A. (2018) Writing for the Media, Emerald Publishing Limited
9. Excellence in Business communication by John V. Thill and Courtland L. Bovee
10. Sparks, S. (1999. The Manager's Guide to Business Writing. McGraw Hill
11. Abell, A. (2003). Business Grammar, Style & Usage: The Most Used Desk Reference for Articulate and Polished Business Writing and Speaking by Executives Worldwide.
12. Lawrence, S. (2022). The Business of Short Stories: Writing, Submitting, Publishing and Marketing. WArrior Muse Press.
13. Bloomsburry (2022). Writing Skills for Business: How to Communicate clearly to get your message across. Bloomsbury Publishing.

Employability:Writer for print, online, broadcast or advertising organizations, PR person, journalist
Entrepreneurship:As a freelance journalist
Skill Development: Different writing styles for different platforms, written communication skills

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

24HIN113	HINDI II	1 0 2 2

Course Objective: The course will allow students to apply grammar in language structures, appreciate the literary compositions and provide them with a good command over translation techniques.
Course outcomes: By the end of the course the students will be able to:
1. Understand the postmodern trends of literature...
2. 2.Explore tradition and culture through literature.
3. Apply ethical and professional translation strategies.
4. Demonstrate linguistic competence in written communication.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PO7	PSO1	PSO2	PSO3
1							2			
2			2							
3					2					
4		2								

UNIT 1

Hindi Laghu Upanyas **:Mamatha Kaliya- ' Doud'**

UNIT 2

Hindi Natak**:** Swadesh Deepak- "Kort Marshal"

UNIT 3.
Adhunik Hindi Kavya a.Jayashankar Prasad-(Lahar, Aah!Vedhana Mili Vidayi).,
b.Suryakanth Tripathi „Nirala‟- (Anamika -4)., c.Subadhra Kumari , Chouhan- (Swadesh Ke
Prathi, Smruthiyam), d.Gajanan Madhav Muktibodh- (ek swapna Katha)

UNIT 4.

A)Sankshepan,

B) .Anuvad: Paribhasha,Prakar,AnuvadKeLakshan,AnuvadKiAvashyakata,Passage
(Translation)

c)Paragraph writing

D)Technical writing

REFERENCE
1) Prayojan Mulak Hindi Ke Naye Ayam: Dr. Pandit Banne
Prayojan Mulak Hindi Ki Nayi Bhumika : Kailash Nath Pandey
Prayojan Mulak Hindi Ke Vividh Roop   : Dr. Rajendra Mishra, Rakesh Sharma
Hindi Samay.com
"Adhunik Kavya Sangraha"   Edited by . Dr. Urvashi Sharma (Printed and Published by
Malik & Company, Jaipur)
Hindi Samay.com,/Hindikahani.com/exotic indiaart.com

*Employability:Writer for print, online, broadcast or advertising organizations, PR person,
journalist*
Entrepreneurship:As a freelance journalist
Skill Development: Different writing styles for different platforms, written communication skills

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

Course Objectives: Tounderstandthewriting competency in literature.

Course Outcomes:
1. Accrue competing in Language Skills
2. Identifies the elements of modern literature.
3. Explore the life worthy literature.
4. Understand the historical dimensions of the literature.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PO7	PSO1	PSO2	PSO3
1							2			
2			2							
3					2					
4		2								

UNIT1
1. Kalayanasougandhikam, (Lines: kallummarangalum… namukkennarikavrikodara), *"*Kunjan Nambiar".
2. Naranattu bhranthan – "Madusuthanan nair"
3. Ritusamhara- "Kalidasan (N P Chandrashekharan)" (six Indian seasons: grisma (summer), varsa/pavas (monsoon/rains), sarat (autumn), hemanta (cool), sisira (winter), and vasanta (spring) (spring).

UNIT 2
1. KannerumKinavum, Chapter: ValarnnuVarunnoratmavu, "V.T.Bhattathirippadu",
2. Parayiperra panthirukulam: "Narendranath/ RajanChungath".
3. Vishwa vikhyathmaya mookku- *"Vaikom Muhammad Basheer"*

UNIT 3
1. Bhratan – "kovilan"

UNIT 4
Translation: Knowledge of translation/ Different type of translation/ problems of translation & Practical work. **a.** Expansion of ideas; **b**. Precis Writing; **c**. Essay Writing; **d**. Letter writing; **e**. Critical appreciation of literary works.

Text books/Reference:
1) Bhratan – "kovilan (Novel)"
2) D.Vinayachandran Kavithakal- "D.Vinayachandran"
3) KanneerumKinavum – "V.T.Bhattathirippad"
4) KalidasaHridayam- "K.P.NarayanaPisharady"
5) *Kunjan Nambiarude Thullal Krithikal* – "Kunchan Nambiar"
6) Naranattu bharanthan – "P. Madusuthanan Nair"
7) ParayiPettaPanthirukulam – "Narendranath/RajanChungath"
8) Rthusamharam- "Kalidasan (N P Chandrashekharan)"
9) Ulloor Kavithakal Sampoornam. Kottayam: DC Books
10) Viswavikhyathamaya Mookku – "Vaikom Muhammad Basheer"

==Employability:Writer for print, online, broadcast or advertising organizations, PR person, journalist==

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

24TAM113	TAMIL II	1 0 2 2

Course Objective: The course will allow students to understandthewriting competency in Tamil literature.

Course outcomes: By the end of the course the students will be able to:
1. Introduction to Tamil Folklore
2. Learning the nuances of Tamil spiritual literature
3. Exposure to the advanced aspects of Tamil grammar
4. Imbibing the spirit of language through familiarising with linguistics, translation and creative writing

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PO7	PSO1	PSO2	PSO3
1							2			
2			2							
3					2					
4		2								

அலகு 1 சிற்றிலக்கியங்கள்அறிமுகம்: கலிங்கத்துப்பரணி (பபோர்போடியது), முக்கூடற்பள்ளு 35. நோட்டுபுறவியல்: வரரவிலக்கணம், நோட்டுபுறப்போடல்கள், கரதகள், கரதப்போடல்கள், பழமமோழி, விடுகரதகள், கரலகள்.

Introduction to CiRRilakkiyam: Kalingaththupparani (Poor Padiyathu) - MukkdaRpallu 35. Folklore: Definition, Folksongs - Stories – kathaipPaadal - pazhamozhi - vidukathai - kalaikaL.

அலகு 2 பக்திஇலக்கியம்: ஆண்டோள்முழுவரலோறு, திருப்போரவ (1,2,3,4)

அலகு 3 மதோல்கோப்பியம்: மபோருளிலக்கணம் - மோல்லிலக்கணம்

அலகு 4 மமோழிமபயப்பு: மமோழிமபயப்புவரகள், மமோழிமபயர்ப்பின்முக்கியதுவமும்பதரவயும், இயந்திரமமோழிமபயர்ப்பு, மகோள்ரககள், இலக்கியமமோழிமபயர்ப்பு. மமோழியியல்அறிமுகம்: மமோழியும்மமோழியியலும்,

பயன்போடுமமோழியின்தன்ரமகள் ,மமோழியியல்துரறகள்.
பரடப்புஉருவோக்குதல் (கருத்துபரிமாற்றம் - கவிரதஇலக்கியம்-
அறிமுகம், விடுதரலக்குமுன்னும்பின்னும் - நாடகம் - சிறுகதத).

Translation: Types of translation - Importance and need of translation - Machine translation - Principles - Literary translation.
Introduction to Linguistics: Language and Linguistics- Linguistics – Characteristics of applied language – Fields of Linguistics. Creation of creativity (Exchange of ideas - introduction to poetry literature, before and after liberation - drama - short story).

REFERENCES

மு.வரதரோன்" தமிழ்இலக்கியவரலோறு"
ோஹித்யஅகமடமிபப்ளிபகஷன்ஸ் , 2012 மபோன்மணிமோறன்
"அபடோன்தமிழ்இலக்கணம் "அபடோன்பப்ளிஷிங்குரூப், வஞ்சியூர்,
திருவனந்தபுரம், 2007. http:/www.tamilvu.org/libirary/libindex.htm.
http:/www.gunathamizh.com/2013/07/blog0post_24.html நோ.வோனமோமரல,
"தமிழர்நோட்டுப்போடல்கள்" நியூமஞ்சுரிபுத்தகமவளியீட்டகம் 1964,2006
நோ.வோனமோமரல "பழங்கரதகளும், பழமமோழிகளும்
"நியூமஞ்சுரிபுத்தகமவளியீட்டகம், 1980,2008

> *Employability:Writer for print, online, broadcast or advertising organizations, PR person, journalist*
> *Entrepreneurship:As a freelance journalist*
> *Skill Development: Different writing styles for different platforms, written communication skills*

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

24MCN112   POLITICAL COMMUNICATION STRATEGY   4 0 0   4

Course Objective: The objective of the course is to familiarize students with the diverse aspects of planning communication activities in a political environment. Students will learn the elements of strategic planning of communication activities that are important for the development of critical thought on communication practice.

Course Outcomes: By the end of the course the students will be able to:
1. Understand the production, dissemination, procession and effects of information through media, within a political context.
2. Critically assess the effectiveness and consequences of political campaign communication
3. Analyze the role and function of mediated public information across contemporary global concerns
4. Apply a critical frame to understand the articulation of global communicators using various media as their communication tool.
5. Evaluate and present major trends in political campaigning, with special attention to the role of communication in the formation of political opinions and in the emergence of political discourses and identities.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	2		3	3	3		2			
2	3	2	2	2	3	3	2		3	3
3	2		2	2	3	1	2		2	3
4	3	2	3	2	3	3	2	3	3	3
5	3	3	2	3	3	3	2	3	2	3

UNIT 1
Political communication: key concepts, contextualization of 'political', Theoretical Diversity in Political Communication, Culture and Ideology- national identities. . Habermas's Public Sphere.-.Political deliberation, Deliberative democracy, Public deliberation, discursive participation, and citizen engagement.

UNIT 2
Functions of Political Language, Strategic uses of political languages. Analysing the nuances of political rhetoric. Inter-subjective and multi-subjective perspectives. Construction of aspirational identities. First-person plural (We) to convey ideological messages. Politics in the Media: Agenda-setting, Framing, Bias in News, Satire & Politics, Political Propaganda • Tactics & strategies

UNIT 3
Political Campaigns: Phases of Political Campaigns -Campaign planning (4 stages in a political campaign), management, strategies, and tactics (proactive, reactive, spin, crisis strategies),, Communicative styles & strategies (Incumbency vs. challenge style), Political advertising, campaigning and message strategy in the digital age.

UNIT 4
Candidate's Authenticity & Image Formation • Authenticity, image, & Indian ideology, Political identity, Use of Narratives (Narrative paradigm theory), negative advertising, Moving the Public through Public Relations Campaigns, Women in politics – as sources and audience, voices from the margins

UNIT 5
Digital spaces for civic communication - categorization of online spaces and activities as consumption or interaction types, Social Media & Politics, Twitter, Facebook and democracy, theorising the interrelation of interfaces and practices, using the Web and social media to create public visibility, build trust and consensus and boost political participation, Spiral of Silence and critiquing Free Speech.

REFERENCES
1. Farrel, D. M. and Bowler, S. (2016). Electoral Strategies and Political Marketing. UNITed Kingdom: Palgrave Macmillan UK.
2. Garcia-Orosa, B. (2021). Digital Political Communication Strategies: Multidisciplinary , Reflections. Switzerland: Springer International Publishing.
3. Khan, F. B. (2019). The Game of Votes: Visual Media Politics and Elections in the Digital Era. India: SAGE Publications.
4. Steffan, D. (2021). Visual Politics: Investigating the Visual Communication Strategies of Political Parties and Candidates from a Longitudinal and Comparative Perspective. Germany: Nomos Verlag.

5. Timmons, A. (2019). Making the Most of Communications and Social Media in a Political Campaign. UNITed States: Rosen Publishing Group.

WEB REFERENCES
1. http://www.politicalcommunication.co.uk/
2. http://journalistsresource.org
3. DNA India- http://www.dnaindia.com/india/

Employability: Political news analyst, Political Journalist
Entrepreneurship: freelance Political news analyst, Political Journalist
Skill Development: Critical assessment of the effectiveness and consequences of political campaign communication and the role and function of mediated public information across contemporary global concerns

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

24MCN113   ADVERTISING AND COMMUNICATION   4 0 0   4

Course Objective: Give a thorough working knowledge of the advertising world through projects and practical research.

Course Outcomes: By the end of the course the students will be able to:
1. understand the principles and theories that underpin advertising and communication
2. develop the ability to create persuasive and engaging advertising messages for various media platform
3. acquire skills in media planning and strategy development, including selecting appropriate advertising channels and budgets.
4. analyze ads within the framework of ethical communication practices
5. create, defend and execute advertising campaign strategies fit for a client presentation

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	1	0	1	0	1	1	1	2	0	2
2	3	2	3	2	3	1	2	2	2	2
3	3	1	2	1	1	2	3	3	3	3
4	3	2	2	1	3	0	3	3	3	3
5	3	3	3	2	3	2	3	3	3	3

UNIT 1
Overview of the advertising industry: The development of consumer society, Role of Integrated marketing communication in the marketing mix., Product Life cycle stages and the Communication components in each stage. Advertising as a discipline and its role in contemporary societyEvaluating Social, Ethical, & Economic Aspects of Advertising and Promotion.

UNIT 2
The Audience: Audience analysis and segmentation in message creation -The consumer market segmentation. Audience Fragmentation and Media complexity. Demographics, psychographics, values and lifestyle. Persuasion in adverting, advertising appeals (ethos, pathos, logos, cognitive

model, affective and conative). Consumer behaviour. Motivations, perception and influences (AIDA and hierarchy of effects model).

UNIT 3

Integrated advertising campaigns -The concept of brands and branding. Product vs. brand. Brand positioning. Brand Image. Brand personality. Brand perceptual mapping. Repositioning. Brand extensions. Brand identity. Brand identity prism. Global vs. local brands.

UNIT 4

Social media advertising. Consumer motivations for using internet advertising. Web advertising metrics. Social media advertising to drive growth – ad formats, objectives, target, best practices (facebook, instagram, twitter), OTT advertising , Mobile first ads.

UNIT 5

IMC campaign planning: Situation analysis. Research and Survey for Ad Campaign. Steps in creating the IMC campaign. Communication vs. marketing objectives. Creative strategy and execution: Copy Platform, Creative Brief, and Campaign Narrative for individual ad campaigns. Storyboarding, Media planning

REFERENCES
1. Juska, J. M. (2021). Integrated Marketing Communication: Advertising and Promotion in a Digital World. UNITed Kingdom: Taylor & Francis.
2. Manchon, L.M. (2020). Innovation in Advertising and Branding Communication. (2020). UNITed Kingdom: Taylor & Francis.
3. Marketing Communications in Emerging Economies, Volume I: Foundational and Contemporary Issues. (2021). Switzerland: Springer International Publishing
4. Nava, M., Blake, A., MacRury, I., Richards, B. (2013). Buy This Book: Studies in Advertising and Consumption. UNITed Kingdom: Taylor & Francis.
5. Rossiter, J. R., Percy, L., Bergkvist, L. (2018). Marketing Communications: Objectives, Strategy, Tactics. UNITed Kingdom: SAGE Publications..

WEB REFERENCES
1.   www.agencyfaqs.com
2.   www.campaignindia.in
3.   https://oms.bdu.ac.in/ec/admin/contents/316_P16MBA4EM4_2020052412521560.pdf
4.   https://www.ddegjust.ac.in/studymaterial/pgdapr/pgdapr-101.pdf

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

Employability: Copywriter, media planner, Communication strategist
Entrepreneurship:Copywriter and advertising firm
Skill Development: Write radio and television scripts and develop a television storyboard.
Media planning

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

| 24BMM112 | BUSINESS COMMUNICATION | 2 0 4 | 4 |

Course Objective: This course introduces students to best practices in business writing and business speaking that are exceedingly important to advancing their career in the media business. Students learn to organize and write informative, persuasive business messages and design high value presentations that incorporates stories, visuals, logic, and emotion. The course facilitates the holistic development of learners' personalities, focusing on self-management, interpersonal skills, and personal growth. It aims to enhance their positive attitude, critical thinking, problem-solving abilities, and emotional intelligence.

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

1. Demonstrate effective interpersonal communication skills in various business contexts.
2. Produce well-structured and professional business writing, including emails, reports, and memos.
3. Deliver engaging and impactful presentations, employing effective techniques for audience engagement.
4. Apply self-management techniques to enhance personal effectiveness and productivity.
5. Apply critical thinking skills to analyse and evaluate information and make informed decisions.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1		3	3	2	1		1	1	2	2
2		3		2	2	2	2	1	2	2
3	2	3	2	2	3	1	2	2	3	3
4	2	2	2	2	2	2	2	2	2	2
5	3	2	2	2	2	2	2	2	2	2

UNIT 1
Business Communication
Introduction. Business communication in media- methods and types. Advertising, intranet, social media, texting, websites; accessing & dissecting Information, dynamics of group communication, Communication Development Strategy, Audience and purpose, using structure to understand logical flow, concept development, and meaning. Persuasion, delivery, personal style, word power, visual clarity, the Job Description, The Resume, The Cover letter.

UNIT 2
Presentation skills
Verbal vs. Non-verbal Communication. One-One, Group, Formal Presentations. Oral Presentations. Analysis, Impact, and presentation of the issue. Position (Pro/Con) Impact, Mock Interviews –Seminars, Sales presentation – training presentation – conducting surveys- speeches to motivate, Communicating Across Cultures, design principles in the creation of visuals for presentations.

UNIT 3
Active listening

Effective listening skills, Types of listening, Barriers to effective listening, Ways to overcome the barriers, Role plays, Other forms of listening practice such as audio-video lectures, speeches, debates, discussions and songs.

UNIT 4
Emotional Intelligence (EI)

Orientation to EI, definitions, concerns and misunderstandings associated with emotional intelligence (EI) emotional-social intelligence (ESI); how emotions work to influence thought and behaviour, and how EI and ESI is learned and developed EI theories applied in workplace initiatives, organizational tool to identify the EI abilities and ESI competencies of employees and leaders, ESI skills to strengthen leadership capacity in worksite communication and relationship building. Business mentoring models, applying emotional intelligence concepts to leadership and summarizing problem solving and motivational skills for mentors.

UNIT 5
Goal Setting & SWOT Analysis

Development of positive personal attitudes; SWOT analysis; Time Management, Goal Setting, Vote's model of interdependence. Analysis and interpret business situations by selecting and classifying data and information relating to – a potential competitor using a SWOT analysis. Interpreting a relationship or trend in the SWOT analysis to draw conclusions about the implications for a business idea – the macro environment using a PEST analysis. Interpreting a relationship or trend in the PEST analysis to draw conclusions about the implications for a business idea.

REFERENCES
1. Chaturvedi, (2017) The Art and Science of Business Communication, 4th Edition, Pearson India Education Services
2. Harvard Business Essentials: **Business Communication (2003). Harvard Business Press**
3. Mehra, P. (2016).Business Communication for Managers, 2nd edition, Pearson India Education Services
4. Pardillo, J.C. (2018). Business Communication, Arcler Education Incorporated
5. Roche, M (2022). Business Communication in Plain English:How to Use Grammar, Punctuation & Style to Write Effectively in Business & Professional Settings, IDM Business & Law
6. Sehgal. M.K and Khtarpal, V (2019). Business Communication, Excel Books , India

ONLINE:
1. Mentoring Programme Handbook chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://business.okstate.edu/site-files/archive/docs/mentoring-program/handbook.pdf

Employability: Communication Officer, Social Campaign Manager, Personalization Marketer
Entrepreneurship: freelance content creator, podcaster, copy editors, media monitoring, influencers
Skill Development: Critical thinking, Decision-making, Problem-solving, Negotiation techniques, Presentation skills.

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

24BMM113   PRINCIPLES AND PRACTICE OF MEDIA MANAGEMENT   4 0 0 4

Course Objective:
This course aims to equip students with the knowledge and skills of media organisation management. The programme blends the general principles and theories of management and their practical applications for managing the contemporary media organisation.

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

1. Acquaint themselves with the specialized terminology used in business.
2. Orient themselves towards theoretical concepts and ethical aspects related to managerial motivation and leadership.
3. Explain the complex business operations and relationships of media companies.
4. Provide insights into the reasons behind management decisions.
5. Improve their ability to make critical assessments and solve problems.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	1	1	1	1	1	1	1	1	1	1
2	2	2	1	2	3	2	2	3	2	3
3	1	3	2	2	2	2	2	2	3	3
4	3	3	2	2	2	1	2	2	2	2
5	3	2	2	2	2	2	2	2	2	2

UNIT I
An Overview of Today's Media Industry, The traditional wall between business and news , A historical perspective on the media, Corporatization of the media, Cross-ownership, Media consolidation , Public (stockholder) ownership of media, Institutional investors and financial firms , Reorganizing to build profits, Conglomerates – the good, bad and ugly, Media Planning, Strategy and Management, Budgeting, Scheduling and Evaluating the Different Media Buys, fragmentation of media markets, Preparing for a new media world.

UNIT 2
Motivation and the Workforce, Unionism in mainstream media companies, Labor issues in the new economy, Layoffs in hard times, Approaches to managing employees, Scientific (or classical) management, Humanistic (or behaviourist) management, Theories of management , Theory X, Theory Y, Theory Z , Maslow's hierarchy of needs, Management by objectives (MBO) and total quality management (TQM), Equity theory. Introduction to Ethics, working definition of ethics, ethical dilemmas and propose ethical solutions, Comparison of personal ethics and social ethics ,The Importance of Ethics in Business - from the perspectives of the employee, manager, organization and society. Consequences of actual unethical business practices and behaviour.

UNIT 3
Qualities of Leadership and Management, The sources of power, Leadership practices, New leadership, Credibility of leadership, Future-oriented leadership, Risk-taking leadership, Empowering leadership, Motivational leadership, Characteristics of leaders – Management of attention , Management of meaning , Management of trust and Management of self, Being an effective manager of others

UNIT 4

Decision Making , What is decision making? The steps to making decisions, Risk taking in the decision process, Categorizing decisions , Analytical decision-making tools – The basic tool , The critical path method (CPM) and the program evaluation and review technique (PERT), The decision tree, The payoff matrix , The computer spreadsheet; Hidden traps of decision making - The anchoring trap, The status quo trap, The sunk-cost trap, The confirming evidence trap, The framing trap; Estimating and forecasting traps , Who are the decision makers? Individual decision-making styles ,Group decision-making styles, S.W.O.T. analysis

UNIT 5

New Technology driven Media, Early digital media history, Marketplace dynamics, The four Ps of marketing, Newspapers and technology, Television and technology, Technology changes management, can news regain profitability in the digital age? Convergence, "Clicks-and-mortar" businesses, Cutting costs with mobile journalists, Twenty-first-century technological milestones in electronic and digital media,

REFERENCES

1. Brown, C. and Lowe, G.F (2015). Managing Media Firms and Industries- What's So Special About Media Management? Springer International Publishing
2. Herrick, D. F (2012) Media Management in the Age of Giants, Business Dynamics of Journalism, Second Edition., University of New Mexico Press
3. Hollifield, C. A Joost van Loon, Klaus-Dieter Altmeppen (2017). Value-Oriented Media Management-Decision Making Between Profit and Responsibility, Springer
4. Kung, L. (2011). Strategic Management in the Media: From Theory to Practice, Sage
5. Noam, E.M. (2019) Media and Digital Management, Springer International Publishing
6. Rohn, U and Evens, T. (2020). Media Management Matters- Challenges and OpportUNITies for Bridging Theory and Practice, Taylor and Francis

*Employability:*Media Strategist/Planner, Media Manager, Marketing Analyst, Social Media Management Specialist, Digital Media Analyst, Brand Management Professionals
Entrepreneurship: digital media consultant, brand consultant
Skill Development: Critical thinking, Decision-making, Problem-solving, Negotiation techniques

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

24MCN115	CURRENT AFFAIRS ANALYSIS: II	1 0 0	1

Course Objective: Introduce students to analysing and critiquing national and international issues of relevance to society.
Course Outcomes: By the end of the course the students will be able to:
1. Analyze and synthesize dominant views about socio-political and other issues, through careful reading of key texts
2. Apply conceptual tools to national and international issues in order to realize shift in policies over time
3. Write and speak persuasively regarding personal opinions on current affairs

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3			2	2	1			3	3
2	2		2		2			1		3
3	2	3	3		2		2		1	3

REFERENCES
1. Newspapers:
The Hindu, The Times of India, The Indian Express, The Economic Times,
The Guardian, The New York Times, The Wall Street Journal, The Independent 2.News
Websites: www.bbc.com, www.livemint.com, abcnews.go.com, www.huffingtonpost.co.uk,
www.thehoot.org
3.Magazines:
Outlook, India Today, Sportstar, TIME
News Agencies: Reuters, AFP, AP, PTI, IANS
Radio News: AIR News, BBC World Service
Television News: CNN-IBN, NDTV 24 x 7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

Employability: In media organization
Entrepreneurship:
Skill Development: The course develops idea on positioning of the news, Analyse how media handles the sensational issues, preparing for competitive exams.

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

SEMESTER III

24MCN201	REPORTING AND EDITING	1	0	4	3

Course Objective: Equip students with skills to write effective reports faster including planning, researching and editing.

