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| M.A.,  MASS COMMUNICATION |
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| **SYLLABUS** |
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| **FROM THE ACADEMIC YEAR**  **2023 - 2024** |

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| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,**  **CHENNAI – 600 005** |

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**M.A.,**

**MASS COMMUNICATION**

### Program Overview

### The M.A., Mass Communication postgraduate degree program is a comprehensive course designed to provide students with a deep understanding of the field of mass communication. This program focuses on helping students develop their skills in human communication, strategic communication, public relations, advertising strategies, transmedia narratives, storytelling, media entrepreneurship, multimedia content packaging, international communication, digital marketing communication, audience engagement, and media analytics.

### Students enrolled in this program will have access to experienced and knowledgeable faculty members who will provide them with the guidance they need to succeed in their studies. The program will also involve a combination of lectures, seminars, workshops, and practical assignments that will allow students to apply the concepts they have learned in real-world scenarios.

### Upon completion of this program, graduates will have developed the ability to present complex ideas in a clear and concise manner, formulate abstract ideas using the language specific to the field of mass communication, and understand and analyze various perspectives on a given topic. Furthermore, graduates will have the opportunity to join the teaching profession, enhance their employability in government jobs, and work in various public and private enterprises.

### The curriculum of the program is designed to provide students with a broad understanding of the different aspects of mass communication. The course content includes modules on media laws and ethics, media management, media research, media and society, digital journalism, media production, and media policy. These modules are taught by industry experts who have significant experience in the field of mass communication.

### The program also focuses on providing students with practical training in mass communication. This includes opportunities to work on real-world projects, internships at media organizations, and other practical assignments. These opportunities help students develop their skills in a real-world setting and prepare them for the challenges of the industry.

### The M.A., Mass Communication postgraduate degree program is an excellent choice for individuals who are passionate about mass communication and want to make a positive impact through their work. Graduates of this program will be well-prepared to succeed in the competitive field of mass communication, and will have the skills and knowledge necessary to become leaders in the industry.

|  |  |
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| **TANSCHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION** | |
| **Programme** | **M.A. Mass Communication** |
| **Programme Code** |  |
| **Duration** | **PG - Two Years** |
| **Programme Outcomes (Pos)** | **PO1: Problem Solving Skill**  Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.  **PO2: Decision Making Skill**  Foster analytical and critical thinking abilities for data-based decision-making.  **PO3: Ethical Value**  Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.  **PO4: Communication Skill**  Ability to develop communication, managerial and interpersonal skills.  **PO5: Individual and Team Leadership Skill**  Capability to lead themselves and the team to achieve organizational goals.  **PO6: Employability Skill**  Inculcate contemporary business practices to enhance employability skills in the competitive environment.  **PO7: Entrepreneurial Skill**  Equip with skills and competencies to become an entrepreneur.  **PO8: Contribution to Society**  Succeed in career endeavors and contribute significantly to society.  **PO 9 Multicultural competence**  Possess knowledge of the values and beliefs of multiple cultures and  a global perspective.  **PO 10: Moral and ethical awareness/reasoning**  Ability to embrace moral/ethical values in conducting one’s life. |
| **Programme Specific Outcomes**  **(PSOs)** | **PSO1 – Placement**  To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.  **PSO 2 - Entrepreneur**  To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.  **PSO3 – Research and Development**  Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.  **PSO4 – Contribution to Business World**  To produce employable, ethical and innovative professionals to sustain in the dynamic business world.  **PSO 5 – Contribution to the Society**  To contribute to the development of the society by collaborating with stakeholders for mutual benefit. |

**Template for P.G., Programmes**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester–I** | **Credit** | **Hours** | **Semester-II** | **Credit** | **Hours** | **Semester-III** | **Credit** | **Hours** | **Semester–IV** | **Credit** | **Hours** |
| 1.1. Core-I | 5 | 7 | 2.1. Core-IV | 5 | 6 | 3.1. Core-VII | 5 | 6 | 4.1. Core-XI | 5 | 6 |
| 1.2 Core-II | 5 | 7 | 2.2 Core-V | 5 | 6 | 3.2 Core-VII | 5 | 6 | 4.2 Core-XII | 5 | 6 |
| 1.3 Core – III | 4 | 6 | 2.3 Core – VI | 4 | 6 | 3.3 Core – IX | 5 | 6 | 4.3 Project with viva voce | 7 | 10 |
| 1.4 Discipline Centric  Elective -I | 3 | 5 | 2.4 Discipline Centric  Elective – III | 3 | 4 | 3.4 Core – X | 4 | 6 | 4.4Elective - VI (Industry / Entrepreneurship)  20% Theory  80% Practical | 3 | 4 |
| 1.5 Generic Elective-II: | 3 | 5 | 2.5 Generic Elective -IV: | 3 | 4 | 3.5 Discipline Centric Elective - V | 3 | 3 | 4.5 Skill Enhancement course / Professional Competency Skill | 2 | 4 |
|  |  |  | 2.6 NME I | 2 | 4 | 3.6 NME II | 2 | 3 | 4.6 Extension Activity | 1 |  |
|  |  |  |  |  |  | 3.7 Internship/ Industrial Activity | 2 | - |  |  |  |
|  | **20** | **30** |  | **22** | **30** |  | **26** | **30** |  | **23** | **30** |
| **Total Credit Points -91** | | | | | | | | | | | |

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System**

**for all Post – Graduate Courses including Lab Hours**

**First Year – Semester – I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – I | 5 | 7 |
| Core – II | 5 | 7 |
| Core – III | 4 | 6 |
| Elective – I | 3 | 5 |
| Elective – II | 3 | 5 |
|  |  | **20** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – IV | 5 | 6 |
| Core – V | 5 | 6 |
| Core – VI | 4 | 6 |
| Elective – III | 3 | 4 |
| Elective – IV | 3 | 4 |
| Skill Enhancement Course [SEC] - I | 2 | 4 |
|  |  | **22** | **30** |

**Second Year – Semester – III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – VII | 5 | 6 |
| Core – VIII | 5 | 6 |
| Core – IX | 5 | 6 |
| Core (Industry Module) – X | 4 | 6 |
| Elective – V | 3 | 3 |
| Skill Enhancement Course - II | 2 | 3 |
|  | Internship / Industrial Activity [Credits] | 2 | - |
|  |  | **26** | **30** |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – XI | 5 | 6 |
| Core – XII | 5 | 6 |
| Project with VIVA VOCE | 7 | 10 |
| Elective – VI (Industry Entrepreneurship) | 3 | 4 |
| Skill Enhancement Course – III / Professional Competency Skill | 2 | 4 |
| Extension Activity | 1 | - |
|  |  | **23** | **30** |

**Total 91 Credits for PG Courses**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **METHODS OF EVALUATION** | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | **25 Marks** | |
| Assignments / Snap Test / Quiz | |
| Seminars | |
| Attendance and Class Participation | |
| **External Evaluation** | End Semester Examination | | **75 Marks** | |
| **Total** | | | **100 Marks** | |
| **METHODS OF ASSESSMENT** | | | |
| **Remembering (K1)** | | * The lowest level of questions require students to recall information from the course content * Knowledge questions usually require students to identify information in the text book. | |
| **Understanding (K2)** | | * Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words. * The questions go beyond simple recall and require students to combine data together | |
| **Application (K3)** | | * Students have to solve problems by using / applying a concept learned in the classroom. * Students must use their knowledge to determine a exact response. | |
| **Analyze (K4)** | | * Analyzing the question is one that asks the students to break down something into its component parts. * Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations. | |
| **Evaluate (K5)** | | * Evaluation requires an individual to make judgment on something. * Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem. * Students are engaged in decision-making and problem – solving. * Evaluation questions do not have single right answers. | |
| **Create (K6)** | | * The questions of this category challenge students to get engaged in creative and original thinking. * Developing original ideas and problem solving skills | |

**PROGRAMME OUTCOMES (PO) - PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PROGRAMME SPECIFIC OUTCOMES (PSO)** | | | | | |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| **PSO1** | **3** | **3** | **3** | **3** | **3** |
| **PSO2** | **3** | **3** | **3** | **3** | **3** |
| **PSO3** | **3** | **3** | **3** | **3** | **3** |
| **PSO4** | **3** | **3** | **3** | **3** | **3** |
| **PSO5** | **3** | **3** | **3** | **3** | **3** |

**Level of Correlation between PO’s and PSO’s**

*(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)*

Assign the value

**1 – Low**

**2 – Medium**

**3 – High**

**0 – No Correlation**

**Curriculum for MA Mass Communication and MA Communication**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Semester–I** | **Paper Title** | **Credit** | **Inst. Hrs** | **Maximum Marks** | | |
|  | |  |  | **Ext.** | **Int.** | **Total** |
| 1.1. Core-(CC)-I | Understanding Human Communication (Theory) | 5 | 7 | 75 | 25 | 100 |
| 1.2 Core-(CC)-II | Essential Journalism (Theory) | **5** | 7 | 75 | 25 | 100 |
| 1.3 Core-(CC)-III | News Gathering and Reporting (Practical) | 4 | 6 | 60 | 40 | 100 |
| 1.4 Elective (Discipline Specific) DSE- I | Multimedia Design and Production (Theory) | 3 | 5 | 75 | 25 | 100 |
| 1.5.1 Elective (Generic)-II DGE (Option 1) | Writing for Multimedia (Practical) | 3 | 5 | 60 | 40 | 100 |
| 1.5.2 Elective (Generic)-II DGE (Option 2) | Persuasive Communication (Theory) | 75 | 25 | 100 |
| Total |  | 20 | 30 Hrs |  |  |  |
|  |  |  |  |  |  |  |
| **Semester-II** | **Paper Title** | **Credit** | **Inst. Hrs** | **Maximum Marks** | | |
|  |  |  |  | **Ext.** | **Int.** | **Total** |
| 2.1. Core-(CC)-IV | Mediated Communication (Theory) | 5 | 6 | 75 | 25 | 100 |
| 2.2 Core-(CC)-V | Advertising and Brand Communication (Theory) | 5 | 6 | 75 | 25 | 100 |
| 2.3 Core-(CC)-VI | Multimedia Content Packaging (Practical) | 4 | 6 | 60 | 40 | 100 |
| 2.4 Elective (Discipline Specific)-DSE -III | Principles of Public Relations (Theory) | 3 | 4 | 75 | 25 | 100 |
| 2.5.1 Elective (Generic)- DGE -IV (Option 1) | Transmedia Narratives and Storytelling (Theory) | 3 | 4 | 75 | 25 | 100 |
| 2.5.2 Elective (Generic)-DGE -IV (Option 2) | Film Appreciation and Analysis (Theory) | 75 | 25 | 100 |
| 2.6 Skill Enhancement Course SEC 2 | Event Management and Communication Campaign (Practical) | 2 | 2 | 60 | 40 | 100 |
| Total |  | **22** | 30 Hrs |  |  |  |
|  |  |  |  |  |  |  |
| **Semester-III** | **Paper Title** | **Credit** | **Inst. Hrs** | **Maximum Marks** | | |
|  |  |  |  | **Ext.** | **Int.** | **Total** |
| 3.1. Core-(CC)-VII | Communication Research Methods (Theory) | 5 | 6 | 75 | 25 | 100 |
| 3.2 Core-(CC)-VIII | Strategic Communication  (Theory) | 5 | 6 | 75 | 25 | 100 |
| 3.3 Core-(CC)-IX | Communication for Social Change (Theory) | 5 | 6 | 75 | 25 | 100 |
| 3.4. Core-(CC)-X | Media Entrepreneurship and Innovation (Theory) | 4 | 6 | 75 | 25 | 100 |
| 3.5.1 Elective (Discipline Specific)-DSE – V (Option 1) | Documentary and Factual Filmmaking (Practical) | 3 | 3 | 60 | 40 | 100 |
| 3.5.2 Elective (Discipline Specific) DSE – V (Option 2) | Multimedia Mini Project (Practical) | 60 | 40 | 100 |
| 3.6 Core Industry Module (CIM), Skill Enhancement Course –  SEC 3 | Digital Marketing Communication (Theory),  Audience Engagement and Media Analytics (Theory) | 2 | 3 | 75 | 25 | 100 |
| 60 | 40 | 100 |
| 3.7 Internship/ Industrial Activity | Internship (Practical) | 2 | - | - | - | 100 |
| Total |  | **26** | 30 Hrs |  |  |  |
|  |  |  |  |  |  |  |
| **Semester–IV** | **Paper Title** | **Credit** | **Inst. Hrs** | **Maximum marks** | | |
|  |  |  |  | **Ext.** | **Int.** | **Total** |
| 4.1 Core-(CC)-XI | Dissertation (Practical) | 5 | 6 | 60 | 40 | 100 |
| 4.2 Core-(CC)-XII | Capstone Project (Practical) | 5 | **6** | 60 | 40 | 100 |
| 4.3 Project with viva voce |  | 7 | 10 | 60 | 40 | 100 |
| 4.4.1 Elective (Generic)-DGE – V (Option 1) | Communication Laws (Theory) | 3 | 4 | 75 | 25 | 100 |
| 4.4.2 Elective (Generic)-DGE – V (Option 2) | International Communication (Theory) | 75 | 25 | 100 |
| 4.5 Skill Enhancement Course – SEC-4 (Professional Competency Skill) | Podcast and Video Live Streaming Production (Practical) | 2 | 4 | 60 | 40 | 100 |
| 4.6 Extension Activity | Fieldwork/ Hyperlocal and Community Media (Practical) | 1 | - | 60 | 40 | 100 |
| Total |  | **23** | 30 Hrs |  |  |  |
|  |  |  |  |  |  |  |

**MA Mass Communication**

### Understanding Human Communication (Theory)

**Course Description**

This course on Human Communication is designed to provide students with a comprehensive understanding of the theories, concepts, and fundamentals of human communication. The course will cover the basic elements, functions, and purposes of communication, as well as the various barriers to communication that can arise. Additionally, students will explore the role of perception, emotion, and cognition in communication, and examine traditional models of human communication, such as the inferential model.

One important topic that will be covered is evolutionary communication, including concepts such as cooperative behavior and reciprocal altruism. Students will also learn about the evolution of language and spoken communication, and explore the cultural and neurological bases of communication.

The course will delve into various modes of communication, including nonverbal communication, speech, visual communication, and written forms of communication. Students will learn about the different levels of communication, including intrapersonal, interpersonal, group, organizational, and public communication.

Another key topic of the course will be persuasion, including theories of persuasion, such as the Elaboration Likelihood Model and Cognitive Dissonance/Balance Theory. Students will also learn about principles of good communication and non-violent communication.

By the end of the course, students will have a strong understanding of the key concepts and theories in human communication, and will have developed important skills in effective communication and persuasion.

**Course Objectives**

1. To provide an understanding of the foundations of human communication.
2. To sensitize learners to the evolutionary and biological basis of human communication.
3. To introduce learners to the nature, origin, evolution, and diffusion of communication across various levels of society.
4. To define various levels of communication and comprehend the differences between them.
5. To comprehend various modes of communication and techniques to analyze them.

**Detailed Syllabus for Human Communication**

**Unit 1: Human Communication Theories and Concepts**

Foundations of Communication Theory-Dimensions and Evaluation of Theory-Communication Tiers- Seven Traditions of Communication Theories

Defining Communication- Basic Models and Levels of Communication

Key Concepts in Message Processing, Cognitive and Information Processing (Attribution and Judgement, Information-Integration and Consistency Theories)

Socio-Psychological Approach to Communication-Trait- Factor Model. Communication Competency-Argumentativeness Communication Anxiety-Reticence (Interaction Adaptation, Expectancy Violation theory)

**Unit 2: Evolutionary Communication**

Biophysiological Theories, Trait Theories and Embodiment, Communicology, Communibiology

Biological and Neurological Basis of Communication

Evolutionary Communication- Pointing as Communication. And Signalling Theory

Information Seeking Behavior and Information Foraging-Information Integration, Expectancy Value-Cognitive Dissonance- Rokeach’ Comprehensive theory of change

Communication in Cultural Evolution-Cognitive Gadgets

**Unit 3: Modes and Messages of Communication**

Evolution of Language-Steven Pinker’s Language Instinct Thesis, Structural Linguistics Approach

Speech and Verbal Communication, Speech Community and Speech Act

Augmentative and Alternative Communication Models for Speech Interactions

Nonverbal Communication (NVC). Nonverbal Codes Systems Digital NVC

NVC in Human Interactions, Touch and Haptic Communication

Theories of Visual Communication- Semiotics, , Social Semiotics

Written Forms of Communication and Reading, Orality and Literacy

Psychological and Neurological Basis of Writing

**Unit 4: Conversations in Interpersonal and Group Context**

Intrapersonal Communication-Self, Mindful Communication Phenomenological and Hermeneutics Tradition

Interpersonal Communication and -Uncertainty Reduction, Privacy Management Giles Accommodation Theory. Interaction adaptation theory

Burgoon’s Expectancy violation theory, and Interpersonal deception theories. symbolic interactionism, symbolic convergence theory- Fantasy themes

Rhetoric, Argumentation, Coordinated Management of Meaning (CMM)

Message-Design Logic, Compliance Gaining, Goals-Plans-Action Model, Politeness theory.

Group Dynamics: Interaction Process Analysis, Group Development, Input-Output Model, Concertive Control and Self-Managed Teams, Adaptive Structuration.

Simplified Social Influence Process, Socio-Egocentric and Group-Centric Model, Transactive Memory, Vigilant Interaction theory

**Unit 5: Relationships**

Palo Alto Group on Relationships. Relational Schemas, Social Penetration Theory

Bakhtin’s Theory of Dialogics. Dialectical Theory of Relationships, Affection Exchange, Dyatic Power Theory, Family Communication Patterns, Relationship Maintenance,

Petronio’s Communication Privacy Management (CPM) Carl Roger’s Self-Theory

Constructing and Transcending Differences-Moral Conflict theory, Performing Foreignness, Coalition and Alliance Building, Dilalogue as Building Culture of Peace,

Principles of Good Communication and Non-Violent Communication

**Course Outcomes**

1. Analyze different elements of communication and articulate principles of good communication.
2. Analyze and interpret various features of human communication such as signals, language, and signs.
3. Illustrate different modes of communication using principles of message design.
4. Differentiate multi-level flows of communication and identify criteria for appropriate message design.
5. Make presentations to a small audience on any topic and manage stage-fright and communication anxiety.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PSOs/COs | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 2 | 3 | 3 |
| PSO 2 | 2 | 3 | 3 | 3 | 2 |
| PSO 3 | 3 | 3 | 3 | 3 | 3 |
| PSO 4 | 3 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 2 | 3 | 1 | 3 |

**Key Text Books**

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.

Hargie, O. (2018). The Handbook of Communication Skills. Taylor & Francis.

Braithwaite, D. O., & Schrodt, P. (2014). Engaging Theories in Interpersonal Communication: Multiple Perspectives. SAGE Publications.

Duck, S., & McMahan, D. T. (2011). The Basics of Communication: A Relational Perspective. SAGE Publications.

Hickok, G. (2014). The Myth of Mirror Neurons: The Real Neuroscience of Communication and Cognition. W. W. Norton & Company.

Mildner, V. (2010). The Cognitive Neuroscience of Human Communication. Psychology Press.

Johannesen, R. L. (2002). 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.

**Web Resources**

Communication Research - https://journals.sagepub.com/home/crq

Journal of Communication - https://onlinelibrary.wiley.com/journal/14602466

Human Communication Research - https://onlinelibrary.wiley.com/journal/14682857

National Communication Association - https://www.natcom.org/

International Communication Association - https://www.icahdq.org/

Association for Education in Journalism and Mass Communication - <https://www.aejmc.org/>

### Course Description

### Essential Journalism (Theory)

This course on Essential Journalism offers an overview of the profession and career of journalism, exploring its genres, basic canons, elements, and ethical practices. We will delve into the contemporary trends in Indian journalism, examining the constraints and influences that journalists face. In addition, we will study the history of journalism in India, including its origin, development, and growth in pre and post-independence India, as well as the theories of journalism.

Our focus will then shift to news gathering and reporting, with a detailed discussion on defining news, news values, gatekeeping, and principles of news reporting. We will cover reporting skills such as interviewing, observation, online research, and multimedia storytelling. The course also covers news writing and editing, including basic news writing structure and style, headline and lead writing, and language of news.

We will also explore the management of news, including traditional and digital newsrooms, workflow, collaboration, and journalism associations and unions. The course will conclude with a look at the future of journalism, discussing emerging technologies, challenges, and opportunities for the journalism of tomorrow. The students will be encouraged to adopt an ethical approach to journalism through mindful journalism and virtue ethics.

**Course Objectives**

1. To provide critical insights into the historical context of the development of journalism.
2. To introduce the learners to foundational principles and basic canons of professional journalism.
3. To provide students theoretically oriented empirical evidence for the functions of journalism in society.
4. To introduce students to the practice of professional journalism and current challenges.
5. To orient students to best ethical practices and code of conduct and encourage them to strive to become ethical journalists.

**Detailed Syllabus for Essential Journalism**

**Unit 1: Overview of Journalism**

Journalism as a Profession and Career. Genre of Journalism. The Who, What, Where, When, Why and How of Journalism.

Contemporary Trends in Indian Journalism. Problems faced by Journalism- Constraints and Influences.

Informing the News. Problems in Contemporary Journalism. Journalist as Interactional Expert

Basic Canons and Elements of Journalism.

Ethical Journalism. Emerging Guidelines for Ethical Digital Journalism Practices. An Ethical Approach to Journalism-Mindful Journalism and Virtue Ethics

Brief History of Journalism in India-Origin, Development and Growth in Pre-independence and Post-Independence India. Theories of Journalism

**Unit 2: News Gathering and Reporting**

Defining News. News Values. Newsworthiness and share worthiness. Gatekeeping. Types and Sources of News.

Principles of News Reporting. Roles, Characteristics and Responsibility of Reporters. Journalism of Verification. Background Checks. Beat Systems and Special Assignment

Reporting Skills-Interviewing, Observation, Online Research, Documentary Sources. Using Social and Mobile Media. Problems and Pitfalls in News Reporting

Guidelines of News Reporting. Enterprise Journalism. Reporter Source Relationships-Attribution.

Multimedia Skills- Telling News Stories with Text ,Sound and Images. Social Media Guidelines for Journalists.

**Unit 3: News Writing and Editing**

Basic News Writing Structure and Style. Qualities of Good News Stories

Language of News. Style Guides. Grammar Reviews. Building Vocabulary.

Headline and Lead Writing. Writing News Posts. Rewriting. Translations.

News Editing. Copy Editing Guidelines. Fact Checking.

Working with Numbers and Infographics.

Models for Persuasive and Strategic Copywriting

**Unit 4: News Management**

Traditional and Digital Newsroom. Modern Newsroom Structure. Workflow

News Team. Collaboration. Multimedia Teams Journalism Associations and Unions.

Engaging Audiences through social and mobile media. Community Guidelines for Moderating Comments Content Moderation. Responding to comments and Trolls. Role of Analytics.

Graphics Design for News-Visual Journalism

Freelancing. Entrepreneurial Journalism. Independent Journalism. Project Journalism

Journalism and Security Issues-Personal, Professional and Technical Issues.

**Unit 5: Future of Journalism**

Business of News. Crisis in News Business. Revenue Models. Debates on Future of Journalism

Trends in Mobile and Social Media Journalism. New Platforms and Tools. Challenges New Technologies Influencing Journalism Practices (IoT, Drone, Immersive Technologies-VR-AR)

AI and Journalism—Deep Fakes. Opportunities and Challenges Facing Journalism of Tomorrow

**Course Outcomes**

1. Leaners will be able to critically analyze and evaluate news articles.
2. Learners will be able to pitch for a news story outlining its public interest.
3. Leaners will be able to gather information through multiple sources.
4. Learners will be able to conduct news interviews and carry out fieldwork.
5. Learners will be able to present news stories in a multimedia format.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PSOs/COs | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 3 | 3 | 3 |
| PSO 2 | 3 | 3 | 3 | 3 | 3 |
| PSO 3 | 3 | 3 | 2 | 3 | 3 |
| PSO 4 | 3 | 1 | 3 | 2 | 3 |
| PSO 5 | 2 | 3 | 3 | 3 | 2 |

**Key Textbooks**

Patterson, T. E. (2013). Informing the News. Knopf Doubleday Publishing Group.

Natarajan, J. (n.d.). History of Indian Journalism -History of Indian Journalism

Rao, S. (2019).

Indian Journalism in a New Era: Changes, Challenges, and Perspectives. Oxford

University Press.

Bonea, A. (2016, August 1). The News of Empire: Telegraphy, Journalism and the Politics of

Reporting in Colonial India, c. 1830–1900. Oxford University Press.

Rao, U. (2010). News as Culture: Journalistic Practices and the Remaking of Indian Leadership

Traditions.

Franklin, B. (2013). The Future of Journalism. Routledge.

Harcup, T. (2006). The Ethical Journalist. SAGE.

**References**

Schudson, M. (2018). Why Journalism Still Matters. John Wiley & Sons.

Kovach, B., & Rosenstiel, T. (2014). The Elements of Journalism, Revised and Updated 3rd

Edition: What Newspeople Should Know and the Public Should Expect. Crown.

Wahl-Jorgensen, K., & Hanitzsch, T. (2019). The Handbook of Journalism Studies. Taylor &

Francis.

Borden, S. (2013). Journalism as Practice: MacIntyre, Virtue Ethics and the Press. Routledge.

Beever, J., McDaniel, R., & Stanlick, N. A. (2019). Understanding Digital Ethics: Cases and

Contexts. Routledge.

Calcutt, A., & Hammond, P. (2011). Journalism Studies: A Critical Introduction. Routledge.

**Web Resources**

Columbia Journalism Review - https://www.cjr.org/

Poynter - https://www.poynter.org/

National Press Club - https://www.press.org/

Society of Professional Journalists - https://www.spj.org/

Online News Association - https://journalists.org/

Investigative Reporters and Editors - https://www.ire.org/

Associated Press Media Editors - https://www.apme.com/

Center for Investigative Reporting - https://www.revealnews.org/

### News Gathering and Reporting (Practical)

**Course Description**

This course on News Gathering and Reporting will equip students with the skills and knowledge needed to be successful journalists in the digital age. Students will explore the principles of news reporting, news values, and the 5W-1H model. They will also learn about digital news, news in the context of instant messaging and social media, mobile phones, and news sharing. The course will cover the role and responsibility of reporters, taking a mobile-first approach, and the personal characteristics of good journalists, such as curiosity, motivation, and truthfulness.

Students will learn how to find news and news sources, including brainstorming, story pitch, pool reporting, enterprise reporting, and explanatory journalism. They will explore different types of beats and news hotspots, including routine news assignments and breaking news.

The course will cover the skill sets necessary for news gathering, including traditional techniques, preparation for covering news, gathering and recording evidence, note-taking, voice recording, mobile images, and screenshots. Students will learn interviewing skills, observation skills, and online scoping research and document sources.

Finally, the course will cover culture and sports reporting, including arts and culture reporting, popular culture, and lifestyle and leisure reporting. By the end of the course, students will be able to report on a variety of topics, understand the challenges and issues facing journalists today, and apply the principles of news reporting in the digital age.

**Course Objectives**

1. To build the capacity of learners to acquire a sense of news and newsworthiness
2. To display the ability to identify potential news stories and various sources of preparing the news story
3. To train learners in various techniques of news reporting
4. To employ various fieldwork-based techniques of news reporting and writing across multiple platforms
5. To sensitize learners to the routine news assignments and beat systems and to engage in local, community-level issues for pitching for a story

**Detailed Syllabus**

**(Procedural Knowledge on News Gathering and Reporting for Viva and Practical Examination)**

**Unit 1: Principles of News Reporting**

News Values and Newsworthiness-5W-1H Model. Digital News. News in the Context of Instant Messaging, and Social Media, Mobile Phones. News Sharing “Share worthiness”

Role and Responsibility of Reporters. Taking a Mobile First Approach-Merits and Demerits. Principles of Reporting. What Makes a Good Journalist? Personal Characteristics of Reporters-Curiosity, Motivation, Truthfulness.

Changing Attitudes to Fit the Mobile and Social Media Landscape- Mobile and social media – Two Sides of the Same Coin.

Role of Metrics in Journalistic Practices. Performance Indicators for Reporters and Workload.

**Unit 2: Finding News and News Sources**

Finding Story Ideas-Brainstorming. Story Pitch. Pool Reporting - Pack journalism. Enterprise Reporting. Explanatory journalism

News Sources- People, Experts, Stakeholders, News Releases- News Agencies- Follow Up Stories. Personal Social Networks. Professional Networks.

Reporter-Source and Owners Relationship- Trust -Non-Disclosure Principal vs Public Interest. - Reporter-Source Relationship-Using Social Media for Reporting- Issues and Challenges- Best Practices. Tools for Tracking Social Media Handles and #Hashtags

**Unit 3: Skill Sets**

Traditional Techniques for News Gathering. Preparation for Covering News. Gathering and Recording Evidence. Note Taking, Voice Recording, Mobile Images, Screenshots.

Interviewing Skills for Journalists. Types of Interview-Questions-Guidelines. Interviewing Experts. Developing Conversation Skills.

Observation Skills for Journalist. Reporter as Participant Observer. Observational Techniques-Unobtrusive Measures-Listening Skills.

Online Scoping Research and Document Sources- Government and Statistical Documents and Reports. (Questioned Document Forensic). Quick Checking Credibility.

**Unit 4: Reporting Fieldwork**

Reporting for Convergent Media-Using Apps for Mobile-First and Social First Approach -Risk and Opportunities

Basic News Structure for Reporting for Multiple platforms

Qualities of Good News Story-Reporters Perspective. Getting the First Draft Quickly.

Blip Culture: The Power of Brief News (Instant Messages, Posts, Notifications).

**Unit 5: Routine Assignments and Culture, Lifestyle, and Sports Reporting**

Beat System and News Routines. Different Types of Beats-Crime, Courts, Energy. Water, Corporation. Education, Health. News Hotspots

Pitfalls and Problems in Reporting. Cultivating Source-Rapport Building-Common Traps In News Reporting, Censorship and Self-Censorship. Pitfalls and Problems in Reporting. Reporting Sensitive Story Leaks. Breaking News and Scoop.

Types of Routine News Assignments. Covering Speeches, Press Conferences, Meetings, Covering Special Events and Pseudo-events (Information Subsidy). Doing Profiles and Obituaries. Civic Issues. Weather and Tragedies---Reporting Human Interest Stories.

Arts, and Culture Reporting. Covering Film, Art and Aesthetics, Music, Leisure, Fashion, Tourism, Architecture, Literature, Food.

Covering Popular Culture- Cultural Journalism. Covering Creative and Entertainment Industries. Celebrity Interviews, Writing Profiles. Lifestyle and Leisure Reporting. Life Hacks. Alternative Health. Sports Journalism-Reporting on Gaming industry.

**Suggested Practical Exercises for News Gathering and Reporting**

Instructions: Students will work on any one exercise from each unit and present their work as records. The presentation can be in the form of print /Email newsletter, or video newsletter or multimedia news package containing the chosen assignments. Out of the five, at least one assignment/exercise should be a Multimedia News Package containing all elements-text, images, audio, video, graphics/Illustrations. Students should choose appropriate format for presentations of the record (Digital or Print).

Students will use Mobile Journalism tools (MoJo Kit: Gimbals, mobile rigs, selfie sticks, and other inexpensive accessories) and Open-Source software (Canva, InkSpace, GIMP, Krita etc.) to produce the multimedia packages. Technical and Procedural knowledge on these digital tools will be covered either in Multimedia Journalism (Theory) Paper or Multimedia Design and Production (Theory), depending on the PG Programs. Diversity in formats and content is encouraged)

**Unit 1: Principles of News Reporting**

Write a news article that addresses the role and responsibility of journalists in reporting fake news and disinformation on social media. Discuss the challenges faced by reporters and the best practices to ensure that they report only accurate and verified information.

Conduct an interview with a veteran journalist who has covered wars and conflicts in different parts of the world. Discuss their experiences and the principles they followed to report on these dangerous situations.

Investigate the impact of metrics on journalistic practices. Write a news report on how news organizations use metrics to measure the success of their stories and the impact of this on reporters' workload and editorial decision-making.

Write a news article about the challenges of mobile-first reporting. Discuss the pros and cons of mobile-first reporting and how it affects journalistic practices.

Write a feature story on what makes a good journalist. Discuss the personal characteristics of reporters and the importance of traits such as curiosity, motivation, and truthfulness in journalistic practices.

**Unit 2: Finding News and News Sources**

Investigate the impact of social media on news reporting. Write a news report on the challenges and opportunities of using social media for reporting, including the issues related to trust, credibility, and privacy.

Write a news article on the ethics of reporter-source relationships. Discuss the importance of trust and non-disclosure principles in maintaining professional relationships with sources, while also ensuring the public interest is served.

Conduct a series of interviews with experts and stakeholders on the impact of news releases on journalistic practices. Write a feature story that discusses how news releases can be used to shape the news and the challenges faced by reporters in navigating this.

Write a news article on the challenges of investigative journalism. Discuss the difficulties of finding story ideas, cultivating sources, and following up on leads, and the strategies reporters use to overcome these challenges.

Conduct a series of interviews with reporters who cover different beats, such as education, health, or crime. Write a news report that discusses the challenges and opportunities of covering these beats, and the strategies that reporters use to find and report stories.

**Unit 3: Skill Sets**

Write a news article on the importance of observation skills for journalists. Discuss the different observational techniques, such as unobtrusive measures and listening skills, and how they can be used to gather and report news.

Conduct a series of interviews with experts in forensic science and questioned document analysis. Write a feature story that explores how these techniques can be used to verify the authenticity of documents and evidence used in news reporting.

Write a news report on the importance of scoping research and document sources in news reporting. Discuss the different sources of government and statistical documents and reports, and the strategies reporters use to quickly check their credibility.

