

**MOTHER TERESA WOMEN'S UNIVERSITY  
KODAIKANAL**

**DEPARTMENT OF VISUAL COMMUNICATION**

**M.A. MASS COMMUNICATION**



**SYLLABUS TO BE IMPLEMENTED FROM THE  
ACADEMIC YEAR**

**2021-2022**

**(CHOICE BASED CREDIT SYSTEM)**

**Mother Teresa Women's University, Kodaikanal**  
**Department of Visual Communication**  
**Choice Based Credit System (CBCS)**  
**(2021-2022 onwards)**  
**M.A. Mass Communication**

### 1. About the Programme

M.A. Mass Communication Programme is a two-year Master's Degree Programme with wide career prospects such as Fashion Photographer, Film Director, Producer, Screenwriter, Editor, Journalist, TV Correspondent, Public Relation Officer etc. The suitable fields and sectors available for the students after completing this course are Television, Online Media, Event Management, News Agencies, Film Making, Legal Affairs department etc. The curriculum of the Programme comprises core, allied, and elective courses which have been designed to provide an in-depth theoretical and practical knowledge in the field of mass communication. The courses offered in this Programme facilitate understanding the audio-visual communication processes, and media practitioners' experience. The Programme inculcates team spirit and universal values, in the learners to prepare them as sustainable in their media related professions as employees and as entrepreneurs.

### 2. Programme Educational Objectives (PEOs)

The Master's Degree Programme in Mass Communication has been intended to

<b>PEO1</b>	make the Postgraduates understand the overall development in Mass Communication, provide exposure to various aspects of media and give hands-on-training in order to create media professionals at par with media industry.
<b>PEO2</b>	cultivate the capability in the students to face the challenges in media world and emerge as successful media professionals.
<b>PEO3</b>	inculcate critical thinking, research aptitude, media ethics, and social responsibility in the students.
<b>PEO4</b>	enable the learners to acquire knowledge and fundamentals of communication, to improve the written and spoken communication skills essentials for various media platforms.
<b>PEO5</b>	train the postgraduates understand the nuances of media profession and to contribute to the growth of the nation and society by acquiring the knowledge of the role of media in societal growth.

### 3. Eligibility

Any Degree

#### 4. General Guidelines for PG Programme

- i. **Duration:** The programme shall extend through a period of 4 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.
- ii. **Medium of Instruction:** English
- iii. **Evaluation:** Evaluation of the candidates shall be through Internal Assessment and External Examination.

- **Evaluation Pattern**

Evaluation Pattern	Theory		Practical	
	Min	Max	Min	Max
Internal	13	25	13	25
External	38	75	38	75

- **Internal (Theory):** Test (15) + Assignment (5) + Seminar/Quiz(5) = 25

- **External Theory: 75**

- **Question Paper Pattern for External examination for all course papers.**

**Max. Marks: 75**

**Time: 3 Hrs.**

S.No.	Part	Type	Marks
1	A	<b>10*1 Marks=10</b> Multiple Choice Questions(MCQs): 2 questions from each Unit	<b>10</b>
2	B	<b>5*4=20</b> Two questions from each Unit with Internal Choice (either / or)	<b>20</b>
3	C	<b>3*15=45</b> Open Choice: Any three questions out of 5: one question from each unit	<b>45</b>
Total Marks			<b>75</b>

**\* Minimum credits required to pass: 90**

- **Project Report**

A student should select a topic for the Project Work at the end of the third semester itself and submit the Project Report at the end of the fourth semester. The Project Report shall not exceed 75 typed pages in Times New Roman font with 1.5 lines space.

- **Project Evaluation**

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks; External (Viva): 75 Marks).

### **5. Conversion of Marks to Grade Points and Letter Grade (Performance in a Course/Paper)**

Range of Marks	Grade Points	Letter Grade	Description
90 – 100	9.0 – 10.0	O	Outstanding
80-89	8.0 – 8.9	D+	Excellent
75-79	7.5 – 7.9	D	Distinction
70-74	7.0 – 7.4	A+	Very Good
60-69	6.0 – 6.9	A	Good
50-59	5.0 – 5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

### **6. Attendance**

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condonation in the Prescribed Form with prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance less than 65% are not eligible to appear for the examination and they shall re-do the course with the prior permission of the Head of the Department, Principal and the Registrar of the University.

### **7. Maternity Leave**

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar.

### **8. Any Other Information**

In addition to the above-mentioned regulations, any other common regulations pertaining to the PG Programmes are also applicable for this Programme.

## 9. Programme Outcomes (POs)

On successful completion of M.A. Mass Communication Programme, the students will be able to

<b>PO1</b>	develop an understanding of various media tools, techniques, and software and apply them wherever needed.
<b>PO2</b>	apply critical and contextual solutions to solve the societal concerns and to increase the capability to use various communication technologies and software for content creation, content editing for various forms of publishing platforms.
<b>PO3</b>	develop logical and creative thinking for resolving business, journalism, advertising challenges and to promote E-learning.
<b>PO4</b>	develop self-confidence and awareness of general issues prevailing in the society and to present the societal concerns in a visually appealing manner.
<b>PO5</b>	provide a good base for the best practice of Journalism and Mass Communication.
<b>PO6</b>	develop methods that shape the scope of advanced research in journalism.
<b>PO7</b>	emerge as responsible media academicians, researchers, and professionals with global vision.

## 10. Programme Specific Outcomes (PSOs)

At the end of the programme, the student will be able to

<b>PSO1</b>	gain in-depth knowledge to think critically, creatively, and independently.
<b>PSO2</b>	gain proficiency in fundamental design-concepts and studio techniques such as photography, audiography, videography and assimilate technical skills in designing a visually appealing image.
<b>PSO3</b>	create and design emerging media products, including multimedia images, digital audio, digital video, social media, digital photography, and multimedia.
<b>PSO4</b>	discharge responsibilities with professional ethics, to make thoughtful decisions
<b>PSO5</b>	competently use technology appropriate to the medium

## M.A. Mass Communication Curriculum

S.No.	Course Code	Course Title	Credits	Hours		Continuo Internal Assessment (CIA)	End Semester Exam (ESE)	Total
				L	P			
<b>Semester I</b>								
1	P21MCT11	Core I Introduction to Communication Theories	4	5	0	25	75	100
2	P21MCT12	Core II History of Tamil Journalism	4	5	0	25	75	100
3	P21MCT13	Core III Principle of Journalism	4	5	0	25	75	100
4	P21MCT14	Core IV Television Production	4	5	0	25	75	100
5	P21MCP11	Core V Practical-I (Radio Journalism)	4	0	6	25	75	100
6	P21MCS11	<b>Supportive Course I</b> (Skill) Feature Writing	2	4	0	25	75	100
		Total	<b>22</b>		<b>30</b>	-	-	<b>600</b>
<b>Semester II</b>								
7	P21MCT21	Core-VI Print Media	4	5	0	25	75	100
8	P21MCT22	Core-VII Advertising	4	5	0	25	75	100
9	P21MCT23	Core-VIII Media Laws and ethics	4	4	0	25	75	100
10	P21MCT24	Core-IX Film studies	4	4	0	25	75	100
11	P21MCP22	Core- X Reporting and Editing	4	0	6	25	75	100

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12		NME	4	4	0	25	75	100
13	P21CSS22	<b>Supportive Course-II</b> (Skill) Computer Skills for Web Designing and Video Editing	2	0	2	25	75	100
		<b>Total</b>	<b>26</b>		<b>30</b>	<b>-</b>	<b>-</b>	<b>700</b>

