AMRITA VISHWA VIDYAPEETHAM

BA HONOURS WITH RESEARCH IN MASS COMMUNICATION WITH DIGITAL DESIGN AND ANIMATION

CURRICULUM AND SYLLABUS FOR THE 2024 ADMISSIONS

AMRITA VISHWA VIDYAPEETHAM
COIMBATORE
<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Contents</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Programme Educational Objectives</td>
<td>03</td>
</tr>
<tr>
<td>2.</td>
<td>Curriculum Structure</td>
<td>04</td>
</tr>
<tr>
<td>3.</td>
<td>Syllabus</td>
<td>07</td>
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</table>
Programme Educational Objectives (PEOs)

The students graduating from the BA (Hons) with Research in Mass Communication with Digital Design and Animation (minor) 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 the difference.

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

PEO5 [Ethics] - Understand 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.
### Programme Structure

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Course Type</th>
<th>Number of Courses</th>
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<tbody>
<tr>
<td>1.</td>
<td>Department Specific Core (DSC)</td>
<td>19</td>
<td>57</td>
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<td>2.</td>
<td>Elective Courses (DSE)</td>
<td>3 Elective branches (9 courses each)</td>
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<td>3.</td>
<td>Minor Courses</td>
<td>8</td>
<td>30</td>
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<td>4.</td>
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<td>7.</td>
<td>Open Elective (Interdisciplinary)</td>
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<td>8.</td>
<td>Project</td>
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<td>12</td>
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<td>9.</td>
<td>Internship</td>
<td>2</td>
<td>4*/6</td>
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<td>Total</td>
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### Allocation of Courses in Semesters

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<tr>
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<th>DS C</th>
<th>Elective Courses</th>
<th>MC</th>
<th>AEC</th>
<th>VA C</th>
<th>SEC</th>
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<th>Project / Internship</th>
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<td>II</td>
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<td>2</td>
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<td>III</td>
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<td>2 courses from the elective bundle chosen</td>
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<td>IV</td>
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<td>3 courses from the elective bundle chosen</td>
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<td>1</td>
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<td>V</td>
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<td>VI</td>
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<td>1</td>
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<td>1 (Summer Internship)</td>
<td>24+4*</td>
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</table>
Students opting for four year programme will undertake one semester internship of 6 credits in the VIIIth Semester.

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

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

**CURRICULUM**

**SEMESTER I**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Course Code</th>
<th>Structural Framework</th>
<th>Course Title</th>
<th>L-T-P</th>
<th>Credits</th>
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<td>1.</td>
<td>24ENG103</td>
<td>Ability Enhancement course (AEEC)</td>
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<td>6.</td>
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<td>3.</td>
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<td>Department Specific Core (DSC)</td>
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<td>Course Title</td>
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Select any three electives(according to specialization chosen) from Elective Bundles 3, 4 and 5

Select one elective from the Elective Bundle 3

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<td>8.</td>
<td>24MCN217</td>
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<td>9.</td>
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<td>Professional Photography and Videography</td>
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<tr>
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Select any two electives(according to specialization chosen) from Elective Bundles 6 and 7

Select one elective from the Elective Bundle 6

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<td>Corporate Social Responsibility in Practice</td>
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<td>9.</td>
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<td>Sound Design</td>
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<td>10.</td>
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<td>11.</td>
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Total 25

### SEMESTER VI

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3. 24DDA310 Minor Course Mobile UX UI Design Lab 1 0 6 4
5. 24MCN390 Project Media Project 2
6. Open Elective (Interdisciplinary) Open Elective 3 3 0 0 3
7 24DDA399 Internship *Summer Internship 4

Select any two electives(according to specialization chosen) each from Elective Bundles8 and 9

Select one elective from the bundle 8

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Course Code</th>
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<th>Course Title</th>
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<td>9.</td>
<td>24MCN316</td>
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<td>Media and Entertainment Branding</td>
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<td>10.</td>
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<td>12.</td>
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<td>13.</td>
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*Summer Internship (4 credits) is meant only for students who take the exit option after three years and not for those who proceed into the VIIth semester.

Students exiting after 3yrs will have to complete 150 credits to be eligible for a BA degree

SEMESTER VII

<table>
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<td>3.</td>
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<td>Data Analysis Techniques for Quantitative Research</td>
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SEMESTER VIII

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Students opting for 4 yrs of study will have to complete 180 credits to be eligible for a BA (Hons) degree.

#DSE COURSES – choice of bundles across semesters
Entrepreneurial Management - Bundles 1, 4, 7 and 10
Sustainability Management - Bundles 2, 5, 8 and 11
Marketing Management - Bundles 3, 6, 9 and 12

Evaluation Pattern

<table>
<thead>
<tr>
<th>Course Type</th>
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<td></td>
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CA (T) – Continuous Assessment Theory
CA (L) – Continuous Assessment Lab
MT – Mid- Term Examination
ES (T) – End Semester Examination Theory
ES (L) – End Semester Examination Lab

Open Elective
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<td>Development Journalism (or) Citizen Journalism</td>
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**LANGUAGE**

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**Summary of Elective bundles**

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<tr>
<th>Elective Bundle - Integrated Marketing Communication</th>
<th>Elective Bundle - Broadcast</th>
<th>Elective Bundle – Print</th>
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<tbody>
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<td>24MCN207-Print, Digital and Broadcast Advertising</td>
<td>24MCN209-Emerging Trends in Broadcast Media</td>
<td>24MCN211-Fake News and Disinformation</td>
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<td>24MCN208-Corporate Communication in Practice</td>
<td>24MCN210-Digital Television and Streaming Media</td>
<td>24MCN212-Sports Journalism</td>
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<td>24MCN215-Digital Content Marketing</td>
<td>24MCN218-Professional Photography and Videography</td>
<td>24MCN221-Photo Journalism</td>
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<td>24MCN216-Social Media Metrics</td>
<td>24MCN219-Television Journalism</td>
<td>24MCN222-Gender Reporting</td>
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<td>24MCN217-Market Research and Consumer Behavior</td>
<td>24MCN220-Mobile Journalism</td>
<td>24MCN223-Feature Writing</td>
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<td>24MCN306-Corporate Social Responsibility in Practice</td>
<td>24MCN308-Sound Design</td>
<td>24MCN310-Writing for Online media</td>
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<tr>
<td>24MCN315-Social Media Brands Optimization</td>
<td>24MCN317-Television News Production</td>
<td>24MCN319-Science Journalism</td>
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<tr>
<td>24MCN316-Broadcast and Entertainment Branding</td>
<td>24MCN318-Short Film and Documentary Making</td>
<td>24MCN320-In Depth Journalism and Editing</td>
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**List of courses in Amrita Value Programme I & II**

<table>
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<th>Course Code</th>
<th>Title</th>
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<tr>
<td>22ADM201</td>
<td>Strategic Lessons from Mahabharath</td>
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</table>
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

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</table>
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

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

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20
**Course Objective:** The course will enable the students to understand the basics of grammar and usage, to appreciate the literary compositions, and to understand the intricacies of language and literature.

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

**ARTICULATION MATRIX**

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**UNIT 1**
Hindi Sahithya ki Panchshresht Kahaniyam:
a. Sughmay Jeevan - Chandradhar Sharma, "Guleri"

b. Dhan ki Bhent - Rabindranath Tagore

c. Anbola - Jayashankar Prasad

d. Swamini (Manasrovar bhagh-1) Premchand

**UNIT 2.**
Hindi Kavitha:
a. ’Aarya” – Maithili sharan Gupth
b. ’Meribhiabha he Ismein’,”Mubarak Ho Naya Saal” – Nagarjun

c. ”Nishaa Ki rod eta Rakesh- Nihar se’., Shoonya Mandir mein Banoongi-Sandhya Geet se- ‘- Mahadevi varma
d. ’KhoobLadi Mardani valtho Jhansi Vali rani thi’- subhadra Kumari chohan

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

**UNIT 4.**

**REFERENCE**
Sugam Hindi Vyakarn, : Prof. Vanshidhar & Dharmapal Shastri
Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer
Entrepreneurship: Know Language and can do freelance
Skill Development: Understand the grammar and its application

Evaluation Pattern - 80: 20

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

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

Course Outcomes:
CO1 Inculcate Philosophical Ideas and methods.
CO2 Understand the postmodern literary methods.
CO3 Understand the cultural context in literature
CO4 Apply the basics of grammar

Articulation Matrix

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Unit 1
Knowledge of Malayalam Language, grammar.

Unit 2
2. Kattarinre karachil: “Edapally Raghavan Pilla”
Unit 3
1. Avanu Kittiya Nidhi- “Thakazhi Sivasankra Pillai”
2. BharathaParyadanam- Chapter- shodaranmar tammil – “Kuttikrishna Mararu”
3. Oru teruvinre katha – “S K Pottekkatt”

Unit 4
1. Adukkalayil Ninnu Arangatheykku- “V.T. Bhattathiripad”.

Text books/Reference:
1) Adukkalayil Ninnu Arangatheykku- “V.T.Bhattathiripadu”
2) BharathaParyatanam- “KuttikrishnaMarar”
3) Complete Works including Jnanappana- “Poonthanam”
4) Keralapaniniyam – “A R raja raj Varma”
5) LavanyasastrathinteYukthisilpam- “Dr.Thomas Mathew”
6) Malayala kavitasahitya charitram – “Dr. M Leelavati”
7) Manasvni --- “Changampuzha krishnapilla”
8) Nithyakanyaka – “Thakazhi Sivasankra Pillai”
9) Oru teruvinre ktha-“S. K Pottekkatt”

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

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

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

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

ARTICULATION MATRIX

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</table>
Unit-1 History of Tamil Literature: First, Intermediate, Last sangam. Sangam Literature, Pattuppaattu. Kuruntogai, Puranaanuuru.

Literature of the Sangam Maruviya period – Silappathiagaram (vazhakkuraikaathai), PatiṇeṇkiizhKaṇakkuNuulkal. TirukkuRaL (Marunthu)

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

Unit-3

Contemporary Literature:-

Kavithai: Pāṭiṭiṟam, (தபத்தவன்), Pāṭiṭiṟiṟam (தபத்தவன்).

Vigavai: Kāvavaiṟam pattuṟam (தமிழ்தமாயியின்வரலாறு?), Pāṭiṭiṟiṟam pattuṟam (தமிழ்தமாயியின்வரலாறு (ஆதிவரலாறு)).

Tirppi (மைத்தமாயியின்வரலாறு)

Vigavai: Pāṭiṭiṟam pattuṟam – (தமிழ்தமாயியின்வரலாறு)

Nakam: Thirumu (தமிழ்தமாயியின்வரலாறு)
Unit-3 Contemporary Literature: Poetry - Bharthiar(kuyilpāṭṭu), Bharathidasan (tamilinigimai, in pattamil) Pattukottai Kalyanasundaram.

Prose: G. DevaneyaBhavanar (TamizhumDhiravidamumsamama?), Paritimāŋkalaiṅar (paranarkettaparisu), chirbi (valluvarvakukkinbam)

Short Story: Azhagiya Periyavan – (VanammaAL)

Novel: Imaiyam (Peththavan)

அழகு – 4

தொல்கப்பியம்:

புத்தாண்டு – பிரப்பியம்.

இல்லியக்காதிரி காணைமத

காலவருக்குறிக்குரியங்கள்


REFERENCE

இடமயம், பரத்தவன், க்ரியாதவளியீடு 2019.

அதைான்பப்ளிஷிங்குரூப், கை்டு-வளம், நறுமலர்ப்பதிப்பகம், ஆறாம்பதிப்பு 1994


http:/www.gunathamizh.com/2013/07/blog0post_24.html

Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer

Entrepreneurship: Know Language and can do freelance

Skill Development: Understand the grammar and its application

Evaluation Pattern - 80: 20
**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**

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**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**


**UNIT 3**

UNIT 4

UNIT 5

REFERENCES

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

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50
Course Objective: This course in Indian Constitution, Media Laws, and Ethics offers an in-depth exposure to students on legal and ethical frameworks guiding journalism and media. Students will explore the Indian Constitution's history, fundamental rights, and emergency provisions, along with global comparative constitutional law. The course covers key media laws, including censorship, right to information, and intellectual property rights, and delves into ethical challenges in journalism like privacy, gender sensitivity, and public interest reporting. Students will imbibe responsible, ethical media practices and will become competitive to analyze the legal environment influencing journalism in India and globally.

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

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

Articulation Matrix

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UNIT 1

UNIT 2

UNIT 3

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

UNIT 5

REFERENCES

**Employability: Journalist, Media Analyst**

**Entrepreneurship: Media consultant, Media Analyst**

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

**Evaluation Pattern - 50: 50**

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

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**Course Objective:** Develop a comprehensive understanding of design principles, proficiency in Design software, adaptability to various media platforms, creative problem-solving skills, and a foundational knowledge of graphic design theory.

