

**DEPARTMENT OF COMMUNICATION  
(SFS)**

**CHOICE BASED CREDIT SYSTEM (CBCS)  
Learning Outcome -based Curriculum Framework (LOCF)**

**SYLLABUS**

Master of Arts  
( 2023 onwards)



**MADRAS CHRISTIAN COLLEGE (Autonomous)**

**TAMBARAM, CHENNAI - 600 059**

**College with Potential for Excellence**

**Affiliated to University of Madras**



## **MADRAS CHRISTIAN COLLEGE**

### **Vision**

Madras Christian College aspires to be an Institution of excellence transforming lives through education with a commitment to service.

### **Mission**

Madras Christian College (MCC) with the inspiration of the love of God offers to people of all communities education of the whole person, which is congruous with God's revelation in Christ of the true nature of humanity and is appropriate to the needs of India and of the world.

## **Graduate Attributes**

The Madras Christian College defines the philosophy underpinning its academic programmes and student life experience on campus through the Graduate Attributes (GA), that describe the knowledge, competencies, values and skills students imbibe for holistic development and contribution to society. These attributes encompass characteristics that are transferable beyond the domain of study into the national and international realm fostered through curricular, co-curricular and extra-curricular engagements.

### **GA 1: Intellectual Competencies**

- Graduates of MCC have a comprehensive and incisive understanding of their domain of study as well as the capability for cross-disciplinary learning.
- They have the ability to apply the knowledge acquired through the curriculum as well as self directed learning to a broad spectrum ranging from analytical thinking to synthesise new knowledge through research.
- Forming independent individual opinions regarding academic cores and socially relevant issues

### **GA 2: Professional Ethics**

- Graduates of MCC develop ethical and professional behaviour, which will be demonstrated in their chosen careers and constructive citizenship roles.
- They imbibe intellectual integrity and ethics in scholarly engagement and develop a spirit of inclusiveness through interactions with people of special needs and diversity.

### **GA3: Leadership Qualities**

- Graduates of MCC inculcate leadership qualities & attitudes, and team behaviour along democratic lines through curricular, co-curricular and extra-curricular activities.
- They develop managerial and entrepreneurial skills to ideate and create new opportunities along with career readiness and capacity to take up various competitive exams.

### **GA 4: Holistic Skill Development**

- Graduates of MCC develop critical thinking, problem-solving, effective communication, emotional and social skills
- They develop digital competency to live, learn and serve in society.

### **GA 5: Cross-Cultural Competencies**

- Graduates of MCC imbibe cross-cultural competencies through engaging with diverse linguistic, ethnic and religious communities providing scope to understand, accept and appreciate individuals at local, national and international levels.
- They develop a global perspective through contemporary curriculum, culture, language and international exchange programmes

### **GA 6: Service-Oriented Focus**

- Graduates of MCC have sensitivity to social concerns and a conviction toward social justice through a commitment to active social engagement.
- They are endowed with a strong sense of environmental awareness through the curriculum and campus eco-system.

### **GA 7: Value-Based Spiritual Development**

- Graduates of MCC are rooted in the principles of ethical responsibility and integrity permeated with Christian values leading to the building of character.
- They develop virtues such as love, courage, unity, brotherhood, industry and uprightness.

## POs for Post Graduate Programmes

**PG Programmes are designed to have the following outcomes:**

PO
PO1: Domain Knowledge
PO2: Innovation and Research
PO3: Applicative knowledge and Lateral Thinking
PO4: Scientific Communication Skills
PO5: Digital Skills
PO6: Ethical Practices
PO7: Career Readiness and Higher Education

**On successful completion of the Postgraduate programme, the students will be able to**

PO Description
PO 1: Understand concepts, apply theories and operationalize the domain knowledge of Communication and Media
PO 2: Conduct research and evaluate information by methods, innovative practices and enactment appropriate to the discipline;
PO 3: Think critically and creatively, to analyze, assess and manage media and communication projects; to embed respectful communication, embracing diversity, inclusiveness and cognitive empathy.
PO4: Demonstrate procedural knowledge and skills in working with appropriate communication tools and technologies in producing content - textual, audio, visual, multimedia and digital
PO5: Understand and apply various digital and practitioner's skill sets, specifically in writing, branding, packaging, designing content; as well as to market and diffuse such communication as an effective practitioner
PO6: Understand legal environment and imbibe operational knowledge on laws, amendments and acts pertaining to the media industry; apply appropriate ethical code of conduct in analysis and professional practice
PO7: Evaluate practices in media and communication spaces, develop skills, intensive and extensive knowledge that will help formulate implementable career strategies

## POs for Post Graduate Programmes Mapped with GA

**On successful completion of the Postgraduate programme, the students will be able to**

<b>PO</b>	<b>PO Description</b>	<b>Mapped with GA</b>
PO1: Domain Knowledge	Understand concepts, apply theories and operationalize the domain knowledge of Communication and Media	GA1, GA3, GA4, GA5.
PO2: Innovation and Research	Conduct research and evaluate information by methods, innovative practices and enactment appropriate to the discipline;	GA1, GA2, GA3, GA4, GA5
PO3: Applicative knowledge and Lateral Thinking	Think critically and creatively, to analyze, assess and manage media and communication projects; to embed respectful communication, embracing diversity, inclusiveness and cognitive empathy.	GA1, GA2, GA3
PO4: Scientific Communication Skills	Demonstrate procedural knowledge and skills in working with appropriate communication tools and technologies in producing content - textual, audio, visual, multimedia and digital.	GA1, GA3, GA4
PO5: Digital Skills	Understand and apply various digital and practitioner's skill sets, specifically in writing, branding, packaging, designing content; as well as to market and diffuse such communication as an effective practitioner	GA1, GA3, GA4
PO6: Ethical Practices	Understand legal environment and imbibe operational knowledge on laws, amendments and acts pertaining to the media industry; apply appropriate ethical code of conduct in analysis and professional practice	GA2, GA3, GA4, GA6, GA7
PO7: Career Readiness and Higher Education	Evaluate practices in media and communication spaces, develop skills, intensive and extensive knowledge that will help formulate implementable career strategies	GA1, GA3, GA4

### **PROGRAM SPECIFIC OUTCOMES (PSO's)\***

At the time of graduation they would be able to:

PSO #	Statement	Mapped with PO#
PSO 1	Domain Specific Knowledge, Communication Skill and Application	PO1,PO4
PSO 2	Research, Applied Research and Innovation	PO2,PO3
PSO 3	Critical, Creative and Lateral Thinking with cognitive empathy	PO3,PO4,PO5
PSO 4	Systematic Understanding, Skill Development and Implementation	PO2,PO3,PO4,PO5,PO7
PSO 5	Media Practice, Entrepreneurship, Management and Analysis	PO2,PO4,PO5,PO6,PO7

**Choice-Based Credit Systems**  
**M.A. COMMUNICATION**  
**COURSE CURRICULUM**  
**EFFECTIVE FROM ACADEMIC YEAR 2023 Onwards**

Sem	Part	Course Code	Course Title	Instruction hours per cycle	Duration of exam (hrs)	Marks			Credits
						ICA	ESE	Total	
I	Core Theory	235MC1MO1	Understanding Human Communication	6	3	50	50	100	5
I	Core Theory	235MC1MO2	Essential Journalism	6	3	50	50	100	4
I	Core Practical	235MC1MO3	Photography	6	3	50	50	100	4
I	Core Practical	235MC1MO4	Multimedia Designing	6	3	50	50	100	4
I	Elective Practical	235MC1E01	Writing for Media	6	3	50	50	100	5
I	Elective Practical	235MC1E02	Performing Arts and Communication	6	3	50	50	100	5
II	Core Theory	235MC2MO1	Mediated Communication	6	3	50	50	100	4
II	Core Theory	235MC2MO2	Strategic Communication	6	3	50	50	100	4
II	Core Theory	235MC2MO3	Principles of Public Relations	5	3	50	50	100	4
II	Core Practical	235MC2MO4	Multimedia Content Packaging	5	3	50	50	100	4
II	Elective Practical	235MC2E01	Data Literacy and Visualization	6	3	50	50	100	5
II	Elective Practical	235MC2E02	Sound Design	6	3	50	50	100	5
II	SS	235PC3C04	Soft Skills	2		-	-	-	4
III	Core Theory	235MC3MO1	Communication Research Methods I	6	3	50	50	100	5
III	Core Practical	235MC3MO3	Communication Research Methods II	5	3	50	50	100	5
III	Core Theory	235MC3MO2	Digital Marketing Communication	6	3	50	50	100	5
III	Core Practical	235MC3MO4	Communication Campaign and Event Management	5	3	50	50	100	4
III	Elective Theory	235MC3E01	Critical Media Studies	6	3	50	50	100	5
III	Elective Practical	235MC3E02	Communication for Social Change through Photography	6	3	50	50	100	5
III	Training*		Internship		-	50	50	100	2
III	SS	235PC3C04	Soft Skills	2		-	-	-	4
IV	Core Theory	235MC4M01	Media Entrepreneurship and Innovation	6	3	50	50	100	5
IV	Core Practical	235MC4M02	Transmedia Storytelling	6	3	50	50	100	4



IV	Core Practical	235MC4M03/04	Capstone & Portfolio Project/Dissertation	12	5	50	50	100	10
IV	Elective Theory	235MC4EO1	Film Appreciation and Analysis	6	3	50	50	100	5
IV	Elective Theory	235MC4EO2	Cyber Security	6	3	50	50	100	5

\*Internship for Minimum 30 days, between I and II years of study (Summer Vacation)

CURRICULUM OVERVIEW TABLE		
PART	CREDITS	HOURS/CYCLE
<i>CORE THEORY</i>	$5+4+4+4+4+5+5+4 = 35$	$6+6+6+6+6+6+6+5 = 47$
<i>CORE PRACTICAL</i>	$5+5+5+5 = 20$	$6+6+5+5+5+5+6+12 = 45$
<i>CORE ELECTIVE</i>	$4+4+4+5+4+4+10 = 35$	$6+6+6+6 = 24$
<i>INTERNSHIP *</i>	2	
<i>SOFT SKILL</i>	$4+4 = 8$	$2+2 = 4$
<i>TOTAL</i>	100	120

## UNDERSTANDING HUMAN COMMUNICATION

<b>Course Code</b>			
<b>Credits</b>	<b>5</b>		
<b>Hours / Cycle</b>	<b>90/6</b>		
<b>Category</b>	<b>Part 1</b>	<b>Core</b>	<b>Theory</b>
<b>Semester</b>	<b>I</b>		
<b>Year of Implementation</b>	<b>From the academic year 2023 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To define and relate the foundations of human communication • To explain the evolutionary and biological basis of human communication</li> <li>• To identify various modes of communication and techniques. • To differentiate various levels of communication and comprehend the differences between them</li> <li>• To propose the importance of the nature, origin, evolution and diffusion of communication across various levels of society</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To Relate different elements of communication and articulate principles of good communication	PSO 1	K1
<b>CO 2</b>	To Illustrate and interpret various features of human communication such as signals, language and signs	PSO 1, PSO 4	K2
<b>CO 3</b>	To Apply different modes of communication using principles of conversations	PSO2, PSO3	K3
<b>CO 4</b>	To Differentiate multi-level flows of communication and identify criteria for appropriate message design	PSO2, PSO3	K4
<b>CO 5</b>	To Make presentations to peer group on various schools of thoughts within Communication Studies	PSO2, PSO3, PSO5	K5,K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVELS
<b>I</b>	<b>Human Communication Theories and Concepts</b> Defining Communication- Basic Models and Levels of Communication, Seven Traditions of Communication Theories, Key Concepts in Message Processing, Socio-Psychological Approach to Communication-Trait- Factor Model. Argumentativeness Communication Anxiety-Reticence, Schools of Communication Thought (Robert Craig)	18	1,2,3,4,5	1,2,3,4,5
<b>II</b>	<b>Evolutionary Communication</b> Embodiment-Biological and Neurological Basis of Communication, Evolutionary Communication- Pointing as Communication. And Signaling Theory, Information Seeking Behavior and Information Foraging Information Integration, Expectancy Value Cognitive Dissonance- Rokeach' Comprehensive theory of change, Evolution of Language- Speech Community and Speech Act, Communication in Cultural Evolution Identity	20	1,2,3,4,5	1,2,3,4,5
<b>III</b>	<b>Modes of Communication</b> Speech Communication, Nonverbal Communication (NVC). Nonverbal Codes Systems Digital NVC, Semiotics and Visual Communication, Written Forms of Communication and Reading, Orality and Literacy	16	1,2,3,4,5	1,2,3,4,5

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<b>IV</b>	<b>Conversations</b> Intrapersonal Communication-Self, Mindful Communication Phenomenological and Hermeneutics Tradition, Interpersonal Communication and -Uncertainty Reduction, Privacy Management Giles Accommodation Theory. Interaction adaptation theory, symbolic interactionism, symbolic convergence theory- Fantasy themes, Rhetoric, Argumentation, Coordinated Management of Meaning (CMM)	18	1,2,3,4,5	1,2,3,4,5
<b>V</b>	<b>Relationships</b> Palo Alto Group on Relationships. Relational Schemas, Social Penetration Theory, Bakhtin's Theory of Dialogics. Dialectical Theory of Relationships, Petronio's Communication Privacy Management (CPM)	16	1,2,3,4,5	1,2,3,4,5

	Carl Roger's Self-Theory, Principles of Good Communication and Non-Violent Communication			
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### **Prescribed Books/Textbooks**

Trenholm, S. (2020). Thinking through communication: An introduction to the study of human communication. Routledge.

Adler, R. B., Rodman, G. R., & Sévigny, A. (2006). Understanding human communication (Vol. 10). Oxford: Oxford University Press.

Littlejohn, S. W., & Foss, K. A. (2010). Theories of human communication. Waveland press.

Watzlawick, P., Bavelas, J. B., & Jackson, D. D. (2011). Pragmatics of human communication: A study of interactional patterns, pathologies and paradoxes. WW Norton & Company.

Johannesen, R. L., Valde, K. S., & Whedbee, K. E. (2008). Ethics in human communication. Waveland Press.

## References

- Littlejohn, S. W., & Foss, K. A. (2010). Theories of Human Communication: Tenth Edition. Waveland Press.
- Alberts, J. K., Martin, J. N., & Nakayama, T. K. (2018). Communication in Society. Pearson.
- DeVito, J. A. (2017). Human Communication: The Basic Course. Pearson.
- Lull, J. (2019). Evolutionary Communication: An Introduction. Routledge.
- Morreale, S. P., Spitzberg, B. H., & Barge, J. K. (2007). Human Communication: Motivation, Knowledge, and Skills. Wadsworth.
- Beatty, M. J., McCroskey, J. C., & Valencic, K. M. (2001). The Biology of Communication: A Communibiological Perspective. Hampton Press.
- Edwards, A., Edwards, C., Wahl, S. T., & Myers, S. A. (2015). The Communication Age: Connecting and Engaging. SAGE Publications.

## Suggested Reading

- 1.Hargie, O. (2018). The Handbook of Communication Skills. Taylor & Francis.
- 2.Braithwaite, D. O., & Schrod, P. (2014). Engaging Theories in Interpersonal Communication: Multiple Perspectives. SAGE Publications.
- 3.Duck, S., & McMahan, D. T. (2011). The Basics of Communication: A Relational Perspective. SAGE Publications.
- 4.Hickok, G. (2014). The Myth of Mirror Neurons: The Real Neuroscience of Communication and Cognition. W. W. Norton & Company.
- 5.Mildner, V. (2010). The Cognitive Neuroscience of Human Communication. Psychology Press.
- 6.Johannesen, R. L. (2002). Ethics in Human Communication. Waveland Press.

## Web Resources

<https://web.asc.upenn.edu/gerbner/Asset.aspx?assetID=368>  
[https://socialsci.libretexts.org/Courses/College\\_of\\_the\\_Canyons/COMS\\_100%3A\\_Process\\_of\\_Communication\\_\(Stokes\\_Rice\)/8%3A\\_Communication\\_Theory/8.2%3A\\_How\\_We\\_Develop\\_Communication\\_Theories](https://socialsci.libretexts.org/Courses/College_of_the_Canyons/COMS_100%3A_Process_of_Communication_(Stokes_Rice)/8%3A_Communication_Theory/8.2%3A_How_We_Develop_Communication_Theories)  
<https://web.asc.upenn.edu/gerbner/Asset.aspx?assetID=368>

[http://www.communicationcache.com/uploads/1/0/8/8/10887248/human\\_communication\\_in\\_the\\_critical\\_theory\\_tradition.pdf](http://www.communicationcache.com/uploads/1/0/8/8/10887248/human_communication_in_the_critical_theory_tradition.pdf)  
<https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00417/full>  
<https://www.pearsonhighered.com/assets/samplechapter/0/2/0/5/0205940889.pdf>  
[https://socialsci.libretexts.org/Bookshelves/Communication/Interpersonal\\_Communication\\_-\\_A\\_Mindful\\_Approach\\_to\\_Relationships\\_\(Wrench\\_et\\_al.\)/01%3A\\_Introduction\\_to\\_Human\\_Communication/1.04%3A\\_Types\\_of\\_Human\\_Communication](https://socialsci.libretexts.org/Bookshelves/Communication/Interpersonal_Communication_-_A_Mindful_Approach_to_Relationships_(Wrench_et_al.)/01%3A_Introduction_to_Human_Communication/1.04%3A_Types_of_Human_Communication)  
<https://milnepublishing.geneseo.edu/interpersonalcommunication/chapter/1/>

Correlation of POs/PSOs to each CO and make a corresponding mapping table.

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	2	-	-	2	-	-	-	2	-	-	-	-	K1
CO 2	2	2	3	2	3	-	3	2	-	-	2	-	K2
CO 3	-	3	3	2	2	-	-	-	3	3	-	-	K3
CO 4	-	2	2	2	2	-	-	-	3	3	-	-	K4
CO 5	-	3	3	2	2	2	2	-	3	3	-	3	K5, K6
Wt. Avg.	2	2.5	2.7	2	2.2	2	2.5	3	3	3	3	3	
Overall Mapping of the Course							PO: 2.8				PSO: 3		

Weightage for Correlation		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leq C < 100\%$	Substantial / High	3

## ESSENTIAL JOURNALISM

<b>Course Code</b>			
<b>Credits</b>	<b>4</b>		
<b>Hours / Cycle</b>	<b>90/6</b>		
<b>Category</b>	<b>Part</b>	<b>Core</b>	<b>Theory</b>
<b>Semester</b>	<b>I</b>		
<b>Year of Implementation</b>	<b>From the academic year 2023 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To define the nature of understanding journalism as a study discipline and profession.</li> <li>• To explain about the emerging scope and types in Journalism.</li> <li>• To construct and apply various forms of Journalism.</li> <li>• To explain about the importance of ethics in journalism.</li> <li>• To perceive and elaborate the trends in news media organizations</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	CO1: To understand the field of journalism, its emerging scope and types	PSO1	K1
<b>CO 2</b>	CO2: To Explain and interpret various theories of journalism	PSO1	K2
<b>CO 3</b>	CO3: To classify different types of news media organizations and news making	PSO1, PSO5	K3
<b>CO 4</b>	CO4: To compile and various specializations / beats in the profession of journalism	PSO2, PSO3	K4
<b>CO 5</b>	CO5: To Make presentations on ethical journalist or media ownership patterns	PSO2, PSO4	K5, K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<b>Understanding Journalism and news making</b> Understanding and development of Journalism, Fundamentals of journalism, print and broadcast news agency, History, functioning and role of PTI, PIB, DAVP, ANI, IANS, Reuters, AP, AFP	16	1,2,3,4,5	1,2,3,4,5
II	<b>Scope and types</b> Convergence of media technology-nature and levels of convergence, Information superhighway and new communication possibilities, Satellite communication: beginning, growth, status and application, Concept of social media	16	1,2,3,4,5	1,2,3,4,5
III	<b>Theories of Journalism</b> Normative Approach to Journalism, News and Public Sphere (Habermas), Theorizing Journalism- Gatekeeping theory. Public Opinion Agenda Setting and Framing Theory, Spiral of Silence. Impact of social media on public Opinion. Third-Person Effects, Mediating the News- Hierarchical Model (Pamela Shoemaker)	22	1,2,3,4,5	1,2,3,4,5
IV	<b>Ethics</b> Ethical journalist, Codes of Conduct for Professional Journalism- Institutional Self Regulation, Digital Ethics, Big Data, AI, Surveillance and Privacy and Deep Fakes, Cyber laws and Cyber journalism and Media literacy	18	1,2,3,4,5	1,2,3,4,5
V	<b>Journalistic Organizations and Roles</b> Understanding journalistic organizations, their structure, operations and business models, ownership patterns, journalistic roles and skills, News Team-Roles and Responsibilities, role of editor, sub-editor, reporter and their beats, Types of News and beat Coverage, Writing News	16	1,2,3,4,5	1,2,3,4,5,6



**Prescribed Books/Textbooks**

- Rich, C. (2015). Writing and reporting news: A coaching method. Cengage Learning. Frost, C. (2015). Journalism ethics and regulation. Routledge.
- Machin, D., & Niblock, S. (2014). News production: Theory and practice. Routledge. Pavlik, J. V. (2001). Journalism and new media. Columbia university press. Friend, C., & Singer, J. (2015). Online Journalism Ethics: Traditions and Transitions: Traditions and Transitions. Routledge.
- Franklin, B., Hamer, M., Hanna, M., Kinsey, M., & Richardson, J. E. (2005). Key concepts in journalism studies. Sage.
- Foreman, G. (2011). The ethical journalist: Making responsible decisions in the pursuit of news. John Wiley & Sons.
- Manning, P. (2000). News and news sources: A critical introduction. News and News Sources, 1-264.
- Burns, L. S., & Matthews, B. J. (2018). Understanding journalism. Sage.
- Shoemaker, P. J., & Vos, T. (2009). Gatekeeping theory. Routledge.

**References (3 – 5)**

- Briggs, M. (2019). Journalism Next: A Practical Guide to Digital Reporting and Publishing. CQ Press.
- Kolodzy, J. (2013). Practicing Convergence Journalism: An Introduction to Cross-media Storytelling. Routledge.
- Van Tassel, J., Murphy, M., & Schmitz, J. (2020). The New News: The Journalist's Guide to Producing Digital Content for Online & Mobile News. Routledge.
- Quinn, S., & Filak, V. F. (Eds.). (2005). Convergent journalism: An introduction. Elsevier/Focal Press.
- Silverstone, Roger (1999) – Why Study Media? Sage
- Rosenberg, Karl Erik (2000) – Communication, An Introduction. Sage Downing, John – Questioning the Media
- Shiona Llewellyn – A Career Handbook for T.V. Radio, Film, Video & Interactive Media International Encyclopedia of Communication (Vol 1-4) Oxford

**Suggested Reading (2 -5)**

- Tsetsura, K., & Kruckeberg, D. (2017). Transparency, public relations and the mass media Combating the hidden influences in news coverage worldwide. Routledge. Cramer, J., & McDevitt, M. (2004). Ethnographic journalism. Qualitative research in journalism: taking it to the streets, 127-144.
- Seveerson, G. (2019). Ethical Dilemmas on Social Networking Sites: Focus Group Discussions with Journalists and News Consumers (Doctoral dissertation, University of Missouri-Columbia).
- Christians, C. G., Fackler, M., Richardson, K. B., & Kreshel, P. J. (2020). Media ethics: Cases and moral reasoning. Routledge.
- Archetti, C. (2010). Comparing international coverage of 9/11: Towards an interdisciplinary explanation of the construction of news. Journalism, 11(5), 567-588.