Conduct a series of interviews with reporters who have covered different events, such as natural disasters or political protests. Write a news article that discusses the challenges and opportunities of covering such events, and the strategies that reporters use to stay safe while reporting on them.

Write a news article on the importance of interviewing skills for journalists. Discuss the different types of interviews, such as structured and unstructured interviews, and the guidelines reporters follow to ask questions and develop conversation skills.

**Unit 4: Reporting Fieldwork**

Write a news article on the challenges of reporting for convergent media. Discuss the opportunities and risks of using mobile-first and social-first approaches to reporting, and the strategies reporters use to ensure accuracy and credibility in their reporting.

Conduct a series of interviews with reporters who cover different topics, such as politics or business. Write a news report that discusses the different news structures used to report on multiple platforms, and the challenges of adapting stories for different media.

Write a feature story on the power of brief news in the era of blip culture. Discuss the challenges of reporting news in short and concise formats, such as instant messages, posts, and notifications, and the strategies reporters use to ensure accuracy and clarity in their reporting.

Conduct a series of interviews with reporters who cover different beats, such as crime or education. Write a news article that discusses the qualities of a good news story from a reporter's perspective, and the strategies reporters use to get the first draft quickly.

Write a news article on the challenges of reporting on sensitive stories and leaks. Discuss the ethical and legal considerations of reporting on leaks and confidential information, and the strategies reporters use to protect sources and ensure the public interest is served.

**Unit 5: Routine Assignments and Culture, Lifestyle, and Sports Reporting**

Conduct a series of interviews with reporters who cover different beats, such as crime or sports. Write a news article that discusses the challenges and opportunities of the beat system and news routines, and the strategies reporters use to find and report stories.

Write a news article on the pitfalls and problems in reporting. Discuss the common traps and challenges faced by reporters, such as censorship and self-censorship, and the strategies reporters use to avoid them.

Write a news report on the challenges of covering special events and pseudo-events. Discuss the strategies reporters use to navigate the information subsidy provided by event organizers and ensure that their reporting is accurate and credible.

Conduct a series of interviews with reporters who cover different topics, such as art or fashion. Write a feature story that discusses the challenges and opportunities of covering culture, lifestyle, and sports, and the strategies reporters use to find and report stories in these areas.

Write a news article on the challenges of reporting on sports and the gaming industry. Discuss the strategies reporters use to find and report stories in these areas, and the ethical considerations of reporting on athletes and gaming companies.

**Course Outcomes**

1. Identify newsworthiness of a set of information using the established criteria of news value and shareability
2. Develops a story idea or research question and appropriate sources of information
3. Conduct interviews for reporting, make careful observations, and use appropriate apps for newsgathering
4. Create short news stories based on first-hand field experience and adapt the content to various media platforms
5. Gather and report news from routine news sources using established procedures

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PSOs/COs | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 3 | 3 | 3 |
| PSO 2 | 3 | 3 | 3 | 3 | 3 |
| PSO 3 | 2 | 3 | 1 | 3 | 2 |
| PSO 4 | 3 | 2 | 3 | 2 | 3 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Text Books**

M.V, K. (2009). The Journalist’s Handbook. Vikas Publishing House Pvt Limited.

Rich, C. (2015a). Bundle: Writing and Reporting News: A Coaching Method, Loose-leaf Version, 8th + MindTap Communication, 1 term (8 edition). Cengage Learning.

Keeble, R., & Reeves, I. (2014). The Newspapers Handbook. Routledge.

Trujillo, T. (2017). Writing and Reporting - News You Can Use. Focal Press.

Usher, B. (2020). Journalism and Celebrity. Routledge.

Morrison, J., & James (Reader in Journalism Morrison, Reader in Journalism Robert Gordon University Aberdeen). (2019). Essential Public Affairs for Journalists. Oxford University Press.

**References**

Filak, V. F. (2021). Dynamics of News Reporting and Writing: Foundational Skills for a Digital Age. SAGE Publications.

Harcup, T. (2009). Journalism: Principles and Practice. SAGE.

Batsell, J. (2015). Engaged Journalism: Connecting with Digitally Empowered News Audiences. Columbia University Press.

Bender, J., Davenport, L., Drager, M., & Fedler, F. (2011). Reporting for the Media (10 edition). Oxford University Press.

Mencher, M. (2010). Melvin Mencher’s News Reporting and Writing (12th edition). McGraw- Hill Education.

**Web Resources**

Society of Professional Journalists (SPJ) (https://www.spj.org/)

Investigative Reporters and Editors (IRE) (https://www.ire.org/)

Reporters Without Borders (RSF) (https://rsf.org/)

International Center for Journalists (ICFJ)(https://www.icfj.org/)

Tow Center for Digital Journalism(https://towcenter.columbia.edu/)

### Multimedia Design and Production (Theory)

**Course Description**

This Multimedia Design and Production course offers essential skills for multimedia journalism, encompassing five areas. The first explores multimedia journalism, media convergence, and online storytelling. The second covers photojournalism, including camera use, composition, image editing, and mobile photography. The third delves into graphic design, animation, and cartoons, teaching news graphic production, newsletter design, and animation techniques. The fourth emphasizes audio journalism, introducing sound recording fundamentals, podcast production tools, and audio editing. Lastly, the fifth focuses on audio reporting and photovoice, discussing audio-visual collection, news slide production, and audio mixing. Overall, this course equips students to excel as multimedia journalists in today's dynamic media landscape.

**Course Objectives**

1. Identify the strengths and technologies of online storytelling for multimedia journalism.
2. Apply ethical principles in photojournalism and use mobile photography effectively.
3. Analyze and design professional news graphics and animations using open-source apps.
4. Produce high-quality audio recordings and apply audio editing techniques.
5. Create audio-visual news stories using photovoice and audio reporting techniques

**Unit 1 Overview of Multimedia Journalism**

Overview of Multimedia Journalism. Media Convergence. Multimedia storytelling: The strengths of the online venue and each of its technologies

Power of Multimedia Journalism. How Traditional Forms of News are Adapting to Multimedia-Common Values and Goals

Keys to Effective Multimedia Journalism

Becoming a Multimedia Journalist. Approaching the Story.

Networked Journalists’ Toolkit- Apps for Multimedia Journalist. Multimedia Authoring Tools

**Unit 2 Photojournalism**

Photojournalism-I: Overview, History, Significance

Camera and Lenses Composition. Shooting and Managing Digital Photos

Image Editing, Photo Feature, Photo Gallery

Ethics in Photojournalism

Mobile and Smartphone Photography

**Unit 3 Graphic Design, Animation and Cartoons**

Principles of Graphics Design for News-Graphic Design Apps- Tools and Apps for Animation. Open Source Apps Alternatives--User Guides

Producing Professional News Graphics-Visual Illustrations, Cartoons- Krita and its Alternatives

Designing Newsletters and Distribution- Managing Design and Layout-DTP with Scribus and its Alternatives

Animation for News Production- 2D Graphics and Animation- Whiteboard and Text Animation for News and infotainment. Online Storyboarding Apps

Writing Captions, Subtitles, Rolling News, Briefs Explainer Videos and Other formats.

**Unit 4 Audio Journalism Skills**

From Radio to Audio Journalism-Advantages of Audio. Writing for Audio-Podcast News-Writing to be Spoken-.

Digital Audio. Elements of Audio Fundamentals of Sound Recording- Quality Audio Standards

Tools for Podcast Production- Headphones. Mobile Apps-Mixer. Microphones, Amplifiers, Mixers, Stands, Filter. Acoustic Treatment

Audio Editing Basics. Audacity and its Alternatives. Noise Reduction. Adding Audio Effects

**Unit 5 Audio Reporting and Photovoice**

Audio Reporting. 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

**Suggested Practical Suggested Exercises**

1. Creating a multimedia story Objective: Students will create a multimedia story using a combination of text, images, audio, and video. They will understand the importance of storytelling in multimedia journalism.
2. Basics of photography and composition Objective: Students will learn the fundamentals of photography, including camera settings, composition techniques, and managing digital photos. They will practice taking photos for different journalistic contexts.
3. Image editing and ethical considerations Objective: Students will learn to use image editing software and discuss ethical considerations in photojournalism, such as manipulation and representation. They will practice editing images for news stories.
4. Introduction to graphic design for journalism Objective: Students will learn the principles of graphic design, including typography, color theory, and layout, and apply them to create news graphics and visual illustrations.
5. Creating editorial cartoons Objective: Students will explore the role of editorial cartoons in journalism and practice creating their own cartoons using drawing software, such as Krita or its alternatives.
6. Writing for audio journalism and podcasts Objective: Students will learn the differences between writing for print and audio journalism and practice writing scripts for podcasts and audio news stories.
7. Setting up a podcast studio Objective: Students will learn about the equipment and software necessary for podcast production, including microphones, mixers, and audio editing tools. They will set up a basic podcast recording studio.
8. Audio editing and production Objective: Students will learn the basics of audio editing using Audacity or its alternatives. They will practice recording, editing, and exporting a podcast episode or audio news story.
9. Mobile audio reporting and photovoice Objective: Students will learn how to use mobile devices for audio reporting and collecting visuals in the field. They will explore the concept of photovoice and create an audio slideshow.
10. Producing a multimedia news package Objective: Students will apply their multimedia journalism skills to create a comprehensive news package, including text, images, audio, and video. They will collaborate with classmates to produce and publish the final project.

**Course Outcomes**

1. Apply multimedia storytelling techniques using various technologies to effectively convey a news story, using Bloom's Taxonomy's apply level.
2. Evaluate the ethical considerations and principles of photojournalism, applying Bloom's Taxonomy's evaluate level.
3. Demonstrate proficiency in using graphic design software and animation tools to create professional-looking news graphics and infographics, applying Bloom's Taxonomy's create level.
4. Analyze and assess the effectiveness of audio journalism and podcast production, applying Bloom's Taxonomy's analyze level.
5. Synthesize audio and visual elements to produce multimedia news content, applying Bloom's Taxonomy's synthesis level.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 3 | 3 | 3 |
| PSO 2 | 3 | 3 | 3 | 3 | 3 |
| PSO 3 | 2 | 3 | 1 | 3 | 2 |
| PSO 4 | 3 | 2 | 3 | 2 | 3 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Textbooks**

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.

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

Parrish, F. S. (2002). Photojournalism: An Introduction. Wadsworth/Thomson Learning.

**References**

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.

**Web Resources**

Journal of Multimedia - http://www.jmm.org.cn/

National Press Photographers Association - https://nppa.org/

Online News Association - https://journalists.org/

The Society of Professional Journalists - https://www.spj.org/

National Association of Broadcasters - https://www.nab.org/

**Writing for Multimedia (Practical)**

**Course Description**

This practical course provides students with a comprehensive understanding of writing for multimedia, covering a wide range of topics essential to becoming a professional interactive writer. Through twenty challenging lessons divided into five units, students will learn to think interactively, create effective content for different types of media, manage projects and content, and develop technical skills in multimedia production. The course begins with an introduction to interactive media and the role of the writer in creating effective interactive content. It covers high-level design, information architecture, and the skills needed for effective multimedia production. Students will also learn about different roles in multimedia production and effective collaboration techniques. The course will cover techniques for creating effective preliminary documents, scripting software, storyboards, and final documents. Students will learn to define and achieve goals for informational multimedia and web sites and create effective navigation and user experience in web architecture. The course will also cover techniques for creating effective interactive multimedia narrative, comparing and contrasting interactive multimedia narratives with simulations and worlds, and developing skills for a successful career in interactive writing. Upon completion of this course, students will have developed the skills and knowledge necessary to become a professional interactive writer, including the ability to create effective interactive multimedia content, manage projects and content, and collaborate effectively with different roles in multimedia production.

**Course Objectives**

1. Upon completion of this course, students will be able to:
2. Understand the principles and best practices of writing for multimedia, including the role of the writer in creating effective interactive content, the importance of high-level design and information architecture, and the skills needed for effective multimedia production.
3. Create effective content for different types of media, including text, audio, and video, and develop technical skills in multimedia production, including the use of scripting software and troubleshooting technical issues.
4. Define and achieve goals for informational multimedia and web sites, create effective web architecture, and use active information delivery techniques such as simulations, worlds, and role-playing to create engaging and immersive learning experiences.
5. Create effective interactive multimedia narrative, including developing engaging characters, architecture, exposition, plot points, scenes, pace, time, and dialogue, and comparing and contrasting interactive multimedia narratives with simulations and worlds.
6. Develop the skills needed for a successful career in interactive writing, including understanding the different types of jobs available in the field, meeting the challenges of interactive writing, and developing the necessary skills and knowledge to become a professional interactive writer.

**Detailed Syllabus**

**Unit 1: Interactive Media and the Writer**

Interactivity and the Writer, Defining interactivity and its importance in multimedia writing, The role of the writer in creating interactive media, The difference between interactivity and control

Thinking Interactively, Techniques for thinking interactively and creating interactive content, The importance of linking and high-level design, Overview of information architecture in multimedia

Interactive Devices, Overview of devices used for interactive media, The role of the writer in adapting content to different devices, Examples of successful interactive media on various devices

High-Level Design and Information Architecture, In-depth look at high-level design and information architecture, Techniques for creating effective interactive content, Best practices for creating intuitive navigation and user experience

**Unit 2: Writing for Many Media, The Skills of the Interactive Writer, Text, Audio, Video**

High-Level Design, Management, and Technical Skills, Overview of high-level design and management skills needed for interactive writing, Best practices for managing projects and content, Technical skills needed for multimedia production

Content Creation for Interactive Media, Techniques for creating effective content for different types of media, Overview of text, audio, and video production for multimedia, Best practices for integrating different types of media into interactive content

Technical Skills, In-depth look at technical skills needed for interactive media production, Overview of software and tools used for multimedia production, Best practices for troubleshooting technical issues in multimedia production

The Multimedia and Web Site Production Team, Overview of the different roles in multimedia production, The importance of collaboration in multimedia production, Best practices for effective communication and collaboration in multimedia production

Content Management Systems(CMS),Collaborative Writing, Blogs-WordPress for Writers

**Unit 3: Script and Proposal Formatting**

Preliminary Documents, Overview of different types of preliminary documents in multimedia production, Techniques for creating effective outlines, proposals, and design documents, Best practices for effective communication with clients and stakeholders.

Using Markdown Syntax for Professional Writing-Formatting, Designing Tables, Layout (adding Codes if necessary)

Scripting Software, Overview of different types of scripting software used for multimedia production, Best practices for choosing and using scripting software, Techniques for effective scripting in multimedia production

Storyboards, Overview of storyboards and their importance in multimedia production, Techniques for creating effective storyboards, Best practices for using storyboards in multimedia production

Final Documents, Techniques for creating effective final documents in multimedia production, Best practices for reviewing and editing final documents, The importance of effective communication and collaboration in final document production.

**Unit 4: Writing Informational Multimedia and Web Sites**

Defining and Achieving Goals for Informational Multimedia and Web Sites, The importance of defining goals for informational multimedia and web sites, Techniques for defining goals based on business context, data, and users, Examples of effective goal-setting in multimedia production

Informational Multimedia and Web Architecture, Overview of different types of web architecture, Techniques for creating effective web architecture for different types of informational multimedia, Best practices for creating effective navigation and user experience in informational multimedia

Passive Versus Active Information Delivery, Overview of different types of information delivery in multimedia production, Techniques for creating effective active information delivery using simulations, worlds, and role-playing, Best practices for creating effective learning experiences in informational multimedia

Cognitive Model of Writing, Issues in Professional Writing, Interactional Expertise and Practice Language

**Unit 5: Writing Interactive Narrative**

Interactive Multimedia Narrative and Linear Narrative, Defining interactive multimedia narrative and its importance in multimedia production, Comparing and contrasting interactive multimedia narrative with linear narrative, Techniques for creating effective interactive multimedia narrative

The Elements of Interactive Multimedia Narrative, In-depth look at the elements of interactive multimedia narrative, Techniques for creating effective characters, architecture, exposition, plot points, scenes, pace, time, and dialogue in interactive multimedia narrative, Best practices for creating engaging interactive multimedia narrative

Interactive Narratives Versus Simulations and Worlds, Comparing and contrasting interactive multimedia narratives with simulations and worlds, The role of the writer in creating effective interactive multimedia narratives, simulations, and worlds, Best practices for creating engaging and immersive interactive multimedia content

Writing for Convergent Media-Relevance-SEO Optimization for Writers, keyword Research, Search-First Methodology,

Interactive Writing Careers, Overview of different types of jobs available in interactive writing, The challenges and opportunities in the field of interactive writing, Best practices for developing the skills needed for a successful career in interactive writing.

**Suggested Practical Writing Exercises for Writing for Multimedia**

1. Create an interactive narrative that incorporates elements of both linear and non-linear storytelling. Use multimedia elements like video, audio, and images to enhance the user experience.
2. Develop a storyboard for an informational multimedia project. Use your knowledge of high-level design and information architecture to create a visually appealing and intuitive storyboard.
3. Write a proposal document for a multimedia project. Use the techniques learned in the course to define project goals, outline the scope of work, and identify the key stakeholders.
4. Write a script for a multimedia project. Use scripting software to develop a compelling story that incorporates multiple types of media.
5. Use Markdown syntax to format and design a blog post. Practice creating headings, bulleted lists, and images using Markdown syntax.
6. Conduct keyword research and write a blog post that incorporates SEO optimization techniques. Use the search-first methodology to develop content that is relevant and engaging.
7. Write a news article that incorporates multimedia elements like video and images. Use your understanding of different types of media to create a compelling story that engages readers.
8. Create a content management plan for a multimedia project. Use best practices for managing content and collaborating with team members.
9. Create a simulation or world using interactive multimedia elements. Use your knowledge of interactive multimedia narrative to create an immersive experience for users.
10. Develop a style guide for a multimedia project. Use best practices for writing for multimedia and create guidelines for writing style, tone, and voice.

**Course Outcomes**

1. Upon completion of this course, students will be able to:
2. Demonstrate an understanding of the principles and best practices of writing for multimedia, including the role of the writer in creating effective interactive content, the importance of high-level design and information architecture, and the skills needed for effective multimedia production.
3. Create effective content for different types of media, including text, audio, and video, and develop technical skills in multimedia production, including the use of scripting software and troubleshooting technical issues.
4. Define and achieve goals for informational multimedia and web sites, create effective web architecture, and use active information delivery techniques such as simulations, worlds, and role-playing to create engaging and immersive learning experiences.
5. Create effective interactive multimedia narrative, including developing engaging characters, architecture, exposition, plot points, scenes, pace, time, and dialogue, and comparing and contrasting interactive multimedia narratives with simulations and worlds.
6. Develop the skills needed for a successful career in interactive writing, including understanding the different types of jobs available in the field, meeting the challenges of interactive writing, and developing the necessary skills and knowledge to become a professional interactive writer.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 2 | 3 | 3 |
| PSO 2 | 3 | 1 | 3 | 2 | 3 |
| PSO 3 | 2 | 3 | 3 | 3 | 2 |
| PSO 4 | 3 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Textbooks**

Marsh, C., Guth, D. W., & Short, B. P. (2020). Strategic Writing: Multimedia Writing for Public Relations, Advertising and More. Routledge.

Garrand, T. (2018). Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media. Routledge.

Meyer, S. R., & Aldana, G. (2021). Interactive Storytelling for the Screen. Routledge.

Filak, V. F. (2021). Dynamics of Media Writing: Adapt and Connect. SAGE Publications.

**References**

Adornato, A. (2021). Mobile and Social Media Journalism: A Practical Guide for Multimedia Journalism. Routledge.

Carroll, B. (2017). Writing and Editing for Digital Media (2 edition). Taylor & Francis.

Cvetković, D. (2019). Interactive Multimedia: Multimedia Production and Digital Storytelling. BoD – Books on Demand.

Filak, V. F. (2019). Convergent Journalism: An Introduction: Writing and Producing Across Media. Routledge.

Garrand, T. (2018). Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media. Routledge.

Holmes, T. (2015). Subediting and Production for Journalists: Print, Digital & Social (Media Skills) (Vol. 1). Routledge.

Luckie, M. S. (2010). The Digital Journalist’s Handbook (Vol. 1). CreateSpace Independent Publishing Platform.

Marsh, C., Guth, D. W., & Short, B. P. (2011). Strategic Writing: Multimedia Writing for Public Relations, Advertising, and More (3 edition). Routledge.

Rich, C. (2015). Writing and Reporting News: A Coaching Method (8 edition). Wadsworth Publishing.

Richard Whitaker, W., Smith, R. D., & Ramsey, J. E. (2019). MediaWriting: Print, Broadcast, and Public Relations. Routledge.

Ruday, S. (2016). The Multimedia Writing Toolkit: Helping Students Incorporate Graphics and Videos for Authentic Purposes, Grades 3-8. Routledge.

Silvia, T., & Anzur, T. (2011). Power Performance: Multimedia Storytelling for Journalism and Public Relations. John Wiley & Sons.

Tilton, S. (2020). The Journalism Breakdown: Writing Multimedia Journalism Content in an Era of Changing Media Systems & Economic Models. FIDELIS PUB.

**Web Resources**

Purdue Online Writing Lab (OWL) https://owl.purdue.edu/owl/purdue\_owl.html

The Writing Cooperative https://writingcooperative.com/

Writer's Digest https://www.writersdigest.com/

American Society of Journalists and Authors (ASJA) https://asja.org/

Association of Writers & Writing Programs (AWP) https://www.awpwriter.org/

Freelancers Union https://www.freelancersunion.org/

National Writers Union https://nwu.org/

PEN International https://pen-international.org/

Center for Fiction https://www.centerforfiction.org/

### Persuasive Communication (Theory)

**Course Description**

The Persuasive Communication program provides a thorough exploration of the nature and scope of persuasion, psychological approaches to persuasion, effective message design, emerging models, persuasion strategies, and ethical issues in persuasive communication. This practical course aims to equip students with the essential skills and knowledge to create persuasive messages that are responsible and effective.

The program is divided into five units, each comprising four sessions that cover a range of topics, including the history of rhetoric and public communication, traditional principles of persuasion, psychological approaches to persuasion, effective message design, emerging models, and persuasion strategies. Students will learn about the role of emotions in persuasion, the neuroscience of emotion, and the use of fear appeals in persuasive communication.

Throughout the program, students will engage in practical exercises to develop their critical thinking skills and apply their knowledge to real-world scenarios. They will work on developing persuasive messages using different frameworks, theories, and models. They will also analyze persuasive messages using semiotics and visual persuasion theory.

Upon completion of the program, students will have a comprehensive understanding of the emerging trends, challenges, and opportunities in persuasive communication. They will be equipped to apply their knowledge to create innovative and impactful persuasive messages while being mindful of ethical issues and responsible use of persuasive technology. This program is ideal for aspiring marketers, advertisers, public relations professionals, and anyone interested in gaining a deeper understanding of persuasion and its role in effective communication.

**Course Objectives**

To understand the basic concepts in persuasive communication.

To identify evidence-informed message design strategies.

To analyze message and audience using established scientific theories.

To create messages and persuasive tactics to match the suite different audience segments.

To create conceptual models for persuasive technology design.

**Detailed Syllabus for Persuasive Communication**

**Unit 1: Nature and Scope of Persuasion**

Nature and Scope - Definitions - Persuasion, Propaganda, History - Rhetoric and Public communication, Propaganda, Why Study Persuasion?, Aims and Goals, Persuasion is not a Dirty Word, Persuasion is Our Friend, The Pervasiveness of Persuasion: You Can Run But You Can’t Hide

Basic Concepts - Basic Concepts - Values, Beliefs, Attitudes. Persuasive Rhetoric and the Brain: Multimodality, What Constitutes Persuasion?, Pure Versus Borderline Cases of Persuasion, Limiting Criteria for Defining Persuasion, Intentionality, Effects, Free Will and Conscious Awareness, Symbolic Action, Interpersonal versus Intrapersonal

Traditional Principles of Persuasion - Rhetoric (Appeals) - Language - Argumentation - Reasoning - AIDA - PAN and its updated Variant. Advertising as Persuasion. Implicit Versus Explicit Memory

Persuasion in the Sciences, Persuasion in the Arts, Other Not-So-Obvious Contexts for Persuasion, Weird Persuasion, Persuasion in Interpersonal Settings

Four Benefits of Studying Persuasion, The Instrumental Function: Be All That You Can Be, The Knowledge and Awareness Function: Inquiring Minds Want to Know, The Defensive Function: Duck and Cover, The Debunking Function: Puh-Shaw

about Persuasion Foster Manipulation?, Are Persuasion Findings Too Inconsistent or Confusing?, Ethical Concerns About the Use of Persuasion.

**Unit 2: Psychological Approaches to Persuasion**

Co-active Approach - Framing and Reframing. Brown and Levinson’s Politeness Strategies

Attribution Theory, Social Judgment Theory, Cognitive Dissonance/Balance Theory, Polarization of AlternativesRokeach’ Comprehensive theory of change. Social Learning, Problematic integration theory (PI)

Dual Process Model. Elaboration likelihood Model MAIN Model (Modality, Agency, Interactivity, Navigability)

Narrative and Argument Advertising - Transportation-Imagery Model. Processing Narrative versus Argument. Factors Influencing Cognitive Attention, Mental Imagery, Emotional Involvement. Individual Factors Influencing Transportation and Message Factors Influencing Transportation

Persuasive Rhetoric and the Brain, Multimodality and Neurobiology, The Neuro-Cognitive Model of Multimodal Rhetoric, Framing Perception With Media

Narrative and Persuasion, Dress and Natural [Neural] Codes: Smell,, Setting, and Audience, Persuasion of Change, Persuasion, Perception, and the Law, Applications in Production of Materials, A Neurorhetorical Analysis of a Multimodal, Multimedia Persuasive Message

Language and Persuasion, Symbols, Meaning, and Persuasion: The Power of Babble, Connotative and Denotative Meaning:, Aphorisms, Familiar Phrases, and Persuasion, Language Intensity, Powerless Language and Persuasion Conformity and Influence in Groups ,Conformity as Persuasion: In With the Crowd

**Unit 3: Effective Message Design**

Theory of Planned Action, Berger’s Planning Theory. Greene’s Action Assembly Theory, Delia’s Constructivism. McGuire's Classic Input-Output Framework for Constructing Persuasive Messages. Osgood’s Semantic Meaning Theory

Role of Images in Messages. Messaris’ Visual Persuasion Theory. Analyzing Persuasive Messages Using Semiotics

Message Processing Frameworks. Capacity Theory of Attention and Message Response Involvement (CRA) Theory. Media Channel: Issues Fixed versus Mobile Advertising. Receiver Issues: Captive versus Mobile Audiences.

Cognitive Resource Allocation Framework. Quadrant Uncommon Bond. Quadrants (Traveling. Salesperson, Moving Target. Chance Encounter).

Using CRA to Maximize Advertising Effectiveness. Resource Matching Hypothesis. Achieving Cognitive Congruency Through Message Design

Credibility Is a Receiver-Based Construct, Credibility Is a Multidimensional Construct, Credibility Is a Situational/Contextual Phenomenon, Credibility Is Dynamic’=

Credibility and Image Management, Interpersonal Credibility, Impression Management, Facework, and Accounts, Strategies for Enhancing One’s Credibility

**Unit 4: Emerging Models**

Theories of Emotion Appeal Engagement and Empowerment in Marketing Communications. The Role of Emotion in Persuasion. Measuring Emotions. Nonverbal Measures of Emotional Response. Emotional Response Modeling. The Neurology of Emotion. Fear Appeals

Reflexive Persuasion Game. The Persuasion Knowledge Model (PKM) PKM Antecedents Processing and Outcomes.

Emerging Neuromarketing Approach-Brain‐Based Persuasion Model. Ramachandran’s Nine Principles. Neuro-Cognitive Model of Multimodal Rhetoric. Framing Perception With Media.

Persuasion and Decision Making-Behavioral Economics Approach-Cognitive Biases and Heuristics. Nudge-Choice Architecture-Default Settings.

**Unit 5: Persuasion Strategies**

Common Persuasion Strategies and Tactics. Cialdini Robert B. Influence Model- Pre-suation” Model. Strategy Choice Models. Creative Strategies in Designing Messages for Advertising, Promotions

Word of Mouth: What’s the Buzz?, Social Media: Rise of the Machines, Tipping Points, Über Influencers, Orchestrating the Next Big Thing, Infectious or Inexplicable?, Gamification

Brands and Branding: Brand Personality, Authenticity: Keeping It Real, Cause-Related Marketing: The Feel-Good Factor, Sloganeering, Sponsorship

Visual Persuasion, The Power of Images, How Images Persuade, Iconicity: Bearing a Resemblance, Indexicality: Seeing Is Believing, Syntactic Indeterminacy, Art As Persuasion

Cinematic Persuasion: Sex, Drugs, and Popcorn, How Movies Persuade, Exporting Values Abroad, Promoting Popular Culture, Modeling Behavior: Social Proof, Cultivation Theory: It’s a Mean, Scary World, Viewer Identification, Perpetuating Stereotypes

Images in Advertising, Visual Extravaganzas, Anti-Ads: You Can’t Fool Me, Image-Oriented Advertising: Materialism as Happiness, Shock Ads: Edgy Images as Persuasion, Photojournalism as Persuasion: The Camera Does Lie, Photographic Deception

Communication by Design-Fogg’s Persuasive Technology Design Model

**Course Outcomes**

1. To enumerate and differentiate different elements of effective persuasive messages.
2. To analyze, interpret and report on messages in written and visual forms to identify deep structures and meaning.
3. Apply best practices in message design to make a presentation and make a story pitch on any given topic.
4. To interpret scientific research on persuasive message and incorporate insights into a formal usable statement for action.
5. To analyze and report any mobile app from a persuasive design perspective.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 3 | 3 | 3 |
| PSO 2 | 3 | 3 | 3 | 3 | 3 |
| PSO 3 | 2 | 3 | 1 | 3 | 2 |
| PSO 4 | 3 | 2 | 3 | 2 | 3 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Textbooks**

Jones, J. G., McClanahan, A., & Sery, J. (2022). Persuasion in Society. Routledge.

Cialdini, R. (2016). Pre-Suasion: A Revolutionary Way to Influence and Persuade. Random House.

Cialdini, R. B. (2021). Influence, New and Expanded: The Psychology of Persuasion. HarperCollins.

Dillard, J. P., & Shen, L. (2013). The SAGE Handbook of Persuasion. SAGE.

**References**

Cialdini, R. B. (2021). Influence, New and Expanded: The Psychology of Persuasion. HarperCollins.

Dillard, J. P., & Shen, L. (2013). The SAGE Handbook of Persuasion. SAGE.

Gass, R. H., & Seiter, J. S. (2015). Persuasion: Social Influence and Compliance Gaining. Routledge.

Jones, J. G., McClanahan, A., & Sery, J. (2022). Persuasion in Society. Routledge.

Kim, J. (2018). Persuasion: The Hidden Forces That Influence Negotiations. Routledge.

Kolenda, N. (2013). Methods of Persuasion: How to Use Psychology to Influence Human Behavior. Kolenda Entertainment, LLC.

Marcus, A. (2015). Mobile Persuasion Design: Changing Behaviour by Combining Persuasion Design with Information Design. Springer.

Morin, C., & Renvoise, P. (2018). The Persuasion Code: How Neuromarketing Can Help You Persuade Anyone, Anywhere, Anytime. John Wiley & Sons.

**Web Resources**

Journal of Consumer Research: https://academic.oup.com/jcr

Journal of Advertising: <https://www.tandfonline.com/toc/ujoa20/current>

Journal of Persuasion, Social Influence, and Compliance Gaining: <https://www.tandfonline.com/toc/hpsi20/current>

Sales & Marketing Executives International: https://www.smei.org/

Direct Marketing Association: https://thedma.org/

Advertising Research Foundation: https://thearf.org/

**Communication Skills Development (Practical)**

**Course Description**

This communication skills course provides a comprehensive overview of theoretical and practical communication concepts. Students will develop an understanding of the communication process, barriers to effective communication, and skills to overcome challenges.

The course focuses on building core communication skills including verbal and non-verbal communication, active listening, explaining, and self-disclosure. Students will learn specialized techniques for assertive communication, conflict resolution, group discussions, negotiation, and building professional relationships.

Students will strengthen skills required for communication in workplace contexts, including various types of interviewing and performance appraisals. Public speaking skills such as preparing effective presentations, understanding audiences, and engaging listeners will also be addressed.

Through interactive and collaborative activities, students will enhance their communication competence by identifying strengths, minimizing weaknesses, and gaining confidence in their own communication abilities. Both personal and professional communication scenarios will be explored.

Upon completion of the course, students will have developed a repertoire of communication strategies to establish constructive communication, facilitate understanding, build trust, and develop meaningful relationships in all areas of life. Strong communication skills are essential for success in an interconnected world, so this course provides fundamental tools and techniques for expressing ideas, navigating challenges, and improving overall communication effectiveness.

The course provides an overview of the key concepts and topics covered in the communication skills course without specifying the units and individual lessons. The description highlights how both theoretical and practical communication techniques will be addressed to build competence through a focus on core skills, specialized contexts, public speaking, interviewing, and professional communication.

**Course Objectives**

1. Explain the communication process, barriers, and strategies to overcome challenges.
2. Apply active listening skills, reinforcement, and explanation techniques in interactive activities.
3. Demonstrate verbal and non-verbal communication skills for building professional relationships.
4. Analyze audience needs and engage listeners during public speaking activities.
5. Create a personalized communication strategy to enhance competence that incorporates strengths, minimizes weaknesses, and builds confidence.