Course Outcomes: By the end of the course the students will be able to*:*
1. Develop the ability to identify news values that go into making a good news story.
2. Comprehend various forms of reporting, different report styles, news gathering techniques and importance of sources.
3. Apply the principles of developing story ideas and writing news stories in inverted pyramid format.
4. Gain wide knowledge on news writing and write appropriate headlines for the stories they prepare.
5. Develop their ability to write clear, concise, accurate and interesting news stories and a style through proper editing.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	3	3	3	3	3	1	3	3	3
2	2	3	2	3	3	3	1	3	1	1
3	3	3	3	3	3	3	1	3	3	3
4	0	3	3	3	3	3	1	3	3	3

5	0	3	3	3	3	3	1	3	3	3

UNIT 1
News Worthiness: What's News?, Definitions of News, Changing concepts of News, Hard News and Soft news, Types of News stories, News Values

UNIT 2
Introduction to Reporting: Nose for News, Curiosity and Story Ideas, Sources of Information - Human Sources and Online Sources, Beat Reporting, Interviewing, Speeches, Conferences and Meetings

UNIT 3
Introduction to News Writing: Storytelling in News, Accuracy, Objectivity and Fairness, The Basic News Story, The 5 Ws and H

UNIT 4
The News Story Structure, The Inverted Pyramid for Hard News, Leads for Hard News

UNIT 5
Editing: Introduction to News Editing: What Editors do; Style and Mechanical Mistakes; Editing for Grammar and Editing for Style

REFERENCES:
1. Brady, J. J. (2004) *The Interviewer's Handbook: A Guerilla Guide* (Techniques & Tactics for Reporters & Writers). Waukesha, WI: Kalmach.
2. Butcher, J., Drake, C. and Leach, M. (2006) *Butcher's Copy Editing: The Cambridge Handbook for Editors, Copy-Editors and Proofreaders* New York: Cambridge University Press.
3. Hakemulder, J.R. and De Jonge, F. (2002) *News Reporting and Editing* New Delhi: Anmol Publications.
4. Rich, C (2010) *Writing and Reporting News* Wadsworth series in Mass communication and Journalism: Wadsworth.
5. Rosenauer l, Kenneth (2005) *Storycrafting*, New Delhi: Surjeet Publications.
6. Mencher, M (2003) *News Reporting and Writing*, Boston: McGraw Hill, 2003.

Employability: Reporter, Editor in Newspaper and Magazine
Entrepreneurship: Freelance reporter
Skill Development: Reporting, Editing, How to interview personalities following ethics

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

24MCN202   DIGITAL PHOTOGRAPHY & VIDEOGRAPHY   1 1 2   3

Course Objective: Introduce students to theory and practice of photography and videography in the context of culture, society and individual identity.

Course Outcome: By the end of the course the students will be able to:
1. Understand the basics of digital photography, videography and editing.
2. Understand the meaning, content and the purpose of the picture.
3. Understand the basic functions and settings of various still cameras and camcorders used in the industry.
4. Understand the importance of light and how to control and play with it.
5. Identify the need of video editing in telling a story

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	0	1	1	0	0	0	0	0	2	2
2	0	2	1	0	2	0	0	1	0	0
3	0	0	0	0	0	0	0	0	0	3
4	0	2	0	0	0	0	0	0	0	2
5	0	2	2	0	1	0	0	0	1	0

UNIT 1
Scope and nature of Photography: Introduction to Photography, types of photography, changing attitudes towards photography, personal styles and approaches. Proper lens selection

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.Preferences related to isolated colors.

UNIT 3
Beauty of an image" or "quality of an image"?, Complexity versus simplicity. Exposure 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,Lighting: 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, Shots, angle, Camera Movements, Continuity, Audio Recording, Frame rate, Bit rate, Video Systems, Stabilization, Workflow for shooting.

UNIT 5
Editing: Need for editing, editing principles, audio and video transitions, editing for continuity. Editing exercises in stages. From simple cut to cut continuity to rhythm and timing.
Editing: Need for editing, workflow for video editing. Types of cuts and transitions, Titling, Dubbing, Background music, Color correction, Subtitle, Edit using Davinci Resolve, Codecs and Formats.

REFERENCES
1. Lance, P., & Stefania, M., (2023). Video Editing Made Easy with DaVinci Resolve 18, Packt Publishing.
2. Ang, T. (2018). Digital Photography: An Introduction, DK.
3. Box, D. (2014). Available light Photography: Techniques for digital photographers. Amherst Media.
4. Brown, B. (2020). The Basics of Filmmaking: Screenwriting, Producing, Directing, Cinematography, Audio, & Editing. Taylor and Francis.
5. Maitre, H. (2023). Aesthetics in Digital Photography, Wiley
Employability: Photographer, photo journalist, videographer , Video Journalist

Entrepreneurship: Photographer and videographer
Skill Development: Photography, Settling light for photography and videography, DSLR and Video camera handling
Box, D. (2014). Available light Photography: Techniques for digital photographers. Amherst Media.
Maitre, H. (2023). Aesthetics in Digital Photography, Wiley.
Hirsch, R. (2018). Light and Lens: Photography in the Digital Age, Focal Pres

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

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24MCN203   NEWS, ANALYSIS AND DEBATES - I   1 0 0   1

Course Objective: Introduce students to analysing and critiquing national and international issues of relevance to society.
Course Outcomes: By the end of the course the students will be able to:
1. Analyze and synthesize dominant views about socio-political and other issues, through careful reading of key texts
2. Apply conceptual tools to national and international issues in order to realize shift in policies over time
3. Write and speak persuasively regarding personal opinions on current news

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3			2	2	1			3	3
2	2		2		2			1		3
3	2	3	3		2		2		1	3

REFERENCES
1. Newspapers:
The Hindu, The Times of India, The Indian Express, The Economic Times,
The Guardian, The New York Times, The Wall Street Journal, The Independent
2.News   Websites: www.bbc.com,   www.livemint.com,   abcnews.go.com, www.huffingtonpost.co.uk, www.thehoot.org
3.Magazines:
Outlook, India Today, Sportstar, TIME
News Agencies: Reuters, AFP, AP, PTI, IANS
Radio News: AIR News, BBC World Service
Television News: CNN-IBN, NDTV 24 x 7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

Employability: In media organization
Entrepreneurship:

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

24MCN205   PUBLIC RELATIONS AND EVENT MANAGEMENT   3 0 0   3

Course Objective: To provide the students an in-depth understanding of the current phenomenon in the public relations industry. It seeks to develop students' critical thinking and application of the strategies in the day-to-day context.

Course Outcome: *By the end of the course the students will be able to:*
1.Define and explain the concept of public relations.
2. Learn how to craft press releases, speeches, and other PR materials to communicate with different stakeholders and shareholders.
3. Estimate the importance of PR in time of event management and crisis management.
4. Explore different types of events and understand event marketing and promotion techniques
5. Develop the skill to conduct the event

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	2		2	3			1			
2	2	2	2	1	3			2		2
3	3			3	3	2		2	3	2
4	2		1		3	2			2	
5		3			3				2	3

UNIT 1
Nature and Scope of PR: Introduction, Purpose of PR, Internal and external publics. corporate communications, Changing concepts, Understanding stakeholder management, Identity and corporate communications, Reputation and corporate communications.

UNIT 2
Stakeholder Public relations and the process: Employee Relations and Communications: Communication difficulties with key internal publics, Importance of localized information, Community Relations and social responsibility: Importance of external stakeholders , Stages in community relations , Messages and channels appropriate to key external audiences , Value of community goodwill, Media Relations: writing Press releases and organizing press conferences.

UNIT 3
Strategic Public relations and crisis management- Political PR- propaganda, Crisis Management- Issue Management: Four stages/types of issues, James E. Grunig's Issue Anticipation model, Strategies and types of publics involved in issues, Crisis Management- definition of a crisis, Strategies for crisis management.

UNIT 4

Introduction to Event Types: Overview of various types of events, such as corporate events, social events, sports events, cultural events, and non-profit events. Understanding the unique characteristics and purposes of each event type, Strategic Public relations and corporate communication- Processes and practice of strategy making, Challenges and issues on corporate communications strategy development, Corporate Identity and Corporate Image.

UNIT 5
Event management: 5 C's of event management, Planning and organizing corporate meetings, conferences, and seminars. Techniques for planning events and personal celebrations.Decor and theme selection for social events.Managing vendor relationships and contracts.

REFERENCES
1. Tony Greener - BookBoon , 2012
2. Argenti, P. (2016) Corporate Communication. McGraw-Hill.
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. Making It in Public Relations by Leonard Mogel 2010
7. Myers, C. (2021). Public relations history: Theory practice and profession. Routledge.
9. Theaker, A. (2012). Public Relations Handbook. Routledge.

Employability: Exhibition manager, event manager, hotel manager, Outdoor activities/education manager, Public house manager, Restaurant manager
Entrepreneurship: Freelance event co-ordination, event planning
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

24BMM203	MEDIA BUSINESS PLANNING	1 0 4	3

Course Objective: The course advances students' understanding ofthe concepts and principles of Media Planning . They will develop the necessary skills for planning a media campaign, budgeting, buying and scheduling. The course allows for comprehending the practical implementation of this knowledge to various media business situations, and environments.

Course Outcomes: By the end of the course the students will be able to:
1. Identify the different range of media planning.
2. Understand the importance of research skills relating to media and target audiences
3. Analyse different types of campaign planning – i.e. to consumers, to distributors or to the sales force of the organization – in relation to appropriate media and their capacity to reach these different target publics.
4. Prepare a project on the Marketing Strategy / Media planning of a company or a brand of their choice
5. Demystify the world of business and finance by learning how to use and localise economic data effectively.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3

1			2	2	2	2	2		2	2
2	3	2	2	2	2	2	2	2	3	2
3	3	1	2	2	2	2	2	2	3	2
4	3	3	3	3	3	3	3	3	3	3
5	3	2	2	2	2	2	2	2	2	2

UNIT 1
Overview of Media and Media Planning: Meaning of Media & Features of Media, Meaning of Media Planning , Scope of Media planning , Media Planning Elements, Role of Media in Business, Media Planning Process, Implementation of Marketing Objectives in Media Planning, Factors Influencing Media Planning Decisions, Role and Importance of Media in Consumer Buying Decision, Role of Media Planner, Challenges of Media Planning, Organization Structure of Media Company, Regulatory Framework and Legal Aspects in Media Planning

UNIT 2
Media Research: Meaning, Role and Importance Sources of Media Research : Audit Bureau of Circulation, Press Audits, National Readership Survey/IRS, BARC viewership data, National Television Study, ADMAR Satellite Cable Network Study, Reach and Coverage Study, ClB Listenership Survey

UNIT 3
Media Mix and Media Strategy -Media Mix: Meaning, Need for Media Mix, Identifying Audience for Mass Media , Factors Affecting Media Mix Decision, Types of Media Mix Decisions: Broad Media Classes, Media Vehicles, Media UNITs, Deciding Ideal Media Mix, Media Choices: Print/TV/OTT/OOH Meaning- Factors Affecting Selection of Media Decisions , Types, Advantages and Limitations, Online, Mobile, Gaming, In flight, In Store, Interactive Media

UNIT 4
Media Strategy: Meaning, Need for Media Strategy, Situation Analysis for Media Strategy and its Components   Steps in Formulating Media Strategies: Defining the Target Group, Market Prioritization, Media Weights, Media Mix, Media Budgeting (Competitive Framework, Market Dominance, Market Coverage, Media Cost, Market Task, Pricing ,Frequency of Purchase), Buying (Buying Brief, Environmental Analysis, Science and Art of Buying, Benchmarking Buying Plan Presentation Deal Management and Post Buy) & Scheduling (Sales Pattern, Purchase Cycle, Product Availability, Competitive Activity, Marketing Task, Budget Constraints, Target Group).

UNIT 5
Media Measurement: Basic Metrics: Reach, Cumulative/Frequency Reach, Discrete & Cumulative distribution, Average OpportUNITy to See (AOTS), Effective frequency/Reach Television Metrics: Dairy v/s People meter, TRP,/TVR, Program Reach & Time Spent, Stickiness Index, Ad Viewership Radio Metrics: Arbitron Radio Rating Print Metrics: Circulation, Average Issue Readership (AIR), Total or Claimed Reader, Sole or Solus reader. OOH Metrics: Traffic Audit Bureau (TAB) b) Benchmarking Metrics: Share, Profile, and Selectivity Index c) Plan Metrics: Gross Rating Points (GRP), Gross Impressions (GI), Share of Voice (SOV)

REFERENCES
1. Brown, C., Lowe , G. F. (2015). Managing Media Firms and Industries: What's So Special About Media Management?. Germany: Springer International Publishing.
2. Media, T. S. o. E., Butow, E. (n.d.). Write   Your   Business   Plan. UNITed States: Entrepreneur Press.

3. Rose, M. (2020). Business Plan For Media Company. (n.p.): Amazon Digital Services LLC – KDP Print US.
4. Rosenberg, M. and Seager, P. (2017).Managing Media Businesses: A Game Plan to Navigate Disruption and Uncertainty. Germany: Springer International Publishing.
5. Schramm, C. J. (2018). Burn The Business Plan: What Great Entrepreneurs Really Do. UNITed Kingdom: John Murray Press.

*Employability: M*edia Buyer*, Media Associate, Media Analyst, Digital Media Manager, Media Director, Media Buyer, Media Coordinator, Digital Supervisor and Account Supervisor.*
Entrepreneurship: media buying consultant
Skill Development: data base management, decision making, negotiation, persuasion, research.

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

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| 24ELS201 | ESSENTIAL LIFE SKILLS – I | 1 0 2 | 2 |

Pre-requisite: An open mind and the urge for self-development, basic English language skills, and knowledge of high school level mathematics.

Course Objective: To assist students in inculcating soft skills, developing a strong personality, empowering them to face life's challenges, improving their communication skills, and problem-solving skills.

Course Outcomes

CO1: Soft Skills - To develop greater morale and positive attitude to face, analyze, and manage emotions in real-life situations, like placement process.

CO2: Soft Skills - To empower students to create a better impact on a target audience through content creation, effective delivery, appropriate body language, and overcoming nervousness, in situations like presentations, Group Discussions, and interviews.

CO3: Aptitude – To analyze, understand and solve questions in arithmetic and algebra by employing the most suitable methods.

CO4: Aptitude - To investigate and apply suitable techniques to solve questions on logical reasoning.

CO5: Verbal – To infer the meaning of words & use them in the right context. To have a better understanding of the nuances of English grammar and become capable of applying them effectively.

CO6: Verbal - To identify the relationship between words using reasoning skills. To develop the capacity to communicate ideas effectively.

Skills: Communication, self-confidence, emotional intelligence, presentation skills, and problem-solving Skills

CO PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3				3
CO2	3	3	3				3
CO3	3						3
CO4	3						3
CO5	3	3	3				3
CO6	3	3	3				3

Syllabus Soft Skills
Soft Skills and its importance: Pleasure and pains of transition from an academic environment to work-environment. New-age challenges and distractions. Learning to benefit from constructive

criticisms and feedback. Need for change in mindset and up-skilling to keep oneself competent in the professional world.

Managing Self: Knowing oneself, Self-perception, Importance of positive attitude, Building and displaying confidence, Avoiding being overconfident, Managing emotions, stress, fear. Developing Resilience and handling failures. Self-motivation, Self-learning, and continuous knowledge up-gradation / Life-long learning. Personal productivity - Goal setting and its importance in career planning, Self-discipline, Importance of values, ethics and integrity, Universal Human Values

Communication: Process, Language Fluency, Non-verbal, Active listening. Assertiveness vs. aggressiveness. Barriers in communication. Digital communication

Aptitude

Numerical Ability I: Numbers, Percentage, Ratio, Proportion & Variation, Averages and Equations.

Logical Reasoning I: Blood Relations, Direction Test, Syllogisms, Series, Odd One Out, Coding & Decoding, Cryptarithmetic and Input-Output Problems.

Verbal Skills

Vocabulary: Familiarize students with the etymology of words, help them realize the relevance of word analysis and enable them to answer synonym and antonym questions. Create an awareness about the frequently misused words, commonly confused words and wrong form of words in English.

Grammar (Basics): To learn the usage of grammar and facilitate students to identify errors and correct them.

Reasoning: Stress the importance of understanding the relationship between words through analogy questions. Emphasize the importance of avoiding the gap (assumption) in the argument/statements/communication.

Speaking Skills: Make students conscious of the relevance of effective communication in today's world through individual speaking activities.

Writing Skills: Introduce formal written communication and keep the students informed about the etiquette of email writing

References:

1. Gulati. S., (2006) "Corporate Soft Skills", New Delhi, India: Rupa & Co.
2. The hard truth about Soft Skills, by Amazon Publication.
3. Verbal Skills Activity Book, CIR, AVVP
4. Nova's GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce
5. The BBC and British Council online resources
6. Owl Purdue University online teaching resources
7. www.thegrammarbook.com online teaching resources
8. www.englishpage.com online teaching resources and other useful websites
9. Student Workbook: Quantitative Aptitude & Reasoning, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
10. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.
11. How to Prepare for Quantitative Aptitude for the CAT, Arun Sharma.
12. How to Prepare for Data Interpretation for the CAT, Arun Sharma.
13. How to Prepare for Logical Reasoning for the CAT, Arun Sharma.
14. Quantitative Aptitude for Competitive Examinations, RS Aggarwal.
15. A Modern Approach to Logical Reasoning, RS Aggarwal.
16. A Modern Approach to Verbal & Non-Verbal Reasoning, R S Aggarwal.

Evaluation Pattern

Assessment	Internal	External
ContinuousAssessment(CA) –SoftSkills	30	-
ContinuousAssessment(CA) –Aptitude	10	25

ContinuousAssessment(CA) –Verbal	10	25
Total	50	50

IMC

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24MCN207   **PRINT, DIGITAL AND BROADCAST ADVERTISING**   **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	PEO6	PEO7	PSO1	PSO2	PSO3
1	1		2	1	2		2	1	1	1
2	3	3	2	2	2	2	2	2	3	2
3	3	3	2	2	3	1	2		2	3
4	3	1	3	3			2	1	3	1
5	3	3	3	3	3	2	2		2	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, Practice: To develop a television script and storyboard depicting the elements, shot information, camera movement and shot transition.

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, Ist 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

WEB REFERENCES
1. http://www. agency faqs.com
2. www.campaignindia.com

NEWSPAPER REFERENCES
1. Economic times- Brand equity
2. Business line: Catalyst
3. Financial Express: Brand Wagon.

Employability:Copywriter, media planner
Entrepreneurship: Copywriter and advertising firm
Skill Development: Write radio and television scripts and develop a television storyboard.

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

24MCN208	CORPORATE COMMUNICATION IN PRACTICE	4 0 0 4

Course Objective: The course explores how national and international companies communicate with key audiences, both internal and external to the corporation, to achieve their strategic goals. The course evaluates various communication functions and highlights the methods companies use to gain a competitive advantage and reach a variety of publics including customers, investors,

employees, media, government and commUNITies. The purpose of this course is to engage students in the analysis of communication as a vital management function empowering contemporary organizations to lead, motivate, persuade and inform various publics. As a result, students will gain practical and strategic knowledge of Corporate Communication in our global society.

Course Outcomes: After completing this course, the students will be able to:
1. Evaluate communication theories and relate their relationship to Corporate Communication practices.
2. Identify and assess the importance of communication functions including: media, community, employee, government, customer and investor relations.
3. Investigate and critique how companies manage, maintain and enhance their reputation through ethical Corporate Communication practices
4. Determine and apply the most strategic communication vehicle(s) in achieving business objectives.
5. Design and present a comprehensive communication plan that demonstrates their understanding of Corporate Communication concepts.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3		2	2	2	2	2	3	3	2
2	3		3	3	3	1	2	2	3	3
3	3	2	2	2	3	2	2	1	3	3
4	3	3	1	1	3	1	2	2	3	3
5	3	3	3	3	3	3	3	3	3	3

UNIT 1
Foundations of Corporate Communication- Define and explore the concept and history of Corporate Communication, define stakeholder and identify key stakeholder groups, Classify the significance of various communication departments within an organization. Evaluate and critique the implications of a current event as it relates to the reputation and brand management of the individual. Strategic Planning and Communication, Identify and apply a key model for corporate communication, Recognize the value of strategic planning, Explore ethical behaviour in relationship to credibility and brand/reputation management, analyze and design a message to key stakeholders according to standard corporate communication message styles.

UNIT 2
Media Relations and Research , Identify the 5 stages of planning and its value in the communication process, Compare and contrast proactive, reactive and interactive approaches to media relations, Evaluate demographics in crafting media, Detect what constitutes news, Create an original press release, Appraise key media relations techniques , Compare and contrast Uses and Gratifications theory, framing and agenda setting, Outline and apply the nine considerations in determining news bias in a case study .

UNIT 3
Compare and contrast the benefits and challenges inherent in using social media as a corporate communication vehicle, Evaluate social media options when considering target audience, message and cost, critique how various global companies use social media .Identify the eight areas of focus for Corporate Social Responsibility and categorize them according to Mallen Baker's 4 quadrants, Evaluate the effectiveness of the three primary communication strategies, Differentiate

Community Relations from Corporate Social Responsibility and identify the 7 primary giving strategies and their benefits. Review government relations as both a responsive and proactive mechanism

UNIT 4
Employee Relations/Internal Communication, Relate importance of localized information to line employees, Differentiate the benefits and challenges of upward, downward, and horizontal communication , Assess the value of top down versus bottom up communication tactics, Explain the value of first line leader communication with key employee publics, Develop elements of an effective employee communication plan , Identify the role of communication in effective union negotiations, Customer communication-Evaluate how customers are critical corporate external stakeholders, Develop a marketing strategy in a case study, Explore the impact of consumer activism and boycotts

UNIT 5
Crisis Communication and Issues Management, Compare and contrast the role of issues management and strategic planning, Determine difference between business interruption and crisis, Analyze the crisis life cycle, Determine the traits of a crisis spokesperson, Design and deliver a strategic communication message to a target audience, Demonstrate knowledge and understanding of key Corporate Communication concepts learned in class.

REFERENCES:
1. Beger, R. (2018). Present-Day Corporate Communication: A Practice-Oriented, State-of-the-Art Guide. Germany: Springer Nature Singapore.
2. Cornelissen, J. (2020). Corporate Communication: A Guide to Theory and Practice. UNITed Kingdom: SAGE Publications.
3. Heath, R. L. (2020). Management of Corporate Communication: From Interpersonal Contacts To External Affairs. UNITed Kingdom: Taylor & Francis.
4. Lata Singh, C., Gupta, M. (2021). Introduction to Corporate Communication: Case Studies from India. UNITed Kingdom: Taylor & Francis.
5. Sapna, M. S. (2020). CORPORATE COMMUNICATION: Trends and Features. : Notion Press.

Employability:Corporate planner, corporate strategy manager, corporate communications head
Entrepreneurship: strategy consultant
Skill Development: Writing, speaking, research skills, crisis management skills
Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

BROADCAST

24MCN209	EMERGING TRENDS IN BROADCAST MEDIA	4 0 0	4

Course Objective: To provide students with a comprehensive and practical understanding of the intersection between AI and media/journalism, equipping them with the skills and knowledge necessary to navigate and contribute to the evolving landscape of the media industry.
Course Outcomes
By the end of the course the students will be able to
1. Gain a thorough understanding of the introduction and new opportunities presented by AI in media and journalism, including the emergence of robot journalism and automatic newsrooms
2. Acquire practical skills in applying AI principles to media management

3. Apply the new storytelling paradigms facilitated by AI
4. Examine the challenges posed by the transition of journalistic models in the age of AI.
5. Create content using AI tools.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	1			2		2	3		2	
2		2	1	3	3	2	3	2	2	2
3	2	3	3	3	3	2	3	3	2	3
4	3	3		1	1		2		3	2
5	3	3	3	3	3	2	3	3	3	3

UNIT 1
Introduction, New Opportunities, robot journalism, automatic newsrooms.

UNIT 2
Principles: A four sector approach, media management and AI. Media business model, radical new tools are being used in media management and beyond.

UNIT 3
The problem: A journalistic model in transition
Journalistic principles and AI – Bias, risks of AI, transparency, personal data processing.

UNIT 4
New story telling in the age of AI – the new news, the new narrative, human-machine storytelling collaboration, AI and Newsroom strategy.

UNIT 5
Content creation – Scripted, entertainment, factual, marketing content, creators and music

The future of media production and distribution – Poscasting, Esports, The Metaverse, Future of the media business.

References
1. Connock, A. (2023). Media Management and Artificial Intelligence: Understanding Media Business Models in the Digital Age, Routledge: London.
2. Latar, N.L. (2018). Robot Journalism – Can Human Journalism Survive? World Scientific: Singapore.
3. Marconi, F. (2020). Newsmakers: Artificial Intelligence and the Future of Journalism. Columbia University Press: New York
4. Pihlajarinne, T., & Alen-Savikko, A. (2022). Artificial intelligence and the Media: Reconsidering Rights and Responsibilities, Edward Elgar Publishing: USA
5. Scott, D.M. (2022). The new rules of marketing and PR: how to use content marketing, podcasting, social media, AI, live video, and newsjacking to reach buyers directly.
6. Whittaker, J. (2019). Tech Gaints, Artificial Intelligence, and the Future of Journalism. Routledge: London.