### Web Resources (3-5)

<https://presscouncil.nic.in/OldWebsite/NORMS-2010.pdf>  
<https://courses.lumenlearning.com/suny-massmedia/chapter/14-3-news-media-and-ethics/>  
[https://www.thenewsmanual.net/Manuals%20Volume%203/volume3\\_59.htm](https://www.thenewsmanual.net/Manuals%20Volume%203/volume3_59.htm)  
<https://open.lib.umn.edu/mediaandculture/chapter/14-3-news-media-and-ethics/>  
<https://ethics.journalism.wisc.edu/resources/digital-media-ethics/>  
<https://www.unicef.org/eca/media/ethical-guidelines>  
<https://journalism.nyu.edu/about-us/resources/ethics-handbook-for-students/nyu-journalism-handbook-for-students/>  
<https://owenspencer-thomas.com/journalism/newsvalues/>  
<https://presscouncil.nic.in/OldWebsite/NORMS-2010.pdf>  
<https://courses.lumenlearning.com/suny-massmedia/chapter/14-3-news-media-and-ethics/>  
[https://www.thenewsmanual.net/Manuals%20Volume%203/volume3\\_59.htm](https://www.thenewsmanual.net/Manuals%20Volume%203/volume3_59.htm)  
<https://open.lib.umn.edu/mediaandculture/chapter/14-3-news-media-and-ethics/>  
<https://ethics.journalism.wisc.edu/resources/digital-media-ethics/>  
<https://www.unicef.org/eca/media/ethical-guidelines>  
<https://journalism.nyu.edu/about-us/resources/ethics-handbook-for-students/nyu-journalism-handbook-for-students/>  
<https://owenspencer-thomas.com/journalism/newsvalues/>

Correlation of POs/PSOs to each CO and make a corresponding mapping table.

Course Articulation Matrix													
Course Outcome s	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
							PO 4 7	1		PSO			
CO 1	1	-	-	2	-	-	-	1	-	-	-	-	K1
CO 2	2	-	-	3	-	-	-	3	-	-	-	-	K2
CO 3	2	2	-	2	2	2	2	3	-	-	-	3	K3
CO 4	-	2	3	2	2	-	-	-	3	3	-	-	K4
CO 5	-	3	2	3	2	-	2	-	3	-	3	-	K5, K6
Wt. Avg.		2.3	2.5	2.4	2	2	2	2.3	3	3	3	3	
Overall Mapping of the Course							PO: 2.2				PSO:2.8		

Weightage for Correlation		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2

<b><math>60\% \leq C &lt; 100\%</math></b>	<b>Substantial / High</b>	<b>3</b>
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## PHOTOGRAPHY

<b>Course Code</b>			
<b>Credits</b>	<b>4</b>		
<b>Hours / Cycle</b>	<b>90/6</b>		
<b>Category</b>	<b>Part</b>	<b>Core</b>	<b>Practical</b>
<b>Semester</b>	<b>I</b>		
<b>Year of Implementation</b>	<b>From the academic year 2023 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To remember the basics of Photography with illustrations drawn from photojournalism</li> <li>• To understand the principles of photography &amp; composition techniques</li> <li>• To understand and apply color grading and editing of photographs using various open-source tools</li> <li>• To analyse the various developments &amp; post production techniques used in the industry and make them industry ready</li> <li>• To perceive and create photographs</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy – K</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To Remember the basic concepts of photography	PSO3, PSO5	K1
<b>CO 2</b>	To understand the nuances of photographic elements	PSO4, PSO5	K2
<b>CO 3</b>	To identify errors while composing a frame.	PSO2, PSO5	K3
<b>CO 4</b>	To Evaluate the right exposure triangle to capture pictures. Create photographs based on identified topics	PSO3, PSO5	K4
<b>CO 5</b>	To Create photographs based on identified topics	PSO3, PSO5	K5, K6

## SYLLABUS

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY K LEVELS
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<b>I</b>	<b>Basics of Photography</b> Overview Photography, Camera anatomy, Exposure Triangle, white balance, Basic Principles of Photography & Basic Techniques of Compositions, Basic Lighting & Golden Hour Camera and Lenses Composition.	16	1,2,3,4,5	1,2,3,4,5
<b>II</b>	<b>Communicating through Photographs</b>	18	1,2,3,4,5	1,2,3,4,5

	Photo Feature, Photo Gallery, Ethics in Photography, Mobile and Smartphone Photography, photojournalism, social responsibility, reporting through photographs			
<b>III</b>	<b>Postproduction &amp; development of photographs</b> Image Editing, Color Grading of Photographs, Manipulation of Photos, Modern tools in Photo editing, importance of post in photography, Mobile & smartphone editing, art of black and white photos, monotone. Shooting and Managing Digital Photos	18	1,2,3,4,5	1,2,3,4,5,6
<b>IV</b>	<b>Printing and Framing</b> Designing layout of albums, Industry sizing of frames, photography competition & exhibition development process, matt printing, glossy printing, album works.	18	1,2,3,4,5	1,2,3,4,5,6
<b>V</b>	<b>Photovoice</b> Collecting Audio and Visuals in the Field Using Mobile Phones. -News Storytelling via Audio, Theory and Practice of Photovoice-Audio Slideshow, Producing News Slides with Sound. Producing Podcast/Audio News Stories. Mixing Photo-Features/Images with Audio	20	1,2,3,4,5	1,2,3,4,5,6

## Prescribed Books/Textbooks

Banek, C., & Banek, G. (2013). Learning to Photograph - Volume 1: Camera, Equipment, and Basic Photographic Techniques. Rocky Nook.

Karmakar, G., & Dooley, L. S. (2008). Mobile Multimedia Communications: Concepts, Applications, and Challenges (L. S. Dooley & G. Karmakar, Eds.). Information Science Reference.

## References

1. Dunham, R. S. (2019). Multimedia Reporting: How Digital Tools Can Improve Journalism Storytelling. Springer.
2. Burum, I., & Quinn, S. (2015). MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone or iPad. CRC Press.
3. Various Authors (App Version Year). Multimedia Authoring Tools and User Manuals of Various Open-Source Applications for Audio, Video, Image Production and Editing
4. Kern, J. (2008). Sound Reporting - The NPR Guide to Audio Journalism and Production. University of Chicago Press.
5. Quinn, S., & Filak, V. F. (Eds.). (2005). Convergent journalism: An introduction. Elsevier/Focal Press.
6. Stewart, P. (2010). Essential Radio Skills: How to Present a Radio Show. A & C Black.
7. Parrish, F. S. (2002). Photojournalism: An Introduction. Wadsworth/Thomson Learning.
8. Briggs, M. (2019). Journalism Next: A Practical Guide to Digital Reporting and Publishing. CQ Press.

## Suggested Reading

1. Kolodzy, J. (2013). Practicing Convergence Journalism: An Introduction to Cross-media Storytelling. Routledge.
2. Van Tassel, J., Murphy, M., & Schmitz, J. (2020). The New News: The Journalist's Guide to Producing Digital Content for Online & Mobile News. Routledge.
3. Duffy, A. (2020). Smartphones and the News. Routledge.
4. Embury, G., & Minichiello, M. (2018). Reportage Illustration: Visual Journalism. Bloomsbury Publishing.
5. Zeman, N. B. (2017). Storytelling for Interactive Digital Media and Video Games. CRC Press.
6. Phillips, A. (2012). A Creator's Guide to Transmedia Storytelling: How to Captivate and Engage Audiences across Multiple Platforms. McGraw Hill Professional.
7. Moshman, S. (2020). Empowered Filmmaking: How to Make a Documentary on Your Own Terms. Nevertheless, Films LLC.

## Web Resources

<https://www.udemy.com/course/free-photography-course-for-beginners/>  
[https://www.coursera.org/specializations/graphicdesign?utm\\_source=gg&utm\\_medium=sem&utm\\_campaign=27-GraphicDesign-CalArtsIN&utm\\_content=B2C&campaignid=12802736144&adgroupid=128096842304&device=c&keyword=graphic%20design%20coursera&matchtype=p&network=g&devicemodel=&adposition=&creativeid=516037144539&hide\\_mobile\\_promo&gclid=CjwKCAjw5s6WBhA4EiwACGncZXPok9ALSyVzRW4ZcXy1dQcSpvzfn4218GwyyY3UZwLv\\_ruv1\\_1iHBoC7bwQAvD\\_BwE](https://www.coursera.org/specializations/graphicdesign?utm_source=gg&utm_medium=sem&utm_campaign=27-GraphicDesign-CalArtsIN&utm_content=B2C&campaignid=12802736144&adgroupid=128096842304&device=c&keyword=graphic%20design%20coursera&matchtype=p&network=g&devicemodel=&adposition=&creativeid=516037144539&hide_mobile_promo&gclid=CjwKCAjw5s6WBhA4EiwACGncZXPok9ALSyVzRW4ZcXy1dQcSpvzfn4218GwyyY3UZwLv_ruv1_1iHBoC7bwQAvD_BwE)

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	-	2	2	2	2	2	2	-	-	3	-	3	K1
CO 2	-	2	2	2	2	2	2	-	-	-	3	3	K2
CO 3	-	2	2	2	2	2	2	-	3	-	-	3	K3
CO 4	-	2	2	2	2	2	2	-	-	3	-	3	K4
CO 5	-	2	2	2	2	2	2	-	-	3	-	3	K5, K6
Wt. Avg.	-	2	2	2	2	2	2	-	3	3	3	3	
Overall Mapping of the Course							PO :2				PSO:3		

## MULTIMEDIA DESIGN

<b>Course Code</b>			
<b>Credits</b>	<b>4</b>		
<b>Hours / Cycle</b>	<b>90/6</b>		
<b>Category</b>	<b>Part</b>	<b>Core</b>	<b>Practical</b>
<b>Semester</b>	<b>I</b>		
<b>Year of Implementation</b>	<b>From the academic year 2023 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To define and relate the nuances of multimedia journalism and with illustrations drawn from photojournalism</li> <li>• To illustrate the principles of graphic design and animation for news production</li> <li>• To understand and apply the essentials of sound recording and editing using various open-source tools</li> <li>• To analyse and apply the basics of video production and editing using proprietary and open-source tools</li> <li>• To create multimedia news packages through digital storytelling techniques.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To Create designs with basic knowledge of colour theory and design principles	PSO1, PSO3, PSO5	K1
<b>CO 2</b>	To Create 2D graphics and to make optimal use of the design tools in the software.	PSO1, PSO3, PSO5	K2
<b>CO 3</b>	To Create and compose news tabloids, social media creatives emphasizing layout designing	PSO1, PSO3, PSO5	K3
<b>CO 4</b>	To Create Text Animation for News and infotainment.	PSO4, PSO5	K4
<b>CO 5</b>	To Create business – profile packages	PSO2, PSO5	K5,K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL



<b>I</b>	<b>Overview of Multimedia Communication</b> Overview of Multimedia Communication, Media Convergence. Online storytelling: The strengths of the online venue and each of its	16	1,2,3,4,5	1,2,3,4,5
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	technologies, Platforms			
<b>II</b>	<b>Basics of Graphic Design &amp; Illustration</b> Introduction to Visual design, Principles of Graphics Design, Color theory, Impact of Typography, Visual perspective with various design tools and techniques, Design and Communication, Design methods and processes, Effectiveness of art and design.	18	1,2,3,4,5	1,2,3,4,5
<b>III</b>	<b>Graphic Design, Animation and Cartoons</b> Principles of Graphics Design for News Graphic Design Apps- Tools and Apps for Animation. Open-Source Apps Alternatives--User Guides, Producing Professional Graphics-Visual Illustrations, Cartoons- Krita and its Alternatives	18	1,2,3,4,5	1,2,3,4,5,6
<b>IV</b>	<b>Designing for Print &amp; Digital Media</b> Designing Newsletters and Distribution Managing Design and Layout-DTP with Scribus and its Alternatives, Social media creatives, designing for Print & social media ads, Magazine & broadsheet layout, Online Storyboarding Apps, Whiteboard and Text Animation for News and infotainment.	18	1,2,3,4,5	1,2,3,4,5,6
<b>V</b>	<b>Designing for a Company Package - Project</b> Creating logo, business card, letterhead, website layout, danglers, posters, fliers, brochures, Newspaper & social media ads, cv & merchandise as a project	20	1,2,3,4,5	1,2,3,4,5,6

**Prescribed Books/Textbooks (1-5 books)**

Cure, S., & Farina, A. (2019). Graphic Design Play Book: An Exploration of Visual Thinking (Logo, Typography, Website, Poster, Web, and Creative Design). Laurence King Publishing.

Arntson, A. E. (2011). Graphic design basics. Cengage Learning.

Barnard, M. (2013). Graphic design as communication. Routledge.

**References**

Walker, S. (2017). Research in graphic design. The Design Journal, 20(5), 549-559. Palacio, B. G., & Vit, A. (2011). Graphic design, referenced: a visual guide to the language, applications, and history of graphic design. Rockport Pub.

Kuhna, M., Kivelä, I. M., & Oittinen, P. (2012, October). Semi-automated magazine layout using content-based image features. In Proceedings of the 20th ACM international conference on Multimedia (pp. 379-388).

Marlow, J., & Dabbish, L. (2014, February). From rookie to all-star: professional development in a graphic design social networking site. In Proceedings of the 17th ACM conference on Computer supported cooperative work & social computing (pp. 922-933).

**Suggested Reading (2 -5)**

Heller, S. (2015). The education of a graphic designer. Simon and Schuster. Lupton, E., & Phillips, J. C. (2008). Graphic design: The new basics. Princeton Architectural Press.

Mullet, K., & Sano, D. (1996). Designing visual interfaces. Acm Sigchi Bulletin, 28(2), 82-83.

Meggs, P. B., & Purvis, A. W. (2016). Meggs' history of graphic design. John Wiley & Sons.

**Web Resources (3-5)**

<https://www.udemy.com/course/free-photography-course-for-beginners/>

<https://www.coursera.org/specializations/graphic>

design?utm\_source=gg&utm\_medium=sem&utm\_campaign=27-GraphicDesign-CalArtsIN&utm\_content=B2C&campaignid=12802736144&adgroupid=128096842304&device=c&keyword=graphic%20design%20coursera&matchtype=p&network=g&devicemodel=&adposition=&creativeid=516037144539&hide\_mobile\_promo&gclid=CjwKCAjw5s6WBhA4EiwACGncZXPok9ALSyVzRW4ZcXy1dQcSpvzfn4218GwyyY3UZwLv\_ruv1\_1iHBoC7bwQAvD\_BwE

**Course Articulation Matrix**

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	2	2	2	2	2	2	2	3	-	3	-	3	K1
CO 2	2	2	2	2	2	2	3	3	-	3	-	3	K2

CO 3	2	2	2	2	2	2	3	3	-	3	-	3	K3
CO 4	-	2	2	2	2	2	3	-	-	-	3	3	K4
CO 5	-	2	2	2	2	2	3	-	3	-	-	3	K5,K6
Wt. Avg.	2	2	2	2	2	2	2.8	3	3	3	3	3	
Overall Mapping of the Course							PO: 2.1				PSO: 3		

## WRITING FOR MEDIA

<b>Course Code</b>			
<b>Credits</b>	<b>5</b>		
<b>Hours / Cycle</b>	<b>90/6</b>		
<b>Category</b>	<b>Part</b>	<b>Elective</b>	<b>Practical</b>
<b>Semester</b>	<b>I</b>		
<b>Year of Implementation</b>	<b>From the academic year 2023 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To prepare learners to think critically about writing for the media (specifically new media, broadcast journalism, public relations, and advertising)</li> <li>• To equip learners with a knowledge and understanding of the general principles of the media plan.</li> <li>• To help learners develop and apply the media writing skills To acquire knowledge about the design and layout</li> <li>• To help learners to understand the importance of new media writing</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To remember and Understand the basic concepts of writing techniques for media.	PSO1	K1
<b>CO 2</b>	To apply the understanding of the current trend in news media thereby to become news writers, content writers, and program producers for mass media productions.	PSO2, PSO4, PSO5	K2
<b>CO 3</b>	To contrast and inspect the various elements of writing techniques.	PSO1, PSO4	K3
<b>CO 4</b>	To construct and develop content for new media.	PSO1, PSO2, PSO3, PSO4	K4
<b>CO 5</b>	To analyse and understand the importance of writing for media.	PSO2	K5,K6

## SYLLABUS

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY K LEVELS
<b>I</b>	<b>Understanding The Media Language</b> Types of content, Plagiarism, Content	16	1,2,3,4,5	1,2,3,4,5

	creation process- Layout and Design, Strategies of content writing			
<b>II</b>	<b>English Grammar Review</b> English Language Grammar test, Headline and Lead Writing, Copy editing and Proofreading, Using Grammar Checkers- Risk and Opportunities	20	1,2,3,4,5	1,2,3,4,5
<b>III</b>	<b>Elements Of Effective Writing</b> Basic principles of writing, Writing for Audio and Visual Content Writing Captions, Writing for social media	16	1,2,3,4,5	1,2,3,4,5,6
<b>IV</b>	<b>Writing For New Media</b> Press release, Ad Copy, Citizen Journalism, Blogs, Travel Journalism, Writing for Social Media, Content Management System, Computer Assisted Journalism.	18	1,2,3,4,5	1,2,3,4,5,6
<b>V</b>	<b>Persuasive Writing</b> Persuasive copywriting, Building Vocabulary, Choosing Appropriate Words for Different Contexts, Professional Writing- Challenges and Opportunities	20	1,2,3,4,5	1,2,3,4,5,6

Prescribed Books/Textbooks (1-5 books)

Marshall, C. (2018). Writing for social media. Swindon, UK: BCS, The Chartered Institute for IT.  
Stovall, J. G. (1985). Writing for the mass media. Prentice-Hall.

### References (3 – 5)

Carroll, Brian. 2017. Writing and Editing for Digital Media. Taylor & Francis. Writing and Editing for Digital Media. Routledge. 2019

Kitchin, R. (2014). Engaging publics: writing as praxis. *cultural geographies*, 21(1), 153- 157.

Filak, Vincent F. 2018. Exercises in Media Writing. CQ Press.

2021. Dynamics of Media Writing: Adapt and Connect. SAGE Publications. Hatcher, Anthony, Julie C. Lellis, and Douglas Kass. 2020. Media Writing in the Digital Age. Kendall Hunt Publishing Company.

### Suggested Reading (2 -5)

Korte, Barbara, and Anna Karina Sennefelder. 2022. Travel, Writing and the Media: Contemporary and Historical Perspectives. Routledge.

Kuehn, Scott A., and Andrew Lingwall. 2016. The Basics of Media Writing: A Strategic Approach. CQ Press.

Marshall, Carrie. 2018. Writing for social media. BCS Learning & Development Limited. Morris, Tee, and Pip Ballantine. 2020. social media for Writers. Imagine That! Studios. Pickering, Ian. 2017. Writing for News Media: The Storyteller's Craft. Routledge.

Stovall, James G. 2015. Writing for the Mass Media. Pearson Education, Incorporated. Wheeler, Adrian. 2019. Writing for the Media. Emerald Group Publishing.

<https://www.demandjump.com/blog/types-of-content-writing>  
<https://www.bashimedia.com/blogs/different-types-of-content-examples/>  
<https://www.plagiarism.org/article/what-is-plagiarism>  
<https://copyleaks.com/businesses/plagiarism-in-media/#:~:text=In%20the%20case%20of%20copyright,plagiarism%20checkers%20for%20media%20companies>  
<https://studylink.com/articles/the-importance-of-a-thesis-plagiarism-checker/>  
<https://www.clearvoice.com/blog/content-creation-process/>  
<https://contentmarketinginstitute.com/2019/09/content-creation-essentials/>  
<https://coschedule.com/blog/content-creation-process>  
<https://www.shine-schoolawards.org/guidance/layout-and-design/> (importance of layout in journalism)  
<https://smallbusiness.chron.com/importance-art-layout-advertising-12873.html> (importance of layout in advertising)  
<https://www.walkersands.com/7-easy-tips-for-effective-content-writing/>  
<https://blog.hubspot.com/marketing/professional-content-mistakes>  
<https://www.socialmediatoday.com/news/7-social-media-content-writing-tips/555805/>  
[https://www.researchgate.net/publication/4246128\\_The\\_Design\\_of\\_High\\_Level\\_Features\\_for\\_Photo\\_Quality\\_Assessment](https://www.researchgate.net/publication/4246128_The_Design_of_High_Level_Features_for_Photo_Quality_Assessment)  
<https://study.com/academy/lesson/visual-communication-types-of-images-uses.html>  
<https://globalphoto.unc.edu/ethical-guidelines/>  
<https://photographylife.com/the-importance-of-ethics-in-photography>  
<https://psywb.springeropen.com/articles/10.1186/s13612-016-0044-4>  
<https://academiccommons.columbia.edu/doi/10.7916/d8-0nxw-9833/download>  
<https://www.fluentu.com/blog/english/english-grammar-importance/>  
<https://pitjournal.unc.edu/article/professional-importance-grammar-and-how-it-should-be-taught>  
[https://www.researchgate.net/publication/351638464\\_The\\_Importance\\_of\\_Grammar\\_in\\_Communication\\_for\\_EFLESL\\_Learners](https://www.researchgate.net/publication/351638464_The_Importance_of_Grammar_in_Communication_for_EFLESL_Learners)  
<https://englishlive.ef.com/blog/career-english/english-tips-budding-journalists/>  
<https://egyankosh.ac.in/bitstream/123456789/57120/1/Unit%209.pdf>  
<https://nmu.edu/writingcenter/writing-leads>  
<https://anyword.com/blog/headline-types-and-examples/>  
<https://www.grammarly.com/blog/whats-the-difference-between-copy-editing-and-proofreading/>  
<https://www.writersbureau.com/writing/what-is-copy-editing.htm>  
<https://www.servicescape.com/blog/the-dangers-of-relying-on-spell-check-and-grammar-check>  
<https://www.bookscharming.com/2020/03/advantages-and-disadvantages-of-grammar-checker.html>  
<https://www.linkedin.com/pulse/7-great-reasons-use-grammar-checker-students-nicholas-walker>  
<https://www.corrector.co/why-grammar-checker-tools-are-important/>  
<https://valenciacollege.edu/students/learning-support/winter-park/communications/documents/TheElementsofEffectiveWriting.pdf>  
<https://classroom.synonym.com/>

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	PO 7	P S O	P S O	P S O	P S O	P S O	

								1	2	3	4	5	
CO 1	2	-	-	3	-	-	-	1	-	-	-	-	K1
CO 2	-	2	2	2	2	2	3	-	-	2	2	2	K2
CO 3	2	3	3	3	2	-	3	-	3	3	3	-	K3
CO 4	3	2	2	3	2	-	2	2	-	-	3	-	K4
CO 5	-	3	3	-	-	-	3	-	-	3	-	-	K5, K6
Wt. A					2	2	2.7	1.5	3	2.6	2.6	2	
Overall Mapping of the Course							PO: 2.4				PS0:2.3		



## PERFORMING ARTS AND COMMUNICATION

<b>Course Code</b>				
<b>Credits</b>		<b>5</b>		
<b>Hours / Cycle</b>		<b>90/6</b>		
<b>Category</b>		<b>Part</b>	<b>Elective</b>	<b>Practical</b>
<b>Semester</b>		<b>1</b>		
<b>Year of Implementation</b>		<b>From the academic year 2023 onwards</b>		
<b>Course Objectives</b>		• To provide a broad overview of the traditional folks arts • To provide an overview about street theater and its nuances • To enable them to analyze and interpret all forms of performing arts aesthetically, theoretically and practically. • To familiarize the recent trends in Performing arts.		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom’s Taxonomy Levels (K1 to K5)</b>	
<b>On completing the course successfully, the student will be able to</b>				
<b>CO 1</b>	To Understand the basic socio-cultural background of performing arts	PSO1	K1	
<b>CO 2</b>	Learners will present a street theatre on a theme relevant to the society	PSO2, PSO3	K2	
<b>CO 3</b>	Learners will perform any one form of performing art to convey relevant and topical social message	PSO3	K3	
<b>CO 4</b>	Learners will gain knowledge about operationalizing performing arts and will create a reflexive experience vlog	PSO4	K4	
<b>CO 5</b>	Learners will inculcate the art of drama and choose to create novel plays.	PSO5	K5,K6	

### SYLLABUS

<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY K LEVEL</b>
<b>I</b>	A Socio-cultural history of traditional communication and performing arts in Tamil Nadu	18	1,2,3,4,5	1,2,3,4,5

<b>II</b>	Characteristics and genres of folk and theatre arts in Tamil.	16	1,2,3,4,5	1,2,3,4,5
<b>III</b>	Cultural communication and performing arts, marginalization and performing arts, empowerment and performing arts.	16	1,2,3,4,5	1,2,3,4,5
<b>IV</b>	Street theatre and drama	20	1,2,3,4,5	1,2,3,4,5,6
<b>V</b>	Folk and other dance forms	20	1,2,3,4,5	1,2,3,4,5,6

#### Prescribed Books/Textbooks (1-5 books)

UGC (2001) Performing Arts

Varadpande, Manohar Laxman (1990) History of Indian Theatre. Abhinav Publications

Krishna, Nandita (1996) Folk Arts of Tamil Nadu, CP Ramaswami Aiyer Foundation. Utkal

K. Banerjee (2017) Vignettes Of Indian Performing Arts

Hanna, J. L. (1987). To dance is human: A theory of nonverbal communication. University of Chicago Press.