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

1. Understand fundamental graphic design principles and their application in both online and print-based media.
2. Develop proficiency in using Design software for image editing and vector graphic creation.
3. Develop adaptability in design for various media platforms, including web and print.
4. Develop creative problem-solving skills, allowing for effective communication of ideas through design.
5. Acquire a foundational understanding of graphic design theory, enabling the application of design principles in practical scenarios.

**Articulation Matrix**

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</table>
UNIT 1: Defining graphic design, history, and contemporary applications. Define the fundamental principles of design. The application of colour in design. Designing for Online and Print Media: Recognizing the differences and similarities between digital and print design. The Role of Typography: Typography essentials, font selection. Design for Marketing and Communication: How graphic design influences branding, marketing, and effective communication.


Unit 5: Understanding the difference between vector and raster graphics. Learn to use the Brush and Pencil tools for digital drawing. Apply strokes and brushes to create artistic effects. Develop basic drawing skills. Introduction to the Brush and Pencil tools in Adobe Illustrator. Experiment with different brush styles and settings. Creating simple illustrations or sketches using digital drawing techniques. Understand anchor points and Bezier curves. Working with anchor points and Bezier handles to create smooth curves. Learn how to select, apply, and manage colours in your illustrations. Understand basic shading techniques for depth and dimension.

Project: Creating digital Backgrounds (Environments) / Digital Drawing / Poster with a specific theme.

References:

**Employability:** Graphic Designer, Layout designer, Character artist

**Entrepreneurship:** Graphic Design Start-up, Photography studio

**Skill Development:** Software Proficiency, Entrepreneurial Mindset

Evaluation Pattern - 80: 20

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

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

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REFERENCES
2. Magazines: Outlook, India Today, Sportstar, TIME

Employability: Media Analyst, journalist
Entrepreneurship: As a freelancer analyst and journalist
Skill Development: News analysis and evaluation of news angle, media literacy

Evaluation Pattern - 50: 50

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

SEMESTER II

24ENG113 ENGLISH II 1 0 2 2

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

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

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

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

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

UNIT 4
Broadcast: Audio visual writing - Visualization exercises, incorporating sound in writing. Difference between print and broadcasting- comparing news bulletins, TV and Radio interviews with print articles-. News Readers lead - Voice-over for visuals - Reporter's Piece to Camera (PTC)

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

REFERENCES
9. Excellence in Business communication by John V. Thill and Courtland L. Bovee
Employability: Writer for print, online, broadcast or advertising organizations, PR person, journalist
Entrepreneurship: As a freelance journalist
Skill Development: Different writing styles for different platforms, written communication skills

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

### 24HIN113  HINDI II  1 0 2 2

**Course Objective:** The course will allow students to apply grammar in language structures, appreciate the literary compositions and provide them with a good command over translation techniques.

**Course outcomes:** By the end of the course the students will be able to:
1. Understand the postmodern trends of literature...
2. Explore tradition and culture through literature.
3. Apply ethical and professional translation strategies.
4. Demonstrate linguistic competence in written communication.

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**UNIT 1**
Hindi Laghu Upanyas : **Mamatha Kaliya - 'Doud'**

**UNIT 2**
Hindi Natak: Swadesh Deepak - “Kort Marshal”

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

**UNIT 4.**
A) Sankshepan,
B) Anuvad: Paribhasha, Prakar, AnuvadKeLakshan, AnuvadKiAvashyakata, Passage (Translation)
c) Paragraph writing
D) Technical writing

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

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

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

24MAL113  MALAYALAM II  1 0 2 2

Course Objectives: To understand the writing competency in literature.
Course Outcomes:
1. Accure competing in Language Skills
2. Identify the elements of modern literature.
3. Explore the life worthy literature.
4. Understand the historical dimensions of the literature.

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Unit 1
2. Naranattu bhranthan – “Madusuthanan nair”
3. Ritusamhara - “Kalidasan (N P Chandrashekharan)” (six Indian seasons: grisma (summer), varsavavas (monsoon/rains), sarat (autumn), hemanta (cool), sisira (winter), and vasanta (spring) (spring).

Unit 2
2. Parayiperra panthirukulam: “Narendranath/ RajanChungath”.
3. Vishwa vikhyathmaya mookku- “Vaikom Muhammad Basheer”

Unit 3
1. Bhutan – “kovilan”

Unit 4

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

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

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

Course Objective: The course will allow students to understand the writing competency in Tamil literature.

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

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**REFERENCES**

1. Introduction to CiRRilakkiyam: Kalingaththupparani (Poor Padiyathu) - MukkdaRpallu 35.
2. Folklore: Definition, Folksongs - Stories – kathaipPaadal - pazhamozhi - vidukathai - kalaikaL.
Employability: Writer for print, online, broadcast or advertising organizations, PR person, journalist
Entrepreneurship: As a freelance journalist
Skill Development: Different writing styles for different platforms, written communication skills

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

24MCN112 POLITICAL COMMUNICATION STRATEGY 4 0 0 4

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

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

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

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

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

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

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

REFERENCES

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

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

Evaluation Pattern - 50: 50

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

24MCN113 ADVERTISING AND COMMUNICATION 4 0 0 4

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

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

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

UNIT 2

UNIT 3
UNIT 4
Social media advertising. Consumer motivations for using internet advertising. Web advertising metrics. Social media advertising to drive growth – ad formats, objectives, target, best practices (facebook, instagram, twitter), OTT advertising , Mobile first ads.

UNIT 5
IMC campaign planning: Situation analysis. Research and Survey for Ad Campaign. Steps in creating the IMC campaign. Communication vs. marketing objectives. Creative strategy and execution: Copy Platform, Creative Brief, and Campaign Narrative for individual ad campaigns. Storyboarding, Media planning

REFERENCES

WEB REFERENCES
1. www.agencyfaqs.com
2. www.campaignindia.in

NEWSPAPER REFERENCES
1. Economic times- Brand Equity
2. Business line: Catalyst

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

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50
Course Objective: Develop a comprehensive understanding of design principles, proficiency in Design software, adaptability to various media platforms, creative problem-solving skills, and a foundational knowledge of graphic design theory.

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

1. Develop proficiency in photo editing and manipulation techniques, showcasing the ability to select suitable images, apply advanced cropping and resizing, and make precise tonal adjustments for consistency.
2. Understand the principles of compositing and utilize advanced layer blending modes to create visually impactful collages.
3. Learn to design fonts using vector tools, explore ornamental typography, and create logotypes and logos using typography effectively.
4. Develop an understanding of the role of graphic design in social media and digital marketing, also to develop graphics tailored to the specifications of various social media platforms and web banners.
5. Understand design principles for interactive media, and create concept art and matte painting for characters and environments in video games and film production.

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Unit 2: Compositing and Collage. Introduction to compositing principles. Layer blending modes and advanced blending techniques. Creating cohesive and visually impactful collages. Photo Retouching and Restoration. High-end retouching techniques for portraits and objects. Restoration of old or damaged photographs. Retouching for commercial and editorial

**Unit 3:** Typography Integration. Incorporating text seamlessly into manipulated images. Text effects and styles that complement the overall design. Balancing typography with visual elements. Designing Font using Vector tools. The type used as a graphic/deconstructing type. Ornaments in typography. Logotype and logo design using typography. Lettering & Non-structural design. Kinetic typography.

**Unit 4:** Introduction to Social Media and Web Graphics. Overview of the role of graphic design in social media and web marketing. Understanding the visual language of different platforms. Introduction to design principles applicable to social media and web banners. Design Specifications for Social Media Platforms. In-depth exploration of design specifications for popular social media platforms (e.g., Instagram, Facebook, Twitter). Best practices for image sizes, aspect ratios, and resolutions. Importance of consistent branding in social media marketing. Developing brand guidelines for social media graphics. Web Banner Design Principles. Understanding the purpose and principles of web banners. Different types of web banners (static, animated, interactive). Strategies for designing graphics for social media campaigns and promotions. Creating cohesive visual narratives for marketing initiatives.

**Unit 5:** Overview of the role of graphic design in video game development. Introduction to design principles for interactive media. Concept Art for Characters and Environments. Importance of concept art in video game design. Techniques for creating concept art for characters and environments. Designing and creating objects and assets for video games. Introduction to matte paintings and their role in video games and Film Production. Importance of storyboarding in video game narrative development. Techniques for creating storyboards for interactive narratives.

*Project: Creating concept art/matte paintings/storyboarding for games or Films.*

**References:**


**Employability: Graphic Designer, Game Designer, Character Designer**

**Entrepreneurship: Graphic Design Start-up, Interactive Design Start-up**

**Skill Development: Continuous Software Proficiency, Entrepreneurial Mindset**

Evaluation Pattern - 80: 20

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

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**Course Objective:** The Students will learn how to create visually appealing and user-friendly designs that prioritize comfort, accessibility, and effectiveness.

**Course outcomes:** By the end of the course, the students will be able to:
1. Develop Fundamental Design Proficiency
2. Gain the knowledge and skills to integrate ergonomic considerations into their designs.
3. Apply Ergonomic theory and design principles to create visually appealing and accessible designs.
4. Develop Students will develop a user-centered design mindset, enabling them to empathize with users.
5. Ability to critically evaluate existing designs, identify design flaws and usability issues, and propose creative solutions to design problems

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**UNIT 1**

UNIT 2
Cognitive Ergonomics and User Experience, Understanding cognitive ergonomics, The psychology of design, User experience (UX) and usability considerations. Principles of UI design. Fitts's Law and interactive design. Designing for touchscreens and different devices.

UNIT 3

UNIT 4

UNIT 5

REFERENCES

Employability: Graphic Designer, Ergonomic Designer, Web Designer, Magazine/ Newspaper Designer, Product Package Designer.
Entrepreneurship: Freelance Design
Skill Development: Visual ergonomics equips students with a range of valuable skills that are applicable in various fields and professions, particularly those related to design, user experience, and human-computer interaction.

Evaluation Pattern - 65: 35

CA (T) – Continuous Assessment Theory – 15
CA (L) – Continuous Assessment Lab - 30
MT – Mid-Term Examination - 20
ES (T) – End Semester Examination Theory – 35

24MCN115 CURRENT AFFAIRS ANALYSIS: II 1 0 0 1

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

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REFERENCES
1. Newspapers:
3. Magazines:
Outlook, India Today, Sportstar, TIME
News Agencies: Reuters, AFP, AP, PTI, IANS
Radio News: AIR News, BBC World Service
Television News: CNN-IBN, NDTV 24 x 7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

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

Evaluation Pattern - 50: 50

CA (T) – Continuous Assessment Theory - 20
MT – Mid-Term Examination - 30
ES (T) – End Semester Examination Theory – 35
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.

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UNIT 1

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

REFERENCES:

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

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

----------------------------------------------------------------------------------------------------------------
24MCN202 DIGITAL PHOTOGRAPHY AND VIDEOGRAPHY 1 1 2 3
----------------------------------------------------------------------------------------------------------------

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

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

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

UNIT 2
Types of Cameras: 35mm DSLR & Mirrorless Camera, Types of sensors: Crop and Full Frame, Types of Lenses, Mega Pixel, RAW and JPEG format. Preferences related to isolated colors.

UNIT 3

UNIT 4

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

REFERENCES

Employability: Photographer, photo journalist, videographer, Video Journalist
Entrepreneurship: Photographer and videographer
Skill Development: Photography, Settling light for photography and videography, DSLR and Video camera handling


Evaluation Pattern - 70: 30
CA (T) – Continuous Assessment Theory – 10
CA (L) – Continuous Assessment Lab - 40
MT – Mid- Term Examination - 20
Course Objective: Introduce students to analysing and critiquing national and international issues of relevance to society.

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

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News Agencies: Reuters, AFP, AP, PTI, IANS
Radio News: AIR News, BBC World Service
Television News: CNN-IBN, NDTV 24 x 7, Times Now, BBC, CNN, Al Jazeera, Doordarshan.

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

Evaluation Pattern - 50: 50

CA (T) – Continuous Assessment Theory - 20
MT – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50
Course Objective: To provide the students an in-depth understanding of the current phenomenon in the public relations industry. It seeks to develop students’ critical thinking and application of the strategies in the day-to-day context.

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

Articulation Matrix

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UNIT 1

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

UNIT 3

UNIT 4
Introduction to Event Types: Overview of various types of events, such as corporate events, social events, sports events, cultural events, and non-profit events. Understanding the unique characteristics and purposes of each event type, Strategic Public relations and corporate communication - Processes and practice of strategy making, Challenges and issues on corporate communications strategy development, Corporate Identity and Corporate Image.