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

24MCN210   DIGITAL TRENDS AND STREAMING MEDIA   4 0 0   4

Course Objective: To equip students with a comprehensive understanding of digital television, streaming media and the technical aspects involved in content production and delivery.

Course Outcomes
By the end of the course the students will be able to
1. Understand the historical context and evolution of media delivery, from traditional to IP-based delivery.
2. Understand the evolving landscape of digital content creation and the importance of video streaming in the digital era.
3. Analyse the impact of major players (FAANGs+) on streaming media and the changing landscape of content creation..
4. Apply video compression techniques employed in streaming media.
5. Create a video content for streaming platforms.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1			1		1	2			1	1
2	1		2	2	2	2	2	2	2	2
3	3	3	2	3	3	3	2	2	3	3
4	3	3	2	2	3	3	3	2	3	3
5	3	3	2	2	3	3	3	3	3	3

UNIT 1
Introduction to Digital Television: Historical Overview of Television Technologies, Analog to Digital Transition, Digital Television Standards (ATSC, DVB, ISDB), The Role of Compression Technologies. Evolving practices in Television viewing, Streamers and Broadcasters in the New TV industry, Streaming: Evolution or Revolution, Television as Scale. The rise of platforms, platforms business model.

Digital Television Broadcasting: Broadcast Infrastructure and Transmission, Multiplexing and Channel Allocation, Interactive and Hybrid Television, Next-Gen TV (ATSC 3.0) and its Features

UNIT 2

Content Production: The facilities segment, internationalisation and consolidation, distribution, content aggregation.

Media Delivery: The past and present of media delivery, the advent of IP delivery, media delivery 2.0, the rise of global suppliers.

UNIT 3

Streaming Media: Evolution or Revolution, Television as Scale. Streaming media concepts, streaming media delivery options, production chains, steps to optimum live streaming media, The rise of platforms, platforms business model.

Internet Streaming and New Paradigm Matures: On-demand and multi-screen access, FAANGs+, online originals, cloud application, social media, changing how we watch, direct from the creator.

UNIT 4.

Production and Post-production for digital television and streaming: Cinematography and Camera Techniques, Lighting and Sound for Streaming Production, Directing and Talent Management, Remote Production Strategies, Editing Techniques for Streaming Content.

UNIT 5

Technical Aspect of Streaming Media: Video Compression Techniques for Streaming, Adaptive Bitrate Streaming, Live Streaming Technologies, Virtual and Augmented Reality in Streaming.

References
1. Cassidy, M.F., (2020). Television and the Embodied Viewer - Affect and Meaning in the Digital Age, Routledge.
2. Rice, J., & McKernan, B. (2002). Creating Digital Content – Video Production for Web, Broadcast and Cinema, McGraw-Hill.
3. Smith, M.D., & Telang, R. (2016). Streaming, Sharing, Stealing: Big Data and the Future of Entertainment. The MIT Press.
4. Ulin, J.C. (2019). The Business of Media Distribution: Monetizing Film, TV and Video content in an online world. Routledge.

Employability: TV channels, YouTube channels,
Entrepreneurship: Freelance Journalist, Content creation startups, streaming service development, and media delivery innovations
Skill Development: P2C using mobile, Reels,.
Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

PRINT

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24MCN211	FAKE NEWS AND DISNFORMATION	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	PEO6	PEO7	PSO1	PSO2	PSO3
1	2	2	1	3	3		2	1	3	2
2	3	2	1	3	3		2	2	3	2
3	3	3	2	3	3		3	2	3	2
4	3	3	2	3	3		3	2	3	2
5	3	2	2	3	3		3	2	3	2

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-brexit-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-jaff%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. Chiluwa, 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. ,InternationalCenter 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. Rodny-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-newsthe-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

24MCN212	SPORTS JOURNALISM	4 0 0 4

Course Objective:
This course in Sports Journalism explores the significance of sports in society and the multifaceted role of a sports journalist, from a print media perspective. Students will understand and analyse different writing styles and learn reporting fundamentals, including research, interviewing, and news values related to sports journalism. They will develop storytelling skills while maintaining objectivity and ethical standards. By the course's end, students will produce engaging, responsible, and well-structured sports journalism for print media.

Course Outcomes: By the end of the semester, the student will be able to:
1. Understand the importance of sports journalism in print media.
2. Understand and appreciate the language styles and structuring of sports articles written by stellar sports journalists.
3. Critically analyse sports journalism from the point of view of audience expectation and news values associated with the sports and write engaging content.

4. Develop interviewing and storytelling skills associated with sports journalism to write engaging content.
5. Develop critical skills necessary to analyse prominent sports to write analysis articles and columns on sports journalism.

ARTICULATION MATRIX:

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	2	2			2			2	2	2
2	3	2	2		2			2	3	2
3	3	3	2		3			3	3	2
4	1	3	3		3		1	3	1	2
5	3	3	3		3		2	3	2	2

UNIT 1:
Introduction to Sports Journalism. Why Sports journalism is important: Sports as a socio-cultural, national, political and UNITing entity. The platform and the audience: Role of the sports Journalist – Observer, Storyteller, Cheerleader, Interpreter, Analyzer. Types of Sports journalism

UNIT 2:
Understanding the style and Language: Analysing Stellar Sports journalism stories from the past and present – looking for writing standards: What fits and what does not. Analysing styles of writing, choice of words, length of stories, Pages assigned per sports,. Same Sports – different approaches. Major or Minor sports: Audience expectations

UNIT 3:
Sports reporting: Preparing and researching – How to not look bad – Audience may know better. Understanding the game. Forward planning: Event schedule, annual events, local events. Sports news sources: Locating and networking. Credibility and authority. Official information and press releases. Interviewing tips: Dos and donts. Asking the right questions. Homework. Dealing with Sources and ambiguity: Jargons, Sports terms and sports language.

UNIT 4:
News values of sports stories: Conflict, Timeliness, Prominence, Proximity, Personality, Consequence/Impact, Human interest, Unusuality. Writing the story: Sports language – Action words, weasel words, cliches, euphemism, visual language, crisp articulation. Objectivity in Sports – Sticking to the facts; dealing with sports heroics and controversies: On and off game. Catchy headlines, Captions, Blurbs and listicles. Taking notes. Buildups. Structuring the story: Inverted Pyramid, Model T, Circular model and other forms.

UNIT 5:
Practical written assignments. Analysing the game: Writing simple interpretative sports analysis pieces: Seeking expert advice. Summary articles. Feature and interview articles. Understanding racism and gender issues in sports: reporting sensitively, responsibly and ethically. Avoiding Glamorization and sensationalism.

References
1. Malick, Arvind. (2021). Sports Journalism and Mass Media. New Delhi: Friends Publications
2. Strofer, Kathryn, T., James R Schaffer and Brian A. Rosenthal. (2019). Sports Journalism: An Introduction to Reporting and Writing. Maryland: Rowman and Littlefield Publishers.
3. Andrews, Phil. (2014). Sports Journalism: A Practical Introduction. London: Sage.

4. Toney, James. (2013). Sports Journalism: The Inside Track. London: Bloomsbury Publishing.
5. Richards, Huw., Jed Novick and Rob Steen. (2020). Routledge Handbook of Sports journalism. Oxon: Routledge.
6. Lambert, Charles. (2018). Digital Sports Journalism. London: Routledge
7. Bradshaw, Tom and Daragh Minogue. (2019). Sports Journalism: The State of Play. London: Routledge

Employability: Sports Journalists, Sports analysts, Sports Commentator, Sports columnist
Entrepreneurship: Sports Vlogger, Freelance Sports feature writer, Freelance sports analyst, Author
Skills: Ability to analyse sports from a journalistic point of view, understand the structure and language of sports journalism and write engaging content related to sports.

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

SEMESTER IV

24MCN213	MULTI-MEDIA REPORTING AND EDITING	1 0 4 3

Course Objective: Multimedia reporting prepares the students for a career in the rapidly changing media landscape. The students are trained in publishing news across various media platforms ranging from newspapers and magazines to television and the Web. The course will offer a general option, or concentration in a particular area, like in Advanced Reporting.

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

1. Develop skills that enable them to cater to a variety of story-telling platforms, such as print, broadcast, radio, photography, websites and social media.
2. Develop an understanding of how technology can be effectively used to push the frontiers of conventional journalism and produce different formats of news content, leading from a mono to a multimedia newsperson.
3. Decide the area they want to specialize in and, at the same time, acquire basic skills in other multi-media formats.
4. Learn that cross-platform delivery of news contents provide additional information and alternative angles that make it easier for the reader/viewer to understand.
5. Learn how the various formats are handled at the newsroom and the importance of coordination in the newsroom

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	3		2						2
2	3	3		3	2	1				2
3	2						3			
4	3		3					3		2

5	3			3						3	

UNIT 1
Reporting and Photography: Covering an event, issue and writing a news report along with photograph to go with the story. Group Assignment: Create a broadcast news report on any selected social issues or events.

UNIT 2
Develop contacts in a chosen field –Education, healthcare, crime, politics, courts, business, science, civic administration, arts, culture, films and fashion

UNIT 3
Interviews & Videography
Group assignment: interview and video recording of a news maker for a profile or theme for both print and broadcast. Multi camera interview shooting in studio with three-point lighting or on field with natural light.

UNIT 4
Monitoring social media for trending stories, local and regional and writing a news report after verifying details.

UNIT 5
Write a blog on a topical issue based on observations, research and interviews

REFERENCES
1. Alysen, B., Sedorkin, G, Oakham, M., Patching, R (2003) Reporting in a Multimedia World, Taylor and Francis, Crows Nest, N.S.W : Allen & Unwin
2. Carroll, B. (2019) Writing and Editing for Digital Media, Taylor and Francis
3. Filak, V.F. (2019). Dynamics of Media Editing, SAGE Publications
4. James Glen Stovall (20012) Media Reporting: Principles and Practices of Modern Journalism in a Multimedia World
5. Pearl, M. (2016). The Solo Video Journalist, Doing it All and Doing it Well in TV Multimedia Journalism, Taylor and Francis
6. Wenger, D.H. and Potter, D. (2018) Advancing the Story- Quality Journalism in a Digital World, SAGE Publications

Employability: Reporter/Editor in different media house such as Political reporters, crime reporters, bloggers
Entrepreneurship:Freelance writer/editor for different platform, bloggers
Skill Development: Editing /Reporting, Develop skills in the art of interviewing newsworthy personalities that the readers would want to read about.

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

24BMM211   DISRUPTIVE TECHNOLOGIES IN BUSINESS   3 0 0   3

Course Objective:
This course will discuss the various disruptive technologies and how these technologies are used for digital transformation in various organizations and industries and how these applications are impacting the Business.

Course Outcomes: By the end of the course the students will be able to:
1. Understand how media organizations need to evolve to address the changing business landscapes.
2. Evaluate how technological innovations leads to technology disruptions and how these innovations bring value to the organization.
3. Analyse how these technologies are endangering the organization or industry in which we operate.
4. Analyze the pros and cons of adoption of disruptive technologies in media businesses.
5. Demonstrate skill in applying emerging media and technology solutions across media businesses.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1			2	1	2	2	2	1	1	1
2	3	1	2	2	2	2	2	1	2	1
3	3	1	2	2	2	3	2	1	3	3
4	3	2	2	2	2	3	2	2	3	3
5	3	3	3	3	3	3	3	3	3	3

UNIT I
Introduction to Disruptive Technologies - Determining technology trends in media industry by a historical review, overview of how technological disruption happens- how technological change is impacting marketing practice and distribution strategies for entertainment goods, Disruptive Technologies: Understand, Evaluate, Respond, Positive & Negative Effects of Disruptive Technology, Application of various Disruptive technologies in Media Business.

UNIT 2
Introduction to the Digital Media, new "Readers First Paradigm" replacing "Advertisers First" paradigm, Organizational Transformation in the Entertainment Industry, Digital Media Characteristics- Machine-human Interface, Interactivity, Convergence, Immersion, etc., Digital Audiences , Digital Media Design, Digital Media and Participatory Culture: Public Sphere , Media Literacy, Managing Customer-Level Data and Customer-Level Privacy

UNIT 3
Changing practices of journalism and political economy of digital media, Cinema: Digital processes and effects , Blockbusters and the Long Tail: niche products instead of blockbuster products, or a dominant blockbuster business model? Animation and Gaming: Children as Audience, Social Media Practices and Audience Effects (Social media influencers; trolling; etc.), Content bubble" or "The New Normal"? media buying and selling in the age odf disruption- cross-platform and multi-channel solutions.

UNIT 4
OTT, social media, Artificial Intelligence , Augmented Reality and Virtual Reality in Advertising, Marketing and film , Big data, Entrepreneurship and Innovation , Creating Interactive Content , Managing Disruptions in Media Policy.

UNIT 5

Social Network Analysis (SNA) for understanding the effects of disruptive technologies in media businesses. Overview of essential analyses and methods, helpful for enterprise architecture improvement and based on social network approach., use in risk management, project management, supply chain management (SCM), tourism, technology and innovation management, and knowledge management.

REFERENCES

1. Armstrong, P. (2022). Disruptive Technologies: Understand, Evaluate, Respond, Kogan Page
2. Mari, W. (2022). Newsrooms and the Disruption of the Internet- A Short History of Disruptive Technologies, 1990–2010. Taylor and Francis
3. Winn, M (2021).Handbook of Research on Digital Transformation, Industry Use Cases, and the Impact of Disruptive Technologies, IGI Global
4. Warner, C., Lederer, W. and Moroz, B. (2020). Media Selling- Digital, Television, Audio, Print and Cross-Platform, Wiley

ONLINE

1. Data Can Enhance Creative Projects - Just Look at Netflix, Harvard Business Review Online, January 2018, H0441X-PDF-ENG https://hbsp.harvard.edu/tu/d3a87646
2. Netflix and the Economics of Bundling, February 2019, Harvard Business Review Online, January 2018, H04TGZ-PDF-ENG https://hbsp.harvard.edu/tu/a95e5591
3. Will Movie Theaters Survive When Audiences Can Stream New Releases?, Harvard Business Review Online, January 2021, H06404-PDF-ENG https://hbsp.harvard.edu/tu/1977ad82
4. Should You Invest in the Long Tail? Harvard Business Review, July-August 2008, R0807H-PDF-ENG https://hbsp.harvard.edu/tu/e2131d4a "The Crisis at Encyclopædia Britannica," Shane Greenstein and Michelle Devereux, January 2006, Kellogg Case Number 251. https://hbsp.harvard.edu/tu/d87aeaea
5. Disruptive Technologies: Catching the Wave, Harvard Business Review, January-February 1995, 95103-PDF-ENG https://hbsp.harvard.edu/tu/d1554685
6. Disruptive Technologies in Media, Arts and Design- A Collection of Innovative Research Case-Studies that Explore the Use of Artificial Intelligence and Blockchain within the Media, Arts and Design Sector- https://link.springer.com/book/10.1007/978-3-030-93780-5

*Employability:*Web development manager, UI/UX manager, Big data analyst, manager in game development firm, Senior manager in publication
Entrepreneurship: freelancer in consumer data analysis,UI/UX consultant, online content creator and curator
Skill Development: Critical thinking, Decision-making, Problem-solving

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

24MCN214   NEWS, ANALYSIS AND DEBATES – II   1 0 0   1

Course Objective: Students gain an understanding of the prevailing civil and human rights issues in the media

Course Outcomes: By the end of the course the students will be able to*:*
1. Analyze how nations pursue their own interests on issues related to socio-political and related issues, resulting in both conflict and cooperation
2. Analyze how the socio-political and related issues are interpreted and treated differently by people viewing them from various socio-political, economic, environmental and cultural perspectives
3. Propose appropriate solutions, formulate action plans, and assess the positive and negative results of socio-political and related issues covered in the media.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3				3	2	2		2	
2	3		3	2	2	2				3
3	3	3			2			2	2	

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. News Websites: www.bbc.com, www.livemint.com, abcnews.go.com, www.huffingtonpost.co.uk, www.thehoot.org. News Agencies: – Reuters, AFP, AP, PTI, IANS
4. Magazines: - Outlook, India Today, Sportstar, TIME
5. Radio News: AIR News, BBC World Service
6. Television News: CNN-IBN, NDTV 24 x7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

Employability: Media House and Media Agencies
Entrepreneurship: freelance media analyst
Skill Development: News Appreciation / analysis preparing for civil service examination

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

24ELS211   **ESSENTIAL LIFE SKILLS - II**   **1 0 2**   **2**

Pre-requisite: Willingness to learn, communication skills, basic English language skills, knowledge of high school level mathematics.
Course Objective: To help students understand the corporate culture and assist them in improving their group discussion skills, communication skills, listening skills, and problem-solving skills.

Course Outcomes

CO1: Soft Skills - To improve interpersonal skills, professional etiquette, and leadership skills, vital for arriving at win-win situations in Group Discussions and other team activities.

CO2: Soft Skills - To develop the ability to create a better impact in a Group Discussion through examination, participation, perspective-sharing, ideation, listening, brainstorming, and consensus.

CO3: Aptitude - To interpret, critically analyze, and solve questions in arithmetic and algebra by employing the most suitable methods.

CO4: Aptitude - To analyze, understand, and apply suitable methods to solve questions on logical reasoning.

CO5: Verbal - To be able to use vocabulary in the right context and to be competent in spotting grammatical errors and correcting them.

CO6: Verbal - To be able to logically connect words, phrases, sentences and thereby communicate their perspectives/ideas convincingly.

Skills: Communication, etiquette and grooming, interpersonal skills, listening skills, convincing skills, problem-solving skill.

CO-PO Mapping

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3		2		3
CO2	3	3	3				3
CO3	3						3
CO4	3						3
CO5	3	3	3				3
CO6	3	3	3				3

Syllabus Soft Skills

Professional Grooming and Practices: Basics of corporate culture, key pillars of business etiquette – online and offline: socially acceptable ways of behavior, body language, personal hygiene, professional attire, and cultural adaptability and managing diversity. Handling pressure, multi-tasking. Being enterprising. Adapting to corporate life: Emotional Management (EQ), Adversity Management, Health consciousness. People skills, Critical Thinking and Problem-solving.

Group Discussions: Advantages of group discussions, Types of group discussion and Roles played in a group discussion. Personality traits evaluated in a group discussion. Initiation techniques and maintaining the flow of the discussion, how to perform well in a group discussion. Summarization/conclusion.

Conflict Management - The concept, its impact and importance in personal and professional lives, identify personal conflict resolution style.

Aptitude

Numerical Ability II: Sequence & Series, Time & Work, and Time, Speed & Distance. Logical Reasoning II: Arrangements, Sequencing, Scheduling, Venn Diagram, Network Diagrams, Binary Logic, and Logical Connectives, Clocks, Calendars, Cubes, Non-Verbal Reasoning and Symbol Based Reasoning.

Verbal Skills

Vocabulary: Help students understand the usage of words in different contexts. Grammar (Medium Level): Train students to comprehend the nuances of grammar and empower them to spot errors in sentences and correct them.

Reading Comprehension (Basics): Introduce students to smart reading techniques and help them understand different tones in comprehension passages.

Reasoning: Enable students to connect words, phrases and sentences logically.

Oral Communication Skills: Aid students in using the gift of the gab to interpret images, do a video synthesis, try a song interpretation, or elaborate on a literary quote.

References:

1. Adair.J., (1986), "Effective Team Building: How to make a winning team", London, U.K: Pan Books.
2. Gulati.S., (2006) "Corporate Soft Skills", New Delhi, India: Rupa & Co.
3. The Hard Truth about Soft Skills, by Amazon Publication.
4. Verbal Skills Activity Book, CIR, AVVP
5. Nova's GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce
6. The BBC and British Council online resources
7. Owl Purdue University online teaching resources
8. www.thegrammarbook.com online teaching resources
9. www.englishpage.com online teaching resources and other useful websites
10. Student Workbook: Quantitative Aptitude & Reasoning, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
11. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.
12. How to Prepare for Quantitative Aptitude for the CAT, Arun Sharma.
13. How to Prepare for Data Interpretation for the CAT, Arun Sharma.
14. How to Prepare for Logical Reasoning for the CAT, Arun Sharma.
15. Quantitative Aptitude for Competitive Examinations, RS Aggarwal.
16. A Modern Approach to Logical Reasoning, RS Aggarwal.
17. A Modern Approach to Verbal & Non-Verbal Reasoning, R S Aggarwal.

Evaluation Pattern

Assessment	Internal	External
ContinuousAssessment(CA) –SoftSkills	30	-
ContinuousAssessment(CA) –Aptitude	10	25
ContinuousAssessment(CA) –Verbal	10	25
Total	50	50

*CA - Can be **presentations, speaking activities and tests.**

Open Elective 1*

24OEL201	REPORTING RURAL AFFAIRS	3 0 0	3

Course objectives: Reporting rural affairs is designed to equip students with the skills and knowledge needed to cover rural issues, including agriculture, rural development, and the challenges faced by rural communities.

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

1. Understand the socio-economic aspects of rural development with focus on participatory development
2. Analyze and interpret existing policies associated with rural development
3. Formulate a range of strategies meant to meet the social, economic and personal needs in rural areas
4. Conceptualize a media-driven awareness drive about rural issues
5. Explore the principles of journalism, including accuracy, fairness, and objectivity.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	2					3	2			2
2	3	2			2	3	2	2		2
3	3	2	2	2	2	2	2	2	3	2
4	3	3	3	3	2	3	2	3	3	2

UNIT 1

Reporting rural India- problems and prospects: Poor connectivity and infrastructure, electrification and drinking water supply, state of primary healthcare centers.

UNIT 2

Role of women in rural areas, gender discrimination, female infanticide and patriarchy, women role models who have asserted themselves in social, political and economic life of the society overcoming all odds and helped breakdown social barriers.

UNIT 3

Government development programmes for rural areas. Are they reaching the intended beneficiaries? Success and failure stories, women empowerment and youth upliftment programs.

UNIT 4

Agriculture – shrinking areas under cultivation, drying irrigation sources, high cost of inputs, labour shortage and rising wages. Fair prices for the farmers' and cold storage chains in rural areas and introducing appropriate technology.

UNIT 5

Role of media in highlighting rural issues so that authorities in the cities take note and take remedial measures.

REFERENCES
1. Bang, R., Khorgade, S., and Chinai, R (2010) Putting Women First: Women and Health in a Rural CommUNITy. New Delhi: Stree and Samya.
2. Fukuoka, M. (2009). TheOne-Straw Revolution: An Introduction to Natural Farming. New York: Review of Books.
3. Patra, S.C., and Vachhani, A. (2012).Socio Economic Profile of Rural India: Series II, Volume II: North East India (Assam, Manipur, Tripura and Nagaland). New Delhi: Concept Publishing.
4. Patil, D.A. (2010). Communication for Rural Development in India: From Green Revolution to 'E' Revolution. New Delhi: Serials Publications
5. Pokharapurkar, R. (1993). Rural Development Through CommUNITy Television (CISCED). New Delhi: Concept Publishing
6. Islam, N. (2006). Reducing Rural Poverty in Asia: Challenges and OpportUNITies for Microenterprises and Public Employment Schemes. New York, London, Oxford: Food Products Press

VIDEOS
1. The Noer
2. Faces of Prestea
3. Hotville Alabama
4. Nero's Guests

WEB REFERENCES:
1. http://www.un.org/en/ecosoc/docs/pdfs/an_integrated_approach_to_rural_development.pdf
2. http://www.epw.in/frontpage?0=ip_login_no_cache%3D4806b5974dc3439b9a9343b7b5674286
3. http://www.worldbank.org/en/news/feature/2012/05/17/india-agriculture-issues-priorities
4. https://www.youtube.com/watch?v=eCBIcWAwOds
5. Rosalind Yarde, Loretta de Luca, Vittorio Longhi, Léa Breton, Paola Victori (2014) Reporting on Rural Issues A Media Guide, © International Labour Organization, https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_policy/documents/publication/wcms_248851.pdf

6. Creating opportUNITies for rural youth- 2019 Rural Development Report Overview. t © International Fund for Agricultural Development (IFAD), Available at https://www.ifad.org/documents/38714170/41190221/RDR2019_Overview_e_W.pdf/699560 f2-d02e-16b8-4281-596d4c9be25a

Employability: Rural Reporter, Feminist reporter
Entrepreneurship: freelance broadcast/print journalist for rural affairs
Skill Development: Writing for print media and broadcast media
Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

IMC

24MCN215   DIGITAL CONTENT MARKETING   4 0 0   4

Course Objective: Provide a deeper understanding of how proliferation of digital technology gives businesses diverse new set of tools to reach, engage, monitor and respond to consumers.