#### References (3 – 5)

Lazuardi, A. B., Pawito, P., & Satyawan, A. (2020). Performing Arts as Communication: The Traditional Media of Wayang Sasak in Digital Era. International Journal of Multicultural and Multireligious Understanding, 7(7), 121- 128.

Grau, A. (1992). Intercultural research in the performing arts. Dance research, 10(2), 3-29.

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#### Suggested Reading (2 -5)

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Preece, S. B. (2011). Performing arts entrepreneurship: Toward a research agenda. The Journal of Arts Management, Law, and Society, 41(2), 103-120.

Spero, A. M. (2012). Human rights education and the performing arts. Peace Review, 24(1), 28-35.

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### Web Resources (3-5)

Theater & Performing Arts - MOOCs courses

<https://www.classcentral.com/course/swayam-performing-arts-allied-subjects-58531> A

Socio-cultural history of traditional communication and performing arts in Tamil Nadu

[https://www.researchgate.net/publication/271355670\\_Aspects\\_of\\_Communication\\_in\\_Tamil\\_Folk\\_Art\\_Performances\\_Chances\\_in\\_Ritual\\_and\\_Social\\_Contexts](https://www.researchgate.net/publication/271355670_Aspects_of_Communication_in_Tamil_Folk_Art_Performances_Chances_in_Ritual_and_Social_Contexts)

<https://www.caluniv.ac.in/global-mdia-journal/COMMENTARY>

DEC%202013/Commentary\_6\_Baishakhi\_Nag.pdf

Characteristics and genres of folk and theatre arts in Tamil

<http://indianculture.gov.in/intangible-cultural-heritage/performing-arts/folk-art-forms-tamil-nadu>

Cultural communication and performing arts, marginalization and performing arts, empowerment and performing arts.- [https://www.thefreshanswers.com/theatre-as-a-](https://www.thefreshanswers.com/theatre-as-a-medium-of-cultural-communication/)

[medium-of-cultural-communication/](http://www.asianinfo.org/asianinfo/india/performing_arts.htm)

[http://www.asianinfo.org/asianinfo/india/performing\\_arts.htm](http://www.asianinfo.org/asianinfo/india/performing_arts.htm)

Street theatre and drama <https://files.eric.ed.gov/fulltext/ED516877.pdf>

<http://gyansampada.baou.edu.in:8080/jspui/bitstream/123456789/487/1/English%20Volume-2-186-197.pdf>

<https://nios.ac.in/media/documents/srsec335new/ch26-core.pdf>

<https://www.india.gov.in/topics/art-culture>

<http://ccrtindia.gov.in/theatreforms.php>

<https://www.thebetterindia.com/72088/traditional-folk-theatre-india/>

<https://unesdoc.unesco.org/ark:/48223/pf0000074678>

[http://cms.tn.gov.in/sites/default/files/whatsnew/art\\_culture\\_1.pdf](http://cms.tn.gov.in/sites/default/files/whatsnew/art_culture_1.pdf)

<https://www.sjctni.edu/Department/hs/eLecture/Social%20and%20Cultural%20History%20of%20Tamil%20Nadu%20from%209th%20-%202013th%20c.ppt>

<http://ijaema.com/gallery/255-january-3294.pdf>

Correlation of POs/PSOs to each CO and make a corresponding mapping table.

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	1	-	-	2	-	-	-	1	-	-	-	-	K1
CO 2	-	3	3	2	2	-	-	-	3	3	-	-	K2
CO 3	-	-	3	2	2	-	-	-	3	-	-	-	K3
CO 4	-	2	3	3	2	-	3	-	-	-	3	-	K4
CO 5	-	2	-	3	2	3	3	-	-	-	-	3	K5,K6
Wt. Avg.	1	2.3	3	2.4	2	3	3	1	2	3	3	3	

Overall Mapping of the Course	PO:2 .6		PSO:2.4	
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## MEDIATED COMMUNICATION

<b>Course Code</b>				
<b>Credits</b>		<b>4</b>		
<b>Hours / Cycle</b>		<b>90/6</b>		
<b>Category</b>		<b>Part</b>	<b>Core</b>	<b>Theory</b>
<b>Semester</b>		<b>II</b>		
<b>Year of Implementation</b>		<b>From the academic year 2023 onwards</b>		
<b>Course Objectives</b>		<ul style="list-style-type: none"><li>• To orient learners to classical and emerging theories of mediated communication</li><li>• To comprehend the role and function of media in public opinion formation</li><li>• To distinguish between various effects of mediated communication</li><li>• To help learners track and appraise emerging trends in communication theories and research</li><li>• To help learners understand theories of persuasion and persuasive technologies</li></ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>	
<b>On completing the course successfully, the student will be able to</b>				
<b>CO 1</b>	To Analyse and interpret systems of mediated communication	PSO2, PSO3	K1	
<b>CO 2</b>	To Critically evaluate public opinion surveys and polls	PSO2	K2	
<b>CO 3</b>	To Outline and write a reflexive essay on the effects of media on self and the other	PSO2, PSO4	K3	
<b>CO 4</b>	To Analyze and interpret developments in mediated communication using multiple theoretical lenses	PSO2, PSO4	K4	
<b>CO 5</b>	To Identify key factors driving the spread of information and virality	PSO3, PSO4, PSO5	K5	

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY K LEVEL
<b>I</b>	<b>Origin and Nature</b> Origin and Definition of Communication, Nature and Types of Verbal Communication, Non-Verbal Communication, Traditional Media and	16	1,2,3,4,5	1,2,3,4,5

	folk forms.			
<b>II</b>	<b>History and Theories</b> Functions of Mass and Mediated Communication, Media and Socialization. Brief History of Computer Mediated Communication (CMC), Characteristics of New Media-Uses and Gratification of social media, Media-Influence Diffusion of Innovation and Information Flow Models	18	1,2,3,4,5	1,2,3,4,5
<b>III</b>	<b>Communication Ecology and Perspectives</b> Communication Ecology Perspectives: Marshall McLuhan's Medium Theory Media and Communication Ecology Perspective; Media Dependency. Ball Rokeach's Communication Infrastructure Theory; Mediatization. Intermediality and Multimodal Media; Media Multiplexity Theory (Caroline Haythornthwaite); Intertextuality	18	1,2,3,4,5	1,2,3,4,5
<b>IV</b>	<b>Media Effects</b> Media Effects – Levels, Kinds and Processes; Short Term Effects - Stimulus Response Model, Media and Violence, Collective Reaction Effects; Long term Effects – Diffusion, Agenda setting; Public Opinion; Spiral of Silence Theory; Cultivation Theory.	18	1,2,3,4,5	1,2,3,4,5

V	<b>Audience and New Perspectives</b> Types of Audiences: From Mass Audience to Interactive Media User, Media Activity and Selectivity. Concepts of Understanding Audiences – Marshall McLuhan's Hot and Cool Medium from Hypodermic Needle Model to Uses and Gratification approach; Castells' and van Dijk's Network Society, How ideas Spread- Contagion, Jenkins' Spreadable Media Theory Mimetics, Memes, Virality and Infodemiology	20	1,2,3,4,5	1,2,3,4,5
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### Prescribed Books/Textbooks

Kumar, K. J. (2020). Mass communication in India. Jaico publishing house.

Watson, J., & Hill, A. (2015). Dictionary of media and communication studies. Bloomsbury Publishing USA.

Burgoon, J. K., Manusov, V., & Guerrero, L. K. (2021). Nonverbal communication. Routledge.

Hargie, O. (2021). Skilled interpersonal communication: Research, theory and practice. Routledge.

Briggs, A., & Burke, P. (2009). A social history of the media: From Gutenberg to the Internet. Polity.

Mooney, A., & Evans, B. (2018). Language, society and power: An introduction.

Routledge.

Carter, R. (2015). Language and creativity: The art of common talk. Routledge.

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Stacks, D. W., Salwen, M. B., & Eichhorn, K. C. (2019). An Integrated Approach to Communication Theory and Research. Routledge.

Sparks, G. G. (2015). Media Effects Research: A Basic Overview. Cengage Learning.

Siapera, E. (2017). Understanding New Media. SAGE.

Blumberg, F. C., & Brooks, P. J. (2017). Cognitive Development in Digital Contexts. Academic Press.

Donsbach, W. (2015). The Concise Encyclopedia of Communication. John Wiley & Sons.

Shyam Sundar, S. (2015). The Handbook of the Psychology of Communication Technology. John Wiley & Sons.

Konijn, E. A., Utz, S., Tanis, M., & Barnes, S. B. (2008). Mediated Interpersonal Communication. Routledge.

Carr, C. T. (2021). Computer-Mediated Communication: A Theoretical and Practical Introduction to Online Human Communication. Rowman & Littlefield.

de Mooij, M. (2013). Human and Mediated Communication around the World: A Comprehensive Review and Analysis. Springer Science & Business Media.

Gunter, B. (2015). The Cognitive Impact of Television News: Production Attributes and Information Reception eBook: Gunter, B.: Amazon.in: Kindle Store

### Suggested Reading

McCombs, M., Holbert, L., Kioussis, S., & Wanta, W. (2011). The News and Public Opinion: Media Effects on Civic Life. Polity.

O'Keefe, D. J. (2015). Persuasion: Theory and Research. SAGE Publications.

Card, S. K. (2018). The Psychology of Human-Computer Interaction. CRC Press.

Norman, K. L. (2017). Cyberpsychology: An Introduction to Human-Computer Interaction. Cambridge University Press.

McQuail, D. (2010). McQuail's Mass Communication Theory. SAGE

Fogg, B. J. (2003). Persuasive Technology: Using Computers to Change What We Think and Do. Elsevier.

Fogg, B. J. (2019). Tiny Habits: The Small Changes That Change Everything. Random House.

Mangus, J. M., Adams, A., & Weber, R. (2015). Media Neuroscience. In Emerging Trends in the Social and Behavioral Sciences (pp. 1–14). Wiley.

Kramsch, C. (2014). Language and culture. AILA review, 27(1), 30-55.

### Web Resources

<https://open.lib.umn.edu/communication/chapter/1-1-communication-history-and-forms/>

<https://www2.palomar.edu/users/lpayn/115/GC115-Understanding-Media-and-Culture-An-Introduction-to-Mass-Communication.pdf>

<https://dl.uswr.ac.ir/bitstream/Hannan/141245/1/9781138219120.pdf>

<https://www.utwente.nl/uc/f32b97e4401021a2d8f00d5e2e5030c0add13d6eed6e400/Communication%20Theories%20University%20of%20Twente%20-%20UTwente%20-%20The%20Netherlands.pdf>

<https://www.annualreviews.org/doi/10.1146/annurev-psych-010419-050944>

<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.976.7024&rep=rep1&type=pdf>

[https://socialsci.libretexts.org/Bookshelves/Communication/Introduction\\_to\\_Communicati on/Communicating\\_to\\_Connect\\_-](https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Communicating_to_Connect_-)

[\\_Interpersonal\\_Communication\\_for\\_Today\\_\(Usera\)/13%3A\\_New\\_Media\\_and\\_Interpersonal\\_Communication/13.01%3A\\_CMC\\_New\\_Media\\_and\\_Masspersonal\\_Communication](#)

<https://www.oxfordbibliographies.com/view/document/obo-9780199756841/obo-9780199756841-0160.xml>

[http://soniapsebastiao.weebly.com/uploads/2/0/3/9/20393123/ebook\\_handbook-of-media-and-communication-research.pdf](http://soniapsebastiao.weebly.com/uploads/2/0/3/9/20393123/ebook_handbook-of-media-and-communication-research.pdf)

[https://nibmehub.com/opac-service/pdf/read/McQuail's%20Mass%20communication%20theory.p](https://nibmehub.com/opac-service/pdf/read/McQuail's%20Mass%20communication%20theory.pdf)

[df https://link.springer.com/chapter/10.1007/978-3-319-01249-0\\_4](https://link.springer.com/chapter/10.1007/978-3-319-01249-0_4)

Correlation of POs/PSOs to each CO and make a corresponding mapping table

Course Articulation Matrix													
Course Outcome s	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	PO 7	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	



CO 1	-	2	2	2	2	-	-	-	2	2	-	-	K1
CO 2	-	2	2	-	-	-	-	-	-	2	-	-	K2
CO 3	-	2	2	2	2	-	2	-	-	2	2	-	K3
CO 4	-	2	2	2	2	-	2	-	-	3	3	-	K4
CO 5	-	2	3	3	3	2	3	-	3	-	3	3	K5
Wt. Avg.	0	2		2. 2 2. 2 2.		2	2.3	0	2.5	2.2	2.6	3	
Overall Mapping of the Course							PO:2. 1				PSO: 2.6		

Weightage for Correlation		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leq C < 100\%$	Substantial / High	3

## STRATEGIC COMMUNICATION

<b>Course Code</b>				
<b>Credits</b>		<b>4</b>		
<b>Hours / Cycle</b>		<b>90/6</b>		
<b>Category</b>		<b>Part</b>	<b>Core</b>	<b>Theory</b>
<b>Semester</b>		<b>II</b>		
<b>Year of Implementation</b>		<b>From the academic year 2023 onwards</b>		
<b>Course Objectives</b>		<ul style="list-style-type: none"><li>• To understand media management and marketing and also the transition to digital management</li><li>• To comprehend the role and function of media in public opinion formation</li><li>• To understand audience, marketing and advertising codes • To know branding and new media advertising strategies To perform ad campaign and the dynamics of evaluation</li></ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>	
<b>On completing the course successfully, the student will be able to</b>				
<b>CO 1</b>	To understand the scope of strategic communication	PSO2,PSO 3, PSO5	K1	
<b>CO 2</b>	To Analyze and interpret social issues from a risk communication perspective	PSO2, PSO3	K2	
<b>CO 3</b>	To Formulate a evidence-based communication goals and objectives for a given social issue	PSO2,PSO 3, PSO4	K3	
<b>CO 4</b>	To Analyze the strength and weakness of different communication campaign approaches for a given social issue	PSO2,PSO3	K4	
<b>CO 5</b>	To Prepare a communication plan for a specific social issue indicating message design, channel choice and target audiences	PSO4,PSO5	K5,K6	

## SYLLABUS

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY K LEVEL
<b>I</b>	<b>Nature and Scope</b> Nature, Scope and Definition of Strategic Communication, Understanding Planned and Strategic Communication. Basic Conceptual; Tools. Overview of Planned Communication. The Nature of	14	1,2,3,4,5	1,2,3,4,5

	Communication Planning- Categorisation of Basic Strategies, Application of Strategic Communication in Corporate Communication and Digital Marketing			
<b>II</b>	<b>Integrated Marketing and Management</b> Media and Advertising Management – Roles and responsibilities - Management theories - Management themes - Concept of 4 P's of marketing mix – Advertising as a tool of communication – Marketing mix, Advertising based on purpose, need and audience - fund sourcing - Markets, industries, structures (theory of firm), Advertising agencies - Supply, demand and pricing (demand and supply factors, demand curve) - Industry today	18	1,2,3,4,5	1,2,3,4,5
<b>III</b>	<b>Production and Economics of Communication</b> Client Brief – Communication plan - Production project cycle - programming strategies - audience rating - analyzing audience - understanding duality of audience - ASCI - IMC - marketing programs, selling space, understanding and using ratings	20	1,2,3,4,5	1,2,3,4,5
<b>IV</b>	<b>Brand Communication</b> Branding – brand management – Brand image, personality – brand endorsement – Brand Equity - Role of advertising in branding – New media advertising - Managing new media - content and skills management, electronic publishing, aspects of information technology, new media strategies	20	1,2,3,4,5	1,2,3,4,5,6

<b>V</b>	<b>Campaigning and social media</b> Advertising campaign – social media advertising – New medium marketing strategies and types – SEO – SEM - Measuring Paid Media – CPM, CPV, CPC, CTR, CPA - KPI AND ROI – Role of research in advertising and marketing	18	1,2,3,4,5	1,2,3,4,5,6
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### **Prescribed Books/Textbooks**

Holtzhausen, D., & Zerfass, A. (2014). Strategic communication: Opportunities and challenges of the research area. The Routledge handbook of strategic communication, 27- 41.

Botan, C. H. (2017). Strategic communication theory and practice: The cocreational model. John Wiley & Sons.

Freberg, K. (2021). Social media for strategic communication: Creative strategies and research-based applications. Sage Publications.

Argenti, P. A., & Robert, A. (2005). The strategic communication imperative. Fog, K., Budtz, C., & Yakaboylu, B. (2005). Branding in practice. Springer.

Rodgers, S., & Thorson, E. (Eds.). (2012). Advertising theory. Routledge. Litwin, M. L. (2007). The ABCs of strategic communication: Thousands of terms, tips and techniques. AuthorHouse.

Clifton, R. (2009). Brands and branding (Vol. 43). John Wiley & Sons. Alaimo, K. (2020). Pitch, tweet, or engage on the street: How to practice global public relations and strategic communication. Routledge.

Rossiter, J. R., & Bellman, S. (2005). Marketing communications. Pearson/Prentice Hall.

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Windahl, S., Signitzer, B., & Olson, J. T. (2008). Using Communication Theory: An Introduction to Planned Communication. SAGE.

Holtzhausen, D., & Zerfass, A. (2014). The Routledge Handbook of Strategic Communication. Routledge.

Zerfass, A., Verčič, D., Nothhaft, H., & Werder, K. P. (2018). Strategic communication: Defining the field and its contribution to research and practice. International Journal of Strategic Communication, 12(4), 487-505.

Thomas, G. F., & Stephens, K. J. (2015). An introduction to strategic communication. International Journal of Business Communication, 52(1), 3-11.

Boyle, M., & Schmierbach, M. (2020). Applied Communication Research Methods: Getting Started as a Researcher. Routledge.

Brennan, L., Binney, W., Parker, L., Aleti, T., & Nguyen, D. (2014). Social Marketing and Behaviour Change: Models, Theory and Applications. Edward Elgar Publishing.

Buhmann, A., & Likely, F. (2018). Evaluation and measurement in strategic communication. The international encyclopedia of strategic communication, 652-640.

Oliveira, E., Melo, A. D., & Goncalves, G. (2019). Strategic Communication for Non Profit Organisations: Challenges and Alternative Approaches. Vernon Press. James, M. (2014). Positioning Theory and Strategic Communication: A new approach to public relations research and practice. Routledge.

Ogilvy on Advertising in the Digital Age by Miles Young, 2018

### Suggested Reading

- Van Ruler, B. (2018). Communication theory: An underrated pillar on which strategic communication rests. *International Journal of Strategic Communication*, 12(4), 367-381.
- Advertising and Branding: Concepts, Methodologies, Tools and Applications (Information resources management association), 2017
- Marketing Communications by Olujimi Kayode, 2018
- Borchers, Nils S. "Social media influencers in strategic communication." *International Journal of Strategic Communication* 13, no. 4 (2019): 255-260.
- Digital Marketing: Strategy, Implementation and Practice by Dave Chaffey, 2016
- Jefkins frank revised by Daniel Yadin – Advertising 2000, Pearson Education Limited
- Abrahams dvid: Brand Risk: Adding Risk Literacy to Brand Management (Gower, UK, 2008)
- Eating the big fish: how challenger brands can compete against brand leaders, Adam Morgan, 2009
- Botan, C. (1997). Ethics in strategic communication campaigns: The case for a new approach to public relations. *The Journal of Business Communication* (1973), 34(2), 188- 202.
- Lannutti, P. J., & Dainton, M. (2020). *Strategic Communication Research* (First Edition). Cognella Academic Publishing.
- Mcquail, D., & Windahl, S. (2015). *Communication Models for the Study of Mass Communications*. Routledge.
- Allen, M. (2015). *Strategic Communication for Sustainable Organizations: Theory and*

Practice. Springer.

- Luttrell, R. M., & Capizzo, L. W. (2021). *Public Relations Campaigns: An Integrated Approach*. SAGE Publications.
- Dahl, S. (2014). *Social Media Marketing: Theories and Applications*. SAGE.
- Kingsnorth, S. (2016). *Digital Marketing Strategy: An Integrated Approach to Online Marketing*. Kogan Page Publishers.
- Dinnie, K. (2015). *Nation branding: Concepts, issues, practice*. Routledge.

### Web Resources

- <http://managementinnovations.wordpress.com/2008/12/04/henri-fayols-14-principles-of-management/>
- <http://rossdawson.com/frameworks/media-revenue-models/#ixzz2lpW84M7I>
- [www.BusinessFinanceMag.com](http://www.BusinessFinanceMag.com)
- <http://www.understandmedia.com/topics/media-theory/120-media-revenue-models>
- <http://www.businessdictionary.com/definition/market-factor.html#ixzz2tM7kZLFW>
- <https://www.managementstudyguide.com/social-economic-aspects-advertising.htm>
- [https://aef.com/wp-content/uploads/2016/12/arens\\_ch03.pdf](https://aef.com/wp-content/uploads/2016/12/arens_ch03.pdf)
- <http://www.masscommunicationtalk.com/economic-aspects-of-advertising.html>
- [https://www.webopedia.com/TERM/D/digital\\_advertising.html](https://www.webopedia.com/TERM/D/digital_advertising.html)
- <http://fabrikbrands.com/digital-advertising-vs-digital-marketing-whats-difference/>
- [https://www.researchgate.net/publication/247756984\\_Advertising\\_Theory\\_Reconceptualizing\\_the\\_Building\\_Blocks](https://www.researchgate.net/publication/247756984_Advertising_Theory_Reconceptualizing_the_Building_Blocks)

Correlation of POs/PSOs to each CO and make a corresponding mapping table.

