

**AMRITA VISHWA VIDYAPEETHAM**

**DEPARTMENT OF MASS COMMUNICATION**



**B.A. MASS COMMUNICATION**

**CURRICULUM AND SYLLABUS FOR THE 2021 ADMISSIONS  
(BA.MCN)**

**AMRITA VISHWA VIDYAPEETHAM  
ETTIMADAI, COIMBATORE**

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### **Programme Educational Objectives (PEOs)**

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

**PEO1 [Critical Thinking]** - Develop a 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 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 and apply 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

## B.A. Mass Communication CURRICULUM

### SEMESTER I

S.No.	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	21ENG102	English/Print stream	English I	1 0 2	2
2.	-	Language	Language – Paper I	1 0 2	2
3.	21CMJ101	Core Module	Critical Orientation to Communication – Concepts	2 0 2	3
4.	21ENV200	Humanities	Environmental Science and Sustainability	3 0 0	3
5.	21CMJ181	Core Module	*Seminar	0 0 2	1
6.	21CMJ102	Core Module	Current Affairs Analysis I	1 0 0	1
7.	21SSK103		Self Awareness and Personal Growth	1 0 0	1
8.	21CMJ103	New Media/Design Stream	Computer and Web Application	0 1 4	3
9.	21CUL101		Cultural Education I	2 0 0	2
<b>Total</b>					<b>18</b>

### SEMESTER II

S.No.	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	21ENG113	English/Print stream	English II– Writing for media	1 0 2	2
2.		Language	Language paper II	1 0 2	2
3.	21CMJ111	Humanities	Economics	3 0 0	3
4.	21CMJ112	Core Module	Indian Constitution and Media Laws	3 0 0	3
5.	21CMJ113	Broadcast stream	Digital Photography and Videography	2 0 2	3
6.	21CMJ114	Core Module	Current Affairs Analysis: II	1 0 0	1
7.	21CMJ115	IMC Stream	Advertising and Communication	2 0 2	3
8.	21CMJ182	Design Stream	Design and Development: Lab I	0 1 4	3
9.	21CUL111		Cultural Education II	2 0 0	2
10.	21CMJ183		*Seminar	0 0 2	1
<b>Total</b>					<b>23</b>

### SEMESTER III

S.No.	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	21CMJ201	Core Module	Media Ethics	2 1 2	4
2.	21CMJ202	Core Module	Political Communication	2 0 2	3
3.	21CMJ203	Print Stream	Reporting and Editing	1 1 4	4
4.	21CMJ204	Broadcast Stream	Film Studies	1 0 4	3
5.	21CMJ281	Core Module	Data Analysis Techniques for Qualitative Research	0 1 2	2
6.	21CMJ282	Core Module	Data Analysis Techniques for Quantitative Research	0 1 2	2
7.	21CMJ205	Core Module	Current Affairs Analysis III	1 0 0	1
8.	21CMJ206	Core Module	Applied Media and Communication Research	3 0 2	4
9.	21CMJ283	Design Stream	Design and Development Lab II	0 1 4	3
10.	21CMJ284		*Seminar	0 0 2	1
11.	21AVP201		Amrita Values Programme I	1 0 0	1
<b>Total</b>					<b>28</b>

**SEMESTER IV**

S.No.	Course Code	Structural Framework	Courses Title	L-T-P	Credits
1.	21CMJ211	Print Stream	Multi-Media Reporting and Editing (Print)	21 6	6
2.	21CMJ213	IMC Stream	Public Relations and Event Management	2 1 2	4
3.	21CMJ214	Core Module	Current Affairs Analysis IV	1 0 0	1
4.	21CMJ215	IMC Stream	Corporate Social Responsibility	2 0 2	3
5.	21CMJ285	New Media	Web Application Architectures Lab	0 1 4	3
6.	21CMJ286	Core Module	*Seminar	0 0 2	1
7.	21CMJ215	Design Stream	Visual Design in Media	1 0 4	3
8.	21AVP211		Amrita Values Programme II	1 0 0	1
9.			#Open Elective 1	1 1 2	3
<b>Total</b>					<b>25</b>

**SEMESTER V**

S.No.	Course Code	Structural Framework	Course Title	L-T-P	Credits
1.	21CMJ390	Core Module	Research Project and Viva Voce		4
2.	21CMJ301	New Media Stream	Digital Content Marketing	3 0 2	4
3.	21CMJ302	Print Stream	Newspaper and Magazine Production	2 0 4	4
4.	21CMJ303	Print Stream	In Depth Journalism and Editing	1 1 4	4
5.	21CMJ304	Broadcast Stream	Programme Production: Radio and Television	1 1 4	4
6.	21CMJ305	Core Module	Current Affairs Analysis V	1 0 0	1
7.			##Open Elective 2	1 1 2	3
8.	21CMJ391	Core Module	Media Project		4
<b>Total</b>					<b>28</b>

**SEMESTER VI**

**21CMJ399 --INTERNSHIP - 10 credits with regular monitoring (once a month with the Industry rep) and report presentation and Viva Voce. Certificate from organization interned in is mandatory. Industry representatives to review the internship reports prior to student submission and send in an approval letter to internship co-coordinator. Grades will be awarded on submission of Internship report and Viva Voce.**

**LANGUAGE – PAPER I**

Course Code	Course Title	L – T – P	Credits	ES
21HIN103	Hindi I	1 0 2	2	B
21MAL103	Malayalam I	1 0 2	2	B
21TAM103	Tamil I	1 0 2	2	B

**LANGUAGE – PAPER II**

Course Code	Course Title	L – T – P	Credits	ES
21HIN113	Hindi II	1 0 2	2	B
21MAL113	Malayalam II	1 0 2	2	B
21TAM113	Tamil II	1 0 2	2	B

**#Open Elective 1 offered BY sister Departments( IV Semester)**

S.No	Course Code	Course Title	L-T-P	Credits
1.	21OEL243	Emotional Intelligence	3 0 0	3

**##Open Elective 2 (choice of any one from the ones listed below) offered BY sister Departments (V Semester)**

S.No	Course Code	Course Title	L-T-P	Credits
1.	21OEL271	Personal Effectiveness	3 0 0	3
2.	21OEL260	Introduction to Translation	3 0 0	3

**Open Elective A offered TO sister Departments (V Semester)**

S.No	Course Code	Course Title	L-T-P	Credits
1.	21OEL331	Documenting Social Issues	1 1 2	3
2.	21OEL299	Reporting Rural Affairs	1 1 2	3

**Open Elective B offered TO sister Departments (IV Semester)**

S.No	Course Code	Course Title	L-T-P	Credits
1.	21OEL332	Citizen Journalism	1 1 2	3
2.	21OEL333	Development Journalism	1 1 2	3

**\*Seminars-** Introduction of the Seminar Component (1 credit) across the first 4 semesters, Students present a seminar on a current topic for 10 minutes (group presentation) followed by a review. The idea is to improve students' Time Management, Planning and Prioritization - Attitude, Verbal and Nonverbal Skills - Effective Communication Skills - Group Discussion and Team Building Skills - Etiquette and Interview Skills. Students are encouraged to connect with an NGO, Corporate, Media organization and the like for quality ideas for presentation. This 'Student to Corporate' Connect' would be optional for the first two semesters, and mandatory for the 3<sup>rd</sup> to 4<sup>th</sup> semesters. This would also help build student portfolio and networking.

## SEMESTER I

21ENG102

ENGLISH 1

1 0 2 2

**Course Objective:** To help students communicate fluently in English; to enable and enhance the students skills in reading, writing, listening and speaking.

**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- Kinds of sentences, usage of articles and preposition. use of adjectives, adverbs for description, Tenses, Determiners- Agreement (Subject - Verb, Pronoun-Antecedent) collocation, Phrasal Verbs, Modifiers, Linkers/ Discourse Markers, Question Tags, Words often confused and misused, Synonyms and antonyms, Transformations of sentences

### UNIT 2

Reading Comprehension - Vocabulary & word formation from different texts & dictionary, Skimming and scanning- inference and deduction - Reading different kinds of material - Speaking: Narration of incidents/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- A Nonfiction Writers Guide from the Nieman 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



**Course Objective:** To make the student well versed in Hindi so that they can use the language in the fields of Mass communication

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

CO1: Gain knowledge about the origin and development of Hindi language.