**Detailed Syllabus**

**Unit 1: Understanding Communication**

Communication in Theory

Barriers to Effective Communication

Communication Competence and Reticence

An Operational Model of Communication

**Unit 2: Developing Core Communication Skills**

Verbal and Non-Verbal Communication

Questioning and Active Listening

Reinforcement and Explaining

Self-Disclosure and Interpersonal Relationships

**Unit 3: Improving Specialized Communication Skills**

Assertiveness and Conflict Management

Effective Communication in Groups

The Art of Negotiation and Bargaining

Building Relationships through Communication

**Unit 4: Communication in Professional Contexts**

Interviewing Skills

The Employment Interview

Counseling and Appraisal Interviews

The Cognitive Interview Technique

**Unit 5: Public Communication Skills**

Getting Started with Effective Presentations

Understanding Your Audience

Engaging Your Audience

Preparing for Different Formats: Presentations, Speeches, Discussions

**Course Outcomes**

1. Explain theoretical concepts that underpin effective communication.
2. Employ communication skills for assertive, cooperative, and empathetic interaction.
3. Demonstrate specialized techniques for conflict management, negotiation, teamwork, and counseling contexts.
4. Apply interviewing skills in both employment and performance appraisal scenarios.
5. Design and deliver impactful presentations and public speeches for a variety of contexts.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 2 | 3 | 3 |
| PSO 2 | 2 | 3 | 3 | 3 | 2 |
| PSO 3 | 3 | 3 | 3 | 3 | 3 |
| PSO 4 | 3 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 2 | 3 | 1 | 3 |

**Key Textbooks**

Hook, G. S. (2020). Communication Skills Training. Sannainvest Limited.

Zork, A. (2020). Effective Communication Skills: Psychology Guide to Improve Conversations in Marriage, in Relationships, in Business Meetings and in Public Speaking. Non-Violent Communication Skills Training. Francesco Pisciotta.

Patil, S. (2020). Handbook on Public Speaking ,Presentation & Communication Skills: Principles & Practices to create high impact presentations & meaningful conversations. Notion Press.

Richardson, M. (2020). Advanced Communication Skills. Mattia Ciocchetti.

Schuh, M. (2021). Communication Skills. Capstone.

**References**

Williams, J. (2020). Communication Skills Training: How to Talk to Anyone, Connect Effortlessly, Develop Charisma, and Become a People Person. Amazon Digital Services LLC - KDP Print US.

Cooper, M. (2021). Effective Communication Skills: A Practical Guide That Develops and Improves Your Way of Speaking Effectively in Relationships: in Work, in the Family and in the Life of a Couple. Movement Publishing.

Goldman, D. (2020). Communication Skills: How to Train Your Conversation Skills, Public Speaking, Persuasion Building Successful Relationships. Independently Published.

Greavestone, D. (2020). Effective Communication Skills: Psychology Guide for Conversation in Marriage, in Relationship, in Business Professional, Public Speaking. Communication Skills Training Also for Nonviolent. Yuri Tufano.

Hawkins, R. (2020). Communication Skills Training: How to Talk to Anyone, Overcome Anxiety, Develop Charisma, and Become a People Person While Boosting Body Language, Active Listening and Empathy. Richard Hawkins.

KONAR, & NIRA. (2021). COMMUNICATION SKILLS FOR PROFESSIONALS, Second Edition. PHI Learning Pvt. Ltd.

Shah, A. (2021). Better Your Communication Skills. Prabhat Prakashan.

Spekstone, M. (2021). Public Speaking for Success (2 Books in 1): Public Speaking Without Fear-How To Speak In Public + How To Speak In Public :Public Speaking a Pratical Guide. Youcanprint.

**Web Resources**

International Association of Business Communicators (IABC) - <https://www.iabc.com/>

Society for Technical Communication (STC) - <https://www.stc.org/>

National Communication Association (NCA) - <https://www.natcom.org/>

Association for Talent Development (ATD) - <https://www.td.org/>

American Management Association (AMA) - <https://www.amanet.org/>

International Association of Facilitators (IAF) - <https://www.iaf-world.org/>

Association for Communication Excellence (ACE) - <https://www.aceweb.org/>

Public Relations Society of America (PRSA) - <https://www.prsa.org/>

Center for Creative Leadership (CCL) - <https://www.ccl.org/>

**Mobile Cinematography (Practical)**

**Course Description**

This hands-on Mobile Cinematography course is tailored for individuals eager to enhance their cinematography skills using mobile devices. Taught by an expert with over 30 years of industry experience, the syllabus covers mobile camera capabilities, advanced shooting techniques, and post-processing.

Comprising five segments with five practical exercises each, students gain first-hand experience in mobile cinematography. They'll learn phone control center usage, mobile accessories, lenses, filters, lighting, composition techniques, and advanced shooting methods like manual focus, exposure, HDR, and panorama. Additionally, the course covers editing and post-processing using the Images app and third-party applications, adjusting exposure, contrast, saturation, filters, effects, and image library management.

By the end, students will possess a solid foundation in mobile cinematography and the ability to produce captivating images using mobile devices. Suitable for beginners and experienced photographers, this course offers the knowledge and practical experience needed to elevate mobile cinematography skills. Hands-on exercises ensure students master camera controls, accessories, composition, lighting techniques, and mobile shooting and editing skills.

Discover the art of professional-quality images using just your mobile phone . Learn optimal lighting, framing, motion, and portrait posing for stunning, unforgettable shots. Engage in hands-on challenges to apply newfound knowledge, resulting in professional-grade images that showcase cutting-edge cinematography skills.

**Course Objectives**

Understand the capabilities of mobile phone cameras and how to use the phone control center to optimize settings for different shooting scenarios.

Apply advanced shooting techniques such as manual focus and exposure, HDR, and panorama to create high-quality images using a mobile device.

Analyze and evaluate different lighting and composition techniques and apply them effectively to capture visually compelling images.

Create and edit images using the Images app and third-party editing apps, applying different filters, effects, and adjustments to enhance the visual impact of the image.

Synthesize and integrate different elements of Mobile Cinematography, including camera capabilities, accessories, shooting techniques, and post-processing, to create a cohesive and visually stunning body of work.

**Detailed Syllabus for Mobile Cinematography**

**Unit 1: Introduction to Mobile Cinematography**

Understanding the basics of Mobile Cinematography

The history and evolution of Mobile Cinematography

Advantages and limitations of Mobile Cinematography

Understanding the different types of smartphones and cameras

**Unit 2: Mobile Camera Controls and Accessories**

Mobile Phone Camera’s Capabilities

Use the Phone Control Center for Mobile Cinematography

Mobile Accessories for Cinematography : Gimbals, Case, Rigs

Lenses and Filters for Mobile Cinematography

**Unit 3: Lighting and Composition in Mobile Cinematography**

Lighting for Mobile Cinematography

Principles of Composition in Mobile Cinematography

Take Your Shot in Multiple Ways in Mobile Cinematography

Enable the Grid Guides for Better Composition

**Unit 4: Advanced Shooting Techniques for Mobile Cinematography**

Shoot in Burst Mode in Mobile Cinematography

Set Up Manual Focus and Exposure in Mobile Cinematography

Lock the Exposure and Focus in Mobile Cinematography

Take HDR Images and Live Images in Mobile Cinematography

**Unit 5: Editing and Post-Processing for Mobile Cinematography**

Getting the Most Out of the Images App in Mobile Cinematography

Basic Editing and Post-Processing in Mobile Cinematography

Advanced Editing Techniques for Mobile Cinematography

Tips and Tricks for Sharing Your Images on Social Media

**Suggested Detailed Practical Exercises for Mobile Cinematography**

**Unit 1: Introduction to Mobile Cinematography**

Explore the capabilities of your mobile phone camera by taking pictures of different subjects

Use the Phone Control Center to adjust camera settings such as flash, timer, and exposure

Experiment with mobile accessories such as gimbals, cases, and rigs to see how they improve your Cinematography

Try out different lenses and filters for Mobile Cinematography to see their effect on your images

Experiment with different lighting conditions and techniques to learn how light affects your images

**Unit 2: Mobile Camera Controls and Accessories**

Use the grid guides to improve your composition and framing

Shoot in burst mode to capture fast-moving subjects

Set up manual focus and exposure to have more control over your images

Lock the exposure and focus to keep a consistent look throughout a series of shots

Experiment with taking HDR and live images to see how they can enhance your images

**Unit 3: Lighting and Composition in Mobile Cinematography**

Take your shot in multiple ways by exploring different angles, perspectives, and distances

Use the rule of thirds and other composition techniques to create visually compelling images

Use natural light, artificial light, and reflectors to create different moods and effects in your images

Experiment with framing and cropping to improve the composition of your images

Practice taking portraits, landscapes, and still life images to improve your skills in different genres

**Unit 4: Advanced Shooting Techniques for Mobile Cinematography**

Use the exposure compensation tool to adjust the brightness of your images

Experiment with different shutter speeds to capture motion and movement in your images

Use the timer function to take self-portraits and group images

Practice taking images in low-light conditions to improve your skills in challenging situations

Use the panorama function to capture wide landscapes and cityscapes

**Unit 5: Editing and Post-Processing for Mobile Cinematography**

Use the editing tools in the Images app to adjust exposure, contrast, saturation, and other settings

Experiment with different filters and effects to create a unique look for your images

Use third-party editing apps to add more advanced effects and styles to your images

Practice using the Images app to organize and manage your image library

Share your images on social media and get feedback from others to improve your skills and style

**Course Outcomes**

Demonstrate a comprehensive understanding of mobile phone camera capabilities and the ability to adjust settings to optimize image quality in different shooting scenarios.

Apply advanced shooting techniques such as manual focus and exposure, HDR, and panorama to create visually striking images using a mobile device.

Analyze and evaluate different lighting and composition techniques and apply them effectively to create aesthetically pleasing images.

Create and edit images using the Images app and third-party editing apps, applying different filters, effects, and adjustments to enhance the visual impact of the image.

Synthesize and integrate different elements of Mobile Cinematography, including camera capabilities, accessories, shooting techniques, and post-processing, to create a body of work that demonstrates mastery of Mobile Cinematography techniques and artistic expression.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 2 | 3 | 3 |
| PSO 2 | 3 | 1 | 3 | 2 | 3 |
| PSO 3 | 2 | 3 | 3 | 3 | 2 |
| PSO 4 | 3 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Textbooks**

Adekile, W. (2020). Smartphone Cinematography : Shooting Like a Pro. Wale Adekile.

Hjorth, L., de Souza e Silva, A., & Lanson, K. (2020). The Routledge Companion to Mobile Media Art. Routledge.

Shields, T. (2022). Mobile Image Secrets. Cinematography Academy.

Toussaint, P. J. (2020). Mobile phone Cinematography for Everybody: App Techniques. Amherst Media, Incorporated.

Vandome, N. (2020). Smartphone Cinematography in easy steps: Covers mobile phone s and Android phones. In Easy Steps.

**References**

Geller, A. (2021). The Art of mobile phone Cinematography : Creating Great Images and Art on Your mobile phone . Rocky Nook.

Kelly, K.L. (2020). Mobile Cinematography : Capturing a Moment in Time. Lawrence King Publishing.

Campbell, J. (2020). Mobile Cinematography for Creatives: Shooting for Instagram and Beyond. Ammonite Press.

Winston, C. (2019). Digital Cinematography Mastery: How to Shoot Stunning Images with Smartphone. Independently Published.

Cosgrove, L. (2019). The Hipstamatic Guide: How to Use Hipstamatic for Stunning Mobile Cinematography . Ammonite Press.

Smith, D. (2018). Smart Phone Smart Cinematography : Simple techniques for stunning smartphone images. Ilex Press.

Wade, J. (2018). Mobile Cinematography for Beginners: A Beginner's Guide to Amazing Cinematography with Your Smartphone. CreateSpace Independent Publishing Platform.

Johnson, P. (2017). The Art of Smartphone Cinematography : How to Take Your Best Shots. Sterling Publishing.

Sherman, B. (2017). The Unforgettable Imagegraph: 228 Ideas, Tips, and Secrets for Taking the Best Pictures of Your Life. Workman Publishing.

Judge, P. (2017). Cinematography Tips for the mobile phone : The How-To Guide. Independently Published.

Bull, S. (2020). A Companion to Cinematography . John Wiley & Sons.

**Web Resources**

Mobile Media & Communication - <https://journals.sagepub.com/home/mmc>

Journal of Cinematography and Culture - <https://www.tandfonline.com/toc/rfpc20/current>

Mobile Cinematography Awards - [https://mobileimageawards.com/](https://mobilephotoawards.com/)

Professional Imagegraphers of America - <https://www.ppa.com/>

National Press Imagegraphers Association - <https://nppa.org/>

Mobile Imaging and Printing Consortium - <http://www.mobileprinting.net/>

Mobile Cinematography Summit - [https://www.mobileCinematography summit.com/](https://www.mobilephotographysummit.com/)

International Center of Cinematography - <https://www.icp.org/>

Mobile Image Network - [https://www.mobileimagenetwork.com/](https://www.mobilephotonetwork.com/)

Visual Communications & Digital Imaging - <https://vcdig.org/>

### Mediated Communication (Theory)

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**Course Description**

Mediated Communication is a course that explores the various forms of media and communication, with a focus on Computer Mediated Communication (CMC) and new media. The course offers an overview of the historical and theoretical background of mass and mediated communication, as well as the psychological effects of social and mobile media. Students will learn about the functions of media, uses and gratification of social media, expectancy-value theory, media richness, and competence models. Additionally, the course explores media and CMC effects theories such as personal influence, selective perception, limited effects, cultivation theory, and Marshall McLuhan's Medium Theory.

Furthermore, students will gain an understanding of communication ecology perspectives, media and socialization, media dependency, Ball-Rokeach’s Communication Infrastructure Theory, and the Media Multiplicity Theory. The course also covers the cognitive, memory, and emotional effects of media, social information processing theory, social cognitive theory, and the presentation of self online.

Finally, the course delves into the social informatics approach to mediated communication, persuasive technology design, communication systems and networks, and the cybernetics and self-organization of social systems. Students will learn about media-influence diffusion of innovation and I theories, information flow models, Castells’ and van Dijk’s Network Society, and the spread of ideas through contagion, Jenkins’ Spreadable Media Theory, mimetics, memes, virality, and infodemiology. This course is ideal for students interested in media studies, communication, and technology.

**Course Objectives**

1. To orient learners to classical and emerging theories of mediated communication.
2. To comprehend the role and function of media in public opinion formation.
3. To distinguish between various effects of mediated communication.
4. To help learners track and appraise emerging trends in communication theories and research.
5. To help learners understand theories of communication systems and how ideas spread in a media-rich world.

**Detailed Syllabus for Mediated Communication**

**Unit 1: Traditional Media and CMS Effects**

Origins of Mass Communication-Mass Society, Power Effects Thesis, Propaganda Model, Passive and Active Audiences

Rise and Fall of Mass Communication, Audience Fragmentation and Media Balkanization

Functions of Mass and Mediated Communication- Brief History of Computer Mediated Communication (CMC).

Characteristics of New Media-Uses and Gratification of Social Media- Transportation Mode- Expectancy-Value Theory-Media Richness. Competence Model. Media and Channel Use Theories

Media and CMC Effects Theories-Personal Influence, Selective Perception, and Limited Effects- Cultivation theory.

Media Effects Research Tradition. An Overview of Psychological Effects of Social and Mobile Media.

**Unit 2: Communication Ecology Perspectives**

Media and Communication Ecology Perspective.

Harold Inns Legacy and Marshall McLuhan’s Medium Theory

Media Ecology and Mediatization, Remediation

Media and Socialization

Ball-Rokeach’s Communication Infrastructure Theory.

Media Multiplicity Theory (Caroline Haythornthwaite).

Media and Cultural Production, Presentation of Self Online (Ervin Goffman)

Critical Cultural Perspectives: Interpretations of Media Influences on and Society

**Unit 3: Cognitive, Memory, and Emotional Effects of Media**

Communication and Cognition- Relevance, Limited Capacity Model

Social Information Processing Theory (Walther). .

Cognitive Approach to Mass Communication- Social Cognitive Theory.

Memory and Emotional Effects of Mediated Communication.

Emergence of Media Neuroscience. Information Processing Models

**Unit 4: (Re) Emerging Theoretical Perspective**

Digital Play and Media Transference. Media Transformations (Mark Poster).

Theory of Interactive Media Effects. Social Expectations Theory.

Media Equations. Media Dependency. Media Transformations

Social Informatics Approach to Mediated Communication.

Communicating with Objects-Actor Network Theory

Jean Baudrillard’s The Revenge of the Crystal

Approaches to Human-Computer Interaction(HCI)-Affordances, Usability, UX

Human-Brain Interaction (BCI), AI and Communication

Persuasive Technology Design-Attention, Dependencies, and Distraction.

**Unit 5: Communication Systems and Networks**

Social Systems Approach to Communication-Cybernetics and Self-organization. Latané’s Dynamic Social Impact Theory. Castells’ and van Dijk’s Network Society.

Media-Influence Diffusion of Innovation, Differential Adaptation Theory and Contagion theories (Social, behavioural etc.). Information Flow Models.

Mimetics- Memes and Discursive Power of Memes

How ideas Spread-Jenkins’ Spreadable Media Theory, Virality, and Self-Organization, Emergence Autopoiesis, Critical Mass, Tipping Point- Infodemiology.

**Course Outcomes**

Analyse and interpret systems of mediated communication.

Critically evaluate public opinion surveys and polls.

Outline and write a reflexive essay on the effects of media on self and the other.

Analyze and interpret developments in mediated communication using multiple theoretical lenses.

Identify key factors driving the spread of information and virality.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PSOs/COs | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 1 | 3 | 2 | 3 |
| PSO 2 | 3 | 3 | 3 | 3 | 3 |
| PSO 3 | 3 | 3 | 3 | 3 | 3 |
| PSO 4 | 3 | 3 | 3 | 3 | 2 |
| PSO 5 | 2 | 3 | 2 | 3 | 3 |

**Key Text Books**

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

**References**

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.

**Web Resources**

Journal of Computer-Mediated Communication - https://onlinelibrary.wiley.com/journal/10836199

New Media & Society - https://journals.sagepub.com/home/nms

Media, Culture & Society - https://journals.sagepub.com/home/mcs

Communication Research - https://journals.sagepub.com/home/crx

Mobile Media & Communication - https://journals.sagepub.com/home/mmc

|  |
| --- |
| **Advertising and Brand Communication****(Theory)** |

**Course Description**

This course on Advertising and Brand Communication is designed to provide students with a comprehensive understanding of the role of advertising in building and maintaining brand equity. Through a historical and theoretical lens, students will learn the basics of advertising, including types of advertising, target audience, and media planning, and techniques for crafting effective ad messages.

The course explores advertising as a promotional and marketing tool, its role in the marketing mix, and its connection to brand marketing. Additionally, students will examine the fundamental nature of the rural market, social marketing, and brand communication.

In-depth discussions on brand definitions, conceptualizations, and tools for managing and measuring brand equity are covered, along with consumer-based brand equity, brand valuation principles, and strategic brand management.

The course also addresses advertising research and planning, creativity, advertising copywriting and design, advertising media planning and buying, and digital advertising. Finally, students will explore the changing nature of advertising in the digital era, data-driven advertising, and designing advertising for cross-platform distribution.

**Course Objectives:**

1. Understand the fundamental concepts of advertising and brand communication, including the role of advertising in building and maintaining brand equity, identifying key stakeholders, and advertising brands internationally.
2. Analyze advertising as a promotional and marketing tool, including its role in the marketing mix, understanding the marketing concepts and evolution, and exploring the rural market and social marketing.
3. Apply critical thinking skills to brand communication, including analyzing and measuring brand equity, understanding consumer-based brand equity and brand valuation principles, and strategic brand management.
4. Demonstrate effective communication skills through advertising research and planning, crafting effective ad messages, and advertising copywriting and design.
5. Utilize digital advertising techniques and understand the changing nature of advertising in the digital era, including data-driven advertising, designing advertising for cross-platform distribution, and analyzing the various types of online advertising.

**Detailed Syllabus**

**Unit 1: Introduction to Advertising and Brand Communication**

Defining advertising and brand communication and their importance in the marketing industry, role of advertising and brand communication in building and maintaining brand equity, identifying key stakeholders in advertising and brand communication, international advertising brands.

The history of Indian advertising, evolution of advertising in India, identifying key milestones in Indian advertising history.

Advertising fundamentals, basics of advertising, types of advertising, target audience, and media planning, discussing techniques for crafting effective ad messages, including appeals, positioning, and storytelling.

Role of advertising in the product life cycle, role of advertising in each stage of the product life cycle, exploring the agency-client relationship, creative pitch, and agency accreditation.

Types of advertising commercial, non-commercial, primary demand and selective demand classified and display advertising, comparative advertising, co-operative advertising, political advertising.

**Unit 2: Advertising as a Promotional and Marketing Tool**

Advertising and promotion, the business of advertising and promotion, promotional media, sponsorship, brand placement and evolving aspects of integrated marketing communication

Role of advertising in marketing mix, role of advertising in the marketing mix, exploring the marketing concepts and evolution.

Theorising advertising and promotion, advertising and promotion’s role in brand marketing- cognitive, social and cultural theories of advertising and promotion.

Fundamental nature of rural market, understanding the rural mind and buying process, understanding the nature of the rural market, analyzing the buying process and mindset of rural consumers.

Social marketing, defining social marketing and its objectives, understanding the P’s of a social marketing program

**Unit 3: Brand Communication**

Brand and measuring brands market performance? Brand definitions and conceptualizations the debate, branding and its importance in advertising and marketing, analyzing key elements of branding, including mission, values, and personality,

Tools and techniques for managing and measuring brand equity, including brand audits and brand tracking studies, importance of brand equity in advertising and marketing, measuring the market performance of brands applications in brand management

Consumer-based brand equity, brand valuation principles, applications and latest developments, brands and the self, brands and the society, a brand culture perspective on global brands, positioning a brand, new brands performance and measurement

Building brand identity in challenging times, creating meaningful brands, understanding how brands evolve from labels on products to icons of meaning

Strategic brand management, brand architecture design and brand naming decisions, strategic brand alliances research advances and practical applications, brand extensions, hidden value of brands in mergers and acquisitions, holistic brand management

Managing brand communication, brand building via integrated marketing communications, sensory aspects of branding, branding and digital analytics, branding to different audiences, BB branding, cases of BB brands

Strategic employer branding, internal branding dissecting, branding the entire entity corporate branding, branding in emerging markets

Branding different entities/products, political branding, arts branding, from nation to neighbourhood branding and marketing places, the challenges of luxury branding, retail branding, service branding enabling, making and delivering promises, branding in sports, franchise brand management from a knowledge perspective

Towards a better understanding of the ethical brand and its management, not-for-profit branding, building brands via corporate social responsibility

**Unit 4: Creativity, Advertising Research and Planning**

Advertising research and planning, defining advertising research and planning and their importance in advertising and marketing, discussing techniques for conducting market and competitive research for advertising campaigns

Role of creativity in advertising, understanding the role of creativity in advertising, determining the message theme/major selling idea

Creative strategies, analyzing various creative strategies in advertising, exploring creativity and ad theory

Advertising copywriting and design, defining advertising copywriting and design and their importance in advertising and marketing, techniques for crafting effective ad copy and design

Advertising media planning and buying, defining advertising media planning and buying and their importance in advertising and marketing, analyzing techniques for selecting and purchasing advertising media

Visual communication and branding, dynamics of branding and communication, the emergent convergence between design thinking and brand design, developing multi-sensory brand experiences, visual language, imaginary and branding, how to create a living brand, design of brand narratives

**Unit 5: Digital Advertising**

Digital advertising, defining digital advertising and its importance in advertising and marketing, techniques for digital advertising, including search engine marketing, display advertising, and social media advertising

Various types of online advertising, analysing various types of online advertising, including native ads, (search engine marketing) SEM, display advertising/banners, pop-up ads, mobile advertising, social ads, retargeting and remarketing, email marketing, digital signage, and video marketing

Changing nature of advertising in digital era, analysing the changing nature of advertising in the digital era, comparing conventional vs. online advertising

Data-driven advertising, understanding data-driven advertising and its importance in advertising and marketing, exploring programmatic

Designing advertising for cross-platform distribution, understanding the importance of maintaining consistency across divergent media, analysing online advertising as intrusion and ad-blockers and strategies for non-invasive advertising

**Course Outcomes**

1. Students will be able to develop and structure a story.
2. Students will be able to write a script that effectively conveys a story.
3. Students will be able to analyze and evaluate their own stories and scripts and those of others, and identify areas for improvement.
4. Students will be able to apply their understanding of story development and scriptwriting by developing a storyboards for their scripts
5. Students will be able to create a professional-quality story and script using storyboards make a pitch for wider acceptance and production

**Mapping:**

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| --- | --- | --- | --- | --- | --- |
| **PSO** | **CO1** | **CO2** | **CO3** | **CO4** | **CO5** |
| PSO 1 | 2 | 2 | 3 | 2 | 1 |
| PSO 2 | 3 | 3 | 3 | 3 | 2 |
| PSO 3 | 3 | 3 | 3 | 2 | 2 |
| PSO 4 | 2 | 1 | 2 | 3 | 1 |
| PSO 5 | 3 | 2 | 2 | 3 | 3 |

**Key Textbooks**

1. Gómez, J. D. F. (2021). Strategic Advertising Mechanisms: From Copy Strategy to Iconic Brands. Intellect Books.
2. Hackley, C., & Hackley, R. A. (2021). Advertising and Promotion. SAGE.
3. Parker, L., & Brennan, L. (2020). Social Marketing and Advertising in the Age of Social Media. Edward Elgar Publishing.
4. Saura, & Ramon, J. (2021). Advanced Digital Marketing Strategies in a Data-Driven Era. IGI Global.
5. Sharma, S., & Singh, R. (2021). Advertising: Planning and Implementation, Third Edition. PHI Learning Pvt. Ltd.

**References**

1. Blakeman, R. (2018). Integrated Marketing Communication: Creative Strategy from Idea to Implementation. Rowman & Littlefield.
2. Gómez, J. D. F. (2021). Strategic Advertising Mechanisms: From Copy Strategy to Iconic Brands. Intellect Books.
3. Hackley, C., & Hackley, R. A. (2021). Advertising and Promotion. SAGE.
4. Hanlon, A. (2019). Digital Marketing: Strategic Planning & Integration. SAGE.
5. Kelley, L. D., Sheehan, K. B., Dobias, L., Koranda, D. E., & Jugenheimer, D. W. (2022). Advertising Media Planning: A Brand Management Approach. Taylor & Francis.
6. Landa, R. (2021). Advertising by Design: Generating and Designing Creative Ideas Across Media. John Wiley & Sons.
7. Mogaji, E. (2021). Introduction to Advertising: Understanding and Managing the Advertising Process. Routledge.
8. Parker, L., & Brennan, L. (2020). Social Marketing and Advertising in the Age of Social Media. Edward Elgar Publishing.
9. Saura, & Ramon, J. (2021). Advanced Digital Marketing Strategies in a Data-Driven Era. IGI Global.
10. McGruer, D. (2020). Dynamic Digital Marketing: Master the World of Online and Social Media Marketing to Grow Your Business. John Wiley & Sons.

**Web Resources**

1. "Journal of Advertising" https://www.tandfonline.com/toc/ujoa20/current
2. "Journal of Marketing Communications" https://www.tandfonline.com/toc/rjmc20/current
3. "Journal of Communication" https://academic.oup.com/joc
4. "Journal of Interactive Advertising" https://www.tandfonline.com/toc/ujoa20/current
5. "Journal of Digital and Social Media Marketing" https://www.tandfonline.com/toc/rdsm20/current
6. "American Advertising Federation" https://www.aaf.org/home

**Multimedia Content Packaging (Practical)**

**Course Description**

Multimedia Content Packaging is an exciting course that focuses on creating engaging and effective digital content. Students will learn how to design and develop multimedia projects, including slide shows with sound, instructional design and eContent development, explanatory videos with whiteboard animation, and geo-animation. Through hands-on exercises, students will gain practical experience in using multimedia tools to create dynamic and interactive content that can be used for a variety of purposes, such as training, marketing, and education. The course will cover fundamental concepts and techniques in multimedia design, including storyboarding, scriptwriting, animation, and sound design. By the end of the course, students will have a comprehensive understanding of how to create compelling multimedia projects that captivate and inform their audiences. Whether you are a beginner or have some experience, this course is perfect for anyone interested in learning how to effectively package multimedia content.

**Course Objectives**

1. To develop an understanding of the principles of instructional design and multimedia content packaging.
2. To be able to create slide shows with sound to effectively communicate information.
3. To create explanatory videos using whiteboard animation techniques.
4. To be able to develop e-content using a variety of multimedia tools.
5. To create geo-animated multimedia content for effective communication.

**Detailed Syllabus**

**Procedural Knowledge on Multimedia Content Packaging**

**(Viva/Written Test Topics For Practical Examination)**

**Unit 1: eContent**

Introduction to eContent

Types of eContent

Benefits of eContent

Tools for eContent Development

How to Create and Publish eContent

Incorporating User Interactions

**Unit 2: Explanatory Video**

What is an Explanatory Video?

Benefits of Using Explanatory Videos

Creating an Explanatory Video

Making Engaging Explanatory Videos

Best Practices for Publishing Explanatory Videos

**Unit 3: White Board Animation**

What is White Board Animation?

The Benefits of Whiteboard Animation

How to Plan and Create a Whiteboard Animation

Making Engaging Whiteboard Animations

Best Practices for Publishing Whiteboard Animations

**Unit 4: Geo-Animations**

What is Geo-Animation?

Benefits of Using Geo-Animation

How to Plan and Create a Geo-Animation

Tips for Making Engaging Geo-Animations

Best Practices for Publishing Geo-Animations

**Unit 5: Animated Infographics**

What is Animated Infographics?

Benefits of Using Animated Infographics

How to Plan and Create an Infographic

Tips for Making Engaging Infographics

Best Practices for Publishing Animated Infographics.

**Suggested Detailed Syllabus for Multimedia Content Packaging**

1. Create a simple slide show with sound, incorporating audio elements such as music, sound effects, and voiceover narration, modelled on PhotoVoice.
2. Develop an instructional design for a complex topic and create an e-content package, including slides, text, images, and audio elements.
3. Create a short explanatory video using whiteboard animation techniques, such as drawing and erasing elements on the screen to explain a concept or process.
4. Design and produce a geo-animation to illustrate a geographical location or process, such as a weather system or ocean currents.
5. Create a multimedia presentation that combines slide shows, instructional design, explanatory videos, and geo-animation elements to explain a complex topic.
6. Develop a short, animated video to explain a product or service, incorporating elements of whiteboard animation and explanatory video.
7. Create an interactive multimedia content package, incorporating elements such as hyperlinks, pop-ups, and quizzes to engage the audience and test their understanding.
8. Produce a series of slide shows to be used as promotional material, incorporating elements of animation, sound, and video to make the presentations more engaging and memorable.
9. Create a series of instructional videos to be used as a training tool, incorporating elements of whiteboard animation and explanatory video to explain complex concepts and processes.
10. Design and develop an interactive e-book, incorporating elements such as multimedia content, quizzes, and interactive elements to enhance the learning experience.

**Course Outcomes**

1. Students will be able to apply the principles of instructional design to create engaging multimedia content.
2. Students will be able to create slide shows with sound that effectively communicate information.
3. Students will be able to use whiteboard animation techniques to create explanatory videos.
4. Students will be able to develop e-content using a variety of multimedia tools.
5. Students will be able to create geo-animated multimedia content for effective communication.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PSOs/COs | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 2 | 3 | 3 | 3 | 2 |
| PSO 2 | 3 | 3 | 1 | 3 | 3 |
| PSO 3 | 3 | 2 | 3 | 2 | 3 |
| PSO 4 | 3 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Textbooks**

The Complete Guide to Smartphone Photography. (2021). Teaching Company, LLC.

Bradford, J. (2022a). Smart Phone Smart Photo Editing. Ryland Peters & Small.

Kelowna, B. (2018). Multimedia content creation and delivery. Packt Publishing.

Griffes, L. (2021). *Phone Camera Tricks And Effects: How To Take Good Pictures With A Smartphone: Camera Phone Photos*. Independently Published.

Tasabehji, Y., & Tasabehji, M. (2022). *The Ultimate Guide to iPhone Photography: Learn How to Take Professional Shots and Selfies the Easy Way*. Page Street Publishing.

**References**

Abbott, D. (2017). Multimedia content packaging. Focal Press.

Anderson, T. (2015). The theory and practice of online learning. Athabasca University Press.

Ellington, H. (2017). Multimedia content design and delivery. CRC Press.

Thayer, P. (2019). Multimedia content for the web. O'Reilly Media, Inc.

Bradford, J. (2022b). Smart Phone Smart Photo Editing: A complete workflow for editing on any phone or tablet using Snapseed. Ryland Peters & Small.

Griffes, L. (2021). Phone Camera Tricks And Effects: How To Take Good Pictures With A Smartphone: Camera Phone Photos. Independently Published.

Hemmings, M. (2021). Android Smartphone Photography For Dummies. John Wiley & Sons.

Jemil, N. (2022). The Travel Photographer’s Way: Practical Steps to Taking Unforgettable Travel Photos. Bradt Travel Guides.

Kelby, S. (2021). The iPhone Photography Book. Rocky Nook, Inc.

Kus, M. (2021). The Pocket Photographer: How to Take Beautiful Photos with Your Phone. Laurence King Publishing.

**Web Resources**

How to Package Multimedia Content for Online Delivery - <https://www.clickz.com/how-to-package-multimedia-content-for-online-delivery/14263/>

The Importance of Multimedia Content Packaging in Marketing - <https://www.forbes.com/sites/forbescommunicationscouncil/2018/07/19/the-importance-of-multimedia-content-packaging-in-marketing/?sh=4618e5ba6e54>

Best Practices for Multimedia Content Packaging - <https://www.digitalmediahub.com.sg/resources/best-practices-for-multimedia-content-packaging/>

The Fundamentals of Multimedia Content Packaging - <https://www.skillshare.com/classes/The-Fundamentals-of-Multimedia-Content-Packaging/218758925/classroom/discussions?via=my-classes&enrolledRedirect=1>.