Course Articulation Matrix

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
						PO 3	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	-	3	3	2	3	2	3	-	3	3	-	3	K1
CO 2	-	3	3	2	2	-	-	-	3	3	-	-	K2
CO 3	-	3	3	3	3	-	3	-	3	3	3	-	K3
CO 4	-	3	3	3	2	-	-	-	3	3	-	-	K4
CO 5	-	2	2	3	3	3	3	-	-	-	3	3	K5,K6
Wt. Avg.	0	2.8	2.8	2.6	2.6	2.5	3	0	3	3	3	3	
Overall Mapping of the Course							PO:2 .2				PSO:3		

Weightage for Correlation		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leq C < 100\%$	Substantial / High	3

## PRINCIPLES OF PUBLIC RELATION

Course Code				
Credits		4		
Hours / Cycle		75/5		
Category		Part	Core	Theory
Semester		II		
Year of Implementation		From the academic year 2023 onwards		
Course Objectives		<ul style="list-style-type: none"><li>• Aims to provide students with a comprehensive understanding of the fundamental concepts, theories, and practices involved in the field of public relations.</li><li>• To gain valuable insights into the strategic communication techniques used to establish and maintain positive relationships between organizations and their target audiences.</li><li>• To Understand the core concepts and definitions of public relations and recognize its role in shaping public perception and organizational reputation</li><li>• Critically evaluate different public relations theories and models that guide communication strategies, decision-making, and crisis management.</li></ul>		
CO #	Course Outcome(s)		PSO Addressed	Bloom's Taxonomy Levels (K1 to K5)
On completing the course successfully, the student will be able to				
CO 1	To Understand the elements of PR in Indian and worldwide contexts thereby to understand the true essence of PR		PSO1, PSO2	K1
CO 2	To examine the tools of PR used at organizational levels for various purposes such as image building, crisis management etc.,		PSO1, PSO2	K2
CO 3	To assess the elements of feedback so as to understand the success of public relations		PSO2, PSO3	K3
CO 4	To illustrate the components involved in various organizational campaigns		PSO2, PSO3, PSO4	K4
CO 5	To identify press relations among organizational communities and to create strategies and campaigns for their success.		PSO2, PSO5	K5,K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVEL
I	<b>Evolution and Background</b> Evolution of PR - Ivy Lee and Edward Bernays, PR in India, nature and scope; elements of PR, theoretical framework of PR (Grunig & Hunt's theories, four models of PR), Excellence theory, Fully functional Society theory, Relationship Management theory International growth of PR	11	1,2,3,4,5	1,2,3,4,5
II	<b>Corporate Communication, PR and New Marketing forms</b> Corporate communication - tools and vehicles, Publics, structure and function of a corporate communication department or an agency. Public sector versus Private sector, Integrated Marketing Communication, PR communication in New Media – Social Marketing, New forms of Marketing	14	1,2,3,4,5	1,2,3,4,5
III	<b>Audience &amp; Analysis</b> Audience – internal and external, public opinion, PR planning, organizing managing and implementation, PR research – Survey, interviews, image audits, case studies of PR/CC campaigns, Campaign – Types, SWOT & PEST Analysis, Pseudo Measurement, Opportunities to See (OTS), Advertising Value Equivalence (AVE), Payment by Results (PBR), Advertising and PR – The Difference	16	1,2,3,4,5	1,2,3,4,5
IV	<b>Crisis Management</b> Crisis Management, Reputation Management, Event Management, publicity/campaign –planning, coordinating, implementing and post event assessment. PR and advertising, Case studies:	20	1,2,3,4,5	1,2,3,4,5



	Buncefield – fire, Odwalla's Juice, London Bombings – 2005			
V	<b>Contemporary Perspectives</b> Corporate media relations – Press and PR - organizing press conference, open house, press visit, handling media in crisis, press releases, PRO - roles and responsibilities, PR skills – Preparing PR material, dealing with the Media, Advocacy and Adviser – Client	18	1,2,3,4,5	1,2,3,4,5,6

	Relationship, Types of Propaganda – Spin, Lobbying – Drafting Press releases – Organizing PR events.			
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#### Books

Motion, J., Heath, R. L., & Leitch, S. (2015). Social media and public relations: Fake friends and powerful publics. Routledge

Daymon, C., & Holloway, I. (2010). Qualitative research methods in public relations and marketing communications. Routledge.

Theaker, A. (Ed.). (2020). The public relations handbook. Routledge.

Sriramesh, K., & Vercic, D. (Eds.). (2003). The global public relations handbook: Theory, research, and practice. Routledge.

Lee, M., Neeley, G., & Stewart, K. (Eds.). (2021). The practice of government public relations. Routledge.

Freitag, A. R., & Stokes, A. Q. (2009). Global public relations: Spanning borders, spanning cultures. Routledge.

Smith, R. D. (2020). Strategic planning for public relations. Routledge.

#### Reference books

Wilcox, D. L., Ault, P. H., & Agee, W. K. (2006). Public relations: Strategies and tactics. Smith, R. D. (2020). Strategic planning for public relations. Routledge. Kent, M. L., & Taylor, M. (2002). Toward a dialogic theory of public relations. Public relations review, 28(1), 21-37.

Grunig, J. E. (2006). Furnishing the edifice: Ongoing research on public relations as a strategic management function. Journal of Public relations research, 18(2), 151-176.

Macnamara, J. (2010). Public relations and the social: How practitioners are using, or abusing, social media. Asia Pacific public relations journal.

Jefkins, F. (1983). What is Public Relations? In Public Relations for Marketing Management (pp. 1-11). Palgrave Macmillan, London.

Hopwood, M., Skinner, J., & Kitchin, P. (2012). Sport public relations and communication. Routledge.

### Suggested Reading

The new rules of marketing and PR (6th Edition): How to use social media, Online video, Mobile applications, Blogs, News releases and viral marketing to reach buyers directly. The art and craft of PR: Creating the mindset and skills to succeed in Public Relations today, Sandra Stahl, 2018.

Kent, M. L. (2017). Principles of dialogue and the history of dialogic theory in public relations. Prospect of public relations science, 1, 105-129.

Wilcox, D. L., Ault, P. H., & Agee, W. K. (2006). Public relations: Strategies and tactics. Smith, R. D. (2020). Strategic planning for public relations. Routledge.

Kent, M. L., & Taylor, M. (2002). Toward a dialogic theory of public relations. Public relations review, 28(1), 21-37.

Grunig, J. E. (2006). Furnishing the edifice: Ongoing research on public relations as a strategic management function. Journal of Public relations research, 18(2), 151-176.

Macnamara, J. (2010). Public relations and the social: How practitioners are using, or abusing, social media. Asia Pacific public relations journal.

Jefkins, F. (1983). What is Public Relations? In Public Relations for Marketing Management (pp. 1-11). Palgrave Macmillan, London.

Hopwood, M., Skinner, J., & Kitchin, P. (2012). Sport public relations and communication. Routledge.

### Web Resources

<https://www.blastmedia.com/2012/10/03/evolution-public-relations/>

<https://www.davisandco.com/communication-channels>

<http://www.communiquepr.com/blog/?p=228>

<http://whatis.techtarget.com/definition/crisis-management>

<https://gradireland.com/careers-advice/job-descriptions/public-relations-officer>

### Course Articulation Matrix

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	
CO 1	1	1	2	2	-	-	-	1	1	-	-	-	K1
CO 2	3	3	2	2	-	-	-	1	3	-	-	-	K2
CO 3	-	2	2	3	3	-	-	-	2	3	-	-	K3
CO 4	-	3	3	3	2	-	3	-	3	3	3	-	K4
CO 5	-	3	2	2	3	2	3	-	3	-	-	2	K5,K6
Wt. Avg.	2			2.4		2	3	1	2.4	3	3	2	
Overall Mapping of the Course							PO: 2.4				PSO: 2.2		

### MULTIMEDIA CONTENT PACKAGING

<b>Course Code</b>			
<b>Credits</b>	<b>4</b>		
<b>Hours / Cycle</b>	<b>75/5</b>		
<b>Category</b>	<b>Part</b>	<b>Core</b>	<b>Practical</b>
<b>Semester</b>	<b>II</b>		
<b>Year of Implementation</b>	<b>From the academic year 2023 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the appeal and power of multimedia storytelling</li> <li>• Give hands-on training in producing in-depth multimedia news packaging.</li> <li>• Demonstrate procedural knowledge in using tools of audio, visual and podcast production Generate professional standard content for multimedia news projects.</li> <li>• Distribute multimedia communication content through digital publishing platforms</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To apply the key principles and best practices of multimedia journalism	PSO3, PSO5	K1
<b>CO 2</b>	To explain in-depth the multimedia news packaging	PSO1, PSO3, PSO5	K2
<b>CO 3</b>	To classify and explain the distribution of multimedia projects through publishing platforms	PSO3, PSO5	K3
<b>CO 4</b>	To assess, analyse and implement professional standards for digital content quality	PSO5	K4
<b>CO 5</b>	To create multimedia mobile apps to generate content for multimedia news projects	PSO2, PSO3, PSO5	K5, K6

<b>SYLLABUS</b>				
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY</b>

				<b>Y K LEVEL</b>
<b>I</b>	<b>In – Depth Multimedia Content/News Package</b> Evolution of Digital Packages-From Flash to Mobile Apps., Audio and Visual Storytelling- Appeal of Digital Audio and	12	1,2,3,4,5	1,2,3,4,5

	Video News and Commentaries, Best Practices Multimedia News Packaging Choosing and Prioritizing Each Medium and Platforms			
<b>II</b>	<b>Technical Skills and Equipment for Video Production</b> Elements of Video. Essential Elements of Video News. Equipment-Camera Basics, Stands, and Other Accessories, Video Production Fundamentals Understanding Exposure, Composition, and Sequences, Professional Video Editing Fundamentals Editing and Presenting Video Content, Working with Technicians and Crew Understanding Industry Parlance. Equipment Needed for Gathering Multimedia Content-Becoming a Backpack Journalist	16	1,2,3,4,5	1,2,3,4,5,6
<b>III</b>	<b>Insights from Radio Production / voice over Radio</b> News Production Process Lessons from All India Radio- Radio News Genres and Story Formats- Planning and Producing a Radio News Capsule and Feature Talk Show., Professional Audio Field Recording. Recording Interviews, Skills of Speaking, Presenter, Interviewing, Narrating, Conversation; Outside Broadcasts and Radio Conferencing	14	1,2,3,4,5	1,2,3,4,5

<b>IV</b>	<b>Television and Video Journalism</b> Planning and Producing a Television Stories, Story Formats-News Bulletin, Capsule Television News Talk Show-Panel Discussion, Writing for Broadcast and Narrowcasting-Writing for Visuals and Sound. TV News Reading and Anchoring. Voice Over with Sound on Tape (VOSOT)/ VO/bite. Guidelines for Writing Broadcast News (Conversational Style), Broadcast Studio Workflow-Reporters and Anchors. Multicamera Studio Set-up., Producing Videos for YouTube. Live reporting from various places-Working in Teams- Cameraperson and Assistants. Working with Studio. YouTube Live Streaming-Reporting live	20	1,2,3,4,5	1,2,3,4,5,6
<b>V</b>	<b>Completing a Multimedia Project</b> Podcasting-Audio and Video Distribution Systems. Podcast Hosting Provider, Long Form Documentaries and Podcast Production, Steps to Complete Multimedia Package Project, Division of Labour Rough Cuts and Finishing Up	18	1,2,3,4,5	1,2,3,4,5,6

#### Books

Belavadi, V. (2013). Video Production 2/e. OUP India.

Compesi, R. J., & Gomez, J. S. (2017). Introduction to Video Production: Studio, Field, and Beyond. Taylor & Francis.

Willett, A. (2021). Media Production: A Practical Guide to Radio, TV and Film. Taylor & Francis.

Woodhall, W. (2010). Audio Production and Postproduction. Jones & Bartlett Learning.

#### Reference books

Dunham, R. S. (2019). Multimedia Reporting: How Digital Tools Can Improve Journalism Storytelling. Springer.

Burum, I., & Quinn, S. (2015). MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone or iPad. CRC Press.

Various Authors (App Version Year). Multimedia Authoring Tools and User Manuals of Various Open- Source Applications for Audio, Video, Image Production and Editing Kern, J. (2008). Sound Reporting - The NPR Guide to Audio Journalism and Production. University of Chicago Press.

Quinn, S., & Filak, V. F. (Eds.). (2005). Convergent journalism: An introduction. Elsevier/Focal Press.

Stewart, P. (2010). Essential Radio Skills: How to Present a Radio Show. A&C Black.

Briggs, M. (2019). Journalism Next: A Practical Guide to Digital Reporting and Publishing. CQ Press.

Kolodzy, J. (2013). Practicing Convergence Journalism: An Introduction to Cross-media Storytelling. Routledge.

### Suggested Reading

Van Tassel, J., Murphy, M., & Schmitz, J. (2020). The New News: The Journalist's Guide to Producing Digital Content for Online & Mobile News. Routledge.

Duffy, A. (2020). Smartphones and the News. Routledge.

Embury, G., & Minichiello, M. (2018). Reportage Illustration: Visual Journalism. Bloomsbury Publishing.

Zeman, N. B. (2017). Storytelling for Interactive Digital Media and Video Games. CRC Press.

Phillips, A. (2012). A Creator's Guide to Transmedia Storytelling: How to Captivate and Engage Audiences across Multiple Platforms. McGraw Hill Professional. Moshman, S.

(2020). Empowered Filmmaking: How to Make a Documentary on Your Own Terms. Nevertheless, Films LLC.

### Web Resources

<https://www.coursera.org/projects/create-marketing-videos-in-canva>

<https://www.udemy.com/course/youtube-audio-video-production-course/>

### Course Articulation Matrix

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
				PO1 PO2 PO3 PO4 PO5 PO6 PO7				PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	-	2	2	2	2	2	2	-	-	1	-	1	K1
CO 2	1	2	1	3	1	2	3	1	-	2	-	2	K2
CO 3	-	3	2	2	3	3	3	-	2	3	-	3	K3
CO 4	-	2	-	3	2	3	3	-	-	-	-	2	K4
CO 5	-	3	3	2	3	2	3	-	-	3	-	3	K5,K6
Wt. Avg.	1	2.4	2	2.4	2.2	2.4	2.8	1	2	2.2	0	2.2	
Overall Mapping of the Course							PO: 2.1				PSO: 1.9		

## DATA LITERACY AND VISUALIZATION

<b>Course Code</b>				
<b>Credits</b>		<b>5</b>		
<b>Hours / Cycle</b>		<b>90/6</b>		
<b>Category</b>		<b>Part</b>	<b>Elective</b>	<b>Practical</b>
<b>Semester</b>		<b>II</b>		
<b>Year of Implementation</b>		<b>From the academic year 2023 onwards</b>		
<b>Course Objectives</b>		<ul style="list-style-type: none"><li>• To outline major developments in data science and the importance of data literacy for communication learners</li><li>• To understand emerging patterns in data using descriptive statistics and probabilistic thinking To distinguish between correlational and causation and estimate measures of association</li><li>• To illustrate digital humanity tools usage and application for data analysis and visualization</li></ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>		<b>PSO Addressed</b>	<b>Bloom's Taxonomy K Levels</b>
<b>On completing the course successfully, the student will be able to</b>				
<b>CO 1</b>	To explain the data literacy skills		PSO1, PSO5	K1
<b>CO 2</b>	To relate students to statistical and digital humanities tools		PSO2, PSO3, PSO5	K2
<b>CO 3</b>	To analyse and recode variables in a dataset and find anomalies and outliers through graphical representations and data visualization		PSO2, PSO4, PSO5	K3
<b>CO 4</b>	To Calculate basic statistics, identify errors in data, and estimate probabilities		PSO2, PSO3, PSO5	K4
<b>CO 5</b>	To Design infographics and write a news story using data driven storytelling techniques		PSO2, PSO5	K5,K6

<b>SYLLABUS</b>				
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY LEVEL</b>

I	<b>Understanding Data</b> Data creation and how it can shape interactions and representations, data and design practices, legal and ethical issues associated with data, critical thinking skills when working with data, policy framing and data.	16	1,2,3,4,5	1,2,3,4,5
II	<b>Analyzing Data with Excel</b> The fundamentals of spreadsheet applications, how to perform basic	16	1,2,3,4,5	1,2,3,4,5

	spreadsheet tasks, About the importance of data quality, how to import file data into Excel, the fundamentals of analyzing data using a spreadsheet, how to filter and sort data, how to clean and prepare data, how to analyze data using an Excel spreadsheet			
III	<b>Storytelling / scripting Narrative</b> structure and how it can be applied to create compelling stories through a combination of data, visuals, and narrative, explanatory process of storytelling with data., Using digital humanity tools	18	1,2,3,4,5	1,2,3,4,5
IV	<b>Searching for Typical Patterns in Data</b> Data-Coding, Tabulation and Classification of Data, Graphical Representations- Data Exploration, Data Visualization Basics, Measures of Central Tendency, Measures of Dispersion, Bivariate Analysis, Measures of Association	20	1,2,3,4,5	1,2,3,4,5
V	<b>Data Visualization Tools and Guidelines</b> Guidelines for Writing Data-driven News Stories, Tools for Data Visualization Tableau and its Alternatives, Information Graphics and Dashboards, Interactive Graphics Design for News	20	1,2,3,4,5	1,2,3,4,5,6



### Books

- D'Ignazio, C., & Bhargava, R. (2018). Creative data literacy: A constructionist approach to teaching information visualization.
- Schuff, D. (2018). Data science for all: a university-wide course in data literacy. In *Analytics and data science* (pp. 281-297). Springer, Cham.
- Engelbrechtsen, M., & Kennedy, H. (2020). Data visualization in society (p. 441).

### Reference books

- Reyes, J. M. M. (2017). Introduction to Data Science for Social and Policy Research. Cambridge University Press.
- Dunham, R. S. (2019). Multimedia Reporting: How Digital Tools Can Improve Journalism Storytelling. Springer.
- Dick, M. (2020). The Infographic: A History of Data Graphics in News and Communications. MIT Press.
- Ryan, L. (2015). Visualization techniques to cultivate data literacy. In *Advances in exemplary instruction*. CreateSpace.
- Hermida, A., & Young, M. L. (2019). Data Journalism and the Regeneration of News. Routledge.

- Feigenbaum, A., & Alamalhodaie, A. (2020). The Data Storytelling Workbook. Routledge.
- Riche, N. H., Hurter, C., Diakopoulos, N., & Carpendale, S. (2018). Data-Driven Storytelling. CRC Press.
- Vora, S. (2019). The Power of Data Storytelling. SAGE Publications India.
- Daly, A., Mann, M., & Kate Devitt, S. (2019). Good Data. Lulu.com.
- Feigenbaum, A., & Alamalhodaie, A. (2020). The Data Storytelling Workbook. Routledge.
- Houston, B. (2014). Computer-Assisted Reporting: A Practical Guide. Routledge.

### Suggested Reading

- Halter, C. P. (2020). Quantitative Analysis: With JASP Open-source Software. Independently Published.
- Kitchin, R., & Lauriault, T. (2014). Towards critical data studies: Charting and unpacking data assemblages and their work.
- Neff, G., Tanweer, A., Fiore-Gartland, B., & Osburn, L. (2017). Critique and contribute: A practice-based framework for improving critical data studies and data science. *Big data*, 5(2), 85-97.
- Selwyn, N. (2015). Data entry: Towards the critical study of digital data and education. *Learning, Media and Technology*, 40(1), 64-82.
- Taylor, L. (2017). What is data justice? The case for connecting digital rights and freedoms globally. *Big Data & Society*, 4(2), 2053951717736335.
- Bhargava, R., Deahl, E., Letouzé, E., Noonan, A., Sangokoya, D., & Shoup, N. (2015). Beyond data literacy: Reinventing community engagement and empowerment in the age of data.
- Fontichiaro, K., & Oehrli, J. A. (2016). Why data literacy matters. *Knowledge quest*, 44(5), 21-27.
- Lo, L. Y. H., Gupta, A., Shigyo, K., Wu, A., Bertini, E., & Qu, H. (2022). Misinformed by Visualization: What Do We Learn from Misinformative Visualizations? arXiv preprint arXiv:2204.09548.