Course Outcomes: By the end of the course the students will be able to:
1. Explain the role and importance of digital content marketing in a rapidly changing business landscape
2. Discuss the key elements of a digital content marketing strategy
3. Illustrate how the effectiveness of a digital marketing campaign can be analyzed
4. Demonstrate an understanding of common digital marketing tools such as SEO, SEM, Social media and Blogs
5. Develop a Digital Content Marketing strategy for a brand.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1		3	3	2		3	3	3		3
2	3	3		3				2	3	
3	3		3	3	3	3			3	
4	2		3	3	3		2			
5	3	3		3	3	3		3	3	3

UNIT 1
Introduction to Digital Content Marketing. Understanding content, target demographics, Growing importance of content marketing. Understanding branding, content strategy and content marketing. Content marketing and the buying funnel-brand awareness to brand evangelism. Buying Funnel vs Content marketing funnel. Content Marketing Channels

UNIT 2
Understanding 'Search'- navigational, informational, commercial), Understanding 'keyword' and keyword strategy, Long-form content, Links (inbound and outbound), Content Marketing Channels Digital media apps and widgets. Games/gamification. Case studies. Visual information (charts, diagrams, infographics, maps)

UNIT 3

Content marketing formats – written, spoken and visual content. Owned - website, facebook page, twitter profile and branded content. Paid - PPC, display, paid social, retargeting and earned media. Earned – Search Engine Optimization (SEO), SEO audit, Social media Optimization (SMO).

UNIT 4

Content marketing ecosystem: Content psychology and delivery impacts. Content strategy. Measuring current content, keyword and rank analysis. Social listening and conversation monitoring. Content creation, curation and hosting. Content analytics, readership/audience analytics. Content distribution and amplification

UNIT 5

Content marketing objectives and Key Performance Indicators, Inbound vs outbound marketing strategies for content marketing. Anticipating crisis with online data.

REFERENCES

1. Chaffey, D and Smith, P.R. (2013) Emarketing Excellence: Planning and Optimizing your Digital Marketing, Routledge
2. Das, S and Mondal, S.R (2020). Innovations in Digital Branding and Content Marketing, IGI Global
3. Hemann, C. and Burbary, K. (2013) Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World, Que Publishing
4. Jefferson, S. and Tanton , S. (2013) How to make Valuable Content the Key to your Business Success, Kogan Page
5. Leibtag, A. (2014) The Digital Crown – Winning at Content on the Web, Elsevier
6. Rebecca, L. (2012) Content Marketing: Think like a publisher – How to use content to market online and in social media, Que Publishing

WEB REFERENCES

E Content magazine- http://www.econtentmag.com/
Radius Blog- http://radius.com/2014/03/31/25-best-marketing-blogs-2014/
Smart Insights - http://www.smartinsights.com
http://contentmarketinginstitute.com/wp-content/uploads/2013/05/Ultimate_eBook_mayrev.pdf

Employability: digital marketer, digital branding specialist
Entrepreneurship: freelance creator of digital media for consumers such as podcasts, videos, or other digital assets that can be sold online on a digital platform
Skill Development: 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

24MCN216	SOCIAL MEDIA METRICS	2 1 2 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 modelling, 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	PEO6	PEO7	PSO1	PSO2	PSO3
1	3		2	1	2		2	2	3	3
2	3	1	2	2	2		2	1	2	2
3	3	2	2	2	2	1	2	2	2	3
4	3	3	3	3	3	1	2	2	3	3
5	3		3	3	3		2	2	3	3

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, Pintrest, 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, textand 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: digital marketer, digital branding specialist
Entrepreneurship: freelance creator of digital media for consumers such as podcasts, videos, or other digital assets that can be sold online on a digital platform
Skill Development: practical experience in content measurement and marketing strategies

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

24MCN217   MARKET RESEARCH AND CONSUMER BEHAVIOUR   4 0 0   4

Course Objectives: This course allows students to understand the design of marketing strategy and planning by providing insights about the evolving consumer landscape; consumer information processing and decision-making; consumer purchase and product usage patterns and influences; and consumer motivation and meaning. Students will learn diverse issues to connect consumer behaviour within the conceptual frameworks of economics, psychology, sociology, anthropology and other basic disciplines.

Course Outcomes: By the end of the course the students will be able to:
1. Appreciate the centrality of consumer analyses to the design, implementation, and evaluation of marketing strategies and programs.
2. Learn the basic analytic frameworks and concepts that managers use to better understand their customers, as well as broader marketplace behaviours and consumption trends.
3. Comprehend the digital age and its effects on consumer behaviour
4. Understand the strengths and limitations of specific, often competing theories for interpreting particular consumer issues.
5. Improve their abilities to discover original consumer insights that go beyond the surface-level findings that survey research often yields.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	3	3	3	3	1	3	3	3	3
2	3		2	2	3		2	2	3	3
3	2		2	2	2		2	2	2	2

| 4 | 3 | | 3 | 2 | 2 | | 2 | 3 | 3 | 2 |
| 5 | 3 | 2 | 3 | 3 | 3 | | 3 | 3 | 3 | 3 |

UNIT 1
Introduction to Customer Behaviour: Origins, Uses, Evolution of Consumer Behaviour in Marketing Analysis &Strategy, Understanding Consumers and Consumption, Changing Consumers' Behaviour, Models of Buyer Behaviour: case studies,'Mis'understanding Consumers.

UNIT 2
Consumer Demographics: Market Segments, Trends, Issues &Opportunities ,   The Demographic Landscape, Single-Person Households & "Solo" Consumption,case studies, Increased Longevity: Living and Dying Longer, Consumer Psychographics (Lifestyle) & Generational Analyses, Psychographic Analysis & Market Segmentation case studies, Geodemographics, Generational Analyses, Diffusion of Innovations

UNIT 3
Focus Group Theory & Practice, Focus Groups Experiential ,Analysis & Report Preparation , Individual Depth Interviews - Logic, Design & Interviewing Procedures , Understanding Consumer Motivation Means-End Chain Analysis

UNIT 4
Understanding & Affecting Consumer Attitudes, Changing Consumers' Behaviour,Projective Methods- Logic, Design & Analysis Avant-garde Marketing, Consumer Ethnography, Consumer Motivation & Impulse Buying, Sensory Aspects of Retail Buying Behaviour

UNIT 5
Socio-Cultural Influences, Processes, and Consumer Meaning, Cultural Aspects of Consumption, Consumer Rituals & Ritualized Consumption , Project presentations

REFERENCES
1. Hoyer, W. D., MacInnis, D. J., Pieters, R. (2018). Consumer Behaviour. Brazil: Cengage Learning.
2. Parsons, E., Maclaran, P., Chatzidakis, A., Ashman, R. (n.d.). Contemporary Issues in Marketing and Consumer Behaviour. (n.p.): Taylor & Francis.
3. Reyes, M. (2020). Consumer Behaviour and Marketing. UNITed Kingdom: IntechOpen.
4. Marketing Management by Dr. F. C. Sharma (eBook): SBPD Publications. (2020). (n.p.): SBPD Publications.
5. Solomon, M. R. (2017). Consumer Behaviour: Buying, Having, and Being. UNITed Kingdom: Pearson.

Employability: Lead- consumer insights, market research specialis, market research analyst
Entrepreneurship: market research consultant,
Skill Development: research, behaviour skills marketing strategies

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

BROADCAST

24MCN218   PROFESSIONAL PHOTOGRAPHY AND VIDEOGRAPHY 1 1 4   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	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	2	2	1	2	2	3	2	3	3
2	1	1	1	1		1	3	2	3	3
3	1		1	1	2	1	3	0	3	3
4	1	0	0	0	1	2	3	0	1	3
5	2	2	1	2	3	2	3	2	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 nods, 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 Photojournalism in the Digital Age, Taylor & Francis.
7. Diefenbach, D., & Slatton, A., (2019). Video Production Techniques Theory and Practice from Concept to Screen, Taylor & Francis.

<mark>*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.</mark>

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

| 24MCN219 | TELEVISION JOURNALISM | 1 1 4 | 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. Create compelling news content by integrating effective storytelling techniques.

ARTICULATION MATRIX

CO.	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	2	3	1	1	3	1	2	3	3	3
2	3	3	2	2	3	2	3	1	2	3
3	3	3	2	2	3	2	3		2	3
4	3	2	1	2	3	1	3		2	2
5	3	3	2	2	3	1	3	2	3	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 newspersons 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 (5th Eds).* 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-Seijo, 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 - 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

24MCN220	MOBILE JOURNALISM	2 1 2	4

Course Objective: To equip students with essential skills in Mobile Journalism, emphasizing critical thinking, effective storytelling, and practical proficiency in production and post-production on smartphone.

Course Outcomes
By the end of the course the students will be able to
1. Demonstrate proficiency in Mobile Journalism, adopting a mobile-first approach in content creation and dissemination.

2. Develop critical thinking skills in identifying and verifying information from diverse sources
3. Choose appropriate methods for different contexts, including breaking news, live blogging, and data narration.
4. Narrate stories through video and audio.
5. Record and edit video and audio on a smartphone.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	3		2	3	2	3	3	3	3
2	3	1	1	1	3	2	3	1	3	3
3	3	3	3	3	3	2	3	3	3	3
4	3	3	3	3	3		3	3	3	3
5	3	3		2	3		3	2	3	3

UNIT 1
Mobile Journalism – Understanding the user, mobile media landscape, technology and identity. Taking a mobile first approach, MoJo, the role of the mobile editor, the role of the social media editor, journalism and social media.

UNIT 2
Finding the story: Source, verification, scepticism and cynicism. Verifying human source of information, websites, search results, social media, images, video, and places. Coping with trauma, Live Blogs.

UNIT 3
The Art of Storytelling: Choosing the appropriate ways to tell the story, Raw versus packaged news, Breaking news: live blogging and live tweeting, curation and aggregation, packaged journalism, narrating the story with data, story format.

UNIT 4
Visual Journalism: Narrating stories with video and audio, video and audio for mobile, immersive visual journalism

UNIT 5
Recording video and audio and editing on a smartphone: Five-point plan, B Roll, Smartphone handling, Coverage, shots and sequences, framing, duration of shot, lighting, location audio, interview audio, editing

References
1. Adornato, A. (2018). Mobile and Social Media Journalism. Sage.
2. Burum, I. (2016). Democratizing Journalism through Mobile Media, Routledge.
3. Hill, S., & Bradshaw, P. (2019). Mobile-First Journalism, Producing News for Social and Interactive Media. Routledge.

Employability: Mobile Journalist, TV channels, YouTube channels, Social Media Journalist Entrepreneurship:Freelance Journalist, Podcast,

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

PRINT

| 24MCN221 | PHOTO JOURNALISM | 1 0 6 | 4 |

Course objective: This introductory course in Photojournalism introduces students to the unique practical aspects of photojournalism, introducing them to its various types, namely, portrait, sports, thematic, event, conflict, and performance among others. The course emphasizes the democratic role of photojournalism and its power in influencing policy, evoking emotions, and truthfully documenting events. Students will explore diverse techniques for compiling moving and strong photo narratives and learn to adapt to field conditions using natural light and essential gear. Ethical considerations like privacy, image manipulation, and safeguarding vulnerable subjects are also integral components, equipping students with both technical skills and ethical awareness for impactful storytelling through images.

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

1. Understand the power of photojournalism in documenting and recording evolving social events, and in its impact on influencing policy change and emotionally moving audiences.
2. Analyse works of Photojournalists and understand the demands of the work in responding to evolving scenarios, merging in the crowd, observing scenarios and capturing moments.
3. Internalize techniques of visual story telling through Images, and develop strategies to build narratives, convey emotions and tell stories through photographs.
4. Internalize and critically apply the ethical principles of privacy, do no harm and truthfulness, in practical application
5. Create photojournalistic documentations and thematic student projects, that illustrate the internalization of the concepts learnt.

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	2	1	3	2	1	3	2	3	1
2	3	3	2	2	3	1	3	2	3	3
3	3	3	2	2	3	1	3	3	2	3
4	2	2	2	2	3		3	3	1	3
5	3	3	3	2	3	1	3	3	1	3

UNIT 1:
Photojournalism – an introduction. How is photojournalism different from other types of photography? The democratic role of photojournalism: Documenting, recording, witnessing, evidence, influencing policy change, emotionally moving audiences, telling the truth. Analyzing the works of famous photojournalists.

UNIT 2:
Different types: General news photography, Portrait photojournalism, covering events, riots, environment, climate, conflicts, performances, press meets, sports, political rallies, obituary, murder, subjects, thematic and feature photojournalism. Documentary photojournalism. The camera as a tool to immerse the readers into your story.: bringing the situation and the subject close. Going to the field and telling a story with images. Behaving in crowds.

UNIT 3:
Techniques: Photo stories and narratives. Telling stories through images: Angles and perspectives. Making it real: Observing without intruding. Making use of natural light. Gear and

equipment to carry along. Photojournalism from Solo journalist perspective. Developing guts to photograph in any situation. Developing unique angles.

UNIT 4:
Visual Grammar: Composition, Framing, Aesthetics. Emotion driven content. Field is not the studio: Urgency and working fast in available lighting and uncontrolled conditions. Dumping the rule of economy: Click more and burn pixels. Covering an evolving scenario. Establishing the context.

UNIT 5:
Ethical considerations: Privacy, image retouching, editing, image manipulation. Protecting the vulnerable and do no harm. Communicating with the newsroom from remote locations. Transferring and protecting images. The students will apply the concepts learnt in multiple photo journalism assignments/ a term project.

References

1. Langton, Loup. (2009). Photojournalism and Today's News: Creating Visual Reality. Wiley Blackwell
2. Ilan, Jonathan (2018). The International Photojournalism Industry: Cultural Production and the Making and Selling of News Pictures. Oxon: Routledge
3. Wittwer, Jurg. (2016). Talking through Pictures: a Beginner's Guide to Photojournalism. Createspace
4. Horton, Brian (2000). Guide to Photo Journalism. Associated Press.
5. Linkoff, Ryan (2020). Public Images: Celebrity, Photojournalism, and the Making of Tabloid Press (Photography, History: History, Photography), Oxon: Routledge
6. Caple, Helen (2013). Photojournalism: A Social Semiotic Approach. UK: Palgrave Macmillan

Employability: Photojournalist, Photographer, Researcher, Solo Journalist, Documentary maker, Development project consultant.
Entrepreneurship: Freelance photographer, Freelance Photojournalist, Freelance consultant
Skills developed: Photo journalistic skills, Ability to take photographs that convey the gravity of evolving situations, ability to respond to evolving events quickly, Photography skills

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

| 24MCN222 | GENDER REPORTING | 4 0 0 | 4 |

Course Objectives: To train students in gender sensitive reporting so that they are equipped to understand and report responsibly on evolving aspects of issues such as gender equality, gender movements, prejudice and gender violence. Students will gain practical and theoretical insights on representation, empowerment, sexism in language, and tests for better representation, among others.
Course Outcomes: At the end of the course, the student will be able
1. To understand the role of gender sensitivity in reporting from the point of view of empowerment, objectification, stereotyping, and gender bias.
2. To improve awareness on gender dialogues and changing norms, and to learn to report on gender equality issues in an unbiased and sensitive manner.

3. To develop journalistic skills to improve gender participation and inclusivity in news stories through diversity in sources and experts.
4. To develop the right language skills to report sensitively on gender-related issues by avoiding the pitfalls of sexist language.
5. To become effective communicators of gender related subjects by understanding existing framing standards and framing tests in journalism

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	2	2	2	3		3	3	2	3
2	3	3	3	3	3		3	2	1	3
3	2	2	3	3	3		2	2	1	3
4	3	3	3	2	3		3	3	3	3
5	3	3	2	2	3		3	2	3	3

UNIT 1:
Gender sensitive reporting. The matter of representation and participation. How to represent women and the LGBTQIA+. Gender representation in sources, experts and other contributors. Questioning gender bias while reporting. Understanding and breaking gender stereotypes and gender roles. Pigeonholing. Gender blind vs. Gender aware reporting. Gender mainstreaming. Newsroom and gender: equality debates.

UNIT 2:
Challenges of reporting from a gender perspective: Pitching, Story selection, images, prominence, developing gender angles, interviewing. Visuals: Stereotypes, prejudice, gender balance, empowerment. Objectification and sensationalising. Writing on gender violence, violence against women, sexual harassment, kidnap, suicide, murder, sexual offence, ethnic violence involving gender angle etc. Reporting gender in the intersectionality of religion, politics, culture, race, and identity.

UNIT 3:
Language, Gender representation and empowerment: Understanding sexism in language, Language and inclusivity, gender neutral language, using the right pronouns, when does language become gender offensive?, tone-deaf language, writing on transpersons – deadnaming and identity, understanding essential terms related to gender. Keeping up with the LGBTQIA+ literary guidelines. Covering coming out stories.

UNIT 4:
Writing on women and other genders. Writing stories on women protagonists. How to write on women achievers? How to write on achievers from other gender? Various tests of framing: Bechdel test, Finkbeiner test, Kranjek test. Gender editing and Gender editor: Duties and responsibilities: cleaning and tightening language, accuracy, preventing gender bias at the editor's desk: headlines, copy, sexist language, tone. Involving the commUNITy as quality checkers.

UNIT 5:
Writing gender movements and judicial processes involving gender equality. Writing on women and LGBTQIA+ in sports. Gender advocacy journalism, Working from the field. Understanding discrimination while reporting. Dealing with sexism in the field: from sources, from the organization, from colleagues, and from commUNITy.

References:
1. Morna, Colleen Lowe (2015). Gender in Media Training: A Southern African Toolkit.
2. Franks, Suzanne (2019). Women and Journalism. IB Tauris.

3. Impe-Anne Marie. (2019). Reporting on Violence against Women and Girls: A Handbook for Journalism. France: UNESCO
4. Carter, Cynthia; Linda Steiner and Stuart Allan (2019). Journalism, Gender and power. Oxon: Routledge
5. Zarzycka, M. (2017). Gendered tropes in war photography: Mothers, mourners, soldiers. London: Routledge
6. Byerly, C. M. (Ed.). (2013). The Palgrave handbook of women and journalism. New York, NY: Palgrave Macmillan
7. International Federation of Journalists. (2009). Getting the balance right: Gender equality in Journalism. Brussels: IFJ
8. Sharma, Kalpana. (2014). Missing: Half the Story: Journalism as if Gender Matters. New Delhi: Zubaan
9. Sharma, Kalpana and Ammu Jospeh (2006). Whose News: The Media and Women's Issues. New Delhi: Sage.
10. Bock, Mary Angela. (2023). Gender and Journalism: An Intersectional Approach. Maryland: Rowman and Littlefield.
11. Baron, Dennis (2020). Whats Your Pronoun: Beyond He and She, London: Liveright
12. Luck, Christiane. (2020). Rewriting Language: How Literary Texts can Promote Inclusive Language Use. UCL Press.
13. Strunk, Kamden and Stephane Anne Shelton. (2022). Encyclopedia of Queer Studies in Education. Brill.

==Employability: Gender editor, Journalist, Digital Journalist, Content Writer, Online content creator, Reporter, Development project consultant, Advocacy journalist, journalism trainer==
==*Entrepreneurship: Gender Trainer, Freelance Reporter, Gender consultant*==
==*Skills Developed: Gender Sensitive communication, Gender inclusive language, Gender representative and Gender inclusive work culture, Gender editing and review*==

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

| 24MCN223 | FEATURE WRITING | 1 0 6 | 4 |

Course Objective: Feature Writing is a practical-oriented course that focusses on the craft and techniques of creating stellar feature stories across various genres. Students will learn to distinguish between news and feature writing, develop story ideas, and master diverse feature formats. The course covers essential skills like effective interviewing techniques, structuring feature articles, and employing various narrative styles. Emphasis is placed on language use, story leads, and the art of writing engaging headlines and listicles. The course is designed to enhance storytelling skills and adaptability in the evolving landscape of journalism.

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

1. Distinguish between routine news reporting and writing features, by writing on issues of interest in an entertaining manner.
2. Get involved in leg work, visits, interviews and research that takes them to places away from the campus to gather materials for the story.
3. Learn to structure the story and to hold the interest of the reader
4. Cover seasonal events and festivals which provide occasion to write detailed features combined with profiles, and other types of features.

5. Undertake assignments of special interest features, like women's issue, gender parity, fashion, and real estate to help gain better understanding of the issues.

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	2	3	1		2		3	3	2	2
2	1	3	3	2	3	1	3	2	1	3
3	2	3	1		2		3	3	1	3
4	1	3	3	2	3		3	3	1	3
5	1	3	3	2	3		3	3	2	3

UNIT 1
Introduction to Feature Writing: News and features - the soft and hard news continuum. Difference between Newspaper and Magazine Features. Feature story formats and themes. Researching for a feature story: Curiosity, ideas, subjects, perspectives, story angles

UNIT 2
Shaping the idea into a story: theme, style, tone, emotion. Reporting for Feature Stories; Sources; Role of the reporter: summarizer, referee, observer, participant, subject, companion, guide. Types of features: Human interest, Travel, Entertainment, Humor, Science and Technology, Services, Culinary, profiles, social trends, seasonal features.

UNIT 3
Interview techniques for Feature Stories – types of interviews. Sources, mood and angles. Structuring a profile feature: Observing the subject, Motivational and inspirational, Everyday men - relatability, Covering annual events: Anticipating in advance, fresh angles, unique events, human interest approach. Writing features for art, performing arts such as theatre, dance, music, entertainment, and sports.

UNIT 4
Writing a Feature Story; Language of Features; Leads: Summary, Anecdotal, Quotation, Question, Amazing fact, Delayed ID etc. The inverted pyramid, Kebab and upright pyramid structures. Chronology, perspectives, quotes, narrative, motivation and plot in features. Visual language and anecdotal style.

UNIT 5
Developing headlines and listicles out of feature articles, writing blurbs. Using images. Optimizing print feature articles for mobile first optimization. Length: When to be economical, and when to be elaborate. Catering to the likes and dislikes of the reader.

REFERENCES
1. Friedlander, E.J and Lee, J (2004) *Feature Writing for Newspapers and Magazines*, 5th edition, New York: Longman
2. Houston, B., and Len B., Steve, W. (2002). *The Investigative Reporter's Handbook – A Guide to Documents, Databases and Techniques*. 4th Ed. Boston: Bedford/St. Martin's.
3. Pape, S (2006) *Feature WritingA Practical Introduction* UK: Sage Publication
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: Journalist, Reporter, Feature writer, Freelance journalist, Digital content writer, Tourism and travel blogger, reviewer.
Entrepreneurship: Freelance feature writer, Freelance journalist

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

SEMESTER V

24MCN301 PROGRAMME PRODUCTION FOR ONLINE AND TELEVISION   11 4   4

Course Objective: Provides the student with theoretical and practical experience in the preparation of audio video materials for FM radio, Television, Web, and social media.

Course Outcomes: By the end of the course the students will be able to:
1. Understand the different stages of Programme production.
2. Acquire skills that are essential for creating shows for various platforms.
3. Understand the Fundamental concept of Media Production inside the studio floor.
4. Develop proficiency in using studio equipment.
5. Develop proficiency in editing and final broadcast delivery.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	1	3	1	2	0	0	0	2	3	1
2	3	3	3	1	2	1	1	3	3	3
3	2	3	3	1	1	1	0	1	2	1
4	2	2	2	1	1	1	1	0	1	1
5	2	2	2	1	2	2	1	0	1	1

UNIT 1
Stages of Program Production: Pre-Production, Production and Post-Production.
Idea Generation: From 2-minute headlines to 24-hour news, News programmes, V´erit´e, 24-hour news, Item selection and order, Fieldwork, Organization structure: Professional involved in Broadcast Production,

UNIT 2
Pre-Production: Putting the show together, Winning and keeping an audience: Headlines and Promotions, Research and Script, set design, Costume, Location Hunt, Equipment, Programme balance – being all things to all people, Making the Programme fit: Cutting, Filling, Backtiming. Deadlines – Timing is more than meeting deadlines, Media calendar, Floor plan for Camera and Lighting,

UNIT 3
Production: Equipment required for Production: Camera, Lights, Mic, Multi Camera production. Presenting the News -News anchors and presenters: The talent. Electronic News Gathering, Electronic Field Production, Big Remotes,

UNIT 4
The News Studio - The set, Production Control room – The equipment, Master Control Room, Recording: Principles of recording, Before the interview, The studio today and radio tomorrow,

On-air studio, Remote studio, Live transmission and streaming. Event coverage & Sports Action, Studio for online channels.

UNIT 5
Postproduction: Non-Linear video Editing, Digital audio editing, Multi Timeline, Assembling and rearranging recorded video, Preview, Log sheet, Edit Script, Transitions, Cut away and reaction shots, Continuity, Graphics, Chroma key.

REFERENCES

1. Owens, J. (2019). Television Production, 17th Edition, Routledge
2. Lance, P., & Stefania, M., (2023). Video Editing Made Easy with DaVinci Resolve 18, Packt Publishing.
3. Ciampa, R., Theresa, G., Ciampa, M., & Murphy, R., (2020). YouTube Channels for Dummies, 2nd Edition, For Dummies.
4. Compesi, R. (2015). Video Field Production and Editing, 7th Edition, Focal Press.
5. Cury, I. (2015). Directing and Producing for Television, 5th Edition, Routledge

Employability: TV channels, Production House, as anchors
Entrepreneurship:News Presenters, Programme Producer
Skill Development: Handling equipment for production/interview. - News presentation skill

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

24MCN303	FILM STUDIES	3 0 0	3

Course Objective: Prepare students to participate in a world increasingly shaped by moving pictures. This course offers a foundation of understanding cinema and its relations to culture, history, genre, technology and aesthetics to create and analyze moving images as well as research the craft.