### Principles of Public Relations (Theory)

**Course Description**

This course on Public Relations provides a comprehensive overview of the principles and practices of PR. It covers the historical origins of public relations and the worldwide expansion of PR in the twentieth century. The course explores the relationship between public relations and the media, and the role of PR in democracy, including its contribution to democracy and the potential conflicts between PR and democratic values. Students will learn about the role of the PR practitioner, the skills required for success in the field, and the ethical codes that guide PR practice. The course also covers various PR theories and concepts, including communication, relationship, social influence, and mass communication theories. Students will learn about the importance of strategic planning and management in PR, including how to plan and evaluate PR campaigns and programmes. Other topics include internal and community relations, external PR, sponsorship, and the future of PR.

**Course Objectives**

1. Understand the evolution and importance of Public Relations
2. Understand the different methods of PR followed by Government & private Sector
3. Learn the abilities to engage various stakeholders
4. Conduct campaigns and research in Public Relations
5. Handle crisis situations and resolve them using Public Relations

**Detailed Syllabus**

**Unit 1: The context of public relations**

Public relations origins: definitions and history. The expansion of public relations in the twentieth century. The worldwide development of public relations since the mid-twentieth century.

Public relations and the media. Media environments. Exchange theories: the information subsidy. Agenda setting and framing. Power shift towards public relations practitioners. Mediatisation

Public relations and democracy. Democracy, media and expertise. PR’s contribution to democracy.PR versus democracy. PR ethics codes and democracy-The problem of (PR’s) expertise for democracy

Role of the public relations practitioner. Role of the communicator. The PR practitioner as ‘communicator’ What public relations people do: individual practitioners. A Conceptual Framework for PR in India. The Growth and Development of Modern PR.

Skills for the ideal practitioner. Role of theory in practice. Professionalism. Education and research. Defining professions. Is PR a profession? Professional ethics: an overview. The ethics of codes. Approaches to public relations ethics. The practitioner perspective

**Unit 2: PR Theories and Concepts**

Public relations theories: an overview. Communication theories in public relations Relationship theories of public relations. Social influence theories.

Mass communication theories. Rhetoric and engagement in public relations. Feminism and public relations. Postmodern and socio-cultural theories of public relations

Context of Public Relations: Strategic public relations planning and management: The importance of context, External environment, Internal environment, Implications of context.

Intercultural and multicultural context of public relations. The context of culture

Public relations and culture. Between universalism and relativism

Global principles and specific applications. Social media and activists in the global village. Uneven globalisation. How to prepare for international and global public relations.Key principles in intercultural and multicultural public relations. Public diplomacy

**Unit 3: Media Relations**

Strategic public relations programmes and campaigns. Importance of Planning. Underpinning theories of Planning: the systems context of planning. Approaches to planning: the planning template

Public relations programme research and evaluation. Barcelona Principles Valid metrics guidelines. Quantification of public relations. Objective setting. Research. Outcome evaluation. Output evaluation. Content analysis. Social media Analytics for PR

Distinction Between Public relations, propaganda and the psychology of persuasion.

Applying Laswell Model to PR: Who says: the question of credibility. Says what: the nature of the message. To whom: the audience perspective. To what effect: forming and changing attitudes and beliefs

Media relations, publicity and public relations. Advertising or editorial. Origins and development. Practical media relations. Evaluating media coverage. Influencer Marketing and PR: Influencer relations, content marketing and brand journalism. PR under Media fragmentation

**Unit 4: Internal and Community Relations**

Internal communication. Perspectives and definitions. What does an internal communication function do? What matters to employees: motivation in the workplace

Planning internal communication. Outcomes rather than outputs: choosing effective channels. The importance of evidence in IC planning and evaluation. Approaches to information gathering. Professionalisation: attributes, competencies and skills in internal communication

Managing community involvement programmes. Corporate community involvement (CCI) programmes. Employees and community programmes. Cause-related marketing (CRM). Developing community programmes. Evaluating community programmes

Non-government organisations(NGOs) and pressure groups. The international development context. What has changed for communicators in NGOs? The importance of knowledge networks for NGO communicators. Common communication issues facing NGOs

Relationships with donors. Communication in small NGOs. PR and its link to fundraising

The power of the website. Advocacy and campaigning. Getting donations. Brand, reputation and identity. NGOs as corporations and superbrands.

**Unit 5: External PR**

Public relations and the consumer. Public relations and marketing. Targeting and tailoring

Core activities. The media landscape: continuity and change. A shift to owned media. Branded content. Virtual influence. New activities and practices

Business-to-business public relations. Core principles of business-to-business (B2B) public relations. B2B media relations. B2B social media. Coordinating the communications disciplines. Building corporate reputation

Public affairs. Locating the role of public affairs within the organisation. Defining public affairs: a confused professional identity. The scope of public affairs. Lobbying. International perspectives on public affairs and lobbying. Public affairs management. Public Relations in private sector and public sector

Sponsorship: an overview. Definitions of sponsorship. Benefits from a successful sponsorship. Activation strategies. Drivers of success. Developing a sponsorship strategy

Communicating a sponsorship. Evaluating sponsorship. The future of sponsorship

Celebrity public relations. Celebrity PR. Celebrity and society. Celebrity and the internet

Celebrity PR in practice. Celebrity in different contexts

Future issues for public relations. Campaigning and pressure groups. Internationalisation of public relations. Public’s Public relations’ identity Issues. Technology. Practitioner roles and professionalism in public relations. Specialisation of public relations practice. Education. Future trends and issues for public relations

**Course Outcomes**

1. Understand PR evolution and current trends
2. Expose students to a wide range of tools and techniques in the PR industry.
3. Use tools to engage communication methods for various publics
4. Plan and execute PR campaigns
5. Resolve Crisis using PR

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 3 | 3 | 3 |
| PSO 2 | 3 | 3 | 3 | 3 | 3 |
| PSO 3 | 3 | 3 | 2 | 3 | 3 |
| PSO 4 | 3 | 1 | 3 | 2 | 3 |
| PSO 5 | 2 | 3 | 3 | 3 | 2 |

**Key Textbooks**

Tench, R., & Yeomans, L. (2017). Exploring Public Relations. 4th Edition. Pearson.

Vilanilam, J. V. (2011). Public Relations in India: New Tasks and Responsibilities. SAGE.

Cutlip, S. M., Center, A. H., & Broom, G. M. (2015). Effective public relations. Pearson.

Bowen, S. A., & Winkler, R. C. (2018). Public relations and communication management in Europe: A nation-by-nation introduction to public relations theory and practice. Routledge.

L'Etang, J. (2018). Public relations: Critical debates and contemporary practice. Routledge.

Cornelissen, J. (2017). Corporate communication: A guide to theory and practice. Sage Publications.

Kunsch, P. L. (2020). Corporate communication: An international and interdisciplinary perspective. Palgrave Macmillan.

**References**

Hsu, W.-L., & Lin, K.-Y. (2015). How corporate social responsibility influences employee organizational commitment: An empirical study in Taiwan. Public Relations Review.

Jin, Y., Liu, B. F., & Austin, L. L. (2017). Examining the effects of transparency on public trust in an organization's social media sites.

Kim, J. N., & Rhee, Y. (2018). From social media to mainstream news: The information flow of the Occupy Wall Street movement.

Liao, H.-M., & Chen, K.-T. (2020). The impact of interactive social media features on dialogic communication, engagement, and trust in corporate communication.

Zhang, W., & Cameron, G. T. (2022). Corporate social responsibility and employee advocacy behavior in China: The mediating role of employee trust.

**Web Resources**

Public Relations Review - https://www.journals.elsevier.com/public-relations-review/

Journal of Public Relations Research - https://www.tandfonline.com/toc/hprr20/current

Public Relations Society of America (PRSA) - https://www.prsa.org/

Institute for Public Relations (IPR) - https://instituteforpr.org/

United Nations Development Programme (UNDP) - https://www.undp.org/

International Association of Public Relations (IPRA) - https://www.ipra.org/

Public Relations and Communications Association (PRCA) - https://www.prca.org.uk/

International Public Relations Association (ICCO) - https://iccopr.com/

International Committee of the Red Cross (ICRC) - https://www.icrc.org/

The Public Relations Strategist - https://prstrategist.com/

### Transmedia Narratives and Storytelling (Theory)

**Course Description**

This course is designed to introduce students to the dynamic world of Transmedia Narratives and Storytelling. Transmedia storytelling is a technique that tells a story or expands a narrative across multiple platforms, including social media, television, film, and video games. In this course, students will learn the theory and practice of transmedia storytelling, examining how it is transforming the media landscape and shaping our understanding of storytelling. Students will explore a range of topics, from the origins of transmedia storytelling to its impact on the entertainment industry, journalism, marketing, and strategic communications. The course will also delve into the cultures of transmediality, intermediality, and multimodality, as well as transmedia production, distribution, and branding. Additionally, students will develop the skills to write and produce their own web series and transmedia projects, using innovative storytelling techniques and strategies. By the end of the course, students will be able to critically analyze and create compelling and immersive transmedia experiences that engage audiences across multiple platforms.

**Course Objectives**

1. Demonstrate an understanding of the key concepts and theories related to transmedia storytelling.
2. Analyze transmedia storytelling strategies used in different media and evaluate their effectiveness.
3. Apply transmedia storytelling techniques and strategies to create compelling and immersive narratives for web series and other multi-platform projects.
4. Evaluate the impact of transmedia storytelling on various fields, including entertainment, journalism, marketing, and strategic communications.
5. Synthesize and communicate ideas related to transmedia storytelling through written and oral presentations.

**Detailed Syllabus**

**Unit 1: Introduction to Transmedia Storytelling**

Defining Transmedia-Traditional Narrative Texts Vs Transmedia Storytelling. A theory of Transmedia Narratives: Transmedia Storytelling origins-Remix, media mix-Jenkins

Over the Top (OTT) Television as Transmedia Storytelling. Writing for Transmedia Is Different-Covering Actions Multiple Platforms

How Are the Internet and Social Media Affecting Visual Storytelling. The Four Creative Purposes for Transmedia Storytelling, Basics of Traditional Storytellin. Transmedia Storytelling in Entertainment, Journalism, Marketing, and Strategic Communications

Netflix, Amazon, and Other OTT Streaming Services. Access, Popularity and Audience Reception. SWOT Analysis of Netflix.Netflix's Expansion to the Indian Market,  Netflix's Approach to Being Global- Making Global Markets, Global Television, Local Markets, Long-Distance Localization, The Unavoidable Labor of Localization, India

Analyzing Transmedia Storytelling Strategies in Web Series and Online Television. Web Documentaries (e.g., Social Dilemma)

Indian Case Studies:Bagubali, Ponniyan Selvan, Eantheran, RRR- Indian Web Series Case Studies and Analysis

**Unit 2: Cultures of Transmediality, Intermediality and Multimodality**

Understanding the Complexity of OTT Production Process. People, Resources and Strategies Employed in Production of Web Series. Mediations of Hashtags Within Transmedia OTT Programming

Transmedia Archaeology: Narrative Expansions across Media Before the Age of Convergence

Transmedia Heritage: Museums and Historic Sites as Present-Day Storytellers, Transmedia Photography: Implicit Narrative from a Discrete Moment

Transmedia Fandom and Participation: The Nuances and Contours of Fannish Participation, Transmedia Paratexts: Informational, Commercial, Diegetic, and Auratic Circulation

Transmedia Charity: Constructing the Ethos of the BBC's Red Nose Day Across Media

Transmedia for Social Change: Evolving Approaches to Activism and Representation

Transmedia Psychology: Creating Compelling and Immersive Experiences

**Unit 3: Transmedia Strategies and Content Practices**

Can Transmedia Strategy Revitalise Television, Entertainment and Media Industry?

Strategies for Promoting Transmedia Content. Lessons from OTT Popular Platforms

Integrating social media in Transmedia Projects-Emergence of Global Social Media Entertainment, Creator Culture

Analyzing Transmedia Storytelling Strategies in Web Series and Online Television. Web Documentaries (e.g., Social Dilemma)

Arts of Transmediality, Transmedia Storytelling: Character, Time, and World-, Transmedia World-Building: History, Conception, and Construction, Transmedia Characters: Additionality and Cohesion in Transfictional Hero, Transmedia Genres: Form, Content, and the Centrality of Memory

Content Strategies: Platform TV Content Concepts and Vocabulary, Platform TV Library Strategies, Platform TV Content Strategies,

Platform TV and the Myth of Choice/Participation/ Autonomy, Imaginative Indices and Deceptive Domains: How Netflix's Categories and Genres Redefine the Long Tail,

Why We Need Film and Series Suggestions, How Algorithmic Recommender Systems Work, Developing Netflix's Recommendation Algorithms, Unpacking Netflix's Myth of Big Data, Catered to Your Future Self: Netflix's "Predictive Personalization" and the Mathematization of Taste

Platform TV and the Documentary Boom, Web Documentaries, Immersive Documentaries, Immersive Media Design Within a Transmedia Space

Behind the Scenes of Script Development, The Feedback Phenomenon, Script Readers as Gatekeepers, Creating the Low-Budget Feature Film Script, Script Development on Unscripted Television, Issues in Cross-Cultural Script Consulting, The Relational Language of  Cultural Sensibilities

**Unit 4: Transmedia Production**

The Business of Transmedia Storytelling: OTT Infrastructure, Revenue Models, Quanitu controls and Standards for Content Acquisition

Practices of Transmediality, Transmedia Adaptation: Revisiting the No-Adaptation Rule, Transmedia Developer: Success at Multiplatform Narrative Requires a, Journey to the Heart of Story,

Transmedia Production: Embracing Change, Transmedia Commodification: Disneyfication, Magical Objects., Transmedia Franchising: Driving Factors, Storyworld Development, and, Creative Process,

Transmedia Distribution: From Vertical Integration to Digital Natives, Transmedia Branding and Marketing: Concepts and Practices

Overview of web tv series, defining success, developing the idea, financing the project, creating a marketing plan, pre-production, production, post-production, distribution, sustainability, traditional media opportunities

Transmedia, Directors, Artistry, Industry and, New Audio-visual Aesthetics

**Unit 5: Writing Web Series**

Writing for Transmedia Is Different-Covering Actions Multiple Platforms, Strategies of Storytelling on Transmedia Television, A Taxonomy of Transmedia Storytelling

Scriptwriting and Storyboarding for Transmedia Project. Scripting for Web Series. Adding Interactivity to Script

Transmedia Writing: Storyworlds and Participation at the Intersection with Other Forms of writing, Transmedia Storytelling Structure. Codifying Story Elements- Story Structure, Transmedia Script for Nonfictional Narratives. Interactive Narratives. Lessons from Game Story Design

Traditional Narrative Texts, Subjective Interpretation, Sound Design, Technical Review: Composition Sound Design Visual Montage, Codifying Story Elements, Interactive Narratives

Story/Worlds/Media, Emplotting a Storyworld in Drama, Subjectivity across Media, Fiction across Media, Framings of Narrative in Literature and the Pictorial Arts, The Rise of the Multimodal Novel (Game of Thrones), Film + Comics, Transmedial Narration and Fan Fiction

Researching the Script Development Process, Scripting and the Multimodal Screenplay Within the Script Development Process, Crafting Immersive Experiences, Between Video Games and Television Shows, Towards Meta Script Development Practices, Textual Manifestations of Collaborative Screen Idea and Story Development, The Screenplay as a Means of Communication

Unique Contexts of Script Development, A Collaborative Reflection Between Writer, Director and Actors, Performing the User Journey as a Development Strategy, Lean Script Development in the Available Materials, Creating Kaleidoscopic Characters

Writing Web series, Difference between Writing Scripts for Terrestrial TV Series and Platform TV Series, Story structure, establishing a series premise, Designing characters, Dialog, Writing and revising, Format, Writing mechanics guide

**Suggested Practical Exercises/Assignments for Transmedia Storytelling**

1. Design a transmedia storytelling campaign for a new product or service, incorporating multiple media platforms and considering audience engagement and interaction.
2. Create a transmedia story bible for a web series or film, including character and world-building, story arcs, and transmedia extensions.
3. Analyze the transmedia storytelling strategies used in a popular web series or film, and evaluate their effectiveness in engaging audiences and promoting the narrative.
4. Produce a short web series using transmedia storytelling techniques, incorporating interactive elements and social media engagement.
5. Develop a marketing and branding plan for a transmedia storytelling project, considering distribution and audience reach.
6. television and film, and evaluate its potential for disrupting established business models.
7. Critically evaluate the ethical and cultural implications of transmedia storytelling, including issues of representation, ownership, and appropriation.
8. Analyze the role of social media in transmedia storytelling, and design a social media campaign to promote a transmedia project.
9. Conduct a case study of a transmedia storytelling project, examining the creative and technical challenges faced by the production team.
10. Create a multimedia essay that synthesizes the course material, including critical analysis of key concepts and theories of transmedia storytelling and a reflection on the student's own creative process.

**Course Outcomes**

1. Develop the ability to analyze and evaluate the effectiveness of different transmedia storytelling strategies used in web series and other multi-platform projects.
2. Demonstrate the skills necessary to create compelling and immersive narratives using transmedia storytelling techniques and strategies for various media platforms.
3. Acquire knowledge of the history, development, and current state of transmedia storytelling, and its impact on the entertainment industry, journalism, marketing, and strategic communications.
4. Develop critical thinking skills to analyze the ethical, cultural, and social implications of transmedia storytelling, and evaluate its effectiveness as a tool for social change and activism.
5. Enhance communication skills, both oral and written, to articulate ideas and concepts related to transmedia storytelling to diverse audiences.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 1 | 3 | 3 | 3 |
| PSO 2 | 2 | 3 | 3 | 3 | 3 |
| PSO 3 | 3 | 3 | 3 | 2 | 3 |
| PSO 4 | 3 | 3 | 2 | 3 | 2 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Textbooks**

Harte, Lawrence, and Roger McGarrahan. 2016. *Internet TV Systems: OTT Technologies, Services, Operation, and Content*. DiscoverNet.

Hern ndez-Santaolalla, V¡ctor, and M¢nica Barrientos-Bueno. 2020. *Handbook of Research on Transmedia Storytelling, Audience Engagement, and Business Strategies*. IGI Global.

Joyce, Stephen. 2018. *Transmedia Storytelling and the Apocalypse*. Springer.

Christin, M., Obadyah, A. B., & Ali, D. S. F. (2021). Transmedia Storytelling. Syiah Kuala University Press.

Gambarato, R. R., & Alzamora, G. C. (2018b). Exploring Transmedia Journalism in the Digital Age. IGI Global.

Gambarato, R. R., Alzamora, G. C., & Tárcia, L. (2020). Theory, Development, and Strategy in Transmedia Storytelling. Routledge.

Bacon, S. (2021). Transmedia Cultures: A Companion. Peter Lang Limited, International Academic Publishers.

**References**

Kellison, Cathrine, Dustin Morrow, and Kacey Morrow. 2013. *Producing for TV and New Media: A Real-World Approach for Producers*. CRC Press.

Zeiser, Anne. 2015. *Transmedia Marketing: From Film and TV to Games and Digital Media*. CRC Press.

G. R. (hrsg. (2015). Handbook of Brand Semiotics. kassel university press GmbH.

Bernardo, N. (2011). The Producer’s Guide to Transmedia: How to Develop, Fund, Produce and Distribute Compelling Stories Across Multiple Platforms. Beactive Books.

Delwiche, A., & Henderson, J. J. (2012). The Participatory Cultures Handbook (Vol. 1). Routledge.

Elleström, L. (2018). Transmedial Narration: Narratives and Stories in Different Media. Springer.

Freeman, M., & Gambarato, R. R. (2018). The Routledge Companion to Transmedia Studies. Routledge.

Gambarato, R. R., & Alzamora, G. C. (2018a). Exploring Transmedia Journalism in the Digital Age. IGI Global.

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Gomes, S. L. R., & Barros, A. R. (2008). Convergence Culture: where old and new media collide; de Henry Jenkins (Rev Ed edition, Vol. 2). New York University Press.

Hancox, D. (2021). The Revolution in Transmedia Storytelling through Place: Pervasive, Ambient and Situated. Routledge.

Jenkins, H. (2008). Convergence Culture: Where Old and New Media Collide. NYU Press.

Jenkins, H., Ford, S., & Green, J. (2013). Spreadable Media: Creating Value and Meaning in a Networked Culture (Postmillennial Pop) (Vol. 1). NYU Press.

McErlean, K. (2018). Interactive Narratives and Transmedia Storytelling: Creating Immersive Stories Across New Media Platforms. Taylor & Francis.

Pratten, R. (2015). Getting Started with Transmedia Storytelling: A Practical Guide for Beginners. CreateSpace Independent Publishing Platform.

Salmose, N., & Elleström, L. (2019). Transmediations: Communication Across Media Borders. Routledge.

Weedon, A. (2021). The Origins of Transmedia Storytelling in Early Twentieth Century Adaptation. Springer International Publishing.

Y?lmaz, R., Erdem, M. N., & Resulo?lu, F. (2018). Handbook of Research on Transmedia Storytelling and Narrative Strategies. IGI Global.

Boni, M. (2017). World Building: Transmedia, Fans, Industries. Amsterdam University Press.

Deterding, S., & Zagal, J. (2018). Role-Playing Game Studies: Transmedia Foundations. Routledge.

Evans, E. (2019). Understanding Engagement in Transmedia Culture. Routledge.

Freeman, M. (2017). Historicising Transmedia Storytelling: Early Twentieth-century Transmedia Story Worlds. Routledge, Taylor & Francis Group.

Gilardi, F., & Lam, C. (2021). Transmedia in Asia and the Pacific: Industry, Practice and Transcultural Dialogues. Springer Nature.

Guynes, S., & Hassler-Forest, D. (2018). Star Wars and the History of Transmedia Storytelling. Amsterdam University Press.

Hedge, S., & Grouling, J. (2021). Roleplaying Games in the Digital Age: Essays on Transmedia Storytelling, Tabletop RPGs and Fandom. McFarland.

Hernández-Santaolalla, V., & Barrientos-Bueno, M. (2020). Handbook of Research on Transmedia Storytelling, Audience Engagement, and Business Strategies. IGI Global.

Jin, D. Y. (2020). Transmedia Storytelling in East Asia: The Age of Digital Media. Routledge.

Moloney, K. (2022). Transmedia Change: Pedagogy and Practice for Socially-Concerned Transmedia Stories. Routledge.

Polson, D., Cook, A.-M., Velikovsky, J. T., & Brackin, A. L. (2019). Transmedia Practice: A Collective Approach. BRILL.

Rauscher, A., Stein, D., & Thon, J.-N. (2020). Comics and Videogames: From Hybrid Medialities to Transmedia Expansions. Routledge.

Timothy Coombs, W., & Harker, J. L. (2021). Strategic Sport Communication: Traditional and Transmedia Strategies for a Global Sports Market. Routledge.

Vernallis, C., Rogers, H., & Perrott, L. (2019). Transmedia Directors: Artistry, Industry and New Audiovisual Aesthetics. Bloomsbury Publishing USA.

Vogan, T. (2020). The Boxing Film: A Cultural and Transmedia History. Rutgers University Press.

Vukadin, A. (2019). Metadata for Transmedia Resources. Chandos Publishing.

Yilmaz, R., Nur Erdem, M., & Resuloglu, F. (2019). Handbook of Research on Transmedia Storytelling and Narrative Strategies. IGI Global.

**Web Resources**

Journal of Transmedia Studies - https://www.editorialmanager.com/jotms/

International Journal of Transmedia Literacy - https://www.ledonline.it/transmedia-literacy

Transmediale - https://transmediale.de/

Convergence: The International Journal of Research into New Media Technologies - https://journals.sagepub.com/home/cvg

Transmedia Alliance - https://www.transmediaalliance.com/

The International Transmedia Association - https://www.transmedia-association.org/

The Storytelling Academy - https://www.storytelling.academy/

The Transmedia Storytelling Initiative at USC - https://transmedia.usc.edu/

The Futures of Entertainment Consortium - https://futuresofentertainment.org/

The International Center for the History of Electronic Games - https://www.worldvideogamehalloffame.org/icheg.

### Film Appreciation and Analysis (Theory)

**Course Description**

This course provides an overview of film appreciation and analysis. Students explore the origins and evolution of cinema as an art form and industry. Key aspects of filmmaking like sound, music, genres, narratives, documentaries and forms are examined. Students learn narrative and non-narrative forms, mainstream and alternative films. Analysis techniques focusing on narration, ideology, auteurship, and style are covered. Film techniques around narrative, space, time, editing and cinematography are appreciated. Major film theories—ideology, authorship, genre, psychoanalytic, formalist—and movements are surveyed. Practical application comes through analyzing award-winning and culturally significant films. Students analyze mise-en-scene, camerawork, editing, music, narratives, documentaries, animated films, film historical context, and auteur directors’ works. Writing film reviews focusing on narrative, technical, thematic and personal aspects is also covered. Case studies of stalwart Indian directors—Ray, Nihalani, Benegal, Kasaravalli—and Tamil and world cinemas are explored. The course examines cinema as popular culture, its socio-political influence and audience. Censorship's role is also discussed. Multimedia presentations and written analysis of films chosen from different languages and periods demonstrate learning. The course equips students with a framework to appreciate cinema as an art form and understand its far-reaching influence.

**Course Objectives**

1. Describe the origin and evolution of cinema as an artistic medium and industry.

2. Analyze narrative and technical elements of award-winning and culturally significant films.

3. Apply major film theories and analysis techniques to interpret films' underlying meanings and directors' styles.

4. Evaluate how films reflect and influence society based on historical context and audience reception.

5. Create multimedia presentations and written papers analyzing selected films, their themes and impact.

**Detailed Syllabus**

**Unit 1: Overview of Film Appreciation**

Introduction to Film Appreciation

Origins and Evolution of Cinema

Nature of Cinema

Critical and Technical Terms used in Film Production and Practice

Industrial and Economic Basis of Commercial Cinema

The arrival of the Cinema; Pioneers of Indian Cinema-

Indian Cinema; Studio System-

New Indian Cinema Indian Women Filmmakers

The emergence of Indian Regional Cinemas-Tamil Cinema

**Unit 2: Key Aspects of Film Making**

Sound and Music in Films

Film Genres and Story Archetypes

Popular Narrative Forms. Story Structures

Narrative form and non-narrative form

Film Form and Conventions

Documentary Films, Genre, Narratives Forms, Structures

Documentary genres

Different Narrative Techniques

**Unit 3: Film Analysis**

Mainstream and Alternative Narratives and Film Forms

Film Analysis Techniques

Narration-Ideology in Films

Mise-en-Scene

Principles of Film-Authorship in Films

Style as a Formal System

**Unit 4: Appreciation of Film Techniques**

Film Techniques: Narrative Unity, Ambiguity

Space and Time

Film Editing Techniques: Disunity, Form, Style

Cinematographer Properties

Montage and Long Take

**Unit 5: Film Theories and Movements**

Authorship in films and Auteurs film

Political Economics -Film Industry, Labour

Feminist Film Theories- Representations and Film Management Roles, Female Directors/Producers

Genre theory, Forms, styles, Story Structures in Various Genere

Jungian Analysis of Myths inFilm

Formalist film theory

Film Movements

Neuro-Cinematic Approach

**Film Analysis: Suggested Practical Exercises/Assignments for Internal Exams**

**(Any one or Two exercises from the list below). All exercises can be presented in the form of written text or multimedia presentations.**

*Exercise 1:* Analyze how mise-en-scene and camerawork were used to show conflict between characters in a movie scene. Discuss set design, lighting, positioning, angles, etc.

*Exercise 2:* Analyze how editing techniques like continuity editing, montage, jump cuts, etc. were used to show the passage of time in a movie. Discuss how effective they were.

*Exercise 3:* Analyze the use of music in generating mood and highlighting important moments in a movie scene. Discuss how sound editing amplified the impact.

*Exercise 4:* Analyze the character arc of the protagonist based on key narrative elements like exposition, rising action, climax, falling action and resolution in a movie.

*Exercise 5:* Analyze how a documentary used balanced or persuasive arguments, interviews, historical footage, music, etc. to make a compelling case. Discuss how objective or subjective it was.

*Exercise 6:* Analyze a movie within its historical context. Discuss how it reflected the social/cultural issues and events of the time period in which it was produced.

*Exercise 7:* Analyze the auteur elements in the films of a famous director like Hitchcock or Kurosawa or Mani Ratnam. Discuss recurring themes, techniques, collaborators, etc. that define their signature style.

*Exercise 8:* Analyze how an animated film used different techniques like stop motion, 2D, 3D, etc. to bring its visual style to life. Discuss how the animation enhanced the storytelling.

*Exercise 9:* Analyze how experimental films challenged conventional filmmaking rules through use of abstract visuals, surrealism, social commentary, etc. Discuss why they are considered unconventional.

*Exercise 10:* Write a film review focusing on narrative, technical and thematic aspects of a movie as well as your personal experience watching it. Provide recommendation on if audiences should watch it and why.

*Exercise 11:* Carry out a Film Analysis and Case studies of Award winning films and Stalwarts in Indian Cinema, Satyajit Ray, Guru Dutt, Adoor Goplakrishnan 4. Govind Nihalani, Shyam Benegal, Mrinal Sen, Girish Kasaravalli, Mahendran

*Exercise 12:* Carry out a Case sTudy of Tamil Cinema based on the following Themes: History of Tamil cinema – Cinema as an institution – Cinema as popular culture – Influence of cinema on social, cultural economic, political milieu in India and Tamil Nadu – Understanding audiences – Censorship and regulation of films

*Exercise 13:* Carry out a Case study of World Cinema, focusing on films from any one nation: Iran, Nigeria, South Korean, Brazil, Mexican, European Union Nations, Russian, Japanese, Chinese, Thailand.

**Course Outcomes**

1. Explain key concepts and critical terms used in film production, analysis and appreciation.
2. Compare mainstream, alternative, narrative and non-narrative film forms.
3. Analyze the narrative, technical, ideological and cultural aspects of films.
4. Discuss the role of film as a medium of cultural expression and its influence on society.
5. Apply diverse approaches to film analysis and generate independent interpretations of films.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PSOs/COs | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 2 | 3 | 3 |
| PSO 2 | 3 | 1 | 3 | 2 | 3 |
| PSO 3 | 2 | 3 | 3 | 3 | 2 |
| PSO 4 | 3 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Textbooks**

Audissino, E. (2017). Film/Music Analysis: A Film Studies Approach. Springer.

Bateman, J., & Schmidt, K.-H. (2013). Multimodal Film Analysis: How Films Mean. Routledge.

Benshoff, H. (2015). Film and Television Analysis: An Introduction to Methods, Theories, and Approaches. Routledge.

Caldwell, T. (2011). Film Analysis Handbook: Essential Guide to Understanding, Analysing and Writing on Film. Insight Publications.

Russo, J. R. (2021). Understanding Film: A Viewer’s Guide. Liverpool University Press.

Wildfeuer, J., & Bateman, J. A. (2016). Film Text Analysis: New Perspectives on the Analysis of Filmic Meaning. Taylor & Francis.

**References**

Barnwell, J. (2019). The Fundamentals of Film Making. Bloomsbury Publishing.

Battaglia, G. (2017). Documentary Film in India: An Anthropological History (1 edition). Routledge.

Bordwell, D., & Thompson, K. (2004). Film Art: An Introduction. McGraw-Hill.

Bruhn, J., & Gjelsvik, A. (2018). Cinema Between Media: An Intermediality Approach. Edinburgh University Press.

Devasundaram, A. I. (2016). India’s New Independent Cinema: Rise of the Hybrid. Routledge.

Dickey, S. (2007). Cinema and the Urban Poor in South India (Vol. 1). Cambridge University Press.

Hillman, N. (2021). Sound for Moving Pictures: The Four Sound Areas. CRC Press.

Katz, S. D. (2019). Film Directing: Shot by Shot - 25th Anniversary Edition: Visualizing from Concept to Screen. Michael Wiese Productions.

Kishore, S. (2020). Indian Documentary Film and Filmmakers: Independence in Practice. Edinburgh University Press.

Lamarre, T. (2013). The Anime Machine: A Media Theory of Animation. U of Minnesota Press.

**Web Resources**

Journal of Film and Video - https://www.jstor.org/journal/jfilmvideo

Cinema Journal - http://www.cmstudies.org/page/CinemaJournal

Film Quarterly - https://filmquarterly.org/

Studies in Documentary Film - http://www.tandfonline.com/toc/rsdf20/current

Screen - https://academic.oup.com/screen/

**Workplace Communication (Practical)**

**Course Description**

This practical course on Workplace Communication is designed to provide participants with essential skills and strategies for effective communication in various workplace situations. The course is divided into five units: The Revolution in Work Communication, Core Processes in Work Communication, Intersection, Interpersonal Influences, and The Impact of the Communication Revolution on Work and Organization.

Participants will learn about the basics of workplace communication, including the communication process, overcoming communication barriers, and cultural competence. They will also gain an understanding of contemporary interpersonal work communication skills, the nature and importance of mediated interpersonal work communication, and alternative ways of working.

The course also covers core processes in work communication, including social cognition and impression formation, contributing to communication, self-presentation and impression management. Participants will learn about interaction skills and the influence of demography, culture, situation, and mode on communication processes.

Interpersonal influences on communication are also covered in the course, including intrapersonal influences, influencing, handling conflict and negotiating. Participants will gain skills and strategies for building strong work relationships, managing workplace conflict, and leading and managing change in the workplace.

Finally, the course covers the impact of the communication revolution on work and organizations, including cooperation, work relations, knowledge sharing, and coordination. Participants will also learn about working in groups and teams, management and leadership, communicative leadership, organizational structures and cultures, internal communication, and improving global workplace communication.

Overall, this course provides a comprehensive understanding of workplace communication, with a focus on practical skills and strategies that participants can apply immediately in their work settings.