## Web Resources

<https://www.edx.org/learn/data-analysis>  
<https://medium.com/nightingale/why-data-literacy-is-the-key-to-the-future-of-data-visualization-57639532377f>  
<https://venngage.com/blog/data-literacy/>  
<https://dl.acm.org/doi/10.1145/2914586.2914604>  
<https://jitp.commons.gc.cuny.edu/data-literacy-in-media-studies-strategies-for-collaborative-teaching-of-critical-data-analysis-and-visualization/>  
<https://www.library.upenn.edu/blogs/rdds/env-data-viz-literacy>  
<https://researchguides.ben.edu/data>

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
								PO6	1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	1	2	-		2	1	3	3	1	-	-	-	1	K1
CO 2	-	2	1		2	1	3	3	-	1	1	-	1	K2
CO 3	-	2	3		3	3	2	2	-	3	-	3	3	K3
CO 4	-	3	3		2	3	2	3	-	2	3	-	3	K4
CO 5	-	2	2	2	2	3	3	3	-	3	-	-	3	K5,K6
Wt. Avg.	1	2.2	2.3	0	2.2	2.4	2.6	2.8	1	2.2	2	3	2.2	
Overall Mapping of the Course								PO: 2.2				PSO:2.1		

## SOUND DESIGN

<b>Course Code</b>			
<b>Credits</b>	<b>5</b>		
<b>Hours / Cycle</b>	<b>90/6</b>		
<b>Category</b>	<b>Part</b>	<b>Elective</b>	<b>Practical</b>
<b>Semester</b>	<b>II</b>		
<b>Year of Implementation</b>	<b>From the academic year 2023 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Basic Knowledge of Music, Basic knowledge of sound, assisting in teaching basic music.</li> <li>• To understand Studio Set up, Recording Sessions, Handling Hardware and Software, Handling Schedules, Audio Engineering</li> <li>• To know the basics of Music Production, Mastering, Music Entrepreneurship</li> <li>• To enable an individual to release tracks, albums and also to manage them</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able to</b>			
<b>CO 1</b>	To introduce the learners towards world music, history and existence of music	PSO1	K1
<b>CO 2</b>	To Demonstrate and construct concepts on Digital audio recording and processing	PSO1, PSO2	K2
<b>CO 3</b>	To explain and analyse music management in terms of finance, labelling and IPR.	PSO3, PSO4, PSO5	K3
<b>CO 4</b>	To compare and examine the difference between home and studio production.	PO2, PO5	K4
<b>CO 5</b>	To design music with the knowledge gained	PO2, PO5	K5, K6

## SYLLABUS

UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY K LEVEL
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<b>I</b>	<b>Basics of Sound</b> Basics of Sound – Wave, Frequency, Amplitude, decibel , Noise ,Music – Rhythm , Pitch , Scale , Mono , Stereo , Surround , Analog vs Digital Audio	16	1,2,3,4,5	1,2,3,4,5
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	File formats , Sample Rates , Bit depth, Timeline - Mono to Spatial Stereo			
<b>II</b>	<b>Digital audio recording and processing - 1</b> Introduction to studio, Basic studio set up - Audio Production Hardware – Audio Interface, Sound Cards, Mics, Cables , connectors ,Speakers , Headphones ,sound proofing’s ,filters, Digital Audio recording, exposure to software’s Neundo and LogicPro, Introduction to Audio Processing, Sound in Media, Live sound reinforcement.	16	1,2,3,4,5	1,2,3,4,5
<b>III</b>	<b>Digital audio recording and processing - 2</b> Digital Audio recording – II, Software’s – Pro tools and Cubase, Art of Mixing (Practical), Stereo Mixing, Art of home production, Introduction to Mastering (Practical), Recording Sessions, AudioMixing – EQ, Delays , Reverbs, Compressors, Limiters , Audio Mastering, audio for Interactive, Spatial and Immersive Media.	20	1,2,3,4,5	1,2,3,4,5
<b>IV</b>	<b>Music Management</b> Music Management (Theory) Artist, venue, Studio, Finance, Music Marketing, Intellectual Property Rights (IPR) to Publishing.	18	1,2,3,4,5	1,2,3,4,5
<b>V</b>	<b>Post production and editing</b> Post Processing – EQ, Sound Sweetening, effects, Sonic Arts – (Theory/Practical) Art of Foley, Surround sound - DTS , Dolby ,SDDS, ATMOS,AURO Sound Design.	18	1,2,3,4,5	1,2,3,4,5,6

### Books

Sound works (2019), Holger Schulze

The art of theoretical sound design (2018), Victoris Deiorio

Film sound – Theory and Practice (1985), Elisabeth Weis (Editor), John Belton (Editor)

Studying Sound: A Theory and Practice of Sound Design (2020), Karen Collins

Principles of Game Audio and Sound design: Sound Design and Audio Implementation for Interactive and Immersive Media (Jean – Luc Sinclair, 2020)

Designing sound (2010), Andy Farnell

### Reference books

Understanding acoustics An Experimentalist's View of Sound and Vibration (2020), Steven L. Garrett

Sound reproduction, Floyd Toole

The complete guide to high end Audio (2021), Robert Harley

The craft of controlling sound, Stephen Solum

### Suggested Reading

Godard and Sound (2020), Albertine Fox

How music Works (2010), John Powell

Room Acoustics, (2016), Heinrich Kuttruff

Acoustics and Psychoacoustics (2017), David M. Howard, Jamie Angus

### Web Resources

[https://d1wqtxts1xzle7.cloudfront.net/63697492/demo\\_emasd2\\_Max8\\_Cipriani\\_Giri20200621-44702-7h6b1-libre.pdf?1592766338=&response-content](https://d1wqtxts1xzle7.cloudfront.net/63697492/demo_emasd2_Max8_Cipriani_Giri20200621-44702-7h6b1-libre.pdf?1592766338=&response-content)

[disposition=inline%3B+filename%3DElectronic\\_Music\\_and\\_Sound\\_Design\\_Max\\_8.pdf](https://d1wqtxts1xzle7.cloudfront.net/63697492/demo_emasd2_Max8_Cipriani_Giri20200621-44702-7h6b1-libre.pdf?1592766338=&response-content)

[&Expires=1678659160&Signature=C15rDpSlvByo5zEk6WbmuOfXwITwXSj4JPIAjP\\_LrMUoQfoRtwVI3qIGjr8Go7oVio8X59Lq-dCjQ-TdSzXVTCDH8geHrf~rF9Nh5g03J1B](https://d1wqtxts1xzle7.cloudfront.net/63697492/demo_emasd2_Max8_Cipriani_Giri20200621-44702-7h6b1-libre.pdf?1592766338=&response-content)

[FoFHhtD2p5jewNAMrpK13zuUhr0CoVaBTZPxWWgUWXlM1WfjxTZ9y81hEooq44R1BHMfCbXhVfD~1jwscOB](https://d1wqtxts1xzle7.cloudfront.net/63697492/demo_emasd2_Max8_Cipriani_Giri20200621-44702-7h6b1-libre.pdf?1592766338=&response-content)

[QG-xqVMDzOwqxJf3bg1xSQcBzO10QvQlOC9Yv752ML0I~s](https://d1wqtxts1xzle7.cloudfront.net/63697492/demo_emasd2_Max8_Cipriani_Giri20200621-44702-7h6b1-libre.pdf?1592766338=&response-content)

[sQkYY0wc8A-PfAi~FoOeKnKy2c80-](https://d1wqtxts1xzle7.cloudfront.net/63697492/demo_emasd2_Max8_Cipriani_Giri20200621-44702-7h6b1-libre.pdf?1592766338=&response-content)

[velklWf8NSlgA0GQENGDC~Y1LCg88tAqV2aFMzZ~ef40BJcTPPMwABJHW0pqzFCrXGt7NYfPY03g&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA](https://d1wqtxts1xzle7.cloudfront.net/63697492/demo_emasd2_Max8_Cipriani_Giri20200621-44702-7h6b1-libre.pdf?1592766338=&response-content)

<https://esdi.pbworks.com/f/Sound%20Design%20for%20Film%20and%20Television.pdf>  
<https://oar.princeton.edu/bitstream/88435/pr1pr88/1/NewParadigmSoundDesign.pdf>

Identify the correlation of POs/PSOs to each CO and make a corresponding mapping table with assigning mark at the corresponding cell

Course Articulation Matrix														
Course Outcomes	Programme Outcomes								Programme Specific Outcomes					Cognitive Level
		PO1							PSO1			PSO2		
CO 1	1	-		-	2	-	-	-	1	-	-	-	-	K1
CO 2	1	1	2	2	2	-	-	-	1	1	-	-	-	K2
CO 3	-	2	2	2	3	3		3	-	-	2	2	2	K3
CO 4	-	3		2	2	3	2	3	-	3	-	-	3	K4
CO 5	-	3		2	2	3	2	3	-	3	-	-	3	K5, K6
Wt. Avg.	1	2.3	2	2	2.2	3	2	3	1	1.6	2	2	2.6	
Overall Mapping of the Course								PO : 2.2				PSO: 1.8		

### COMMUNICATION RESEARCH METHODS I

<b>Course Code</b>			
<b>Credits</b>	<b>5</b>		
<b>Hours / Cycle</b>	<b>90/6</b>		
<b>Category</b>	<b>Part 1</b>	<b>Core</b>	<b>Theory</b>
<b>Semester</b>	<b>III</b>		
<b>Year of Implementation</b>	<b>From the academic year 2024 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To Identify the diversity and nature of communication research</li> <li>• To Understand and interpret various applications of qualitative data collection</li> <li>• To apply different modes of quantitative data collection and theories</li> <li>• To Contrast between Qualitative and quantitative research</li> <li>• To Plan and prepare a research proposal</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able</b>			
<b>CO 1</b>	To Identify the diversity and nature of communication research	PSO 1	K1
<b>CO 2</b>	To Understand and interpret various applications of qualitative data collection	PSO 1, PSO 3	K2
<b>CO 3</b>	To apply different modes of quantitative data collection and theories	PSO2, PSO3	K3
<b>CO 4</b>	To Contrast between Qualitative and quantitative research	PSO2, PSO3, PSO4	K4
<b>CO 5</b>	To Plan and prepare a research proposal	PSO2, PSO4, PSO5	K5, K6

<b>SYLLABUS</b>				
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY LEVELS</b>
<b>I</b>	<b>Nature and Scope</b> Nature and scope of communication research, Need for research, Nature of reality, epistemology, ontology and modes of knowing, research vocabulary and key words	16 Hours	1,2,3,4,5	1,2,3,4,5
<b>II</b>	<b>Research Basics</b> Research Designs, Qualitative, Quantitative and mixed research, identifying research gaps and problems, developing research objectives, sources for data and modes of data collection, literature review, sampling techniques, variables and construct, reliability and	18 Hours	1,2,3,4,5	1,2,3,4,5

	validity			
<b>III</b>	<b>Quantitative Research</b> Quantitative Research: social measurement, variables and its types, levels of measurement, descriptive and inferential statistics Falsifiable Propositions and Hypothesis and its types, Logic of Hypothesis Testing and Tests of Significance, Overview of Experimentation and Randomized Control Trials	21 Hours	1,2,3,4,5	1,2,3,4,5
<b>IV</b>	<b>Qualitative Research</b> Qualitative Research: Content Analysis, in-depth interviews, focus group discussion, participant observation, rhetorical analysis, psycho-analysis, ideological criticism, semiotics	21 Hours	1,2,3,4,5	1,2,3,4,5
<b>V</b>	<b>Writing and Mixed Research</b> Research oriented report writing, Dissertation Writing, Project Report, Visual Analysis, mixed research	14 Hours	1,2,3,4,5	1,2,3,4,5

#### **Prescribed Books/Textbooks**

1. Freire, Paulo (2008), Reflections on the Theory and Practice of Development Communication; DEVELOPMENT COMMUNICATION SOURCE BOOK. Washington DC: The World Bank.
2. Lefebvre, E. (2004). Information and communication technologies for development in Africa. Volume IV. The impact of their adoption on small and medium-sized enterprises. Ottawa: IDRC.
3. Katz, Elihu and P. Lazarsfeld (1955). Personal Influence. New York: Free Press
4. Klapper, J.T. (1960). The Effects of Mass Communication. Free Press.
5. Laswell, H. D. (1948). "The Structure of Communication in Society." In the Communication of Ideas, edited by L. Bryson. New York: Harper and brothers.

#### **References**

1. Allen, M. (2017). The SAGE Encyclopedia of Communication Research Methods. SAGE Publications.
2. Altheide, D. L., & Schneider, C. J. (2012). Qualitative Media Analysis (Second edition, Vol. 1). SAGE Publications Inc.
3. Baxter, L. A., & Babbie, E. R. (2003). The Basics of Communication Research (1 edition). Cengage Learning.
4. Krippendorff, K. H. (1981). Content Analysis: An Introduction to Its Methodology (Second Edition edition). SAGE Publications, Inc.
5. Neuendorf, K. A. (2016). The Content Analysis Guidebook (Second edition, Vol. 1). SAGE Publications, Inc.
6. N, R. B. (2009). A Handbook of Poll Surveys in Media: An Indian Perspective (2009th edition). Gyan Publishing House.
7. Berger, A. A. (2018). Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches. SAGE Publications.
8. Croucher, S. M., & Cronn-Mills, D. (2018). Understanding Communication Research Methods: A Theoretical and Practical Approach. Routledge.
9. Scharrer, E., & Ramasubramanian, S. (2021). Quantitative Research Methods in Communication. Taylor & Francis Group.
10. Tracy, S. J. (2019). Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact. John Wiley & Sons.



11. Lindlof, T. R., & Taylor, B. C. (2017). Qualitative Communication Research Methods. SAGE Publication.

### Suggested Reading

1. Sale, J. E., Lohfeld, L. H., & Brazil, K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. *Quality and quantity*, 36(1), 43-53.
2. Fife-Schaw, C. (2006). Levels of measurement. *Research methods in psychology*, 3, 50-63.
3. Jackson, R. L., Drummond, D. K., & Camara, S. (2007). What is qualitative research?. *Qualitative research reports in communication*, 8(1), 21-28.
4. Krippendorff, K. (1984). An epistemological foundation for communication. *Journal of Communication*, 34(3), 21.
5. Hon, L. C., & Grunig, J. E. (1999). Guidelines for measuring relationships in public relations.
6. Choy, L. T. (2014). The strengths and weaknesses of research methodology: Comparison and complimentary between qualitative and quantitative approaches. *IOSR journal of humanities and social science*, 19(4), 99-104.
7. Krishnaswamy, A. (2004). Participatory research: strategies and tools. *Practitioner: Newsletter of the National Network of Forest Practitioners*, 22(3), 17-22.
8. Kent, M. L., & Taylor, M. (2002). Toward a dialogic theory of public relations. *Public relations review*, 28(1), 21-37.
9. De Gialdino, I. V. (2009, May). Ontological and epistemological foundations of qualitative research. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 10, No. 2).
10. Cantor, P. A. (1999). The Simpsons: Atomistic politics and the nuclear family. *Political Theory*, 27(6), 734-749.
11. Chandrachood, M. V., & Acharya, S. (2019). A study to assess the effectiveness of training on first aid among students of industrial training institute in tribal area of Thane district, Maharashtra.
12. Smith, D. J. (2007). The politics of innovation: Why innovations need a godfather. *Technovation*, 27(3), 95-104.
13. Sriramesh, K., & Vercic, D. (Eds.). (2003). *The global public relations handbook: Theory, research, and practice*. Routledge.
14. Watson, T., & Noble, P. (2007). *Evaluating public relations: A best practice guide to public relations planning, research & evaluation*. Kogan Page Publishers.
15. Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
16. Kreps, G. (1999). *Investigating Communication. An Introduction to Research Methods*.

### Web Resources

1. <https://gathercontent.com/blog/communicating-research-and-its-impact-through-content>
2. [https://onlinecourses.swayam2.ac.in/ugc19\\_hs23/preview](https://onlinecourses.swayam2.ac.in/ugc19_hs23/preview)
3. [https://repository.upenn.edu/cgi/viewcontent.cgi?article=1168&context=asc\\_papers](https://repository.upenn.edu/cgi/viewcontent.cgi?article=1168&context=asc_papers)
4. <https://studyclerk.com/blog/communication-research-topics>
5. <https://researchguides.uic.edu/communication>

Correlation of POs/PSOs to each CO and make a corresponding mapping table.

### Course Articulation Matrix

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	2	-	-	2	-	-	-	2	-	-	-	-	K1
CO 2	2	-	3	2	3	-	-	2	-	2	-	-	K2
CO 3	-	3	3	2	2	-	-	-	3	3	-	-	K3

CO 4	-	2	2	2	2	-	2	-	3	3	2	-	K4
CO 5	-	3	3	2	2	2	2	-	3	3	-	3	K5, K6
Wt. Avg.	2	2.7	2.5	2	2.3	2	2	2	3	2.8	2	3	
Overall Mapping of the Course							PO: 2.2				PSO: 2.5		

Weightage for Correlation		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leq C < 100\%$	Substantial / High	3

## COMMUNICATION RESEARCH METHODS II

<b>Course Code</b>			
<b>Credits</b>	<b>5</b>		
<b>Hours / Cycle</b>	<b>75/6</b>		
<b>Category</b>	<b>Part 1</b>	<b>Core</b>	<b>Practical</b>
<b>Semester</b>	<b>III</b>		
<b>Year of Implementation</b>	<b>From the academic year 2024 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To Identify the diversity and nature of communication research</li> <li>• To Understand and interpret various applications of qualitative data collection</li> <li>• To apply different modes of quantitative data collection and theories</li> <li>• To Contrast between Qualitative and quantitative research</li> <li>• To Plan and prepare a research proposal</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able</b>			
<b>CO 1</b>	To Identify the diversity and nature of communication research	PSO 1	K1
<b>CO 2</b>	To Understand and interpret various applications of qualitative data collection	PSO 1, PSO2, PSO 3	K2
<b>CO 3</b>	To apply different modes of quantitative data collection and theories	PSO 1, PSO2, PSO3	K3
<b>CO 4</b>	To Contrast between Qualitative and quantitative research	PSO2, PSO3, PSO4	K4
<b>CO 5</b>	To Plan and prepare a research proposal	PSO2, PSO4, PSO5	K5, K6

<b>SYLLABUS</b>				
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY LEVELS</b>
<b>I</b>	<b>Nature and Scope</b> Nature and scope of communication research, Need for research, Nature of reality, epistemology, ontology and modes of knowing, research vocabulary and key words	12 Hours	1,2,3,4,5	1,2,3,4,5
<b>II</b>	<b>Research Basics</b> Research Designs, Qualitative, Quantitative and mixed research, identifying research gaps	16 Hours	1,2,3,4,5	1,2,3,4,5

	and problems, developing research objectives, sources for data and modes of data collection, literature review, sampling techniques, variables and construct, reliability and validity			
<b>III</b>	<b>Quantitative Research</b> Quantitative Research: social measurement, variables and its types, levels of measurement, descriptive and inferential statistics Falsifiable Propositions and Hypothesis and its types, Logic of Hypothesis Testing and Tests of Significance, Overview of Experimentation and Randomized Control Trials	14 Hours	1,2,3,4,5	1,2,3,4,5
<b>IV</b>	<b>Qualitative Research</b> Qualitative Research: Content Analysis, in-depth interviews, focus group discussion, participant observation, rhetorical analysis, psycho-analysis, ideological criticism, semiotics	17 Hours	1,2,3,4,5	1,2,3,4,5
<b>V</b>	<b>Writing and Mixed Research</b> Research oriented report writing, Dissertation Writing, Project Report, Visual Analysis, mixed research	12 Hours	1,2,3,4,5	1,2,3,4,5

#### **Prescribed Books/Textbooks**

6. Freire, Paulo (2008), Reflections on the Theory and Practice of Development Communication; DEVELOPMENT COMMUNICATION SOURCE BOOK. Washington DC: The World Bank.
7. Lefebvre, E. (2004). Information and communication technologies for development in Africa. Volume IV. The impact of their adoption on small and medium-sized enterprises. Ottawa: IDRC.
8. Katz, Elihu and P. Lazarsfeld (1955). Personal Influence. New York: Free Press
9. Klapper, J.T. (1960). The Effects of Mass Communication. Free Press.
10. Laswell, H. D. (1948). "The Structure of Communication in Society." In the Communication of Ideas, edited by L. Bryson. New York: Harper and brothers.

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12. Allen, M. (2017). The SAGE Encyclopedia of Communication Research Methods. SAGE Publications.
13. Altheide, D. L., & Schneider, C. J. (2012). Qualitative Media Analysis (Second edition, Vol. 1). SAGE Publications Inc.
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17. N, R. B. (2009). A Handbook of Poll Surveys in Media: An Indian Perspective (2009th edition). Gyan Publishing House.
18. Berger, A. A. (2018). Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches. SAGE Publications.
19. Croucher, S. M., & Cronn-Mills, D. (2018). Understanding Communication Research Methods: A Theoretical and Practical Approach. Routledge.

20. Scharrer, E., & Ramasubramanian, S. (2021). Quantitative Research Methods in Communication. Taylor & Francis Group.
21. Tracy, S. J. (2019). Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact. John Wiley & Sons.
22. Lindlof, T. R., & Taylor, B. C. (2017). Qualitative Communication Research Methods. SAGE Publication.

### **Suggested Reading**

17. Sale, J. E., Lohfeld, L. H., & Brazil, K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. *Quality and quantity*, 36(1), 43-53.
18. Fife-Schaw, C. (2006). Levels of measurement. *Research methods in psychology*, 3, 50-63.
19. Jackson, R. L., Drummond, D. K., & Camara, S. (2007). What is qualitative research?. *Qualitative research reports in communication*, 8(1), 21-28.
20. Krippendorff, K. (1984). An epistemological foundation for communication. *Journal of Communication*, 34(3), 21.
21. Hon, L. C., & Grunig, J. E. (1999). Guidelines for measuring relationships in public relations.
22. Choy, L. T. (2014). The strengths and weaknesses of research methodology: Comparison and complimentary between qualitative and quantitative approaches. *IOSR journal of humanities and social science*, 19(4), 99-104.
23. Krishnaswamy, A. (2004). Participatory research: strategies and tools. *Practitioner: Newsletter of the National Network of Forest Practitioners*, 22(3), 17-22.
24. Kent, M. L., & Taylor, M. (2002). Toward a dialogic theory of public relations. *Public relations review*, 28(1), 21-37.
25. De Gialdino, I. V. (2009, May). Ontological and epistemological foundations of qualitative research. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 10, No. 2).
26. Cantor, P. A. (1999). The Simpsons: Atomistic politics and the nuclear family. *Political Theory*, 27(6), 734-749.
27. Chandrachood, M. V., & Acharya, S. (2019). A study to assess the effectiveness of training on first aid among students of industrial training institute in tribal area of Thane district, Maharashtra.
28. Smith, D. J. (2007). The politics of innovation: Why innovations need a godfather. *Technovation*, 27(3), 95-104.
29. Sriramesh, K., & Vercic, D. (Eds.). (2003). *The global public relations handbook: Theory, research, and practice*. Routledge.
30. Watson, T., & Noble, P. (2007). *Evaluating public relations: A best practice guide to public relations planning, research & evaluation*. Kogan Page Publishers.
31. Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
32. Kreps, G. (1999). *Investigating Communication. An Introduction to Research Methods*.

### **Web Resources**

6. <https://gathercontent.com/blog/communicating-research-and-its-impact-through-content>
7. [https://onlinecourses.swayam2.ac.in/ugc19\\_hs23/preview](https://onlinecourses.swayam2.ac.in/ugc19_hs23/preview)
8. [https://repository.upenn.edu/cgi/viewcontent.cgi?article=1168&context=asc\\_papers](https://repository.upenn.edu/cgi/viewcontent.cgi?article=1168&context=asc_papers)
9. <https://studyclerk.com/blog/communication-research-topics>
10. <https://researchguides.uic.edu/communication>

Correlation of POs/PSOs to each CO and make a corresponding mapping table.