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 styles and know the basics of the language of film.
2. Understand the major landmarks in world cinema and Indian cinema from the silent era to the present, including major developments in technology, production of film, and prominent styles of film forms.
3. Identify and appreciate the major events in world film history, which includes soviet montage, French new wave, Italian neorealism, German expressionism, and Spaghetti western. Also they will have knowledge of the major analytical frameworks of cinema studies such as auteur theory, and Kuleshov effect.
4. Critically analyze the way in which film communicates meaning and messages to its audiences.
5. Critically evaluate through theoretical lens, film as a cultural text and analyze its role in bringing about social changes, trends and cultural shifts.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	3			2			2	2	2
2	2	1			2			2	2	2
3	2	2		1	1			2	2	2
4	3	3	2	1	3			3	3	3
5	3	3	2	2	1			3	2	2

UNIT 1
Introduction to Film. Film, Cinema and Movie: The three terms and their difference. The aspects of cinema: From memory to technology. The ontology of the photographic image. The evolution of the language of cinema: Mise-en-scene, types of shots etc.. The virtues and limitations of montage. Theory focus: Realism and Formalism

UNIT 2
History of World Cinema: Silent Cinema (1895-1930) - Talkies (1930-1960) - Modern Cinema (1960-1995) – The post 2000s era – From the 70mm and cinemascope era to IMAX. Major landmarks in World Cinema – Classic World films and their makers. Intorudoction to Indian cinema. Theory focus: Intertextuality and Auteur theory

UNIT 3
The Soviet montage: Historical background, Pre-revolutionary Russian cinema, Soviet cinema and ideology: film as an agent of change, Form: montage, Theoretical debates-montage versus realism. Major theories linked to Soviet Cinema, French New Wave – Italian Neorealism – German Expressionism - Spaghetti Western –New Hollywood. The contribution of each of these movements in shaping Indian cinema. Theory focus: Genre theory and Apparatus theory.

UNIT 4
Narrative: Character motivation, Chronology, Space, Narrators, Types of narrators. Cultural and Identity Representation through cinema. Writings on Indian cinema, Genre and form, Songs and dance sequences – Bollywoodization, The post-Covid changes and challenges in the Global and Indian film industries, Censorship, The woman's film, Foundational fictions of the post-colonial nation. Theory focus: Visual pleasure and introduction to psychoanalytic theory.

UNIT 5
Parallel Cinema and Mainstream Cinema. Film review and criticism. The Indian cinema going digital. - Advantages with language versions. Understanding the star and the film business. Corporatization of cinema in India. Funding. Making of Cinema – Key aspects in Direction, Cinematography, Lighting, Composition and Editing – Technical analysis of shots, scenes and sequences. Theory focus: Feminist and Queer theories in Cinema.

REFERENCES
1. Abrams, N., Bell, I. and Udris, J. (2001). *Studying Film*, London: Arnold.
2. Boggs, J.M. and Petrie, D.W. (2008). *The Art of Watching Films*, 7th Edition, Boston: McGraw- Hill.
3. Mulhall, S. (2002). *On Film*. London: Routledge.
4. Proferes, N.T. (2005). *Film Directing Fundamentals*: *From script to screen*. New York: Focal Press.
5. Villarejo, A. (2007). *Film Studies the Basics*, London: Routledge
6. Li, Q., Wilson. D and Yanqiu G. (2023). The Global Film Market Transformation in the Post-Pandemic Era: Production, Distribiution and Consumption. London. Roiutledge
7. Rajadhyaksha, Ashish (2009). Indian Cinema in the Time of Celluloid: From Bollywood to

the Emergency. Bloomington: Indiana University Press.
8. Love, Heather (2021). Underdogs: Social Deviance and Queer Theory. London: University of Chicago Press.
9. McDonald, Kevin (2022). Film Theory: The Basics. New York: Routledge
10. Ruti, Mart. (2016). Feminist Film Theory and Pretty Woman. New York: Bloomsbury
11. Viswamohan, Aysha Iqbal. and Clare. M. Wilkinson (2020). Stardon in Contemporary Hindi Cinema: Celebrity and Fame in Globalized Times. Singapore: Springer.

Employability:Film Reviewer in Newspaper, Magazine, Television channels and Online news and Entertainment portals, Researcher
Entrepreneurship: Jury member in film/short film/documentary awards, Independent reviewer/ YouTuber, Film Industry Analyst, Researcher
Skill Development: Film Review, Film Analysis

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

| 24MCN302 | NEWS, ANALYSIS AND DEBATES – III | 1 0 0 | 1 |

Course Objective: The course aims to improve the analytical thinking of students so that they may independently reach conclusions about international relations dilemmas.

Course Outcomes: By the end of the course the students will be able to:
1. Understand the concept of bilateral and multilateral trade treaties and how they impact on balance of trade.
2. Examine and critique defense pacts and military alliances, like the emerging QUAD, the quadrilateral convergence of the United States, Japan, Australia, and India in the face China's increasingly aggressive posture.
3. Analyze and critique India's neighborhood and look-east policies and the thinking behind sub-regional, regional, and international groupings, like the SAARC (South Asian Association for Regional Cooperation) BRICS (Brazil , Russia, India, China, and South Africa,. IORA, Indian Ocean Rim Association, SCO (Shanghai Cooperation Organization).

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3		1		2	1	1	1		2
2	3	3	1	1	2	1	1	1	2	2
3	3	3	1	1	2	1	1	1	2	2

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. News Websites: www.bbc.com, www.livemint.com, abcnews.go.com, www.huffingtonpost.co.uk, www.thehoot.org. News Agencies: – Reuters, AFP, AP, PTI, IANS
4. Magazines: - Outlook, India Today, Sportstar, TIME
5. Radio News: AIR News, BBC World Service

6. Television News: CNN-IBN, NDTV 24 x7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

SEMESTER V

24BMM301	SUSTAINABILITY MARKETING	4 0 0 4

Course Objectives: This course develops a sustainability-oriented vision of marketing and the knowledge and skills necessary to successfully market sustainable products and services.. The course also reviews global trends and issues that influence sustainable product success. Students expand their knowledge of sustainability across organizations, industries, and practices and establish a solid foundation for transitioning to sustainable business practices and positively contributing to a more sustainable world.

Course Outcomes: By the end of the course the students will be able to:
1. Develop a clear understanding of historical background and context of sustainability marketing.
2. Understand the value of sustainable marketing for the business.
3. Identify the responsibilities and opportunities of firms in driving sustainability.
4. Evaluate how a sustainability-oriented vision of marketing can be used to create solutions that benefit the organization and society.
5. Develop marketing strategies to promote sustainability in a manner that enhances business.

ARTICULATION MATRIX

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

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, Chandana Hewege · 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., Ramayah Thurasamy (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

Pre-requisite: Team Spirit, self-confidence and required knowledge, basic English language skills, knowledge of high school level mathematics.

Course Objective: To help students understand the nuances of leadership, know the importance of working in teams, face challenging situations, crack interviews, improve communication skills, and problem-solving skills.

Course Outcomes

CO1: Soft Skills - To acquire the ability to work in teams, present themselves confidently and showcase their knowledge, skills, abilities, interests, practical exposure, strengths, and achievements to potential recruiters through a resume, video resume, and personal interview.

CO2: Soft Skills - To have better ability to prepare for facing interviews, analyze interview questions, articulate correct responses and respond appropriately to convince the interviewer of one's right candidature through displaying etiquette, positive attitude and courteous communication.

CO3: Aptitude - To manage time while arriving at appropriate strategies to solve questions in geometry, statistics, probability and combinatorics.

CO4: Aptitude - To analyze, understand and apply suitable methods to solve questions on data analysis.

CO5: Verbal - To use diction that is less verbose and more refined and to use prior knowledge of grammar to correct/improve sentences.

CO6: Verbal - To understand arguments, analyze arguments and use inductive/deductive reasoning to arrive at conclusions. To be able to generate ideas, structure them logically and express them in a style that is comprehensible to the audience/recipient.

Skills: Communication, teamwork, leadership, facing interviews and problem-solving.

CO-PO Mapping

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3		2		3
CO2	3	3	3				3
CO3	3						3
CO4	3						3
CO5	3	3	3				3
CO6	3	3	3				3

Syllabus Soft Skills

Productivity Skills - Goal setting: Goals and the process of goal setting: SMART goals. Time management: Why is time management a misnomer? Principles of time management, strategies for effective time management; Time Analysis.

Team Work: Value of teamwork in organizations, Definition of a team. Why team? Effective team building. Parameters for a good team, roles, empowerment and need for transparent communication, Factors affecting team effectiveness, Personal characteristics of members and its influence on team. Project Management Skills, Collaboration skills.

Leadership: Initiating and managing change, Internal problem solving, Evaluation and co-ordination, Growth and productivity, Importance of Professional Networking.

Facing an interview: Importance of verbal & aptitude competencies, strong foundation in core competencies, industry orientation/knowledge about the organization, resume writing (including cover letter, digital profile and video resume), being professional. Importance of good communication skills, etiquette to be maintained during an interview, appropriate grooming and mannerism.

Aptitude

Numerical Ability III: Geometry, Permutations & Combinations, Probability and Statistics. Data Interpretation: Tables, Bar Diagrams, Line Graphs, Pie Charts, Caselets, Mixed Varieties, and other forms of data representation.

Verbal Skills

Vocabulary: Create an awareness of using refined language through idioms and phrasal verbs.
Grammar (Advanced Level): Enable students to improve sentences through a clear understanding of the rules of grammar.
Reasoning Skills: Facilitate the student to tap his reasoning skills through Syllogisms, and critical reasoning arguments.
Reading Comprehension (Advanced): Enlighten students on the different strategies involved in tackling reading comprehension questions.
Public Speaking Skills: Empower students to overcome glossophobia and speak effectively and confidently before an audience.
Writing Skills: Practice closet tests that assess basic knowledge and skills in usage and mechanics of writing such as punctuation, basic grammar and usage, sentence structure and rhetorical skills such as writing strategy, organization, and style. Practice formal written communication through writing e-mails especially composing job application emails.

References:

1. Adair.J., (1986), "Effective Team Building: How to make a winning team", London, U.K: Pan Books.
2. Gulati.S., (2006) "Corporate Soft Skills", New Delhi, India: Rupa & Co.
3. The Hard Truth about Soft Skills, by Amazon Publication.
4. Verbal Skills Activity Book, CIR, AVVP
5. Nova's GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce
6. The BBC and British Council online resources
7. Owl Purdue University online teaching resources
8. www.thegrammarbook.com online teaching resources
9. www.englishpage.com online teaching resources and other useful websites
10. Student Workbook: Quantitative Aptitude & Reasoning, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
11. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.
12. How to Prepare for Quantitative Aptitude for the CAT, Arun Sharma.
13. How to Prepare for Data Interpretation for the CAT, Arun Sharma.
14. How to Prepare for Logical Reasoning for the CAT, Arun Sharma.
15. Quantitative Aptitude for Competitive Examinations, RS Aggarwal.
16. A Modern Approach to Logical Reasoning, RS Aggarwal.
17. A Modern Approach to Verbal & Non-Verbal Reasoning, R S Aggarwal.

Assessment	Internal	External
ContinuousAssessment(CA) –SoftSkills	30	-
ContinuousAssessment(CA) –Aptitude	10	25
ContinuousAssessment(CA) –Verbal	10	25
Total	50	50

*CA - Can be **presentations, speaking activities and tests.**

Open Elective 2*

24OEL301	DOCUMENTING SOCIAL ISSUES	3 0 0	3

Course Objective: Visual documentation of key social issues: The student will write the script and shoot a documentary film of 5-10 minutes, highlighting a key issue.
Course Outcomes: By the end of the course the students will be able to:
1. Identify problems of the common man, as highlighted in the media
2. Develop critical thinking skills necessary to evaluate, organize and disseminate news related to social issues
3. Use data to create stories about social issues
4. Produce documentaries highlighting current social issues using available data

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	2		2	2	1	1	2			
2	3	2	2	1	2	2	2	1	3	3
3	2	3	3	3	3	2	2	2	3	2
4	3	3	3	3	3	2	3	2	3	2

UNIT 1
Screening documentary films on various social issues – gender discrimination, women empowerment, dowry, female infanticide and skewed sex ratios, maternal and child care, role of technology in transforming societies, changing caste and class barriers etc. etc.,

UNIT 2
Selecting the topic: Migration of labour from other regions to the southern states due to labour shortage and their integration in the society as local youth turn away from traditional occupations of their families and go in search of white-collar jobs, alcohol consumption and rising crime, drug addiction among students etc..

UNIT 3
Data collection on the ground, interviews and shooting schedule.

UNIT 4
Pre-production, production and post-production processes with approval from the guide.

UNIT 5
Preview of the film & analysis.

REFERENCES
1. Aufderheide, Patricia (1997) Public Intimacy: The Development of First-Person Documentary, New York: Afterimage-Rochester. 25, 16-18.
2. Nichols, B. (2010). Introduction to documentary. Indiana University Press.
3. Rosenthal, Alan (1990) Writing, Directing, and Producing Documentary Films and Videos. Carbondale: Southern Illinois University Press.
4. Walker, J., & Waldman, D. (1999). Feminism and Documentary. University of Minnesota Press
5. Documenting Gendered Violence, Representations, Collaborations, and Movements, (2015) Bloomsbury Publishing

Films
1. Flaherty, Robert J (1922) Nanook of the North
2. Kauffman, R., and Briski, Z. (2005). *Born into brothels*. ThinkFilm.
3. Srinivasan, R R (2009) En Peyar Palaru
4. Srinivasan;R R (2000) Nadhiyin Maranam
5. Rajesh S. Jala (2008) Children of the Pyre
6. Nishtha Jain (2014) Gulabi Gang
7. Khushboo Ranka and Vinay Shukla (2017) An Insignificant Man
8. Amit Virmani (2013) Padman

Employability: Documentary film maker on social issues, educationist
Entrepreneurship: Freelancer documentary film maker on social issues, educationist and so on
Skill Development: Produce documentaries using available data

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

IMC

24MCN306   CORPORATE SOCIAL RESPONSIBILITY IN PRACTICE   4 0 0   4

Course Objective: Learn to innovate, improve efficiency and create value for the corporate in society and examine whether organizations should consider the impact of their activities on diverse stakeholders.

Course Outcomes: *By the end of the course the students will be able to:*
1. Examine the scope and complexity of corporate social responsibility (CSR).
2. Learn the relevance of a multi-stakeholder perspective in viewing CSR issues.
3. Analyze the complex issues confronting organizational leaders as they develop their CSR programs.
4. Evaluate the level of commitment to CSR of various organizations and explain how it can be a source of competitive advantage.
5. Apply elements of theory to create model CSR campaigns addressing relevant social issues.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3				3		2		3	3
2	3		3	3					2	
3	3			3	3	3		2	3	3
4	3	3	3	3	3		2	2		3
5	3	3	3		3	3		3	3	3

UNIT 1
History of corporate social responsibility: Concepts and practices. Shareholder activism.
CSR Theories: CSR and community relations. The Birkigt and Stadler model of corporate identity. Political theory, social contract theory, stakeholder theory, economic theory of self-regulation, halo effect, critical theory and CSR. Altruistic CSR. Ethics. Critique of CSR: Modern era and CSR debates. Agents: Transnational corporations. Government. NGOs.Social perspectives. Corporate sectors- social and societal responsibility. The CSR Pyramid. Modes of value creation. Consumers as drivers of CSR.

UNIT 2
Country perspectives: CSR in India. Philanthropy to corporate initiatives. Global context: Globalisation and CSR. UN global compact**.** Globalisation and norm construction. The Norm cycle model. CSR in developing countries: Asian perspectives.

UNIT 3

CSR campaign: strategy and initiatives. Benefits. Workplace CSR. Social and community initiatives. Stages of CSR. Sustaining the CSR campaign. Measuring CSR effectiveness. Sustaining funds through branding. Integrated approach. The CSR communication strategy. Image building activities.

UNIT 4

CSR and environmental sensitivity: Cause related marketing. Green marketing. Social marketing. Social media and CSR. Increasing credibility. Green Activism. Mission and cause marketing. Sponsoring local events. Environmentally safe products.

UNIT 5

The societal role: Giving back to community. Social impact. Education. Health. Inclusive design – elderly. Social empowerment. Reaching rural India. Grassroots implementation. Economic development. Developmental initiatives.

REFERENCES
1. Coombs, W.T. and Holladay, S.J. (2012). *Managing corporate social responsibility: A communication approach*. UK: Wiley Blackwell.
2. Lumde, N (2018). Corporate Social Responsibility in India- A Practitioner's Perspective, Notion Press
3. Mallin, C.A. (Ed.) (2009). *Corporate social responsibility: A case study approach*. U.K. Edward Elgar Publishing
 4. Murray, A., Dillard, J.F., and Haynes, K. (2013) Corporate Social Responsibility-A Research Handbook, Routledge, UNITed Kingdom
5. Narang, R.K. (Ed.) (2009*)   Corporate social responsibility: Replicable models on sustainable development*. New Delhi: TERI Press.
6.Segerlund, L. (2010). Making corporate social responsibility a global concern: Norm construction in a globalizing World. England: Ashgate Publishing**.**

Employability:Ad agencies and event management companies
Entrepreneurship:Communication consultant, media strategist
Skill Development: Media analysis, Internal and CommUNITy relations of Corporate Social Responsibility through corporate management, Crisis management

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

24MCN307 SUSTAINABLE MARKETING: KEY PRINCIPLES AND STRATEGIES 4 0 0   4

Course Objectives: This course develops a sustainability-oriented vision of marketing and the knowledge and skills necessary to successfully market sustainable products and services.. The course also reviews global trends and issues that influence sustainable product success. Students expand their knowledge of sustainability across organizations, industries, and practices and establish a solid foundation for transitioning to sustainable business practices and positively contributing to a more sustainable world.

Course Outcomes: By the end of the course the students will be able to:
6. Develop a clear understanding of historical background and context of sustainability marketing.
7. Understand the value of sustainable marketing for the business.
8. Identify the responsibilities and opportunities of firms in driving sustainability.

9. Evaluate how a sustainability-oriented vision of marketing can be used to create solutions that benefit the organization and society.
10. Develop marketing strategies to promote sustainability in a manner that enhances business.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	1				2	3	1	2		1
2			2	2	3	3	2	2		1
3	3		3	3	3	3	1	2		2
4	3	2	3	3	3	3	2	3	3	3
5	3	3	3	3	3	3	3	3	3	3

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

6. Bhattacharyya, J., Manoj Kumar Dash, Chandana Hewege · 2021. Social and Sustainability Marketing. A Casebook for Reaching Your Socially Responsible Consumers Through Marketing Science. Taylor & Francis. ISBN:9781000408027, 1000408027
7. Guyader, H., Mikael Ottosson, Anders Parment · 2020. Marketing and Sustainability. Why and How Sustainability Is Changing Current Marketing Practices. Studentlitteratur AB. ISBN:9789144139869, 9144139861
8. Richardson, R. (2019). Sustainability Marketing Planning, Taylor & Francis, ISBN:9780429678134, 0429678134
9. Sharma, R.R., Kaur, T., Amanjot Singh Syan (2021). .Sustainability Marketing: New directions and practices, Emerald Publishing Limited. ISBN 9781800712447, 1800712448
10. Quoquab, F. Mohammad, J., Ramayah Thurasamy (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, strategyand management skills

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

BROADCAST

| 24MCN308 | SOUND DESIGN | 1 1 4 | 4 |

Course Objective: Provides the student with theoretical and practical experience in Sound Design.

Course Outcomes: By the end of the course the students will be able to:
1. Understand the history of sound design.
2. Select the appropriate microphone to capture optimal sound quality in various settings.
3. Conduct live audio recording and mixing for any production.
4. Apply noise reduction techniques and deliver high-quality audio.
5. Execute a sound design for their final project

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	0	0	0	0	1	0	2	0	2	0
2	3	0	0	1	1	0	3	3	3	2
3	3	3	2	1	3	1	3	3	2	2
4	3		0	0	0	1	3	1	2	2
5	3	0	0	1	3	1	3	3	3	2

UNIT 1
History of Sound design, Art of Sound, Types of Sound waves, Classification, and quality, pitch, low and high frequency, Microphones – types of microphones – sensitivities of microphones, Functioning of Microphone, Use of special purpose microphones - contact microphone - Lavalier

microphones, Mono, Stereo, panning, Perception of sound, wavelength, Amplitude, Frequency, pitch, harmonics, equalization, reverberation, cables, and connectors. Analog and Digital.

UNIT 2

Mixing console, Echo and reverberation, special effects UNITs, equalizers and compressors, plugins, digital recording and editing software, Input devices, output devices, sound file extensions and formats, time code, positioning of microphones

UNIT 3

Musical Instrument Digital Interface (MIDI), Foley, Dialogue Editing, Live recording, Mix and Mastering, acoustic, Process of Recording, Decibel (dB) level.

UNIT 4

Noise and noise reduction, the nature of noise, white noise, pink noise, residual(quiescent) noise, signal-to-noise ratio, static and dynamic noise reduction, devices(filters).

UNIT 5

Sound Recording Techniques: Television. AM, FM, mobile radio, internet radios, commUNITy radio, Podcast. Sound recording for studio/outdoor production.

REFERENCES

Cockburn, J. (2022). The Podcaster's Audio Guide: A DIY guide to recording, mixing and editing sound for podcasts. Routledge.
Collins, K. (2020). Studying Sound: A Theory and Practice of Sound Design, MIT Press
Harrison, T. (2022). Sound Design for Film, The Crowood Press.
Hurkman. (2014). *Color Correction Handbook, Second Edition:* Peachpit Press
Kinght-Hill, A. (2020). Sound and Image: Aesthetics and Practices. Focal Press.

Employability: TV channels, Film Industry, Production House
Entrepreneurship:Freelance Colourist, Editor
Skill Development: Color science, Shoot framing, Color Science
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

24MCN309   EDITING AND COLOR GRADING(DI)   1 1 4   4

Course Objective: Provides the student with theoretical and practical experience in Advanced Video editing and DI Color grading.

Course Outcomes: By the end of the course the students will be able to:
1. Understand the different editing techniques and style.
2. Understand the fundamentals for different color grading workflows.
3. Apply techniques to use color creatively.

4. Foster creativity and storytelling skills through hands-on exercises in multi-camera editing, transitions, and keyframing.
5. Complete a project from start to finish and deliver a professional standard output.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	1	0	0	0	1	0	2	1	2	0
2	2	2	1	0	1	0	2	1	3	2
3	3	3	2	1	1	1	2	0	3	1
4	3	3	2	1	3	1	3	3	2	2
5	3	3	2	1	2	0	3	1	3	1

UNIT 1
NLE (Davinci Resolve): Project Library and Database, Project, Timeline, video and audio tracks, media management, import, bin, smart bins, power bins, cut page, trimming window, Preview window, media pool, Inspector, Metadata, Timecode, effects, Blade, Trim, Snap, linked selection, waveform, Histogram, vector scope.

UNIT 2
Introduction to Editing: Linear and nonlinear editing, Resolution and frame rate, bit depth, HDR, Camera formats, proxy, Offline and online editing, types of cuts, Multi camera editing, In and Out points, Transitions, Title, Subtitle, Keyframing.

UNIT 3
Science of Color Grading: Color Correction vs grading, Primaries – Color wheels, Color Bar, Log wheels, Curves, Temperature, Tint, Contrast, Shadows, Midtones, Highlights, Offset, Gamma, Gain, Saturation, HDR color wheels, RGB Mixer, Color Warper, Qualifier.

UNIT 4
Conform: NLE to Resolve timeline, conforming original footage, Offline reference clip, detect scene cut, Resolve to NLE.
Node based workflow- Serial, Parallel, layer, outside. Look up table (LUT), Color space, Composite, Tracker, Magic mask, Blur, Key, Color space transform, Glow, Halation, face touchup, deflicker, denoise, object removal, tilt shift, Grain, Screen Grab

UNIT 5
Delivery: Export for projection, Web, Bitrate, Format, Codec, frame rate, two pass, Rec 709, QuickTime, Apple Prores, Image sequence.

REFERENCES
1. Hurkman. (2014). *Color Correction Handbook, Second Edition:* Peachpit Press
2. Koskinen. (2014). Color Grading a Feature Film for Digital Cinema: theseus.fi
3. Postma, Chorley(2016).Color grading with color management: SMPTE
4. Haine.(2019). Color grading 101: Focal Press
5. Fissoun, D., Druss, J., Plummer, M., Scoppettuolo, D., Hover, D.(2023). The Colorist Guide to DaVinci Resolve 18: Blackmagic Design Learning Series
6. Yashvanthan. (2021). Digital cinema scissors - Chapters of creative film and video editing: Notion Press
7. Dancyger. (2018).The Technique of Film and Video Editing: History, Theory, and Practice: Focal Press

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

PRINT

24MCN310   WRITING FOR ONLINE MEDIA   1 0 6   4

Course Objective: Writing for Online Media offers hands-on and comprehensive training in creating diverse text content for online journalism. Students will learn to navigate various online platforms, understanding their specific requirements and audience expectations. The course covers story development using social listening tools, source interaction and verification in the digital sphere, and techniques for writing across different formats like blogs, listicles, and multimedia articles. They will get trained in structuring content with engaging language and optimizing for search engines and social media. Students will also explore headline crafting, video scripting, and in using user-generated content, culminating in assignments that apply these skills to produce captivating online journalism.