UNIT 5
Event management: 5 C’s of event management, Planning and organizing corporate meetings, conferences, and seminars. Techniques for planning events and personal celebrations. Decor and theme selection for social events. Managing vendor relationships and contracts.
REFERENCES
1. Tony Greener - BookBoon, 2012
5. Making It in Public Relations by Leonard Mogel 2010

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

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

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<tr>
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<tr>
<td>24DDA203</td>
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Course Objective: The course aims to equip students with a comprehensive understanding of 2D animation principles, proficiency in tools, and the ability to create visually compelling and expressive animations.

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

1. Demonstrate proficiency in navigating the animation software interface and utilizing its tools effectively for animation creation.
2. Apply core animation principles, timing, spacing, and anticipation, to produce smooth and engaging 2D animations.
3. Showcase the ability to design visually appealing characters and successfully rig them using Software tools for dynamic and expressive animations.
4. Develop skills in storyboarding, effectively planning and visualizing animated sequences, and creating well-composed scenes for cohesive storytelling.
5. Acquire expertise in advanced animation techniques, such as camera movements and special effects.

Articulation Matrix

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UNIT 1
Introduction to 2D Animation and Software. Overview of 2D animation: History, applications, and significance in various industries. Introduction to Adobe Animate: Interface, workspace, and basic tool functionalities. Creating a simple animation: Hands-on experience with the software to understand the basic workflow.

UNIT 2

UNIT 3

UNIT 4

UNIT 5
Advanced Animation Techniques and Exporting. Advanced animation techniques: Camera movements, special effects, and complex character animations. Adding depth and dimension: Techniques to enhance the visual appeal of animations. Exporting animations: Understanding different formats, resolutions, and optimization for web and mobile applications.

Comprehensive project: Applying all learned skills in a final animated piece for showcasing.

REFERENCES
**Employability:** 2D Animator, Web Animator, 2D Film Making, Game Designer

**Entrepreneurship:** Freelance Animation Design, Game Design

**Skill Development:** Develop proficiency in 2D animation using Digital tools.

**Evaluation Pattern - 80: 20**

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

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

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

**Course Outcomes**

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

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

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

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

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

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

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

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**Syllabus Soft Skills**

**Soft Skills and its importance:** Pleasure and pains of transition from an academic environment to work-environment. New-age challenges and distractions. Learning to benefit from
constructive criticisms and feedback. Need for change in mindset and up-skilling to keep oneself competent in the professional world.

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

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

Aptitude

Numerical Ability I: Numbers, Percentage, Ratio, Proportion & Variation, Averages and Equations.
Logical Reasoning I: Blood Relations, Direction Test, Syllogisms, Series, Odd One Out, Coding & Decoding, Cryptarithmetic and Input-Output Problems.

Verbal Skills

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

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

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

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

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

References:

2. The hard truth about Soft Skills, by Amazon Publication.
3. Verbal Skills Activity Book, CIR, AVVP
4. Nova’s GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce
5. The BBC and British Council online resources
6. Owl Purdue University online teaching resources
7. www.grammarbook.com online teaching resources
8. www.englishpage.com online teaching resources and other useful websites
11. How to Prepare for Quantitative Aptitude for the CAT, Arun Sharma.
12. How to Prepare for Data Interpretation for the CAT, Arun Sharma.

**Evaluation Pattern**

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<tr>
<th>Assessment</th>
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**IMC**

24MCN207 PRINT, DIGITAL AND BROADCAST ADVERTISING 4 0 0 4

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

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

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

**ARTICULATION MATRIX**

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**UNIT 1**

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

UNIT 2

UNIT 3
Online: Changing landscape for online advertising, Theories on online effects. Web advertising formats.- Creating Social media advertising, Facebook Instagram, LinkedIn, Twitter, Pinterest, YouTube (using Canva), Effective digital advertising. Understanding the goal, creating effective Call for Action, Focusing on Audience.

UNIT 4

UNIT 5

REFERENCES:
7. Roth, A. (2020). Subliminal... ...no more: An Exploration of the Persuasive Techniques used in Periodical and Other Static-Image Advertising over the Last Fifty Years

WEB REFERENCES
2. www.campaignindia.com

NEWSPAPER REFERENCES
1. Economic times- Brand equity
2. Business line: Catalyst

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

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

**24MCN208** CORPORATE COMMUNICATION IN PRACTICE 4 0 0 4

Course Objective: The course explores how national and international companies communicate with key audiences, both internal and external to the corporation, to achieve their strategic goals. The course evaluates various communication functions and highlights the methods companies use to gain a competitive advantage and reach a variety of publics including customers, investors, employees, media, government and communities. The purpose of this course is to engage students in the analysis of communication as a vital management function empowering contemporary organizations to lead, motivate, persuade and inform various publics. As a result, students will gain practical and strategic knowledge of Corporate Communication in our global society.

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

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

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

UNIT 3
Compare and contrast the benefits and challenges inherent in using social media as a corporate communication vehicle, Evaluate social media options when considering target audience, message and cost, critique how various global companies use social media, Identify the eight areas of focus for Corporate Social Responsibility and categorize them according to Mallen Baker’s 4 quadrants, Evaluate the effectiveness of the three primary communication strategies, Differentiate Community Relations from Corporate Social Responsibility and identify the 7 primary giving strategies and their benefits. Review government relations as both a responsive and proactive mechanism.

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

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

REFERENCES:
Employability: Corporate planner, corporate strategy manager, corporate communications head

Entrepreneurship: strategy consultant

Skill Development: Writing, speaking, research skills, crisis management skills

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

BROADCAST

24MCN209 EMERGING TRENDS IN BROADCAST MEDIA  4 0 0 4

Course Objective: To provide students with a comprehensive and practical understanding of the intersection between AI and media/journalism, equipping them with the skills and knowledge necessary to navigate and contribute to the evolving landscape of the media industry.

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

1. Gain a thorough understanding of the introduction and new opportunities presented by AI in media and journalism, including the emergence of robot journalism and automatic newsrooms
2. Acquire practical skills in applying AI principles to media management
3. Apply the new storytelling paradigms facilitated by AI
4. Examine the challenges posed by the transition of journalistic models in the age of AI.
5. Create content using AI tools.

ARTICULATION MATRIX

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UNIT 1
Introduction, New Opportunities, robot journalism, automatic newsrooms.
UNIT 2
Principles: A four sector approach, media management and AI. Media business model, radical new tools are being used in media management and beyond.

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

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

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

References

Employability: TV channels, Film Industry, Production House, Content Creation Expertise
Entrepreneurship: Freelance Journalist, AI content development consultant
Skill Development: AI tools to develop news content

Evaluation Pattern - 50: 50
CA (T) – Continuous Assessment Theory - 20
MT – Mid- Term Examination - 30
ES (T) – End Semester Examination Theory – 50
Course Objective: To equip students with a comprehensive understanding of digital television, streaming media and the technical aspects involved in content production and delivery.

Course Outcomes

By the end of the course the students will be able to

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

Articulation Matrix

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UNIT 1

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

UNIT 2
Content Production: The facilities segment, internationalisation and consolidation, distribution, content aggregation.
Media Delivery: The past and present of media delivery, the advent of IP delivery, media delivery 2.0, the rise of global suppliers.

UNIT 3
Streaming Media: Evolution or Revolution, Television as Scale. Streaming media concepts, streaming media delivery options, production chains, steps to optimum live streaming media, The rise of platforms, platforms business model.

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

UNIT 4.


UNIT 5


References

Employability: TV channels, YouTube channels,
Entrepreneurship: Freelance Journalist, Content creation startups, streaming service development, and media delivery innovations
Skill Development: P2C using mobile, Reels,

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

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

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

ARTICULATION MATRIX

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>Introduction to the Post-Truth Era and Infodemic. Propaganda, hoaxes and satire as historical features of the communications ecology, News Literacy-Media Bias and accuracy. ‘Authoritative’ and ‘official’ vs. ‘reliable’ Telling the difference between news, opinion and advertising. News sources- Social, traditional, alternative, hyper local, citizen journalism. Mis, Dis and Malinformation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 2</td>
<td>Various approaches to tackling infodemic: From fact-checking to Media Literacy. The 5 Pillars Of Verification, Visual Verification guide (Photos, videos), understanding the spread of misinformation – The rhetoric fallacies and cognitive-psychological reasons</td>
</tr>
<tr>
<td>UNIT 3</td>
<td>Introduction to verification: Photo manipulation, Video tricks, Location verification, Twisting Facts — looking out for deceptive headlines, quotes, opinions presented as facts, distortions, made-up facts and neglected details</td>
</tr>
<tr>
<td>UNIT 4</td>
<td>Pseudo-Experts, Imagined Experts and Misrepresented Experts — checking their credentials and their statements, using the Media — watching for false claims gained by referencing mainstream media, Manipulating Data — looking at the methodology, the questions, the clients and more.</td>
</tr>
<tr>
<td>UNIT 5</td>
<td>Verification and Digital Investigations Resources- Essential Browser Plugins, Website Analysis, Social Media accounts, Finding people, Advertising analysis, Web traffic analysis, Corporate business tools</td>
</tr>
</tbody>
</table>

REFERENCES


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

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

24MCN212 SPORTS JOURNALISM 4 0 0 4
Course Objective:
This course in Sports Journalism explores the significance of sports in society and the multifaceted role of a sports journalist, from a print media perspective. Students will understand and analyse different writing styles and learn reporting fundamentals, including research, interviewing, and news values related to sports journalism. They will develop storytelling skills
while maintaining objectivity and ethical standards. By the course's end, students will produce engaging, responsible, and well-structured sports journalism for print media.

**Course Outcomes:** By the end of the semester, the student will be able to:

1. Understand the importance of sports journalism in print media.
2. Understand and appreciate the language styles and structuring of sports articles written by stellar sports journalists.
3. Critically analyse sports journalism from the point of view of audience expectation and news values associated with the sports and write engaging content.
4. Develop interviewing and storytelling skills associated with sports journalism to write engaging content.
5. Develop critical skills necessary to analyse prominent sports to write analysis articles and columns on sports journalism.

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**UNIT 1:**

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

**UNIT 2:**

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

**UNIT 3:**


**UNIT 4:**

UNIT 5:

References

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

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

SEMESTER IV

24MCN213 MULTI-MEDIA REPORTING AND EDITING 1 0 4 3
Course Objective: Multimedia reporting prepares the students for a career in the rapidly changing media landscape. The students are trained in publishing news across various media platforms ranging from newspapers and magazines to television and the Web. The course will offer a general option, or concentration in a particular area, like in Advanced Reporting.

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

1. Develop skills that enable them to cater to a variety of story-telling platforms, such as print, broadcast, radio, photography, websites and social media.
2. Develop an understanding of how technology can be effectively used to push the frontiers of conventional journalism and produce different formats of news content, leading from a mono to a multimedia newperson.
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

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

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

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

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

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

REFERENCES
5. Pearl, M. (2016). The Solo Video Journalist, Doing it All and Doing it Well in TV Multimedia Journalism, Taylor and Francis

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

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

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

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

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

Articulation Matrix

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References
1. Newspapers: The Hindu, The Times of India, The Indian Express, The Economic Times,
4. Magazines: - Outlook, India Today, Sportstar, TIME

**Employability: Media House and Media Agencies**

**Entrepreneurship: freelance media analyst**

**Skill Development: News Appreciation / analysis preparing for civil service examination**

Evaluation Pattern - 50: 50

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

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**24DDA211 FUNDAMENTALS OF 3D ANIMATION 1 0 4 3**

**Course Objective:** The course aims to equip students with a comprehensive understanding of 3D animation principles and proficient skills in 3D modelling, animation techniques, lighting, and rendering.

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

1. Apply animation principles to create dynamic 3D sequences.
2. Produce 3D models using industry-standard software and techniques.
3. Master lighting and rendering for visually compelling animations.
4. Demonstrate proficiency in character rigging and keyframe animation.
5. Develop a professional portfolio showcasing diverse 3D animation projects.

**ARTICULATION MATRIX**

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</table>

**UNIT 1**

Overview of 3D Animation: Definition and explanation of 3D animation. Distinction between
2D and 3D animation. Applications of 3D animation in various industries (film, gaming, virtual reality, etc.). History and Evolution of 3D Animation: Historical development of 3D animation from its inception to the present. Milestones and key technological advancements in the field. Evolution of storytelling and artistic expression through 3D animation.

UNIT 2
Basic Principles of Animation: Explanation of fundamental animation principles such as squash and stretch, anticipation, staging, and exaggeration. How these principles contribute to creating realistic and engaging animations. Examples from classic and contemporary animated works.

Introduction to Popular 3D Animation Software: Overview of commonly used 3D animation software (e.g., Blender, Autodesk Maya, Cinema 4D). Discussion of their features, user interface, and strengths. Selecting the appropriate software for specific animation needs.

UNIT 3
3D Modeling, Introduction to 3D Modeling: Definition of 3D modeling and its importance in animation. Distinction between 2D and 3D modeling.

Basic Elements of 3D Models: Understanding polygons, vertices, edges, and faces. Explanation of how these elements form the basic building blocks of 3D models. Modelling Tools and Techniques: Overview of common modelling tools available in the chosen 3D software (e.g., Blender, Autodesk Maya).