**Course Objectives**

1. Understand the fundamentals of workplace communication, including the communication process, barriers to communication, and cultural competence.
2. Apply contemporary interpersonal work communication skills and understand the nature and importance of mediated interpersonal work communication.
3. Analyze the impact of demography, culture, situation, and mode on communication processes, and develop effective interaction skills.
4. Develop interpersonal skills, including influencing, handling conflict and negotiating, and building strong work relationships.
5. Evaluate and apply strategies for leading and managing change in the workplace, improving global workplace communication, and understanding the impact of the communication revolution on work and organizations.

**Detailed Syllabus**

**Unit I: The Revolution in Work Communication**

Communication Cornerstones

Contemporary Interpersonal Work, Communication Skills

Cultural Competence, Cultural Literacy

Work Communication Modes

**Unit II: Core Processes in Work Communication**

Social Cognition and Impression Formation

Contributing to Communication, Self-Presentation

Organizational Communication Theories

Organizational Communication and Mediation

**Unit III: Intersection**

Interaction, Internal Communication

Demography, Culture, Situation, and Mode as Influences

Impression Management, Image Repair

Structuration Theory

Group Dynamics

**Unit IV: Interpersonal Influences**

Intrapersonal Influences on Communication

Influencing, Handling Conflict and Negotiating

Cooperation, Work Relations, Knowledge Sharing, and Coordination

Working in Groups and Teams

Strategies for Building Strong Work Relationships

Managing Workplace Conflict

**Unit V: Leadership and Communication**

Leading and Managing Change in the Workplace

Management and Leadership

Communicative Leadership

Organizational Structures and Cultures

Listening Leadership

Improving Global Workplace Communication

**Course Outcomes**

1. Demonstrate an understanding of the key principles of workplace communication, including the communication process, barriers to communication, and cultural competence.
2. Apply contemporary interpersonal work communication skills and demonstrate an understanding of the nature and importance of mediated interpersonal work communication.
3. Analyze the impact of demography, culture, situation, and mode on communication processes and develop effective interaction skills.
4. Develop interpersonal skills, including influencing, handling conflict and negotiating, and building strong work relationships.
5. Evaluate and apply strategies for leading and managing change in the workplace, improving global workplace communication, and understanding the impact of the communication revolution on work and organizations.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 3 | 2 | 3 |
| PSO 2 | 3 | 3 | 3 | 3 | 2 |
| PSO 3 | 3 | 3 | 3 | 3 | 3 |
| PSO 4 | 2 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 1 | 2 | 3 | 3 |

**Key Textbooks**

McLeod, V. (2020). Effective Communication at Work: Speaking and Writing Well in the Modern Workplace. Callisto Media.

Lowndes, & Carniege, L. (2020). Communication In The Workplace. Dilaber Consulting Limited.

Mikkola, L., & Valo, M. (2020). Workplace Communication. Routledge.

**References**

Carniege, L., & Lowndes, D. (2019a). Communication in the Workplace: Building a Successful Career and Excellent Relationship at Work Effective Communication Skills. How to Talk to Colleagues and Anyone Elsewith. Independently Published.

Corey, D. (2016). Effective HR Communication: A Framework for Communicating HR Programmes with Impact. Kogan Page Publishers.

Crossman, J. (2022). Workplace Communication: Promoting Workplace Wellbeing and Interpersonal Relationships in Multicultural Contexts. Taylor & Francis.

Davidson, M. J. (2016). Gender and Communication at Work. CRC Press.

Guirdham, M. (2017). Work Communication: Mediated and Face-to-Face Practices. Bloomsbury Publishing.

Institute of Leadership & Mana. (2013). Understanding the Communication Process in the Workplace. Routledge.

Lind, P. (2012). Communication at Work. First Books.

Mukerjee, H. S. (2012). Business Communication: Connecting at work (with CD). OUP India.

Searles, G. J. (2018). Workplace Communications: The Basics. Pearson.

**Web Resources**

Journal of Business Communication: https://journals.sagepub.com/home/jbc

International Journal of Business Communication: https://journals.sagepub.com/home/ijb

Business Communication Quarterly: https://journals.sagepub.com/home/bcq

Journal of Business and Technical Communication: https://journals.sagepub.com/home/jbtc

International Association of Business Communicators: https://www.iabc.com/

Public Relations Society of America: https://www.prsa.org/

Association for Business Communication: <https://www.businesscommunication.org/>

### Event Management and Communication Campaign (Practical)

**Course Description**

The Event Management and Communication Campaign course is designed to provide students with a comprehensive understanding of event management and communication campaign principles. The course consists of five units that delve into the following topics:

In Unit 1, students will gain an overview of Event Management, including definitions, frameworks, and types of events in historical context. The market demand for events, size, scope, determinants, and motivations will also be discussed. The structure of demands for events, supply and demand, government support, commercial and event support organizations, and voluntary bodies will also be covered.

In Unit 2, students will learn about managing events, starting and planning events, organizational issues, feasibility, testing ideas, planning process, financial, marketing, and operational planning. They will also learn about financial management and budget, sources of funding, sponsorship, event logistics and supplies, venues, supplies, technical facilities, event project management issues, security and safety, ticketing and bookings, rehearsals, and briefing.

In Unit 3, students will focus on Communication Campaign principles, the importance of research in communication campaign, formative evaluation research for campaign design, guidelines for campaign planning and strategy development.

In Unit 4, students will learn about linking theory to practice, useful theoretical frameworks for communication campaign, principles of effective message design, McGuire's classic model of persuasive messages, sense-making methodology, social norms marketing, and developing a detailed communication campaign plan.

Finally, in Unit 5, students will focus on modeling and evaluating campaign effectiveness, case studies in successful communication campaigns, community partnerships, stakeholder participation, participatory approaches to communication campaigns, implementation, execution, and evaluating communication campaigns. Hands-on social marketing approaches to communication campaigns will also be covered.

**Course Objectives**

1. Apply knowledge of event management frameworks and types of events to classify and evaluate market demands and motivations using Bloom's taxonomy of comprehension level.
2. Design a comprehensive event management plan by integrating financial, marketing, and operational aspects using Bloom's taxonomy of analysis level.
3. Develop and execute effective communication campaigns using research-based principles and formative evaluation research at Bloom's taxonomy of application level.
4. Evaluate and compare the effectiveness of different communication campaigns using Bloom's taxonomy of evaluation level.
5. Implement a hands-on social marketing approach to communication campaigns by developing detailed communication campaign plans and integrating traditional and social media using Bloom's taxonomy of synthesis level.

**Detailed Syllabus**

**Unit 1 Overview of Event Management**

Definitions, Frameworks, and Types of Events-Historical Context

The market demand for events-Size, Scope, Determinants and Motivations. The structure of demands for events-

Supply and Demand-Government Support, Commercial and Event support organizations. Voluntary bodies

Social, Economic and Political implications of events

**Unit 2 Managing Events**

Starting and Planning Events-Organizational Issues, Feasibility, Testing Ideas-Planning Process-Financial, Marketing and Operational Planning

Financial Management and Budget-Sources of Funding-Sponsorship

Event Logistics and Supplies-venues, Supplies, Technical Facilities

Event Project Management Issues-Security and Safety. Ticketing and bookings-Rehearsals and Briefing. Team-Roles and Responsibilities-Organizational Effectiveness. Staffing Close-down, Evaluation and

**Unit 3 Communication Campaign**

Principles of Public Communication Campaign

Importance of Research in Communication Campaign

Formative Evaluation Research for Campaign Design

Guidelines for Campaign Planning and Strategy Development

**Unit 4 Linking Theory to Practice**

Useful Theoretical Frameworks for communication Campaign-Opinion Leaders

Principles of Effective Message Design (e.g. Effectiveness of Fear Appeals)-

McGuire’s Classic Model of Persuasive Messages. Sense Making Methodology, Social Norms Marketing

Developing a Detailed Communication Campaign Plan. Integrating tranditonal and social media in campaign.

**Unit 5 Modelling and Evaluating Campaign Effectiveness**

Case Studies in Successful Communication Campaigns-public Health Campaigns

Community Partnerships, Stakeholders Participation and Participatory Approaches to Communication Campaign

Implementation, Execution and Evaluating Communication Campaign

Hands on Social Marketing Approach to Communication Campaign

**Course Outcomes**

1. Identify and classify different types of events using Bloom's Taxonomy of Knowledge.
2. Develop a comprehensive event plan that includes financial, marketing, and operational strategies using Bloom's Taxonomy of Comprehension.
3. Evaluate the effectiveness of different communication campaigns and assess their impact on various stakeholders using Bloom's Taxonomy of Analysis.
4. Create an innovative and effective communication campaign using Bloom's Taxonomy of Synthesis.
5. Apply different evaluation methods to measure the success of communication campaigns, including formative and summative evaluations using Bloom's Taxonomy of Evaluation.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 1 | 3 | 3 | 3 |
| PSO 2 | 2 | 3 | 3 | 3 | 3 |
| PSO 3 | 3 | 3 | 3 | 2 | 3 |
| PSO 4 | 3 | 3 | 2 | 3 | 2 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Textbooks**

Allen, J. (2018). Event planning: The ultimate guide to successful meetings, corporate events, fundraising galas, conferences, conventions, incentives and other special events (2nd ed.). John Wiley & Sons.

Rathore, H. S., & Verma, R. (2015). Communication campaigns: Emerging trends and issues. Sage Publications.

Shone, A., & Parry, B. (2016). Successful event management: A practical handbook (4th ed.). Cengage Learning EMEA.

Rice, R. E., & Atkin, C. K. (2017). Public communication campaigns (5th ed.). Sage Publications.

Van der Wagen, L., & White, L. (2020). Events management: For tourism, cultural, business, and sporting events (6th ed.). Pearson Australia.

**References**

Allen, J. (2018). Event planning: The ultimate guide to successful meetings, corporate events, fundraising galas, conferences, conventions, incentives and other special events (2nd ed.). John Wiley & Sons.

Rathore, H. S., & Verma, R. (2015). Communication campaigns: Emerging trends and issues. Sage Publications.

Shone, A., & Parry, B. (2016). Successful event management: A practical handbook (4th ed.). Cengage Learning EMEA.

Rice, R. E., & Atkin, C. K. (2017). Public communication campaigns (5th ed.). Sage Publications.

Van der Wagen, L., & White, L. (2020). Events management: For tourism, cultural, business, and sporting events (6th ed.). Pearson Australia.

**Web Resources**

Journal of Marketing Communications - <https://www.tandfonline.com/toc/rjmc20/current>

Meeting Professionals International - https://www.mpi.org/

CMO Council - https://www.cmocouncil.org/

Event Marketer - https://www.eventmarketer.com/

Center for Exhibition Industry Research - https://www.ceir.org/

Meeting Professionals Against Human Trafficking - https://www.mpath.org/

Public Relations Society of America - https://www.prsa.org/

### Communication Research Methods (Theory)

**Course Description**

The Communication Research Methods course provides students with a comprehensive understanding of the foundational concepts and methods used in communication research. The course begins with an exploration of the foundations of research, including the nature of reality, modes of knowing, and the language of research.

Students will learn about the research process and design, including social measurement and causal inferences, propositions and hypothesis development, and the overview of experimentation and randomized control trials (A/B testing). The course will also cover content analysis and text analytics, including developing coding schemes and frameworks, and computer-aided content analysis.

In addition, students will learn about the logic of qualitative research, theory in qualitative research, and methods for qualitative data collection, including grounded theory methodology and qualitative data analysis. The course will also explore survey methods, steps in survey research, audience survey design, and scales development, as well as sampling design, data cleaning, coding, and exploratory data analysis, and using computer-assisted quantitative data analysis software such as SPSS.

By the end of the course, students will have gained a solid foundation in communication research methods, including both qualitative and quantitative approaches, allowing them to design and execute their research projects effectively.

**Course Objectives**

1. To explain the nature of social reality and the role of communication research.
2. Explain the concept of social measurement and causal modeling in communication research.
3. To provide a detailed description of the method of content analysis of news.
4. To ground learners into the logic of qualitative research.
5. To understand major steps in survey methods.

**Detailed Syllabus for Communication Research Methods**

**Unit 1: Foundations of Research**

Need for Research. Nature of Reality. Epistemology and Modes of Knowing-Errors in Human Reasoning and Observations.

Historical Overview of Communications Theory Research and Scholarship.

Defining Research Problems, Research Process. Literature Review. Online Search. Formulating Research Questions.

Research Designs for Communication Studies. Qualitative, Quantitative, Mixed Methods. Types of Research Methods. Longitudinal Design. Sources of Data. Tools for Data Collection.

**Unit 2: Social Measurement and Causal Inferences**

Language of Research-Theory, Concepts, Measurement Variables, Hypothesis. Role of Theory in Research. Logic of Induction and Deduction. Unit of Analysis and Ecological Fallacy. False Positives and False Negatives.

Causal Inferences and Modeling. Idiographic and Nomothetic Explanation. Language of Variables. Concepts and Constructs. Types of Variables. Developing Hypothesis.

Operationalization and Social Measurement- Conceptualization, Operationalization. Levels of Measurement. Index. Measurement Validity and Reliability.

Propositions and Hypothesis Development. Falsifiable Propositions and Research Hypothesis. Logic of Hypothesis Testing and Tests of Significance. Building Models.

Overview of Experimentation and Randomized Control Trials (A/B Testing).

**Unit 3: Content Analysis and Text Analytics**

Foundations of Content Analysis-Definitions and Sampling Techniques. Content Analysis Methodology. Applications of Content Analysis. Studying the Media Text.

Steps in Content Analysis. Coding Framework. Inter-coder Reliability. Sampling in Content Analysis. Developing Coding Scheme and Framework.

Computer-Aided Content Analysis. Dictionary-based Coding. Diction Software. Text Analytics Basics-Text Corpus Bag-of-Words Analysis. Stop Word/ Go Words. Lemmatization. Concordances. Word Co-occurrence. Keyword-in-Context (KWIC). AntConc Software.

**Unit 4: Logic of Qualitative Research**

Theory in Qualitative Research. Approaches of Qualitative Research. Reliability and Validity in Qualitative Research.

Methods for Qualitative Data Collection. Tools for Data Collection Analysis-Interviewing Method. Participant Observation. Unobtrusive Measures. Unstructured Surveys.

Grounded Theory Methodology. Coding Schemes. Open and Axial Coding. Qualitative Content Analysis.

Qualitative Data Analysis- Using Computer Assisted Qualitative Data Analysis Software.

Visual Analysis-Methods and Techniques-Video and Image Analysis-An Overview.

**Unit 5: Survey Method**

Steps in Survey Research and Opinion Polls. Questionnaire Design. Survey Administration-Survey Design.

Scales Development-Types of Scales. Specialized Scales. Attitude, Rating, Ranking Scale Development.

Sampling Design-Probability and Non-Probability Sampling.

Data cleaning, Coding and Recoding. Statistical Package for data Analysis. Descriptive Data Analysis-Frequency and Cross-Tabulation Data Visualization. Role and Relevance of Statistics. Working with a Statistician.

**Course Outcomes**

1. Outline various steps involved in conducting communication research and identify a researchable topic.
2. Diagram a communication problem with causal model and present operational definitions of key constructs.
3. Prepare a coding framework for analysis coverage of major current news events and apply CATA.
4. Apply qualitative methods like in-depth interviewing for journalism practices.
5. Design a questionnaire for opinion polls and audience measurement.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PSOs/COs | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 2 | 3 | 3 |
| PSO 2 | 3 | 1 | 3 | 2 | 3 |
| PSO 3 | 2 | 3 | 3 | 3 | 2 |
| PSO 4 | 3 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Text Books**

N, R. B. (2009). A Handbook of Poll Surveys in Media: An Indian Perspective (2009th edition). Gyan Publishing House.

Berger, A. A. (2018). Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches. SAGE Publications.

Croucher, S. M., & Cronn-Mills, D. (2018). Understanding Communication Research Methods: A Theoretical and Practical Approach. Routledge.

Scharrer, E., & Ramasubramanian, S. (2021). Quantitative Research Methods in Communication. Taylor & Francis Group.

Tracy, S. J. (2019). Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact. John Wiley & Sons.

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

**References**

Allen, M. (2017). The SAGE Encyclopaedia of Communication Research Methods. SAGE Publications.

Altheide, D. L., & Schneider, C. J. (2012). Qualitative Media Analysis (Second edition, Vol. 1). SAGE Publications Inc.

Baxter, L. A., & Babbie, E. R. (2003). The Basics of Communication Research (1 edition). Cengage Learning.

Krippendorff, K. H. (1981). Content Analysis: An Introduction to Its Methodology (Second Edition edition). SAGE Publications, Inc.

Neuendorf, K. A. (2016). The Content Analysis Guidebook (Second edition, Vol. 1). SAGE Publications, Inc.

**Web Resources**

Communication Research - https://journals.sagepub.com/home/crx

Journal of Communication - https://onlinelibrary.wiley.com/journal/14602466

Human Communication Research - https://onlinelibrary.wiley.com/journal/14682869

Journalism & Mass Communication Quarterly - https://journals.sagepub.com/home/jmq

International Journal of Communication - https://ijoc.org/index.php/ijoc/index

International Association for Media and Communication Research (IAMCR) - https://iamcr.org/

### Strategic Communication (Theory)

### Course Description

Strategic Communication is an essential course for individuals seeking to develop advanced communication skills in various fields such as public relations, corporate communication, and digital marketing. In this course, students will learn the nature, scope, and definition of strategic communication, including the understanding of planned and strategic communication and basic conceptual tools. Additionally, the course will explore the application of strategic communication in different areas, including mediated communication, sender/communicator perspectives, and audience effects.

Students will also learn about various communication models, theories and approaches to communication planning, and how to use these models to design, develop, and implement communication campaigns. The course will cover crisis and risk communication, theories of risk communication, and the role of information and communication campaigns in mitigating risk.

Furthermore, students will learn about online communication strategies, message design guidelines, and evidence-based communication planning. The course will also cover social marketing campaign planning and advances in social marketing in the digital era, including online advertising and promotional campaign strategies.

This course provides students with a comprehensive understanding of strategic communication and how to apply it effectively in various communication settings.

**Course Objectives**

1. To describe the nature, scope, and basic terminology in strategic communication.
2. To review basic concepts employed in risk assessment and identify key elements of risk communication.
3. To review various models and toolkits for communication planning.
4. To compare and contrast different strategies for the communication campaign.
5. To understand the digital marketing perspective on communication campaigns and identify performance metrics.

**Detailed Syllabus for Strategic Communication**

**Unit 1: Overview of Strategic Communication**

Nature, Scope, and Definition of Strategic Communication. Not All Problems Are Communication Problems. Defining Strategy

Understanding Planned and Strategic Communication. Basic Conceptual Tools. Overview of Planned Communication. The Nature of Communication Planning- Categorization of Basic Strategies.

Application of Strategic Communication in Public Relations, Corporate Communication, and Digital Marketing.

**Unit 2: Elements of Mediated Communication**

The Sender/Communicator Perspectives. The Westley and MacLean Model: Co-orientation and System The Maletzke Model: A Social Psychological View

Understanding the Message- Analyzing Message Content-A Model, The Communicator–Message Relationship: Intentions and Functions Messages as Messages, The Message/ Receiver Relationship, Message Comprehension

The Medium- Mediation Theory, Channel Selection, Fast Media vs. Slow Media, The Use of Entertainment Media in Communication Planning

The Audiences- The Mass Society View of the Audience, The Obstinate Audience, The Uses and Gratifications Approach, Reception Theory, What is an Audience?, Functions of Audiences, Receiving Mass Communications: Activity or Passivity Defining the Audience

The Effects- A Short History of Media Effects Research, Effects and the Time Dimension, Direct and Indirect Effects, Levels of Effects, Level, Time, and the Sources of Effects: A Model, Effects and Change, ‘Enlargement Effects’, Cognitive Complexity Effects, Reciprocal, Boomerang, Spill-over, and Third Person Effects

The Agenda-Setting Effect of Communication Knowledge/Information Gap Theories, A Theory of Cultivation Effects, Communication as Communication Effects, Post-exposure Communication, A Contingency Approach to Effects

Varieties of Communication Models. Using Communication Models.

**Unit 3: Approaches to Communication Planning**

Multi-Step Flow Approaches. The Two-Step Flow of Information Model- The Adoption Process, Stages and Channels, Degree of Innovativeness: From Innovators to Laggards, The Nature of the Innovation, The Course of Adoption, Change Agents, The Diffusion of Preventive Innovations, The Innovation Process in Organizations

Network and Systems Approach, Communication Networks, The Convergence Model, Network Analyses, Networking as a Strategy and a Means of Analysis The Spiral of Interaction

Social Marketing Approach, Origins of Social Marketing The Four Ps, Market Segments, Relevant Marketing Principles

Using Communication Models to Design, Develop, and Implement Communication Campaigns, A Communication Campaign Model, A Traditional Model

Dimensions of Campaign Objectives and Effects Can Communication Campaigns Succeed?

Communication Campaign Planning- Communication Campaigns as Application of Different Approaches-Toolbox Thinking. Using Models of Communication for Campaign Planning.

**Unit 4: Crisis and Risk Communication**

Overview of Crisis Communication. Reputation Management

Theories of Crisis Communication. Issue Management. Image Repair Theory

Risk Communication- Understanding the Concept of Risk, Safety. Hazard, Vulnerability, Resilience, Anti-fragile, Mitigation, Crisis-Impact.

Theories of Risk Communication- Outrage Factors. Psychological Correlates of Risk Perceptions and Risk Characteristics. Cultural Cognition Approach to Risk. Approach to Risk Communication and Messaging. And Early Warnings.

**Unit 5: Communication Strategies**

Guidelines for Message Design (E.g., Fear Appeals). Evidence-based Communication Planning.

McGuire's Classic Input-Output Framework for Constructing Persuasive Messages. Strategic and Persuasive Writing

Guidelines for Information and Communication Campaigns.

Social Marketing Campaign Planning. Advances in Social Marketing in the Digital Era.

Online Advertising and Promotional Campaign Strategies. Strategic Use of Social Media

Strategic Online Campaigns Across Platforms-Planning, Development, and Execution.

**Course Outcomes**

1. Outline the scope of strategic communication through slideshow presentation.
2. Analyze and interpret social issues from a risk communication perspective.
3. Formulate evidence-based communication goals and objectives for a given social issue.
4. Explain the strength and weakness of different communication campaign approaches for a given social issue.
5. Prepare a communication plan for a specific social issue indicating message design, channel choice, and target audiences.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PSOs/COs | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 1 | 3 | 3 | 3 | 2 |
| PSO 2 | 3 | 3 | 2 | 3 | 3 |
| PSO 3 | 3 | 2 | 3 | 3 | 3 |
| PSO 4 | 3 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 3 | 3 | 2 | 3 |

**Key Text Books**

James, M. (2014). Positioning Theory and Strategic Communication: A new approach to public relations research and practice. Routledge.

Sellnow, T. L., & Seeger, M. W. (2013). Theorizing Crisis Communication. John Wiley & Sons.

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.

**References**

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.

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.

Oliveira, E., Melo, A. D., & Goncalves, G. (2019). Strategic Communication for Non-Profit Organisations: Challenges and Alternative Approaches. Vernon Press.

**Web Resources**

Journal of Strategic Communication: https://www.tandfonline.com/toc/hjsc20/current

International Journal of Strategic Communication: https://www.tandfonline.com/toc/hstc20/current

Strategic Communication: https://www.tandfonline.com/toc/rstr20/current

Public Relations Review: https://www.sciencedirect.com/journal/public-relations-review/issues

Communication Research Reports: https://www.tandfonline.com/toc/hcrr20/current

### Communication for Social Change (Theory)

**Course Description**

Communication for Social Change is a 150-word course that explores the role of communication in promoting social change and development. The course starts with an overview of Development Communication, its basic concepts, and the historical and conceptual context in which it developed. The value-added of communication in development and the paradigms of communication for social change, including dominant and participatory approaches, are also discussed.

The course examines the key capacities needed to develop change agents, the role of UN agencies in development communication, and the use of mass media in development. It also discusses approaches such as the positive deviance approach, social capital approach, and corporate social responsibility approach.

Students will learn about community radio initiatives, social movements, and the use of ICT4D and digital tools for development. They will also be introduced to e-governance, M4D, and the concept of good governance, models, and methods. The course will cover extension communication in digital ecosystems, mobile advisories for agriculture and fisheries, and research methods for studying communication for development. By the end of this course, students will have a comprehensive understanding of communication for social change and its application in development contexts.

**Course Objectives**

1. To gain an in-depth understanding of the role of communication in social and economic development
2. To explain various approaches to communication for social change and examples
3. Engage in development-related work and participatory research
4. Describe various inequalities perpetuated and bridged by digital technologies
5. To describe various e-governance and mobile for development initiatives.

**Detailed Syllabus**

**Communication for Social Change**

**Unit 1 Overview of Development Communication**

Communication for Social Change in Context. Basic Concepts. Historical and Conceptual Overview of Development Communication.

Role and Relevance of Development Communication-Value-Added of Communication in Development. Modernisation

Paradigms of Communication for Social Change—Dominant and Participatory Approaches

The Key Capacities Needed to Develop Change Agents. Internationalising Development Communication. Role of UN Agencies in Development Communication (IPDC-UNESCO).

**Unit 2 Communication in Individual Change**

Role of Mass Media in Development. Diffusion of Innovation Approach to Development. Knowledge Gap Hypothesis.

Enter-Educate Approach. Using Entertainment Format for Social Messaging

Positive Deviance Approach. Social Capital Approach.

Corporate Social Responsibility Approach. Philanthropy and Effective Altruism

Communication and Community Media. Community Radio Initiatives

**Unit 3 Approaches to Communication for Social Change**

Understanding Social Movements. Social Movement Theories-

Political Opportunity Structure. Social Movement Media.

Microfinance, Self-help Groups (SHG)-Potentials and Risks

Evidence-based Policy Making-Poor Economics. Behavioural Economics Insights for Development Communication

**Unit 4 ICT4D Approach and Digital Dividends**

Development, ICT and Economic Growth

Emerging Digital Divides- Emerging Forms of Inequalities in the Information Society. Constraints on Use and Evaluation of Information. From Digital Divides to Digital Dividends.

Development Informatics Approach. Strategies for Bridging Emergent Divides.

Data for Development- Data Science, Big Data, Artificial Intelligence (AI) for Development and Using Open Development-Oriented Datasets and Tools.

**Unit 5 e-Governance and M4D**

ICT and Governance- Case Studies in ICT4D and eGovernance. Concept of Good Governance. Models and Methods eGovernance. ICT Roles and Applications.

Extension Communication- Issues in Implementation of eGovernance. Extension Communication in Digital Ecosystem-The Concept of Extension Communication. Traditional and Cyber-Extension.

Models-Online Citizens Services and Technical Support as Extension Work.

Mobile for Development(M4D) -Mobile Advisories for Agriculture and Fisheries.

Researching Communication for Development- Research-Formative Research, Process Research, Summative Research. Participatory Research Methods

**Course Outcomes**

1. Critically evaluate through case studies, reasons for success and failures in communication for development
2. Prepare a case study of development-oriented interventions using multimedia storytelling techniques
3. Apply participatory research methods for mapping community issues and present findings visually
4. Prepare a case study report on digital divides and dividends
5. Setup and analyze open-source government data for a news story

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PSOs/COs | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 2 | 3 | 3 |
| PSO 2 | 3 | 1 | 3 | 2 | 3 |
| PSO 3 | 2 | 3 | 3 | 3 | 2 |
| PSO 4 | 3 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Textbooks**

Servaes, J., & Jacobson, T. L. (Eds.). (2018). Handbook of Communication for Development and Social Change. Wiley-Blackwell.

Nordenstreng, K., & Tufte, T. (2018). The Handbook of Global Media and Communication Policy. Wiley-Blackwell.

Rodriguez, C. M., & Kidd, D. I. (2017). Communication and Development Theories and Practices in a Changing World. Routledge.

Dang, T. T. T., & Gillespie, M. (Eds.). (2019). Communication for Development and Social Change in Vietnam. Springer.

Cissna, K. N., & Keating, L. M. (Eds.). (2015). Human Communication and the Sustainable Future: Perspectives on Communication, Ecology and Social Change. Peter Lang.

**References**

Wilkins, K. G., Tufte, T., & Obregon, R. (2014). The Handbook of Development Communication and Social Change. John Wiley & Sons.

Servaes, J. (2020). Handbook of Communication for Development and Social Change. Springer Singapore.

Heeks, R. (2017). Information and Communication Technology for Development (ICT4D). Routledge.

Lupač, P. (2018). Beyond the Digital Divide: Contextualizing the Information Society. Emerald Group Publishing.

Onuekwe, C. E. (2015). Entertainment-education for Health Behaviour Change. FriesenPress.

Obregon, R., & Waisbord, S. (2012). The Handbook of Global Health Communication. John Wiley & Sons.

**Web Resources**

Communication Theory - <https://onlinelibrary.wiley.com/journal/14682829>

International Journal of Communication - <https://ijoc.org/index.php/ijoc>

Global Alliance for Public Relations and Communication Management - <https://www.globalalliancepr.org/>

Association for Education in Journalism and Mass Communication - <https://www.aejmc.org/>

Center for International Media Assistance - <https://www.cima.ned.org/>

Communication Initiative - <https://www.comminit.com/>

Institute for Public Relations - <https://instituteforpr.org/>

Pew Research Center - <https://www.pewresearch.org/>

Center for Media & Social Impact - <https://www.cmsimpact.org/>

**Documentary and Factual Filmmaking (Practical)**

**Course Description**

This practical course on Factual and Documentary Filmmaking is ideal for anyone interested in pursuing a career in the industry or wanting to enhance their skills in producing factual and documentary content. The course is divided into five sections, each containing four lessons, and a bonus section on Documentary Film Making - Theory and Ethical Considerations.

Students will be introduced to the fundamentals of factual television producing, including breaking into the industry, understanding the purpose of factual television, and fast-tracking knowledge. They will also learn about creativity and the process of factual television producing. Focuses on crafting a presentation and pitching an idea, including the best practices for creating a presentation and incorporating visual aids, testimonials, and endorsements. Students will also learn how to pitch their ideas to the right people and how to protect their intellectual property.

The Course covers channel, negotiating the deal, and distributors, including identifying the right people to pitch to and negotiating a win-win agreement. Students will also learn about the different types of deals and the role of distributors in the industry. The students will learn about field-production and documentary production, including the importance of leadership skills and the best practices for conducting interviews and choosing filming locations. They will also gain an understanding of the research and planning process in documentary production.

The focuses on production and post-production, including the role of sound, lighting, camera, and editing. Students will also learn about the post-production process, including scripting, editing, and creating selects reels. The section also covers delivery and exhibition, including mastering and network QC. Also covers Documentary Film Making - Theory and Ethical Considerations, including documentary film making history, documentary and film language, ethical considerations, and world documentary analysis.

Throughout the course, students will work on practical projects, receive feedback from industry professionals, and gain a comprehensive understanding of factual and documentary film making. Upon completion of the course, students will have the skills and knowledge required to produce factual and documentary content for various platforms.

**Course Objectives**

1. Demonstrate an understanding of the fundamentals of factual television producing and the creative process involved in producing factual and documentary content.
2. Apply effective strategies for crafting a presentation, pitching an idea, and negotiating a deal for factual and documentary projects.
3. Analyze the role of distributors and the different types of deals involved in factual and documentary productions, and effectively navigate these relationships.
4. Develop and execute a practical plan for documentary production, including conducting research, identifying key characters, budgeting, and location scouting.
5. Evaluate and utilize key tools and techniques involved in production and post-production, including camera, sound, lighting, and editing, to produce high-quality factual and documentary content.

**Detailed Syllabus for Factual and Documentary Filmmaking**

**Unit 1: Introduction to Factual Television Producing**

Breaking In and Getting Started

Why We Create Factual Television

Fast-Tracking Your Knowledge

Creativity and the Process

**Unit 2: Crafting a Presentation and Pitching Your Idea**

Crafting a Presentation

Presentation Materials

Pitching Your Idea

Selling Your Idea

**Unit 3: Channel, Negotiating the Deal, and Distributors**

Negotiating the Deal

Types of Deals

Distributors

Finding a Distributor

**Unit 4: Field-Production and Documentary Production**

Great Shoots Need Great Leaders

Guidelines for Filming Locations and Interviews

Documentary Production: Pre-Production

Pre-Production: Every Minute Counts

**Unit 5: Production And Post-Production and Delivery and Exhibition**

Production And Post-Production

The Post-Production Process

The Importance of Systems

Delivery and Exhibition

**Detailed Project Work for Factual and Documentary Filmmaking**

Mini-Documentary: Students will be tasked with creating a 5-10 minute mini-documentary on a topic of their choice, showcasing their ability to research and plan a documentary production, conduct interviews, and utilize key tools and techniques involved in production and post-production.

Pitch Deck: Students will create a pitch deck for a factual or documentary project, including a treatment, sizzle reel, budget, and distribution plan. This exercise will allow students to apply the skills they have learned in crafting a presentation and pitching an idea to potential investors or networks.

Factual Television Production: Students will be divided into teams and tasked with creating a 30-minute factual television program from start to finish, including research, budgeting, filming, and post-production. This exercise will allow students to apply the skills they have learned in negotiating deals and building relationships with distributors in the factual and documentary industry.

Live Event Coverage: Students will work together to produce live coverage of a local event, such as a festival or concert, showcasing their ability to think critically and creatively under pressure, manage logistics, and utilize key tools and techniques involved in production and post-production.

Investigative Journalism: Students will work in teams to investigate and report on a social or political issue of their choice, showcasing their ability to conduct research and evaluate information by methods appropriate to the journalism profession, as well as their ability to write correctly and clearly in forms and style appropriate for the journalism profession. This exercise will allow students to apply the skills they have learned in using and presenting news.