CO2: Understand the structure of the language in different contexts

CO3: Apply the mechanics of writing.

CO4: Develop professional writing through literary forms and research

CO5: Understand the functional skills of the language.

#### ARTICULATION MATRIX

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

#### UNIT-1

Alphabets & Phonetics (for reading & writing), Pronunciation & vocabulary for conversations (for reading & writing), Common errors and error corrections (for drafting & proof reading)

#### UNIT 2

Communication Skills –I. Reading :- a) Newspaper / Magazine article, TV, feature and documentary, radio bulletins, advertising copy, press release in Hindi, b) Recognizing language :- media Vocabulary II. Speaking : – presentation, anchoring, public speaking, skits/ plays, panel discussions, voice over, debates and group discussion III. Listening Skills Attentive -maintain eye contact, posture, patience, Reflective -paraphrasing

#### UNIT 3

Grammar (major element of tense, preposition, gender, noun & pronoun) :-Introduction to feature and script writing

#### UNIT 4

AAkhri chattan-Mohan Rakesh, Tibath mein pravesh-‘ Rahul Sankruthayan, Rajasthan Ki EkGaavkeetheerthyatra-BheeshmaSahni

## **UNIT 5**

Translation-Bi lingual, Concise drafting in Translation

### **REFERENCES**

1. Hindi Samay.com.
  2. Vyavaharik Hindi Vyakaran ,AnuvadthahaRachana : Dr. H. Parameswaran, Radhakrishnapublishing House,New Delhi
  3. Kamtha Prasad Guru : Hindi Vyakaran, Best Book pub House, New Delhi
  4. News Paper and Feature Writing (IGNOU Help book for BHDA-101 in Hindi Medium) (Hindi) Paperback – 2014 Vinod srivastav(Author)
  5. Writing for Radio in Hindi Medium (Hindi) Paperback – 2018 by Shailesh Kumar Chaudhary (Author)
  6. RADIO AUR DOORDARSHAN PATRAKARITA ( AWARDED BOOK )\* (Hindi) Hardcover – 2017 by HARIMOHAN (Author)
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**TAM103 TAMIL I 102 2**

**Course Objective:** To teach Tamil for effective communication in different spheres of Social, Education and Media and also make the students to write news stories/ script in the language.

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

1. Develop overall Tamil language ability
2. Develop conversational communicative & writing competence in the language
3. Understand Socio – Cultural exchange through Communication channels
4. Understand the contribution of Tamil literature.
5. Use the methods of application in Translation & write news stories/ script in the language.

**ARTICULATION MATRIX**

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

**UNIT-1**

- a) Alphabets & Phonetics (for reading & writing)
- b) Pronunciation & vocabulary for conversations (for reading & writing)
- c) Common errors and error corrections (for drafting & proof reading)

**UNIT-2**

- a) Grammar - writing news & script:
- b) Printing and editing: print editing and indexes; Refinement and symbols; Language editing; The type of magazines and the use of symbols; Modern trends in printing; Mechanical division, Editing- Types of editing, grammar of editing, transition, editing the visual, editing the soundtrack
- c) Conversations-: Interview: Description, Categories; News Writing and Refining.
- d) News collection and writing: Message Definition, Categories; Reporter qualifications, responsibilities, duties;

### **UNIT -3**

Folk music, drama & story: folklore (creative & oral communication)

### **UNIT- 4**

#### **Poem :**

- a) Thirukkural - “marunthu”
- b) Pattukottai Kalyanasundaranar songs (paTippu thevai).
- c) Purananooru Padal – (Yathum UrE Yavarum kELiir)

**Story:** puthumai piththan (mana nizhal),

### **UNIT- 5**

Translation – Different types of translation and its problems.

- a) Transliteration Vocabulary: Vocabulary- general introduction; Word collection - sources; Types of word; Verbal algorithms; Dictionary and Vocabulary; The tendency of the Vocabulary.

### **REFERENCES**

1. Thirukkural
2. Puranaanuru
3. Thiruvalluvar oru Maruththuvar – K. Mohanarasu - Maanikkavasagar Pathippagam
4. Tamizh nadaik kaiyEdu – Mozhi arakkattalai – Adaiyaalam Pathippagam, Tamizh University
5. Sollakkam – Prof. S.Rajendran
6. Mozhipeyarppiyal Arimugam – Dr. Joshwin Dorathi – TVU
7. Vilambara mozhi – Dr. Vijayarani
8. Seythi segarariththalum ezhuthuthalum – P Raju – TVU
9. Achchiduthalum pathippithalum – Dr. V. Mohan – TVU
10. Ilakkiya thiranaayvu – Dr. T.S. Natarajan – TVU
11. Mozhipeyarpiyal sollaakkam – Muruksha pandiyan TVU
12. <http://www.tamilvu.org/library/libindex.htm>

**Course Objective:** To equip students with strong communication skills in Malayalam, appropriate for Media Professionals.

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

- 1: Become familiar with Malayalam language in all of its diversities.
- 2: Develop Proficiency in language communication.
- 3: Acquire knowledge in media language.
- 4: Learn the art of Travel / professional writing
- 5: Appreciate the aesthetics of bilingual translation.

### ARTICULATION MATRIX

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

### UNIT 1

- a) Introduction to Malayalam language
- b) Introduction to basic linguistics.

### UNIT 2

#### Communication Skills –

- a) Listening
- b) Speaking
- c) Reading
- d) Writing

Group discussion, Comprehension exercises, Debates, Presentation exercises.

### UNIT 3

Language proficiency, Practice in media language, Media content Analysis , Script writing and Newsfeed writing.

#### **UNIT 4**

Juhuvile Sandhya – S K Pottekkat -Yathrasmaranakal (Travelogue)  
Soonyathayile Poovilikal – Asha Menon -Himalayaprathyakshangal

#### **UNIT 5**

Bilingual translation involving Malayalam

#### **REFERENCES**

- 1.Maadhyama patanangal- Prof Panmana Ramachandran Nair- Current books -2009
- 2.Kairaliyude Katha- Prof N Krishnapillai – National Bookstall -2001
- 3.Thettillatha Malayalam – Prof Panmana Ramachandran Nair –DC Books- 2006
4. Kerala panineeyam – A R Raja Raja Varma – National Bookstall
5. Balidweep – S K pottekkat –DC Books -2012

**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, Media as the message/massage, 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. Technological Determinism, Social Shaping of technology, Spiral of Silence, 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, 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



**Course Objective:** Seminars are intended to allow students to engage in the integrated activities of reading, research, discussion, and composition around a designated subject, and provide them opportunities for sustained, rigorous investigation of a topic. Students present a seminar in groups, on a current topic followed by a review. The idea is to improve students' Time Management, Planning and Prioritization - Attitude, Verbal and Nonverbal Skills - Communication Skills - Etiquette and Interview Skills. Students are to connect with an NGO, Corporate, Media organization and the like for quality ideas for presentation. This would also help build student portfolio and networking.

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

1. Speak and debate with an appreciation for complex social and cultural sensibilities
2. Demonstrate the ability to collaborate with others as they work on intellectual projects of current interest
3. Prepare appropriately to participate effectively in class discussion and review.
4. Offer compelling, articulate oral arguments, showing an understanding of the unique demands of oral presentation as opposed to writing.
5. Challenge and offer substantive replies to others' arguments, comments, and questions, while remaining sensitive to the classroom audience.

#### ARTICULATION MATRIX

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

**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.

**Course Objective:** Provide foundation of Computer and Web application principles for effectively using web related applications

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

1. Understanding multimedia and basic principles of internet and web design.
2. Understand OS functionalities and having a hands-on with Office applications.
3. Create vector based illustration with topics discussed.
4. Learn the basics of HTML and making first website.
5. Work with e-book concept in bringing text image and illustration together with hierarchy in sitemap.

#### ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3	PSO4
1	1	2	2	2	1	2	1	2	1	2	2
2	0	1	1	1	1	2	1	2	1	1	2
3	2	2	1	1	1	2	1	2	1	2	1
4	1	3	2	1	1	1	1	2	2	2	1
5	3	3	3	2	1	2	2	3	2	2	2

#### UNIT 1

Introduction to Internet: History & structure of the Internet-. Understanding Browsers- types of graphics and multimedia available-types of websites, good design vs. bad design. Usability, readability -loading time-color schemes- image choices, advertisements/pop-ups.