Course Outcomes: At the end of the course, students will be able to:
1. Understand the diverse platform requirements and audience expectations based on various digital journalism platforms.
2. Develop social listening skills to develop story ideas, establish contacts with sources and develop story ideas based on news values and by tracking trending topics.
3. Adopt strategic, engaging and appropriate story structuring styles to suit the platform, the story type, story format, audience expectation and packaging requirements.
4. Critically evaluate the requirements of each platform and develop packaging strategies, headlines, scripts and content that engages and retains audience attention
5. Apply the strategies learnt to create compelling content for various digital platforms optimized to mobile-first approach, audience engagement and other digital journalism features.

Articulation Matrix:

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	2	2		3		3	3	2	3
2	2	3	3		3		3	2	2	2
3	3	3	2		3		3	3	2	3
4	3	3	3		3		2	3	3	3
5	3	3	3		3		3	3	1	3

UNIT 1:
Writing for Online media – introduction. Are all online media the same? Understanding platform specific requirements, platform specific reader expectations. Familiarizing formats. Print and broadcast vs. Online. Digital journalism, multimedia journalism, citizen journalism and solo journalism.

UNIT 2:
How to develop a story? Social listening skills – X Lists, following official X accounts, X Deck, Google trends, hashtag searches, crowdtangle, X Deck, looking out for trending topics. Social listening through social media – joining various groups to observe discussions. Establishing contacts in groups – establishing contact with sources in digital platforms, interacting with sources on online platforms, establishing trust, practical approaches to data protection and source protection in digital realm. Importance of verifying in social listening.

UNIT 3:
Shaping a story – Writing hard and soft news content for specific platforms. Writing styles for blogs, listicles, text based articles, multimedia articles, analysis articles, infographic and science communication, climate journalism in digital realm, video reports, breaking news, breaking news live blog, Social media live, video reports, readable videos and the like. Intermittent images, read out loud options, videos and other interactive content. Keywords, hashtags and Search engine/ social media optimization.

UNIT 4:
Structuring the story: Tone, conversational language, direct and catchy style, Structure: Kabab, Inverted pyramid and upright pyramid. Making multiple versions of the same story for various platforms. Same story, various styles: repackaging for social media, blogs, and digital news platforms. Writing immersive and engaging content. Keeping the reader in mind. Distractions and the eye scanning patterns: retaining the reader and holding their interest: Breaking the article into parts/chunks with subheadings. Links to previous articles and hypertexting.

UNIT 5:
Keeping the length in mind. How long is too long? Swipeability and readability: condensing what has been written into mobile first optimization. The importance of headlines in online journalism: Key to engagement. Clickbaits vs catchy headlines. Scripting for video. Crowdsourcing content and User Generated Content: verifying. Interacting with audience: sustained engagement. Applying what has been learnt into various writing assignments.

References:

1. Kuehn, Scott. A. (2018). The Basics of Media Writing. Singapore: SAGE
2. Cox, Jennifer Brannock. (2021). Feature Writing and Reporting: Journalism in the Digital Age. Los Angeles: SAGE
3. Bradshaw, Paul. (2022). The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age: Oxon: Routledge
4. Carroll, Brian. (2017). Writing and Editing for Digital Media. London: Routledge
5. Halls, Jonathan. (2015). Video Script Writing: how to Write better Scripts for Your Digital Video. Talkshow Media
6. Hailey, David. (2017). Readercentric Writing for Digital Media: Theory and Practice. London: Taylor and Francis
7. Lawrence, Dan. (2022). Digital Writing: A Guide to Writing for Social Media and the Web. Ontario: Broadview Press.
8. Boyle, Raymond. (2020). Changing Sports Journalism practice in the Age of Digital Media. Oxon: Routledge.

Employability: Digital journalist, Reporter, Editor, Social Media strategist, News Analyst, Online content creator
Entrepreneurship: Freelance online content provider, Freelance journalist, Digital Journalism initiative

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

24MCN311   OPINION AND EDITORIAL WRITING   1 0 6   4

Course Objective: The course trains students to write strong and compelling editorials and opinion pieces for print media, focusing on critical thinking, persuasive writing techniques, and ethical considerations. The course covers topics such as identifying and researching issues, developing strong arguments, engaging with diverse perspectives, and adhering to journalistic standards. Assignments include writing editorials, opinion essays, and critiques. Emphasis is placed on clarity, argumentative structure, and the power of prose to influence public opinion.

Course Outcomes: By the end of the course, the students will be able to
1. Understand opinion as a foundational aspect of writing editorials while also realizing the importance of whose opinion matters, and why.
2. Understand editorial stances and the function of editorials in influencing public opinion, influencing policy makers and in performing the watchdog function of journalism
3. Learn techniques of structuring and packaging editorials in order to engage the readers.
4. Understand the language, style, tone, function and types of editorials and opinion articles, in order to analyse editorials and to write compelling editorials
5. To research well on a timely topic and write strong editorials that illustrates the internalization of the various characteristics of an editorial.

Articulation Matrix

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3		1	2	3			3	2	2
2	3	2	3	3	3			2	2	3
3	2	3	2		2		3	3	2	3
4	2	3	2	1	3		3	3	2	3
5	3	3	2	1	3		3	3	2	3

UNIT 1:
Opinion vs. Editorial. Whose opinion? "Opinion that matters" Qualifying opinion – Public opinion, informed opinion, knowledge backed opinion. Opinion articles in the form of editorials, criticism, op-ed columns and personal columns. Characteristics of Editorial: Tone and Manner, simplicity and directness, clarity, impersonalism, authoritativeness and assertiveness.

UNIT 2:
Familiarizing with the style of editorials: Analysing some important editorials from the past and contemporary editorials from daily newspapers. Instructional functions of the editorial: teach, attack, defend, praise, critique. Presenting the timeliness and urgency of editorial: analyzing the present, digging the past and extrapolating the future consequences. Whom do you invite as your columnist?

UNIT 3:
Editorial as the voice of the newspaper: responsibilities. Collaboration and Conflict in Editorial stances: Publishers and Editorial board. Structure of an editorial. The three-part editorial: The

annunciatory beginning, the interpretative amplification and the conclusion. The summary editorial, the essay editorial, the home subject editorial, human interest editorial.

UNIT 4:
Objectivity vs. Opinion in Editorial: Influencing reader's attitude and influence policy makers– advocacy, dissent, critique, protest, attack, suggestions. Endorse/ support an issue of public importance. Reason over passion. Using satire, irony, sarcasm in editorials. Managing columnists and their extreme opinions.

UNIT 5:
Persuasive techniques in Editorial writing. Recognizing opinion and defamation in writing. Based on what is learned, the students are expected to write editorials and opinion articles

References:
1. Neal, Robert W. (2012). Editorials and Editorial Writing. Filiquarian Publishing.
2. Hall, Homer, L. (2016). Expressing Your Opinion: Writing Memorable Editorials. New York: Rosen Publishing Group
3. Nambath, Suresh (Ed). (2023). The Hindu Book of Editorials 2022: A Curated Selection. Chennai: The Hindu Group Publishing
4. Nambath, Suresh (Ed). (2017). The First Hundred: A Selection of Editorials from The Hindu 1878-1978. Chennai: The Hindu Group of Publishing.
5. Bennett, Ira. E (2023). Editorials from the Washington Post – 1917-1920. Legare Street Press.
6. https://www.theopedproject.org/resources

Employability: Journalist, Reporter, News Analyst, Researcher, Digital and Multimedia journalist.
Entrepreneurship: Freelance journalist, News Analyst, Independent researcher
Skills developed: Critical analysis skills, Write and analyse editorials and opinion articles
Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

SEMESTER VI

24MCN312   **APPLIED MEDIA RESEARCH**   **4 0 0   4**

Course Objective: Help students design and execute a research proposal using the major methodologies within the communication discipline to answer specific questions.

Course Outcomes: By the end of the course the students will be able to:
1. Understand qualitative and quantitative research methods associated with the study of human communication, and apply at least one of those approaches to the analysis and evaluation of human communication.

2. Find, use, and evaluate primary academic writing associated with the communication discipline, keeping in mind ethical issues raised by the conduct of media research

3. Explain major theoretical frameworks, constructs, and concepts for the study of communication and language, summarize the work of central thinkers associated with particular approaches, and evaluate the strengths and weaknesses of their approaches.

4. Identify and discuss the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project.

5. Present the research findings in a clear manner, and communicate the academic and managerial implications of the findings.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	2		1	3	2	2	3		2	3
2	3	2	2	1	3			2	3	2
3	2	3			2			3	2	3
4	3	3	2	2	2	3		3	2	3
5	2	3	2	2	3	2	2	3	2	3

UNIT 1
Introduction: The Research Process overview. Types of research (Pure, Applied, Descriptive, Exploratory, Explanatory, Experimental). Ethics in research. Research approaches in practice: Research in various fields: print, electronic, advertising, film, Internet. Integrating theory and research. Relevance of research in media studies.

UNIT 2
Elements of Research: Concepts and constructs. Variables. Levels of measurement.
Stages of Research: Identifying the research problem. Literature survey and review. Types of information and sources. Framing the research questions, Setting objectives, constructing hypothesis.

UNIT 3
Research Methods: • Qualitative and quantitative orientations toward research -Strategies of research design • Mixed methods, Triangulation • Qualitative and Quantitative Sampling design-, Qualitative and quantitative measurement process . • Reliability and validity . Scales and indexes, Content analysis: Quantitative or qualitative? Types (Descriptive; Inferential; Psychometric; and Predictive) and UNITs of analysis. - Category development: Building theory - Coding frames

UNIT 4
The qualitative tradition in social science inquiry- Discourse analysis, Ethnography - Grounded theory Phenomenology Data-collection methods and coding concept formation in qualitative studies

UNIT 5
Designing questionnaires and schedules, Types of surveys: Advantages and disadvantages, Writing the Research Report- General orientation, Organization and References

REFERENCES
1. Anderson, J.A. (2013). Media Research Methods: Understanding Metric and Interpretive Approaches. Sage Publications
2. Bell, J.(1999). Doing Your Research Project, New Delhi: Viva Books Pvt. Ltd.
3. Berger, A. A. (2005). Media Analysis Techniques. (Third Edition). California. Sage.
4. Burney, D.H., White, T.L. (2007). Research Methods, New Delhi: Thomson Wadsworth
5. Hansen, A. et al. (2004). Mass Communication Research Methods., London: Macmillan Press Ltd.
6. Jensen , K.B. (2002): Hand book of media and communication research – Qualitative and Quantitative Research Methods, London: Routledge.
7. Krippendorff, K. (2004): Content Analysis-An Introduction to its Methodology, London: Sage Publications.
8. Lindolf, T.R. (1995). Qualitative Communication Research Methods. California: Sage.Publications

9. McQuail, D., Golding, P. and Bens, Els. de. (2005). Communication Theory and Research, London: Sage Publications.
10. Murthy, DVR. (Ed.) (2008). Media Research: Themes and Applications. New Delhi: Kanishka.
10. Wimmer, D. & Dominick, J.R (2007): Mass Media Research: An Introduction, USA: Thomson   Wadsworth

Employability: Researcher, Media Analyst
Entrepreneurship: Consultant for NGO's to write research proposals
Skill Development: Literature review, working in SPSS

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

24MCN313	SOCIOLOGY OF MEDIA COVERAGE	3 0 0 3

Course Objective: Prepare students to analyze the role of media in promoting social change and to enculture students in creating media texts that understand the workings of the society. Train students in basic theories of sociology that improve their critical thinking, analytical skills and research competence.

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

1. Demonstrate knowledge of theoretical approaches and criticism in the study of the media.
2. Exhibit a solid understanding of key media debates
3. Apply the theoretical perspectives and their conceptual schemes to the study of particular media phenomena
4. Comprehend and critically assess the role of the media (old and new) and the sociocultural implications for transforming society at large.
5. Apply an interdisciplinary approach based on sociology, media and cultural studies to gain a multi-faceted understanding of the role of global media in our post-modern society.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1			1					3		
2		3						3		3
3	3	2		2				3	3	3
4	3		2	3	3	2	3	3	2	3
5	3	1	1	2	2		2	3	3	2

UNIT 1
Sociological perspective of media. Development of social thinking. Contemporary theoretical perspectives (functional, conflict, symbolic, interactionist, postmodern). Socialization agents (family, school, peer groups, mass media). Social construction of news coverage

UNIT 2
Media, social groups and social control Social structure and interaction Media's social construction of: stability and change (Durkheim and Tonnies). Social construction of reality. Conflict perspectives- deviance and crime

UNIT 3

Media coverage of social inequality: systems of stratification (poverty, class, caste, race, education, ethnicity, prejudice, social tensions, attitudes, disability, gender stereotypes, feminism, power relations, land reforms, health, substance abuse, urban and rural life)

UNIT 4

Media coverage of social change: development planning. Mixed economy. Migration. Tribal livelihood. Working class (structure, growth and class mobilization). Social movements (environment, identity)

UNIT 5

Media coverage of challenges of social transformation. Crisis of development, environment and sustainability. Violence against women. Media bias (?) in coverage of abortion, homelessness, religious environment, LGBT rights, nuclear energy, economic policies, corruption.

REFERENCES

1. Atal, Y. (2009). Sociology and Social Anthropology in India, ICSSR, Repro India Limited.
2. Earl, J S., and Rohlinger, D (eds) (2012) Media, Movements, and Political Change, Emerald Group Publishing.
3. Herman, E and .S, Chomsky, N. (2008) Manufacturing Consent: The Political Economy of the Mass Media, Bodley Head.
4. Kerby, M., Kidd, W., Koubel, F., et al. (Eds) (2000) Sociology in Perspective, Heinemann Educational Publishers.
5. Sen, A. (1995) Inequality Reexamined, Harvard University Press.
6. Steve, M, Bruce, C, Catherine, L. W. (eds) (2013) Being Sociological, Palgrave McMillan.
7. Linder. M. A and Stephen. R B. (2020). All Media are Social: Sociological Perspectives on Mass Media. London: Routledge
8. Korgen. K. O. (2017). The Cambridge Handbook of Sociology. Cabridge: Cambridge University press.

Employability:Media Analyst, journalist
Entrepreneurship: news
Skill Development: Communication, presentations

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

| 24BMM312 | MARKETING AND MANAGING TELEVISON | 4 0 0 | 4 |

Course Objective:

This course will take students through factors that have affected the TV market. Digital Technology has changed virtually every aspect of the television ecosystem : content creation, distribution, monetization, advertiser strategies, marketing, audience measurement, and viewer consumption. Students will decipher how the contained, linear world of broadcasting has evolved into a non-linear world of fragmented audiences with seemingly infinite choices.

Course Outcomes: By the end of the course the students will be able to:
1. understand the prevailing forces and trends that have transformed and continue to evolve the television industry.

2. understand the interplay of content creation, distribution, monetization and viewer consumption.
3. analyze the activities of key players in the entertainment industry through case studies, newspaper articles, lectures and discussion.
4. Evaluate the ruling business models of the commercial television industry, (broadcast, cable or digital)
5. critically, clearly and creatively present issues and challenges facing the television industry today and where it may lead.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	1		2			1	2			
2	2		2	2	1	1	2		2	1
3	2	2	1	1	2	1	2	2	2	2
4	2			1	1	1	2	3	3	1
5	3	3	2	1	2	2	2	1	3	2

UNIT 1
Introduction- TV Business Landscape, introduction to Network Brands, Show Brands & Brand Strategy, components of Show Brands, dynamic Nature of Marketing Brands, from Broadcasting to Niche-casting: The Major Waves of Innovation. Identifying the Major Trends: Digitization, Fragmentation, Conglomeration, Globalization. On-Demand World. The Distribution Explosion   the Studios: Content Creation and Monetization in a Post-Network World. New Distribution Windows and Revenue Streams. Channel and Platform Proliferation. A Few Letters That Changed Everything: DVR, VOD, DVD, SVOD.

UNIT 2
The Economics, Ecosystem and Challenges of Broadcast Television, Independent Production Companies vs. Studios. The Showrunner's Domain. License Fees. Syndication. Formats. The Affiliate/Network Relation. Where Broadcast Still Reigns Supreme.

UNIT 3
The Economics, Ecosystem and Challenges of OTT/Streaming, The Netflix Juggernaut. Cord Cutting. How Non-Advertiser Supported TV Changes Content. The Economics, Ecosystem and Challenges of Cable, Factors leading to OTT service providing. Bundled network packages in the future. What can/should the cable industry do?

UNIT 4
The Evolution of Advertising Strategies. The Challenges of Audience Measurement. Product Placement. Integration. Sponsorship. Branded Content. How Technology Changes Content. How Technology, Financing and Monetization Determine Content. Serialized Content. Peak TV. Comparing Broadcast and Streaming Versions of Similar Genres.

UNIT 5
Running a Network, Marketing, Branding and Multi-Platform Strategies for Television, TV Content Development, Pitches and Deal Making, Marketing and Advertising TV Shows ,
International markets,
importance of International Growth, Impediments to Global Domination .

REFERENCES
1. Basin, K. (2018). The Business of Television. UNITed Kingdom: Taylor & Francis.
2. Doyle, G., Paterson, R., Barr, K. (2021). Television Production in Transition: Independence, Scale, Sustainability and the Digital Challenge. Germany: Springer International Publishing.
3. Jenner, M. (2023). Netflix and the Re-invention of Television. Switzerland: Springer International Publishing AG.
4. Pringle, P., Starr, M. F. (2013). Electronic Media Management, Revised. UNITed Kingdom: Taylor & Francis.
5. Sundet, V. S. (2021). Television Drama in the Age of Streaming: Transnational Strategies and Digital Production Cultures at the NRK. Germany: Springer International Publishing.

Employability: Media marketing manager, Television marketing executive,
Entrepreneurship: marketing assistant in startups
Skill Development: management skills, teamwork, networking, Leadership.

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

24MCN390	MEDIA PROJECT	4

Course Objective: Explore project based learning strategies using media to showcase their portfolio including working for clients.

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

1. Realize ideas and practice skills and techniques learned in earlier years of the programme according to the current market scenario and industry demand.
2. Use and evaluate best practices and tools to design and develop dynamic rich-media content.
3. Coordinate the development, budgeting, planning and professional presentation of a media project (both broadcast and online)
4. Analyze and assess technical and production issues related to media projects.
5. Develop and refine collaboration and storytelling skills to communicate effectively, and demonstrate these skills in the execution of media projects and enable students to make and present media projects.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1		1	2			1	3		1	2
2	3	3	1		3	1	3	2	2	3
3	3	3	3		3	1	3	3	3	3
4	3	3	2	1	1	1	3	3	3	3
5	3	3	3	2	3	2	3	3	3	3

The media project is an application oriented course aimed at Portfolio Enhancement and Industry Connect. The media project is bifurcated as (i) Industry Connect - 1 Credit for the work that the students create for an external organization and as (ii)Portfolio Enhancement -1 Credit for the project that they undertake for building their portfolio with faculty guidance. The students have the choice of working in any one of the specializations like: Print Journalism, Broadcast Production (Radio/Television/ Documentary/ Short Film), Online Media, Advertising , Public Relations and Corporate Communication/Event Management.

The choice of project area and organizations may include: NGOs , Corporates, SMEs, MNCs. Other Private organizations, Governmental organizations, Independent filmmakers, Documentary filmmakers, Production houses, Startup firms (Online), Web designing firms.

Employability: Content Creators, Media planners, Media Production House
Entrepreneurship: Content Creators, Media planners, Media Production House
Skill Development: Coordinate the development, budgeting, planning and professional presentation

Evaluation Pattern – 40: 60
Review I – 15
Review II – 15
Guide Marks – 10
External Viva Voce – 60

Open Elective 3 (Any one)

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24OEL302   **DEVELOPMENT JOURNALISM**   **3 0 0**   **3**
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Course Objective: To upgrade the skills of students and equip them to deal with the challenges faced in communicating about development and economic issues while illuminating the linkages between them.

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

1. Understand the dynamics and dimension of migration
2. Become aware of the barriers, vulnerabilities and anxieties for the migrants.
3. Understand how migration affects agriculture
4. Understand migration in terms of civic engagement.
5. Understand effects and social impacts of urbanization on the family.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	3	2	1	1	0	2	2	2	1
2	3	3	2	1	1	1	2	3	3	2
3	3	3	2	2	2	2	3	3	3	2
4	3	3	2	2	2	2	2	2	2	1
5	3	3	2	2	2	1	2	3	3	2

UNIT 1

Large-scale migration from rural to urban areas: causes and consequences. Statistics, unemployment, education, health, insurgency (lack of security), lack of infrastructure

UNIT 2
'Pull' and 'Push' factors: Urban centres provide better scope for earning livelihood through employment in industries, transport, construction, trade, services etc. They act as magnets by offering modern facilities and 'pull' people from the rural areas, while unemployment, hunger and starvation and lack of means of livelihood "push" people out of villages into towns and cities.

UNIT 3
Migration from rural areas and their impact on agricultural production due to shortage of labour in those areas.

UNIT 4
Mass migration into metropolitan cities – Delhi, Kolkatta, Mumbai and Chennai – and their impact on civic amenities in the cities – increasing slums, decline in standard of living and environmental degradation.

UNIT 5
Nuclear family- A side effect of urbanization - Changes in family system brought about by urbanization

REFERENCES
1. Effects of internal Migration and Net Emigration on a City – Smriti Chand
2. 4 Major causes of Migration in India – Smriti Chand
3. Human Migration (Cause, Kinds and Theories)- Negi Mohita
4. Human Development Report 2019, Beyond Income, Beyond Averages, Beyond Today - Inequalities in Human Development in the 21st Century, By UNITed Nations Development Programme (UNDP) · 2019
5. Ocando, J.L and Nguyen. (2017). Developing News, Global Journalism and the Coverage of the Third World Development, Taylor and Francis

Employability: Development journalist
Entrepreneurship:
Skill Development: Understanding the different dynamics in the society

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

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24OEL303   CITIZEN JOURNALISM   3 0 0   3

Course Objective: Explore opportUNITies and avenues to tell stories as ordinary citizens on issues concerning the society through print, television and new media to participate in a media disposed.

Course Outcomes: By the end of the course the students will be able to:
1. Define Citizen Journalism and explain the genre.
2. Explain the boundaries of the genre
3. Develop an understanding of the platforms available for citizen activism and intervention
4. Critically reflect on the aspects of safe media practices involved in citizen reporting
5. Identify appropriate strategies and tools to reach a defined target audience

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	3	3	3	2	3	1	1	2	2
2	3	3	3	3	2	2	2	3	3	2
3	3	2	3	3	1	3	3	3	3	1
4	1	1	2	3	1	2	2	1	0	1
5	1	1	2	3	3	1	1	1	1	2

UNIT I
Changing notions of Journalism. Becoming an effective Citizen Journalist

UNIT II
Platforms for Citizen Intervention and Activism

UNIT III
Highlighting Development problems of the commUNITy with a solutions-driven journalistic approach

UNIT IV
Importance of verifying Information

UNIT V
Critical Reflection - Ethics and restraint

REFERENCES
1. Allan, S. (2009). *Citizen journalism: Global perspectives* (Vol. 1). Peter Lang.
2. Allan, S. (2013). *Citizen witnessing: Revisioning journalism in times of crisis*. John Wiley & Sons.
3. Nah, S. and Chung, D. (2020). Understanding Citizen Journalism and Civic Participation, taylor and Francis
4. Thorsen, E., & Allan, S. (2014). *Citizen Journalism: Global Perspectives-Volume 2*. Peter Lang International Academic Publishers.
5. Wall, M. (2012). *Citizen Journalism: Valuable, Useless, Or Dangerous?*. International Debate Education Association.
6. Wall, M. (2020). Mapping Citizen and Participatory Journalism in Newsrooms, Classrooms and Beyond., Taylor and Francis

Employability:
Entrepreneurship: Citizen Journalist
Skill Development: significance of citizen journalism and identify topics of coverage

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

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Course Objective: The summer internship (for a period of 30-40 days) is meant for students utilizing the exit option at the end of the 3rd year (6th semester). This will give students practical work experience and employability opportUNITies in their area of study within research/corporate organizations. It aims to develop a sense of social imagery (issues) and philanthropic versatility among the graduating students that will facilitate towards the development of an attitude towards citizenship responsibility. It will promote HEI's collaboration, develop industry-academia partnership to provide collaborative internships, apprenticeships, and research opportUNITies to the students in the predefined areas of importance which will lead institutions, universities, organizations, academicians, and students to collaborate on how to learn with one another. The internships provided will be the following categories: (i) Internship for enhancing the employability (ii). Internship for developing the research aptitude. Research internship aims at providing hands-on training to work on research tools, techniques, methodologies, equipment, policy framework and various other aspects in pursuing quality research, by working with mentors in HEIs, research institutions, universities, nationally and internationally reputed organizations, farmers, and entrepreneurs, using local experts through recognition of prior learning models and individual persons distinguished in specific fields.

Course Outcome: *By the end of the course the students will be able to:*
1. Gain practical exposure and experience in connection with industry requirements.
2. Develop communication skills
3. Develop contacts as a source of information and for future placements.
4. Develop professional skills/research aptitude to meet industry standards
5. Develop critical way of thinking according to demands of the client or company.

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 research or corporate organization for a period of at least 5 months, commencing from the end of the 7^h semester. A report should be submitted by the end of the 8th 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.