**Semester III**

14	P21MCT31	Core XI Communication Research	4	5	0	25	75	100
15	P21MCT32	Core XII Media Management	4	5	0	25	75	100
16	P21MCT33	Core- XIII Online Journalism	4	4	0	25	75	100
17	P21MCT34	Core- XIV Recent Trends in Development communication	4	4	0	25	75	100
18	P21MCT35	Core XV Environmental Journalism	4	4	0	25	75	100
19	P21MCP33	Core XVI Documentary Production	4	0	6	25	75	100
20	P21WSS33	Supportive course III skill- Women Empowerment	2	2	0	25	75	100
		<b>Total</b>	<b>26</b>	<b>30</b>				<b>700</b>

**Semester IV**

21	P21MCE41	Elective I*-Public Relations/Inter cultural communication/Folk media /Any MOOC Course <sup>\$</sup>	4	4	0	25	75	100
22	P21MCE42	Elective II*- Information and Communication Technology/Sports Journalism / Media writing /Any MOOC Course <sup>\$</sup>	4	4	0	25	75	100

23	P21MCR41	Project	8		22	25	75	100
<b>Total</b>			<b>90</b>		<b>120</b>			<b>2300</b>

**Additional Credit Courses (Mandatory)**

1. P21MCV11 - Value Added Program I-Two Credits (First Semester)
2. P21MC121 - Internship/Industrial Training – Two Credits- (Second Semester)
3. P21MCO31 - Online Courses-Two Credits- (Third Semester)
4. P21MCV42 - Value Added Program II-Two Credits (Fourth Semester)

**Non Major Elective**

1. NME – I- P21MCN21 Film Appreciation
2. NME – II- P21MCN22 Media psychology

\*Those who have CGPA as 9, and want to do the project in industry/institution during IV semester, may opt for these two papers in III semester.

§ Students can take one 4 credit course in MOOC as elective or two 2 credit courses in MOOC as electives with the approval of Department committee.

**Out Side Class hours**

1. Yoga
2. Sports
3. Library/
4. Coaching for competitive examination

**Value Added Program I-Two Credits (First Semester)**

1. P21MCV111- Digital Photography
2. P21MCV112 - Art Direction and dramatic performance

**P21MCO31 - Online Courses-Two Credits-** MOOC courses, NTPEL course  
(Third Semester) MOOC code Film studies

**- Value Added Program II- Two Credits (Fourth Semester)**

1. P21MCV421 - Corporate communication
2. P21MCV422 - Social Media Journalism

**Elective I**

1. Public relations
2. Intercultural communication
3. Folk Media

**Elective II**

1. Information & Communication Technology
2. Sports journalism



## 3. Media writing

**Internal Theory:**

CIA Test – I	10 Marks
CIA Test-II	10 Marks
Assignments (2)CUM Seminars	05Marks
Total	25 Marks

**External Theory:** 75 marks

Question Paper Pattern for Internal and External Assessment:

Section A: 10 Questions x 2 Marks = 20 Marks

(Two Questions from each unit)

Section B: 5 Questions x 5 Marks = 25 Marks

(Internal Choice and one question from each unit. For Programming Language Courses, 1 question must be a program)

Section C: 3 Questions x 10 Marks = 30 Marks

(Answer any three out of 5 questions and one question from each unit)

Maximum marks: 100

**Internal Practical**

Practical Assessment 1	10 Marks
Practical Assessment 2	10 Marks
Script	5 Marks
Total	25

**External Practical:**

Record	15 Marks
Lab Journal	30 Marks
Documentary (OR) Short Film	30 Marks
Total	75 Marks

**SEMESTER - I**

COURSE CODE	P21MCT11	INTRODUCTION TO COMMUNICATION THEORIES	L	T	P	C
CORE I			5	-	-	4
<b>Cognitive Level</b>		K2: Understand K3: Apply K4: Analyze K6: Create				
<b>Course Objectives</b>		The course aims <ul style="list-style-type: none"> <li>• Be familiar with the basic theories in the various areas of study within the communication discipline (intra-, interpersonal, organizational, media, gender, and intercultural communication).</li> <li>• Understand how theory is used in the analysis of issues in communication studies</li> <li>• Explore the interdisciplinary nature of the field of communication studies</li> <li>• Applying knowledge of communication theories to “real world” issues.</li> </ul>				

**Unit I: Introduction to Communication Theories**

Definition, nature and scope of communication, functions of communication, verbal and nonverbal communication, intra-personal, inter-personal, small group, public and mass communication. Communication Basic Models: Harold. D. Lasswell, Braddock, Shannon and Weaver, Osgood and Wilbur Schramm, Wilbur Schrammand Helical Dance Model.

**Unit II: Culture and Communication**

Cultural Dimensions – Mass Media as Cultural Industry – Cultural Norms Theory – Effects Theory – Normative Theory – Narcotic – Hegemonic Theory.

**Unit III: Human Communication**

Human Communication – Characteristics, Contents, Language, Meanings, Talent, Manifest, Contextual Structural Meanings. Mass media: public opinion and democracy.

**Unit IV: Political Theories of Communication**

Political Dimension – Ownership and Control – Monopoly Formation of Public opinion – Propaganda – Agenda Setting Theory – Gate Keeping – Spiral Keeping – Spiral of Silence – Media Manipulation– Political Communication–Political Socialization–Communication Politics. Western

and Eastern Perspectives – Differences – Western Theories in the Indian Context – Asian and Indian Models.

### **Unit V: Communication-Related Theories**

Processes, theories and models of media effects – two step and multi-step flow of communication; collective reaction effects; diffusion of innovation; social learning theory; cultivation; framing. Political communication effects – Internet effects.

### **References:**

1. M.McLuhan. Understanding media: The extensions of men. McGraw-Hill New York, 1964.
2. Denis McQuail. (2005). McQuail's Mass Communication Theory. Sage, London,
3. S.W.Littlejohn. Theories of Human Communication. Wadsworth/Thomson Learning, Belmont, CA, 2001.
4. K.Warren. Introduction to Mass Communication, Agee, New York, 1960
5. Reed H. Blasce and Edwin Haroldsen, A Taxonomy of concepts of Communication, Hasting House,
6. Stanley J. Baran and Dennis K. Davis. Mass Communication Theory. Foundations, Ferment, and Future. Eighth Edition. Oxford University Press, Oxford, 2020.
7. Dorothy Lynn and Jessica Selasky. (2008). Mastering Public Speaking – Exercise Your Body Parts & Build Your Speaking Skills. Jaico, Ahmedabad.

### **Course Outcome**

Upon completion of this course, the students will be able to

- CO1:** Introduce students to the basics of Communication
- CO2:** Inculcate the knowledge of elements of Communication
- CO3:** Acquaint them with important aspects of the process of Communication theories
- CO4:** Develop the knowledge of skills of communication
- CO5:** Enhance understanding of the technical terms and theories

**Mapping of COs with POs & PSOs:**

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	M	M	M	M	S	S	S	S	S	S
CO3	S	S	M	S	M	M	S	M	S	S	S	S
CO4	S	S	S	S	M	M	M	S	S	S	S	S
CO5	S	S	M	M	M	M	M	M	S	M	S	M

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21MCT12	HISTORY OF TAMIL JOURNALISM	L	T	P	C
CORE II				5	-	-
<b>Cognitive Level</b>		K2: Understand K3: Apply K4: Analyze				
<b>Course Objectives</b>		<p>The course aims to</p> <ul style="list-style-type: none"> <li>To compare the changes that have occurred in the field of journalism throughout history.</li> <li>Applying knowledge of Journalism.</li> <li>To develop the ability to competently use technology appropriate to the medium</li> </ul>				

### **Unit I: Introduction to Tamil Journalism**

Tamil Journalism an Introduction- A brief history of the genesis of writing, printing in Tamil Nadu- leading Tamil journalists and their contribution towards the field of journalism – contributors on introduction of Tamil printing – contributors on translation of leading English works to Tamil

### **Unit II: Tamil Journalism during Pre-Independence period and post-Independence period**

The role of Journals and newspapers in Pre-Independence period. Tamil Patrika- Rajavvritti Bodhini- Dinavarihamani- Swadesamitran- Jana VinodhiniVivekaVilasamDesabhaktanNavashakti - The HinduTamil magazines and their history during post-Independence period.