Creating Simple 3D Objects: Step-by-step guide to creating basic shapes and objects. Practice exercises for students to model simple objects independently.

UV Mapping and Texturing Basics: Explanation of UV mapping and its role in applying textures to 3D models. Introduction to basic texturing techniques and materials.

UNIT 4
In-Depth Application of Animation Principles: Explore foundational animation principles, including squash and stretch, anticipation, staging, and follow-through. Keyframe Animation and the Concept of the Timeline: Understand the concept of keyframes and their role in creating smooth animations. Navigate and utilize the timeline within the chosen 3D animation software. Understanding the Graph Editor: Introduction to the graph editor and its importance in refining animation curves. Practical exercises to manipulate animation curves for precise control.

Rigging Basics: Creating Skeletons and Controlling Movement: Learn the basics of character rigging by creating skeletons (armatures). Understand how to control character movement using rigging controls.

UNIT 5
Fundamentals of 3D Lighting: Explore the different types of lights in 3D animation (e.g., point lights, directional lights, spotlights). Understand the impact of lighting on the mood and atmosphere of a scene.

Rendering Techniques and Settings: Introduce rendering concepts, including resolution, frame rate, and output settings. Discuss various rendering techniques and their applications.

Introduction to Shaders and Materials: Understand the role of shaders in creating realistic materials. Explore the basics of material creation and application in 3D animation.

Rendering for Different Outputs: Learn how to render animations for different outputs, such as still images and video sequences. Discuss considerations for output formats and resolutions. Create a Well-Lit and Rendered Scene: Apply lighting principles to a 3D scene, emphasizing mood and storytelling. Experiment with rendering settings and shaders to achieve a visually appealing result.

Comprehensive project: Applying all learned skills in Planning and developing a 3D animation project

REFERENCES

**Employability: 3D Animator, Product Modelling, 3D Modelling, Game Modelling**

**Entrepreneurship: Freelance Animation Design, 3D modelling for architecture and products... Etc**

**Skill Development: Develop proficiency in 3D animation using Digital tools.**

**Evaluation Pattern - 80: 20**

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

24ELS211

**ESSENTIAL LIFE SKILLS - II**

**1 0 2**

2

**Pre-requisite:** Willingness to learn, communication skills, basic English language skills, knowledge of high school level mathematics.

**Course Objective:** To help students understand the corporate culture and assist them in improving their group discussion skills, communication skills, listening skills, and problem-solving skills.

**Course Outcomes**

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

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

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

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

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

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

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

**CO-PO Mapping**
Syllabus Soft Skills


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

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

Aptitude


Verbal Skills

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

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

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

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

References:
3. The Hard Truth about Soft Skills, by Amazon Publication.
4. Verbal Skills Activity Book, CIR, AVVP
5. Nova’s GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce
6. The BBC and British Council online resources
7. Owl Purdue University online teaching resources
8. www.thegrammarbook.com online teaching resources
9. www.englishpage.com online teaching resources and other useful websites
11. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.
13. How to Prepare for Data Interpretation for the CAT, Arun Sharma.
15. Quantitative Aptitude for Competitive Examinations, RS Aggarwal.

Evaluation Pattern

<table>
<thead>
<tr>
<th>Assessment</th>
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<th>External</th>
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<tbody>
<tr>
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<td>Continuous Assessment (CA) – Aptitude</td>
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Open Elective 1*

24OEL201 REPORTING RURAL AFFAIRS 3 0 0 4

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

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

Articulation Matrix

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UNIT 1
Reporting rural India- problems and prospects: Poor connectivity and infrastructure, electrification and drinking water supply, state of primary healthcare centers.

UNIT 2
Role of women in rural areas, gender discrimination, female infanticide and patriarchy, women role models who have asserted themselves in social, political and economic life of the society overcoming all odds and helped breakdown social barriers.

UNIT 3
Government development programmes for rural areas. Are they reaching the intended beneficiaries? Success and failure stories, women empowerment and youth upliftment programs.

UNIT 4
Agriculture – shrinking areas under cultivation, drying irrigation sources, high cost of inputs, labour shortage and rising wages. Fair prices for the farmers’ and cold storage chains in rural areas and introducing appropriate technology.

UNIT 5
Role of media in highlighting rural issues so that authorities in the cities take note and take remedial measures.

REFERENCES

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

WEB REFERENCES:
2. http://www.epw.in/frontpage?0=ip_login_no_cache%3D4806b5974dc3439b9a9343b7b5674286
4. https://www.youtube.com/watch?v=eCBJcWAwOds
Employability: Rural Reporter, Feminist reporter
Entrepreneurship: freelance broadcast/print journalist for rural affairs
Skill Development: Writing for print media and broadcast media

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

IMC

24MCN215  DIGITAL CONTENT MARKETING  4 0 0 4

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

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

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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
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/
Smart Insights - http://www.smartinsights.com

Employability: digital marketer, digital branding specialist

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

Skill Development: practical experience in content measurement and marketing strategies

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

24MCN216 SOCIAL MEDIA METRICS 2 1 2 4

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

Course Outcomes: By the end of the course the students will be able to:
1. Understand and apply important concepts in social media metrics.
2. Understand, sort out social media data and relate social media analytics tools.
3. Monitor consumers and competitors and bring together deeper consumer insights.
4. Develop social media strategy and measure social media campaign effectiveness.
5. Make better business decisions and reports by analyzing social media data.

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UNIT 1
Introduction to social media analytics: co-learning and crowdsourcing, identify primary business goals, determine social key performance indicators (KPIs) via engagement, sentiment and conversation analytics, measure and analyze social data. Using Artificial Intelligence for analytics. Tools: likealyzer, cyfe, union metrics, followerwonk, audisens and quinity, Chat Gpt

UNIT 2
Monitoring Customer Engagement in social media: Crimson Social Media Marketing Framework, Brand health and perception, Campaign strategy and execution, Cultural and market trends, Product innovation and research, Competitive and market intelligence, Key opinion leader identification and influencer marketing, Strategic risk and M&A analysis, Collecting Data via Twitter API. Insight Tools: Facebook and Instagram, Analytics Tools: Google, Twitter, Pintrest, LinkedIn and YouTube.

UNIT 3
Introduction to social network analysis and metrics: netlytic cloud-based text and social networks analyzer summarize textual data and discover communication networks from social media posts, textand network discovery, know about hashtag, all about the data: working with csv files, organizational comparative analysis. Tools: statistical analysis via Microsoft excel, netlytic and how sociable
UNIT 4
Identifying influencers in social network: target audience and outreach efforts, hosting and participating in events with influencers, trending data, comparing data, sentiment analysis, topic analysis, audience analysis, critiquing data, historicizing data, visualizing data, sneak preview to social graphs. Tools: google trends.

UNIT 5
Influential social media reports: extracting value from data based on various social networks, making social media report, consolidating collected data, tailored targeting, customized tracking and performance measurement, identifying trends and new opportunities, delivering added value to audiences, prove the value of your strategy, presenting to stakeholders. Tools: sample report templates from social bakers and social report.

REFERENCES
5. Social Media Data Collection and Network Analysis https://docs.google.com/document/d/1_EH30ycPj2r6t0vH1QSSBjKJ209qq7-nwz2zAJno8Mk/pub?embedded=true

Employability: digital marketer, digital branding specialist

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

Skill Development: practical experience in content measurement and marketing strategies

Evaluation Pattern - 65: 35
CA (T) – Continuous Assessment Theory – 15
CA (L) – Continuous Assessment Lab - 30
MT – Mid- Term Examination - 20
ES (T) – End Semester Examination Theory – 35

24MCN217 MARKET RESEARCH AND CONSUMER BEHAVIOUR 4 0 0

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

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

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**UNIT 1**


**UNIT 2**

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

**UNIT 3**

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

**UNIT 4**


**UNIT 5**

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

**REFERENCES**


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

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

BROADCAST

24MCN218  PROFESSIONAL PHOTOGRAPHY AND VIDEOGRAPHY  1 1 4  4

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

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

1. Apply the principles of lighting and the mechanics of exposure to produce quality photography and videography.
2. Select and use photography/videography equipment and technologies appropriate to the task
3. Understanding of the industrial and commercial applications of photography/videography techniques.
4. Understanding the need and use of Digital Intermediate
5. Work independently or collaboratively to achieve stated goals.
UNIT 1


UNIT 2

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

UNIT 3

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

UNIT 4

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

UNIT 5

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

REFERENCES

Employability: Photographer, photojournalist

Entrepreneurship: Photographer and freelance photo journalist.

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

Evaluation Pattern - 70: 30
CA (T) – Continuous Assessment Theory – 10
CA (L) – Continuous Assessment Lab - 40
MT – Mid- Term Examination - 20
ES (T) – End Semester Examination Theory – 30

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

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

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

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UNIT 1

What’s ‘news’ and what’s not in Broadcast media - Bi-media reporting, Multi-media reporting - Inside the newsroom: Who’s who and what’s what - On the road: gathering

UNIT 2
Location video: Tips and techniques, working with a TV crew, working as a video journalist, filming techniques, getting the story back.

UNIT 3
Challenges in the area of TV news gathering and production. Automating the newsroom: between technological determinism and growing scepticism. Demands – professional and technological – on television newscasters facing real time broadcasting. Striking the balance between innovation and journalistic value. Production and Editing of News Features and News Reports. Writing, presentation for recorded and editing modules.

UNIT 4

UNIT 5
Post-production and visual effects. Scenic design. Elements of Broadcast Television: Image source, sound source, transmitter, receiver, display device.

REFERENCES:

Employability: TV channels, Production House, as anchors
Entrepreneurship: News Presenters, Programme Producer
Evaluation Pattern - 70: 30
CA (T) – Continuous Assessment Theory – 10
CA (L) – Continuous Assessment Lab - 40
MT – Mid- Term Examination - 20
ES (T) – End Semester Examination Theory – 30

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24MCN220 MOBILE JOURNALISM

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

Course Outcomes

By the end of the course the students will be able to

1. Demonstrate proficiency in Mobile Journalism, adopting a mobile-first approach in content creation and dissemination.
2. Develop critical thinking skills in identifying and verifying information from diverse sources.
3. Choose appropriate methods for different contexts, including breaking news, live blogging, and data narration.
4. Narrate stories through video and audio.
5. Record and edit video and audio on a smartphone.

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

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

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

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

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

References

Employability: Mobile Journalist, TV channels, YouTube channels, Social Media Journalist
Entrepreneurship: Freelance Journalist, Podcast.
Skill Development: P2C using mobile, Reels, mobile-first content creation, innovative storytelling, or specialized niche coverage using mobile platforms.

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

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

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

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

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**UNIT 1:**

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

**UNIT 2:**

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

**UNIT 3:**


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

UNIT 5:

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

References


Employability: Photojournalist, Photographer, Researcher, Solo Journalist, Documentary maker, Development project consultant.

Entrepreneurship: Freelance photographer, Freelance Photojournalist, Freelance consultant

Skills developed: Photo journalistic skills, Ability to take photographs that convey the gravity of evolving situations, ability to respond to evolving events quickly, Photography skills

Evaluation Pattern - 80: 20

CA (L) – Continuous Assessment Lab - 80

ES (L) – End Semester Examination Lab - 20

Course Objectives: To train students in gender sensitive reporting so that they are equipped to understand and report responsibly on evolving aspects of issues such as gender equality, gender movements, prejudice and gender violence. Students will gain practical and theoretical insights
on representation, empowerment, sexism in language, and tests for better representation, among others.

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

1. To understand the role of gender sensitivity in reporting from the point of view of empowerment, objectification, stereotyping, and gender bias.
2. To improve awareness on gender dialogues and changing norms, and to learn to report on gender equality issues in an unbiased and sensitive manner.
3. To develop journalistic skills to improve gender participation and inclusivity in news stories through diversity in sources and experts.
4. To develop the right language skills to report sensitively on gender-related issues by avoiding the pitfalls of sexist language.
5. To become effective communicators of gender-related subjects by understanding existing framing standards and framing tests in journalism.

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**UNIT 1:**


**UNIT 2:**


**UNIT 3:**

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

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

References:

Employability: Gender editor, Journalist, Digital Journalist, Content Writer, Online content creator, Reporter, Development project consultant, Advocacy journalist, journalism trainer

Entrepreneurship: Gender Trainer, Freelance Reporter, Gender consultant

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

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

1. Distinguish between routine news reporting and writing features, by writing on issues of interest in an entertaining manner.
2. Get involved in leg work, visits, interviews and research that takes them to places away from the campus to gather materials for the story.
3. Learn to structure the story and to hold the interest of the reader
4. Cover seasonal events and festivals which provide occasion to write detailed features combined with profiles, and other types of features.
5. Undertake assignments of special interest features, like women’s issue, gender parity, fashion, and real estate to help gain better understanding of the issues.
Shaping the idea into a story; theme, style, tone, emotion. Reporting for Feature Stories; Sources; Role of the reporter: summarizer, referee, observer, participant, subject, companion, guide. Types of features: Human interest, Travel, Entertainment, Humor, Science and Technology, Services, Culinary, profiles, social trends, seasonal features.