Course Articulation Matrix

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	2	-	-	2	-	-	-	2	-	-	-	-	K1
CO 2	2	2	3	2	3	-	-	2	-	2	-	-	K2
CO 3	2	3	3	2	2	-	-	-	3	3	-	-	K3
CO 4	-	2	2	2	2	-	2	-	3	3	2	-	K4
CO 5	-	3	3	2	2	2	2	-	3	3	-	3	K5, K6
Wt. Avg.	2	2.5	2.7	2	2.3	2	2	2	3	2.8	2	3	
Overall Mapping of the Course							PO: 2.2				PSO: 2.5		

Weightage for Correlation		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leq C < 100\%$	Substantial / High	3

### DIGITAL MARKETING COMMUNICATION

<b>Course Code</b>			
<b>Credits</b>	4		
<b>Hours / Cycle</b>	90/6		
<b>Category</b>	<b>Part 1</b>	<b>Core</b>	<b>Theory</b>
<b>Semester</b>	<b>III</b>		
<b>Year of Implementation</b>	<b>From the academic year 2024 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To Define the nuances and methodology of Content Curation</li> <li>• To demonstrate and explain the dynamics of Social Media Marketing</li> <li>• To apply and analyze aspects in Social Media Marketing Analytics</li> <li>• To evaluate and develop nuances in mobile media marketing on social networks</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able</b>			
<b>CO 1</b>	To Define content Marketing and its development	PSO1	K1
<b>CO 2</b>	Understand the nuances of Content curation	PSO1,PSO2	K2
<b>CO 3</b>	To Identify and classify the functions of Social Media Marketing	PSO3,PSO4	K3
<b>CO 4</b>	To assess skills in Social Media Marketing Analytics	PSO4	K4
<b>CO 5</b>	To design and develop Mobile Media Marketing through social networks	PSO4,PSO5	K5

<b>SYLLABUS</b>				
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY LEVELS</b>
<b>I</b>	<b>The Digital Environment</b> Marketing in the digital world, Digital transformation. What is digital marketing? A history of digital marketing. Digital Media and Alternatives, Non-marketing digital marketers. The Ps of marketing, Porter's five	18 Hours	1,2,3,4,5	1,2,3,4,5

	forces. Brand or perceptual positioning map, Customer lifetime value, Segmentation. Boston Consulting Group matrix, Varieties of Digital Marketing: Social Media Marketing, Programmatic Marketing and Advertising. Artificial Intelligence, Virtual and Augmented Reality. Gaming as a Digital Marketing Tool, Digital customers, Online buying behaviour. Legal considerations, Regulation, Privacy. Barriers and considerations, Technology, Skills, Budget and resources, Business priorities			
<b>II</b>	<b>Digital Marketing and Business Strategy</b> Aligning with business strategy, Customer centricity, Business model, Global strategy, Brand, Vision, Culture, Research and insight, KPIs, Personalization, True personalization, User-defined personalization, Behavioural personalization, Tactical personalization, Single customer view. Viral marketing, Paid, Earned, Owned, Influencers, Affiliate marketing, Attribution. Integrated marketing communications, Planning, The planning process, The phased approach, Goals, Objectives and strategies, Action plans, Controls, People, Budgeting and forecasting, Operational digital marketing	18 Hours	1,2,3,4,5	1,2,3,4,5
<b>III</b>	<b>Search Engine Optimization</b> Defining SEO. A history of SEO. How search engines work. Search engine optimization, Keyword selection, On-site optimization, Off-site optimization., Strategic search engine optimization, Third-party search engine ranking. Researching your SEO strategy, Technical SEO, Site structure, Content, Mobile, Location, Penalties, Organizational structure and SEO. Website development, Web presence ownership, management and development. Usability, The basics, Content development. The BB website, The global web presence, Web Design for Search Engine Optimization: SEO (or SEM=SEO+SEA), , Search Engine Results Page, Indexation, Guidelines for SEO, Off-Page-On-Site SEO Improvements, On-Page SEO Improvements, Off-Site or External SEO Improvements, SEO Improvements Related to User Experience. Ad words.	16 Hours	1,2,3,4,5	1,2,3,4,5
<b>IV</b>	<b>Digital Marketing and Ecommerce</b> Multi-channel retailing, Fulfilment, Comparison shopping engines,	18 Hours	1,2,3,4,5	1,2,3,4,5



	e-marketplaces and third-party shopping websites, The e-commerce website. Paid search, Setting up a campaign, Measurement and optimization. Managing paid search campaigns – humans versus robots., Customer service, Customer service principles, Service channels, Social customer service, Defining CRM.CRM. retention, and retention, Contact strategy, Cross-selling and up-selling, CRM systems, Social CRM (SCRM), Brand Loyalty			
V	<b>Social Media Marketing</b> The Role of Social Media Marketing-Goals and Strategies-Identifying Target Audiences. Rules of Engagement for SMM. Social Media Marketing Plan. Social Media Management Tools for Scheduling and Publishing. Influencer Marketing., What is content marketing? Content strategy. Content types. People and process for creating content, Distribution, Measuring the value of content, International content, Audit checklist. Email Marketing, Mobile Marketing Strategy - Creation of Mobile Buyer Personas, Goals, KPI, Local SEO, Geo-Fencing, Vertical Video Content, Geo-Location Marketing, Social Media Monitoring vs Social Listening-Tools for Managing the Social Media Marketing Effort. Native Analytical Tools - Twitter Analytics, Meta Business Suite-Reach vs Impressions, Audience Growth Rate. Engagement Rate, Amplification rate, Virality. Mobile Metrics	20 Hours	1,2,3,4,5	1,2,3,4,5
<b>Prescribed Books/Textbooks</b> <ol style="list-style-type: none"> <li>1. Charlesworth, A. (2014). Digital Marketing: A Practical Approach. Routledge.</li> <li>2. Kingsnorth, S. (2016). <i>Digital Marketing Strategy: An Integrated Approach to Online Marketing</i>. Kogan Page Publishers.</li> <li>3. Barry, J. M. (2014). Social Content Marketing for Entrepreneurs. Business Expert Press.</li> <li>4. Chaffey, D., &amp; Ellis-Chadwick, F. (2015). Digital Marketing PDF eBook. Pearson Education.</li> <li>5. Charlesworth, A. (2020). Absolute Essentials of Digital Marketing. Routledge.</li> </ol>				
<b>References</b> <ol style="list-style-type: none"> <li>1) <a href="https://rockcontent.com/blog/digital-marketing-and-privacy/">https://rockcontent.com/blog/digital-marketing-and-privacy/</a></li> <li>2) <a href="https://www.researchgate.net/publication/339573607_DIGITAL_MARKETING_REGULATIONS">https://www.researchgate.net/publication/339573607_DIGITAL_MARKETING_REGULATIONS</a></li> <li>3) <a href="https://www.forbes.com/sites/forbesagencycouncil/2017/06/26/how-to-use-behavioral-data-in-personalized-marketing-campaigns/">https://www.forbes.com/sites/forbesagencycouncil/2017/06/26/how-to-use-behavioral-data-in-personalized-marketing-campaigns/</a></li> <li>4) <a href="https://www.kameleoon.com/en/blog/tactical-personalization-dead-importance-strategic-personalization">https://www.kameleoon.com/en/blog/tactical-personalization-dead-importance-strategic-personalization</a></li> <li>5) <a href="https://developers.google.com/search/docs/beginner/seo-starter-guide">https://developers.google.com/search/docs/beginner/seo-starter-guide</a></li> <li>6) <a href="https://seranking.com/blog/seo-ux/">https://seranking.com/blog/seo-ux/</a></li> <li>7) <a href="https://www.yourdictionary.com/ad">https://www.yourdictionary.com/ad</a></li> <li>8) <a href="https://www.salesforce.com/in/learning-centre/crm/crm-systems/">https://www.salesforce.com/in/learning-centre/crm/crm-systems/</a></li> <li>9) <a href="https://www.cisco.com/c/en/us/products/security/supply-chain-risk-management.html">https://www.cisco.com/c/en/us/products/security/supply-chain-risk-management.html</a></li> </ol>				

- 10) <https://blog.hubspot.com/agency/surprising-stats-brand-loyalty>
- 11) <https://influencermarketinghub.com/glossary/virality/#:~:text=It's%20also%20known%20as%20viral,from%20one%20person%20to%20another.>
- 12) <https://webengage.com/blog/best-mobile-app-metrics/>

### Suggested Reading

1. Funk, T. (2014). Advanced Social Media Marketing: How to Lead, Launch, and Manage a Successful Social Media Program. Apress.
2. Hanlon, A. (2019). Digital Marketing: Strategic Planning & Integration. SAGE.
3. Kingsnorth, S. (2019). Digital Marketing Strategy: An Integrated Approach to Online Marketing. Kogan Page Publishers.
4. Kingsnorth, S. (2022). The Digital Marketing Handbook: Deliver Powerful Digital Campaigns. Kogan Page.
5. Niininen, O. (2021). Contemporary Issues in Digital Marketing. Routledge.

### Web Resources

- 1) <https://mailchimp.com/marketing-glossary/digital-marketing/>
- 2) <https://avivdigital.in/history-of-digital-marketing/>
- 3) <https://www.safalta.com/careers/the-history-and-evolution-of-digital-marketing>
- 4) [https://www.researchgate.net/publication/281069022\\_Alternative\\_Media\\_in\\_a\\_Digital\\_Era\\_Comparing\\_News\\_and\\_Information\\_Use\\_among\\_Activists\\_in\\_the\\_United\\_States\\_and\\_Latin\\_America](https://www.researchgate.net/publication/281069022_Alternative_Media_in_a_Digital_Era_Comparing_News_and_Information_Use_among_Activists_in_the_United_States_and_Latin_America)
- 5) [https://www.researchgate.net/publication/48381325\\_Corporate\\_Branding\\_the\\_role\\_of\\_vision\\_in\\_implementing\\_the\\_corporate\\_brand](https://www.researchgate.net/publication/48381325_Corporate_Branding_the_role_of_vision_in_implementing_the_corporate_brand)
- 6) <https://www.semrush.com/blog/learning-technical-seo/>
- 7) <https://yoast.com/site-structure/#:~:text=Site%20structure%20refers%20to%20how, and%20presented%20to%20the%20visitor>
- 8) <https://econsultancy.com/what-paid-search-ppc/>
- 9) <https://www.ramarketing.com/successful-marketing-campaign/>
- 10) <https://digitalmarketinginstitute.com/blog/how-to-create-your-first-marketing-campaign>

Correlation of POs/PSOs to each CO and make a corresponding mapping table.

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	2	-	-	2	-	-	-	2	-	-	-	-	K1
CO 2	2	2	2	2	-	-	-	3	2	-	-	-	K2
CO 3	-	3	3	2	2	-	2	-	-	2	2	-	K3
CO 4	-	3	3	3	2	-	2	-	-	-	3	-	K4
CO 5	-	2	3	2	3	3	3	-	-	-	2	2	K5, K6
Wt. Avg.	2	2.4	2.8	2.2	2.3	3	2.3	2.5	2	2	2.3	2	
Overall Mapping of the Course							PO: 2.4				PSO: 2.2		

Weightage for Correlation		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2

60% $\leq$ C < 100%	Substantial / High	3
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### COMMUNICATION CAMPAIGN AND EVENT MANAGEMENT

<b>Course Code</b>			
<b>Credits</b>		4	
<b>Hours / Cycle</b>		75/6	
<b>Category</b>	<b>Part 1</b>	<b>Core</b>	<b>Practical</b>
<b>Semester</b>		III	
<b>Year of Implementation</b>		From the academic year 2024 onwards	
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>To Define basics of campaign planning and event management</li> <li>Critically analyze and evaluate a range of public relations case studies drawing on relevant theoretical, ethical and legal frameworks</li> <li>Identify, organize and experiment with design an integrated public relations campaign that meets the client or concept brief and is underpinned by academic and industry resources</li> <li>Function effectively in a group/team by contributing to the planning, research, analysis, and reporting components of a group project, and supporting and encouraging other group members.</li> <li>Present and defend the campaign concept in a pitch format supported by visual campaign examples</li> </ul>	
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able</b>			
<b>CO 1</b>	To identify the public, the different target audience and to propagate their cause.	PSO1,PSO3	K1
<b>CO 2</b>	To infer research and implement a campaign effectively thereby reaching the target audience	PSO2,PSO3	K2,K3
<b>CO 3</b>	To execute the functions of Social Media campaign Marketing and promotions	PSO4,PSO5	K3

<b>CO 4</b>	To organize and review media kits, press release and to communicate effectively at all levels.	PSO5	K4,K5
<b>CO 5</b>	To hypothesize and lead a live campaign and to delineate the skills hands-on	PSO4, PSO5	K5,K6

<b>SYLLABUS</b>				
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY LEVELS</b>
<b>I</b>	<b>Introduction</b> Introduction to Communication Campaign and Event Management, strategic, creative thinking to develop a public relations campaign and collateral materials; Event Management – Planning, Coordinating, Implementing and Post Event Assessment.	15 Hours	1,2,3,4,5	1,2,3,4,5
<b>II</b>	<b>Background</b> Basic principles of public relations campaign management, including applied research, planning, communication, evaluation and stakeholder relationship management; target audience, image management	14 Hours	1,2,3,4,5	1,2,3,4,5
<b>III</b>	<b>Research</b> Research methods, strategy, design and visual communications – to develop a public relations campaign	15 Hours	1,2,3,4,5	1,2,3,4,5
<b>IV</b>	<b>Writing</b> Writing for a Communication / PR campaign, forms and styles, textual and audio visual campaign aids, press kit development, publicity and marketing	17 Hours	1,2,3,4,5	1,2,3,4,5
<b>V</b>	<b>Return on Investment</b> Campaign Evaluation and return on campaign investment	14 Hours	1,2,3,4,5	1,2,3,4,5
<b>Prescribed Books/Textbooks</b> <ol style="list-style-type: none"> <li>1. Smith, R. D. (2020). <i>Strategic planning for public relations</i>. Routledge.</li> <li>2. Center, A. H., Jackson, P., Smith, S., &amp; Stansberry, F. R. (2008). <i>Public relations practices: Managerial case studies and problems</i>. Pearson Prentice Hall.</li> <li>3. Smith, P. R., &amp; Taylor, J. (2004). <i>Marketing communications: an integrated approach</i>. Kogan Page Publishers.</li> </ol>				
<b>References</b> <ol style="list-style-type: none"> <li>1. Gregory, Anne (1996), Planning and Managing Public Relation Campaigns, Kogan Page Ltd.</li> <li>2. Jeffkins, Frank (1997), Planned Press and Public Relations, International Textbook Company.</li> <li>3. Newson E (1998), Public Relations Writing: Form and Writing Styles, Thomson Learning Press.</li> <li>4. Black, Sam Practical Public Relations, Universal Book Stall</li> <li>5. Strategic Advertising Management, <a href="#">Richard Rosenbaum-Elliott</a> · 2021</li> </ol>				

6. Creative Strategy in Advertising, Bonnie L. Drewniany & A. Jerome Jewler,
7. Management Association, and Information Resources. 2021. *Research Anthology on Strategies for Using Social Media as a Service and Tool in Business*. IGI Global.
8. Reillier, Laure Claire, and Benoit Reillier. 2017. *Platform Strategy: How to Unlock the Power of Communities and Networks to Grow Your Business*. Taylor & Francis.
9. Semerádová, Tereza, and Petr Weinlich. 2019. *Impacts of Online Advertising on Business Performance*. IGI Global.
10. Yang, and C. C. Kenneth. 2017. *Multi-Platform Advertising Strategies in the Global Marketplace*. IGI Global.

### Suggested Reading

1. Rodgers, S., & Thorson, E. (2019). Advertising Theory. Routledge.
2. Rodgers, S., & Thorson, E. (2017). Digital Advertising: Theory and Research. Taylor & Francis.
3. Allagui, I., & Breslow, H. (2016). Social media for public relations: Lessons from four effective cases. *Public relations review*, 42(1), 20-30.
4. Werder, K. P., & Strand, K. (2011). Measuring student outcomes: An assessment of service-learning in the public relations campaigns course. *Public Relations Review*, 37(5), 478-484.
5. Luttrell, R. M., & Capizzo, L. W. (2021). *Public relations campaigns: An integrated approach*. SAGE Publications, Incorporated.
6. Schriener, M., Swenson, R., & Gilkerson, N. (2017). Outputs or outcomes? Assessing public relations evaluation practices in award-winning PR campaigns. *Public Relations Journal*.

### Web Resources

1. <https://www.pdfdrive.com/facebook-marketing-leveraging-facebooks-features-for-your-marketing-campaigns-d156692992.html>
2. <https://www.pdfdrive.com/instagram-instagram-blackbook-everything-you-need-to-know-about-instagram-for-business-and-personal-ultimate-instagram-marketing-book-internet-marketing-social-media-e194624130.html>
3. <https://www.pdfdrive.com/digital-life-on-instagram-new-social-communication-of-photography-e176774382.html>
4. <https://www.pdfdrive.com/the-new-rules-of-marketing-pr-how-to-use-social-media-online-video-mobile-applications-blogs-news-releases-and-viral-marketing-to-reach-buyers-directly-e165674167.html>
5. <https://www.pdfdrive.com/social-media-master-social-media-marketing-facebook-twitter-youtube-instagram-e196453636.html>
6. <https://www.pdfdrive.com/campaign-craft-the-strategies-tactics-and-art-of-political-campaign-management-fourth-edition-praeeger-series-in-political-communication-e162121919.html>
7. <https://www.pdfdrive.com/100-great-pr-ideas-e34385378.html>
8. <https://www.pdfdrive.com/best-digital-marketing-campaigns-in-the-world-e1685816.html>
9. <https://www.pdfdrive.com/the-marketing-agency-blueprint-the-handbook-for-building-hybrid-pr-seo-content-advertising-and-web-firms-e162010241.html>

Correlation of POs/PSOs to each CO and make a corresponding mapping table.

### Course Articulation Matrix

Course Outcomes	Programme Outcomes	Programme Specific Outcomes	Cognitive Level
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	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	2	-	2	2	2	-	-	2	-	2	-	-	K1
CO 2	-	2	3	2	2	-	-	-	2	2	-	-	K2
CO 3	-	3	3	3	3	2	2	-	-	-	2	2	K3
CO 4	-	2	2	2	2	-	3	-	-	-	-	3	K4
CO 5	-	2	2	2	2	3	3	-	-	-	3	3	K5, K6
Wt. Avg.	2	2.3	2.4	2.2	2.2	2.5	2.7	2	2	2	2.5	2.7	
Overall Mapping of the Course							PO: 2.3				PSO: 2.2		

Weightage for Correlation		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leq C < 100\%$	Substantial / High	3

**CRITICAL**

### MEDIA STUDIES

<b>Course Code</b>			
<b>Credits</b>		<b>4</b>	
<b>Hours / Cycle</b>		<b>90/6</b>	
<b>Category</b>	<b>Part 1</b>	<b>Elective</b>	<b>Theory</b>
<b>Semester</b>	<b>III</b>		
<b>Year of Implementation</b>	<b>From the academic year 2024 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"><li>● Find the connection between the theory and the practice of mass communication and mass media.</li><li>● Critically infer and specify contemporary trends in media through critical theory lens</li><li>● Illustrate trends in de-westernizing communication and media studies with special focus on Indian approaches to communication and media</li><li>● Compare the postulations on various theories and methods to determine non-Western media.</li></ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom’s Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able</b>			
<b>CO 1</b>	To Define Critical School of Communication	PSO1,PSO2	K1
<b>CO 2</b>	To Associate Critical Media Theories to contemporary media	PSO2,PSO3	K2
<b>CO 3</b>	To Examine the core concepts and constructs in critical theory	PSO2	K3

<b>CO 4</b>	To correlate and detect power dynamics in the society through visualization	PSO4,PSO5	K4,K5
<b>CO 5</b>	To Validate and build associations with the Frankfurt school of thought	PSO5	K5,K6

<b>SYLLABUS</b>				
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY LEVELS</b>
<b>I</b>	<b>Introduction</b> Critical School of Thought, Critical Scholars, Introduction to Critical Scholars	16 Hours	1,2,3,4,5	1,2,3,4,5
<b>II</b>	<b>Concepts</b> Culture and Communication – Frankfurt School, Critical Theory, Cultural Hegemony; Globalization of Culture; Ethnocentrism; Cultural Change; Media and Consumer Culture; Commodification of Culture.	16 Hours	1,2,3,4,5	1,2,3,4,5
<b>III</b>	<b>Analysis</b> Media Analysis Techniques – Semiotic Analysis, Sociological Analysis, Psychoanalysis, Marxist Analysis, Critical Political Economy, Feminist Media Perspectives and Male Gaze Theory.	20 Hours	1,2,3,4,5	1,2,3,4,5
<b>IV</b>	<b>Pertinent Themes</b> Communication Media and Social Inequality; Politics Behind Portrayal; Impact of Media, Sex and Violence; Gender Issues in Mass Media, Nationalism, Globalization and Modernity; Convergence in Global Competition; Information Society – An Overview, Technological Determinism; Post Modernism – New Theoretical Perspectives in the Light of Information Era	18 Hours	1,2,3,4,5	1,2,3,4,5
<b>V</b>	<b>Techniques and Theorists</b> Semiotics/semiology and communication, Codes, meaning and communication; 5 codes: Hermeneutic, proairetic, semic, symbolic, and referential, Production of discourse, power and communication, Habermas and the idea of public sphere and communication, Images, signs and reality; Modes of mediation and technological communication through works of John Baudrillard, The inter-relationship between technology, speed and power through Paul Virilio, Stuart Hall's encoding and decoding model	20 Hours	1,2,3,4,5	1,2,3,4,5
<b>Prescribed Books/Textbooks</b> <ol style="list-style-type: none"> <li>How, A. (2017). <i>Critical theory</i>. Bloomsbury Publishing.</li> <li>Feenberg, A. (1991). <i>Critical theory of technology</i> (Vol. 5). New York: Oxford University Press.</li> </ol>				

3. Horkheimer, M. (1972). *Critical theory: Selected essays* (Vol. 1). A&C Black.
4. Feenberg, A. (2002). *Transforming technology: A critical theory revisited*. Oxford University Press.
5. Fuchs, C. (2011). *Foundations of critical media and information studies*. Routledge.
6. Littlejohn, S. W., & Foss, K. A. (Eds.). (2009). *Encyclopedia of communication theory* (Vol. 1). Sage.
7. Honneth, A. (2014). *Disrespect: The normative foundations of critical theory*. John Wiley & Sons.
8. Allen, A. (2016). *The end of progress: Decolonizing the normative foundations of critical theory* (Vol. 36). Columbia University Press.
9. Kellner, D. (2003). *Media culture: Cultural studies, identity and politics between the modern and the post-modern*. Routledge.
10. Straubhaar, J., LaRose, R., & Davenport, L. (2015). *Media now: Understanding media, culture, and technology*. Cengage Learning.

### References

1. Baudrillard, Jean. *Simulations*. New York: Semiotext(e), 1983.
2. Carr, Nicholas. *The Shallows: What the Internet Is Doing to Our Brains*. W. W. Norton & Company. 2011.
3. Grosswiler, P. (1998). *The method is the message: Rethinking McLuhan through critical theory* (p. c1998). Montréal: Black Rose Books.
4. Castells, Manuel. *Networks of Outrage and Hope: Social Movements in the Internet Age*. Polity Press, 2012.
5. Derrida, Jacques. *Speech and Phenomena and Other Essays on Husserl's Theory of Signs*. 1967.

### Suggested Reading

1. Ellul, Jacques. *The Technological Society*. New York: Alfred A. Knopf, 1964.
2. Ellul, Jacques. *Propaganda: The Formation of Men's Attitudes*. 1962.
3. Foucault, Michel. *Archaeology of Knowledge*. 1966.
4. Foucault, Michel. *The Order of Things: An Archaeology of the Human Sciences*. 1966.
5. Innis, Harold. *Empire and Communications*. With foreword by Marshall McLuhan. Toronto: Univ. of Toronto Press. 1972.
6. Innis, Harold. *The bias of communication*. 1951.
7. Jarvis, Jeff. *Public Parts: How Sharing in the Digital Age Improves the Way We Work and Live*. Simon & Schuster, 2011.
8. Kincheloe, J. L., & McLaren, P. (2011). Rethinking critical theory and qualitative research. In *Key works in critical pedagogy* (pp. 285-326). Brill.
9. Keyes, Ralph. *The Post-Truth Era: Dishonesty and Deception in Contemporary Life*. NY: St. Martin's Press, 2004.