### **Unit III: Press in Tamil Nadu**

Press in Tamil Nadu – Contribution of Christian, Dravidian, and Communist and Tamil movements – Trends of contemporary Tamil Press. International Tamil Journalism Library - Scholarly contributions to Tamil Language - Ziegenbalg and the revival of printing - Indology and Asiatic Researches

### **Unit IV: Electronic media and Tamil Journalism**

Development of Radio and Television Tamilnadu. Invasion of Technology in Tamil Journalism – Tamil electronic media channels and their development -Growth period of Tamil journalism

### **Unit V: Contemporary Trends in Tamil journalism**

Trends in contemporary Tamil journalism: Popular Tamil Newspapers – Magazines – Online Editions – Web portals; Portrayal of Women, Children, Dalits and other marginalized communities in the Tamil Media.

## References

1. Mehtha, D.S., Mass Communications and Journalism in India, Madras, 1979.
2. Nararajan, J., History of Indian Journalism, Delhi, 1931
3. N. V. Kalaimani. Journalist Guide (Tamil Edition).
4. Aditanar, Ci.Pa.,ItalalarKaiyedu, Madras, 1986.
5. Aditanar, Ci.Pa., PattrikkaEthalalarkeiyedu, Madras 1952
6. Venkatachalapathy A R., The Province of the Book Scholars, Scribes, and Scribblers in Colonial Tamilnadu Permanent Black, ISBN 81-7824 - 331-8 2011
7. Anton, H., Helmen, D.,Tamil usages in Mass Media, Madras, 1975.
8. Crover, B.L., and Sethi, R.R.,A New Book on Modern Indian History, New Delhi, 1973

## Course Outcome

Upon completion of this course, the students will be able to

**CO1:** Introduce students to the basics of Tamil Journalism

**CO2:** Inculcate the knowledge of elements of journalism

**CO3:** Acquaint them with important aspects of the process of Journalism

**CO4:** Develop the knowledge of skills of Journalism

**CO5:** Enhance understanding of the technical terms

### Mapping of COs with POs &PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M	M	M	M	S	S	S	S	S	S	S
CO2	S	M	M	M	M	M	S	S	S	S	S	S
CO3	S	M	M	M	M	M	S	M	S	S	S	S
CO4	S	M	M	M	M	M	M	S	S	S	S	S
CO5	S	M	M	M	M	M	M	M	S	M	S	M

Strongly correlating (S) 3 Marks

Moderately correlating (M) 2 Marks

Weakly correlating (W) 1 Marks

No Correlation (N) 0 Marks

<b>COURSE CODE</b>	<b>P21MCT13</b>	<b>PRINCIPLES OF JOURNALISM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
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CORE III		5	-	-	4
<b>Cognitive Level</b>	K2: Understand K3: Apply K4: Analyze				
<b>Course Objectives</b>	<p>The course aims to</p> <ul style="list-style-type: none"> <li>To train students in the basics of reporting and news writing.</li> <li>To move students as close as possible to the real world of journalism where they will report and write on deadline, as well as work through editing process with their professor.</li> <li>To help develop a clear, concise writing style and a passion for thorough, accurate reporting.</li> <li>To build professionalism and self confidence in journalistic skills.</li> </ul>				

**Unit1: History of Press**

Early history of Press & the role of the Press in the Freedom Struggle - Role of Language press in the making of modern India- Press since Independence - Censorship and Press during Emergency- Growth and Expansion of Press in India (1977-1991) -Prominent English and Language newspapers and magazines - News agencies in India -Print Media in other countries (US, UK, China and Indian sub-continent) - Future of Newspapers: Trends and Debates.

**Unit2: News Reporting**

Concept of News, Elements and structure of news reports - Types of news: Hard and Soft - News Leads and their types - Inverted pyramid style, feature style, sand clock style and nut graph - Covering press conferences and writing from press releases, events and meets - Analytical reporting, Interpretative reporting, Descriptive reporting, Investigative reporting - Differences in reporting for Newspapers / News agencies, TV, Radio, Websites

**Unit3: News Set-up**

Reporting department in newspapers, magazines, agencies, radio and TV - Role, function and qualities of a Reporter, Chief Reporter and Bureau Chief - Role and importance of news sources, attribution - Cultivating, verifying and dealing with sources of news - Ethical aspect of Sourcing News and Reporting

**Unit4: Specialized Reporting and Beats**

Understanding Beats and their categories - City reporting: City and local news - Crime Reporting: sources and related laws - Reporting Political Parties and Politics, Legislative (covering Assembly

and Parliament), Legal Reporting - Specialised reporting: Defence, Science & Technology, Education, Art & Culture, Environment, Fashion & Lifestyle, Entertainment, Sports, etc - Reporting Conflict: Armed and Social Conflict, Region, Community and Human Rights – other forms of writing - Feature: Definition, characteristics, types: news and non-news features - Process of feature writing: Ideas and Research - Tools and Techniques of Feature Writing - Interview: Types and Techniques - Opinion Writing: Editorial, Op-ed page and Middle - Special articles, Weekend pullouts, Supplements, - Backgrounders, Reviews (Books/Films/Documentaries) - Magazine Reporting: Current trends, style and future

### **Unit5: Ethics and Responsibilities**

Challenges and Trends, Responsibilities of a reporter and challenges: Professionalism, constraints on objectivity, influence of PR and spin doctors, intra-organizational controls; owner and editor's relationship. Trends in journalism: Paid news, fake news, post-truth, AI in journalism etc

### **References:**

1. Kumar, Keval J: Mass Communication in India, Mumbai, Jaico Publishing House, 2013
2. K.M. Shrivastava, News Reporting and Editing. Sterling Publishers, NY, USA, 2015.
3. John R. Bender, Lucinda D. Davenport, Michael W. Drager, and Fred Fedler. Writing and Reporting for the Media. Twelfth Edition. Oxford University Press, Oxford, UK, 2018.
4. Hassan, Seema: Mass communication Principles and Concepts (second edition) CBS Publishers and Distributors, 2013.
5. Ambrish Saxena. Fundamentals of Reporting and Editing. Kanishka Publishers Distributors, New Delhi, 2007.

### **YoutubeAnd URL Links**

<https://youtu.be/9hcM47zNneg?t=33>

### **Course Outcome**

Upon completion of this course, the students will be able to

**CO1:** Defining News and understanding its elements, news sources and different types of news

**CO2:** Understanding the role of the news editor and its functions, duties and responsibilities.

**CO3:** Understanding news writing and different structures of news writing

**CO4:** Describing the principles of editing, copy testing, processing copies



**Mapping of COs with POs &PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	S	S	S	S	S	S	M	S	M
CO2	S	M	M	S	S	S	S	S	S	S	M	M
CO3	S	M	M	S	S	S	S	S	S	M	S	S
CO4	S	M	S	S	M	M	M	S	S	M	M	M

Strongly Correlating (**S**)

3 Marks

Moderately Correlating (**M**)

2 Marks

Weakly Correlating (**W**)

1 Marks

No Correlation

0 Marks

COURSE CODE	P21MCT14	TELEVISION PRODUCTION	L	T	P	C
CORE IV				5	-	-
<b>Cognitive Level</b>		K2: Understand K3: Apply K4: Analyze K6: Create				
<b>Course Objectives</b>		The course aims <ul style="list-style-type: none"> <li>To demonstrate the knowledge and skills to transform ideas into proposals for television production.</li> <li>To provide a basic understanding of cinematography and videographer processes of communicating through visuals.</li> <li>To employ concepts, techniques, formats, forms and styles for a better video production</li> <li>To apply techniques and principles for creating visuals with meaning.</li> </ul>				

### Unit I: Videography

Understanding Videography, Video Formats- VHS, U-matic, beta, etc, characteristics of television medium television genres. Camera- Parts of Video Camera- Focus, Iris, Shutter Speed & White Balance; Operation of Video Camera- Single CCD and Three CCD Cameras.