UNIT 3

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

UNIT 4

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

UNIT 5

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

REFERENCES


Employability: Journalist, Reporter, Feature writer, Freelance journalist, Digital content writer, Tourism and travel blogger, reviewer.

Entrepreneurship: Freelance feature writer, Freelance journalist

Skills developed: Ability to write feature articles for a variety of subjects and themes, Effective audience engagement through written content

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20
Course Objective: Provides the student with theoretical and practical experience in the preparation of audio video materials for FM radio, Television, Web, and social media.

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

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

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

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

UNIT 4

UNIT 5
Postproduction: Non-Linear video Editing, Digital audio editing, Multi Timeline, Assembling and rearranging recorded video, Preview, Log sheet, Edit Script, Transitions, Cut away and reaction shots, Continuity, Graphics, Chroma key.
Employability: TV channels, Production House, as anchors
Entrepreneurship: News Presenters, Programme Producer
Skill Development: Handling equipment for production/interview. - News presentation skill

Evaluation Pattern - 70: 30

CA (T) – Continuous Assessment Theory – 10
CA (L) – Continuous Assessment Lab - 40
MT – Mid- Term Examination - 20
ES (T) – End Semester Examination Theory – 30

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

Course Outcomes: By the end of the course the students will be able to:
1. Understand the concept of bilateral and multilateral trade treaties and how they impact on balance of trade.
2. Examine and critique defense pacts and military alliances, like the emerging QUAD, the quadrilateral convergence of the United States, Japan, Australia, and India in the face China's increasingly aggressive posture.
3. Analyze and critique India's 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

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REFERENCES
1. Newspapers: The Hindu, The Times of India, The Indian Express, The Economic Times,
4. Magazines: - Outlook, India Today, Sportstar, TIME

Employability: Media Analyst, journalist
Entrepreneurship: As a freelancer analyst and journalist
Skill Development: Analyze the news and evaluate the news angle Critical Appreciation

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

24MCN303 FILM STUDIES 3 0 0 3

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

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

ARTICULATION MATRIX

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UNIT 1

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

UNIT 2


UNIT 3


UNIT 4


UNIT 5


REFERENCES

Employability: Film Reviewer in Newspaper, Magazine, Television channels and Online news and Entertainment portals, Researcher

Entrepreneurship: Jury member in film/short film/documentary awards, Independent reviewer/ YouTuber, Film Industry Analyst, Researcher

Skill Development: Film Review, Film Analysis

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

24DDA301 FUNDAMENTS OF MOTION GRAPHICS 1064

Course Objective: Develop a comprehensive understanding of motion graphics, integrating theoretical knowledge with practical skills to conceptualize, design, and execute captivating animations for diverse applications in animation and motion pictures.

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

1. Grasp the evolution and significance of motion graphics.
2. Apply animation principles using industry-standard software tools.
3. Employ colour, typography, and storytelling in effective motion designs.
4. Create impactful motion graphics for film, television, and commercials.
5. Explore advanced techniques and future trends.

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UNIT 1

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UNIT 4

UNIT 5

Comprehensive project: Group project on creating a motion graphics commercial

REFERENCES

Employability: Animation Specialist, Motion Graphics Designer, Title Sequence Designer, Broadcast Media Graphic Artist, 3D Motion Graphics Animator
Entrepreneurship: Motion Graphics Studio Owner, Freelance Graphics Artist
**Skill Development: Proficiency in animation, design, and storytelling for diverse applications.**

**Evaluation Pattern - 80: 20**

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

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

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

**Course Outcomes**

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

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

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

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

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

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

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

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Syllabus Soft Skills

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

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

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

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

**Aptitude**

Data Interpretation: Tables, Bar Diagrams, Line Graphs, Pie Charts, Caselets, Mixed Varieties, and other forms of data representation.

**Verbal Skills**

**Vocabulary:** Create an awareness of using refined language through idioms and phrasal verbs.
**Grammar (Advanced Level):** Enable students to improve sentences through a clear understanding of the rules of grammar.

**Reasoning Skills:** Facilitate the student to tap his reasoning skills through Syllogisms, and critical reasoning arguments.

**Reading Comprehension (Advanced):** Enlighten students on the different strategies involved in tackling reading comprehension questions.

**Public Speaking Skills:** Empower students to overcome glosophobia and speak effectively and confidently before an audience.

**Writing Skills:** Practice closet tests that assess basic knowledge and skills in usage and mechanics of writing such as punctuation, basic grammar and usage, sentence structure and rhetorical skills such as writing strategy, organization, and style. Practice formal written communication through writing e-mails especially composing job application emails.

**References:**
3. The Hard Truth about Soft Skills, by Amazon Publication.
4. Verbal Skills Activity Book, CIR, AVVP
5. Nova’s GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce
6. The BBC and British Council online resources
7. Owl Purdue University online teaching resources
8. www.thegrammarbook.com online teaching resources and other useful websites
Open Elective 2*

24OEL301 DOCUMENTING SOCIAL ISSUES 3 0 0 3

Course Objective: Visual documentation of key social issues: The student will write the script and shoot a documentary film of 5-10 minutes, highlighting a key issue.

Course Outcomes: By the end of the course the students will be able to:
1. Identify problems of the common man, as highlighted in the media
2. Develop critical thinking skills necessary to evaluate, organize and disseminate news related to social issues
3. Use data to create stories about social issues
4. Produce documentaries highlighting current social issues using available data

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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

Films
1. Flaherty, Robert J (1922) Nanook of the North
4. Srinivasan;R R (2000) Nadhiyin Maranam

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

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

IMC

24MCN306 CORPORATE SOCIAL RESPONSIBILITY IN PRACTICE 400 4

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

Course Outcomes: By the end of the course the students will be able to:
1. Examine the scope and complexity of corporate social responsibility (CSR).
2. Learn the relevance of a multi-stakeholder perspective in viewing CSR issues.

3. Analyze the complex issues confronting organizational leaders as they develop their CSR programs.

4. Evaluate the level of commitment to CSR of various organizations and explain how it can be a source of competitive advantage.

5. Apply elements of theory to create model CSR campaigns addressing relevant social issues.

**ARTICULATION MATRIX**

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**UNIT 1**

**UNIT 2**

**UNIT 3**

**UNIT 4**

**UNIT 5**

REFERENCES

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

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

24MCN307 SUSTAINABLE MARKETING: KEY PRINCIPLES AND STRATEGIES

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

Course Outcomes: By the end of the course the students will be able to:
1. Develop a clear understanding of historical background and context of sustainability marketing.
2. Understand the value of sustainable marketing for the business.
3. Identify the responsibilities and opportunities of firms in driving sustainability.
4. Evaluate how a sustainability-oriented vision of marketing can be used to create solutions that benefit the organization and society.
5. Develop marketing strategies to promote sustainability in a manner that enhances business.
UNIT 1
Sustainability Marketing as a process. Providing customer value through sustainability marketing. Marketing and CSR, cause related marketing & ethics. Sustainability marketing value and objectives. Sustainability marketing strategies. stakeholder framework in marketing sustainability

UNIT 2
Introduction to Persuasion Theory & Changing Attitudes and Behaviours, Defining Persuasion
Attitude Definition and Structure (Values and Beliefs, Attitude Consistency), Models of Attitude-Behavior Relations (Theory of Reasoned Action, Theory of Planned Behaviour)
Processing Communications (ELM Theory, Oprah Effect, Jargon), message Factors (Comprehension, Evidence, Fear Appeals, Guilt, Appeals, Source Factors), Identity and Cognitive Dissonance Theory, Normative Theory & Diffusion of Innovation Theory

UNIT 3

UNIT 4
Sustainability and systematic change resistance, Collaborative Decision Making, bias, intervention, active and passive support, Role of Community and Social Networking, Human Factor in Sustainability Paradigm, Structured Decision making (SDM) for sustainable business. Leadership skills and transformation processes used by private and public sector organizations to create and implement sustainable systems- decision analysis, the triple bottom line, sustainability strategies, conflict resolution, market and policy analysis, entrepreneurship, stakeholder engagement.
UNIT 5


REFERENCES


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

Entrepreneurship: CommUNITy Organizer, Environmental Consultant

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

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

BROADCAST

-------------------------------------------------------------------------------------------------------------------
24MCN308    SOUND DESIGN    1 1 4  4

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

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

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**UNIT 1**
History of Sound design, Art of Sound, Types of Sound waves, Classification, and quality, pitch, low and high frequency, Microphones – types of microphones – sensitivities of microphones, Functioning of Microphone, Use of special purpose microphones - contact microphone - Lavalier microphones, Mono, Stereo, panning, Perception of sound, wavelength, Amplitude, Frequency, pitch, harmonics, equalization, reverberation, cables, and connectors. Analog and Digital.

**UNIT 2**
Mixing console, Echo and reverberation, special effects UNITs, equalizers and compressors, plugins, digital recording and editing software, Input devices, output devices, sound file extensions and formats, time code, positioning of microphones.

**UNIT 3**
Musical Instrument Digital Interface (MIDI), Foley, Dialogue Editing, Live recording, Mix and Mastering, acoustic, Process of Recording, Decibel (dB) level.

**UNIT 4**
Noise and noise reduction, the nature of noise, white noise, pink noise, residual(quiescent) noise, signal-to-noise ratio, static and dynamic noise reduction, devices(filters).

**UNIT 5**

**REFERENCES**

**Employability: TV channels, Film Industry, Production House**

**Entrepreneurship: Freelance Colourist, Editor**
Skill Development: Color science, Shoot framing, Color Science

Evaluation Pattern - 70: 30
CA (T) – Continuous Assessment Theory–10
CA (L) – Continuous Assessment Lab - 40
MT – Mid- Term Examination - 20
ES (T) – End Semester Examination Theory – 30

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

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

Course Outcomes: By the end of the course the students will be able to:
1. Understand the different editing techniques and style.
2. Understand the fundamentals for different color grading workflows.
3. Apply techniques to use color creatively.
4. Foster creativity and storytelling skills through hands-on exercises in multi-camera editing, transitions, and keyframing.
5. Complete a project from start to finish and deliver a professional standard output.

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

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

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

UNIT 4
Conform: NLE to Resolve timeline, conforming original footage, Offline reference clip, detect scene cut, Resolve to NLE.

Node based workflow- Serial, Parallel, layer, outside. Look up table (LUT), Color space, Composite, Tracker, Magic mask, Blur, Key, Color space transform, Glow, Halation, face touchup, deflicker, denoise, object removal, tilt shift, Grain, Screen Grab

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

REFERENCES

Employability: TV channels, Film Industry, Production House

Entrepreneurship: Freelance Colourist, Editor

Skill Development: Color science, Shoot framing, Color Science

Evaluation Pattern - 70: 30
CA (T) – Continuous Assessment Theory–10
CA (L) – Continuous Assessment Lab - 40
MT – Mid- Term Examination - 20
ES (T) – End Semester Examination Theory – 30

PRINT

24MCN310  WRITING FOR ONLINE MEDIA  1 0 6  4

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

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

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UNIT 1:

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

UNIT 2:

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

UNIT 3:

Shaping a story – Writing hard and soft news content for specific platforms. Writing styles for blogs, listicles, text based articles, multimedia articles, analysis articles, infographic and science communication, climate journalism in digital realm, video reports, breaking news, breaking news live blog, Social media live, video reports, readable videos and the like. Intermittent images, read out loud options, videos and other interactive content. Keywords, hashtags and Search engine/ social media optimization.
UNIT 4:
Structuring the story: Tone, conversational language, direct and catchy style, Structure: Kabab, Inverted pyramid and upright pyramid. Making multiple versions of the same story for various platforms. Same story, various styles: repackaging for social media, blogs, and digital news platforms. Writing immersive and engaging content. Keeping the reader in mind. Distractions and the eye scanning patterns: retaining the reader and holding their interest: Breaking the article into parts/chunks with subheadings. Links to previous articles and hypertexting.

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

References:


Employability: Digital journalist, Reporter, Editor, Social Media strategist, News Analyst, Online content creator

Entrepreneurship: Freelance online content provider, Freelance journalist, Digital Journalism initiative

Skills developed: Writing online content keeping in mind the various requirements and demands of digital platforms, Effective content development for online audience, packaging content for various platforms.

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20
Course Objective: The course trains students to write strong and compelling editorials and opinion pieces for print media, focusing on critical thinking, persuasive writing techniques, and ethical considerations. The course covers topics such as identifying and researching issues, developing strong arguments, engaging with diverse perspectives, and adhering to journalistic standards. Assignments include writing editorials, opinion essays, and critiques. Emphasis is placed on clarity, argumentative structure, and the power of prose to influence public opinion.