#### UNIT 2

Application software – Operating System (OS) Application (Windows, Linux, Apple and Android) – Microsoft Office: Word, Excel, spreadsheets, PowerPoint and MS Access

#### UNIT 3

Vector Graphics Editor: Draw basic Shapes-Draw objects- Create vector images- Use blends, gradients, and patterns- Create symbols -Type Formatting - Add graphs. Tools: Adobe Illustrator or Autodesk Sketchbook

#### UNIT 4

Web Development with HTML, CSS and JS: HTML-Editors, Basic, Elements, Attributes, Headings, Paragraphs, Styles, Formatting, Quotations, Comments, Colors, CSS, Links, Images, Tables, Lists, Block & Inline, Classes, frames, JavaScript, File Paths, Head, Layout, Responsive, Computer code, Semantics, Style Guide, Entities, Symbols, Emojis, Charset, URL Encode, XHTML, Forms, Form Attributes, HTML-Forms, elements, Input

Types, Input Attributes , Input Form Attributes, HTML Graphics, Canvas, SVG, HTML-Media, Video, Audio and Plug-ins.

## **UNIT 5**

Site map – Types of sitemap (Visual, HTML and XML based), creating and submitting sitemaps to search engines. Elements and principles of design – making a theme, navigation aids, bandwidth, simplicity and consistency, integrity and stability, accessibility, browser awareness, laws of usability, instructional designing and sitemap information architecture.

## **REFERENCES**

1. Ambrose.G, and Harris, P. (2011) The Fundamentals of Typography, A&C Black.
2. Barksdale, E. Turner,S. ,(2005)HTML Basics, Course Technology.
3. Botello,C. (2012) Adobe Illustrator CS6 Revealed,Cengage Learning.
4. Damien, J. (2010) Introduction to Computers and Application Software.Tci
5. James K. L., (2010) The Internet: a User's Guide, PHI Learning Pvt. Ltd
6. Sklar , J. (2011) Principles of Web Design: The Web Technologies Series, Cengage Learning

## SEMESTER II

21ENG113

ENGLISH II- WRITING FOR MEDIA

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

### **UNIT 3**

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 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

**Course Objective:** Appreciation and assimilation of Hindi Media in both drisya & shravya using the best specimens provided as anthology.

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

1. Use a variety of accurate words and sentence structure
2. Acquaintance with Writing competence in the language
3. Gain proficiency in the language through different communicative channels
4. Acknowledge the basic principles of Translation
5. Develop basic skills in Print & Visual media content

#### ARTICULATION MATRIX

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

#### UNIT-1

- a) Saar Lekhan (Precise Writing, script writing/documentary, TV, feature)

#### UNIT-2

- a) विज्ञापन-लेखन - Advertisement Writing.

#### UNIT -3

Communicative Hindi –understanding proper pronunciation, Haptics...etc. in Interviews, Short speeches, narration in radio stories, news etc.

#### UNIT -4

- a) Film review, criticism in Audio- Visual –Media in Hindi – Movies appreciation and evaluation.  
 b) News reading and presentations in Radio and TV channels in Hindi .  
 c) samvaadhlekhana,

#### UNIT-5

- a) Translation and translated works

**REFERENCES**

1. News Paper and Feature Writing (IGNOU Help book for BHDA-101 in Hindi Medium) (Hindi) Paperback – 2014 Vinod Srivastav (Author)
- 2.. Writing for Radio in Hindi Medium (Hindi) Paperback – 2018 by Shailesh Kumar Chaudhary (Author)
3. RADIO AUR DOORDARSHAN PATRAKARITA ( AWARDED BOOK )\* (Hindi) Hardcover – 2017 by HARIMOHAN (Author)
4. Indian Folklore google site



**Course Objective:** To develop communication skills – Literary and creative writing for Print and Electronic Media

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

1. Understand news story language and structure concepts
2. Acquaint themselves with Writing competence in the language
3. Get proficient in the language through different communicative channels
4. Apply critical thinking & co relating Ideas
5. Formulate and employ appropriate translation methods

#### **ARTICULATION MATRIX**

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

#### **UNIT -1**

Script writing/documentary, TV, feature - Group Discussion

#### **UNIT -2**

Advertisements and writing for ads.

#### **UNIT -3**

Communicative Malayalam - Interviews, Short speeches, narration in radio stories, news etc.

#### **UNIT -4**

a) Film review, criticism in Audio- Visual –Media in Malayalam – Movies appreciation and evaluation.

b) News reading and presentations in Radio and TV channels - Problems and challenges

#### **UNIT -5**

a) Translation and translated works – Geethanjali – Translation by G.Sankarakuruppu – Chicago speech by Swami Vivekananda 1893 September 11

b) Project in print &visual media

**REFERENCES**

1. Drisiya bhasha – K.S.Rajasekaran – Kerala Bhasha Institute
  2. Malayala Saily – Kuttykrishna marar
  3. Kadhikante panippura – MT Vasudevan Nair
  4. Nalla Malayalam – CV Vasudeva bhattathiri – Lipi Publications
  5. Swathandryam ardharathriyil – MS Chandrasekhara Varier – TKG Nair. DC Books
-

**Course Objective:** To develop communication skills – Literary and creative writing for Print and Electronic Media

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

1. Understand News story language and structure concepts
2. Get acquainted with Writing competence in the language
3. Become proficient in the language through different communicative channels
4. Develop critical thinking & co relating Ideas
5. Formulate and employ appropriate New Project in print & visual Media methods

#### ARTICULATION MATRIX

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

#### UNIT -1

- a) Script writing/documentary, TV, feature - Group Discussion

#### UNIT -2

- a) Advertisement

#### UNIT -3

- a) Communicative Tamil - Interviews, Short speeches, narration in radio stories, news etc.

#### UNIT -4

- a) Film review, criticism in Audio- Visual –Media in Tamil – Movies appreciation and evaluation.  
b) News reading and presentations in Radio and TV channels - Problems and challenges

## **UNIT -5**

- a) Translation and translated works in Print Media
- b) Project in print & visual media

### **REFERENCES:**

1. Tamizh nadaik kaiyEdu – Mozhi arakkattalai – Adaiyaalam Pathippagam, Tamizh University
2. Vilambara mozhi – Dr.Vijayarani
3. <http://www.tamilvu.org/library/libindex.htm>
4. Mozhipeyarppiyal Arimugam – Dr. Joshwin Dorathi
5. Karuthaadal (Karuvum Uruvum) – S.Shunmugam – Maanikkavasagar Pathippagam
6. Mozhiyum ezhuththum – S.V. Shunmugam – New Century Book House
7. Thiruvalluvar oru Maruththuvar – K. Mohanarasu - Maanikkavasagar Pathippagam
8. Tamizh nadaik kaiyEdu – Mozhi arakkattalai – Adaiyaalam Pathippagam, Tamizh University

**Course Objective:** Help students to identify and explain economic concepts and theories in relation to markets, industry and government policies within the journalistic context.

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

1. Understand basic economic concepts and how to report business and economic issues nationally and globally.
2. Apply the language of business and economics as journalists/media scholars, and to translate their knowledge for readers.
3. Have the background, knowledge, skills and attitudes that are necessary to succeed as business, financial journalists and media students.
4. Understand both Micro and Macroeconomics and evaluate how the economy as a whole and economic behavior of individual units influence national economy, employment, inflation and global relations.
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		1					2	
2	2	3	2	1		1		3	3	1
3	3	3	2	2	1	1	1	1	2	1
4	3	3	2	2	1	2			1	2
5	3	3	2	2	1	2	1	2	3	2

#### UNIT 1

Introduction to economics. Audience as market. Understanding macro and micro economics. GDP. National Budget. Fiscal policy. Money and inflation. Role of the RB. Agricultural finance and marketing

#### UNIT 2

Unemployment and labour issues. Poverty and development. Effectively dealing with numbers. Public perception and politics

### **UNIT 3**

Industrial growth and policy. Companies and business. Public and Private companies, Understanding Company performance and Accounts- income statements, balance sheets and cash flow statements.