### Unit II: Video Camera

Types of Video Camera- VHS, U Matic, Beta, Digi-Beta, DV Pro & HD Camera; Video Formats- NTSC, PAL & SECAM, Colour Temperature. Video Camera parts, shots, movements, angle, lenses, indoor-outdoor shooting, studio setup, single camera and multi camera production. Types of Lens- Wide Angle, Normal, Tele & Zoom; Aspect Ratio & Framing- Standard Shot Size- Long, Mid, Close-up shots; Camera Movements- Pan, Tilt, Trolley, Crane & Dolly.

### Unit III: Stages of Production

Video production stages: pre-production, production, post production. Production process- Scripting, Scene Breakdown, Location Hunting, Planning, Casting & Budgeting; Production Team- Talents, Technicians, Production & Administrative Members; Production- Shooting Script & location; Post Production- Editing, Dubbing, Music & Titling; Distribution & Exhibition.

### Unit IV: Lighting and Sound

Lighting and sound – natural and artificial, dramatic effect and special effect lighting, three-point, high key and low key lighting, basic of sound recording, microphones, sound manipulations. Lighting Equipments- Tungsten, Quartz, Gas discharge lights & Fluorescent Tubes; Lighting Accessories- Barn Door, Gel Paper, Diffuser, Cutter, Net, Reflector; Basic lighting approach subject, camera, surrounding & Atmosphere; Lighting for different situations- interviews, indoor & outdoor; Lighting Safety Measures; Lighting check list

**Unit V: Editing**

Editing- Types of editing, grammar of editing, transition editing the visual, editing the soundtrack. Compositing Techniques-Traditional & Digital Compositing, Keying, Rotoscopy&Colour Correction.

**References**

1. Phillip L. Harris. Television Production and Broadcast Journal - 2nd edition. Goodheart-Wilcox Co., IL, USA, 2012.
2. Jim Ovens. Television Production. Routledge, New York, 2019.
3. Frederick Shook. Television and Field Production Reporting - 6th edition. Pearson, New York, 2013.
4. Gorham Kindhem. Introduction to Media Production: The Path to Digital Media Production (Paperback) - 4th edition. Focal Press, Inc., London, 2009
5. Herbert Zettl. Television Production Wadsworth, New York, 2015
6. Andrew Utterback. Studio Television Production and Directing: Concepts, Equipment, and Procedures. Routledge, New York, 2019.
7. Gerald Millerson. Effective TV Production 3rd Edition. Routledge, New York, 1994.

**YoutubeAnd URL Links**

<https://youtu.be/Bahj7OP5Mvo>

**Course Outcomes**

On the successful completion of the course, students will be able to

**CO1:** Make learner understand the techniques of transforming ideas to visuals.

**CO2:** Orient students with a various camera skills and cinematographic techniques.

**CO3:** Give learner an understanding of key issues in communicating to a larger audience Through visual.

**CO4:** Learn diverse ideas and concept for getting a clear picture and better understanding of Cinematographic process.

**Mapping of COs with POs &PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	S	S	S	S	S	S	M	S	M
CO2	S	M	M	S	S	S	S	S	S	S	M	M
CO3	S	M	M	S	S	S	S	S	S	M	S	S
CO4	S	M	S	S	M	M	M	S	S	M	M	M

Strongly Correlating (S)

3 Marks

Moderately Correlating (M)

2 Marks

Weakly Correlating (W)

1 Marks

No Correlation

0 Marks

COURSE CODE	P21MCP11	RADIO JOURNALISM PRACTICAL-I	L	T	P	C
CORE V				-	-	6
<b>Cognitive Level</b>	K3: Apply K4: Analyze K6: Create					
<b>Course Objectives</b>	<p>The course aims</p> <ul style="list-style-type: none"> <li>To develop basic working skills and working knowledge of radio programming terminology as well as accepted theories of effective radio programming for both commercial and non-commercial audiences and a variety of radio formats.</li> <li>To gain knowledge of how to conduct effective radio interviews.</li> <li>To produce effective news and commercial copy.</li> <li>To train each student's announcing skills so they are best able to utilize their vocal qualities to produce programming that is entertaining and informative.</li> </ul>					

### Unit I: Understanding Radio

Radio as a medium of Mass communication Understanding the medium: Invention and development; strengths and weaknesses of the medium; History of Radio in India Audio technology – Principles of sound – Quality of sound – Mechanism of human speech and hearing – Microphones – Directional response and polar diagrams of Microphones – Types of cables and connectors and their uses, sound recording and editing, Acoustics.

### Unit II: Radio Broadcasting and Radio Reporting

Radio Broadcasting: Overview of Radio Broadcasting Set-up: Radio Studios, LW SW MW AM FM, Studio Transmission Linkages- STL, Regulatory Framework, Overview of Studio System, Production Equipment, Broadcasting Console, Audio Console, Recording, Microphone- Types and Usage, Playback Equipment- Analogue and Digital, Digital Production Studio, Digital Audio Workstation and its advantages, Automation of Digital Studio. Radio news reporting: skills of a radio news reporter: developing sources, gathering news, giving voice-cast, phonos, anchoring and news reading skills: general awareness, presence of mind; clarity, diction, pronunciation; etc.

### Unit III: Writing for Radio

Writing for radio: characteristics of radio writing style: simple, conversational style; norms regarding use of adjectives, adverbs, numerals etc., Writing Radio Announcements/Talks/Drama/Features Writing radio news: rewriting news to suit brevity and clarity in radio news, editing news, types of leads; function of headlines in a news bulletin, writing headlines, Compiling a bulletin: types of bulletins: local to international, editing news for different

bulletins; using voice-dispatches and other elements in a bulletin; sequencing, updating etc., news updates, news reports, newsreel etc.

#### **Unit IV: Radio Interviewing & Tiers of Radio**

Radio interview: types: interview for news gathering, vox-pop; structured interview programmes: personality, informative, issue based; skills of an interviewer: personality, language, knowledge, curiosity, communication skills; research for interview; from planning to production. Public service Broadcasting: Characteristics, Structure and Management, Programming and Presentation. Commercial/Entertainment Radio: Understanding the Industry, Structure and Management, Programming and Presentation, RJ's: Personality and Role, Music Clock. Community Radio: History of CRS in India, CR vs Public Service Broadcaster and Commercial Radio, Structure and Management, Programming and Presentation, CRS as Tool of Development, Web Radio/Online Radio.

#### **Unit V: Radio Scripting & Production**

Scripting & producing radio programmes: Ideation, Planning and Production, Radio Formats, Radio Drama, Radio Feature, Radio Commentary, Audio Editing and Sound Effects – Writing for sound – Duration – Quotation marks – Scriptwriting, editing scripts & producing talks, discussions, interviews, dramas – Music production – OB programme productions – Running commentaries-sports and non-sports – Documentary / Feature – Radio magazine – Phone In Programmes – Special audience programmes – Live programmes – Radio in formal and non-formal education – Radio in development – Documentation – Errors and emergencies – Feedback – Listeners' letters.

#### **Practical Exercises**

1. Record a Radio Jingle for 30 Sec
2. Record a Radio Documentary for 3 Mins

#### **References**

1. Jim Beaman. Programme Making for Radio, First Edition, Routledge, NY, 2006.
2. M. Neelamalar. Radio programme production, Prentice-Hall of India Pvt Ltd., New Delhi, 2017.
3. Robert McLeish, Jeff Link. Radio Production, 6th Edition. Routledge, New York, 2015.
4. Oberiri Destiny Apuke. Introduction to Radio Production. LAP, NY, 2017.
5. Eric Norberg. Radio Programming: Tactics and Strategy, Routledge, New York, 1997.