### Web Resources

1. [https://repository.upenn.edu/cgi/viewcontent.cgi?article=1034&context=ppe\\_honors](https://repository.upenn.edu/cgi/viewcontent.cgi?article=1034&context=ppe_honors)
2. <https://www.triple-c.at/index.php/tripleC/article/view/270/290>
3. <https://camri.ac.uk/blog/articles/foundations-of-critical-theory-media-communication-and-society-volume-two/>
4. [https://www.zeepedia.com/read.php?critical\\_theories\\_role\\_of\\_mass\\_communication\\_in\\_a\\_society\\_the\\_mediation\\_of\\_social\\_relations\\_theories\\_of\\_communication&b=81&c=23](https://www.zeepedia.com/read.php?critical_theories_role_of_mass_communication_in_a_society_the_mediation_of_social_relations_theories_of_communication&b=81&c=23)
5. [https://www.infoamerica.org/documentos\\_pdf/francfort\\_tv.pdf](https://www.infoamerica.org/documentos_pdf/francfort_tv.pdf)



Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	2	2	2	2	-	-	-	2	2	-	-	-	K1
CO 2	-	2	3	3	2	-	-	-	2	3	-	-	K2
CO 3	-	2	3	-	-	-	-	-	3	-	-	-	K3
CO 4	-	2	2	2	2	-	3	-	-	-	2	3	K4
CO 5	-	2	-	2	2	2	3	-	-	-	-	3	K5, K6
Wt. Avg.	2	2	2.5	2.6	2	2	3	2	2.3	3	2	3	
Overall Mapping of the Course							PO: 2.3				PSO: 2.5		

Weightage for Correlation		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leq C < 100\%$	Substantial / High	3

### COMMUNICATION FOR SOCIAL CHANGE THROUGH PHOTOGRAPHY

<b>Course Code</b>			
<b>Credits</b>	4		
<b>Hours / Cycle</b>	90/6		
<b>Category</b>	<b>Part 1</b>	<b>Elective</b>	<b>Practical</b>
<b>Semester</b>	<b>III</b>		
<b>Year of Implementation</b>	<b>From the academic year 2024 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To demonstrate the field of communication and development as well as photography, theoretical foundations and emergence</li> <li>• To explain and identify development communication and communication crafted for social change</li> <li>• To identify and experiment with contemporary trends in media through the communication development theories</li> <li>• To contrast social change and depicting it through photography</li> <li>• To develop technical skills to equip photography skills and critical thinking skills to link visual culture and society to a thematic concept of social change and Communication for Social Change through Photography</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able</b>			
<b>CO 1</b>	To identify the potential of media and communication in development, particularly through visual representations	PSO1	K1
<b>CO 2</b>	To summarize the history of photography as an art, technology, and instrument of social change	PSO2,PSO3	K2
<b>CO 3</b>	To examine the complexities of development communication using images	PSO3	K3
<b>CO 4</b>	To deduce how visual methods enable in influencing development communication.	PSO3,PSO4,PSO5	K4

<b>CO 5</b>	To review social change and development paradigms and devise ideas to represent change and development through the lens of photography.	PSO3,PSO4	K5,K6
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<b>SYLLABUS</b>				
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY LEVELS</b>
<b>I</b>	<b>Defining Communication and Development</b> Elements and functions of Communication, Development Communication & Communication for Social Change, Development Communication and Development Journalism, Traditional and Contemporary Media in Development, Development Models: Diffusion, Agenda-setting, Globalization	18 Hours	1,2,3,4,5	1,2,3,4,5
<b>II</b>	<b>History Of Photography</b> Origin of Photography, Human Eye and Camera, Ancient Camera Models, Evolution of Digital Camera, Prominent Photographers in History; Art And Aesthetics of Visual Knowledge Construction, Photography and Activism	18 Hours	1,2,3,4,5	1,2,3,4,5
<b>III</b>	<b>Photography And Social Change</b> Meaning and Nature of Social Change, Genres of Photography: Street Photography, Press Photography; Role of Media in Development Communication, Social Media; Participatory Approaches in Development Communication and Photography	18 Hours	1,2,3,4,5	1,2,3,4,5
<b>IV</b>	<b>Ethical Dimension In Photography</b> Understanding and Establishing Consent, Ethical Codes and Considerations; Economics of Photography, Critical Analysis of Representation, Gender and Stereotypes, Reframing Development Communication Goals Defined by CFA (Communication Foundation For Asia) as Ethical Guidelines for practicing Social Change Photography	18 Hours	1,2,3,4,5	1,2,3,4,5
<b>V</b>	<b>Case Study &amp; Project Based Module</b> Practicing Photography to influence Social Change, Social Marketing and Education Entertainment; Project: Practice based Representation of Development and Social Change	18 Hours	1,2,3,4,5	1,2,3,4,5
<b>Prescribed Books/Textbooks</b>				

1. Willis, D. (2000). *Reflections in black: A history of black photographers, 1840 to the present*. New York & London: WW Norton.
2. Rockefeller Foundation (1999) *Communication for social change: A position paper and conference report*. New York: Rockefeller Foundation.
3. *Communications, Design, Performing Arts, and Related Occupations*. (1992). United States: U.S. Department of Labor, Bureau of Labor Statistics.
4. Quarmyne, W. (1991) *Towards a more participatory environment: Cross-linking establishment and alternative media*, In K. Boafo (Ed.), *Communication processes: Alternative channels and strategies for development support*. Ottawa: IDRC.

## References

1. (MpVE): Bridging transformative photography and mobile phone ethnography. *Journal of Public Policy & Marketing*, 38(1), 81-95.
2. Tenhunen, S. (2018). *A village goes mobile: Telephony, mediation, and social change in rural India*. Oxford University Press.
3. Wright, T. (2016). *The photography handbook*. Routledge.
4. Jarldorn, M. (2016). Picturing creative approaches to social work research: Using photography to promote social change. *Aotearoa New Zealand Social Work*, 28(4), 5.
5. Bogre, M. (2012). *Photography as activism: Images for social change*. CRC Press.
6. Singhal, A., Harter, L. M., Chitnis, K., & Sharma, D. (2007). Participatory photography as theory, method and praxis: Analyzing an entertainment-education project in India. *Critical Arts: A Journal of South-North Cultural Studies*, 21(1), 212-227.

## Suggested Reading

1. Gustavson, T. (2009). *Camera: a history of photography from daguerreotype to digital*. Sterling Innovation.
2. Sarah Kenne. (2009). *In the Darkroom: An Illustrated Guide to Photographic Processes Before the Digital Age*. National Gallery of Art
3. Henning, M. (2007). New lamps for old: Photography, obsolescence and social change.
4. Miller, C. J. (2006). Images from the streets: Art for social change from the Homelessness Photography Project. *Social Justice*, 33(2 (104), 122-134.

## Web Resources

1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6716192/>
2. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7001183/>
3. <https://www.tandfonline.com/doi/abs/10.1080/13604813.2019.1684039?journalCode=ccit20>
4. <https://www.sciencedirect.com/science/article/pii/S2352801X18301644>
5. [https://books.google.co.in/books?hl=en&lr=&id=zvmPDwAAQBAJ&oi=fnd&pg=PA1&dq=social+change+photography&ots=ei5jEznchJ&sig=oaq9KTMtdOjumKnD4Vp\\_spotyyo&redir\\_esc=y#v=onepage&q=social%20change%20photography&f=false](https://books.google.co.in/books?hl=en&lr=&id=zvmPDwAAQBAJ&oi=fnd&pg=PA1&dq=social+change+photography&ots=ei5jEznchJ&sig=oaq9KTMtdOjumKnD4Vp_spotyyo&redir_esc=y#v=onepage&q=social%20change%20photography&f=false)
6. <https://uwe-repository.worktribe.com/output/1032992>
7. [https://books.google.co.in/books?id=G6\\_pAwAAQBAJ&lpg=PR3&ots=zYi1h8SSSC&dq=social%20change%20photography&lr&pg=PR3#v=onepage&q&f=false](https://books.google.co.in/books?id=G6_pAwAAQBAJ&lpg=PR3&ots=zYi1h8SSSC&dq=social%20change%20photography&lr&pg=PR3#v=onepage&q&f=false)
8. <https://www.jstor.org/stable/29768374>
9. [https://books.google.co.in/books?id=k1VYDwAAQBAJ&lpg=PT8&ots=wmxFY\\_CU4Z&dq=social%20change%20development%20communication%20%22photography%22%20India&lr&pg=PT8#v=onepage&q&f=false](https://books.google.co.in/books?id=k1VYDwAAQBAJ&lpg=PT8&ots=wmxFY_CU4Z&dq=social%20change%20development%20communication%20%22photography%22%20India&lr&pg=PT8#v=onepage&q&f=false)

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Correlation of POs/PSOs to each CO and make a corresponding mapping table.

Course Articulation Matrix

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	2	-	-	2	-	-	-	2	-	-	-	-	K1
CO 2	-	2	2	2	2	-	-	-	2	2	-	-	K2
CO 3	-	-	2	2	3	-	-	-	-	3	-	-	K3
CO 4	-	2	3	3	3	2	2	-	-	3	2	2	K4
CO 5	-	2	2	2	2	-	2	-	-	2	2	-	K5, K6
Wt. Avg.	2	2	2.3	2.2	2.5	2	2	2	2	2.5	2	2	
Overall Mapping of the Course							PO: 2.1				PSO: 2.1		

Weightage for Correlation		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leq C < 100\%$	Substantial / High	3

### INTERNSHIP

<b>Course Code</b>			
<b>Credits</b>	<b>5</b>		
<b>Hours / Cycle</b>	<b>90/6</b>		
<b>Category</b>	<b>Part 1</b>	<b>Practical</b>	<b>Training</b>
<b>Semester</b>	<b>III</b>		
<b>Year of Implementation</b>	<b>From the academic year 2024 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To summarize the corporate / academic organization to work for and learn about the career opportunities in various media organisation</li> <li>• To get exposure to work as part of a team and to summarize about the career opportunities in various media organisation</li> <li>• To take ownership and responsibility, within the scope of an intern or trainee, identify and gain practical experience in the field</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able</b>			
<b>CO 1</b>	To define the nuances of job entrusted and document it as a report		
<b>CO 2</b>	To journal their performance progress and gain valuable insights		
<b>CO 3</b>	To experiment with real world problems in a field relevant to their major of studies		
<b>CO 4</b>	To analyze the field work and its function in the economy and ability to integrate existing and new technical knowledge for industrial application		
<b>CO 5</b>	To comply with both the Organizational as well as Department's guidelines, recommendations and instructions pertaining to the training / internship		

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVELS

<b>I</b>		Hours	1,2,3,4,5	1,2,3,4,5
<b>II</b>		Hours	1,2,3,4,5	1,2,3,4,5
<b>III</b>		Hours	1,2,3,4,5	1,2,3,4,5
<b>IV</b>		Hours	1,2,3,4,5	1,2,3,4,5
<b>V</b>		Hours	1,2,3,4,5	1,2,3,4,5
<b>Prescribed Books/Textbooks</b>				
<b>References</b>				
<b>Suggested Reading</b>				
<b>Web Resources</b>				

Correlation of POs/PSOs to each CO and make a corresponding mapping table.

Course Articulation Matrix													
Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	-	-	-	-	-	-	-	-	-	-	-	-	K1
CO 2	-	-	-	-	-	-	-	-	-	-	-	-	K2
CO 3	-	-	-	-	-	-	-	-	-	-	-	-	K3
CO 4	-	-	-	-	-	-	-	-	-	-	-	-	K4
CO 5	-	-	-	-	-	-	-	-	-	-	-	-	K5, K6
Wt. Avg.	-	-	-	-	-	-	-	-	-	-	-	-	
Overall Mapping of the Course							PO:				PSO:		

Weightage for Correlation		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leq C < 100\%$	Substantial / High	3

### MEDIA ENTREPRENEURSHIP AND INNOVATION

<b>Course Code</b>			
<b>Credits</b>	4		
<b>Hours / Cycle</b>	90/6		
<b>Category</b>	<b>Part 1</b>	<b>Core</b>	<b>Theory</b>
<b>Semester</b>	IV		
<b>Year of Implementation</b>	From the academic year 2024 onwards		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To prepare learners to become independent media entrepreneurs</li> <li>• To specify the economic and financial aspects of the news media business</li> <li>• To identify the attitude and approaches required to become a media entrepreneur.</li> <li>• To assume and distinguish the requirements for establishing a media business</li> <li>• To survey sources of capital and revenue models for media enterprise</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able</b>			
<b>CO 1</b>	To find business opportunities and platforms for media entrepreneurship	PSO1,PSO2	K1
<b>CO 2</b>	To group together a detailed proposal and strategic vision for establishing a media start-up	PSO2,PSO3	K2
<b>CO 3</b>	To chart a business plan and online collaboration workspace for media startups	PSO2,PSO3,PSO4	K3
<b>CO 4</b>	To estimate the opportunities and economic risks in media entrepreneurship	PSO4,PSO5	K4
<b>CO 5</b>	To debate and compose a low-cost budget and revenue model for a multimedia content packaging requirement for a freelance assignment	PSO4,PSO5	K5,K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVELS
<b>I</b>	<b>Emerging Opportunities in Digital Media Business</b> Changing Media Business Landscape-Sharing Economy- How News Organizations Build	16 Hours	1,2,3,4,5	1,2,3,4,5



	Digital Loyalty and Generate Revenue Through the “Original Platform”, Concepts of Entrepreneurship, Media Entrepreneurship, Creative Industries- Freelancing and building your brand			
<b>II</b>	<b>Economics of Information and Media</b> Economics of Information and Media, Media Market Analysis. Media Sustainability, Economics of New Media and Creative Industries, Political Economic Perspective on Digital Media-Digital Labour	16 Hours	1,2,3,4,5	1,2,3,4,5
<b>III</b>	<b>Entrepreneurship and Innovation</b> Digital Entrepreneurship- Start-up Ecosystem in India, Media Enterprise as Social Entrepreneurship, Becoming a Media Entrepreneur. Critical Business and Entrepreneurial Skills for Success-Collaboration, Innovation in Media Business-AI Driven Business Models	18 Hours	1,2,3,4,5	1,2,3,4,5
<b>IV</b>	<b>Building Online Media Business</b> Establishing Online and Social Media Business, Business Plan for Implementing Media Enterprise., No-code Apps Development Process. Types of Apps. App users, App Development, Design, coding and testing Embedding social media, App stores, Digital editions, News aggregators, Apps for wearables, Project Management for Digital Media, Strategic Media Management-Security Risks. Copyright, Creative Commons License Royalties, Contracts	20 Hours	1,2,3,4,5	1,2,3,4,5
<b>V</b>	<b>Financing Online Media Business</b> Financial Management for Media Enterprise. Revenue Models and Revenue Streams-Crowdsourcing and Fund Raising. Monetisation, Financial Management for Media Enterprise, Blockchain, Cryptocurrency and Non-Fungible Tokens (NFT) for Media enterprise, Marketing and Promoting Media Enterprises.	20 Hours	1,2,3,4,5	1,2,3,4,5

**Prescribed Books/Textbooks**

1. Community.
2. Henry, C. (Ed.). (2007). *Entrepreneurship in the creative industries: An international perspective*. Edward Elgar Publishing.
3. Ratten, V. (2017). *Entrepreneurship, innovation and smart cities*. Routledge.
4. Neergaard, H., & Ulhøi, J. P. (Eds.). (2007). *Handbook of qualitative research methods in entrepreneurship*. Edward Elgar Publishing.
5. Hang, M., & Van Weezel, A. (2007). Media and entrepreneurship: A survey of the literature relating both concepts. *Journal of Media Business Studies*, 4(1), 51-70.
6. Bessant, J., & Tidd, J. (2007). *Innovation and entrepreneurship*. John Wiley & Sons.
7. Gawer, A. (Ed.). (2011). *Platforms, markets and innovation*. Edward Elgar Publishing.

## References

1. Bygdås, A. L., Clegg, S., & Hagen, A. L. (2019). Media Management and Digital Transformation. Routledge.
2. Abernathy, P. M., & Sciarrino, J. (2018). The Strategic Digital Media Entrepreneur. John Wiley & Sons.
3. Küng, L. (2015). Innovators in Digital News. Bloomsbury Publishing.
4. Hoag, A., & Compaine, B. (2006). Media entrepreneurship in the era of big media: Prospects for new entrants. *Frontiers of Entrepreneurship Research*, 26(19), 6.
5. Rohn, U., & Evens, T. (2020). Media Management Matters: Challenges and Opportunities for Bridging Theory and Practice. Routledge.
6. Hang, M., & Van Weezel, A. (2007). Media and entrepreneurship: What do we know and where should we go?. *Journal of Media Business Studies*, 4(1), 51-70.
7. Albarran, A., Mierzejewska, B., & Jung, J. (2018). Handbook of Media Management and Economics. Routledge.

## Suggested Reading

1. bibliometric analysis of media entrepreneurship research between 2005 and 2017. *Nordic Journal of Media Management*, 1(2), 187-207.
2. Ann Hollifield, C., Wicks, J. L., Sylvie, G., & Lowrey, W. (2015). Media Management: A Casebook Approach. Routledge.
3. Ferrier, M., & Mays, E. (2017). Media Innovation and Entrepreneurship. Rebus Foundation.
4. Johnston, K. A., & Taylor, M. (2018). The Handbook of Communication Engagement. John Wiley & Sons.
5. Khajeheian, D. (2017). An introduction to entrepreneurship and innovation in media markets. *Global Media Journal–Canadian Edition*, 10(1), 1-8.

## Web Resources

1. <https://unglueit-files.s3.amazonaws.com/ebf/b8d4d8d0ccc14dad88e7e2b6410ba7ed.pdf>
2. <https://www.cislm.org/digitalstrategy/>
3. [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S1692-02792017000100091](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1692-02792017000100091)
4. <https://www.ediindia.org/>
5. <https://fardapaper.ir/mohavaha/uploads/2019/11/Fardapaper-Social-media-and-entrepreneurship-research-A-literature-review.pdf>

Correlation of POs/PSOs to each CO and make a corresponding mapping table.

## Course Articulation Matrix

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	2	2	2	2	-	-	-	2	2	-	-	-	K1
CO 2	-	2	2	2	2	-	-	-	2	2	-	-	K2
CO 3	-	3	3	3	3	-	2	-	3	3	2	-	K3
CO 4	-	2	2	2	2	3	3	-	-	-	2	2	K4
CO 5	-	2	3	3	3	3	3	-	-	-	2	2	K5, K6
Wt. Avg.	2	2.2	2.4	2.4	2.5	2	2.7	2	2.3	2.5	2	2	
Overall Mapping of the Course							PO: 2.3						PSO: 2.2

<b>Weightage for Correlation</b>		
<b><math>0 \leq C \leq 5\%</math></b>	<b>No correlation</b>	<b>-</b>
<b><math>5\% &lt; C \leq 40\%</math></b>	<b>Low / Slight</b>	<b>1</b>
<b><math>40\% &lt; C &lt; 60\%</math></b>	<b>Moderate</b>	<b>2</b>
<b><math>60\% \leq C &lt; 100\%</math></b>	<b>Substantial / High</b>	<b>3</b>

## TRANSMEDIA STORYTELLING

<b>Course Code</b>			
<b>Credits</b>	4		
<b>Hours / Cycle</b>	90/6		
<b>Category</b>	<b>Part 1</b>	<b>Core</b>	<b>Practical</b>
<b>Semester</b>	IV		
<b>Year of Implementation</b>	From the academic year 2024 onwards		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To evaluate the pros and cons of transmedia strategies</li> <li>To analyse components and structure of transmedia storytelling in the context of Over the Top (OTT) Platforms</li> <li>To demonstrate competency in transmedia communication strategies</li> <li>To develop hands-on training on transmedia production process</li> <li>To build procedural knowledge on transmedia project development for OTT Platforms</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able</b>			
<b>CO 1</b>	To identify a strategic plan and budget for transmedia storytelling for OTT platform on entertainment or strategic communication content	PSO1,PSO2	K1
<b>CO 2</b>	To express an ability to prepare a script and storyboard for transmedia project and a web series for OTT	PSO3,PSO4	K2
<b>CO 3</b>	To experiment with multimedia skills and produce a short project for transmedia distribution.	PSO1,PSO4	K3
<b>CO 4</b>	To illustrate the decision making process for adopting a transmedia storytelling in marketing or journalism context	PSO3,PSO5	K4
<b>CO 5</b>	To assess and build popular an on-going transmedia project	PSO3,PSO4,PSO5	K5,K6

SYLLABUS				
UNIT	CONTENT	HOURS	COs	BLOOM'S TAXONOMY LEVELS
<b>I</b>	<b>Understanding Transmedia Storytelling</b> Defining Transmedia-Traditional Narrative Texts Vs Transmedia Storytelling. Over the Top (OTT) as Transmedia Storytelling., How Are the Internet and Social Media Affecting Visual Storytelling? The Four Creative Purposes for Transmedia Storytelling, Basics of Traditional Storytelling, Transmedia	18 Hours	1,2,3,4,5	1,2,3,4,5

	Storytelling in Entertainment, Journalism, Marketing, and Strategic Communications, Writing for Transmedia Is Different-Covering Actions Multiple Platforms			
<b>II</b>	<b>Other The Top (OTT) Services As Transmedia Storytelling</b> Netflix, Amazon, and Other OTT Streaming Services. Access, Popularity and Audience Reception. SWOT Analysis of Netflix, Analyzing Transmedia Storytelling Strategies in Web Series and Online Television. Web Documentaries (e.g. Social Dilemma), Understanding the Complexity of OTT Production Process. People, Resources and Strategies Employed in Production of Web Series., Mediations of Hashtags Within Transmedia OTT Programming	18 Hours	1,2,3,4,5	1,2,3,4,5
<b>III</b>	<b>Transmedia Strategies</b> Immersive Media Design Within a Transmedia Space, Integrating Social Media in Transmedia Projects, Can Transmedia Strategy Revitalise Television, Entertainment and Media Industry? Strategies for Promoting Transmedia Content. Lessons from OTT Popular Platforms	16 Hours	1,2,3,4,5	1,2,3,4,5
<b>IV</b>	<b>Transmedia Production</b> Technical Review: Composition Sound Design. Visual Montage, Transmedia Storytelling Structure. Codifying Story Elements- Story Structure, Transmedia Script for Nonfictional Narratives. Interactive Narratives., Scriptwriting and Storyboarding for Transmedia Project. Scripting for Web Series. Adding Interactivity to Script	20 Hours	1,2,3,4,5	1,2,3,4,5
<b>V</b>	<b>Transmedia Journalism Practices</b> Transmedia Project Management-Working with Tech Team. Roles and Responsibilities in Web Series Production Team, Designing Transmedia Journalism Projects for Web and OTT Platforms, Design Practice in Transmedia Fiction and Non-fiction Content, The Business of Transmedia Storytelling-Funding Issues. Business of OTT	18 Hours	1,2,3,4,5	1,2,3,4,5

**Prescribed Books/Textbooks**

1. Berger, R. (2019). Dramatic Storytelling & Narrative Design: A Writer's Guide to Video Games and Transmedia. CRC Press.
2. Bernardo, N. (2011). The Producer's Guide to Transmedia: How to Develop, Fund, Produce and Distribute Compelling Stories Across Multiple Platforms. Beactive Books.
3. Christin, M., Obadyah, A. B., & Ali, D. S. F. (2021). Transmedia Storytelling. Syiah Kuala University Press.
4. Freeman, M., & Gambarato, R. R. (2018). The Routledge Companion to Transmedia Studies. Routledge.