**Course Outcomes**

1. Create compelling factual and documentary content using effective storytelling techniques and the creative process of factual television producing.
2. Evaluate and assess the needs of various audiences and networks and tailor presentations and pitches to achieve success in the industry.
3. Develop and implement effective strategies for negotiating deals and building relationships with distributors in the factual and documentary industry.
4. Apply practical planning techniques and research strategies to create and execute successful documentary productions.
5. Utilize key tools and techniques involved in production and post-production, such as camera, sound, lighting, and editing, to produce high-quality factual and documentary content that meets industry standards.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 1 | 3 | 3 | 3 | 2 |
| PSO 2 | 3 | 3 | 2 | 3 | 3 |
| PSO 3 | 3 | 2 | 3 | 3 | 3 |
| PSO 4 | 3 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 3 | 3 | 2 | 3 |

**Key Textbooks**

Kahana, J. (2016a). The Documentary Film Reader: History, Theory, Criticism. Oxford University Press.

Kishore, S. (2018). Indian Documentary Film and Filmmakers: Independence in Practice. Edinburgh University Press.

LaRocca, D. (2016). The Philosophy of Documentary Film. Lexington Books.

Stark, T. (2020a). The Insiders’ Guide to Factual Filmmaking. Routledge.

**References**

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Boyle, R., & Kelly, L. W. (2016). The Television Entrepreneurs: Social Change and Public Understanding of Business. Routledge.

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Campbell, V. (2016). Science, Entertainment and Television Documentary. Palgrave Macmillan UK.

Cardaras, M. (2016). Documentary Film: An Insider’s Perspective. Cognella, Incorporated.

Cox, G., & Corner, J. (2018). Soundings: Documentary Film and the Listening Experience. University of Huddersfield Press.

Kahana, J. (2016b). The Documentary Film Reader: History, Theory, Criticism. Oxford University Press.

Kishore, S. (2020). Indian Documentary Film and Filmmakers: Independence in Practice. Edinburgh University Press.

LaRocca, D. (2017). The Philosophy of Documentary Film: Image, Sound, Fiction, Truth. Rowman & Littlefield Publishing Group, Incorporated.

Malitsky, J. (2021). A Companion to Documentary Film History. John Wiley & Sons.

Mills, B. (2017). Animals on Television: The Cultural Making of the Non-Human. Springer.

Rotha, P. (2017). Documentary film. Fb&c Limited.

Roy, C. (2016). Documentary Film Festivals: Transformative Learning, Community Building & Solidarity. Springer.

Tromp, J. G., Le, D.-N., & Van Le, C. (2020). Emerging Extended Reality Technologies for Industry 4.0: Early Experiences with Conception, Design, Implementation, Evaluation and Deployment. John Wiley & Sons.

Velvet Films, Inc., & Peck, R. (2017). I Am Not Your Negro: A Companion Edition to the Documentary Film Directed by Raoul Peck. Knopf Doubleday Publishing Group.

Weiss, D. (2022). Factual Television Producing: A Hands On Approach From Concept to Delivery. Taylor & Francis.

Wells, J. (2018). How to Film Truth: The Story of Documentary Film as a Spiritual Journey. Wipf and Stock Publishers.

Winston, B. (2019). The Documentary Film Book. Bloomsbury Publishing.

**Web Resources**

International Documentary Association - https://www.documentary.org/

British Documentary Film Foundation - https://www.britdoc.org/

Documentary Filmmakers Group - https://www.dfgdocs.com/

International Documentary Film Festival Amsterdam - https://www.idfa.nl/en/

National Association of Documentary Filmmakers - https://www.nadf.org/

International Association of Documentary Filmmakers - https://www.filmdirectors.eu/

Brookings Institution - https://www.brookings.edu/

The Center for Independent Documentary - https://www.documentaries.org/

**Course Description**

**Multimedia Mini Project (Practical)**

This practical course is designed to equip students with the skills and knowledge needed to create engaging multimedia content packages for a range of applications, including e-learning, mobile apps, virtual reality experiences, and interactive exhibits. Over the course of the program, students will learn to integrate different forms of media, such as video, audio, text, and graphics, to create dynamic and immersive content experiences.

The course will cover a range of topics, including multimedia design principles, content creation and curation, interactive media technologies, user experience design, and project management. Students will also have the opportunity to develop skills in multimedia production and editing using industry-standard software tools and hardware.

The course will be delivered through a combination of lectures, workshops, and practical exercises, with a focus on hands-on learning and real-world applications. Students will work individually and in teams to complete a series of challenging multimedia projects, culminating in a final capstone project that showcases their skills and creativity.

Upon completion of this course, students will have a deep understanding of the principles and practices of multimedia content packaging and be well-prepared to pursue careers in a variety of industries, including education, entertainment, marketing, and communications.

**Course Objectives**

1. Upon completion of this course, students will be able to:
2. Design and develop multimedia content packages that incorporate a variety of media types, including video, audio, text, and graphics, to create engaging and immersive user experiences.
3. Apply multimedia design principles to create effective and aesthetically pleasing content packages that are tailored to specific audiences and use cases.
4. Evaluate the strengths and weaknesses of different multimedia technologies and tools, and select the most appropriate ones for a given project.
5. Collaborate effectively with peers and stakeholders to plan, execute, and deliver multimedia projects on time and on budget.
6. Analyze and critique existing multimedia content packages, identifying areas for improvement and proposing innovative solutions to enhance user engagement and learning outcomes.

**Detailed Project Work for Multimedia Content Packaging (Choose Any Two From the Project Ideas Listed Below)**

Interactive Multimedia Courseware Design: Design and develop an interactive multimedia courseware package that is engaging, effective, and user-friendly. This could involve creating a package that incorporates video, audio, animations, quizzes, and interactive exercises to teach a specific topic or skill.

Virtual Reality Experience Development: Develop a virtual reality experience that immerses users in a specific environment or scenario. This could involve designing and building a 3D world, creating realistic textures and lighting, and programming interactive elements that respond to user input.

Mobile App Design: Design and develop a mobile app that delivers multimedia content in an engaging and user-friendly way. This could involve creating a platform that allows users to access video, audio, images, and text-based content, and includes features such as social sharing, gamification, and personalization.

Augmented Reality Experience Design: Design and develop an augmented reality experience that enhances the user's real-world environment with digital content. This could involve creating a package that uses the camera on a mobile device to overlay digital images or text onto physical objects, or designing an AR headset that allows users to interact with digital content in a hands-free way.

Interactive Multimedia Installation Design: Design and develop an interactive multimedia installation that engages users in a public space. This could involve creating a package that incorporates video projections, soundscapes, interactive displays, and other elements that respond to user input or movement. The installation should be designed to create a memorable and immersive experience for users.

360-Degree Video Production: Produce a 360-degree video that immerses viewers in a specific environment or event. This could involve using a 360-degree camera to capture footage, editing the footage into a compelling story, and adding interactive elements such as hotspots or annotations.

E-Learning Module Design: Design and develop an e-learning module that delivers multimedia content in a structured and engaging way. This could involve creating a module that includes video lectures, quizzes, interactive exercises, and downloadable resources, and is designed to support self-paced learning.

Interactive Exhibit Design: Design and develop an interactive exhibit that showcases multimedia content in a physical space. This could involve creating an exhibit that incorporates video displays, touch screens, interactive games, and other elements that engage visitors and encourage them to explore the content.

Podcast Production: Produce a podcast series that explores a specific topic or theme using multimedia content such as interviews, music, sound effects, and narration. This could involve developing a concept for the series, recording and editing episodes, and promoting the series through social media and other channels.

Digital Storytelling Project: Create a multimedia package that tells a compelling story using a range of digital media such as text, images, video, and audio. This could involve developing a storyline, creating a storyboard, and using multimedia tools to bring the story to life in an engaging and immersive way.

**Course Outcomes**

1. Create and produce multimedia content packages that incorporate a variety of media types, and demonstrate creativity and innovation in the design and execution of the project.
2. Apply multimedia design principles to develop effective and engaging content packages that are tailored to specific audiences and use cases, and demonstrate an understanding of how to use multimedia to achieve specific learning outcomes.
3. Evaluate multimedia technologies and tools, and select the most appropriate ones for a given project based on an understanding of their strengths and limitations, and demonstrate proficiency in using multimedia software and hardware tools.
4. Collaborate effectively with peers and stakeholders to plan, execute, and deliver multimedia projects on time and on budget, and communicate effectively with team members and clients.
5. Analyze and critique existing multimedia content packages, identifying areas for improvement and proposing innovative solutions to enhance user engagement and learning outcomes, and demonstrate an understanding of ethical issues related to multimedia content creation and dissemination.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PSOs/COs | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 3 | 3 | 3 |
| PSO 2 | 3 | 3 | 3 | 3 | 3 |
| PSO 3 | 3 | 3 | 2 | 3 | 3 |
| PSO 4 | 3 | 1 | 3 | 2 | 3 |
| PSO 5 | 2 | 3 | 3 | 3 | 2 |

**Key Textbooks**

The Complete Guide to Smartphone Photography. (2021). Teaching Company, LLC.

Bradford, J. (2022a). Smart Phone Smart Photo Editing. Ryland Peters & Small.

Kelowna, B. (2018). Multimedia content creation and delivery. Packt Publishing.

Griffes, L. (2021). *Phone Camera Tricks And Effects: How To Take Good Pictures With A Smartphone: Camera Phone Photos*. Independently Published.

Tasabehji, Y., & Tasabehji, M. (2022). *The Ultimate Guide to iPhone Photography: Learn How to Take Professional Shots and Selfies the Easy Way*. Page Street Publishing.

**References**

Abbott, D. (2017). Multimedia content packaging. Focal Press.

Anderson, T. (2015). The theory and practice of online learning. Athabasca University Press.

Ellington, H. (2017). Multimedia content design and delivery. CRC Press.

Thayer, P. (2019). Multimedia content for the web. O'Reilly Media, Inc.

Bradford, J. (2022b). Smart Phone Smart Photo Editing: A complete workflow for editing on any phone or tablet using Snapseed. Ryland Peters & Small.

Griffes, L. (2021). Phone Camera Tricks And Effects: How To Take Good Pictures With A Smartphone: Camera Phone Photos. Independently Published.

Hemmings, M. (2021). Android Smartphone Photography For Dummies. John Wiley & Sons.

Jemil, N. (2022). The Travel Photographer’s Way: Practical Steps to Taking Unforgettable Travel Photos. Bradt Travel Guides.

Kelby, S. (2021). The iPhone Photography Book. Rocky Nook, Inc.

Kus, M. (2021). The Pocket Photographer: How to Take Beautiful Photos with Your Phone. Laurence King Publishing.

**Web Resources**

Multimedia Content Packaging - <https://en.wikipedia.org/wiki/Multimedia_content_packaging>

How to Package Multimedia Content for Online Delivery - <https://www.clickz.com/how-to-package-multimedia-content-for-online-delivery/14263/>

The Importance of Multimedia Content Packaging in Marketing - <https://www.forbes.com/sites/forbescommunicationscouncil/2018/07/19/the-importance-of-multimedia-content-packaging-in-marketing/?sh=4618e5ba6e54>

Best Practices for Multimedia Content Packaging - <https://www.digitalmediahub.com.sg/resources/best-practices-for-multimedia-content-packaging/>

The Fundamentals of Multimedia Content Packaging - <https://www.skillshare.com/classes/The-Fundamentals-of-Multimedia-Content-Packaging/218758925/classroom/discussions?via=my-classes&enrolledRedirect=1>.

### Digital Marketing Communication (Theory)

**Course Description**

Digital Marketing Communication is a comprehensive course designed to provide students with a strong foundation in digital marketing and communication concepts, tools, and techniques. The course covers a wide range of topics, including digital marketing theory, the digital environment, and the varieties of digital marketing. Students will learn about the different types of digital marketing, such as social media marketing, programmatic marketing, and advertising, as well as the legal and regulatory considerations involved.

The course will also cover the planning process for digital marketing, including the phased approach, goals and objectives, strategies, action plans, controls, and budgeting and forecasting. Students will learn about search engine optimization, including the history of SEO, how search engines work, keyword selection, on-site and off-site optimization, and third-party search engine ranking.

Additionally, the course will explore the role of digital marketing in eCommerce, multi-channel retailing, customer service, CRM, and social media marketing. Students will learn how to create a social media marketing plan, develop a content marketing strategy, and implement email marketing campaigns. Finally, students will examine mobile marketing strategies, including the creation of mobile buyer personas, goals, KPIs, and geo-location marketing.

By the end of the course, students will have a strong understanding of the key concepts, tools, and techniques of digital marketing communication, and be able to apply this knowledge in a practical setting.

**Course Objectives**

1. To introduce Content Marketing and its significance today
2. To illustrate the nuances and methodology of Content Curation
3. To help students understand the dynamics of Social Media Marketing
4. To equip students with skills in Social Media Marketing Analytics
5. To outline nuances in mobile media marketing on social networks

**Detailed Syllabus**

**Unit 1 The Digital Environment**

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 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,

Multiscreen Marketing Challenges

**Unit 2 Digital Marketing and Business Strategy**

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. Public relations and reputation management, Integrated marketing communications

Planning, The planning process, The phased approach, Goals, Objectives and strategies, Action plans, Controls, People, Budgeting and forecasting, Operational digital marketing

**Unit 3 Search Engine Optimization**

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

Wed 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.

**Unit 4 Digital Marketing and ECommerce**

Multi-channel retailing, Fulfilment, Comparison shopping engines, 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

**Unit 5 Social Media Marketing**

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

**Course Outcomes**

1. Acquire knowledge of Content Marketing and its development
2. Learn the nuances of Content curation
3. Understand the functions of Social Media Marketing
4. Acquire skills in Social Media Marketing Analytics
5. Deepen knowledge of Mobile Media Marketing through social networks

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 1 | 3 | 3 | 3 | 2 |
| PSO 2 | 3 | 3 | 2 | 3 | 3 |
| PSO 3 | 3 | 2 | 3 | 3 | 3 |
| PSO 4 | 3 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 3 | 3 | 2 | 3 |

**Key Textbooks**

Charlesworth, A. (2014). Digital Marketing: A Practical Approach. Routledge.

Kingsnorth, S. (2016). Digital Marketing Strategy: An Integrated Approach to Online Marketing. Kogan Page Publishers.

Barry, J. M. (2014). Social Content Marketing for Entrepreneurs. Business Expert Press.

Chaffey, D., & Ellis-Chadwick, F. (2015). Digital Marketing PDF eBook. Pearson Education.

**References**

Charlesworth, A. (2020). Absolute Essentials of Digital Marketing. Routledge.

Funk, T. (2014). Advanced Social Media Marketing: How to Lead, Launch, and Manage a Successful Social Media Program. Apress.

Hanlon, A. (2019). Digital Marketing: Strategic Planning & Integration. SAGE.

Kingsnorth, S. (2019). Digital Marketing Strategy: An Integrated Approach to Online Marketing. Kogan Page Publishers.

Kingsnorth, S. (2022). The Digital Marketing Handbook: Deliver Powerful Digital Campaigns. Kogan Page.

Niininen, O. (2021). Contemporary Issues in Digital Marketing. Routledge.

**Web Resources**

Journal of Marketing Communications - <https://www.tandfonline.com/toc/rjmc20/current>

Journal of Advertising Research - <https://www.journalofadvertisingresearch.com/>

Journal of Interactive Marketing - <https://www.sciencedirect.com/journal/journal-of-interactive-marketing>

International Journal of Advertising - <https://www.tandfonline.com/toc/rija20/current>

Journal of Digital Marketing - <https://www.emerald.com/insight/publication/issn/2040-4362>

Interactive Advertising Bureau - <https://www.iab.com/>

American Marketing Association - <https://www.ama.org/>

Direct Marketing Association - <https://thedma.org/>

Association of National Advertisers - <https://www.ana.net/>

Mobile Marketing Association - <https://www.mmaglobal.com/>

Digital Marketing Institute - <https://digitalmarketinginstitute.com/>

HubSpot - <https://www.hubspot.com/>

Content Marketing Institute - <https://contentmarketinginstitute.com/>

Google Marketing Platform - <https://marketingplatform.google.com/about/>

Social Media Examiner - <https://www.socialmediaexaminer.com/>

**Digital Media Skills (Practical)**

**Course Description**

The Digital Media Skills course is designed for professionals and enthusiasts seeking to develop their skills in digital media competencies, online research methods, productivity, social media skills, and digital media design. The course comprises five challenging practical exercises covering topics such as smart reading strategies, advanced internet search strategies, social media management, and publication design.

Participants will learn practical skills and techniques to improve their digital media competencies, including managing files, tagging, sharing, and brainstorming. They will explore advanced online research methods, including information trapping, text analytics, and browser extensions. The course covers productivity skills, including time management, smart note-taking strategies, and working with apps like Obsidian and Notion. Participants will also learn social media skills, such as social media management tools, personal branding, managing online reputation, and working with Discord and Reddit.

The course will conclude with Digital Health and Hygiene, encouraging mindful and responsible use of social media. Participants will develop critical thinking, analytical, and creative skills throughout the course and learn about emerging trends and innovations in digital media and its role in society. By the end of the course, participants will have gained practical skills in digital media and be equipped to create professional-quality digital media projects. The course prepares them for careers in digital media, advertising, marketing, journalism, and other fields that require digital media skills.

**Course Objectives**

1. Demonstrate a comprehensive understanding of digital media competencies, including learning to learn, reading and learning styles, managing files, tagging, and sharing, and brainstorming and mindmapping.
2. Apply advanced online research methods, including information trapping, following news feeds, using text analytics, and using browser extensions for research.
3. Develop productivity skills, including smart note-taking strategies, time management and lists, connecting apps with IFTTT, and working with apps like Obsidian and Notion.
4. Apply social media skills, such as working with social media management tools, basic social media metrics, personal branding with social media, managing online reputation, and working with Discord and Reddit.
5. To comprehend the importance and impact of Digital Health and Hygiene in modern society.

**Detailed syllabus for Digital Media Skills**

**Unit 1: Overview of Digital Media Skills**

Digital Media Competencies-Learning to Learn

Reading and Learning Styles-Smart Reading Strategies

Digital Fluency, Managing Files, Tagging, Sharing

Brainstorming and Mindmapping

**Unit 2: Online Research Methods**

Advanced Internet Search Strategies

Information Trapping and Researching

Following News Feeds, using Text Analytics

Using Browser as a Research Tool-Extensions

**Unit 3: Being Productive**

Time Management, Reminders and Lists

Connecting Apps (e.g.IFFFT) and Automation

Smart Note Taking Strategies

Working with Apps like Obsidian

Working with Apps like Notion App

**Unit 3: Social Media Skills**

Working with Social Media Management Tools

Basic Social Media Metrics

Personal Branding with Social Media

Managing Online Reputation, Image Repair

Community Participation, Discord, Reditt

**Unit 5: Digital Health and Hygiene**

Overview of Digital Health,

Screen Time Management, Mindful Media Use

Wearable Technologies and Quantified Self

Digital Hygiene and Detox

**Course Outcomes**

1. Demonstrate a comprehensive understanding of digital media competencies, including learning to learn, reading and learning styles, managing files, tagging, and sharing, and brainstorming and mindmapping. (Knowledge)
2. Apply advanced online research methods, including information trapping, following news feeds, using text analytics, and using browser extensions for research. (Application)
3. Develop productivity skills, including smart note-taking strategies, time management and lists, connecting apps with IFTTT, and working with apps like Obsidian and Notion. (Application)
4. Apply social media skills, such as working with social media management tools, basic social media metrics, personal branding with social media, managing online reputation, and working with Discord and Reddit. (Application)
5. Create a digital health and hygiene plan for personal and professonal development and implement a mindful digital media consumption program.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 2 | 3 | 3 | 3 | 2 |
| PSO 2 | 3 | 3 | 1 | 3 | 3 |
| PSO 3 | 3 | 2 | 3 | 2 | 3 |
| PSO 4 | 3 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Textbooks**

Toole, M. (2020). How to Be Productive: 7 Easy Steps to Master Productivity Apps, Productive Habits, Work Efficiency & Personal Productivity. Lulu.com.

van Deursen, A. J. A. M., & van Dijk, J. A. G. M. (2014). Digital Skills: Unlocking the Information Society. Springer.

Works, R. (2019). How to Conduct Effective Online Research. Richard Floyd Works.

Zhong, B. (2021). Social Media Communication: Trends and Theories. John Wiley & Sons.

Green, L., & Gaines, A. G. (2017). Future Ready Internet Research Skills. Enslow Publishing, LLC.

Bailey, C. (2016). The Productivity Project: Accomplishing More by Managing Your Time, Attention, and Energy. Random House of Canada.

**References**

Brezina, C. (2017). Careers in Digital Media. The Rosen Publishing Group, Inc.

Cohen, J., & Kenny, T. (2015). Producing New and Digital Media: Your Guide to Savvy Use of the Web. CRC Press.

Di Giacomo, D., Vittorini, P., & Lacasa, P. (2019). Digital Skills and Life-long Learning: Digital Learning as a New Insight of Enhanced Learning by the Innovative Approach Joining Technology and Cognition. Frontiers Media SA.

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

Finkelstein, E. (2005). Syndicating Web Sites with RSS Feeds For Dummies. John Wiley & Sons.

Hennig, N. (2018). Power Searching the Internet: The Librarian’s Quick Guide. ABC-CLIO.

Hernandez, R. K., & Rue, J. (2015). The Principles of Multimedia Journalism: Packaging Digital News. Routledge.

**Web Resources**

Journal of Digital Media and Policy - https://www.intellectbooks.com/journal-of-digital-media-policy

New Media & Society - https://journals.sagepub.com/home/nms

Journal of Computer-Mediated Communication - https://academic.oup.com/jcmc

Media, Culture & Society - https://journals.sagepub.com/home/mcs

Digital Journalism - https://www.tandfonline.com/toc/rdij20/current

Digital Skills and Jobs Coalition - https://ec.europa.eu/digital-single-market/en/digital-skills-jobs-coalition

Pew Research Center - https://www.pewresearch.org/topics/digital-media/

Digital Promise - https://digitalpromise.org/

Center for Digital Democracy - https://www.democraticmedia.org/

### Audience Engagement and Media Analytics (Theory)

### Course Description

### This course, Audience Engagement and Media Analytics, explores the complex relationship between media, audiences, and analytics in today's digital landscape. Students will delve into the nature, scope, and importance of audience engagement and media analytics, including multiple layers of media analytics and how to measure and monetize audience relationships.

### Using social media analytics, students will learn digital research methods for researching text, audiences, and production practices. The course will also cover topics such as text analytics and news analytics, natural language processing applications in journalism, and sentiment analysis and opinion mining.

### Students will become familiar with tools for social network and hyperlink analytics, as well as action, apps, and location analytics, including Google Maps and Google Earth. Additionally, the course explores how to enhance audience engagement, moderate communities, and respond to news commentaries and discussion forums. Finally, students will gain insights into emergent analytics tools, audience strategies, and publisher innovation.

**Course Objectives**

1. Familiarize students with audience engagement and media analytics.
2. Explain the layers of social media analytics of internet-mediated communication.
3. Elucidate various techniques in audience and media analytics.
4. Help students apply analytic tools and apps for real-world decisions.
5. Enable students to engage with the audience and moderate online communities.

**Detailed Syllabus for Audience Engagement and Media Analytics**

**Unit 1: Layers of Audience Engagement and Analytics**

Nature and importance Audience Engagement. Definition, Nature, Scope, and of Media Analytics- Multiple Layers of Media Analytics.

Understanding Audience Engagement using Social Media Analytics. Digital Research Methods for Researching Text, Audiences, and Production Practices.

Sustaining Engaged Journalism: Measuring and Monetizing the Audience Relationship. Platform Analytics Tools and Dashboards.

Digital Data Collection Illustration: Search Analytics-Interest and Intentions- Tracking Audience Sentiment: Trends Tools. Using Twitter Analytics for News.

**Unit 2: Text Analytics and News Analytics**

Big Data and News. Natural Language Processing Applications in Journalism.

RSS News Feeds and News Analytics- Information Trapping and News Monitoring- News Corpus (Event Registry, Google Books nGram).

Sentiment Analysis and Opinion Mining- Analyzing Posts and Comments.

Tools for Text Analytics and News Analytics-Event Registry.

**Unit 3: Social Networks and Hyperlinks Analytics**

Hyperlink Analysis.

Key Concepts and Measures in Social Network Analysis.

Tools for Social Networks and Hyperlinks Analytics.

**Unit 4: Action, Apps, and Location Analytics**

Behavior and People Analytics.

Mobile/Apps Analytics.

Analytics using GIS and Location-Based Services- Tools for Action, Apps, and Location Analytics.

Applications of Google Maps and Google Earth in News Reporting.

**Unit 5: Audience Engagement and Moderation**

Enhancing Audience Engagement-Shareability Using Metrics-Moderating Communities. Creating a Social Media Listening Post.

Mining Niche Communities: Serving Topical and Hyperlocal Audiences Through Digital and Mobile Platforms.

Participatory Journalism. Responding to News Commentaries and Discussion Forums and News Sharing Culture.

Emergent Analytics Tools- Audience Strategies and Publisher Innovation. Entertainment Science-Tools and Metrics for Analysis of Entertainment Audiences

**Course Outcomes**

1. Apply key audience and media analytics to make decisions in a journalistic context.
2. Differentiate between various audience and media analytics apps.
3. Assess the validity of analytics data and interpretation.
4. Analyze real-world problems and choose an appropriate analytical strategy.
5. Demonstrate competence in audience engagement and community moderation.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 3 | 3 | 3 |
| PSO 2 | 3 | 3 | 3 | 3 | 3 |
| PSO 3 | 2 | 3 | 1 | 3 | 2 |
| PSO 4 | 3 | 2 | 3 | 2 | 3 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Text Books**

Batsell, J. (2015). Engaged Journalism: Connecting with Digitally Empowered News Audiences. Columbia University Press.

Borchard, G. A. (2022). The SAGE Encyclopedia of Journalism: 2nd Edition. SAGE Publications.

Creech, B. (2021). Journalism Education for the Digital Age: Promises, Perils, and Possibilities. Routledge.

Luengo, M., & Herrera-Damas, S. (2021). News Media Innovation Reconsidered: Ethics and Values in a Creative Reconstruction of Journalism. John Wiley & Sons.

Wenzel, A. (2020). Community-Centered Journalism: Engaging People, Exploring Solutions, and Building Trust. University of Illinois Press.

**References**

Khan, G. F. (2015). Seven Layers of Social Media Analytics: Mining Business Insights from Social Media Text, Actions, Networks, Hyperlinks, Apps, Search Engine, and Location Data.

Ganis, M., & Kohirkar, A. (2012.). Social Media Analytics: Techniques and Insights for Extracting Business Value Out of Social Media | InformIT.\

Beasley, M. (2013). Practical Web Analytics for User Experience: How Analytics Can Help You Understand Your Users. Elsevier Science.

Clifton, B. (2012). *Advanced Web Metrics with Google Analytics*. John Wiley & Sons.

Hemann, C., & Burbary, K. (2013). *Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World*. Que Publishing.

**Web Resources**

Journal of Audience and Reception Studies - https://www.jstor.org/journal/jaudierecestud

Journal of Media Analytics - https://www.springer.com/journal/41835

Interactive Advertising Bureau (IAB) - https://www.iab.com/

Digital Analytics Association (DAA) - https://digitalanalyticsassociation.org/

Society for News Design (SND) - https://www.snd.org/

**Internship (Practical)**

**Course Description**

This is a six-week internship course that provides students with on-the-job experience in various media industries. Students will choose from opportunities at newspapers, magazines, radio, television, advertising and PR agencies, digital marketing companies, or other media identified by students and faculty.

Over the six weeks, students will work directly in their chosen media field, gaining valuable professional experience. They will shadow staff, assist with daily work activities, attend meetings, and take on tasks that develop both hard and soft skills. The goal of the internship is for students to understand the dynamics of their chosen media career path through direct participation in a professional environment.

To complete the course, students will submit a comprehensive report detailing their experience. The report will describe the company, responsibilities, projects worked on, key lessons learned, and how the experience will impact their future career. Students will also deliver a presentation on their internship experience to faculty members. The report and presentation will demonstrate their understanding of the media landscape and how their skillset was enhanced in their role.

The internship and all assignments will be jointly evaluated by a faculty member and the company supervisor. Eighty marks will be awarded for the report and presentation, evaluating the depth of experience gained and communication of key takeaways. The final 20 marks will be awarded based on the company supervisor’s assessment of work performance and participation during the internship. Overall, this internship course provides valuable work experience and networking opportunities for students preparing to enter media professions.

**Course Objectives**

1. Apply theoretical knowledge gained in media studies courses to practical work situations.
2. Conduct research and analysis on media organizations and industry trends to determine suitable internship placements.
3. Develop professional communication skills through interaction with company staff and completion of workplace tasks.
4. Demonstrate competency with media-specific tools and programs used in the internship organization.
5. Evaluate effectiveness of the internship experience in developing workplace skills and prepare a comprehensive report on key takeaways.

**What to do during Internship**

Shadow media professionals such as reporters, editors, producers, marketing managers, etc. to learn about roles and responsibilities.

Assist in research, fact-checking, and administrative work to support media projects and daily operations.

Attend organizational meetings, events, and professional development sessions to gain insight into company processes and industry trends.

Take on entry-level assignments such as writing stories, social media management, live production assistance, marketing campaign support, etc. under the guidance of staff.

Build professional networks through interaction with company employees and partners. Connect with media professionals currently in roles students aspire to.

**Criteria for Evaluating Internship and Media Industry Training**

Completion of required work hours: Students fulfill the minimum work hours required for the internship course, as specified in the course outline.

Quality of work performance: Students receive a positive evaluation from the company supervisor on work performance, participation, and completion of assigned tasks.

Depth of learning and experience: Students demonstrate a solid understanding of the media organization, industry, and role responsibilities in their comprehensive report and presentation.

Professional skill development: Students show enhanced skills in areas such as communication, critical thinking, problem-solving, technical abilities, teamwork, and time management, as outlined in their assignments and supervisor review.

Networking and connections: Students discuss new professional connections developed through the internship experience and how they plan to maintain them going forward in their chosen career path.

Recommendation for future interns: The company recommends future internship placements for students from the program based on the work performance and participation of current interns. Pursuit of career opportunities: Students receive and/or pursue career opportunities (job offers, interviews, mentorships) through connections made during the internship.

Feedback incorporation: Students incorporate constructive feedback received from the faculty evaluator and company supervisor into a final revised report, demonstrating their ability to reflect and build on their experiences.

**Course Outcomes**

1. Apply theoretical knowledge gained in the classroom to a practical work environment.
2. Demonstrate employability skills required for entry-level roles in chosen media fields.
3. Produce a comprehensive report evaluating an internship experience from a professional development perspective.
4. Develop a broader understanding of the media industry and specific occupations through direct participation.
5. Build a professional network to support future career opportunities in the media.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 3 | 2 | 3 |
| PSO 2 | 3 | 3 | 3 | 3 | 2 |
| PSO 3 | 3 | 3 | 3 | 3 | 3 |
| PSO 4 | 2 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 1 | 2 | 3 | 3 |

**Key Textbooks**

Kelly, W. E. (2020). Internships: Quality Education Outside of Class. Cognella, Incorporated.

Labor, S. L. (2020a). Student Internship Success Workbook (Student’s Guide): 20+ Lessons and Activities for Student Intern Career Readiness. Independently Published.

Labor, S. L. (2020b). Student Internship Success Workbook (Supervisor’s Guide): 20+ Lessons and Activities for Student Intern Career Readiness. Independently Published.

Lisa, J. C. R., & William, S. (2021). Practicum and Internship: A Handbook for Competent Counseling Practices. Pearson.

McVicar, K. L., & Ward, J. (2021). The Internship Handbook: A Guide for Students in the Health Professions. Cognella, Incorporated.

Poyer, M. (2022). The Paramedic Internship Guidebook. Fulton Books, Inc.

Stewart, A., Owens, R., O’Higgins, N., & Hewitt, A. (2021). Internships, Employability and the Search for Decent Work Experience. Edward Elgar Publishing.

**References**

Barkatsas, T., & McLaughlin, P. (2021). Authentic assessment and evaluation approaches and practices in a digital era: A kaleidoscope of perspectives. Brill.

Burke, J., & Dempsey, M. (2021). Undertaking Capstone Projects in Education: A Practical Guide for Students. Routledge.

Christ, W. G. (2020a). Media Education Assessment Handbook. Routledge.

Christ, W. G. (2020b). Assessing Media Education: A Resource Handbook for Educators and Administrators: Component 3: Developing an Assessment Plan. Routledge.

David, M. E., & Amey, M. J. (2020). The SAGE Encyclopedia of Higher Education. SAGE.

Msw, J. P. P., Kauffman, S., & Msw, T. S. I. (2021). Social Work Capstone Projects: Demonstrating Professional Competencies through Applied Research. Springer Publishing Company.

**Media Entrepreneurship and Innovation (Theory)**

**Course Description**

Media Entrepreneurship and Innovation is a course designed for individuals who want to start their own media businesses or advance their careers in the media industry. The course will provide an in-depth understanding of the changing media landscape and emerging opportunities in digital media business. Students will learn about the concepts of entrepreneurship, media entrepreneurship, and creative industries. They will also gain an understanding of the economics of information and media and explore the new economics of journalism and the business of networked journalism.

The course will cover media market analysis, media sustainability, and the economics of new media and creative industries. Students will also examine the political economic perspective on digital media and digital labor. The course will provide critical business and entrepreneurial skills for success, including collaboration, innovation, and strategic media management.

The course will explore the no-code apps development process and the types of apps that are popular in the media industry, including embedding social media, app stores, digital editions, news aggregators, and apps for wearables. Students will learn about project management for digital media, including security risks, copyright, creative commons license royalties, and contracts.