#### **Youtube And URL Links**

<https://youtu.be/3YwXLuMtD6o?t=2>

<https://youtu.be/I9Ilp-enL3U>

**Course Outcomes**

On the successful completion of the course, students will be able to

**CO1:**Make learner understand innovative approaches to seeking employment opportunities.

**CO2:**Orient students with in-depth understanding of the concept, role and significance of communication in social development.

**CO3:**Give learner an understanding of tractions and best practices of communication through radio.

**CO4:**Familiarize with the art and craft of TV journalism equipping learners with skills and practices to take up journalistic professions.

**Mapping of COs with POs &PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	S	S	S	S	S	S	M	S	M
CO2	S	M	M	S	S	S	S	S	S	S	M	M
CO3	S	M	M	S	S	S	S	S	S	M	S	S
CO4	S	M	S	S	M	M	M	S	S	M	M	M

Strongly Correlating (S) 3 Marks

Moderately Correlating (M) 2 Marks

Weakly Correlating (W) 1 Marks

No Correlation 0 Marks

COURSE CODE	P21MCS11	FEATURE WRITING	L	T	P	C
SUPPORTIVE COURSE (SKILL) - I				4	-	-
Cognitive Level	K2: Understand K3: Apply K4: Analyze K6: Create					
Course Objectives	<p>The course aims</p> <ul style="list-style-type: none"> <li>To help students to write compelling feature articles, substantive nonfiction stories that grab readers attention in a newspaper.</li> <li>To write features that frame specific experiences based on trending news stories.</li> <li>To help students to build skill sets for this particular journalistic craft.</li> </ul>					

### Unit I: Introduction

Features – definition and scope, types of features – news features, personality features, scientific features, how-to-do-it features, travel features, lifestyle features, business features, human interest features, historical features, Institutional features and Ads.

### Unit II: Feature News story

Feature vs. Fiction, Feature and Literature – Feature writing techniques – types of Feature – observational and listening skills. Feature News story – Feature Articles – Art & Craft of Storytelling – Story telling Practice – catching audience Attention and Interest.

### Unit III: Writing Style for Feature

Feature Writing Process – Essentials in a feature story – Elements of feature story–leads, headline, quotations, etc. Structure of feature stories: headlines, feature leads: types of leads, characteristics of feature writing. Differences between features and news story, features and articles.

### Unit IV: Principles of Feature Writing

Research – Resources –Observation - Interviewing. Review Writing: Film Review, Book Review, etc. – Characteristics and Elements for a feature review article - Writing feature stories, articles, profiles, obituaries, editorials, travel writing. Trends in features writing. Column - types of columns, columnists, cartoons, comic strips, feature syndicates, freelancing.

## Unit V: Feature Writing: Concept and Scope

Contemporary news ecosystem - Concept and the mitigation –Food, Travel, celebrities, nature, current events, adventure, discovery, etc. Photo feature: Writing styles, concept writing, etc. Theories of criticism, principles of criticism and reviewing, writing of book reviews, film reviews, theatre reviews, art reviews.

### References

- 1.SusanPape, Sue Featherstone. Feature Writing- A Practical Introduction. Sage, 2006.
- 2.Carl Sessions Step. Writing as Craft and Magic (second edition), Oxford University Press, Oxford, 2007.
- 3.Brendan Hennessy. Writing Feature and Articles, Taylor & Francis, U.K, 2006 3.Stuart Hyde and Dina Ibrahim.Television and Radio Announcing.Pearson, 2009.
- 4.Masani, Mehra., Broadcasting and the People. National Book Trust (1985)

### Course Outcomes

On the successful completion of the course, students will be able to

- CO1:** Teach students how to interest readers in significant, research-based subjects by writing about them in appealing manner.
- CO2:** Enhance learner’s reading and analytical skills in reading and writing of works in narrative journalism.
- CO3:** Create an inclusive community of student journalists, one that encourages honest and open discussion.
- CO4:**Help learners to familiarize and explore the role, profession and craft of journalism.

### Mapping of COs with POs &PSOs:

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	S	S	S	S	S	S	M	S	M
CO2	S	M	M	S	S	S	S	S	S	S	M	M
CO3	S	M	M	S	S	S	S	S	S	M	S	S
CO4	S	M	S	S	M	M	M	S	S	M	M	M

Strongly Correlating (S)

3 Marks

Moderately Correlating (M)

2 Marks

Weakly Correlating (W)

1 Marks

No Correlation

0 Marks



## SEMESTER II

COURSE CODE	P21MCT21	PRINT MEDIA	L	T	P	C
CORE VI				5	-	-
<b>Cognitive Level</b>		K2: Understand K3: Apply K4: Analyze K6: Create				
<b>Course Objectives</b>		The course aims <ul style="list-style-type: none"> <li>• To introduce the students to Writing for the different forms of print media. These forms include news, feature stories and editing on computers.</li> <li>• To introduce the fundamentals of reporting and news gathering.</li> <li>• To teach the fundamentals of reporting and editing. Students are expected to notice the difference between news agency, periodical and magazine reporting. To introduce the students to Interviewing techniques and tips for conducting the interview.</li> <li>• To bring out practice journals, mini/lab newspapers and magazines and do page make-up and lay-out exercises. Assignments will also be given and assessed in news selection, subbing, editorial and article writing.</li> </ul>				

### Unit I: News Desk

Editorial structure of newspaper/magazines/ news agencies /radio and TV - Editorial hierarchy and job of various functionaries - Functioning of news desk - Integrated Newsroom - News Flow and Editing: Role and Responsibility of Gatekeepers - Sources of News - Managing the news flow

### Unit II: Editing

Editing: concept, process, and significance- Functions and qualifications of a sub-editor and chief-sub editor, copy selection and copy testing. - Editorial Values: objectivity, facts, impartiality, and balance - Concept of news and news making - Difference between newspaper/ radio and TV news editing - Challenges for the Editor: bias, slants, and pressures

### **Unit III: Editing Process**

News selection: News Value and other parameters - Handling of news copy - Planning and visualization of news - Rewriting news stories - Headlines and intro - Stylebook and Style sheet - Use of synonyms and abbreviations - Importance of Grammar- editing symbols, proof reading symbols and their significance.

### **Unit IV: Headline& Photo Caption**

Headlines and its significance- types of Headline – Subheadings- slugs – infographics- Photographic Composition, principles and grammar - Concept and techniques of Photo Feature and Caption Writing - Photographic Coverage of News and Events

### **Unit V: Layout Design and Photojournalism**

Principles of Layout, Design - Principles and Elements - Essentials for good typography and layout Type: Classification - Identification- Characteristics of Typography: - -Functions - Quality: Grams per Square Meter (GSM), Color and Graphics - Newspaper Printing Process and printing terminology-History and evolution of Photojournalism- Photographic Composition, principles and grammar- Photographic Coverage of News and Events

### **References:**

1. T.K. Ganesh. News reporting and Editing in digital age, Gnosis Publications, New Delhi, 2006.
2. Carole Rich. Writing and Reporting News, Thomson-Wadsworth publications, Belmont, CA, 2003.
3. Matthew James Driscoll and Elena Pierazzo (Eds). Digital Scholarly Editing: Theories and Practices. n Book Publishers, Cambridge, UK, 2016.
4. Elena Pierazzo. Digital Scholarly Editing: Theories, Models and Methods. Ashgate Publishing, England, 2015.
5. Marilyn Deegan, Kathryn Sutherland. Text Editing, Print and Digital World. Ashgate Publishing, England, 2012.
6. John R. Bender, Lucinda D. Davenport, Michael W. Drager, and Fred Fedler. Writing and Reporting for the Media. Twelfth Edition. Oxford University Press, Oxford, UK, 2018.