### **UNIT 4**

Mergers and acquisitions. Small businesses and informal sectors. Stock markets. Financial markets and Currency markets.

### **UNIT 5**

Commodities and international trade. Role of international organizations – World Bank, IMF. Problems of globalization and poverty.

### **REFERENCES**

1. Acharya, S. N. (2003) *India's Economy: Some Issues and Answers*, Academic Foundation
2. Banerjee, A., Banerjee, A.V. and Duflo, E. (2011) *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, Public Affairs.
3. Chancel, L (2020). *Unsustainable Inequalities: Social Justice and the Environment*, Belknap Press
4. Cohen, R. (2020) *Impact: Reshaping capitalism to Drive Real Change*, Ebury Press
5. Roush, C. (2004) *Show me the money: Writing business and economics stories for mass communication*, Mahwah, N.J. and London, Lawrence Erlbaum Associates.
6. Schuster, T. (2006) *The Markets and the Media: Business News and Stock Market Movements*, Lexington Books.
7. Sharma, A. K. (2000) *Indian Stock Market: Regulation, Performance and Policy Perspective*, Deep and Deep Publications
8. Sowell, T. (2010) *Basic Economics 4th Ed: A Common Sense Guide to the Economy*, Basic Books.
9. Taparia, J (2004). *Understanding Financial Statements: A Journalist's Guide*, Marion Street Press.

**Course Objective:** Acquaint students with the in-depth knowledge in systems of media governance along with constitutional provisions

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

1. Understand how Indian media laws and regulations compare with those of other nations
2. Understand how media policies and regulations enable or constrain effective media environments
3. Understand the obligations and rights of media practitioners in the execution of their duties
4. Develop critical thinking, debating skills and a case analysis approach to issues related to media governance
5. Understand changing media landscapes and their possible legal implications and ethical approaches

#### ARTICULATION MATRIX

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

#### UNIT 1

The legal system and courts. Sources of law. The Constitution. Fundamental Rights. Freedom of expression. Directive Principles. Constitutional provisions. Protecting national security and public order. Discussion: Environment for freedom of the media in India.

#### UNIT 2

Right to Information. Access to information laws and procedures. Protection of whistleblowers. Rules of court reporting. Contempt of court, sub judice rules. Laws regulating blasphemy and hate speech. Intellectual Property Rights. Discussion: Hate speech in modern liberal democracies.

### **UNIT 3**

Protection of social values. Obscenity and pornography. Violence and brutality. Protecting children. The law and professional standards relating to privacy. Law of defamation. Defenses and remedies. The Constitution over the years. Discussion: Defamation case studies.

### **UNIT 4**

Comparative constitutional law: Province determined, different forms of the Constitutions: India, USA, UK, Canada and Australia The main features and overview of the major SAARC Constitutions: India, Pakistan, Bangladesh and Sri Lanka -General principal of federalism. The foreign policy imperatives under the Constitutions of South Asian Nations. Discussion: Salient features of constitutions across nations.

### **UNIT 5**

Global Media and International Law: Provisions for legislature reporting – Parliamentary privileges and media .Contempt of court- specified Press laws- laws of obscenity- IT & CT Legislatures – Cable TV Act 1995- Media & working journalist public legislation The media and elections. Laws relating to the coverage of elections. Discussion: Contempt of court-case studies

### **REFERENCES**

1. Basu, D.D. (2010). *Law of the press*. 5<sup>th</sup> 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)*



**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
<b>1</b>	0	1	1	0	0	0	0	0	2	2
<b>2</b>	0	2	1	0	2	0	0	1	0	0
<b>3</b>	0	0	0	0	0	0	0	0	0	3
<b>4</b>	0	2	0	0	0	0	0	0	0	2
<b>5</b>	0	2	2	0	1	0	0	0	1	0

**UNIT 1**

Scope and nature of photography: How photography works, Picture structuring, the roles photographs play, changing attitudes towards photography, personal styles and approaches. Exposure to digital camera and DSLR. Photo Communication.

**UNIT 2**

Controlling the image: Aperture and f-number, depth of field, depth of focus, structuring pictures through the camera. Exploring the image. The art of colour and design.

**UNIT 3**

Organizing the picture: Noticing subject picture, Framing and Composition, Trends in Photography and Videography. Photo editing and Video editing Techniques. Aesthetics of the frame. Aspects ratios and associated aesthetic.

#### **UNIT 4**

Videography: Know your camera: Characteristics and functions of TV camera, Camera support and movements. Shots: Different types of shots, Elements of shot – frame composition basics – shooting for continuity – crossing the line. Covering news bulletins.

#### **UNIT 5**

Lighting: Basics of lighting, Importance of lighting, lighting sources, three-point lighting, shooting in daylight, lighting for indoors. Types of light. Quality. Understanding the LED light from color temp perspective.

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.

#### **REFERENCES**

1. Herbert. (2000). *Television Production*, Delhi: Wadsworth.
2. Langford. (2000). *Basic Photography*, London: Focal Press.
3. Millerson, G. (1990). *The Technique of Television Production*. New Delhi: Focal Press.
4. Millerson, G. (1998). *Basic Lighting Techniques*, New Delhi: Focal Press.

**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 topics covered

#### 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](http://www.bbc.com), [www.livemint.com](http://www.livemint.com), [abcnews.go.com](http://abcnews.go.com), [www.huffingtonpost.co.uk](http://www.huffingtonpost.co.uk), [www.thehoot.org](http://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.

**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. Explore classic debates about social, economic and ethical aspects of advertising as text and as an institution
2. Understand and draw connections between shifting modes of consumption, production, and the construction and sale of the 'audience product'
3. Develop literacies to critically analyze contemporary advertising, acquiring knowledge of the various forces and ideologies that shape advertising practices
4. Gain experience in analyzing 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	3		2	2	3		2			2
2	3		2	2	3	2				2
3	3	2	2	3	2	2		3	3	2
4		2			3					
5	3	3	2	1	3	1	2	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. Evaluating Social, Ethical, & Economic Aspects of Advertising and Promotion,

#### UNIT 2

The Audience: The consumer market segmentation. Audience Fragmentation and Media complexity. Demographics, psychographics, values and lifestyle. Persuasion in advertng, advertising appeals (ethos, pathos, logos, cognitive model, affective and conative). Consumer behaviour. Motivations, perception and influences (AIDA and hierarchy of

effects model). Ideologies that shape advertising practices (e.g. capitalism, liberalism, neoliberalism, multiculturalism).

### **UNIT 3**

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: Internet as part of the IMC mix. 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. Belch, G.E., Belch, M.E. & Purani, K. (2014). *Advertising & Promotion-An IMC Perspective*. New Delhi: Tata McGraw Hill
2. Hackley, C. (2010). *Advertising & Promotion - An Integrated marketing communications approach*. New Delhi: Sage.
3. Kapferer, J.N. (2008). *The New Strategic Brand Management*. London: Kogan Page.
4. Mas-Manchón , L (2020). *Innovation in Advertising and Branding Communication*, Taylor & Francis
5. Miller, M (2010). *Ultimate Web Marketing Guide*, Que Publishing
6. Shah & D’Souza. (2009). *Advertising & Promotions-An IMC perspective*, New Delhi: Tata McGraw Hill.
7. Strauss, J. and Frost, R. (2012). *E-Marketing*, New Jersey: Prentice Hall.

### **WEB REFERENCES**

1. [www.agencyfaqs.com](http://www.agencyfaqs.com)
2. [www.campaignindia.in](http://www.campaignindia.in)

### **NEWSPAPER REFERENCES**

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

**Course Objective:** Become familiar with graphic design principles related to web design and implementing theory into practice.