The course will also cover financial management for media enterprises, revenue models and revenue streams, crowdsourcing, fund-raising, monetization, blockchain, cryptocurrency, and non-fungible tokens (NFT). Finally, students will learn about marketing and promoting media enterprises. Upon completion of this course, students will be equipped with the knowledge and skills necessary to establish and operate a successful media enterprise.

**Course Objectives**

1. To prepare learners to become independent media entrepreneurs.
2. To understand the economic and financial aspects of the news media business.
3. To explain the attitude and approaches required to become a media entrepreneur.
4. To describe and identify the requirements for establishing a media business.
5. To locate sources of capital and revenue models for media enterprise.

**Detailed Syllabus**

**Unit 1: Emerging Opportunities in Digital Media Business**

Changing Media Business Landscape-Sharing Economy- How News Organizations Build Digital Loyalty and Generate Revenue Through the “Original Platform.”

Concepts of Entrepreneurship, Media Entrepreneurship, and Creative Industries- Creator Economy and the Battle for Talent. Freelancing and building your brand. Blockers to Innovation.

Entrepreneurial Journalism. Publishing Platforms-Substack and Medium Models. Publishing using Facebook Instant Articles and YouTube- Digital Media Brands.

**Unit 2: Economics of Information and Media**

Economics of Information and Media- New Economics of Journalism- The business of networked journalism.

Media Market Analysis. Media Sustainability.

Economics of New Media and Creative Industries.

Political Economic Perspective on Digital Media-Digital Labor.

**Unit 3: Entrepreneurship and Innovation**

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.

**Unit 4: Building Online Media Business**

Establishing Online and Social Media Business. Key Issues and Challenges.

Preparing a Business Plan Media Enterprise.

No-code Apps Development Process. News 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-Workflows, Pipeline, and Collaboration.

Strategic Media Management-Security Risks. Copyright, Creative Commons License Royalties, Contracts.

**Unit 5: Financing Online Media Business**

Financial Management for Media Enterprise.

Revenue Models and Revenue Streams

Crowdsourcing and Fund Raising. Monetization.

Financial Management for Media Enterprise.

Blockchain, Cryptocurrency

Non-Fungible Tokens (NFT) for Media enterprise.

Marketing and Promoting Media Enterprises.

**Course Outcomes**

1. Identify business opportunities and platforms for entrepreneurial journalism.
2. Critically appraise the opportunities and economic risks in media entrepreneurship.
3. Develop a business plan and online collaboration workspace for media startups.
4. Prepare a detailed proposal and strategic vision for establishing a media startup.
5. Prepare a low-cost budget and revenue model for a multimedia news package for a freelance assignment.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PSOs/COs | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 3 | 2 | 3 |
| PSO 2 | 3 | 3 | 3 | 3 | 2 |
| PSO 3 | 3 | 3 | 3 | 3 | 3 |
| PSO 4 | 2 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 1 | 2 | 3 | 3 |

**Key Text Books**

Ann Hollifield, C., Wicks, J. L., Sylvie, G., & Lowrey, W. (2015). Media Management: A Casebook Approach. Routledge.

Ferrier, M., & Mays, E. (2017). Media Innovation and Entrepreneurship. Rebus Foundation.

Johnston, K. A., & Taylor, M. (2018). The Handbook of Communication Engagement. John Wiley & Sons.

**References**

Bygdås, A. L., Clegg, S., & Hagen, A. L. (2019). Media Management and Digital Transformation. Routledge.

Abernathy, P. M., & Sciarrino, J. (2018). The Strategic Digital Media Entrepreneur. John Wiley & Sons.

Küng, L. (2015). Innovators in Digital News. Bloomsbury Publishing.

Rohn, U., & Evens, T. (2020). Media Management Matters: Challenges and Opportunities for Bridging Theory and Practice. Routledge.

Albarran, A., Mierzejewska, B., & Jung, J. (2018). Handbook of Media Management and Economics. Routledge.

**Web Resources**

Journal of Entrepreneurship and Innovation in Emerging Economies - https://www.emeraldgrouppublishing.com/journal/jeiee

Journal of Innovation and Entrepreneurship - https://innovation-entrepreneurship.springeropen.com/

International Journal of Entrepreneurship and Innovation - https://journals.sagepub.com/home/jei

Entrepreneurship Theory and Practice - https://onlinelibrary.wiley.com/journal/1540627x

Journal of Business Venturing - https://www.journals.elsevier.com/journal-of-business-venturing

Global Entrepreneurship Network - https://www.genglobal.org/

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### Dissertation (Practical)

**Course Description**

This course provides a comprehensive introduction to research project methodologies, with a focus on literature review techniques, critical thinking, and research evaluation. Students will learn how to conduct traditional and systematic reviews, as well as explore other types of literature reviews and apps for literature. Additionally, students will learn how to search for academic sources, use reference manager apps, and create annotated bibliographies, while avoiding plagiarism and following proper referencing and citation guidelines.

The course will cover formats of the research paper and thesis, including writing literature reviews and academic writing style. Students will also be introduced to the "Publish or Perish" app and learn how to evaluate research and arguments, including experimental, quantitative, survey, and qualitative research.

Furthermore, the course will examine research ethics and responsible research best practices, covering key issues and guidelines. Finally, students will learn about the publication process, metrics, and publication ethics, as well as gain skills in presenting their research and defending their arguments. This course is ideal for students interested in developing their research skills and producing high-quality research projects.

**Course Objectives**

1. To develop skills necessary to undertake academic research.
2. To enhance competency in source-based academic writing skills.
3. To construct an outline of a thesis using referencing, citation, and note-taking.
4. To describe criteria for evaluating standard methods in social research.
5. To engage in ethical practices and intellectual virtues for undertaking academic research.

**Detailed Syllabus for Dissertation - Practical**

**Unit 1: Literature Review**

Thinking Critically About Research.

Traditional Reviews and Systematic Reviews.

Other Types of Literature Review.

Apps for Literature Mapping and Reviews.

**Unit 2: Using Academic Sources**

Literature Search.

Using Reference Manager Apps.

Annotated Bibliography and Academic Style Guides (APA, MLA Styles).

Avoiding Plagiarism.

**Unit 3: Referencing and Citation**

Formats of the Research Paper and Thesis.

Outlining Literature Reviews.

Writing Literature Reviews.

Publish or Perish App.

**Unit 4: Evaluating Research**

Evaluating Experimental Research.

Evaluating Quantitative Research.

Evaluating Survey Research.

Evaluating Qualitative Research.

**Unit 5: Presentation of Thesis**

Developing an Argument.

Evaluating an Argument.

Research Ethics - Key Issues and Guidelines for Responsible Research Best Practices.

Publication Process, Metrics, and Publication Ethics.

**Course Outcomes**

Perform literature search and scoping study on selected topics.

Set up a digital workspace for research using applications like Zotero and Qiqqa and Publish or Perish.

Prepare an annotated bibliography following the APA style guide.

Read and summarize academic research articles and evaluate quality based on protocols.

Produce a news story based on academic research following best practices in academic journalism.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PSOs/COs | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 3 | 3 | 3 |
| PSO 2 | 3 | 2 | 3 | 2 | 3 |
| PSO 3 | 3 | 3 | 3 | 3 | 3 |
| PSO 4 | 2 | 3 | 2 | 3 | 3 |
| PSO 5 | 3 | 3 | 3 | 3 | 1 |

**Key Text Books**

Gough, D., Oliver, S., & Thomas, J. (2017). An Introduction to Systematic Reviews. SAGE.

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.

A, R. C. M. (2020). Academic Writing Survival Guide: What the Purists

Krause, S. D. (2020). The Process of Research Writing.

**References**

Efron, S. E., & Ravid, R. (2018). Writing the Literature Review. Guilford Publications.

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.

Ridley, D. (2012). The Literature Review: A Step-by-Step Guide for Learners . SAGE.

Lampert, L. (2014). Combating Student Plagiarism: An Academic Librarian’s Guide. Elsevier.

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

**Web Resources**

Journal of Dissertation Writing - https://www.emeraldgrouppublishing.com/journal/jdw

International Journal of Doctoral Studies - https://ijds.org/ijds/

Journal of Research Practice - https://jrp.icaap.org/index.php/jrp

Educational Researcher - https://journals.sagepub.com/home/edr

American Educational Research Association - https://www.aera.net/

### Capstone Project (Practical)

**Course Description**

This course is designed to provide learners with the opportunity to demonstrate their mastery of the skills and knowledge acquired throughout their academic journey. Through a Capstone Project and Portfolio, learners will showcase their ability to apply the principles and techniques learned in their field of study to real-world scenarios. Learners will choose from a selection of suggested projects, which include creating an animated short film, a short fiction film that demonstrates VFX skills, a documentary film, a walk-through using AR/VR techniques, website landing page design with interactive features, or UI/UX design for a web app using low/no-code apps. Learners may work individually or in teams to complete their chosen project.

In addition to the Capstone Project, learners will also develop a professional portfolio to showcase their work and achievements throughout their academic journey. The portfolio will demonstrate their growth and learning and will be a valuable asset when applying for employment or further education. This course is an excellent opportunity for learners to apply their knowledge and skills to real-world situations while developing a professional portfolio to enhance their career prospects.

**Course Objectives**

1. To develop in-depth understanding of the media industry
2. To augment their media skills to professional standards
3. To develop the ability to work with media teams and also take initiatives to design media projects
4. To acquire the ability to design and execute media projects
5. To acquire the ability to work independently in media houses and produce publishable content.
6. To enable students to design and execute independent projects covering contemporary themes/issues.

**Detailed Syllabus**

Suggested Projects (Anyone). Criteria for selecting the topic will be based on area of specialization chosen by the student. Emphasis will be given to producing work of professional quality. This will help the student enter the Media Industry with an evaluated portfolio. Detailed Suggestions for Capstone Project can be found at the end.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 2 | 3 | 3 |
| PSO 2 | 2 | 3 | 3 | 3 | 2 |
| PSO 3 | 3 | 3 | 3 | 3 | 3 |
| PSO 4 | 3 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 2 | 3 | 1 | 3 |

**Criteria for Evaluating Capstone Projects**

Concept: The clarity, originality and creativity of the underlying concept or theme of the project.

Audience: How well the project is tailored to and engages the target audience. Effectiveness in communicating to and resonating with the intended viewers or users.

Aesthetics: The visual and sensory appeal of the project. How elements like color, typography, layout, motion, sound, etc. are combined for optimal style and attractiveness.

User experience: For interactive projects, how intuitive, engaging and impactful the experience is for users. Success in achieving project goals and user needs.

Technical skills: The level of skill and craft demonstrated in areas like video editing, web design, animation, audio production, etc. depending on the media involved.

Storytelling: For narrative-driven projects, how well a story is constructed and told through creative techniques. Ability to evoke emotion and meaning.

Research: Evidence of investigation into the topic or subject area, with factual information and insights that inform the project outcome.

Cohesion: How well all elements of the project come together in a unified, consistent and complementary manner. An aligned "big picture".

Presentation: For some projects, the effectiveness of presenting and defending the final outcome. Ability to communicate key decisions and how challenges were addressed.

Collaboration: For group projects, the level of teamwork, work division, communication and collective problem-solving. Success in combining individual contributions into a seamless whole.

**Key Textbooks and References**

Barkatsas, T., & McLaughlin, P. (2021). Authentic assessment and evaluation approaches and practices in a digital era: A kaleidoscope of perspectives. Brill.

Burke, J., & Dempsey, M. (2021). Undertaking Capstone Projects in Education: A Practical Guide for Students. Routledge.

Christ, W. G. (2020a). Media Education Assessment Handbook. Routledge.

Christ, W. G. (2020b). Assessing Media Education: A Resource Handbook for Educators and Administrators: Component 3: Developing an Assessment Plan. Routledge.

David, M. E., & Amey, M. J. (2020). The SAGE Encyclopedia of Higher Education. SAGE.

Msw, J. P. P., Kauffman, S., & Msw, T. S. I. (2021). Social Work Capstone Projects: Demonstrating Professional Competencies through Applied Research. Springer Publishing Company.

**Suggested Capstone Project Ideas**

**Entrepreneurial Media Project: Cultivating Industry Success**

Entrepreneurship plays a crucial role in various industries, and entrepreneurial projects offer valuable insights into self-employment while providing students with applicable knowledge and skills for the creative sector. This course cultivates entrepreneurial competencies and fosters a spirit of innovation through hands-on experience in designing and developing projects encompassing innovation, marketing, finance, and business networks.

The Entrepreneurial Media Project aims to expose students to the dynamic and rapidly growing economic landscape, teaching them how to recognize and seize opportunities for business expansion and self-employment. Collaborations with relevant industries, entrepreneurs, and business advisors enable students to excel and achieve success in their projects.

To complete the course, students will undertake a Major Entrepreneurial Project, working in groups under the supervision of an experienced mentor. This project encourages students to develop their creative ventures to the proof-of-concept stage, equipping them to effectively pitch their ideas to investors or employers. Students are advised to identify media partners across various industries and collaborate with disciplines such as engineering, business, and computer science.

The project evaluation encompasses the following modules: Innovation, Creativity, Start-ups, Media Entrepreneurship, Business Networks for Entrepreneurs, Entrepreneurship in the Media Sector, Entrepreneurial Finance, Innovation-driven Marketing, and the Major Project.

Incubating Media Projects: Leveraging the potential of new media, students can devise innovative entrepreneurial concepts. By partnering with NGOs, they can refine their ideas through exposure to innovation, marketing, financial analysis, technology, leadership, and communication.

Creating Digital Media Products: Students will create state-of-the-art digital media products for regional and national media companies and other organizations. Those with ideas for digital products or media-related businesses may develop their entrepreneurial ventures in the lab, presenting their prototypes to local investors and experienced entrepreneurs.

Adherence to Deadlines: This course adheres to professional standards, ensuring that deadlines are strictly maintained and non-negotiable. Students must meet deadlines for their coursework, preparing them for the demands of the professional workplace. Consequently, late submissions without prior arrangements will result in a zero for the concerned activity.

**Major Themes for Journalism**

Health and Medical Journalism

Environmental Journalism OR Dealing with Climate Change Issues

Covering Business and Economy OR Consumer Rights

Culture, Arts OR Lifestyle Journalism

Covering Rural OR Urban Development

Investigative Reporting on any local civic issues

Documentary Film on any contemporary issues

**Capstone Project Ideas for Documentary or Factual Program- (15-20 Min )**

"Personal Documentary" - In this project, students will be challenged to create a 15-20 minute documentary that tells a personal story. This could include exploring their own experiences, or finding a compelling personal story to tell through research and interviews.

"Environmental Documentary" - This project will require students to create a 15-20 minute documentary that explores an environmental issue or topic. This could include climate change, environmental justice, or the impacts of human activity on the natural world.

"Portrait of a Community" - In this project, students will be tasked with creating a 15-20 minute documentary that explores the unique qualities and characteristics of a specific community. This could include cultural or ethnic communities, geographic communities, or communities united by a common interest or activity.

"Investigative Journalism" - This project will challenge students to create a 15-20 minute factual program that investigates a specific issue or topic. Students will need to conduct research, gather evidence, and conduct interviews in order to uncover the truth behind the issue.

"Sports Documentary" - In this project, students will be tasked with creating a 15-20 minute documentary that explores a specific sports-related topic or story. This could include profiles of athletes, behind-the-scenes looks at specific events or competitions, or explorations of the social and cultural significance of sports.

**Capstone Project Ideas for Multimedia Content Packaging**

(From Concept to Execution on a Chosen Topic that includes all elements: images, sound, video, written text, interaction)

"Interactive Multimedia Storytelling Project" - In this project, students will be challenged to create an interactive multimedia storytelling project on a chosen topic. Students will need to consider factors such as storytelling techniques, multimedia elements, user engagement, and interactivity in order to create an engaging and immersive multimedia storytelling experience.

"Multimedia Documentary Project" - This project will require students to create a multimedia documentary on a chosen topic. Students will need to consider factors such as visual storytelling, audio elements, research, and multimedia production techniques in order to create an informative and engaging multimedia documentary.

"Multimedia Marketing Campaign" - In this project, students will be tasked with creating a multimedia marketing campaign on a chosen topic. Students will need to consider factors such as target audience, multimedia elements, messaging, and user engagement in order to create a successful and effective multimedia marketing campaign.

"Multimedia Journalism Project" - This project will challenge students to create a multimedia journalism project on a chosen topic. Students will need to consider factors such as research, multimedia production techniques, storytelling, and audience engagement in order to create an informative and engaging multimedia journalism project.

"Interactive Educational Multimedia Project" - In this project, students will be challenged to create an interactive educational multimedia project on a chosen topic. Students will need to consider factors such as educational objectives, multimedia elements, interactivity, and user engagement in order to create an effective and engaging educational multimedia project.

**Capstone Project Ideas for Instructional Design**

(20 min eContent/Instructional Interactive Content for Education-Please Avoid One-Person Lecture OR “Talking Heads”)

"Gamified Instructional eContent Design" - In this project, students will be challenged to create a gamified instructional eContent for education. Students will need to consider factors such as game mechanics, instructional design principles, interactivity, and user engagement in order to create a fun and effective instructional eContent.

"Interactive Learning Pathway Design" - This project will require students to design an interactive learning pathway for education. Students will need to consider factors such as instructional design principles, multimedia elements, user engagement, and interactivity in order to create an effective and engaging learning pathway.

"Visual and Graphic-based eContent Design" - In this project, students will be tasked with creating a visual and graphic-based eContent for education. Students will need to consider factors such as visual storytelling, graphic design principles, instructional design principles, and user engagement in order to create an effective and engaging visual and graphic-based eContent.

"Multimedia Instructional eContent Project" - This project will challenge students to create a multimedia instructional eContent for education. Students will need to consider factors such as multimedia elements, instructional design principles, interactivity, and user engagement in order to create an effective and engaging multimedia instructional eContent.

"Mobile Learning App Design" - In this project, students will be challenged to design a mobile learning app for education. Students will need to consider factors such as instructional design principles, mobile app design principles, user engagement, and interactivity in order to create an effective and engaging mobile learning app.

**Capstone Project Ideas for Commercial Ads and PSA**

(Creation of Ads for Brands and a PSA for a Social Issue-30 sec to Less than a minute)

"Brand Advertisement Creation" - In this project, students will be challenged to create a brand advertisement for a chosen product or service. Students will need to consider factors such as the target audience, brand values, message, and tone in order to create an effective and engaging advertisement.

"Social Issue PSA Creation" - This project will require students to create a Public Service Announcement (PSA) for a chosen social issue. Students will need to consider factors such as the target audience, message, tone, and call-to-action in order to create an effective and impactful PSA.

"Creative Concept Development for Ads" - In this project, students will be tasked with developing creative concepts for advertisements. Students will need to consider factors such as the target audience, brand values, message, tone, and creative execution in order to develop compelling and effective ad concepts.

"Media Planning and Buying Strategy for Ads" - This project will challenge students to develop a media planning and buying strategy for a brand advertisement. Students will need to consider factors such as target audience, media channels, budget, and messaging in order to develop an effective media plan.

"Video Advertisement Creation for Social Media" - In this project, students will be challenged to create a video advertisement for a brand or social issue that is specifically tailored for social media platforms. Students will need to consider factors such as the target audience, platform-specific considerations, message, and tone in order to create an effective and engaging video advertisement for social media.

**Capstone Project Ideas for Web Series**

(Detailed Proposal and Storyboard for a Web Series)

"Developing a Unique Web Series Concept" - In this project, students will be challenged to come up with a unique and original concept for a web series. They will need to develop the story, characters, setting, and tone, as well as outline the overarching plot and themes.

"Writing a Pilot Episode for a Web Series" - In this project, students will be tasked with writing the pilot episode for a web series. They will need to establish the world, introduce the characters, and set up the central conflict of the series.

"Storyboarding a Web Series Episode" - This project will require students to create a detailed storyboard for an episode of a web series. They will need to consider elements such as camera angles, shot composition, lighting, and sound design in order to create a visual narrative that is engaging and effective.

"Producing a Web Series Trailer" - In this project, students will be challenged to create a trailer for a web series that effectively communicates the concept, tone, and style of the series. They will need to use elements such as sound design, music, and editing to create a trailer that is engaging and effective at generating interest in the series.

"Pitching a Web Series to Industry Professionals" - In this project, students will be challenged to develop a pitch for a web series and present it to industry professionals such as producers or network executives. They will need to effectively communicate the concept, story, and marketability of the series in order to secure interest and investment in the project.

**Capstone Project Ideas for Podcast and Radio Production**

News Podcast: Create a 10-15 minute daily news podcast, covering local, national, and international news stories. The podcast should be well-researched, with balanced and objective reporting, and should include interviews with experts and eyewitnesses.

Radio Documentary: Produce a 20-30 minute radio documentary on a topic of your choice. The documentary should be thoroughly researched, and should use a variety of storytelling techniques to engage listeners. It should also include interviews with experts, eyewitnesses, and other relevant people.

Interview Program: Develop a 10-15 minute interview program, featuring interviews with notable people from various fields such as science, entertainment, politics, sports, etc. The program should have a consistent theme or focus, and the interviews should be conducted in a professional and engaging manner.

Radio Short Stories: Create a series of 5-10 minute fictional short stories, with sound effects and music, in various genres such as mystery, horror, comedy, romance, etc. The stories should be well-written and engaging, with strong characters and plotlines.

Radio Talk Show: Develop a 30-45 minute talk show, discussing current events, politics, culture, and other relevant topics. The show should have a unique and engaging format, and should include expert guests, callers, and audience interaction.

**Capstone Project Ideas for Game Design-I**

(Create Digital Assets for a Game Contextualised for Indian Market)

"Indian Mythology Game Design" - In this project, students will be challenged to design a game that is based on Indian mythology, such as the Mahabharata or Ramayana. Students will need to consider factors such as character design, storylines, and game mechanics in order to create an engaging and culturally relevant game.

"Cultural Landscape Game Design Challenge" - This project will require students to create a game that is set in an Indian cultural landscape, such as a bazaar, temple, or historical monument. Students will need to consider factors such as architecture, cultural context, and historical accuracy in order to create an immersive and engaging game.

"Indian Sports Game Design" - In this project, students will be tasked with designing a game that is based on an Indian sport, such as cricket or kabaddi. Students will need to consider factors such as game mechanics, player skills, and team dynamics in order to create a fun and engaging sports game.

"Social Impact Game Design" - This project will challenge students to design a game that addresses a social issue relevant to India, such as poverty, gender inequality, or environmental degradation. Students will need to consider factors such as game mechanics, storytelling, and social impact in order to create a game that is both fun and socially relevant.

"Indian Cuisine Game Design Challenge" - In this project, students will be challenged to design a game that is based on Indian cuisine, such as a cooking game or restaurant management game. Students will need to consider factors such as food preparation, cultural significance, and player experience in order to create a fun and engaging game that celebrates Indian cuisine.

**Capstone Project Ideas for Game Design-II**

(A Detailed Proposal and Storyboard for a Mobile Game-Including Storyline, Character, Level Design)

"Action-Adventure Mobile Game Design" - In this project, students will be challenged to create a detailed proposal and storyboard for an action-adventure mobile game. Students will need to consider factors such as game mechanics, storyline, character design, and level design in order to create an immersive and engaging game.

"Puzzle Mobile Game Design Challenge" - This project will require students to create a detailed proposal and storyboard for a puzzle mobile game. Students will need to consider factors such as game mechanics, level design, and player experience in order to create a fun and challenging puzzle game.

"Survival Mobile Game Design" - In this project, students will be tasked with designing a detailed proposal and storyboard for a survival mobile game. Students will need to consider factors such as player skills, character design, environmental factors, and level design in order to create a challenging and immersive survival game.

"Sports Mobile Game Design Challenge" - This project will challenge students to create a detailed proposal and storyboard for a sports mobile game. Students will need to consider factors such as game mechanics, player skills, team dynamics, and level design in order to create a fun and engaging sports game.

"Educational Mobile Game Design" - In this project, students will be challenged to create a detailed proposal and storyboard for an educational mobile game. Students will need to consider factors such as subject matter, game mechanics, player experience, and level design in order to create a fun and informative educational game.

**Capstone Project for Video Game Analysis**

(Students will Prepare a Detailed Report on the Process and Outcomes of Video Game Analysis)

Analyze the Evolution of a Video Game Genre: Pick a genre like first-person shooters, real-time strategy, or role-playing games and analyze how it has evolved over at least 3 games in the genre. Discuss innovations, technologies, themes, narratives, and gameplay.

Compare and Contrast Two Popular Video Game Franchises: Pick two major franchises from the same genre and compare their settings, characters, gameplay, monetization models, themes, and impact on gaming culture. Discuss their similarities and differences.

Evaluate the Design of an Award-Winning Video Game: Play through an award-winning or critically acclaimed video game and analyze its design including level design, UI/UX design, gameplay, visuals, audio, story, and mechanics. Discuss what makes its design so effective.

Analyze the Business Model of a Video Game Company: Pick a major video game company and analyze their business model including how they make money, their target customers, their intellectual properties, how they adapt to industry changes, their key partnerships, and risks to their business model.

Discuss the Impact of Virtual Reality or Augmented Reality on Gaming: Analyze how technologies like virtual reality and augmented reality have impacted the video game industry. Discuss key games in these areas, challenges to adoption, future possibilities, and how the gaming experience is enhanced.

Debate a Controversial Issue in Video Games: Pick a controversial issue like video game violence, addiction, microtransactions, or representation of marginalized groups and present an evidence-based debate on both sides of the issue. Discuss implications for policymakers, parents, and the gaming industry.

Discuss the History and Impact of a Historic Video Game Console: Pick a historically significant video game console like the Atari 2600, Nintendo Entertainment System, Sony PlayStation, or Microsoft Xbox and analyze its history, specifications, competition at the time, major games, impact on the industry, and legacy.

Analyze Video Game Marketing and Merchandising Strategies: Evaluate the marketing and merchandising strategies of a major video game including things like trailers, social media campaigns, influencer marketing, demos, branding, product placement, cross-promotions, licensing, and merchandising. Assess the effectiveness of these strategies.

Discuss Trends in the Video Game Industry: Analyze major trends currently happening in the video game industry like streaming services, virtual reality, esports, mobile gaming, remakes/remasters, etc. Speculate on the future of the industry based on these trends.

Design Your Own Video Game: Design the basics of your own video game including genre, setting, characters, gameplay, monetization model, technology platform, and target audience. Create concept art and describe the key features of your design. Discuss challenges in bringing your video game idea to market.

**Capstone Project Ideas for Approaches to Media Text Analysis**

(Students will write a 5000 Word Research Paper (Including References) based on the Media Analysis)

Comparative Analysis of News Media Through Different Approaches: Choose several news articles or reports from various sources and analyze them using Marxist, semiotics, sociological, and psychoanalytic perspectives. Compare and contrast the insights gained through each approach, discussing the strengths and limitations of each method in understanding the underlying messages and biases in the news media.

Deconstructing Advertisements: A Multidisciplinary Approach: Select a series of advertisements from various media platforms (e.g., print, television, and digital). Analyze each advertisement using the Marxist, semiotics, sociological, and psychoanalytic frameworks. Synthesize your findings to develop an understanding of the impact of each analysis method on interpreting the hidden messages and intended effects of the advertisements.

Analyzing Pop Culture Through Multiple Lenses: Choose a popular television show, film, or book and analyze it using the Marxist, semiotics, sociological, and psychoanalytic frameworks. Examine the themes, characters, and narrative techniques employed, and discuss how each analytical approach contributes to a deeper understanding of the chosen media text.

Examining Social Movements in Media Representation: Description: Investigate the media coverage of a social movement (e.g., environmentalism, gender equality, or racial justice) by applying the Marxist, semiotics, sociological, and psychoanalytic analysis methods. Assess how each approach reveals different aspects of the movement's portrayal, as well as any underlying biases or assumptions in the media coverage.

A Case Study of Propaganda Techniques in Political Campaigns: Select a political campaign from the past or present and analyze its media materials (e.g., speeches, advertisements, and social media posts) using the Marxist, semiotics, sociological, and psychoanalytic frameworks. Examine the various propaganda techniques employed and discuss the implications of these findings for understanding the influence of media on public opinion and the democratic process.

**Capstone Project for Multimedia Presentation on Media Culture in Tamil Nadu**

(Multimedia Presentation on Animated Timeline of History of Tamil Media or Multimedia Presentation on Tamil Culture. Society, Politics etc.)

Create an Animated Timeline of the History of Tamil Media: Develop an animated multimedia timeline highlighting key events, publications and technological milestones in the historical development of Tamil media. Discuss insights gained into the evolution of Tamil media.

Design an Immersive Exhibit on Tamil Culture: Produce an interactive multimedia exhibit educating visitors on an aspect of Tamil culture, politics or society. Incorporate visuals, audio, video and community artifacts. Address key challenges in crafting an engaging learning experience.

Compose a Video on Social Issues in Tamil Society: Create a video documentary addressing a critical social issue affecting Tamil communities. Conduct interviews with key stakeholders and discuss the broader implications of the issue. Propose solutions or call audience to action.

Develop a Multimedia Campaign for a Tamil Cause: Design a multimedia advocacy campaign for a cause that impacts Tamil people groups. Discuss strategy including key messaging, media platforms used, partnerships, and calls-to-action. Evaluate the campaign’s impact and effectiveness.

Teach a Workshop on Tamil Cultural Expression: Develop curriculum and teach a workshop educating participants about a Tamil cultural expression like music, dance, visual art, poetry or drama. Share the history, key attributes and methods for that art form. Discuss how it represents or impacts Tamil culture and values.

Analyze Portrayal of Tamils in Popular Media: Review and analyze how Tamils are represented in mainstream Indian media and cinema. Discuss positive and negative portrayals, tropes used, prevalence of stereotypes and the impact of media representation on public perceptions of Tamils. Propose recommendations to improve authentic and multi-dimensional representation.

Review Tamil Literature or Cinema: Choose a work of Tamil literature, poetry or cinema and provide an in-depth multimedia analysis. Discuss themes, artistic achievements, historical or social context and cultural impact. Share how it represents values and challenges of Tamil society.

Profile an Influential Figure in Tamil History or Politics: Create a multimedia profile of a significant figure who influenced Tamil society, politics, arts or culture. Discuss their key achievements, leadership, worldview, and legacy. Share how their life shaped the Tamil experience.

Discuss Current Events Impacting Tamils: Provide a multimedia analysis of current events significantly impacting Tamil communities in India or the diaspora. Discuss the events, key players and various perspectives. Analyze both challenges and opportunities presented, especially relating to Tamil identity, values and governance.

Develop Tamil Language Learning Resources: Create multimedia resources for learning Tamil language including audio, visual and interactive media. Discuss how the resources address different learning styles and proficiency levels to effectively teach Tamil. Evaluate the resources’ cultural sensitivity and accuracy.

### Communication Laws (Theory)

**Course Description**

This course, Communication Laws, provides an in-depth understanding of the Indian Constitution and its impact on communication laws. The course begins by exploring the foundations of the Indian Constitution, including its salient features, and the importance of Articles 21 and 32. We then delve into the Fundamental Rights and Duties, focusing on Article 19 1 (A) and various freedoms, as well as reasonable restrictions. The course also examines the Centre-State relationship and the State, Central, and Concurrent List.

The course also covers media-related acts and regulations, including the Press Council of India, the Cinematograph Act, and the Official Secrets Act. We also cover landmark cases related to media and content regulation in broadcast news.

The course concludes with a focus on intellectual property rights and internet governance, including the concept of innovation, invention, and discovery. We also cover laws related to information, such as cyber laws and legal and ethical aspects related to new technologies, the IT Act 2000 and its amendments, and the Right to Information Act. Finally, we explore media and privacy, the Privacy Bill in India and other countries, and the Right to be Forgotten.

**Course Objectives**

1. To provide a general orientation to learners on the Indian constitution, its history, and development.
2. To understand and apply the principles and laws of freedom of speech and viewpoint diversity.
3. To provide orientation and examine legal issues and case laws related to media and journalism practices.
4. To introduce and analyze intellectual property rights relevant to journalism practice in the Indian and global context.
5. To recognize the ethical, legal, and socio-economic issues surrounding information and technology.

**Detailed Syllabus for Communication Law**

**Unit 1: Indian Constitution**

Foundations of the Indian Constitution.

Indian Constitution from Communication Perspective

Salient Features of The Indian Constitution. Importance of Articles 21 and 32.

The Parliament-Directive Principles. Constitutional Amendments.

Fundamental Rights and Duties- Article 19 1 (A)– Various Freedoms and Reasonable Restrictions

Centre-State Relationship. State, Central and Concurrent List

**Unit 2: Freedom of Speech and Expression**

Concept of Positive and Negative Liberty. Free Speech and Private Properties

Press Freedom. Philosophy of Free Speech. Free Speech and Its Limits. Freedom of Press and Regulations

Hate Speech and Censorship in India. International Instruments on Free Speech and Expression.

Social Media as an Alternate-Censorship in Social Media- Privatization of News Regulation- are Social Media Companies Platforms or Publishers. Shadow Banning. Algorithmic Downgrading in Recommender Systems.

**Unit 3: Media-Related Acts and Regulations**

Books and Registration Act. Registration of Newspapers Working Journalist Act. Press Council of India; Cinematograph Act.

Press Council of India; Official Secrets Act-Journalistic Defence Obscenity and Pornography-Censorship. Privileges of Parliament.

Defamation, Libel, Slander-Contempt of Court.

Landmark Cases related to Media. Cases relating to freedom of expression and press

Content Regulation in Broadcast News. Government Agencies, Trade Associations, Institutions related to Media Monitoring and Regulations-Ministry of I and B. Prasar Bharati, TRAI, INS, BARC.