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

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

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UNIT 1:

UNIT 2:
Familiarizing with the style of editorials: Analysing some important editorials from the past and contemporary editorials from daily newspapers. Instructional functions of the editorial: teach, attack, defend, praise, critique. Presenting the timeliness and urgency of editorial: analyzing the present, digging the past and extrapolating the future consequences. Whom do you invite as your columnist?
UNIT 3:
Editorial as the voice of the newspaper: responsibilities. Collaboration and Conflict in Editorial stances: Publishers and Editorial board. Structure of an editorial. The three-part editorial: The annunciatory beginning, the interpretative amplification and the conclusion. The summary editorial, the essay editorial, the home subject editorial, human interest editorial.

UNIT 4:

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

References:
6. https://www.theopedproject.org/resources

Employability: Journalist, Reporter, News Analyst, Researcher, Digital and Multimedia journalist.

Entrepreneurship: Freelance journalist, News Analyst, Independent researcher

Skills developed: Critical analysis skills, Write and analyse editorials and opinion articles

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

SEMESTER VI

24MCN312  APPLIED MEDIA RESEARCH  4 0 0  4
Course Objective: Help students design and execute a research proposal using the major methodologies within the communication discipline to answer specific questions.

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

1. Understand qualitative and quantitative research methods associated with the study of human communication, and apply at least one of those approaches to the analysis and evaluation of human communication.
2. Find, use, and evaluate primary academic writing associated with the communication discipline, keeping in mind ethical issues raised by the conduct of media research.
3. Explain major theoretical frameworks, constructs, and concepts for the study of communication and language, summarize the work of central thinkers associated with particular approaches, and evaluate the strengths and weaknesses of their approaches.
4. Identify and discuss the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project.
5. Present the research findings in a clear manner, and communicate the academic and managerial implications of the findings.

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UNIT 1

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

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

Evaluation Pattern - 50: 50

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

| 24DDA310 | Mobile UX UI Design Lab  | 1 | 0 | 6 | 4 |

Course Objective: Equip students with hands-on experience to design mobile interfaces, fostering skills applicable in industry scenarios.

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

1. Create mobile UI designs adhering to industry standards and user-centered principles.
2. Apply user research techniques to inform design decisions, enhancing the user experience.
3. Implement interactive prototypes using industry-standard tools for effective user testing and iteration.
4. Demonstrate a proficiency in visual design principles, including colour theory, typography, and layout.
5. Evaluate and apply emerging trends in mobile design, adapting to evolving technologies and user needs.
ARTICULATION MATRIX

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UNIT 1

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UNIT 4

UNIT 5

REFERENCES
Modern Press.


**Entrepreneurship:** Product Design Entrepreneur (with a focus on mobile applications)

**Mobile Design Innovation Hub Founder**

**Skill Development:** Enhance practical skills, fostering creativity and problem-solving abilities crucial for mobile design proficiency.

**Evaluation Pattern - 80: 20**

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

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**24MCN313 SOCIOLoGY OF MEDIA COVERAGE 3 0 0 3**

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

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

**Articulation Matrix**

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**UNIT 1**

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

UNIT 3
Media coverage of social inequality: systems of stratification (poverty, class, caste, race, education, ethnicity, prejudice, social tensions, attitudes, disability, gender stereotypes, feminism, power relations, land reforms, health, substance abuse, urban and rural life)

UNIT 4

UNIT 5
Media coverage of challenges of social transformation. Crisis of development, environment and sustainability. Violence against women. Media bias (?) in coverage of abortion, homelessness, religious environment, LGBT rights, nuclear energy, economic policies, corruption.

REFERENCES

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

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.

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The media project is an application oriented course aimed at Portfolio Enhancement and Industry Connect. The media project is bifurcated as (i) Industry Connect - 1 Credits for the work that the students create for an external organization and as (ii)Portfolio Enhancement -1 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.

**Employability:** Content Creators, Media planners, Media Production House

**Entrepreneurship:** Content Creators, Media planners, Media Production House

**Skill Development:** Coordinate the development, budgeting, planning and professional presentation

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

**Open Elective 3 (Any one)**

| 24OEL302 | DEVELOPMENT JOURNALISM | 300 | 3 |
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.

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

Evaluation Pattern - 50: 50

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

24OEL303 CITIZEN JOURNALISM 3 0 0 3

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

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

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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

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

Evaluation Pattern - 50: 50

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

24DDA399 SUMMER INTERNSHIP 4

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

Course Outcome: By the end of the course the students will be able to:
1. Gain practical exposure and experience in connection with industry requirements.
2. Develop communication skills
3. Develop contacts as a source of information and for future placements.
4. Develop professional skills/research aptitude to meet industry standards
5. Develop critical way of thinking according to demands of the client or company.
Internships are intended to give students practical work experience in journalism, new media, broadcast production, and advertising. It is mandatory for the students to complete the internship in a research or corporate organization for a period of at least 5 months, commencing from the end of the 7th semester. A report should be submitted by the end of the 8th semester, failing which the students will be marked with an F grade. The internship report should consist of internship certificate, company profile, nature of work done, job progress, work diary on a daily basis, documents/ scanned copies of work done for the organization. For example, published news reports, photographs, design, online content, and creative work.

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

Articulation Matrix

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Employability: placement based on performance in media/business/research organizations and legacy networks

Entrepreneurship: gain hands-on experience in research organizations; small/medium or start-up corporate houses

Skills: Communication, Interpersonal, Collaboration, Time Management, Adaptability, critical Thinking

IMC

24MCN315  SOCIAL MEDIA BRAND OPTIMIZATION  2 1 2 4

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

Course Outcomes: By the end of the course the students will be able to:
1. Use Social Media Platforms like Facebook, Instagram, Twitter, Instagram, YouTube and LinkedIn for the organic promotion of any business or service.
2. Identify the niche areas where they can become an influencers in social medias.
3. Identify and incorporate widely used tools including AI for the social media activities.
4. Start as a freelancer or promote own / ancestral business organically using Social Media.
5. Become a professional through Social Media channels to support their company.
UNIT 1
An overview of Social Media Marketing: what is social media and their broadening scope, social media statistics, strengthen brands, understand audience, boost customer satisfaction, build compelling content to stay competitive, social media marketing strategy, impact of social media on SEO, make customizable poster designing in Canva. Use of AI in Social media marketing and creating social media marketing strategy.

UNIT 2
Facebook: Facebook marketing strategy (organic vs paid modes), brand pages, business page types and setup, post types and its dimensions, audience insights & analytics, competitor analysis, fb groups, fb live, tracking pixel codes, targeting and budgeting FB Ads, case studies on Facebook. You Tube: You Tube overview and account, interface and settings, annotations and linking websites, upload a video, creator studio, channel creation, managing views and boosting subscriptions, learning from reports and analytics. Google AdWords with keyword planning and control. Creating Ad campaigns and text ads and ad groups.

UNIT 3
Instagram Marketing: setting up Instagram for best results, personal account versus professional Instagram account types and stories. LinkedIn marketing: benefits of LinkedIn network, create and optimize profile, profile photo and background image selection, creating an impressive headline, craft a remarkable summary, managing recommendations, LinkedIn groups, creating and managing pages, endorsements and profile completeness.

UNIT 4
Microblogging via Twitter: overview of twitter, good profile attributes, advanced profile optimization, composing a tweet, using hashtags, deleting, pinning and sharing tweets, managing twitter users and followers.

UNIT 5
Social Media Marketing Tools: social media automation tools, keyword research tool, tools for designing, video editing tools, image editing tools, URL shortening tools, free and paid booster with follow-up analytics. Live project for combined brand optimization via all social media. AI tools for marketing content creation.

REFERENCES
2. Shreves, Ric; Krasniak, Michelle, “Social media optimization for dummies”, John Wiley
Employability: social media content creator, online journalist, brand researcher/marketer

Entrepreneurship: freelance journalist, content writer

Skill Development: critical thinking

Evaluation Pattern - 65: 35
CA (T) – Continuous Assessment Theory – 15
CA (L) – Continuous Assessment Lab - 30
MT – Mid- Term Examination - 20
ES (T) – End Semester Examination Theory – 35

24MCN316 MEDIA AND ENTERTAINMENT BRANDI NG 4 0 0 4

Course Objective: Branding media and entertainment is crucial for building a loyal audience, creating a strong identity, and establishing a competitive edge. To provide the students with an in-depth understanding of the current phenomenon in the media branding Industry. It seeks to develop student’s critical thinking and application of the strategies in the day-to-day context.

Course Outcomes: By the end of the course the students will be able to:
1. Identify how the media industry can be a brand.
2. Understand current practices, strategies, and trends in media branding.
3. Critically evaluate how various organizations are using media branding to set Unique Value Propositions.
4. Apply branding strategies for media and entertainment for a proposed client.
5. Develop a crisis management plan to handle any public relations issues that may arise and protect the brand's reputation.

ARTICULATION MATRIX

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UNIT 1

UNIT 2

UNIT 3

UNIT 4

UNIT 5

REFERENCES

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

*Entrepreneurship: entertainment entrepreneur*

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

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

**BROADCAST**

**24MCN317 TELEVISION NEWS PRODUCTION 1 1 4 4**

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

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

**ARTICULATION MATRIX**

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UNIT 1

Television News – challenges, risks and opportunities for the television journalist – technological development affecting modes and methods of reporting: advent of portable editing machines and implications of direct up linking and digital transmission – qualities of a TV correspondent in the changing times – demand for AV orientation for TV journalists – factors affecting composition of news teams. Artificial Intelligence and Journalism: Human machine storytelling, AI and Newsroom strategy, Bias, journalistic endeavours and the risk of AI.

UNIT 2


UNIT 3


UNIT 4


UNIT 5

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

REFERENCES

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

Entrepreneurship: Freelance reporter, program producer

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

Evaluation Pattern - 70: 30
CA (T) – Continuous Assessment Theory – 10
CA (L) – Continuous Assessment Lab - 40
MT – Mid-Term Examination - 20
ES (T) – End Semester Examination Theory – 30

24MCN318 SHORT FILM AND DOCUMENTARY MAKING 1 1 4 4

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

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

ARTICULATION MATRIX

| UNIT 1 | Fiction production and stages of fiction production. Production single and multiple camera situations – Location, Plot, Screenplay, Script and Storyboard. Directing, creating video space |
UNIT 2


UNIT 3

Applying the fundamentals concepts, genres, treatments, styles and professional approaches to pre-production, production and post-production in documentary and short film production. Conceptualizing, writing, directing and editing. Interview techniques. Sound design in visuals.

UNIT 4


UNIT 5


REFERENCES


Employability: Documentary film maker on social issues, educationist
Entrepreneurship: Freelancer documentary film maker on social issues, educationist and so on.
Skill Development: the ability to accept criticism and work well under pressure, leadership skills, to be thorough and pay attention to detail, the ability to use own initiative.

Evaluation Pattern - 70: 30
CA (T) – Continuous Assessment Theory – 10
CA (L) – Continuous Assessment Lab - 40
Course Objective: This course equips students with the skills in effective science communication to diverse audiences, balancing critical analysis and engaging storytelling. Students will learn to navigate the interdisciplinary nature of science communication, from environmental and health reporting to data interpretation, while understanding the role of science communicators in shaping public discourse.

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

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

Articulation matrix:

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UNIT 1:

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

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

UNIT 4:

UNIT 5:

References:
Employability: Science journalist, Climate and environment journalist, Health Communication, Public health policy consultant, Climate policy consultant, Academic research, News analyst, NGOs.

Entrepreneurship: Science communicator, Freelance consultant, Climate change activism

Skills developed: Communicate scientific data to common man, Ability to write complex content in simple manner, using multimedia skills to supplement data

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

24MCN320 IN DEPTH JOURNALISM AND EDITING 0 1 6 4

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

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

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

Articulation Matrix

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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

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

Evaluation Pattern - 80: 20
CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20
Course Objective: The course will introduce students to the practice of data journalism in a busy newsroom, showcasing the importance of telling a story and how tools can help do it.

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

UNIT 1
History of data journalism. Principles of journalism and how they apply to data journalists. How to tell stories with data – news values and data sets. Translating data sets and analysis into stories and web applications- news as experience.

UNIT 2
Spreadsheet Basics- inputting numbers and text, simple calculations, simple formulate, ordering and filtering, simple graphics, download data from databases, data format conversions, importing CVs, google docs.

UNIT 3

UNIT 4
Interactive data visualization tools Creating interactive graphics for online news stories. Engaging the audience through interactive data features. Leveraging social media for data-driven stories Fact-checking and verifying data on social media Ethical use of social media in data journalism. Visualizing patterns and relationships in the data. Tools- Open Refine and Parsehub

UNIT 5

REFERENCES

ONLINE:
2. UNESCO. http://unesdoc.unesco.org/images/0019/001930/193078e.pdf
3. Web resources/tutorials for Outwit, Googlerefine, Tableau, Excel and others given in UNESCO model curricula 2015.