### **YoutubeAnd URL Links**

<https://youtu.be/3YwXLUtD6o?t=6>

### **Course Outcomes**

On the successful completion of the course, students will be able to

**CO1:** List out Different types of News Writing

**CO2:** Explain different Interviewing Techniques

**CO3:** Understanding the structure and functioning of a News agency.

**Mapping of COs with POs &PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	M	S	S	S	M	M	M	S	M
CO2	S	M	M	M	S	S	S	M	S	M	M	M
CO3	S	S	M	M	M	M	S	M	S	M	S	M

Strongly Correlating (S)

3 Marks

Moderately Correlating (M)

2 Marks

Weakly Correlating (W)

1 Marks

No Correlation

0 Marks

COURSE CODE	P21MCT22		L	T	P	C
CORE VII		ADVERTISING	5	-	-	4
<b>Cognitive Level</b>	K2: Understand K3: Apply K4: Analyze K6: Create					
<b>Course Objectives</b>	The course aims <ul style="list-style-type: none"> <li>To train students to understand and respond to the needs of the advertising world.</li> <li>To have critical observation of advertisements in various media including print, radio, television, outdoors, and online.</li> <li>To express their creativity and advertising sense through a range of practical exercises in creative conceptualization</li> </ul>					

### Unit 1: Introduction to Advertising

Advertising as a form of promotion: Role, functions and effects. Social, ethical and regulatory aspects of advertising. Evolution of advertising in India and the world-Types of advertising - Formats for production: Print Advertising, Television Commercials, Radio commercials, outdoor advertising, institutional and promotional advertising, web ads, and alternative media options.

### Unit 2: Theoretical foundations of Advertising

Advertising and Communication Models, Theories of Advertising, AIDA, Stimulus Response Theory, DAGMAR, Hierarchy of Effects Model, Consumer Behaviour, Market Segmentation, The Mechanics of the Market.

### Unit 3: Advertisement creation

Understanding the Creative Process, Idea Generation, Creative Approaches, Copywriting, Elements of an advertising copy, Advertising Layout, Considerations for developing a print layout, Types of layouts , Television Advertisements-- Elements of a TV advertisement, Types of TV advertisements, Guidelines for creating TV advertisements - Digital and Social Media Advertising, Media Planning-- Significance of Media Planning, Media Plan and Media Schedule

### Unit 4: Advertising Campaign

Brand Management- The basics- Social and Economic Impact of Advertising- Concepts of Media Planning and Buying- Advertising in the Digital Age- Circulation, Advertising and Changing Dynamics in Marketing- Understanding Creativity in Advertising/Communication: Creative Brief, Ideation and Brainstorming- Case studies - Campaign Planning & Production)

**Unit 5: Advertising Agencies**

Agency client interface: the parameters - creative and media briefing process, agency-media interface, What is an Advertising Agency, Functions of an Advertising Agency, Types of Advertising Agencies, Structure of an Advertising Agency, Client- Agency-Media interface - Legal Issues in Advertising- Laws and Acts concerning Advertising, Ethical concerns in Advertising,- ASCI and Code of Ethics, Advertising and Intellectual Property Rights.

**References:**

1. Daniel Yadin, Frank Jefkins Advertising. 4th edition. Pearson Education India. 2002
2. Helen Katz. The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research, and Buying, 9<sup>th</sup> edition. Routledge, New York, 2019.
3. Donald W. Jugenheimer. Basic Advertising. College Division, South-Western Pub. Co., Cincinnati, OH, 1991.
4. Roger Baron and Jack Z. Sissors. Advertising Media Planning, 7th edition. McGraw Hill Education, New York, 2017.
5. Arthur A. Winters, Shirley F. Milton. The Creative Connection: Advertising, Copywriting, and Idea Visualization. Fairchild Publications, New York. 1982.

**YoutubeAnd URL Links**

<https://youtu.be/WfiH8p1KgX4>

<https://youtu.be/VANvv66M3xk>

**Course Outcomes**

On the successful completion of the course, students will be able to

**CO1:** Defining Advertising and its different types. Different advertisement mediums, their selection criterion and relative advantages

**CO2:** market research, brand positioning, creative strategy, market and its segmentation and sales promotion

**CO3:** Understanding the structure and functioning of an advertising agency and also client agency relationship

**Mapping of COs with POs &PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	M	S	S	S	M	M	M	S	M
CO2	S	M	M	M	S	S	S	M	S	M	M	M
CO3	S	S	M	M	M	M	S	M	S	M	S	M

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21MCT23	MEDIA LAWS AND ETHICS	L	T	P	C
CORE VIII			4	-	-	4
<b>Cognitive Level</b>	K2: Understand K3: Apply K4: Analyze K6: Create					
<b>Course Objectives</b>	<p>The course aims to</p> <ul style="list-style-type: none"> <li>• Improve students' awareness of ethical and legal issues in the media industry</li> <li>• Explore the legal and ethical facets of media production and consumption</li> <li>• Identify the moral dimensions of issues that arise in professional practice;</li> <li>• Increase the ability to employ ethical reasoning as a tool for dealing with moral issues</li> </ul>					

### Unit I: Fundamental Rights

Basic principles of the Preamble, Fundamental rights – freedom of speech and expression and their limits – Directives Principles of State Policy, provisions of declaring emergency and their effects on media. theory of basic structure; union and states; and election commission and its machinery.

### Unit II: Press Laws and Legislations

Press laws: history of press laws in India – Contempt of Courts Act 1971 Defamation – Official Secrets Act, 1923, Right to information – Press and Registration of Books Act, Copyright Act.

### Unit III: Press-Related Acts

Working Journalists and Other Newspaper Employees (Conditions of Service & Miscellaneous Provisions) Act, 1955; – Cinematograph Act, 1953; PrasarBharati Act; WTO agreement and intellectual property right legislations, including Copyright Act, Trade Marks Act and Patent Act – convergence legislations including cyber laws and Cable Television Act IT Act 2000; and media and public interest litigation.

### Unit IV: Media Ethics

Ethics: Media's ethical problems including privacy, right to reply, communal writing and sensational and yellow journalism; freebies, bias, colored reports; Ethical issues related with ownership of media–Press Council and Press Commissions, codes for radio, television, advertising and public relations.

**Unit V: Media Trends**

Analyze the current trends of Media and the ethical violations. Submit a report (not exceeding 2000 words).

**References**

1. Roy L. Moore, Michael D. Murray, Michael Farrell, KyuHoYoun. Media Law and Ethics Routledge. 2018.
2. Roy L. Moore, Michael D. Murray. Media Law and Ethics. Routledge. 2012.
3. MittikaSingalBhushan. Development of Media and Media Law.AadiPublications,Jaipur, 2014.
4. M. Neelamalar. Media Law and Ethics, Prentice Hall India Learning Private Limited, New Delhi, 2009.
5. P.K. Ravindranath. Press Laws and Ethics of Journalism. Abe Books, New Delhi, 2004.
6. Roger Patching and Martin Hirst. Journalism Ethics: Arguments and cases for the twenty-first century. Routledge, New York, 2013.
7. Chris Frost. Journalism Ethics and Regulation (Longman Practical Journalism), 3rd Edition, Longman, UK, 2011.