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

1. Design User interface in Digital media according to the theme.
2. Work with raster images in creating or editing according to the topic given
3. Create realistic images with advanced vector based graphic editor
4. To work with Graphic – theme based ( logo, visiting card, letter pad, envelope, posters)
5. Enhancing UX by improving overall experience of the users when they interact with the application or website

#### ARTICULATION MATRIX

C O	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	2	2	2	2	2	2	3	2
2	2	2	2	1	1	1	1	2	1	1	1
3	2	2	2	1	1	1	1	2	1	1	1
4	2	2	2	1	1	2	1	2	1	2	1
5	3	3	3	2	2	2	2	2	2	3	2

#### UNIT 1

User Experience (UX):- Knowing Your User, Refining User Research and Creating Personas, Synthesis of User Research, Journey Maps, and User Flows, Wire framing, Sketching, Prototyping, Iterating the Prototype and Further User Testing and Building a Case Study for UX

#### UNIT 2

Raster Graphics Editors: Getting to Know the Work Area. Basic Photo Corrections. Working with Selections-Layer Basics. Correcting and Enhancing Digital Photographs. Masks and Channels. Typographic Design-Vector Drawing Techniques. Advanced Compositing. Painting. Working with 3D Images. Preparing Files for the Web-Producing and Printing Consistent Color. Consistency in typography, Compatibility for all screens. Tools: Adobe Photoshop or GIMP or Autodesk Sketchbook.

### **UNIT 3**

Advanced Vector Graphics Editors:

An overview, menus and tools. Drawing lines, shapes, inserting pictures, objects, tables, templates. Adding special effects. Exporting drawings, outlining & filling objects.-Working with Curves. Inserting symbols, Clip arts, Special effects, professional use of the drawing tools, brushes and patterns, 3d, gradient mesh and perspective tools, create complex vector graphics for print and web projects. Tools: Corel Draw or Affinity Designer.

### **UNIT 4**

Audio Editing: MIDI and Digital Audio. Recording and Playback. Basic Editing in Sound Forge. Applying the Processing Functions. Cutting, deleting, and pasting audio regions Audio Effects in Sound Forge. Synthesis, Sampling, and Batch Processing. Audio effects and restoration. Tools: Sonic Sound Forge or Audacity or FL Studio.

### **UNIT 5**

User interface (UI) design: - Functionality requirements gathering, User and task analysis, Information architecture, Prototyping, Usability inspection and testing, GUI Designs and Software Maintenance

### **REFERENCES**

1. Bouton,G.D.(2010) CorelDRAW X5 The Official Guide,McGraw Hill Professional.
2. Dayley,B. (2012) Adobe Photoshop CS6 Bible, John Wiley & Sons.
3. Garrett, J.J (2010) The Elements of User Experience: User-Centered Design for the Web and Beyond (2nd Edition).
4. Garrigus,S.R. (2010) Sound Forge Power, Firewall Media.
5. Morville, P. and Rosenfeld, L. (1998) Information Architecture for the World Wide Web: Designing Large-Scale Web Sites, O'Reilley Media.
6. Stone,D. Jarrett,C. Woodroffe,M. Minocha,S. (2005)User Interface Design and Evaluation, Morgan Kaufmann
7. Unger,R. Chandler,C.(2012) A Project Guide to UX Design,New Riders

**Course Objective:** Seminars are intended to allow students to engage in the integrated activities of reading, research, discussion, and composition around a designated subject, and provide them opportunities for sustained, rigorous investigation of a topic. Students present a seminar in groups, on a current topic followed by a review. The idea is to improve students' Time Management, Planning and Prioritization - Attitude, Verbal and Nonverbal Skills - Communication Skills - Etiquette and Interview Skills. Students are to connect with an NGO, Corporate, Media organization and the like for quality ideas for presentation. This would also help build student portfolio and networking.

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

1. Speak and debate with an appreciation for complex social and cultural sensibilities
2. Demonstrate the ability to collaborate with others as they work on intellectual projects of current interest
3. Prepare appropriately to participate effectively in class discussion and review.
4. Offer compelling, articulate oral arguments, showing an understanding of the unique demands of oral presentation as opposed to writing.
5. Challenge and offer substantive replies to others' arguments, comments, and questions, while remaining sensitive to the classroom audience.

#### ARTICULATION MATRIX

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



### SEMESTER III

**21CMJ201**

**MEDIA ETHICS**

**2 1 2**

**4**

**Course Objective:** Learn the core ethical principles that have defined the very best journalism

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

1. Interpret, analyze and evaluate the ethical concepts in Media and ethics related theories.
2. Understand the role of various media regulatory bodies in India.
3. Comprehend the fundamentals of Media Ethics.
4. Demonstrate an understanding of major legal and ethical issues in Media with respect to investigative reporting and invasion of privacy.
5. Compare and analyze journalistic codes of conduct from across the world and comprehend the issues in the digital world.

#### ARTICULATION MATRIX

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

#### UNIT 1

Introduction to journalism ethics: Normative and descriptive ethics. Deontological and teleological theories. Critical thinking and decision making. Personal ethics and group ethics; Consequences of personal choices – moral judgment. Media and Democracy: The Indian Context – pre independent and post-colonial press. Evolution of the concept of the Fourth Estate: Educative and representative ideals. Objectivity and Watch Dog press. Freedom of Press: The Asian context. Biases in media and imbalance of news flow: World perspective.

## **UNIT 2**

Indian Press Council and Codes: Constitution of Press Council, Press Commission, Objectives and functions of the Press Council, Press Council Act 1965, 1978, Norms of Journalistic Conduct , Complaints Procedure. Broadcasting Code for Indian Television, Code of Ethics and broadcast standards, News Broadcasters Association, *Broadcasting Content Complaints Council*. Advertising Standards Council of India, Editors Guild. Public broadcasting vs private channels.

## **UNIT 3**

Ethical Concerns: Right to privacy: Invasion of privacy, Sensitivity, Caution against identification, Recording interviews and phone conversations, Intrusion through photography, Hospitals, Children, Listening devices. Discussion: Right to Privacy - Press Council India, Press Complaints Commission UK, Sri Lankan Press Council, Pakistan Codes- On Privacy Obligation to truth. Accuracy and Objectivity. Fairness and Balance. Plagiarism. Conflicting Interests. Sources- Reliability of Sources, Story's Credibility, Types of Sources, Attribution of Sources. Minimizing Harm. Trust & Confidentiality- Confidentiality of Sources, Protection of sources.

## **UNIT 4**

Ethics for different types of Reporting: Gender and Political Corruption, Investigative Reporting: Norms and parameters, Investigation reports, Mechanics-print and broadcast, Reports and sources-Disclosure, Confidentiality of Sources, Protection of Sources, Search & Seizure. Importance of Investigative Journalism and Role of Ethics, Press Council, PCC, AINEC on Investigative Journalism.

Case studies in Investigative Reporting.

## **UNIT 5**

Media Ethics in a Global Context: International Codes. International Federation of Journalists. Society of Professional Journalists' Code (US). Press Complaints Commission (UK) & Code of Practice. APME Code of Ethics. FIEJ Code 1981 (WAN). Sri Lankan Press Council Code of Ethics. South Asian Codes. Digital Media Ethics: Changing definitions of journalism and ethics- Issues in the Internet age Conflict reporting and disaster coverage: Reporting ethnic violence, Covering communal disputes, Violence not to be glorified, Conflicting Interests. Reporting on Natural calamities and tragedy, Picture power.

## **REFERENCES**

1. Allan, S. (Ed.) (2010). *The Routledge Companion to News and Journalism*. New York: Routledge.
2. Jacquette, D. (2007). *Journalism Ethics: Moral Responsibility in the Media*. Pearson Education.
3. Pavlik, J. (2008). *Media in the digital age*. New York: Columbia University Press.
4. Plaisance, P.L. (2009). *Media Ethics: Key principles for responsible practice*, New Delhi: Sage.
5. Rosenstiel, T. and Mitchell, A. (Eds.) (2003). *Thinking clearly: Cases in Journalistic Decision Making*. New York: Columbia University Press.
6. Sanders, K. (2003). *Ethics and Journalism*. New Delhi: Sage.