5.	Gambarato, R. R., & Alzamora, G. C. (2018). Exploring Transmedia Journalism in the Digital Age. IGI Global.
<b>References</b>	
1.	Gambarato, R. R., Alzamora, G. C., & Tárchia, L. (2020). Theory, Development, and Strategy in Transmedia Storytelling. Routledge.
2.	Bethmann, E. (2020). SWOT Analysis of Netflix. GRIN Verlag.
3.	Drennan, M., Baranovsky, Y., & Baranovsky, V. (2018). Scriptwriting for Web Series: Writing for the Digital Age. Routledge. Harte, L. (2020). OTT Business Opportunities: Streaming TV, Advertising, TV Apps, Social TV, and TCommerce. DiscoverNet.
4.	Hastings, R., & Meyer, E. (2020). No Rules Rules: Netflix and the Culture of Reinvention. Random House.
<b>Suggested Reading</b>	
1.	Hancox, D. (2021). The Revolution in Transmedia Storytelling through Place: Pervasive, Ambient and Situated. Routledge.
2.	Hernández-Santaolalla, V., & Barrientos-Bueno, M. (2020). Handbook of Research on Transmedia Storytelling, Audience Engagement, and Business Strategies. IGI Global.
3.	McErlean, K. (2018). Interactive Narratives and Transmedia Storytelling: Creating Immersive Stories Across New Media Platforms. Taylor & Francis.
4.	Weedon, A. (2021). The Origins of Transmedia Storytelling in Early Twentieth Century Adaptation. Springer International Publishing.
5.	Yilmaz, R., Erdem, M. N., & Resuloğlu, F. (2018). Handbook of Research on Transmedia Storytelling and Narrative Strategies. IGI Global.
6.	Phillips, A. (2012). <i>A Creator's Guide to Transmedia Storytelling: How to Captivate and Engage Audiences across Multiple Platforms</i> . McGraw Hill Professional.
<b>Web Resources</b>	
1.	<a href="https://www.coursera.org/learn/transmedia-storytelling">https://www.coursera.org/learn/transmedia-storytelling</a>
2.	<a href="https://www.mooc-list.com/course/transmedia-storytelling-futurelearn">https://www.mooc-list.com/course/transmedia-storytelling-futurelearn</a>

Correlation of POs/PSOs to each CO and make a corresponding mapping table.

#### Course Articulation Matrix

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	2	2	2	2	-	-	-	2	2	-	-	-	K1
CO 2	-	2	2	3	2	-	2	-	-	2	2	-	K2
CO 3	3	3	3	2	2	-	2	3	-	-	3	-	K3
CO 4	-	2	2	2	2	3	3	-	-	3	-	3	K4
CO 5	-	3	3	3	3	3	3	-	-	2	2	3	K5, K6
Wt. Avg.	2.5	2.4	2.4	2.4	2.6	3	2.5	2.5	2	2.3	2.3	3	
Overall Mapping of the Course							PO: 2.5				PSO: 2.4		

Weightage for Correlation		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leq C < 100\%$	Substantial / High	3

## DISSERTATION OR CAPSTONE & PORTFOLIO PROJECT

Course Code	
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<b>Credits</b>	<b>10</b>		
<b>Hours / Cycle</b>	<b>180/6</b>		
<b>Category</b>	<b>Part 1</b>	<b>Core</b>	<b>Practical</b>
<b>Semester</b>	<b>IV</b>		
<b>Year of Implementation</b>	<b>From the academic year 2024 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To define criteria for evaluating standard methods in social research</li> <li>• To apply ethical practices and intellectual virtues for undertaking academic research</li> <li>• To experiment with source-based academic writing skills</li> <li>• To construct an outline of a thesis using referencing, citation, and note-taking</li> <li>• To develop skills necessary to undertake academic research</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able</b>			
<b>CO 1</b>	To find literature and associate it to selected topics	PSO1,PSO2	K1, K2
<b>CO 2</b>	To categorize an annotated bibliography following the APA style guide	PSO2,PSO4	K2
<b>CO 3</b>	To experiment with digital workspace for research using applications like Zotero	PSO4,PSO5	K3
<b>CO 4</b>	To break down academic research articles and evaluate quality based on protocols	PSO2,PSO3,PSO5	K4
<b>CO 5</b>	To hypothesize and write a dissertation on any approved topic, as approved by guide	PSO1,PSO4,PSO5	K5,K6

<b>SYLLABUS</b>				
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY LEVELS</b>
<b>I</b>	<b>Literature Review</b> Thinking Critically About Research., Traditional Reviews and Systematic Reviews, Other Types of Literature Review, Apps for Literature	36 Hours	1,2,3,4,5	1,2,3,4,5
<b>II</b>	<b>Using Academic Sources</b> Literature Search, Using Reference Manager Apps, Annotated Bibliography., Avoiding Plagiarism	28 Hours	1,2,3,4,5	1,2,3,4,5
<b>III</b>	<b>Referencing And Citation</b> Formats of the Research Paper and Thesis, Writing Literature Reviews, Academic Writing Style	30 Hours	1,2,3,4,5	1,2,3,4,5



<b>IV</b>	<b>Understanding the dissertation writing flow</b> Chapterization, Writing, internal coherence, logical flow	40 Hours	1,2,3,4,5	1,2,3,4,5
<b>V</b>	<b>Presentation Of Thesis And Research Ethics</b> Developing an Argument, Evaluating an Argument, Research Ethics-Key Issues and Guidelines for Responsible Research Best Practices, Publication Process, Metrics and Publication Ethics	46 Hours	1,2,3,4,5	1,2,3,4,5

#### Prescribed Books/Textbooks

1. Efron, S. E., & Ravid, R. (2018). Writing the Literature Review. Guilford Publications.
2. Mugambi, A. M. (2020). A Practical Guide to Academic Writing: A Guide to Research Proposal Writing, Data Collection and Analysis, and Final Research Report. Independently Published.
3. Ridley, D. (2012). The Literature Review: A Step-by-Step Guide for Learners . SAGE.

#### References

4. Lampert, L. (2014). Combating Student Plagiarism: An Academic Librarian's Guide. Elsevier.
5. Hempel, S. (2019). Conducting Your Literature Review. American Psychological Association.
- Katz, M. J., Kennedy, D., & Kane, T. S. (2015). From research to manuscript: A guide to scientific writing | Michael J. Katz
6. Gough, D., Oliver, S., & Thomas, J. (2017). An Introduction to Systematic Reviews. SAGE.

#### Suggested Reading

7. Higgins, J. P. T., Thomas, J., Chandler, J., Cumpston, M., Li, T., Page, M. J., & Welch, V. A. (2019). Cochrane Handbook for Systematic Reviews of Interventions. John Wiley & Sons.
8. A, R. C. M. (2020). Academic Writing Survival Guide: What the Purists
9. Krause, S. D. (2020). The Process of Research Writing.

#### Web Resources

Correlation of POs/PSOs to each CO and make a corresponding mapping table.

#### Course Articulation Matrix

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	2	2	2	2	-	-	-	2	2	-	-	-	K1
CO 2	-	2	2	2	2	-	2	-	2	-	3	-	K2
CO 3	-	2	2	2	2	2	2	-	-	-	3	3	K3
CO 4	-	3	3	3	3	3	3	-	2	3	3	3	K4
CO 5	3	3	3	3	3	3	3	3	-	-	3	3	K5, K6
Wt. Avg.	2.5	2.4	2.4	2.4	2.5	2.7	2.5	2.5	2	3	3	3	

Overall Mapping of the Course	PO: 2.5		PSO: 2.7
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Weightage for Correlation		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leq C < 100\%$	Substantial / High	3

#### FILM APPRECIATION AND ANALYSIS

Course Code	
Credits	4

<b>Hours / Cycle</b>	<b>90/6</b>		
<b>Category</b>	<b>Part 1</b>	<b>Elective</b>	<b>Theory</b>
<b>Semester</b>	<b>IV</b>		
<b>Year of Implementation</b>	<b>From the academic year 2024 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To define the concept of culture, Art, and Film.</li> <li>• To explain about film and its narrative structure.</li> <li>• This course provides an overview of film history and exposes students to the various film movements in cinema and World Cinema.</li> <li>• To analyze core concepts of product design and the various phases of production such as concept to the script.</li> <li>• To discover about Contemporary Cinema and trends.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able</b>			
<b>CO 1</b>	To define the basics of film, art, and culture.	PSO1,PSO3	K1
<b>CO 2</b>	To summarize significant knowledge about the various film movements. Examine narrative and non-narrative film forms.	PSO2,PSO3,PSO4	K2,K3
<b>CO 3</b>	Examine Indian Film History and contemporary trends in filmmaking.	PSO2,PSO4,PSO5	K3
<b>CO 4</b>	To deduce in-depth knowledge about the techniques involved in generating concepts, developing their stories, and writing an effective screenplay.	PSO4,PSO5	K4
<b>CO 5</b>	To assess and compose views on the films and techniques based on the theories and concepts	PSO4,PSO5	K5,K6

<b>SYLLABUS</b>				
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY LEVELS</b>
<b>I</b>	<b>Film Studies- Definition &amp; Concept</b> Film studies- definition & Concept; Film; Film Semiotics; Film and cultural identity: Levels of understanding, Culture & Art; Film as a medium; Development of cinema as a medium of art and communication.; Film Language; Motion Picture- Magic Lantern & Persistence of Vision; History of Cinema- Pioneers of Cinema- The Motion Picture Patent Company (MPPC)	18 Hours	1,2,3,4,5	1,2,3,4,5
<b>II</b>	<b>Concepts Of Films</b> Narrative form - non-narrative form, Film Genre- Definition & Concept; Types of Film Genres- Main Film Genres, Sub Film Genres & Hybrids Genres; Other major film categories: Concepts of films - narrative form	18 Hours	1,2,3,4,5	1,2,3,4,5

	- non-narrative form., Understanding basic elements of Film: Aesthetics, Acting, Costume, Music Cinematography, Mise-en-scene, Sound, Editing, Visual Effects, and the roles of artists., Film and Meaning, Cinematic codes, Montage, Props, Cinematic Codes.			
<b>III</b>	<b>Indian Cinema</b> The arrival of the Cinema; Pioneers of Indian Cinema- Dada Saheb Phalke alkie Indian Cinema; Studio System- P.C. Barua & V. Shantaram; Writer 's era- Film Maker - C.V. Sridhar & J.Mahendran; New Indian Cinema Satyajit Ray & Mrinal Sen; Indian Women Filmmakers; The emergence of Indian Regional Cinemas, Pioneers of Tamil Cinema- Kalidas & Original Tamil Talkies; South Indian cinema: Director Bharathiraja, Balachander, Balu Mahendra, Shankar & Adoor GopalaKrishnan – Kerala Cine Industry.	16 Hours	1,2,3,4,5	1,2,3,4,5
<b>IV</b>	<b>World Cinema</b> Different Schools of World Cinema, German Expressionism, Style & Characteristics- Fritz Lang- The Golden Age of German Cinema; French Impressionism, Surrealism & New Wave Cinema; Soviet Montage- Lev Kuleshov, Vsevelod Pudovkin & Sergei Eisenstein, Italian Neo-Realism- origin & development- Vitoria De Sica; Japanese Cinema- Akira Kurasova; Latin Cinema; Third world Cinema, Political Cinema.	18 Hours	1,2,3,4,5	1,2,3,4,5
<b>V</b>	<b>Film Analysis</b> Approaches to Film Analysis, Semiotic Analysis of Film, Marxist Analysis, materialism, Sociological Analysis, Critical Discourse Analysis (CDA), Case studies and Exercises in Film analysis	20 Hours	1,2,3,4,5	1,2,3,4,5

#### Prescribed Books/Textbooks

1. Gokulsing, K. M., & Dissanayake, W. (Eds.). (2013). *Routledge handbook of Indian cinemas*. Routledge.
2. Nelmes, J. (2012). *Introduction to film studies*. Routledge.
3. Hill, J., Gibson, P. C., Dyer, R., Kaplan, E. A., & Willemen, P. (Eds.). (1998). *The Oxford guide to film studies* (p. 262). Oxford: Oxford University Press.
4. Rajadhyaksha, A. (2009). *Indian cinema in the time of celluloid: from Bollywood to the emergency* (p. 12). Bloomington: Indiana University Press.
5. Lobato, R. (2012). *Shadow economies of cinema: Mapping informal film distribution*. Bloomsbury Publishing.
6. White, P. (2015). *Women's cinema, world cinema: projecting contemporary feminisms*. Duke University Press.
7. Bellour, R. (2000). *The analysis of film*. Indiana University Press.

#### References

1. Audissino, Emilio. 2017. Film/Music Analysis: A Film Studies Approach. Springer.
2. Brown, Larry A. 2018. How Films Tell Stories: The Narratology of Cinema. Creative Arts Press.
3. Gillespie, Michael Patrick. 2019. Film Appreciation through Genres. McFarland.
4. Kuhn, Annette, and Guy Westwell. 2020. A Dictionary of Film Studies. Oxford University Press.
5. Prince, S. (1993). The discourse of pictures: Iconicity and film studies. *Film Quarterly*, 47(1), 16-28.
6. Monti, Alessandro, and Carole Rozzonelli. 2016. Experiments in Film Appreciation. Lulu.com.

### Suggested Reading

1. Thummy, Francis Arackal. 2019. Semiotic Analysis of Media Content. GRIN Verlag.
2. Givanni, June. 2019. Symbolic Narratives/African Cinema: Audiences, Theory and the Moving Image. Bloomsbury Publishing.
3. Mulvey, Laura. 2016. Laura Mulvey "Visual Pleasure and Narrative Cinema" 1975. Afterall Books.
4. Roy, Piyush. 2022. Appreciating Melodrama: Theory and Practice in Indian Cinema and Television. Bloomsbury Publishing.
5. Srinivas, L. (2002). The active audience: spectatorship, social relations and the experience of cinema in India. *Media, Culture & Society*, 24(2), 155-173.
6. Prince, S. (1993). The discourse of pictures: Iconicity and film studies. *Film Quarterly*, 47(1), 16-28.
7. Andrew, D. (2000). The "three ages" of cinema studies and the age to come. *PMLA*, 115(3), 341-351.

### Web Resources

1. <https://researchguides.uvm.edu/c.php?g=953842&p=6891494>
2. <https://nofilmschool.com/Film-theory-basic-terms>
3. [https://onlinecourses.nptel.ac.in/noc20\\_hs63/preview](https://onlinecourses.nptel.ac.in/noc20_hs63/preview)
4. <https://www.encyclopedia.com/arts/encyclopedias-almanacs-transcripts-and-maps/film-studies>
5. <https://www.youtube.com/watch?v=Lilpx3BlvBE>
6. <http://www.filmreference.com/encyclopedia/Criticism-Ideology/Film-Studies-FILM-AS-A-N-ART-AND-THEHUMANISTIC-TRADITION.html>
7. <https://lib.lavc.edu/c.php?g=571229&p=7713427>

Correlation of POs/PSOs to each CO and make a corresponding mapping table.

### Course Articulation Matrix

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	2	-	2	2	2	-	-	2	-	2	-	-	K1
CO 2	-	3	3	3	2	-	2	-	2	2	2	-	K2
CO 3	-	3	3	3	2	2	2	-	3	-	3	3	K3
CO 4	-	2	2	2	2	2	2	-	-	-	3	3	K4
CO 5	-	3	3	3	3	3	3	-	-	-	3	3	K5, K6
Wt. Avg.	2	2.8	2.6	2.6	2.2	2.3	2.3	2	2.5	2	2.8	3	

Overall Mapping of the Course	PO: 2.4		PSO: 2.5
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Weightage for Correlation		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leq C < 100\%$	Substantial / High	3

<b>Course Code</b>			
<b>Credits</b>	<b>4</b>		
<b>Hours / Cycle</b>	<b>90/6</b>		
<b>Category</b>	<b>Part 1</b>	<b>Elective</b>	<b>Theory</b>
<b>Semester</b>	<b>IV</b>		
<b>Year of Implementation</b>	<b>From the academic year 2024 onwards</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To define the technical knowledge and skills needed to protect and defend against cyber threats.</li> <li>• To systematically educate the necessity to understand the impact of cybercrimes and threats with solutions in a global and societal context</li> <li>• To demonstrate the foundations of Cyber Security and threat landscape</li> <li>• To assume suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society.</li> <li>• To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets.</li> </ul>		
<b>CO #</b>	<b>Course Outcome(s)</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Levels (K1 to K5)</b>
<b>On completing the course successfully, the student will be able</b>			
<b>CO 1</b>	To define the basic terminologies related to Cyber Security and current Cyber Security threat landscape.	PSO1,PSO3	K1,K2
<b>CO 2</b>	To express understanding of the cyber-attacks, cyber crimes and the remedial measures that could be taken in terms of reporting them and the prescribed laws pertaining them.	PSO2,PSO3,PSO4	K2
<b>CO 3</b>	To determine the legal framework that exist in India for cybercrimes and the penalties and punishments for such crimes.	PSO2,PSO5	K3
<b>CO 4</b>	To deduce aspects related to personal data privacy and security. They will also get insight into the Data Protection Bill,2019, data privacy and security issues related to social media platforms	PSO2,PSO5	K4
<b>CO 5</b>	To review and adapt the main components of Cyber Security plan. They will also gain insight into risk-based assessment, requirement of security controls and need for cyber security audit and compliance.	PSO2,PSO4,PSO5	K5,K6

<b>SYLLABUS</b>				
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>BLOOM'S TAXONOMY LEVELS</b>
<b>I</b>	<b>Definition &amp; Concept</b> Cyber Security Awareness for Journalists-Cyber Security Increasing Threat	18 Hours	1,2,3,4,5	1,2,3,4,5

	Landscape- Information and Cyber Warfare, Cyber Security Terminologies- Cyberspace, Attack, Attack Vector, Attack Surface, Threat, Risk, Vulnerability, Exploit, Exploitation, Hacker, Non-State Actors, Cyber Terrorism, Critical IT and National Critical Infrastructure, Cyberwarfare, Case Studies, Forms of Cyber Crimes- Types of Cybercrime-Impact of Cyber Crimes			
<b>II</b>	<b>Cyber Crime</b> Cybercrimes Targeting Computer Systems - Data Diddling Attacks, Spyware, Logic Bombs, DoS, DDoS, APTs, Virus, Trojans, Ransomware, Data Breach., Online Scams and Frauds- Email Scams, Phishing, Vishing, Smishing, Online Job Fraud, Online Sextortion., Debit/Credit Card Fraud, Online Payment Fraud, Cyberbullying, Website Defacement, Cyber-Squatting, Pharming, Cyber Espionage, Crypto Jacking, Darknet-Illegal Trades, Drug Trafficking, Human Trafficking., cybercrime Against Persons- Cyber Grooming, Child Pornography, Cyber Stalking., Social Engineering Attacks.	18 Hours	1,2,3,4,5	1,2,3,4,5
<b>III</b>	<b>Information Security</b> Social Media Scams & Frauds-impersonation, identity theft, job scams, setting privacy settings on social media platforms. Registering compliant on a Social media platform, Cyber Crime Laws and Enforcement- Platforms for reporting cybercrimes. Checklist for reporting cybercrime online., Cyber Police stations, Crime reporting procedure	16 Hours	1,2,3,4,5	1,2,3,4,5
<b>IV</b>	<b>Protecting Personal Information</b> Defining Data, Meta-Data, Big Data, Non-Personal Data. Data Protection, Data Privacy and Data Security, Personal Data Protection Bill and Its Compliance, Data Protection Principles., Big data security issues and challenges, Data protection regulations of other countries, Protection of End User Machine. Data Storage Security Issues. Data Privacy Challenges. Data Protection Principles., General Data Protection Regulations (GDPR),2016 Personal Information Protection and Electronic Documents Act (PIPEDA). Social Media- Data Privacy and Security Issues.	20 Hours	1,2,3,4,5	1,2,3,4,5
<b>V</b>	<b>Cyber Security Management, Compliance and Governance</b> Cyber Security Plan- Cyber Security Policy, Cyber Crises Management Plan., Business Continuity, Risk Assessment, Types of	20 Hours	1,2,3,4,5	1,2,3,4,5



	Security Controls and Their Goals, Investigative Process. Cyber Security Audit and Compliance., Privacy Awareness and Training-Prepare Password Policy for Computer and Mobile Device. Security Controls for Computer and Implement Technical Security Controls in the Personal Computer. National Cyber Security Policy and Strategy			
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### **Prescribed Books/Textbooks**

1. Christen, M., Gordijn, B., & Loi, M. (2020). *The ethics of cybersecurity* (p. 384). Springer Nature.
2. Guiora, A. N. (2017). *Cybersecurity: geopolitics, law, and policy*. Routledge.
3. Jadey, S., Girish, S. C., Raghavendra, K., Srinidhi, H. R., & Anilkumar, K. M. (2022). Introduction to Cyber Security. In *Methods, Implementation, and Application of Cyber Security Intelligence and Analytics* (pp. 1-24). IGI Global.
4. Hoffman, L. J., Brandimarte, L., & Osborne, L. (2016). Cross-Disciplinary Collaboration in Cybersecurity: A Workshop Report. *Cyber Security and Privacy Research Institute. The George Washington University*.

### **References**

1. McGregor, S. E. (2021). *Information Security Essentials: A Guide for Reporters, Editors, and Newsroom Leaders*. Columbia University Press.
2. Goodman, M. (2015). *Future Crimes: Inside the Digital Underground and the Battle For Our Connected World*. Random House.
3. Bell, E., & Owen, T. (2017). *Journalism After Snowden: The Future of the Free Press in the Surveillance State*. Columbia University Press.
4. Douglas, K. (2020). *Cyber Security for Beginners: Understanding Cybersecurity and Ways to Protect Yourself*. Independently Published.
5. Wacks, R. (2015). *Privacy: A Very Short Introduction*. OUP Oxford.
6. Kävrestad, J. (2018). *Fundamentals of Digital Forensics: Theory, Methods, and Real-Life Applications*. Springer.
7. Holt, T. J., Bossler, A. M., & Seigfried-Spellar, K. C. (2015). *Cybercrime and Digital Forensics: An Introduction*. Routledge.

### **Suggested Reading**

1. Friedewald, M., & Pohoryles, R. J. (2016). *Privacy and Security in the Digital Age: Privacy in the Age of Super-Technologies*. Routledge.
2. Greenleaf, G. (2014). *Asian Data Privacy Laws: Trade & Human Rights Perspectives*. OUP Oxford.
3. Larsen, A. G., Fadnes, I., & Krøvel, R. (2020). *Journalist Safety and Self-Censorship*. Routledge.
4. Jamil, S. (2020). *Handbook of Research on Combating Threats to Media Freedom and Journalist Safety*. IGI Global.
5. Zhang, X., & Choo, K.-K. R. (2020). *Digital Forensic Education: An Experiential Learning Approach*. Springer International Publishing.

### **Web Resources**

1. <https://www.ntnu.edu/iik>
2. <https://www.coursera.org/learn/network-security-communications-sscp>
3. <https://arxiv.org/ftp/arxiv/papers/2009/2009.09210.pdf>
4. <https://joctec.org/articles/1-1/114.pdf>
5. [https://onlinecourses.swayam2.ac.in/cec20\\_cs15/preview](https://onlinecourses.swayam2.ac.in/cec20_cs15/preview)

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Correlation of POs/PSOs to each CO and make a corresponding mapping table.

Course Articulation Matrix

Course Outcomes	Programme Outcomes							Programme Specific Outcomes					Cognitive Level
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	2	-	2	2	2	-	-	2	-	2	-	-	K1
CO 2	-	2	2	2	2	-	2	-	2	2	2	-	K2
CO 3	-	2	2	2	2	2	2	-	3	-	-	2	K3
CO 4	-	3	3	3	3	3	3	-	3	-	-	3	K4
CO 5	-	3	3	3	3	3	3	-	3	-	3	3	K5, K6
Wt. Avg.	2	2.5	2.4	2.4	2.4	2.7	2.5	2	2.8	2	2.5	2.7	
Overall Mapping of the Course							PO: 2.4				PSO: 2.4		

Weightage for Correlation		
$0 \leq C \leq 5\%$	No correlation	-
$5\% < C \leq 40\%$	Low / Slight	1
$40\% < C < 60\%$	Moderate	2
$60\% \leq C < 100\%$	Substantial / High	3