**Unit 4: Intellectual Property Rights and Internet Governance**

Intellectual Property Rights (IPR)- Concept of Innovation, Invention and Discovery. Intellectual Property Rights- Trademark, Patents, Geographical Indicators, and Secret and Confidentiality in IPR,

Internet Governance International Conventions and Applications. WIPO. Copyright and Fair Use. Net Neutrality. (Facebook Basics Case)

Various Government Notifications on social media and Internet Regulations. Internet Access and Broadband as Basic Rights. Role of Electronic Frontier Foundation (EFF) in Internet Governance.

Social Media and other Digital Media/Platform Notifications of Government of India

**Unit 5: Laws Related to Information**

Cyber Laws and Legal and ethical aspects related to new technologies- AI/ML, IoT, Blockchain, Darknet and social media, Cyber Laws of other countries

IT Act 2000 and its amendments. Limitations of IT Act 2000.

Right to Information Act. Using RTI as a Reporting Tool.

Media and Privacy- Privacy Bill in India and in Other Countries. Right to Data Privacy-Relevant Sections of The IT ACT-Section 43A and Section 72 A.

Sensitive Personal Data or Information) Rules, 2011 (“SPDI Rules''). Protection of Personal Information (PI) and Sensitive Personal Data and Information (SPDI)-Draft PDP Bill, 2019. Right to be Forgotten-Key Challenges and Debates.( EU's Digital Services Act, 2023)

**Course Outcomes**

1. Outline the major features of the Indian constitution relevant to the practice of professional journalism.
2. Identify the scope and limits to free speech through a close reading of legal cases.
3. Highlight and summarize legal issues in a developing news story that facilitates or constrains the free and independent practice of journalism.
4. Analyze and summarize terms of agreement of different platforms on the use of digital media services and content.
5. Participate in critical discussions in person or online regarding the scope and limits of current IT laws.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 2 | 3 | 3 | 3 | 2 |
| PSO 2 | 3 | 3 | 1 | 3 | 3 |
| PSO 3 | 3 | 2 | 3 | 2 | 3 |
| PSO 4 | 3 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Textbooks**

Powe, L. A., Jr. (2020). Media Law: A Very Short Introduction. Oxford University Press, Incorporated.

Mishra, A. K. (2020a). Cyber Laws in India - Fathoming Your Lawful Perplex. Notion Press.

Stewart, D., & Stewart, D. R. (2017). Social Media and the Law: A Guidebook for Communication Learners and Professionals. Taylor & Francis.

Thomas, P. N. (2011a). Negotiating Communication Rights: Case Studies from India. SAGE Publications India.

Basu, D. D. (1986). Law of the Press. Prentice-Hall of India.

**References**

Belmas, G., & Overbeck, W. (2014). Major Principles of Media Law, 2015. Cengage Learning.

Bobbitt, R. (2015). Exploring Communication Law: A Socratic Approach. Routledge.

Lee, W. E., Stewart, D. R., & Peters, J. (2017). The Law of Public Communication. Routledge.

Caristi, D., & Davie, W. R. (2018). Communication Law: Practical Applications in the Digital Age. Routledge.

Caristi, D. G., Davie, W. R., & Cavanaugh, M. (2015). Communication Law. Routledge.

**Web Resources**

Harvard Journal of Law & Technology - https://jolt.law.harvard.edu/

Yale Journal of Law and Technology - https://digitalcommons.law.yale.edu/yjolt/

Journal of Media Law - https://www.tandfonline.com/toc/rdml20/current

Federal Communications Commission - https://www.fcc.gov/

World Intellectual Property Organization - https://www.wipo.int/

Civil Liberties Union - https://www.aclu.org/

Center for Democracy & Technology - https://cdt.org/

Media Law Resource Center - https://www.medialaw.org/

**International Communication (Theory)**

**Course Description**

This course on International Communication aims to provide a comprehensive understanding of the complex relationship between communication and globalization in the contemporary world. The course will begin by exploring the historical process of globalization, its impact on international relations and the evolution of international relations.

In the second unit, we will examine the comparative media systems in different countries, their normative theories, and political systems. We will also delve into the role of political culture and socialization in shaping media systems.

The third unit will focus on approaches to the study of international relations, key issues, political economy approach to globalization, and its impact on society.

The fourth unit will examine globalization and mediascapes, including the role of UN agencies in development, media conglomerates, cultural flows, cultural imperialism, and global mainstream media. We will also discuss world public opinion.

Finally, in the fifth unit, we will analyze the themes and issues arising from globalization, including economic globalization, soft power, emerging issues, foreign policy, and international terrorism.Through a combination of lectures, discussions, and case studies, students will gain a nuanced understanding of the intricate relationship between communication, globalization, and international relations in the 21st century.

**Course Objectives**

1. To explain the nature and scope of globalization and international communication systems.
2. Compare and contrast media systems across selected countries in relation to India.
3. To describe the dynamics of international relations and the role of India in global communication networks.
4. To describe features of global media and cultural flows and emerging world public opinion.
5. To clearly explain the foreign policy position of India in relation to significant other nations.
6. To prepare a comprehensive strategic report on any contemporary international issues from communication perspective

**Detailed Syllabus for International Communication**

**Unit I: International Relations and Globalization**

Defining and Understanding Globalization.

Globalization and Historical Process in Indian Context.

Nature Scope and Importance of International Relations.

Evolution of International Relations Post World War II

Cold War, NWICO Debate, NAM, **WSIS**

Global-Systems Theory, Cultural Imperialism Thesis

Emerging Context: Covid-19 Pandemic, China, Ukraine-Russia War

New Security Issues: Military, Intelligence, Computational Propaganda

Information and Cyber Warfare

**Unit II: Comparative Media Systems**

Comparative Media Systems. Comparative Political Systems.

Revisiting Normative Theories. Media beyond western world,

Media Systems in Different Countries

Comparing Media in Regional Alliances

(SARC, BRICS,QUAD,SCO etc.)

Comparing Media Freedom and Sustainability

Political Culture. Political Socialization.

Internet and Social Media Censorship in Comparative Perspective

Internet Transparency, Security and Wikileaks

Towards a more democratic, participatory public sphere

**Unit III: Approaches to International Relations**

Approaches to the Study of Communication in the Context of International Relations

Key Issues in International Relations and Communication,Global communication Theories, Modernisation theory, Dependency theory, Structural, Imperialism, Hegemony -,

Discourses of globalization.

International Laws and Its implications for International Communication

Globalization and its impact on Communication Systems

Conflicts, Wars and Transborder Issues-Drones

Development Communication and Humanitarian Crisis

Media and Human Rights

**Unit IV: Globalization and Mediascapes**

Role of UN Agencies in Development. Global Governance

Globalization and Media Conglomerates. Media Empires.

Structure of Global Media Markets- Digital Platforms

Cultural Flows and Globalization. Cultural Imperialism. Cultural Homogenization.

Globalization and Mainstream Media: Print Media. Television, Film, Mobile, Social Media and Advertising. CNN Effect

The privatization of telecommunications, Key players in the global satellite industry , The global media marketplace , Global news and information networks, Setting the global news agenda , Regionalization and localization in the media market, Contraflow in global media

World Public Opinion. Political, Public and Cultural Diplomacy

Information and Communication Technologies(ICTs) in International Relations

Strategic Communication by Government and Military: New Propaganda Model

**Unit V: Themes and Issues**

Globalization, Hybridization, and Deterritorialization.

Nature of Foreign Policy - India and Neighbours. International Terrorism.

Economic Globalization and Its Impact on India

Soft Power - India’s Soft Power.

Regulating Artificial Intelligence-an International Communication and Governance Perspective.

Globalization and Emerging Issues.

**Course Outcomes**

1. Pitch for a news story related to international developments using event registry application.

2. Create a multimedia package comparing media freedom in selected countries.

3. Prepare a case study report articulating India's strategic thinking in relation to one major international ally.

4. Create a multimedia presentation on the impact of media globalization.

5. Prepare a case study report on India's relationship with one major ally and one adversary.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PSOs/COs | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 1 | 3 | 3 | 3 |
| PSO 2 | 2 | 3 | 3 | 3 | 3 |
| PSO 3 | 3 | 3 | 3 | 2 | 3 |
| PSO 4 | 3 | 3 | 2 | 3 | 2 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Text Books**

Chan, J. M., & Lee, F. L. F. (2017). Advancing Comparative Media and Communication Research. Taylor & Francis.

Esser, F., & Hanitzsch, T. (2013). The Handbook of Comparative Communication Research. Routledge.

Hallin, D. C., & Mancini, P. (2004). Comparing Media Systems: Three Models of Media and Politics. Cambridge University Press.

Hansel, M., Khan, R., & Levaillant, M. (2017). Theorizing Indian Foreign Policy. Taylor & Francis.

Jin, D. Y. (2019). Globalization and Media in the Digital Platform Age. Routledge.

**References**

Ranganathan, M., & Rodrigues, U. M. (2010). Indian Media in a Globalised World. SAGE Publications India.

Thussu, D. K., & Nordenstreng, K. (2020). BRICS Media: Reshaping the Global Communication Order? Routledge.

McPhail, T. L., & Phipps, S. (2019). Global Communication: Theories, Stakeholders, and Trends. John Wiley & Sons.

Artz, L. (2015). Global Entertainment Media: A Critical Introduction. John Wiley & Sons.

Thomas, A. O. (2006). Transnational Media and Contoured Markets: Redefining Asian Television and Advertising. SAGE Publishing India

**Web Recourse**

Journal of International Communication - <https://www.tandfonline.com/loi/rjic20> [[1](https://www.tandfonline.com/loi/rjic20)]

International Communication Gazette - <https://journals.sagepub.com/home/icg> [[2](https://journals.sagepub.com/home/icg)]

Communication Research - <https://journals.sagepub.com/home/crq>

Global Media and Communication - <https://journals.sagepub.com/home/gmc>

Journal of Global Communication - <https://www.tandfonline.com/loi/rjgc20>

International Association for Media and Communication Research - <https://iamcr.org/>

World Communication Association - <https://www.worldcommunicationassociation.org/>

International Communication Association - <https://www.icahdq.org/>

**Cyber Security for Media Professionals (Practical)**

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**Course Description**

This course on Cyber Security for Media Professionals is designed to provide an understanding of the need and scope for cyber security in today's world. The course covers cyber security awareness for journalists and the increasing threat landscape of cybercrime, including information and cyber warfare. Participants will learn about cyber security terminologies, such as cyberspace, attack vector, vulnerability, and hacker, and also about non-state actors, cyber terrorism, critical IT and national critical infrastructure, cyber warfare, and case studies.

The course delves into different forms of cybercrime, such as cybercrimes targeting computer systems, online scams and frauds, cyberbullying, website defacement, and cybercrime against persons. Participants will also learn about information security, social media scams and frauds, and protecting personal information.

The course highlights cybercrime laws and enforcement, platforms for reporting cybercrime, and the procedures involved in crime reporting. Participants will also gain knowledge about protecting personal information, defining data, data privacy and data security, and data protection principles.

Lastly, the course will cover cyber security management, compliance, and governance, including cyber security plan, policy, and crises management plan, risk assessment, types of security controls, privacy awareness and training, and the national cyber security policy and strategy.

**Course Objectives**

1. Learn the foundations of Cyber Security and threat landscape.
2. To equip students with the technical knowledge and skills needed to protect and defend against cyber threats.
3. To systematically educate the necessity to understand the impact of cybercrimes and threats with solutions in a global and societal context.
4. To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets.
5. To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of society.

**Detailed Syllabus for Cyber Security for Media Professionals**

**Unit 1: Need and Scope for Cyber Security**

Cyber Security Awareness for Journalists - Cyber Security Increasing Threat 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.

Cyber Security Best Practices and Guidelines.

**Unit 2: Cyber Crime**

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.

**Unit 3: Information Security**

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.

**Unit 4: Protecting Personal Information**

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.

**Unit 5: Cyber Security Management, Compliance, and Governance**

Cyber Security Plan - Cyber Security Policy, Cyber Crises Management Plan, Business Continuity.

Risk Assessment, Types of 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.

Cyber Security Governance and Compliance Practices.

**Course Outcomes**

1. Learners will be able to understand the basic terminologies related to Cyber Security and the current Cyber Security threat landscape. They will also develop an understanding of Cyberwarfare and the necessity to strengthen the Cyber Security of end-user machines, critical IT, and national critical infrastructure.
2. Learners will have a complete understanding of the cyber-attacks that target computers, mobiles, and persons. They will also develop an understanding of the type and nature of cybercrimes and how to report these crimes through the prescribed legal and Government channels.
3. Learners after completing this unit will understand the legal framework that exists in India for cybercrimes and the penalties and punishments for such crimes. It will also expose students to the limitations of the existing IT Act, 2000 legal framework that is followed in other countries and legal and ethical aspects related to new technologies.
4. Learners will understand the aspects related to personal data privacy and security. They will also get insight into the Data Protection Bill, 2019, and data privacy and security issues related to social media platforms.
5. Learners will understand the main components of a Cyber Security plan. They will also get insight into risk-based assessment, the requirement of security controls, and the need for cyber security audit and compliance.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 3 | 3 | 3 |
| PSO 2 | 3 | 2 | 3 | 2 | 3 |
| PSO 3 | 3 | 3 | 3 | 3 | 3 |
| PSO 4 | 2 | 3 | 2 | 3 | 3 |
| PSO 5 | 3 | 3 | 3 | 3 | 1 |

**Key Text Books**

Kävrestad, J. (2018). Fundamentals of Digital Forensics: Theory, Methods, and Real-Life Applications. Springer.

Holt, T. J., Bossler, A. M., & Seigfried-Spellar, K. C. (2015). Cybercrime and Digital Forensics: An Introduction. Routledge.

Hahn, O., & Stalph, F. (Eds.). (2018). Digital Investigative Journalism: Data, Visual Analytics and Innovative Methodologies in International Reporting. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-97283-1

Andreotti, O., Muižnieks, N., McGonagle, T., Parmar, S., Çalı, B., Voorhoof, D., Akdeniz, Y., Altıparmak, K., Sarikakis, K., White, A., Siapera, E., & Haski, P. (2015). Journalism at risk: Threats, challenges and perspectives. Council of Europe.

Rai, S. K., Mishra, P., Yadav, S. K., & Pandey, M. C. (2019). Cyber Security. Book Bazooka Publication.

**References**

McGregor, S. E. (2021). Information Security Essentials: A Guide for Reporters, Editors, and Newsroom Leaders. Columbia University Press.

Goodman, M. (2015). Future Crimes: Inside the Digital Underground and the Battle For Our Connected World. Random House.

Bell, E., & Owen, T. (2017). Journalism After Snowden: The Future of the Free Press in the Surveillance State. Columbia University Press.

Douglas, K. (2020). Cyber Security for Beginners: Understanding Cybersecurity and Ways to Protect Yourself. Independently Published.

Wacks, R. (2015). Privacy: A Very Short Introduction. OUP Oxford.

**Web Resources**

Information Systems Security Association (ISSA) - https://www.issa.org/

Cyber Threat Alliance (CTA) - https://www.cyberthreatalliance.org/

Cloud Security Alliance (CSA) - https://cloudsecurityalliance.org/

Information Technology Information Sharing and Analysis Center (IT-ISAC) - https://www.it-isac.org/

Cybersecurity and Infrastructure Security Agency (CISA) - https://www.cisa.gov/cybersecurity

National Institute of Standards and Technology (NIST) - https://www.nist.gov/cybersecurity

Cybersecurity and Infrastructure Security Agency (CISA) - https://www.cisa.gov/cybersecurity

Center for Internet Security (CIS) - https://www.cisecurity.org/

Cybersecurity and Privacy Innovation Forum - <https://www.cyberprivacyforum.com/>

**Podcast and Video Live Streaming Production (Practical)**

**Course Description**

This practical course on Video and Podcast Live Streaming is designed to provide students with a comprehensive understanding of the techniques and tools needed to produce professional-quality live streams. The course is ideal for professionals in the fields of media, marketing, and entertainment, as well as anyone interested in learning about the latest trends and best practices in live streaming.

Over the course of twenty lessons, students will learn about the fundamentals of video and podcast live streaming, including equipment, planning, and distribution. They will also gain a deep understanding of technical production techniques for live streaming, such as camera, audio, lighting, and post-production.

In addition to these foundational skills, students will explore specialized techniques for remote live streaming, multi-camera live streaming, and live streaming events. They will also gain exposure to advanced audio and visual techniques, as well as business and marketing strategies for monetizing live streams.

The course is taught by an expert in Video and Podcast Live Streaming with over thirty years of industry experience. Students will benefit from hands-on exercises and projects designed to develop their skills and give them practical experience with the latest tools and techniques.

Upon completion of the course, students will have a deep understanding of Video and Podcast Live Streaming, and will be equipped to produce professional-quality live streams that engage audiences and generate revenue.

**Course Objectives:**

1. Develop foundational knowledge and understanding of the concepts and principles of Video and Podcast Live Streaming.
2. Acquire and apply technical skills in camera, audio, lighting, and post-production techniques for Video and Podcast Live Streaming.
3. Evaluate and select appropriate equipment and software tools for producing professional-quality live streams.
4. Analyze and troubleshoot technical challenges that arise during live streaming events, including remote live streaming and multi-camera setups.
5. Synthesize and integrate business and marketing strategies for monetizing live streams, including subscription-based models, ad-based models, and e-commerce strategies.

**Detailed Syllabus**

**Unit 1: Fundamentals of Video and Podcast Live Streaming**

Introduction to Video and Podcast Live Streaming, Overview of Video and Podcast Live Streaming, History and evolution of Video and Podcast Live Streaming, Different types of Video and Podcast Live Streaming, Applications of Video and Podcast Live Streaming

Equipment for Video and Podcast Live Streaming, Cameras and lenses, Audio equipment, Lighting equipment, Tripods and stabilizers, Computers and software

Planning and Pre-production, Developing a concept and storyboarding, Writing a script, Planning the set and location, Scheduling and budgeting

Live Streaming Platforms and Distribution, Overview of live streaming platforms, Comparison of popular live streaming platforms, Understanding encoding and streaming protocols, Tips for successful distribution and promotion of live streams

**Unit 2: Technical Production for Video and Podcast Live Streaming**

Camera Techniques for Live Streaming, Understanding camera angles and framing, Using movement and depth of field, Choosing the right shot for the right moment, Managing camera settings for live streaming

Audio Techniques for Live Streaming, Choosing the right microphone for the job, Setting up and testing audio equipment, Handling audio challenges during a live stream, Mixing and mastering audio for live streaming

Lighting Techniques for Live Streaming, Understanding lighting concepts and principles, Setting up and testing lighting equipment, Dealing with common lighting challenges during a live stream, Creating a professional look and feel with lighting

Post-Production for Live Streaming, Overview of post-production workflow for live streaming, Editing and enhancing live streams after the fact, Creating highlights and recaps, Adding titles, graphics, and effects to a live stream

**Unit 3: Specialized Techniques for Video and Podcast Live Streaming**

Remote Live Streaming, Overview of remote live streaming, Tools and platforms for remote live streaming, Techniques for managing remote guests, Troubleshooting and avoiding common issues with remote live streaming

Multi-Camera Live Streaming, Setting up and managing multiple cameras for a live stream, Techniques for switching between camera feeds during a live stream, Integrating graphics and effects into multi-camera live streams, Best practices for multi-camera live streaming

Live Streaming Events, Planning and producing live streaming events, Techniques for live streaming concerts, conferences, and other events, Managing the logistics and challenges of live streaming events, Promoting and distributing live streaming events

Advanced Audio and Visual Techniques, Advanced audio techniques for live streaming, including binaural and 3D audio, Advanced visual techniques for live streaming, including virtual reality and 360-degree video, Best practices for creating immersive live streaming experiences, Challenges and considerations for advanced audio and visual techniques

**Unit 4: Business and Marketing for Video and Podcast Live Streaming**

Business Planning and Management, Overview of business planning and management for Video and Podcast Live Streaming, Understanding budgets and revenue streams, Legal considerations for Video and Podcast Live Streaming, Developing a marketing and branding strategy for Video and Podcast Live Streaming

Monetization Strategies, Overview of monetization strategies for Video and Podcast Live Streaming, Subscription-based models, Ad-based models, Sponsored content and product placements, Merchandising and e-commerce strategies

Analytics and Metrics, Overview of analytics and metrics for Video and Podcast Live Streaming, Understanding audience engagement and behavior, Tracking and analyzing viewers

**Detailed Practical Exercises for Podcast and Video Live Streaming:**

Setting Up a Live Stream, Choose a topic or theme for your live stream, Develop a concept and storyboard, Select appropriate equipment and software tools, Test and troubleshoot your setup

Planning a Remote Live Stream, Identify potential remote guests or contributors, Select appropriate tools and platforms for remote live streaming, Develop a communication plan for coordinating remote guests, Test and troubleshoot your remote setup

Audio Techniques for Live Streaming, Set up and test different microphones and audio equipment, Record and mix a sample audio track for a live stream, Troubleshoot common audio issues during live streaming, Enhance audio quality using post-production tools and techniques

Lighting Techniques for Live Streaming, Set up and test different lighting equipment and techniques, Experiment with different lighting setups and effects, Troubleshoot common lighting issues during live streaming, Enhance lighting quality using post-production tools and techniques

Distribution and Promotion of Live Streams, Develop a marketing and branding strategy for your live stream, Choose appropriate platforms and channels for distribution, Utilize social media and other promotional tools to build audience engagement, Analyze and evaluate the success of your distribution and promotional strategies

Camera Techniques for Live Streaming, Set up and test different cameras and lenses, Experiment with different camera angles and movements, Troubleshoot common camera issues during live streaming, Enhance visual quality using post-production tools and techniques

Multi-Camera Live Streaming, Set up and test multiple cameras and angles for a live stream, Experiment with different camera switching techniques and effects, Troubleshoot common multi-camera issues during live streaming, Enhance visual quality using post-production tools and techniques

Post-Production for Live Streaming, Edit and enhance a recorded live stream, Add titles, graphics, and effects to a live stream, Create highlights and recaps of a live stream, Analyze and evaluate the effectiveness of your post-production techniques

Virtual and Augmented Reality Live Streaming, Set up and test equipment and software tools for virtual and augmented reality live streaming, Develop a concept and storyboard for a virtual or augmented reality live stream, Troubleshoot common issues and challenges with virtual and augmented reality live streaming, Enhance visual quality and user experience using post-production tools and techniques

Advanced Audio and Visual Techniques, Experiment with advanced audio techniques such as binaural and 3D audio, Experiment with advanced visual techniques such as virtual reality and 360-degree video, Troubleshoot common issues and challenges with advanced audio and visual techniques, Enhance audio and visual quality using post-production tools and techniques

Live Streaming Events, Plan and produce a live streaming event, such as a concert, conference, or other event, Utilize appropriate techniques and tools for managing logistics and challenges of live streaming events, Troubleshoot common issues and challenges during live streaming events, Analyze and evaluate the effectiveness of your live streaming event production

Monetization Strategies, Develop a monetization strategy for a live stream, including subscription-based models, ad-based models, and e-commerce strategies, Implement and test your monetization strategy, Analyze and evaluate the effectiveness of your monetization strategy, Optimize your monetization strategy for maximum revenue generation

**Course Outcomes**

1. Demonstrate a comprehensive understanding of the fundamental concepts and principles of Video and Podcast Live Streaming, including equipment, planning, and distribution.
2. Apply technical production skills in camera, audio, lighting, and post-production to produce high-quality live streams that engage audiences and meet industry standards.
3. Evaluate and select appropriate equipment and software tools for producing professional-quality live streams in a variety of settings, including remote live streaming and multi-camera setups.
4. Analyze and troubleshoot technical challenges that arise during live streaming events, and develop effective strategies for minimizing technical issues and ensuring smooth production.
5. Synthesize and apply business and marketing strategies for monetizing live streams, including subscription-based models, ad-based models, and e-commerce strategies, to maximize audience engagement and generate revenue.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 3 | 2 | 3 | 3 |
| PSO 2 | 3 | 1 | 3 | 2 | 3 |
| PSO 3 | 2 | 3 | 3 | 3 | 2 |
| PSO 4 | 3 | 3 | 3 | 3 | 3 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Textbooks**

Frank, L. (2019). Screens Producing & Media Operations: Advanced Practice for Media Server and Video Content Preparation. CRC Press.

Brewer, J., Ruberg, B., Cullen, A. L. L., & Persaud, C. J. (2023). Real Life in Real Time: Live Streaming Culture. MIT Press.

Herling, J. (2014). Advanced Real-Time Manipulation of Video Streams. Springer.

Richards, P. (2020). The Virtual Ticket: The Event Manager’s Guide to Live Streaming Engaging Virtual Events. StreamGeeks.

**References**

Frank, L. (2019). Screens Producing & Media Operations: Advanced Practice for Media Server and Video Content Preparation. CRC Press.

Brewer, J., Ruberg, B., Cullen, A. L. L., & Persaud, C. J. (2023). Real Life in Real Time: Live Streaming Culture. MIT Press.

Herling, J. (2014). Advanced Real-Time Manipulation of Video Streams. Springer.

Richards, P. (2020). The Virtual Ticket: The Event Manager’s Guide to Live Streaming Engaging Virtual Events. StreamGeeks.

Ubell, R. (2016). Going Online: Perspectives on Digital Learning. Routledge.

Vai, M., & Sosulski, K. (2015). Essentials of Online Course Design: A Standards-Based Guide. Routledge.

Brewer, J., Ruberg, B., Cullen, A. L. L., & Persaud, C. J. (2023). Real Life in Real Time: Live Streaming Culture. MIT Press.

Herling, J. (2014). Advanced Real-Time Manipulation of Video Streams. Springer.

Richards, P. (2020). The Virtual Ticket: The Event Manager’s Guide to Live Streaming Engaging Virtual Events. StreamGeeks.

Ubell, R. (2016). Going Online: Perspectives on Digital Learning. Routledge.

Vai, M., & Sosulski, K. (2015). Essentials of Online Course Design: A Standards-Based Guide. Routledge.

**Web Resources**

Journal of Virtual Reality and Broadcasting - https://www.jvrb.org/

IEEE Transactions on Visualization and Computer Graphics - http://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=2945

Journal of Computer Graphics Techniques - https://jcgt.org/

Virtual Worlds Research - http://vwresearch.org/

ACM Transactions on Graphics - https://dl.acm.org/journal/tog

Virtual Production Industry Forum - https://virtualproduction.com/

VR/AR Association - https://www.thevrara.com/

Digital Production Partnership - https://www.digitalproductionpartnership.co.uk/

Visual Effects Society - https://www.visualeffectssociety.com/

Interactive Multimedia & Collaborative Communications Alliance - http://www.imcca.org/

**Course Description**

**Fieldwork/ Hyperlocal and Community Media (Practical)**

This course introduces hyperlocal and community journalism. Students will explore the role of community media for empowering citizens and strengthening neighbourhood connections. Through an overview of the power dynamics and infrastructure shaping local communication, students will develop an understanding of how to map and sustain community networks.

The course outlines best practices and responsibilities for practicing hyperlocal journalism. Students will learn skills essential for newsgathering, digital storytelling, and content creation within local contexts. Topics covered include interviewing, observation, writing, photography, audio and video editing using mobile tools. Techniques for developing and packaging news content as blog posts, slideshows, and multimedia alongside standards of ethics and quality will be addressed.

Students will gain experience with the full workflow of hyperlocal reporting from generating story ideas to publishing and building community engagement. They will navigate the promises and pitfalls of covering news, events and issues in their local area. Through field assignments, students will practice deciding what information is most important and interesting to those around them.

Upon completion, students will understand how to launch and operate their own hyperlocal media initiative using skills to share news and information, drive change, and strengthen connections within their community. They will have opportunities to work individually as well as in teams to serve local needs for news, resources, and bringing people together, ultimately gaining a sense of shared belonging and civic responsibility.

The course description provides an overview of how the units progress to equip students with an understanding of community media and practical skills for hyperlocal journalism. The key concepts, learning outcomes and field experiences are highlighted to demonstrate how students can build competence through theory and practice.

**Course Objectives**

1. Explain the role of community media and dynamics influencing local communication.
2. Apply newsgathering techniques through field assignments reporting on events, issues, and stories within your local community.
3. Demonstrate skills for content creation including interviewing, writing, photography, audio and video editing.
4. Analyze ethics and quality standards to produce multimedia packages that inform and engage community members.
5. Design a hyperlocal media initiative to share news and strengthen connections between neighbours.

**Detailes Syllabus:**

**Unit 1: Overview of Hyperlocal and Community Media**

Defining community, community media and Hyperlocal Media

The Power of Global Community Media

History of Community Media-Community Radio Experience

Online Communities and social media

Citizen’s journalism and Hyperlocal Reporting

What Gets Covered in Local Media? News Information, Infotainment

Needs of Community-Information, Services, Connections

**Unit 2:Understanding Community Media**

Mapping Communication Infrastructure in Local Communities.

Community, Communication and Neighbourhood

Village Effect and Sense of Belonging, Geo-social media

Urban Communities and Local Communication Networks

Sustaining hyperlocal journalism-Freelancing, Solopreneur

**Unit 3: Practising Hyperlocal Journalism**

Defining and Differentiating News, Information, and entertainment?

Hyper Local Journalism-Authenticity, Reciprocity and Storytelling

Promises and Pitfalls in Reporting Local News-Getting the Facts Right

Best Practices and Guidelines-Ethics and Law

Responsibilities and Characteristics of Citizens Journalists

**Unit 4: News Reporting Basics**

Interviewing Skills, Observation Skills, Writing skills Digital Fluency

Tools for Covering Hyperlocal Media-Mobile Journalism, Mojo Kit

Taking Pictures, Recording Sound and Voce and Editing (e..g InstaReel)

Developing and Packaging Content-PhotoVoice, Slideshows and Posts

Qualities of Good Writing and Multimedia Packaging-Standards

News and Content Making as Decision Making-A Model

**Unit 5: Assignments and Fieldwork**

Story Ideas, Getting the Story, Telling the Story, Editing the Story

Publishing the Story, Working with Teams, Workflow, Deadlines

Engaging and Building Community through Hyperlocal Media

Local Topics that can be covered. Deciding what is important and interesting

Special Assignments: News, Information, Infotainment, Services, Social Work

**Course Outcomes**

1. Explain the infrastructure, tools and responsibilities for sustaining community journalism.

2. Employ observation, listening, and questioning skills to identify topics of local importance.

3. Demonstrate storytelling and digital fluency through the creation of blog posts, slideshows, photos, audio and video.

4. Apply an understanding of community needs to publish content and build engagement.

5. Create a hyperlocal media project to serve residents through news, resources, and bringing people together.

**Mapping Course Objectives (CO) and Program Specific Objectives (PSO)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSOs/COs** | CO1 | CO2 | CO3 | CO4 | CO5 |
| PSO 1 | 3 | 1 | 3 | 3 | 3 |
| PSO 2 | 2 | 3 | 3 | 3 | 3 |
| PSO 3 | 3 | 3 | 3 | 2 | 3 |
| PSO 4 | 3 | 3 | 2 | 3 | 2 |
| PSO 5 | 3 | 3 | 3 | 3 | 3 |

**Key Textbooks**

Knight, M., & Cook, C. (2013). Social Media for Journalists: Principles and Practice. SAGE.

Hall, H. L., Fromm, M., & Manfull, A. (2015). Student Journalism & Media Literacy. The Rosen Publishing Group, Inc.

Adornato, A. (2021). Mobile and Social Media Journalism: A Practical Guide for Multimedia Journalism. Routledge.

Dowd, C. (2020). Digital Journalism, Drones, and Automation: The Language and Abstractions behind the News. Oxford University Press.

Filak, V. F. (2019). Convergent Journalism: An Introduction: Writing and Producing Across Media. Routledge.

Gitner, S. (2022). Multimedia Storytelling for Digital Communicators in a Multiplatform World. Taylor & Francis.

Hill, S., & Bradshaw, P. (2018). Mobile-First Journalism: Producing News for Social and Interactive Media. Routledge.

Mueller, M. E., & Rajaram, D. (2022). Social Media Storytelling. Taylor & Francis.

Burum, I., & Quinn, S. (2015). MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone or iPad (1 edition). Focal Press.

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

Pavarala, V., & Malik, K. K. (2007). *Other Voices: The Struggle for Community Radio in India*. SAGE Publications Pvt. Ltd.

**References**

Ali, C. (2017). Media Localism: The Policies of Place. University of Illinois Press.

Baker, M., Blaagaard, B. B., Jones, H., & Pérez-González, L. (2020). The Routledge Encyclopedia of Citizen Media. Routledge.

Buckley, S. (2011). Community media: A good practice handbook. UNESCO.

Downman, S., & Murray, R. (2017). Hyperlocal Journalism and Digital Disruptions: The journalism change agents in Australia and New Zealand. Routledge.

Gordon, J. (2009). Notions of Community: A Collection of Community Media Debates and Dilemmas. Peter Lang.

Gulyas, A., & Baines, D. (2020). The Routledge Companion to Local Media and Journalism. Routledge.

Nielsen, R. K. (2015). Local Journalism: The Decline of Newspapers and the Rise of Digital Media. Bloomsbury Publishing.

Peters, C. (2018). The Places and Spaces of News Audiences. Routledge.

Harte, D., Howells, R., & Williams, A. (2018). Hyperlocal Journalism: The decline of local newspapers and the rise of online community news. Routledge.

**Web Resources**

Journal of Community Informatics <http://www.ci-journal.net/>

Community Media Association <https://www.commedia.org.uk/>

International Association for Media and Communication Research <https://iamcr.org/>

National Association of Broadcasters <https://www.nab.org/>

Society of Professional Journalists <https://www.spj.org/>

Local Media Association <https://www.localmedia.org/>

International Center for Journalists <https://www.icfj.org/>

Association of Alternative Newsmedia <https://aan.org/>

Radio Television Digital News Association <https://www.rtdna.org/>

World Association of Community Radio Broadcasters <https://www.wacr.org/>

Project for Excellence in Journalism <https://www.journalism.org/>