7. Ward, S (ed.) (2021). Handbook of Global Media Ethics, Springer International Publishing, Switzerland
8. Wilkins, L and Chritians, C. G (2020). The Routledge Handbook of Mass Media Ethics, Routledge, Taylor and Francis Group

#### **WEB REFERENCES**

1. <http://presscouncil.nic.in/>
2. <http://mib.nic.in/Codes%20Guidelines%20%20%20Policies.aspx>
3. [http://www.nbanewdelhi.com/pdf/final/NBA\\_code-of-ethics\\_english.pdf](http://www.nbanewdelhi.com/pdf/final/NBA_code-of-ethics_english.pdf)
4. <http://www.ibfindia.com/>

**Course Objective:** To make students aware of the main challenges in political communication in the current scenario.

**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 Political Communication, Society, 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, Communicative styles & strategies ( Incumbency vs. challenge style), Political advertising

### **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. Alesina, A. & Giuliano, P. (2009).*Family ties and political participation*.
2. IZA discussion papers, No. 4150. Retrieved from <http://nbn-resolving.de/>
3. Anduiza, E., Jensen, M., & Jorba, L. (2012).*Comparing digital politics: Digital media and political engagement around the world*. New York: Cambridge University Press.
4. Arceneaux, K., & Johnson, M. (2013).*Changing minds or changing channels? Partisan news in an age of choice*. Chicago, IL: University of Chicago Press.
5. Brants, K and Voltmer, K. (Eds) (2011) *Political Communication in Postmodern Democracy: Challenging the Primacy of Politics*, Palgrave MacMillan.
6. Giansante, G. (2015) *Online Political Communication - How to Use the Web to Build Consensus and Boost Participation*, Springer International Publishing, Switzerland
7. Kaid, L.L (2004), . *Handbook of Pol Communication Research*, Erlbaum Publishers, New jersey, London
8. McNair, B. (2011). *An introduction to political communication* (5<sup>th</sup> edition)
9. London, England:Routledge. ISBN-13: 978-0415596442 ; ISBN-10: 0415596440

10. Neyazi, T.A. (2018) . Political Communication and Mobilisation: The Hindi Media in India, Cambridge University Press, ISBN: 9781108416139. Available for download from [https://www.researchgate.net/publication/323365263\\_Political\\_Communication\\_and\\_Mobilisation\\_The\\_Hindi\\_Media\\_in\\_India](https://www.researchgate.net/publication/323365263_Political_Communication_and_Mobilisation_The_Hindi_Media_in_India)
11. Prasad K (ed.) (2003) Political communication- the Indian experience B.R. Publishing Corporation, Delhi

#### **WEB REFERENCES**

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

**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 I, Kenneth (2005) *Storycrafting*, New Delhi: Surjeet Publications.
6. Mencher, M (2003) *News Reporting and Writing*, Boston: McGraw Hill, 2003.



**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 from the silent era to the present, including major developments in technology, production of film, and prominent styles of film forms.
3. Understand 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. Recognize and analyze the way in which film communicates meaning and messages to its audiences.
5. Understanding the film production process and its relationship

#### ARTICULATION MATRIX

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

#### UNIT 1

The scope and boundaries of cinema. The ontology of the photographic image. The myth of total cinema. The evolution of the language of cinema. The virtues and limitations of montage. In defense of mixed cinema, theater and cinema.

## **UNIT 2**

History of World Cinema: Silent Cinema (1895-1930) - Sound Cinema (1930-1960) - Modern Cinema (1960-1995) - Major landmarks in World Cinema – Classic World films and their makers

## **UNIT 3**

The Soviet montage: Why study the soviet cinema? 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.

## **UNIT 4**

Asian Cinema, Latin Cinema. Indian Cinema: Production and reception conditions, Writings on Indian cinema, Genre and form, Songs and dance sequences, Censorship, The woman's film, Foundational fictions of the post-colonial nation.

## **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.

## **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*, 7<sup>th</sup> Edition, Boston: McGraw- Hill.
3. Case, D. (2001). *Film Technology in Post Production*, 2<sup>nd</sup> edition. Oxford: Focal Press.
4. Dancyger, K. (2007). *The Technique of Film and Video Editing*, 4<sup>th</sup> edition. Boston: Focal Press.
5. Marks, M.M. (1997). *Music and the Silent Film: Contexts and Case Studies, 1895 – 1924*. USA: Oxford University Press.
6. Mulhall, S. (2002). *On Film*. London: Routledge.
7. Proferes, N.T. (2005). *Film Directing Fundamentals: From script to screen*. New York: Focal Press.
8. Villarejo, A. (2007). *Film Studies the Basics*, London: Routledge

**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.

#### **REFERENCES**

- 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.

**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](http://www.biometrica.tomsk.ru/lib/spss_dumm.pdf)

Course Objective: Help students develop arguments for or against current national/international events through a close reading of the news and interpretation of events

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

1. Understand key concepts and concerns in national and international relations, particularly how state and non-state actors interact
2. Demonstrate an appreciation for the practice of comparative political inquiry, and an understanding of traditions of Indian and global political thought
3. Effectively develop a logical argument and justify a position through written and oral presentations

#### ARTICULATION MATRIX

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
<b>1</b>	3		2		2		1			
<b>2</b>	3		1	1	2		1		2	2
<b>3</b>	3	3			3		3	3	3	2

#### 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](http://www.bbc.com), [www.livemint.com](http://www.livemint.com), [abcnews.go.com](http://abcnews.go.com), [www.huffingtonpost.co.uk](http://www.huffingtonpost.co.uk), [www.thehoot.org](http://www.thehoot.org)
3. 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

**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**

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

**Course Objective:** Get students to learn tools to create international standard websites and help them take a big leap in their prospective career

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

1. Develop storyboard by understanding the techniques involved
2. Learn to animate with own illustrations and images to the story topics
3. Create web templates –according to the field
4. Control an animation through action script writing
5. Design website with bootstrap templates

#### ARTICULATION MATRIX

CO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PSO 1	PSO 2	PSO 3	PSO 4
1	2	2	2	1	1	1	2	2	2	2	1
2	2	1	2	0	0	2	2	2	1	1	0
3	1	1	1	0	0	1	1	2	1	1	1
4	1	1	2	0	1	2	1	2	1	1	0
5	3	3	2	2	2	2	2	3	2	2	2

#### UNIT 1

Motion Graphics Creation: Create a new animation, then create elements and basic text, Import bitmap and vector images, Add keyframes to a animation to animate an element, Adding and animating element effects, such as drop shadows, Veiling and unveiling elements on the Stage, Editing the duration of an animation – or a animation, Creating a fade and interaction in a animation via rollover effects and clickable buttons and Publishing a animation. Tools: Adobe Animate or Envy or TupiTube or Synfig Studio

#### UNIT 2

CSS framework: Colors, Containers, Panels, Borders, Cards, Defaults, Fonts, Google, Text, Round, Padding, Margins, Display, Buttons, Notes, Quotes, Alerts, Tables, Lists, Images, Inputs, Badges, Tags, Icons, Responsive, Layout, Animations, Effects, Bars, Dropdowns, Accordions, Navigation, Sidebar, Tabs, Pagination, Progress Bars, Slideshow, Modal, Tooltips, Grid, Code, Filters, Trends, Case, Material, Validation, Versions, Mobile, W3.CSS Colors and web building templates.

### **UNIT 3**

Vector Graphic Editor: Import pages and images. Work with layers. Pages. Editing bitmap images. Creating and editing vector images. Using bitmap and vector masks. Adding styles and applying effects. Using slices and hotspots to create animation and interactivity. Using and creating symbols. Creating an interactive prototype. Tools: Inkscape or Kirta or Pencil2D.

### **UNIT 4**

Bootstrap 4 for Web Design: Containers, Grid Basic, Typography, Colors, Tables, Images, Jumbotron, Alerts, Buttons, Button, Groups, Badges, Progress Bars, Spinners, Pagination, List Groups, Cards, Dropdowns, Collapse, Navs, Navbar, Forms, Inputs, Input Groups, Custom Forms, Carousel, Modal, Tooltip, Popover, Toast, Scrollspy, Utilities, Flex, Icons, Media Objects, Filters, BS4 Grids and Templates.

### **UNIT 5**

Storyboard Graphic Organizer: Overview of its relevance to different fields. History of Storyboarding. Compositions, Types of shots. Camera moves and the 180 Degrees Rule. Opening Shots, Framing & Basic Acting, Layer Moves–Tools: storyboardthat (online) or boards or OpenToonz.

### **REFERENCES**

1. Freeman, E.T., Robson, E. (2014), Head First JavaScript Programming, O'Reilly & Associates Incorporated.
2. Gerantabee, F. (2012) Adobe Flash Professional CS6 Digital Classroom, AGI Creative Team.
3. Hart, J. (1999) The Art of the Storyboard, Focal Press.
4. Philip, C. (2010) Adobe Flash Animation: Creative Storytelling for the Web and TV
5. Jones & Bartlett Publishers.
6. Smith, J. Osborn, J. (2012) Adobe Creative Suite 6 Design and Web Premium Digital Classroom, AGI Creative Team.