Employability: Data Analyst
Entrepreneurship: Data Analyst
Skill Development: a working knowledge of coding plans and data sets

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

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

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**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**

**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**

**Employability:Data Analyst**
**Entrepreneurship:Data Analyst**
**Skill Development:a working knowledge of coding plans and data sets**

**Evaluation Pattern - 80: 20**

CA (L) – Continuous Assessment Lab - 80
ES (L) – End Semester Examination Lab - 20
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.

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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

Employability: Data analytics, sentiment analyst
Entrepreneurship: Freelance Data analytics, sentiment analyst
Skill Development: Analyze, visualize and triangulate their research and develop better understanding on the methodology

Evaluation Pattern - 80: 20

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

24MCN406 NEWSPAPER AND MAGAZINE PRODUCTION

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

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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, Modular design and grids.

UNIT 2

UNIT 3

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

REFERENCES
2. APA Stylebook

Employability: Editors, Designers
Entrepreneurship: Layout artist
Skill Development: Are exposed to the principles in layout and designs and nuances of photography and typography. Dummy preparation

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

24DDA402 MULTIMEDIA PRODUCTION WITH AI & XR 1 064

Course Objective: Empower students with multimedia, AI, and XR skills for versatile, innovative, and impactful digital content creation.

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

1. Master multimedia production techniques, integrating AI and XR for immersive, cutting-edge content creation.
2. Apply AI in photo editing, enhancing creative skills for dynamic visual storytelling in diverse contexts.
3. Demonstrate VR/AR proficiency, developing interactive experiences with hands-on experience in Unity or equivalent platforms.
4. Advance AI knowledge, applying it to diverse multimedia genres, fostering creativity and innovation in production.
5. Capstone projects showcase comprehensive understanding, refining collaboration, and presenting industry-ready, AI-infused multimedia content.

**ARTICULATION MATRIX**

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**UNIT 1**

**UNIT 2**
Introduction to VR and AR. Basic concepts and differences between VR and AR. Use cases and applications in multimedia production. VR/AR Development Tools. Overview of VR/AR development platforms and tools. Introduction to Unity or other relevant development environments. Creating Basic VR/AR Content. Hands-on exercises creating simple VR/AR content. Discussion on design principles for immersive experiences.

**UNIT 3**
Integrating AI and VR/AR. AI in VR/AR Environments. Incorporating AI elements into virtual and augmented reality. Building Intelligent VR/AR Experiences. Practical sessions on integrating AI features into VR/AR projects. User interaction and experience design.

**UNIT 4**
Advanced Image and Video Editing with AI. Exploring advanced AI-based editing tools. Project work on multimedia content enhancement. AI-Generated Music and Audio. Introduction to AI in audio production. Creating and editing audio content with AI.

**UNIT 5**
Advanced AI-Based Photo Editing Tools. In-depth exploration of advanced AI tools for photo editing. Techniques for enhancing, retouching, and manipulating images using AI. AI in Portrait and Landscape Photography. Understanding how AI can be applied to portrait and landscape photography. Hands-on exercises in using AI for photo enhancement in different contexts.
Future Trends in AI Photo Editing. Exploring the latest developments in AI photo editing. Discussing the impact of AI on the future of photography and visual arts.

REFERENCES

*Employability: XR video creator, Video Editor, Multimedia Producer, Content Creator*

*Entrepreneurship: Multimedia Studio, Video Editing Studio.*

*Skill Development: Continuous learning, adaptability, problem-solving, communication, teamwork: key pillars for holistic skill development success.*

Evaluation Pattern - 80: 20

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

24ELS401 ESSENTIAL LIFE SKILLS - IV 1 0 2 2

*Pre-requisite:* Willingness to learn, team spirit, basic English language and communication skills and knowledge of basic arithmetic.

*Course Objectives:*
- Help students to understand the importance of ethics and organization culture
- Prepare the students for effective professional networking and interviews participation
- Help students to sharpen their problem solving and reasoning skills
- Empower students to communicate effectively by using enhanced diction, grammar and verbal reasoning skills

*Course Outcomes:*
**CO1: Soft Skills** - To be able to learn the importance of workplace ethics and DEI.
**CO2: Soft Skills** - To be able to improve networking and perform effectively in interviews.
**CO3: Aptitude** - To identify, investigate and arrive at appropriate strategies to solve questions on arithmetic and algebra by managing time effectively.
**CO4: Aptitude** - To investigate, understand and use appropriate techniques to solve questions on logical reasoning and data analysis by managing time effectively.
**CO5: Verbal** - To be able to use diction that is more refined and appropriate and to be competent in knowledge of grammar to correct/improve sentences
C06: Verbal - To be able to examine, interpret and investigate passages and to be able to generate ideas, structure them logically and express them in a style that is comprehensible to the audience/recipient.

CO-PO Mapping

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Syllabus

Soft Skills


Workplace Ethics and professional conduct - Introduction to Workplace Ethics, Ethical Decision-Making, Codes of Conduct and Organizational Culture, Emerging Ethical Issues

Diversity, Equity, Inclusiveness (DEI) - Introduction to Diversity, Equity, and Inclusiveness; Impact of Unconscious Bias, Cultural Competence and Communication, Inclusive Leadership and Organizational Practices.

Mock Interviews (Advanced Training) - Mock Interviews (Practice), answering probable interview questions, asynchronous interviews.

Verbal

Vocabulary - Idioms and Phrases - advanced, Collocations, Jargon and Technical Vocabulary, Neologisms, Polysemous Words


Reading Comprehension - Advanced - To comprehend and analyze diverse written works, to empower learners to approach intricate texts with confidence

Public Speaking Skills - Advanced - JAM, Debate.
Writing Skills - Business Writing: Proposals, Reports; Academic Writing; Content Writing

Aptitude

Data Sufficiency: Introduction to and basics of Data Sufficiency.

Campus recruitment papers: Introduction to interview puzzles and placement written test questions of all major recruiters.

Competitive examination papers: Introduction to major competitive examination paper patterns and questions. Learn calculation techniques and time management strategies.

References

Soft Skills
- Stephen Covey, “The habits of highly effective people”, Free press Revised edition, 2004
- Kenneth H. Blanchard and Spencer Johnson, “The One Minute Manager”, WilliamMorrow, 1984
- Professional Networking for Dummies, by Donna Fisher, For Dummies; 1st edition (15 August 2001)

Verbal
- “GMAT Official Guide” by the Graduate Management Admission Council, 2019
- Arun Sharma, “How to Prepare for Verbal Ability And Reading Comprehension For CAT”
- Joern Meissner, “Turbocharge Your GMAT Sentence Correction Study Guide”, 2012
- Kaplan, “Kaplan GMAT 2012 & 13”
- Mike Barrett “SAT Prep Black Book The Most Effective SAT Strategies Ever Published”
- Mike Bryon, “Verbal Reasoning Test Workbook Unbeatable Practice for Verbal Ability, English Usage and Interpretation and Judgement Tests”
- www.bristol.ac.uk/arts/skills/grammar/grammar_tutorial/page_55.htm
- www.campusgate.co.in

Aptitude
• www.mbatious.com
• www.campusgate.co.in
• www.careerbless.com
**Evaluation Pattern**

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<tr>
<th>Assessment</th>
<th>Internal</th>
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<td>Continuous Assessment (CA) – Soft Skills</td>
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<td>Continuous Assessment (CA) – Aptitude</td>
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*CA - Can be presentations, speaking activities and tests.*

**24MCN490 RESEARCH PROJECT REVIEW 4**

**Course Objective:** Accessing learning outcomes of research, application of theory to practice and defend the outcome of their research projects.

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

1. Interrogate and critically discuss the literature and major works related to national/international professional practice in their chosen area of research.
2. Conduct research based on project plans that address stated research questions, methods and audiences.
3. Solve research problems and critically analyze findings in relation to scholarly and industry needs - both local and international.
4. Present findings that situate their work in the field to inform future professional practice and research.
5. Critically reflect on their personal and professional learning and develop strategies to implement this learning in professional practice.

Data Collection is undertaken by students as teams to work on their preferred area of research related to any field of their chosen programme within the traditions of arts and humanities and social sciences. The faculty guides helps students through the process of preparing the Research Project presentations for review by faculty and manuscript for review by faculty guide.

**ARTICULATION MATRIX**

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</table>
Employability: Data journalist, Media trend analyst, Researchers in NGO's, Government and UN Agencies, data visualizer

Entrepreneurship: Data journalist, Media trend analyst

Skill Development: Understand the basic framework of research, Can do basic data analysis using statistical tools. Can apply the same in their job sectors like in the field of data journalism, etc.

Evaluation Pattern – 40: 60
Review I (Internal) – 40
Review II (External) - 60

SEMESTER VIII

24MCN498 RESEARCH PROJECT VIVA VOCE 6

Course Objective: Accessing learning outcomes of research, application of theory to practice and defend the outcome of their research projects.

Course Outcomes: By the end of the course the students will be able to:
1. Interrogate and critically discuss the literature and major works related to national/international professional practice in their chosen area of research.
2. Conduct research based on project plans that address stated research questions, methods and audiences.
3. Solve research problems and critically analyze findings in relation to scholarly and industry needs - both local and international.
4. Present findings that situate their work in the field to inform future professional practice and research.
5. Critically reflect on their personal and professional learning and develop strategies to implement this learning in professional practice.

The 4 credit Communication Research Project is undertaken by students individually to work on their preferred area of research related to any field of Mass Communication within the traditions of social and behavioural sciences. A Research Guide is assigned to each student to help them through the process of preparing a Research Project culminating in a Viva-Voce conducted by an external expert.

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

Entrepreneurship: Data journalist, Media trend analyst

Skill Development: Understand the basic framework of research, Can do basic data analysis using statistical tools. Can apply the same in their job sectors like in the field of data journalism, etc.

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

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

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

Internships are intended to give students practical work experience in journalism, new media, broadcast production, advertising and digital design. It is mandatory for the students to complete the internship in a media organization [Print, Broadcast (television and radio), Photography, Online content writing, Advertising, Digital Marketing, Public Relations-
Corporate communication and Event Management) for a period of at least 5 months, commencing from the end of the 7th semester. A report should be submitted by the end of the 8th semester, failing which the students will be marked with an F grade. The internship report should consist of internship certificate, company profile, nature of work done, job progress, work diary on a daily basis, documents/ scanned copies of work done for the organization. For example, published news reports, photographs, online content, and creative work. Ideally the student interns in one or two media organizations.

**Articulation Matrix**

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**Employability: placement based on performance in media houses and legacy networks**

**Entrepreneurship: gain hands on experience in small/medium or start-up media houses**

**Skill Development: Networking, Becoming Industry ready**

Courses offered under the framework of Amrita Values Programmes I and II

22AVP201 Message from Amma’s Life for the Modern World

Amma’s messages can be put to action in our life through pragmatism and attuning of our thought process in a positive and creative manner. Every single word Amma speaks and the guidance received in on matters which we consider as trivial are rich in content and touches the very inner being of our personality. Life gets enriched by Amma’s guidance and She teaches us the art of exemplary life skills where we become witness to all the happenings around us still keeping the balance of the mind.

22ADM211 Leadership from the Ramayana

Introduction to Ramayana, the first Epic in the world – Influence of Ramayana on Indian values and culture – Storyline of Ramayana – Study of leading characters in Ramayana – Influence of Ramayana outside India – Relevance of Ramayana for modern times.

22ADM201 Strategic Lessons from the Mahabharata
Introduction to Mahabharata, the largest Epic in the world – Influence of Mahabharata on Indian values and culture – Storyline of Mahabharata – Study of leading characters in Mahabharata – Kurukshetra War and its significance - Relevance of Mahabharata for modern times.

**22AVP204 Lessons from the Upanishads**

Introduction to the Upanishads: Sruti versus Smrti - Overview of the four Vedas and the ten Principal Upanishads - The central problems of the Upanishads – The Upanishads and Indian Culture – Relevance of Upanishads for modern times – A few Upanishad Personalities: Nachiketas, Satyakama Jabala, Aruni, Shvetaketu.

**22AVP205 Message of the Bhagavad Gita**


**22AVP206 Life and Message of Swami Vivekananda**

Brief Sketch of Swami Vivekananda’s Life – Meeting with Guru – Disciplining of Narendra - Travel across India - Inspiring Life incidents – Address at the Parliament of Religions – Travel in United States and Europe – Return and reception India – Message from Swamiji’s life.

**22AVP207 Life and Teachings of Spiritual Masters India**

Sri Rama, Sri Krishna, Sri Buddha, AdiShankaracharya, Sri Ramakrishna Paramahamsa, Swami Vivekananda, Sri Ramana Maharshi, Mata Amritanandamayi Devi.