List of sectors for internships: (indicative only)

Fast Moving Consumer Goods & Retail, Information Technology/Information Technology enabled Services & Electronics, Handcraft, Art, Design & Music, Tourism & Hospitality, Digitisation & Emerging Technologies, Communication, Media (film, television, social media), Sustainable development/marketing, Environment, Commerce, Medium and Small-Scale Industries,

Articulation Matrix

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1		2		3	2		3			2
2		3					3			2
3		3	2				3			
4	1	3	2	2	2	2	3	2	2	3
5	3	3	2	3	2	1	3		2	2

Employability: placement based on performance in media/business/research organizations and legacy networks
Entrepreneurship: gain hands on experience in research organizations; *small/medium or start-up corporate houses*

IMC

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24MCN315   **SOCIAL MEDIA BRAND OPTIMIZATION**   **2 1 2 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 they can become an influencers 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	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	3	3	3	3		2		3	3
2	2		3	3	3	2	2		2	3
3	3	2	3	3	3	3	2	1	2	3
4	3	2	3	3	3		3		3	3
5	3	2	3	3	3		3		3	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. Roland, Daniel, "Internet Marketing: Millionaires in The Making: Using Sh Engine Optimization, Social Media, And More to Create an Online Business" CT Publishing, 2015.
2. Shreves, Ric; Krasniak, Michelle, "Social media optimization for dummies", John Wiley & Sons, 2015
3. Erik Deckers, Kyle Lacy, "Branding Yourself: How to Use Social Media to Invent or Reinvent Yourself" Que Biz-Tech, Que Publishing, 2012.
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. 7. 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 - 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

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24MCN316   MEDIA AND ENTERTAINMENT BRANDING   4 0 0   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.

Course Outcomes: By the end of the course the students will be able to:
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 Unique Value Propositions.

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 the brand's reputation.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	2				2	2	2		1	
2	2		2	1	3	2	2	2	1	
3	3		1	1	2	1	2	1	2	2
4	3	3	3	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3	3	3

UNIT 1
Media Branding: Locating an Emerging Research Areas- Media Branding 3.0. History of Media brands and branding. 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-Cantered 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.

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

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT — Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

BROADCAST

24MCN317   TELEVISION NEWSPRODUCTION   1 1 4   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 Non-linear editing (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	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	2	1	1			3	2	2	3
2	2	2	1		2	1	3	1	2	3
3	3	3	2	3	1	2	3	3	3	3
4	2	2	2	1	2	2	3	3	3	3
5	3	3	1	1	1	1	2	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 up linking 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 - 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

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24MCN318   SHORT FILM AND DOCUMENTARY MAKING   1 1 4   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	PEO6	PEO7	PSO1	PSO2	PSO3
1	1	2	1				2	1		
2	2	3	1	1	2	2	2	3	3	3
3	1	2	2	1	1		2	2	2	2
4	3	3	2	1	3	1	3	3	3	3
5	3	3	2	2	3	2	3	3	3	3

UNIT 1 ⌧
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 - 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

PRINT

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24MCN319	SCIENCE JOURNALISM	4 0 0	4

Course Objective: This course equips students with the skills in effective science communication to diverse audiences, balancing critical analysis and engaging storytelling. Students will learn to navigate the interdisciplinary nature of science communication, from environmental and health reporting to data interpretation, while understanding the role of science communicators in shaping public discourse.

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

1. To understand the critical role of science communicators in bridging the gap between scientists, research organizations and the public
2. To critically analyze and interpret scientific information in the form of reports, research summaries, government data, records, among others through collaboration and consultation with the scientist community/ experts
3. To apply various models and theories of effective communication of scientific information in finding and framing engaging science stories
4. To apply the role of advocacy and solutions journalism in effectively portraying science stories in a longitudinal manner with social commitment and scientific vigour.
5. To effectively communicate scientific information using infographics and engaging writing style by understanding the various challenges in science communication

Articulation matrix:

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	2	2	1	3	3	2	2	3	1
2	3	1	1	1	3	3	3	1	3	1
3	3	3	3	2	3	3	2	3	2	3
4	2	3	3	3	3	3	3	2	2	2
5	2	3	3	2	3	3	2	3	1	3

UNIT 1:
Introduction to science communication: Infotainment vs. Critical science journalism. Environment and climate change communication, risk communication, medical and health communication, Explanatory science journalism. Interdisciplinary of science journalism. Collaborating with scientists in science communication. Role of Science communicators: Cheerleaders, Watchdog, Skeptic. Finding the right science stories.

UNIT 2:
The ivory tower issues: Challenges in science communication. Working with experts and scientists. Interviewing scientists. Negotiating Jargons and scientific terms. Interpreting data. Importance of interpreting technical reports. Simplifying scientific facts and mathematical/scientific data. Using infographics, images and visuals to represent data. Reporting on Governmental and international policies on health, health emergencies, environmental emergencies, climate change, extreme weather conditions, scientific phenomenon.

UNIT 3:
Models of Science communication: Knowledge deficit model/Science literacy model; Contextual model/public engagement model; the lay expertise model; participation model; Various communication theories through the perspectives of science communication viz. Reception, Agenda Setting, Diffusion of Innovation

UNIT 4:
Framing science story for reader engagement. Cultural mindset model. Looking at environmental and risk communication from solutions perspective: Advocacy Journalism. Solutions Journalism. Transformative Journalism. Global vs. Local perspective. Writing with the distant reader in mind. Gloom and Doom vs. hope and solutions. Longitudinal approaches in science communication: Challenging Isolated reporting. Issue Attention Cycle: Pre-problem stage, Discovery, Cost of progress, Gradual decline of interest and post-Problem stage.

UNIT 5:
News values of a science article: Impact, Controversy, Novelty, Surprise, Prominence, Topicality, Proximity, Usefulness. Humanizing content – Human interest story, scientific context and societal implications. Choosing the narrative: Villains, Victims, Survivors, other stake holders. Negotiating false balance and both sideism. Reporting responsibly. Combating disinformation, fake news, conspiracy theorists and issues like climate denialism.

References:
1. Lewenstein, B.V. (2003) Models of public communication of science and technology. *Public Understanding of Science*.
2. Rogers, E.M. (1995) *Diffusion of Innovations*, 4th edn.The Free Press, London, UNITed Kingdom.
3. Secko, D.M., Amend, E. and Friday, T. (2013) Four models of science journalism. *Journalism Practice*, 7(1), 62–80.
4. Faehnrich, B. (2021) Conceptualising science communication in flux – a framework for analysing science communication in a digital media environment. *Journal of Science Communication* 20(03).
5. Angler. Martin W. (2017). Science Journalism: An Introduction. London: Routledge
6. Kunelius, Risto; Elisabeth Eide, Matthew tegelberg and Dmitry Yagodin. (2017). Media and Global Climate Knowledge. New York: Palgrave Macmillan
7. Wendo, Charles. (2023) Science Communication Skills for Journalists. Oxfordshire: Cabi
8. Bauer, Martin W and Massimiano Bucchi. (2008). Journalism, Science and Society. London: Routledge

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

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| 24MCN320 | IN DEPTH JOURNALISM AND EDITING | 0 1 6 | 4 |

Course Objective: Help students think like a journalist and develop an appreciation for how news educates the public while identifying depth, balance, transparency and accountability in news coverage.

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

1. Break out their inability/inhibition to write long reports by studying a topic in much more details than in routine news reports and writing about them in 2,000-2,500 words.
2. Use the contacts they develop during their 'Beat' reporting stints to help them identify topics that could be developed into In-Depth reports, while at the same time learn to use the library, Internet and social media for research and better understanding of the issues.
3. Develop better language skills and manage to go into details of the topics they covered through colourful descriptives of the places, people and events.
4. Further develop their editing skills with more assignments that include official press releases and speeches by important personalities.
5. Use the practical train afforded to move from the classroom to the newsroom.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	3	3	3	2	3	2	3	3	3
2	1	2	2	2	2	3	2	2	2	2
3	3	3	2	3	3	3	2	3	3	3
4	3	3	2	3	3	3	2	2	2	2
5	3	3	3	3	2	3	2	3	3	3

UNIT 1
Going beyond the surface facts, retrieving background information, interpretation and analysis.

UNIT 2
Choosing topics: Using the library, internet and research studies

UNIT 3
Writing leads differently: Going beyond the inverted pyramid

UNIT 4
Editing: Relevance of stylebook. Editing for consistency, accuracy and structure.

UNIT 5
Profile Interviews

REFERENCES

1.   Brant, H., Bruzzese, L. and Weinberg, S.(2002). The Investigative Reporter's Handbook –
A Guide to Documents, Databases and Techniques. 4th Ed. Boston: Bedford/St. Martin's.
2.   Brant, H. (2004). Computer-Assisted Reporting: A Practical Guide. 3rd Ed. Boston:
Bedford/St. Martin's.
3.   Hakemulder, J. R and De Jonge Fay AC (2002) News Reporting and Editing New Delhi:
Anmol Publications.
4.   Iorio, S. (Ed.). (2004). Qualitative Research in Journalism: Taking it to the Streets.
Mahwah: NJ: Lawrence Erlbaum.
5.   Kidd, R. (2018). Journalism, Reporting, Writing and Editing, EDTECH Publishers
6.   Kovach, B and Rosenstiel, T. (2001). The Elements of Journalism: What Newspeople
Should Know and The Public Should Expect. New York: Three Rivers Press.
7.   Meyer, Philip. (2002). Precision Journalism: A Reporter's Introduction to Social Science
Methods. 4th Ed. Lanham, MD: Rowman and Littlefield.
8.   Stepp, C.S. 92013) Editing for Today's Newsroom, New Perspectives for a Changing
Profession, Taylor and Francis

Employability: Reporter and desk editor
Entrepreneurship: Freelance Journalist
Skill Development: In-depth reporting, writing leads differently and Editing, Developiong interview skills, Preparing and editing press release

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

SEMESTER VII

24MCN401   DATA JOURNALISM   1 0 6 4_____

Course Objective: The course will introduce students to the practice of data journalism in a busy newsroom, showcasing the importance of telling a story and how tools can help do it.

Course Outcomes: By the end of the course the students will be able to:
1. Understand the importance of data journalism and finding stories in data
2. Demonstrate an understanding of the techniques of finding and scraping data sources
3. Learn about new data scraping tools available
4. Analyze and interpret the findings from visualization of data
5. Present data using graphs and summary statistics to showcase what one can learn about the real world through the data analysis

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	1			3						2
2	2				3		2		2	2
3	2						2		2	

4	3	2		2	3		2		3	3
5	2	3			3				3	

UNIT 1

History of data journalism. Principles of journalism and how they apply to data journalists. How to tell stories with data – news values and data sets. Translating data sets and analysis into stories and web applications- news as experience.

UNIT 2

Spreadsheet Basics- inputting numbers and text, simple calculations, simple formulate, ordering and filtering, simple graphics, download data from databases, data format conversions, importing CVs, google docs.

UNIT 3

Basic statistical concepts for journalists. Analyzing and interpreting data for news stories. Creating compelling data-driven narratives Extracting text, links, and images from web pages. Handling missing data and outliers. Standardizing and normalizing data Checking data integrity and consistency. Identifying and handling data errors. Scraping and refining data using Parsehub and Octoparse

UNIT 4

Interactive data visualization tools Creating interactive graphics for online news stories. Engaging the audience through interactive data features. Leveraging social media for data-driven stories Fact-checking and verifying data on social media Ethical use of social media in data journalism. Visualizing patterns and relationships in the data. Tools- Open Refine and Parsehub

UNIT 5

Infographics. Different kinds of maps – dots, symbols, lines, bubbls, cloropleth, cartograms. Google Maps. Cleaning poorly structured data, dealing with incompatibility issues in open source tools, file formats and other problems – Tableau.

REFERENCES
1. Gray, J. Bounegru, L (2021). The Data Journalism Handbook: Towards a Critical Data Practice. (2021). Netherlands: Amsterdam University Press.
2. John Mair, Megan Lucero, Richard Lance Keeble (2017). Data Journalism: Past, Present and Future. (2017). UNITed Kingdom: arima publishing.
3. Parasie, S. (2022). Computing the News: Data Journalism and the Search for Objectivity. Germany: Columbia University Press. Story-Based Inquiry: A Manual for Investigative Journalists. Paris:
4. Reilley, M., Sunne, S. (n.d.). Data + Journalism: A Story-Driven Approach to Learning Data Reporting. UNITed Kingdom: Taylor & Francis.
5. Stalph,F. and Hahn, O. (2018). Digital Investigative Journalism: Data, Visual Analytics and Innovative Methodologies in International Reporting. Germany: Springer International Publishing.

ONLINE:
1. www.nieman.harvard.edu/reports/article-online-exclusive/100044/Precision-Journalism-and-Narrative-Journalism-Toward-a-Unified-Field-Theory.aspx
2. UNESCO. http://unesdoc.unesco.org/images/0019/001930/193078e.pdf
3. Web resources/tutorials for Outwit, Googlerefine, Tableau, Excel and others given in UNESCO model curricula 2015.

*Employability:*Data Analyst

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

24MCN403 DATAANALYSIS TECHNIQUES FOR QUANTITATIVE RESEARCH   0 1 2

Course Objective: To impart knowledge for enabling students to develop quantitative data analytical skills and meaningful interpretation of data set so as to solve the research problem.

Course Outcomes: By the end of the course the students will be able to:
1. Understand the importance of being data literate in a data driven world
2. Demonstrate an understanding of steps of data entry and analysis using quantitative analysis software
3. Describe the nature of variables and manage data coding
4. Analyze and interpret the findings from data in a manner that is easy to comprehend
5. Present data using graphs and summary statistics to showcase what one can learn about the real world through the data analysis

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	2		2	2	3	2	3			2
2				2	3					
3					3					
4	3	3	2	3	3	3	2	3	3	2
5	2	3	3	3	3	3	2	3	3	3

UNIT 1
Loading and Saving Data Files: Introduction and Overview., Entering Data, Defining Variables

UNIT 2
 Running initial data analysis: Examining Output Files, Modifying /Transformation of Data.

UNIT 3
 Descriptive Statistics: Frequency Distributions, Measures of Central Tendency and Measures of Dispersion. Graphing Basics. Reliability (Inter item correlation)

UNIT 4
Prediction and Association: 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 Modeling

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

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20

24MCN402 DATA ANALYSIS TECHNIQUES FOR QUALITATIVE 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. Describe the nature of variables and manage data. Collect, organize and publish data into qualitative, quantitative or mixed methods.
2. Analyze, visualize and triangulate their research and develop better understanding on the methodology.
3. Interpret the data and build the relationship among the variables in a better way.
4. Present a summarized organized report using a QDA software.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	2	2			1		2		2	2
2	3	2			1		2		2	2
3	3	2			1		2		2	2
4	2	2			1		2		2	2

UNIT 1
Introduction: Getting Familiar with qualitative data analysis (QDA) software Interface. Learning to Import and Organize Data in QDA.
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.
UNIT 3
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
Team Working: Organize your data in groups, link relevant quotes to each other, and share and compare work with your team members, inter-rater agreement.
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. Analysis results and present in tables, graphs, notes.

REFRENCES

Harding, J. (2013). Qualitative Data Analysis from Start to Finish. SAGE Publications

Flick, U. (2013). The SAGE Handbook of Qualitative Data Analysis. SAGE Publications Ltd

Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook (2nd ed.). Thousand Oaks, CA, US: Sage Publications, Inc.

Saldaña, J. (2013). The coding manual for qualitative researchers. Los Angeles: SAGE Publications.

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

24MCN406   NEWSPAPER AND MAGAZINE PRODUCTION   016 4

Course Objective: To give students exposure to the advanced stages of newspaper and magazine design and enrich students' knowledge of production and publishing

Course Outcome: *By the end of the course the students will be able to:*
1. Evaluate and understand concepts of typography and pagination
2. Develop aesthetic vision to understand magazine and newspaper layouts
3. Effectively use visuals and graphic images in the layout
4. Design, develop and produce magazine and newspaper layouts

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	2						2	2	2	2
2	3				2		3	3	2	2
3	3	3	3	2	3	2	2	2	2	1
4	3	3	3	2	3	2	3	3	3	2

UNIT 1
Basics of Page make-up. Measurement , paper size, dummy, Typography and Letterform Newspaper page make-up – Flag-Folio-Masthead. Basics of In design. Modulardesign and grids. Points and Picas. Content-driven design. Modular layout, grids. Dominance. Pages without art.

UNIT 2
Newspaper Layout and Design: The Architecture of the page-the modular system-, the new front page –Design Versus Makeup: Headlines, Straps, Blurbs, white space management. Creating Graphic Order. Front Page Design. Style guide.

UNIT 3
Inside pages: Working on Lifestyle and Feature Pages. Sports pages.   Editorial pages and Business pages. International Pages. Treatments of visual and graphic images

UNIT 4

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

UNIT 5

Layout Practice: Magazine, Responsive layout , order and continuity.   Designing Advertisements. Designing Special Pages. 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. Ryan, B. and O' Donnel, M.J. (2000). TheEditor's Toolbox: A Reference Guide for Beginners and Professionals, New Jersey: Blackwell Publishing.
4. Cross, N. (2023). Design thinking understanding how designers think and work. Ava academia.
5. 8. 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

| 24BMM402 | ENTERPRISE RESOURCE PLANNING | 4 0 0 | 4 |

Course Objective: The course will allow students to understand the dynamics behind the use of ERP in media organizations. Students will learn the basics of increasing organizational efficiency of media and entertainment industries by managing and improving how company resources are utilized.

Course Outcomes: -After completion of this course students will be able to

1.understand importance of ERP in the media and entertainment business
2. apply classification and reengineer business process to media businesses
3. Analyse the ERP functional modules with their subsystems.
4. evaluate challenges, risk and implementation of ERP system.
5. create hypothetical ERP projects within the media business and plan for project success

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1			2	2	1	1	2			1
2	2	1	3	2	1	2	2	2	2	2

3	1						2	1	1	1
4	2		2	1	1		2	1	1	1
5	3	3	3	3	3	3	2	3	3	3

UNIT 1

Indian Media and Entertainment Industry- Motion pictures, Television programs and commercials, Streaming content, Music and audio recordings, Broadcast, Radio, Book publishing, Video games, Other ancillary services and products, Drivers of the Indian Media and Entertainment Industry-Artificial Intelligence (AI) and Virtual Reality and its Thriving Popularity, Personalized User Experience,

UNIT 2

What is ERP? Introduction to ERP, Theory: ERP concept, Overview, Traditional Enterprise Approach of ERP ,Business Needs of ERP ,Benefits of ERP, conceptual model of ERP, Evolution of ERP, Advantages & Disadvantages of ERP . ERP in the media industry- Ad Management — In the media industry, managing advertisements is a crucial aspect. Odoo ERP system, media companies can manage their ad inventory, schedules, and placements more efficiently. Advertisers can also access their own data, including performance metrics and reporting, through a self-service portal.

UNIT 3

Content Management — Odoo ERP system to manage the creation, distribution, and archiving of digital content- managing contracts, rights and permissions, and delivering content to multiple platforms. Project Management — ERP systems for managing projects from start to finish-project planning, resource allocation, and project tracking, timely completion within budget. Improved Process Efficiency - ERP systems integrate various business processes, such as sales, marketing, procurement, and production, into a single platform. This enables media companies to streamline their operations, reduce manual data entry, and minimize errors. With all data in one place, media companies can access information quickly and make decisions faster, leading to improved productivity and efficiency.

UNIT 4

Financial Management - real-time visibility into financial performance, tracking expenses, monitoring cash flow, and reconciling accounts, accurate financial reporting and better decision-making, automating financial processes and tasks such as invoicing, accounts payable, and accounts receivable. Improved Collaboration and Communication - central platform for employees access to information, projects collaboration, and interpersonal communication. - teamwork and increased efficiency, sharing information with stakeholders, such as clients, partners, and suppliers, improving communication and collaboration.

UNIT 5

Resource Planning and Allocation - real-time visibility into resources, such as staff, equipment, and materials, planning and allocating resources effectively -efficient use of resources, reduced costs, and improved productivity, tracking the status of projects, identifying potential issues and making adjustments. Improved Customer Relationship Management, Supply Chain Management, Human Resource Management and Sales and Marketing Automation. Implementation challenges, ERP Implementation Stages, implementation strategies, implementation methodologies, Project team, vendors and consultants, Post implementation activities. Change and Risk Management in ERP Implementation.

REFERENCES

1. Bradford, M. (2020). Modern ERP: Select, Implement and Use Today's Advanced Business Systems. UNITed States: Amazon Digital Services LLC - Kdp.
2. Caserio, C., Trucco, S. (2018). Enterprise Resource Planning and Business Intelligence Systems for Information Quality: An Empirical Analysis in the Italian Setting. Germany: Springer International Publishing.
3. Goldston, J. L. (2019). Critical Success Factors in Enterprise Resource Planning Implementation in U.S. Manufacturing. UNITed States: DBC Publishing.
4. Langenwalter, G. A. (2019). Enterprise Resources Planning and Beyond: Integrating Your Entire Organization. UNITed States: Taylor & Francis.
5. Olson, D. L., Kesharwani, S. (2021). Digitising Enterprise in an Information Age. UNITed Kingdom: Taylor & Francis.

Employability: ERP executive, ERP administrator,
Entrepreneurship: ERP implementation consultant, ERP functional consultant
Skills: technical skills, Collaboration, Time Management, Adaptability, critical Thinking

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Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT   – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50

24MCN490	RESEARCH PROJECT REVIEW	4

Course Objective: Accessing learning outcomes of research, application of theory to practice and defend the outcome of their research projects.

Course Outcomes: *By the end of the course the students will be able to:*
1. Interrogate and critically discuss the literature and major works related to national/ international professional practice in their chosen area of research.
2. Conduct research based on project plans that address stated research questions, methods and audiences.
3. Solve research problems and critically analyze findings in relation to scholarly and industry needs - both local and international.
4. Present findings that situate their work in the field to inform future professional practice and research.
5. Critically reflect on their personal and professional learning and develop strategies to implement this learning in professional practice.

Data Collection is undertaken by students as teams to work on their preferred area of research related to any field of their chosen programme within the traditions of arts and humanities and social sciences. The faculty guides helps students through the process of preparing the Research Project presentations for review by faculty and manuscript for review by faculty guide.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	2	2		3	3		3	3	3
2	2		2		3			3		
3	3		3	3	3	3		3	3	3

4	3	3	3	3	3	2	2	2		2
5	3			3	3		3		3	2

Evaluation Pattern – 40: 60
Review I (Internal) – 40
Review II (External) - 60

24ELS401	ESSENTIAL LIFE SKILLS - IV	1 0 2	2

Pre-requisite: Willingness to learn, team spirit, basic English language and communication skills and knowledge of basic arithmetic.

Course Objectives:
- Help students to understand the importance of ethics and organization culture
- Prepare the students for effective professional networking and interviews participation
- Help students to sharpen their problem solving and reasoning skills
- Empower students to communicate effectively by using enhanced diction, grammar and verbal reasoning skills

Course Outcomes:
CO1: Soft Skills - To be able to learn the importance of workplace ethics and DEI.
CO2: Soft Skills - To be able to improve networking and perform effectively in interviews. **CO3: Aptitude -** To identify, investigate and arrive at appropriate strategies to solve questions on arithmetic and algebra by managing time effectively.
CO4: Aptitude - To investigate, understand and use appropriate techniques to solve questions on logical reasoning and data analysis by managing time effectively.
C05: Verbal - To be able to use diction that is more refined and appropriate and to be competent in knowledge of grammar to correct/improve sentences
C06: Verbal - To be able to examine, interpret and investigate passages and to be able to generate ideas, structure them logically and express them in a style that is comprehensible to the audience/recipient.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3		2		3
CO2	3	3	3				3
CO3	3						3
CO4	3						3
CO5	3	3	3				3
CO6	3	3	3				3

Syllabus
Soft Skills

Career Planning - What is a Career? Career Path, Career Aspiration, Career Cluster, Personal Values, Core Skills, SMART Career Goal, Career SWOT (Strength, Weaknesses, OpportUNITies and Threats) Analysis, Psychometric Analysis for career development.

Professional Networking - What is networking? Networking Skills for Career, Types of Networkers: Observers, Reactors, Initiators, Directors; Networking Strategies. Leveraging social media for networking.

Workplace Ethics and professional conduct - Introduction to Workplace Ethics, Ethical Decision-Making, Codes of Conduct and Organizational Culture, Emerging Ethical Issues

Diversity, Equity, Inclusiveness (DEI) - Introduction to Diversity, Equity, and Inclusiveness; Impact of Unconscious Bias, Cultural Competence and Communication, Inclusive Leadership and Organizational Practices.

Mock Interviews (Advanced Training) **-** Mock Interviews (Practice), answering probable interview questions, asynchronous interviews.

Verbal

Vocabulary - Idioms and Phrases - advanced, Collocations, Jargon and Technical Vocabulary, Neologisms, Polysemous Words

Grammar - Complex Sentence Structures, Discourse Markers, Concessive Clauses. **Reasoning** - Critical Reasoning – advanced, Inference and Implication, and Analytical Reasoning.

Reading Comprehension - Advanced - To comprehend and analyze diverse written works, to empower learners to approach intricate texts with confidence

Public Speaking Skills - Advanced - JAM, Debate.