**Course Objective:** Seminars are intended to allow students to engage in the integrated activities of reading, research, discussion, and composition around a designated subject, and provide them opportunities for sustained, rigorous investigation of a topic. Students present a seminar in groups, on a current topic followed by a review. The idea is to improve students' Time Management, Planning and Prioritization - Attitude, Verbal and Nonverbal Skills - Communication Skills - Etiquette and Interview Skills. Students are to connect with an NGO, Corporate, Media organization and the like for quality ideas for presentation. This would also help build student portfolio and networking.

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

1. Speak and debate with an appreciation for complex social and cultural sensibilities
2. Demonstrate the ability to collaborate with others as they work on intellectual projects of current interest
3. Prepare appropriately to participate effectively in class discussion and review.
4. Offer compelling, articulate oral arguments, showing an understanding of the unique demands of oral presentation as opposed to writing.
5. Challenge and offer substantive replies to others' arguments, comments, and questions, while remaining sensitive to the classroom audience.

#### ARTICULATION MATRIX

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

## SEMESTER IV

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**21CMJ211 MULTI-MEDIA REPORTING AND EDITING (PRINT) 2 1 6 6**

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**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

### 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

#### **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 (2012) 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

**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. Understand the current status and scope of Public relations in the changing media landscape.
2. Gauge the importance of PR while dealing with different stakeholders
3. Estimate the importance of PR in time of crisis management.
4. Understand the relationship between Public Relations and Corporate Social Responsibility, and apply ethical components involved in responsible practices
5. Develop the skill to communicate with different stakeholders

**ARTICULATION MATRIX**

CO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PSO1	PSO2	PSO3
<b>1</b>	2		2	3			1			
<b>2</b>	2	2	2	1	3			2		2
<b>3</b>	3			3	3	2		2	3	2
<b>4</b>	2		1		3	2			2	
<b>5</b>		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. PR in the age of New Media; ethics, Scope, Challenges and Opportunities

**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, Measuring costs and benefits associated

with corporate community relations programs , Media Relations: writing Press releases and organizing press conferences. , Investor and Customer Relations: Cost effectiveness of corporate customer relations functions- Relative cost effectiveness in communication.

### **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**

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, Public relations and corporate social responsibility- Measurement and evaluation

### **UNIT 5**

Challenges in PR and writing practice: Visualizing messages. Language in PR. Writing practice- Press release, internal communication, organizing press meets or conferences and reporting the same.

### **REFERENCES**

1. Argenti, P. (2016) Corporate Communication. McGraw-Hill.
2. Caywood, C.L. (2011). The Handbook of Strategic Public Relations & Integrated Communications. McGraw-Hill
3. Center, A.H. & Jackson, P. (2014). Public Relations Practices: Managerial Case Studies and Problems, Prentice Hall India.
4. Cornelissen, J.P. (2004). Corporate Communications: Theory and Practice
5. Myers, C. (2021). Public relations history: Theory practice and profession. Routledge.
6. Sriramesh, K. & Vercic, D. (2009). The Global Public relations Handbook: Theory practice and Research. Routledge. New York
7. Theaker, A. (2012). Public Relations Handbook. Routledge.



**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](http://www.bbc.com), [www.livemint.com](http://www.livemint.com), [abcnews.go.com](http://abcnews.go.com), [www.huffingtonpost.co.uk](http://www.huffingtonpost.co.uk), [www.thehoot.org](http://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.

**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.

**Course Objective:** To help students gain skills and project based experience needed for entry into web application carriers.

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

1. Develop design based website with concept given with CSS
2. Learn to design and host dynamic websites with XAMPP
3. Learn to know the different versions of HTML and its successors in web design.
4. Learn to Adapt Advertising techniques in Social Media using different elements.  
Learn to create and maintain a website, even if you have no web design background with CMS.
5. Learn to perform SEO and SMO for the created website.

#### ARTICULATION MATRIX

C O	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PSO 1	PSO 2	PSO 3	PSO 4
1	2	2	2	1	1	2	1	1	1	2	1
2	1	1	1	0	0	2	2	1	2	1	0
3	1	1	1	0	0	1	1	1	2	1	0
4	2	2	2	1	1	2	2	1	2	2	1
5	3	3	3	2	2	3	2	2	3	2	2

#### UNIT 1

Web Development Framework: Introduction to Web Pages. Introduction to Web Development Framework. Creating Web Pages. Introduction to Cascading Style Sheets (CSS). Links. Images. Tables. Forms . Tools: Adobe Dreamweaver or BlueGriffon or Atom.

#### UNIT 2

Dynamic Web Sites:

Adding Dynamic data to Web Pages, Introduction to XAMPP, PHP, XHTML, XML, SQL, creating a simple dynamic website with PHP and MySQL

#### UNIT 3

XML and XHTML for web applications: HTML versus XML versus XHTML, Web pages utilizing-Hypertext Mark-up Language (HTML). CSS. Site planning-page layout, navigation, file management, cross-browser compatibility. semantic mark-up strategies highly usable-standards based web sites-form styling and the CSS.

#### **UNIT 4**

Open source web-based content management systems (CMS): Wordpress, Joomla, and Drupal. To create dynamic and flexible websites and landing pages.

#### **UNIT 5**

Search Engine Optimization (SEO) and Social Media optimization (SMO) tools, tactics and applications. Website crawling, indexing and ranking, bringing traffic to sites, keyword search, ON-Page/OFF-Page – density, frequency and content check, meta tag creation.

#### **REFERENCES**

1. Blankson, S. (2008) Search Engine Optimization (SEO): How to Optimize Your Website for Internet Engines: Google, Yahoo!, Msn Live, Aol, Ask, Altavista, Fast, Gigablast, Snap, Looksmart and More, Lulu.com
2. Fuller, M.H. (2000) A Step by Step Wordpress Tutorial for Beginners, Mati H Fuller
3. Marriott, J. Waring, E. (2012) The Official Joomla!, Addison-Wesley.
4. Osborn, J. (2012), Adobe Dreamweaver CS6 Digital Classroom, AGI Creative Team
5. Powell (2012) HTML and CSS: the Complete Reference, Fifth Edition, Tata McGraw-Hill Education
6. Sabin, L.W. (2014) Word Press for Dummies, John Wiley & Sons.

**Course Objective:** Seminars are intended to allow students to engage in the integrated activities of reading, research, discussion, and composition around a designated subject, and provide them opportunities for sustained, rigorous investigation of a topic. Students present a seminar in groups, on a current topic followed by a review. The idea is to improve students' Time Management, Planning and Prioritization - Attitude, Verbal and Nonverbal Skills - Communication Skills - Etiquette and Interview Skills. Students are to connect with an NGO, Corporate, Media organization and the like for quality ideas for presentation. This would also help build student portfolio and networking.

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

1. Speak and debate with an appreciation for complex social and cultural sensibilities
2. Demonstrate the ability to collaborate with others as they work on intellectual projects of current interest
3. Prepare appropriately to participate effectively in class discussion and review.
4. Offer compelling, articulate oral arguments, showing an understanding of the unique demands of oral presentation as opposed to writing.
5. Challenge and offer substantive replies to others' arguments, comments, and questions, while remaining sensitive to the classroom audience.

#### ARTICULATION MATRIX

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

**Course Objective:** Create and develop visual concepts in response to communication problems, including an understanding of the principles of visual organization, information hierarchy, symbolic representation, typography, aesthetics, and the construction of original meaningful forms.

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

1. Demonstrate fluency in the visual vocabulary and technical skills relevant to graphic design
2. Apply graphic design principles in the ideation, development, and production of visual messages
3. An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages
4. Demonstrate the ability to use design thinking strategies.
5. Confidently participate in professional design practice and management within a collaborative work environment.

#### ARTICULATION MATRIX

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

#### UNIT 1

Fundamentals of design: Definition. Approaches to design, Centrality of design.

Elements of design: Line, Shape, space, color, texture. form.