**22AVP208 Insights into Indian Arts and Literature**

The aim of this course is to present the rich literature and culture of Ancient India and help students appreciate their deep influence on Indian Life - Vedic culture, primary source of Indian Culture – Brief introduction and appreciation of a few of the art forms of India - Arts, Music, Dance, Theatre.

**22AVP209 Yoga and Meditation**

The objective of the course is to provide practical training in YOGA ASANAS with a sound theoretical base and theory classes on selected verses of Patanjali’s Yoga Sutra and Ashtanga Yoga. The coverage also includes the effect of yoga on integrated personality development.

**22AVP210 Kerala Mural Art and Painting**

Mural painting is an offshoot of the devotional tradition of Kerala. A mural is any piece of artwork painted or applied directly on a wall, ceiling or other large permanent surface. In the contemporary scenario Mural painting is not restricted to the permanent structures and are being done even on canvas. Kerala mural paintings are the frescos depicting mythology and legends, which are drawn on the walls of temples and churches in South India, principally in Kerala. Ancient temples, churches and places in Kerala, South India, display an abounding tradition of mural paintings mostly dating back between the 9th to 12th centuries when this form of art enjoyed Royal patronage. Learning Mural painting through the theory and practice workshop is the objective of this course.

**22AVP213 Traditional Fine Arts of India**
India is home to one of the most diverse Art forms world over. The underlying philosophy of Indian life is ‘Unity in Diversity’ and it has led to the most diverse expressions of culture in India. Most art forms of India are an expression of devotion by the devotee towards the Lord and its influence in Indian life is very pervasive. This course will introduce students to the deeper philosophical basis of Indian Art forms and attempt to provide a practical demonstration of the continuing relevance of the Art.

22AVP214 Principles of Worship in India

Indian mode of worship is unique among the world civilizations. Nowhere in the world has the philosophical idea of reverence and worshipfulness for everything in this universe found universal acceptance as it in India. Indian religious life even today is a practical demonstration of the potential for realization of this profound truth. To see the all-pervading consciousness in everything, including animate and inanimate, and constituting society to realise this truth can be seen as the epitome of civilizational excellence. This course will discuss the principles and rationale behind different modes of worship prevalent in India.

22AVP215 Temple Mural Arts in Kerala

The traditional percussion ensembles in the Temples of Kerala have enthralled millions over the years. The splendor of our temples makes art enthusiast spellbound, warmth and grandeur of color combination sumptuousness of the outline, crowding of space by divine or heroic figures often with vigorous movement are the characteristics of murals.

The mural painting specially area visual counterpart of myth, legend, gods, diries, and demons of the theatrical world, Identical myths are popular the birth of Rama, the story of Bhîma and Hanuman, Shiva, as Kirata, and the Jealousy of Uma and ganga the mural painting in Kerala appear to be closely related to, and influenced by this theatrical activity the art historians on temple planes, wood carving and painting the architectural plane of the Kerala temples are built largely on the pan-Indians almost universal model of the Vasthupurusha.

22AVP218 Insights into Indian Classical Music

The course introduces the students into the various terminologies used in Indian musicology and their explanations, like Nadam, Sruti, Svaram – svara nomenclature, Stayi, Graha, Nyasa, Amsa, Thala, Saptatalas and their angas, Shadangas, Vadi, Samavadi, Anuvadi. The course takes the students through Carnatic as well as Hindustani classical styles.

22AVP219 Insights into Traditional Indian Painting

The course introduces traditional Indian paintings in the light of ancient Indian wisdom in the fields of aesthetics, the Shadanga (Six limbs of Indian paintings) and the contextual stories from ancient texts from where the paintings originated. The course introduces the painting styles such as Madhubani, Kerala Mural, Pahari, Cheriyal, Rajput, Tanjore etc.

22AVP220 Insights into Indian Classical Dance

The course takes the students through the ancient Indian text on aesthetics the Natyasastra and its commentary the AbhinavaBharati. The course introduces various styles of Indian classical dance such as Bharatanatyam, Mohiniyatton, Kuchipudi, Odissy, Katak etc. The course takes the students through both contextual theory as well as practice time.

22AVP221 Indian Martial Arts and Self Defense
The course introduces the students to the ancient Indian system of self-defense and the combat through various martial art forms and focuses more on traditional Kerala’s traditional KalariPayattu. The course introduces the various exercise technique to make the body supple and flexible before going into the steps and techniques of the martial art. The advanced level of this course introduces the technique of weaponry.

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<tr>
<th>Course Objectives</th>
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<tr>
<td>The course will enable the students to</td>
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<tr>
<td>• Mastery Over Mind (MaOM) is an Amrita initiative to implement schemes and organize university-wide programs to enhance health and well-being of all faculty, staff, and students (UN SDG -3)</td>
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<tr>
<td>• It gives an introduction to immediate and long-term benefits of MA OM meditation and equips every attendee to manage stressful emotions and anxiety, in turn facilitating inner peace and harmony.</td>
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<td>• This course will enhance the understanding of experiential learning based on the University’s mission: “Education for Life along with Education for Living” and is aimed to allow learners to realize and rediscover the infinite potential of one’s true Being and the fulfilment of life’s goals.</td>
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<th>Course Outcomes</th>
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<td>CO1: To be able to describe what meditation is and to understand its health benefits</td>
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<td>CO2: To understand the causes of stress and how meditation improves well-being</td>
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<td>CO3: To understand the science of meditation</td>
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<td>CO4: To learn and practice MAOM meditation in daily life</td>
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<td>CO5: To understand the application of meditation to improve communication and relationships</td>
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<td>CO6: To be able to understand the power of meditation in compassion-driven action</td>
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| Syllabus: |
Unit 1: Describe Meditation and Understand its Benefits (CO1)
A: Importance of meditation. How does meditation help to overcome obstacles in life (Pre-recorded video with Swami Shubhamritananda Puri)
Reading 1: Why Meditate? (Swami Shubamritananda ji)

Unit 2: Causes of Stress and How Meditation Improves Well-being (CO2)
A: Learn how to prepare for meditation. Understand the aids that can help in effectively practicing meditation. (Pre-recorded video with Dr. Ram Manohar)

Unit 3: The Science of Meditation (CO3)
A: A preliminary understanding of the Science of meditation. What can modern science tell us about this tradition-based method? (Pre-recorded video with Dr. Shyam Diwakar)
B: How meditation helps humanity according to what we know from scientific research (Pre-recorded video with Dr. Shyam Diwakar)
Reading 1: Does Meditation Aid Brain and Mental Health (Dr Shyam Diwakar)

Unit 4: Practicing MA OM Meditation in Daily Life (CO4)
Guided Meditation Sessions following scripts provided (Level One to Level Five)
Reading 1: MA OM and White Flower Meditation: A Brief Note (Swami Atmananda Puri)

Unit 5: Improving Communication and Relationships (CO5)
How meditation and mindfulness influence interpersonal communication. The role of meditation in improving relationship quality in the family, at the university and in the workplace. (Pre-recorded video with Dr Shobhana Madhavan)

Unit 6 Meditation and Compassion-driven Action (CO6)
Understand how meditation can help to motivate compassion-driven action. (Pre-recorded video with Dr Shobhana Madhavan)

Text Books/Reference Books:
1. Meditation and Spiritual Life-Swami Yatiswarananda, Ramakrishna Math
3. Dhyana Yoga-Holy Gita Swami Chinmayananda
4. Voice of God, Chandrasekharendra Saraswati, 68th Acharya of Sri Kanchi Kamakoti Peetam,
5. Hindu Dharma-Chandrasekharendra Saraswati, 68th Acharya of Sri Kanchi Kamakoti Peetam,
6. Mind: It’s Mysteries and control-Swami Sivananda Saraswati
8. Books on Amma's teachings like Awaken children, From Amma’s Heart etc.
11. Seppala E (2022, June 30th Unexpected Ways Meditation Improves Relationships a Lot.Psychology Today

Evaluation Pattern

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•CA – Can be Quizzes, Assignment, Projects, and Reports

22ADM101 FOUNDATIONS OF INDIAN HERITAGE L-T-P-C: 2-0-1-2

Course Objectives

To introduce students to the depths and richness of the Indian heritage and knowledge traditions, and to enable them to obtain a synoptic view of the grandiose achievements of India in diverse fields. To equip students with a knowledge of their country and its eternal values.

Course Outcomes

CO1 Be able to enhance the understanding of true essence of India’s cultural and spiritual heritage through learning analytically what it amounts to living a happy life, and about the richness of India’s education system, while pondering on the serious damage caused by colonialism in India alongside learning about the means of decolonization and knowing about the early timeline of Indian subcontinent.
CO2  Learn about the sublime value of selflessness and final freedom alongside understanding the concept of circle of life and Indian approach toward it while delving into the means of celebrating life.

CO3  Familiarize on the topic of what true love is, by way of understanding the immense compassion of mahātmas, and Mātā Amṛtānandamayī’s Amma’s gospel on compassion, the role of metaphors and tropes whereafter focussing personality development through Yoga both theoretically and practically.

CO4  Appreciate the discussion on what it takes to be a strategic thinker, how India was glorified by various scholars and travellers and how strong a human being’s association with nature should be alongside getting introduced to the glimpses of Indian traditions like Advaita Vedanta: the theory of oneness.

CO-PO Mapping

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Syllabus

Unit 1

Chapters 1-4

Educational Heritage of Ancient India

Life and Happiness

Impact of Colonialism and Decolonization

A timeline of Early Indian Subcontinent

Unit 2

Chapters 5-8

Pinnacle of Selflessness and ultimate freedom

Indian approach towards life

Circle of Life

Ocean of love; Indian Mahatmas.
Unit 3
Chapters 9 - 12
Man’s association with Nature
Celebrating life 24/7.
Metaphors and Tropes
Become A Strategic Thinker (Games / Indic activity)

Unit 4
Chapters 13-16
India: In the Views of Other Scholars and Travellers
Personality Development Through Yoga.
Hallmark of Indian Traditions: Advaita Vedanta, Theory of oneness
Conversations on Compassion with Amma

Text Book(s)
Foundations of Indian Heritage- In house publication

References(s)
- The beautiful tree by Dharampal – Other India Press, Mapusa, 2000
- Peasants and Monks in British India by William Pinch – University of California Press.1996
- India, that is Bharat: Coloniality, Civilisation, Constitution by J Sai Deepak -Bloomsbury India, 2021
- Awaken Children Dialogues with Mata Amritanandamayi, MAM Publications
- Man, and Nature by Mata Amritanandamayi Devi , MAM Publications
- What Becomes of the Soul After Death, Sri Swami Shivananda, Divine Life Society,1999

Evaluation Pattern

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*CA – Can be Quizzes, Assignment, Projects, and Reports

Course Objective
The course aims at introducing Bhārath in nutshell to the student, which includes the sources of Indian thoughts, eminent personalities who shaped various disciplines, India’s significant contribution to the man kind, the current stature of Indian in the geopolitics and Indian approach to science and ecology.
Course Outcome

CO1: Will be able to recognise the call of Upanishads and outstanding personalities for confronting the wicked in the real world while admiring the valour, pursuit and divinity in both classical and historical female characters of India.

CO2: Will get introduced to Acharya Chanakya, his works, and his views on polity and nation to find synchrony between public and personal life, alongside understanding India’s cultural nuances and uniqueness concerning the comprehension of God across major global communities.

CO3: Will be able to appreciate Bhagavad Gita as the source of the Indian worldview through the various Yogic lessons enshrined in it, making it one of India’s numerous soft powers, and also understand the faith-oriented mechanism of preserving nature.

CO4: Will be informed about the enormous contribution of Indian civilisation over two and a half millennia to humanity and develop awareness about India's approach toward science, devoid of dogmas and rooted in humanism.

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Syllabus

Unit 1
Chapter 1 – Face the Brutes
Chapter 2 – Role of Women in India
Chapter 3 – Acharya Chanakya
Chapter 4 – God and Iswara

Unit 2
Chapter 5 – Bhagavad Gita: From Soldier to Samsarin to Sadhaka
Chapter 6 – Lessons of Yoga from Bhagavad Gita
Chapter 7 – Indian Soft powers
Chapter 8 – Preserving Nature through Faith

Unit 3
Chapter 9 - Ancient Indian Cultures (Class Activity)
Chapter 10 - Practical Vedanta
Chapter 11 - To the World from India (For Continuous Assessment)
Chapter 12 - Indian Approach to Science.

Text Books:
Reference Course material:
1. Fear Not: Be Strong (Swami Tathagatananda)
2. Essays on Gita (Sri Aurobindo)- Aurobindo Ashram
3. Indian Contribution to Science (Vijana Bharati Publication)
4. The Culture And Civilisation Of Ancient India In Historical Outline (D. D. Kosambi)

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