**YoutubeAnd URL Links**

[https://youtu.be/git4eGHKHJM?list=PL6K4iCp\\_4sfEfnibhXBkvqBFwAcHoGWPB](https://youtu.be/git4eGHKHJM?list=PL6K4iCp_4sfEfnibhXBkvqBFwAcHoGWPB)

[https://youtu.be/git4eGHKHJM?list=PL6K4iCp\\_4sfEfnibhXBkvqBFwAcHoGWPB&t=8](https://youtu.be/git4eGHKHJM?list=PL6K4iCp_4sfEfnibhXBkvqBFwAcHoGWPB&t=8)

**Course Outcome**

Upon completion of this course, the students will be able to

**CO1:** Provide understanding of knowledge of the Indian constitution.

**CO2:** Familiarize students with the fundamental rights and duties.

**CO3:** Students will know Press laws and understand the importance of media related laws.

**CO4:** Students will know the Codes of ethics of newspapers, television and Press Council of India.

**CO5:** Understand the correlation between Indian constitution, democracy and media

**Mapping of COs with POs &PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	M	S	S	S	M	M	M	S	M
CO2	S	M	M	M	S	S	S	M	S	M	S	M
CO3	S	S	M	M	M	M	S	M	S	M	S	M
CO4	M	S	M	S	S	S	S	M	S	M	S	M
CO5	S	M	S	M	M	M	S	M	M	S	S	M

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21MCT24	FILM STUDIES	L	T	P	C
CORE IX			4	-	-	4
<b>Cognitive Level</b>	K2: Understand K3: Apply K4: Analyze K6: Create					
<b>Course Objectives</b>	<p>The course aims to</p> <ul style="list-style-type: none"> <li>• To give an insight to film analysis and appreciation.</li> <li>• To understand the nature and process of film production.</li> <li>• To learn how to read and analyze film as you would a novel, a poem or a short story</li> <li>• To familiarize with certain theoretical ideas presented by major film theorists.</li> <li>• To explore the major aesthetic trends in the history of cinema.</li> </ul>					

### Unit I: Films

Film as an experience, entertainment, commodity, communication medium: a brief overview of film industry, with special reference to Tamil Nadu and India. Understanding the functioning of this industry. Brief comparison of industry functioning in various parts of the country

### Unit II: Film Language

Basic aspects of film language and film aesthetics: Mise-en-scène – setting, lighting, composition, costumes, props, make up, hair, figure behavior Cinematography – framing, angle, focus, movement, and composing Editing – story-centered editing and the construction of meaning; editing and time; editing and space; continuity editing; breaking the rules of editing.

### Unit III: Sound

Sound – the relationship between sound and image; Diegetic and non-diegetic sound; Dialogue; Voice over; Sound effects; Music Production and exhibition of film Stages and elements of production – pre-production, production and post- production Contexts for studying production – stars, genre, distribution and exhibition.

### Unit IV: Genre

Genre, star and auteur, French new wave, new realism, German, expressionism. Third world cinema politics cinema, representation of gender and sexuality .Soviet montage cinema.



**Unit V: Film Analysis**

An approach to film analysis- understanding audience expectations – The goal of film analysis- the importance of developing interpretive claims.

**References:**

1. David Bordwell and Kristin Thomson. Film Art: An Introduction. McGraw-Hill, London, 2012.
2. Susan Hayward. Cinema Studies: The Key Concepts. Routledge, London, 2000.
3. Firoze Rangoonwala. 75 years of Indian cinema, Indian Book Co, New Delhi, 1975.
4. Satyajit Ray. Deep Focus: Reflection on Indian Cinema, Harper Collins, India, 2011.
5. Geoffrey Nowell-Smith. The Oxford History of World Cinema, Oxford University Press, United Kingdom, 1997
3. Kavoori, Anandam P., and Aswin Punathambekar. Global Bollywood. NYU Press, 2008

**Youtube And URL Links**

[https://www.youtube.com/channel/UCC-BJbRzt\\_OhaLP5CloJkMA/videos](https://www.youtube.com/channel/UCC-BJbRzt_OhaLP5CloJkMA/videos)

**Course Outcome**

Upon completion of this course, the students will be able to

**CO1:** Understand Film and its relation to culture, history, technology and aesthetics

**CO2:** Create and analyze moving images

**CO3:** Analyse a range of significant films in relation to key questions in film studies

**CO4:** Explain key terms and concepts in film studies

**CO5:** Critically analyse visual material from a film

**Mapping of COs with POs & PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	M	S	S	S	M	M	M	S	M
CO2	S	M	M	M	S	S	S	M	S	M	S	M
CO3	S	S	M	M	M	M	S	M	S	M	S	M
CO4	M	S	M	S	S	S	S	M	S	M	S	M
CO5	S	M	S	M	M	M	S	M	M	S	S	M

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21MCP25	REPORTING AND EDITING			
CORE X		L	T	P	C
		-	-	6	4
<b>Cognitive Level</b>		K2: Understand K3: Apply K4: Analyze K6: Create			
<b>Course Objectives</b>		<p>The course aims to</p> <ul style="list-style-type: none"> <li>To give an insight to Video Editing.</li> <li>To understand the nature and process of Editing Software.</li> <li>To learn how to use different editing Tools</li> <li>To familiarize with different transitions</li> <li>To explore the major aesthetic trends in Editing.</li> </ul>			

### Unit I: Principles Of Editing

Premiere Principles Of Editing - Picture Edit & Continuity, Picture Edit & Pace, Sound Edit & Clarity, Sound Edit & Creative Sound, Editing Genre – Action, Dialogue, Comedy, Documentary, Imaginative Documentary and Innovation Documentary Ideas & Sound, Matching action, cutting on movement, pacing and rhythm

### Unit II: Basics of Editing

Interface of a Non Linear editing tool, Use of tools, Importing assembling and previewing footage, Basic Editing (Fade-in, Fade-out, Cut to Cut), Adding Transitions.

### Unit III: Audio Editing

Advance Editing (2 Point, 3 Point Editing), Editing Audio, Audio Sync.

### Unit IV: Compositing

Titling, Combining images (e.g. layers, juxtaposition and montage, compositing), Effects (e.g. keying, mattes, filmstrips and rotoscoping).

### Unit V : Output

Rendering and getting outputs in different video and audio file formats.

**Reference**

1. Steve Hullfish. Art of the Cut: Conversations with Film and TV Editors. Routledge. 2012
2. Thomas Ohanian, Digital Nonlinear Editing, Second Edition, Editing Film and Video on the Desktop. Focal Press, London, 1992.
3. KarelReisz and Gavin Millar. Technique of Film Editing, Reissue of 2nd Edition. Routledge, New York, 2009.

**YoutubeAnd URL Links**

<https://youtu.be/tYBllynfkdo?list=UUTmqgXhgEq5hkFrbEv2VITw&t=10>

<https://youtu.be/9agkz66C2fY?list=UUTmqgXhgEq5hkFrbEv2VITw&t=3>

**Course Outcome**

Upon completion of this course, the students will be able to

**CO 1:** Define the fundamental Principles of Non- linear Editing.

**CO 2:** Explain the interference of a Non-Linear Editing and transitions.

**CO 3:** Sort use of the Advance Editing and Audio Sync.

**CO4:** Identify the special Effect techniques and Titling.

**CO 5:** Create a various video with Editing techniques and rendering format.

**Mapping of COs with POs &PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	M	S	S	S	M	M	M	S	M
CO2	S	M	M	M	S	S	S	M	S	M	S	M
CO3	S	S	M	M	M	M	S	M	S	M	S	M
CO4	M	S	M	S	S	S	S	M	S	M	S	M
CO5	S	M	S	M	M	M	S	M	M	S	S	M

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21MCN21	FILM APPRECIATION	L	T	P	C
NME-1			4	-	-	4

<b>Cognitive Level</b>	K2: Understand K3: Apply K4: Analyze K6: Create
<b>Course objectives</b>	The course aims to <ul style="list-style-type: none"> <li>➤ Help the student to appreciate cinema by understanding its distinct language, its narrative complexity and the way films control and stimulate our thoughts and feelings.</li> <li>➤ Through various examples from Indian and international cinema, the course will explain how cinema as a visual medium, lead us in constructing meaning.</li> <li>➤ Film appreciation is a course that explores the world of film and filmmaking. We will examine the style of film, and the techniques used in making a film, and some of the stylistic theories.</li> </ul>

### **Unit I: Film Appreciation-Introduction**

Appreciation. Criticism and Definitions. Collecting and analyzing different types of films and its reviews. Writing film reviews.