Principles of Design: Symmetry, rhythm, contrast, balance Mass/Scale.

Design and Designers: Need, role, process, methodologies.

#### UNIT 2

Study of typography. History, Classification, Anatomy. Usage of various letterforms.

Theoretical and applicable principles of letterforms. Expressive -compositions with type.

Typography in different contexts: New media, posters, signages, books, mailers, motion graphics.

### **UNIT 3**

Principles of visual and other sensory perceptions. Color psychology and theory-key aspects. Definition, Optical / Visual Illusions.

Various stages of design process: Problem identification, search for solution refinement, analysis, decision making, and implementation.

Collateral designing – Logo, branding and environmental designing -.Understanding the design brief as part of an ecosystem - Physical, cognitive and social computing environments.

### **UNIT 4**

Package designing – fundamental of package design - Packaging product - The marketplace-marketing and branding the package-Psychology of the consumer as it relates to packaging - Regulations and requirements.

### **UNIT 5**

User centered design process, need gap analysis, Information structuring and mappings, ICNO Graphics: information graphic tools and techniques for narrative and navigational based graphics: Participatory design, Ideation and brain storming, scenario. Building and body storming, Linear and animatic storyboarding, Comics and cartoons for communication.

### **REFERENCES**

1. Ambrose, G., and Harris, P. (2010). *Basics Design 08: Design Thinking*. Lausanne: AVA Academia.
2. Frost, C. (2012). *Designing for Newspapers and Magazines*, UK: Routledge.
3. Lester, E. (2000). *Visual Communications: Images with Messages*. USA: Thomson Learning.
4. Palmer, F. (1989). *Visual Elements of Art and Design*. New York: Longman.
5. Picture this: *Media Representation of Visual Arts and artists*. University of Luton Press
6. Porter, T. and Goodman, S (1985). *Manual of Graphic Technique 2: For Architects*, USA:Macmillan General Reference
7. Ryan, W., and Conover, T. (2004). *Graphic Communication today* (4th ed.). New York: Delmar Learning.
8. Schildgen, T.(1998). *Pocket Guide to color with digital applications*. New York: Thomson Learning.



## #Open Elective A (any one)

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**21OEL331 DOCUMENTING SOCIAL ISSUES 1 1 2 3**

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**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*

**Course Objective:** News coverage of rural areas: Issues ranging from health, education and civic amenities to government welfare schemes and the state of agriculture with farming losing its sheen among rural youth and resultant urban migration. New trends like mechanization of farming due to shortage of labour, the growth of self-help groups and mushrooming cottage industries, changes in the social and political life of the rural communities, inter-caste and class dynamics and how technological penetration is changing rural life and aspirations, success stories, best practices in farming, growing consumerism and its impact on the environment, rural businesses and innovations.

**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

#### 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, growing literacy and education breaking down caste and class barriers

#### 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. Need to ensure fair prices for the farmers’ produce by setting up agro-industries 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). The One-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](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](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](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/699560f2-d02e-16b8-4281-596d4c9be25a](https://www.ifad.org/documents/38714170/41190221/RDR2019_Overview_e_W.pdf/699560f2-d02e-16b8-4281-596d4c9be25a)

## SEMESTER V

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### 21CMJ390 RESEARCH PROJECT AND VIVA VOCE 4

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**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

**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 measured
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](http://contentmarketinginstitute.com/wp-content/uploads/2013/05/Ultimate_eBook_mayrev.pdf)



**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.

**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.

## **REFERENCES**

1. Adam, M. J. 2001 Printing Technology, New York: Sage Publications.
2. APA Stylebook
3. Garcia M. (1981), Contemporary Newspaper Design a Structural Approach Prentice Hall
4. Niir, B. (2007) The Complete Book on Printing Technology, Asia Pacific Business Press Inc.
5. Ryan, B. and O' Donnel, M.J. (2000). TheEditor's Toolbox: A Reference Guide for Beginners and Professionals, New Jersey: Blackwell Publishing.

**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

**Course Objective:** Provides the student with theoretical and practical experience in the preparation of audio video materials for radio, television, web, and social media.

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

1. Develop the art of maintaining audience loyalty – what the consumers want, and give it to them consistently.
2. Acquire skills that are essential for presenting the news.
3. Understand the fundamental concept of production in radio and television to complete a media project.
4. Develop proficiency in shooting and editing videos using studio equipment and NLE system.

#### ARTICULATION MATRIX

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

#### UNIT 1

From 2-minute headlines to 24-hour news: The bulletin, News programmes, V´erit´e, 24-hour news, Who does What in Radio and Television, Contemporary trends in news programmes. Item selection and order: ‘A fair picture . . .’ Second thoughts, Item order, Local considerations, Foreign coverage, Producing a Running Order, Fieldwork.

#### UNIT 2

Putting the show together: Winning an audience – the openers, Keeping an audience – headlines and promotions, Actuality, Pictures, Graphics, Programme balance – being all things to all people, Nightly News, And now the good news? Making the programme fit: Cutting, Filling, Backtiming . Deadlines – Timing is more than meeting deadlines, Media calendar.

#### UNIT 3

Presenting the News -News anchors and presenters: The talent, Qualities of a newscaster, Women newscasters, More than just a newsreader. Professionalism, Voice - Ôn-air: Performance, Presence, Getting through to the audience – rapport, Know your material, Ad-libs, The gate. Practice exercises for anchoring. Live on location. News reading. Documentary.

#### **UNIT 4**

The News Studio -Standby for transmission: The set, Control room – The equipment.

Recording: Principles of recording, Using portable sound recorders, Before the interview.

#### **UNIT 5**

Editing: ‘You can’t see the join’, Unethical editing, Digital audio editing, Multi-tracking, Analogue editing- Mixing, Types of fade -The studio today and radio tomorrow: On-air studio, Talks studio, The contributions studio, Remote studios, Radio car, Outside broadcast vehicle – Set up, Live transmission and streaming, Technical flexibility and adaptability. Event coverage & Sports Action. Portable telephones, Telephone reports, Obscenity button.

#### **REFERENCES**

1. Boyd. (2001). *Broadcast Journalism Techniques*, Oxford: Focal Press.
2. Harris. (1991). *Basic Editing: A Practical Course*. UK: Publishing Training Centre.
3. Hesketh and Yorke. (1993). *An Introduction to ENG*, USA: Focal Press.
4. Ivor Yorke (1990). *Basic TV Reporting*, Oxford: Focal Press.
5. Ivor Yorke (1987). *The Technique of Television News*, Oxford: Focal Press.
6. McLeish (1999). *Radio Production*, Burlington: Focal Press.
7. Millerson (1993).. *Effective TV Production*, 3rd edition, Oxford: Focal Press.
8. Taylor (1991). *A-Z of Radio Production*, BBC Radio Training.

**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 of China's increasingly aggressive posture.
3. Analyze and critique India's neighbourhood 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](http://www.bbc.com), [www.livemint.com](http://www.livemint.com), [abcnews.go.com](http://abcnews.go.com), [www.huffingtonpost.co.uk](http://www.huffingtonpost.co.uk), [www.thehoot.org](http://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.

## ##Open Elective B (any one)

**21OEL332**

**CITIZEN JOURNALISM**

**1 1 2**

**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
-

**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

**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 - 2 Credits for the work that the students create for an external organization and as (ii) Portfolio Enhancement - 2 Credits 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.

## SEMESTER VI

**21CMJ399**

**INTERNSHIP**

**10**

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

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

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

Internships are intended to give students practical work experience in journalism, new media, broadcast production, and advertising. It is mandatory for the students to complete the internship in a media organization [Print, Broadcast (television and radio), Photography, Online content writing, Web designing, Advertising, Digital Marketing, Public Relations- Corporate communication and Event Management) for a period of at least 5 months, commencing from the end of the 5<sup>th</sup> semester. A report should be submitted by the end of the 5<sup>th</sup> semester, failing which the students will be marked with an F grade. The internship report should consist of internship certificate, company profile, nature of work done, job progress, work diary on a daily basis, documents/ scanned copies of work done for the organization. For example, published news reports, photographs, design, online content, and creative work. The students will be allowed to intern only after the completion of their 5<sup>th</sup> semester. Ideally the student interns in one or two media organizations.

### 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