Writing Skills - Business Writing: Proposals, Reports; Academic Writing; Content Writing

Aptitude

Data Sufficiency: Introduction to and basics of Data Sufficiency.

Campus recruitment papers: Introduction to interview puzzles and placement written test questions of all major recruiters.

Competitive examination papers: Introduction to major competitive examination paper patterns and questions. Learn calculation techniques and time management strategies.

References
Soft Skills

- Stephen Covey, "The habits of highly effective people", Free press Revised edition, 2004
- Kenneth H Blanchard, "The 25 Best Time Management Tools & Techniques: How to Get More Done Without Driving Yourself Crazy", Peak Performance Press, 1st edition 2005
- Kenneth H. Blanchard and Spencer Johnson, "The One Minute Manager" , WilliamMorrow, 1984
- Personality Development and Soft Skills, Barun K.Mitra, Oxford, 2nd Edition
- How to Win Friends & Influence People, Dale Carnegie, 1998 Edition.
- Professional Networking for Dummies, by Donna Fisher, For Dummies; 1st edition (15 August 2001)
- What Color Is Your Parachute? 2022: Your Guide to a Lifetime of Meaningful Work and Career Success by Richard N. Bolles, Ten Speed Press (14 December 2021)

Verbal

- "GMAT Official Guide" by the Graduate Management Admission Council, 2019
- Arun Sharma, "How to Prepare for Verbal Ability And Reading Comprehension For CAT"
- Joern Meissner, "Turbocharge Your GMAT Sentence Correction Study Guide", 2012
- Kaplan, "Kaplan GMAT 2012 & 13"
- Kaplan, "New GMAT Premier", Kaplan Publishing, U.K., 2013

- Manhattan Prep, "Critical Reasoning 6th Edition GMAT"
- Manhattan Prep, "Sentence Correction 6th Edition GMAT"
- Mike Barrett "SAT Prep Black Book The Most Effective SAT Strategies Ever Published"
- Mike Bryon, "Verbal Reasoning Test Workbook Unbeatable Practice for Verbal Ability, English Usage and Interpretation and Judgement Tests"
- www.bristol.ac.uk/arts/skills/grammar/grammar_tutorial/page_55.htm
- www.campusgate.co.in

Aptitude

- Arun Sharma, "How to Prepare for Quantitative Aptitude for the CAT Common Admission Test", Tata Mc Graw Hills, 5th Edition, 2012
- Arun Sharma, "How to Prepare for Logical Reasoning for the CAT Common Admission Test", Tata Mc Graw Hills, 2nd Edition , 2014
- Arun Sharma, "How to Prepare for Data Interpretation for the CAT Common Admission Test", Tata Mc Graw Hills, 3nd Edition , 2015
- R.S. Aggarwal, "Quantitative Aptitude For Competitive Examinations", S. Chand Publishing , 2015
- R.S. Aggarwal, "A Modern Approach To Verbal & Non-Verbal Reasoning", S. Chand Publishing , Revised -2015
- Sarvesh Verma, "Quantitative Aptitude-Quantum CAT" , Arihant Publications , 2016
- www.mbatious.com
- www.campusgate.co.in
- www.careerbless.com

Evaluation Pattern

Assessment	Internal	External
Continuous Assessment (CA) – Soft Skills	30	-
Continuous Assessment (CA) – Aptitude	10	25
Continuous Assessment (CA) – Verbal	10	25
Total	50	50

*CA - Can be **presentations, speaking activities and tests.**

SEMESTER VIII

24MCN498	RESEARCH PROJECT VIVA VOCE	6

Course Objective: Accessing learning outcomes of research, application of theory to practice and defend the outcome of their research projects.

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

1. Interrogate and critically discuss the literature and major works related to national/ international professional practice in their chosen area of research.
2. Conduct research based on project plans that address stated research questions, methods and audiences.
3. Solve research problems and critically analyze findings in relation to scholarly and industry needs - both local and international.
4. Present findings that situate their work in the field to inform future professional practice and research.
5. Critically reflect on their personal and professional learning and develop strategies to implement this learning in professional practice.

The 4 credit Communication Research Project is undertaken by students individually to work on their preferred area of research 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 them through the process of preparing a Research Project culminating in a Viva-Voce conducted by an external expert.

ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
1	3	2	2		3	3		3	3	3
2	2		2		3			3		
3	3		3	3	3	3		3	3	3
4	3	3	3	3	3	2	2	2		2
5	3			3	3		3		3	2

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

Evaluation Pattern – 40: 60
Review (Internal) – 30
Guide Marks - 10
External Viva Voce – 60

24MCN499	**INTERNSHIP**	**6**

Course Objective: Internships are intended to give students practical work experience and employability opportUNITies in their area of study within research/corporate organizations. It aims to develop a sense of social imagery (issues) and philanthropic versatility among the graduating students that will facilitate towards the development of an attitude towards citizenship responsibility. It will promote HEI's collaboration, develop industry-academia partnership to provide collaborative internships, apprenticeships, and research opportUNITies to the students in the predefined areas of importance which will lead institutions, universities, organizations, academicians, and students to collaborate on how to learn with one another. The internships provided will be the following categories: (i) Internship for enhancing the employability (ii). Internship for developing the research aptitude. Research internship aims at providing hands-on training to work on research tools, techniques, methodologies, equipment, policy framework and various other aspects in pursuing quality research, by working with mentors in HEIs, research institutions, universities, nationally and internationally reputed organizations, farmers, and entrepreneurs, using local experts through recognition of prior learning models and individual persons distinguished in specific fields.

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

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

Internships are intended to give students practical work experience in journalism, new media, broadcast production, advertising and media business management. It is mandatory for the students to complete the internship in a media organization [Print, broadcast (television and radio), Photography, Online content writing, Advertising, Digital Marketing, Public Relations-Corporate communication and Event Management) for a period of at least 5 months, commencing from the end of the 7^h semester. A report should be submitted by the end of the 8th 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, online content, and creative work.Ideally the student interns in one or two media organizations.

ARTICULATION MATRIX

CO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PSO 1	PSO 2	PSO 3
1		2		3	2		3			2
2		3					3			2
3		3	2				3			
4	1	3	2	2	2	2	3	2	2	3
5	3	3	2	3	2	1	3		2	2

Employability: placement based on performance in media houses and legacy networks
Entrepreneurship: gain hands on experience in **small/medium or start-up media houses**
Skill Development: Networking, Becoming Industry ready

Courses offered under the framework of

Amrita Values Programmes I and II

22AVP201   Message from Amma's Life for the Modern World

Amma's messages can be put to action in our life through pragmatism and attuning of our thought process in a positive and creative manner. Every single word Amma speaks and the guidance received in on matters which we consider as trivial are rich in content and touches the very inner being of our personality. Life gets enriched by Amma's guidance and She teaches us the art of exemplary life skills where we become witness to all the happenings around us still keeping the balance of the mind.

22ADM211 Leadership from the Ramayana

Introduction to Ramayana, the first Epic in the world – Influence of Ramayana on Indian values and culture – Storyline of Ramayana – Study of leading characters in Ramayana – Influence of Ramayana outside India – Relevance of Ramayana for modern times.

22ADM201 Strategic Lessons from the Mahabharata

Introduction to Mahabharata, the largest Epic in the world – Influence of Mahabharata on Indian values and culture – Storyline of Mahabharata – Study of leading characters in Mahabharata – Kurukshetra War and its significance - Relevance of Mahabharata for modern times.

22AVP204 Lessons from the Upanishads

Introduction to the Upanishads: Sruti versus Smrti - Overview of the four Vedas and the ten Principal Upanishads - The central problems of the Upanishads – The Upanishads and Indian Culture – Relevance of Upanishads for modern times – A few Upanishad Personalities: Nachiketas, SatyakamaJabala, Aruni, Shvetaketu.

22AVP205   Message of the Bhagavad Gita

Introduction to Bhagavad Gita – Brief storyline of Mahabharata - Context of Kurukshetra War – The anguish of Arjuna – Counsel by Sri. Krishna – Key teachings of the Bhagavad Gita – Karma Yoga, Jnana Yoga and Bhakti Yoga - Theory of Karma and Reincarnation – Concept of Dharma – Concept of Avatar - Relevance of Mahabharata for modern times.

22AVP206 Life and Message of Swami Vivekananda

Brief Sketch of Swami Vivekananda's Life – Meeting with Guru – Disciplining of Narendra - Travel across India - Inspiring Life incidents – Address at the Parliament of Religions – Travel in United States and Europe – Return and reception India – Message from Swamiji's life.

22AVP207 Life and Teachings of Spiritual Masters India

Sri Rama, Sri Krishna, Sri Buddha, AdiShankaracharya, Sri Ramakrishna Paramahamsa, Swami Vivekananda, Sri RamanaMaharshi, Mata Amritanandamayi Devi.

22AVP208   Insights into Indian Arts and Literature

The aim of this course is to present the rich literature and culture of Ancient India and help students appreciate their deep influence on Indian Life - Vedic culture, primary source of Indian Culture – Brief introduction and appreciation of a few of the art forms of India - Arts, Music, Dance, Theatre.

22AVP209 Yoga and Meditation

The objective of the course is to provide practical training in YOGA ASANAS with a sound theoretical base and theory classes on selected verses of Patanjali's Yoga Sutra and Ashtanga Yoga. The coverage also includes the effect of yoga on integrated personality development.

22AVP210 Kerala Mural Art and Painting

Mural painting is an offshoot of the devotional tradition of Kerala. A mural is any piece of artwork painted or applied directly on a wall, ceiling or other large permanent surface. In the contemporary scenario Mural painting is not restricted to the permanent structures and are being done even on canvas. Kerala mural paintings are the frescos depicting mythology and legends, which are drawn on the walls of temples and churches in South India, principally in Kerala. Ancient temples, churches and places in Kerala, South India, display an abounding tradition of mural paintings mostly dating back between the 9th to 12th centuries when this form of art enjoyed Royal patronage. Learning Mural painting through the theory and practice workshop is the objective of this course.

22AVP213 Traditional Fine Arts of India

India is home to one of the most diverse Art forms world over. The underlying philosophy of Indian life is 'Únity in Diversity" and it has led to the most diverse expressions of culture in India. Most art forms of India are an expression of devotion by the devotee towards the Lord and its influence in Indian life is very pervasive. This course will introduce students to the deeper philosophical basis of Indian Art forms and attempt to provide a practical demonstration of the continuing relevance of the Art.

22AVP214 Principles of Worship in India

Indian mode of worship is unique among the world civilizations. Nowhere in the world has the philosophical idea of reverence and worshipfulness for everything in this universe found universal acceptance as it in India. Indian religious life even today is a practical demonstration of the potential for realization of this profound truth. To see the all-pervading consciousness in everything, including animate and inanimate, and constituting society to realise this truth can be

seen as the epitome of civilizational excellence. This course will discuss the principles and rationale behind different modes of worship prevalent in India.

22AVP215   Temple Mural Arts in Kerala

The traditional percussion ensembles in the Temples of Kerala have enthralled millions over the years. The splendor of our temples makes art enthusiast spellbound, warmth and grandeur of color combination sumptuousness of the outline, crowding of space by divine or heroic figures often with in vigorous movement are the characteristics of murals.

The mural painting specially area visual counterpart of myth, legend, gods, dirties, and demons of the theatrical world, Identical myths are popular the birth of Rama, the story of Bhīma and Hanuman, Shiva, as Kirata, and the Jealousy of Uma and ganga the mural painting in Kerala appear to be closely related to, and influenced by this theatrical activity the art historians on temple planes, wood carving and painting the architectural plane of the Kerala temples are built largely on the pan-Indians almost universal model of the Vasthupurusha.

22AVP218 Insights into Indian Classical Music

The course introduces the students into the various terminologies used in Indian musicology and their explanations, like Nadam, Sruti, Svaram – svara nomenclature, Stayi, Graha, Nyasa, Amsa, Thala,- Saptatalas and their angas, Shadangas, Vadi, Samavadi, Anuvadi. The course takes the students through Carnatic as well as Hindustani classical styles.

22AVP219 Insights into Traditional Indian Painting

The course introduces traditional Indian paintings in the light of ancient Indian wisdom in the fields of aesthetics, the Shadanga (Sixs limbs of Indian paintings) and the contextual stories from ancient texts from where the paintings originated. The course introduces the painting styles such as Madhubani, Kerala Mural, Pahari, Cheriyal, Rajput, Tanjore etc.

22AVP220 Insights into Indian Classical Dance

The course takes the students through the ancient Indian text on aesthetics the Natyasastra and its commentary the AbhinavaBharati. The course introduces various styles of Indian classical dance such as Bharatanatyan, Mohiniyatton, Kuchipudi, Odissy, Katak etc. The course takes the students through both contextual theory as well as practice time.

22AVP221 Indian Martial Arts and Self Defense

The course introduces the students to the ancient Indian system of self-defense and the combat through various martial art forms and focuses more on traditional Kerala's traditional KalariPayattu. The course introduces the various exercise technique to make the body supple and flexible before going into the steps and techniques of the martial art. The advanced level of this course introduces the technique of weaponry.

22AVP103	Mastery Over Mind	L-T-P-C: 1-0-2-2

Course Objectives
The course will enable the students to

- Mastery Over Mind (MaOM) is an Amrita initiative to implement schemes and organize university-wide programs to enhance health and wellbeing of all faculty, staff, and students (UN SDG -3)
- It gives an introduction to immediate and long-term benefits of MA OM meditation and equips every attendee to manage stressful emotions and anxiety, in turn facilitating inner peace and harmony.

- This course will enhance the understanding of experiential learning based on the University's mission: "Education for Life along with Education for Living" and is aimed to allow learners to realize and rediscover the infinite potential of one's true Being and the fulfilment of life's goals.

Course Outcomes

CO1: To be able to describe what meditation is and to understand its health benefits

CO2: To understand the causes of stress and how meditation improves well-being

CO3: To understand the science of meditation

CO4: To learn and practice MAOM meditation in daily life

CO5: To understand the application of meditation to improve communication and relationships

CO6: To be able to understand the power of meditation in compassion-driven action

CO-PO Mapping

PO/PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1								1	2	2		2			
CO2			2		2				2	2		2			
CO3					2			2	2	2		2			
CO4			3		3		2	3	2	3		3			
CO5			2		2			2	2	3		3			
CO6			2					2	2	3		3			

Syllabus:

Unit 1: Describe Meditation and Understand its Benefits (CO1)

A: Importance of meditation. How does meditation help to overcome obstacles in life *(Pre-recorded video with Swami Shubhamritananda Puri)*

Reading 1: Why Meditate? (Swami Shubamritananda ji)

Unit 2: Causes of Stress and How Meditation Improves Well-being (CO2)

A: Learn how to prepare for meditation. Understand the aids that can help in effectively practicing meditation. Understand the role of sleep, physical activity, and a balanced diet in supporting meditation. (*Pre-recorded video with Dr. Ram Manohar)*

B: Causes of Stress. The problem of not being relaxed. Effects of stress on health. How meditation helps to relieve stress. Basics of stress management at home and the workplace. *(Pre-recorded video with Prof Udhaykumar)*

Reading 1: Mayo Clinic Staff (2022, April 29). *Meditation: A Simple, Fast Way to Reduce Stress.* Mayo Clinic. https://www.mayoclinic.org/tests-procedures/meditation/in-depth/meditation/art-20045858 (PDF provided)

Reading 2: 'Efficient Action.' Chapter 28 in *Amritam Gamaya* (2022). Mata Amritanandamayi Mission Trust.

Unit 3: The Science of Meditation (CO3)

A: A preliminary understanding of the Science of meditation. What can modern science tell us about this tradition-based method? *(Pre-recorded video with Dr. Shyam Diwakar)*

B: How meditation helps humanity according to what we know from scientific research *(Pre-recorded video with Dr. Shyam Diwakar)*

Reading 1: Does Meditation Aid Brain and Mental Health (Dr Shyam Diwakar)

Reading 2: 'Science and Spirituality.' Chapter 85 in Amritam Gamaya (2022). Mata Amritanandamayi Mission Trust.

Unit 4: Practicing MA OM Meditation in Daily Life (CO4)

Guided Meditation Sessions following scripts provided (Level One to Level Five)

Reading 1: MA OM and White Flower Meditation: A Brief Note (Swami Atmananda Puri)

Reading 2: 'Live in the Present Moment.' Chapter 71 in Amritam Gamaya (2022). Mata Amritanandamayi Mission Trust.

Unit 5: Improving Communication and Relationships (CO5)

How meditation and mindfulness influence interpersonal communication. The role of meditation in improving relationship quality in the family, at the university and in the workplace. (Pre-recorded video with Dr Shobhana Madhavan)

Reading 1: Seppala E (2022, June 30th) 5 Unexpected Ways Meditation Improves Relationships a Lot. Psychology Today. https://www.psychologytoday.com/intl/blog/feeling-it/202206/5-unexpected-ways-meditation-improves-relationships-lot

Reading 2: 'Attitude.' Chapter 53 in Amritam Gamaya (2022). Mata Amritanandamayi Mission Trust.

Unit 6 Meditation and Compassion-driven Action (CO6)

Understand how meditation can help to motivate compassion-driven action. (Pre-recorded video with Dr Shobhana Madhavan)

Reading 1: Schindler, S., & Friese, M. (2022). The relation of mindfulness and prosocial behavior: What do we (not) know?. Current Opinion in Psychology, 44, 151-156.

Reading 2: 'Sympathy and Compassion.' Chapter 100 in Amritam Gamaya (2022). Mata Amritanandamyi Mission Trust.

Text Books/Reference Books:

1. Meditation and Spiritual Life-Swami Yatiswarananda, Ramakrishna Math
2. The Complete Works of Swami Vivekananda Vol Vii by Advaita Ashram Mayavati Almora Himalayas
3. Dhyana Yoga-Holy Gita Swami Chinmayanda
4. Voice of God, Chandrasekharendra Saraswati, 68th Acharya of Sri Kanchi Kamakoti Peetam,
5. Hindu Dharma-Chandrasekharendra Saraswati, 68th Acharya of Sri Kanchi Kamakoti Peetam,
6. Mind: It's Mysteries and control-Swami Sivananda Saraswati
7. Amritam Gamaya (2022). Mata Amritanandamayi Mission Trust.
8. Books on Amma's teachings like Awaken children, From Amma's Heart etc.
9. The Science of Meditation: How to Change Your Brain, Mind and Body by Daniel Goleman and Richard. J. Davidson.
10. Allen, Cynthia (2020) The Potential Health Benefits of Meditation
11. Seppala E (2022, June 30th Unexpected Ways Meditation Improves Relationships a Lot.Psychology Today
12. Sharma, Hari (2022) Meditation: Process and Effects
13. Mayo Clinic Staff (2022, April 29). Meditation: A Simple, Fast Way to Reduce Stress.
14. Schindler, S., & Friese, M. (2022). The relation of mindfulness and prosocial behavior: Current Opinion in Psychology

Evaluation Pattern

Assessment	Internal	End Semester
Midterm	20	
Continuous assessment	40	
End Semester/Project		40

•CA – Can be Quizzes, Assignment, Projects, and Reports

22ADM101	FOUNDATIONS OF INDIAN HERITAGE	L-T-P-C: 2-0-1-2

Course Objectives

To introduce students to the depths and richness of the Indian heritage and knowledge traditions, and to enable them to obtain a synoptic view of the grandiose achievements of India in diverse fields. To equip students with a knowledge of their country and its eternal values.

Course Outcomes

CO1 Be able to enhance the understanding of true essence of India's cultural and spiritual heritage through learning analytically what it amounts to living a happy life, and about the richness of India's education system, while pondering on the serious damage caused by colonialism in India alongside learning about the means of decolonization and knowing about the early timeline of Indian subcontinent.

CO2 Learn about the sublime value of selflessness and final freedom alongside understanding the concept of circle of life and Indian approach toward it while delving into the means of celebrating life.

CO3 Familiarize on the topic of what true love is, by way of understanding the immense compassion of mahātmas, and Mātā Amṛtānandamayī's Amma's gospel on compassion, the role of metaphors and tropes whereafter focussing personality development through Yoga both theoretically and practically

CO4 Appreciate the discussion on what it takes to be a strategic thinker, how India was glorified by various scholars and travellers and how strong a human being's association with nature should be alongside getting introduced to the glimpses of Indian traditions like Advaita Vedanta: the theory of oneness.

CO-PO Mapping

PO/PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1				2				2							
CO2		1				1	1	3							
CO3						1	2	3							
CO4	3					3	3	3							

Syllabus

Unit 1
Chapters 1-4
Educational Heritage of Ancient India
Life and Happiness
Impact of Colonialism and Decolonization
A timeline of Early Indian Subcontinent

Unit 2
Chapters 5-8
Pinnacle of Selflessness and ultimate freedom
Indian approach towards life
Circle of Life
Ocean of love; Indian Mahatmas.

Unit 3
Chapters 9 - 12
Man's association with Nature
Celebrating life 24/7.
Metaphors and Tropes
Become A Strategic Thinker (Games / Indic activity)

Unit 4
Chapters 13-16
India: In the Views of Other Scholars and Travellers
Personality Development Through Yoga.
Hallmark of Indian Traditions: Advaita Vedanta, Theory of oneness
Conversations on Compassion with Amma

Text Book(s)

Foundations of Indian Heritage- In house publication

References(s)

- The beautiful tree by Dharampal – Other India Press, Mapusa, 2000

- Peasants and Monks in British India by William Pinch – University of California Press.1996

- India, that is Bharat: Coloniality, Civilisation, Constitution by J Sai Deepak -Bloomsbury India, 2021
- Awaken Children Dialogues with Mata Amritanandamayi, MAM Publications
- Man, and Nature by Mata Amritanandamayi Devi , MAM Publications
- What Becomes of the Soul After Death, Sri Swami Shivananda, Divine Life Society,1999

Evaluation Pattern

Assessment	Internal	End Semester
Midterm Exam	30	
*Continuous Assessment (CA)	30	
End Semester/Project		40

•CA – Can be Quizzes, Assignment, Projects, and Reports

22ADM111	GLIMPSES OF GLORIOUS INDIA	L-T-P-C: 2-0-1-2

Course Objective

The course aims at introducing Bhārath in nutshell to the student, which includes the sources of Indian thoughts, eminent personalities who shaped various disciplines, India's significant contribution to the man kind, the current stature of Indian in the geopolitics and Indian approach to science and ecology.

Course Outcome

CO1: Will be able to recognise the call of Upanishads and outstanding personalities for confronting the wicked in the real world while admiring the valour, pursuit and divinity in both classical and historical female characters of India.
CO2: Will get introduced to Acharya Chanakya, his works, and his views on polity and nation to find synchrony between public and personal life, alongside understanding India's cultural nuances and uniqueness concerning the comprehension of God across major global communities.

CO3: Will be able to appreciate Bhagavad Gita as the source of the Indian worldview through the various Yogic lessons enshrined in it, making it one of India's numerous soft powers, and also understand the faith-oriented mechanism of preserving nature.

CO4: Will be informed about the enormous contribution of Indian civilisation over two and a half millennia to humanity and develop awareness about India's approach toward science, devoid of dogmas and rooted in humanism.

CO-PO Mapping

PO/PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1			1	2				2							
CO2	2	1					1	3	1						
CO3	2		1	2	1	1		3							
CO4	2			3				3	2						

Syllabus

Unit 1
Chapter 1 – Face the Brutes
Chapter 2 – Role of Women in India
Chapter 3 – Acharya Chanakya
Chapter 4 – God and Iswara

Unit 2
Chapter 5 – Bhagavad Gita: From Soldier to Samsarin to Sadhaka
Chapter 6 – Lessons of Yoga from Bhagavad Gita
Chapter 7 – Indian Soft powers
Chapter 8 – Preserving Nature through Faith

Unit 3
Chapter 9 - Ancient Indian Cultures (Class Activity)
Chapter 10 - Practical Vedanta
Chapter 11 - To the World from India (For Continuous Assessment)
Chapter 12 - Indian Approach to Science.

Text Books:

Glimpses of Glorious India- In-house publication

Reference Course material:

1. Fear Not: Be Strong (Swami Tathagatananda)

2. Essays on Gita (Sri Aurobindo)- Aurobindo Ashram

3. Indian Contribution to Science (Vijana Bharati Publication)

4. The Culture And Civilisation Of Ancient India In Historical Outline (D. D. Kosambi)

5. The Kautilya Arthashastra by Chankaya – Translation with critical and explanatory note by R P Kangle – Motilal Banarasidass Publishers- 1972

6. Chanakya Neeti – Strategies for success – Radhakrishnan pillai – Jaico Publishing house -2020.

7. Universal Message of the Bhagavad Gita: An exposition of the Gita in the Light of Modern Thought and Modern Needs. - Swami Ranganathananda, Advaita Ashrama Belur Math, 2000.

8.   A Concise History Of Science In India – D M Bose, S N Sen, B V Subbarayappa,The Indian National Science Academy 1971.

9.   Indian Culture and India's Future – Michel Danino - D.K. Printworld (P) Ltd -2011.

Evaluation Pattern

Assessment	Internal	End Semester
Midterm Exam	30	
*Continuous Assessment (CA)	30	
End Semester		40

•CA – Can be Quizzes, Assignment, Lab Practice, Projects, and Reports