### **Unit II: Film as an art**

Film as art: Creativity, Technology, and Business 2. The Significance of Film and Narrative Form 3.Film Styles 4.Film Genres 5.Critical Analysis of Film 6.Film History 7. Cultural, Social, and Global Impact of Film

### **Unit III: Technical Language of Cinema**

Technical elements in film making like Shot, scene, and sequence.Camera movements and subject movements.Lighting.Setting.Sound. Understand the techniques like montage and mise-en-scene. Deep focus, jump cut and etc.

### **Unit IV: Studying the Audience**

Study the audience manners, Audience demand analysis Conducting surveys and Collect data about major studios and distribution network.

### **Unit V: Film Appreciation Practical**

Watch and evaluate classic films made from different cultures around the world. Study the recent trends in Film industry.

#### **Methods of Instruction/Course Format/Delivery:**

This course is offered in the following formats: lecture, online discussions, online Canvas Content, and supervised film viewing. Face-to-face contact in class as well as online contact delivered through Canvas.

#### **Major Assignments / Assessments:**

The following items will be assigned and assessed during the semester and used to calculate the student's final grade. Assignments

1. Reading assigned chapter materials, provided reading material, website content. and completing assigned quizzes over provided material.
2. Participating in class discussion in face-to-face format and/or Discussion Topics for online students.
3. Viewing all assigned films.
4. Submitting written assignments via Canvas as assigned. 5. Various research projects over content.

#### **References**

- 1.Terry Bolas. Screen Education: From Film Appreciation to Media Studies. Intellect Books, Bristol, UK, 2009.
- 2.Jim Piper. The Film Appreciation Book. Allworth Press, New York, 2014.
- 3.Bordwell D and Thomson K. Film Art – An Introduction. McGraw-Hill, New York, 2010.
- 4.StevenAscher and Edward Pincus. The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age. Penguin Publishing, New York, 2013.
- 5.Bernard F. Dick. Anatomy of Film, 6<sup>th</sup> edition.Bedford Books, Boston, MA, 2009.

#### **Course Outcomes**

On the successful completion of the course, students will be able to

**CO1:** Observe with knowledge and reflect upon the articulation of a film's content, form and structure.

**CO2:** Identify and define the formal and stylistic elements of film.

**CO3:** Develop an understanding of film language and terminology,

**CO4:** Analyze the ways in which that this language constructs meaning and ideology.



COURSE CODE	P21MCN22		L	T	P	C
NME-1		<b>MEDIA PSYCHOLOGY</b>	4	-	-	4
Cognitive Level	K2 - Understanding K3 – Applying K5 – Creating & Evaluating.					
Learning Objective	<ul style="list-style-type: none"> <li>• Building a foundation in psychology, that can be applied to the full range of media and technology.</li> <li>• Understanding the ethical implications of media and technology</li> <li>• Identify and explain the ethical issues inherent in the use, development and distribution of media technologies related to psychological well-being,</li> <li>• Identity, social engagement, individual and universal rights, ethnicities and culture.</li> </ul>					

### **Unit I: What is Media psychology**

Entering the world of Media Psychology- understanding of the breadth of the field media psychology and the challenges of defining a field with the continual emergence of new technologies and applications

### **Unit II: Models and Perceptions**

Mental Models, Perceptions and Research- internal bias and external framing can influence the way media messages are constructed, perceived and research.

### **Unit III: Media Literacy**

Media Literacy-understanding of differing views of media literacy, the socioeconomic issues of media access and how the ability to produce and distribute media influences the concept the media literacy.

### **Unit IV: Self-representations**

Self-Representation- subjectivity in creating and interpreting the public self.

### **Unit V: Digital capital**

Social Connection and Social Capital- implications of network connectivity and digital social capital.

## References

1. K. Dill (Ed.).Oxford Handbook of Media Psychology. Oxford University Press New York, 2013.
2. D. C. Giles. Psychology of the Media. Palgrave Macmillan, London, 2010.
3. J.Johnson. Designing with the Mind in Mind. Morgan Kaufman Amsterdam, 2010.
4. Robert S. Feldman. Understanding Psychology, 6th edition. Tata McGraw – Hill, New York, 2004.
5. Baron, R.A., and Byrne, D. Social Psychology, Ninth edition. Pearson education, Delhi, 2000.

## Course Outcome

Upon completion of this course, the students will be able to

**CO1:** Understanding and applying Media and Psychology

**CO2:** Demonstrate the ability to read, understand and appropriately apply research from the field of psychology.

**CO3:** To the use, development and distribution of media technologies

**CO4:** Understanding the complex interaction of media technologies with human behavior and society

**CO5:** Explain the reciprocal influence of human behavior, emotion and development with media and technology content, creation and use

## Mapping of COs with POs &PSOs:

CO	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	
CO1	S	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	M	M	M	M	S	S	S	S	S	S	S
CO3	S	S	M	S	M	M	S	M	S	S	S	S	S
CO4	S	S	S	S	M	M	M	S	S	S	S	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark



**SEMESTER III**

<b>COURSE CODE</b>	<b>P21MCT31</b>	<b>COMMUNICATION RESEARCH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>CORE - XI</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Cognitive Level</b>		K2: Understand K3: Apply K4: Analyze K6: Create				
<b>Course Objectives</b>		<p>The course aims</p> <ul style="list-style-type: none"> <li>• To expose students to the origin and necessities of learning visual literacy.</li> <li>• To provide a basic understanding of physical and cognitive processes of communicating through visuals.</li> <li>• To understand the elements of visualization and creativity in producing balanced visual design</li> <li>• To apply designing principles in day to day activities with innovations for career building</li> </ul>				

**Unit I: Communication Research**

Nature and scope of communication research; development of mass media research, aspects of research, characteristics of research; evaluation of communication research in India. Topic selection - Relevance of the topic, literature review, setting hypothesis and research questions, analysis and interpretation, summary; Questions and problems for further investigation.

**Unit II: Research Methods**

Definition, elements of research, scientific approach, communication research, basic and applied research. Qualitative research method – field observations, focus groups, interviews, case studies; Content analysis – Definitions, steps in content analysis, reliability and validity. Survey research – Descriptive and analytical surveys. Quantitative method – Definitions and components. Combined qualitative and quantitative designs. Sampling methods.

**Unit III: Research Design**

Research design components, experimental, quasi- experimental, Introduction to Statistics – Basic statistical procedure; techniques for communication research – Measures of central tendencies, frequency distribution, tests of significance, reliability, validity and correlations.

#### **Unit IV: Analysis of Data**

Data analysis techniques, coding and tabulation, non – statistical methods, descriptive, historical, statistical analysis, parametric and non-parametric, tests of significance; Levels of measurement; Rating scales; SPSS and other statistical packages.

#### **Unit V: Research Reports**

Preparation of Research reports, ethical perspective of mass media research, trends in communication research. Research in print media, electronic media, advertising and public relations and internet. Writing with style, avoiding common writing errors, readability of the manuscript, writing a research report, concluding the research report.

#### **References**

1. Lawrence R. Frey. The Handbook of Group Communication Theory and Research. Sage Publications, Thousand Oaks, CA, 1999.
2. Robert B. Burns. Introduction to Research Methods. Sage, London, 2000.
3. O.R. Krishnaswamy. Methodology of Research in Social Science. Himalaya Publishing House, 2010.
4. David M. Nachmias&ChavaNachmias. Research in Social Science. Worth,New York, 2014.
5. Arthur Asa Berger. Media and Communication Research Methods. Sage Publications, Thousand Oaks, CA, 2000.

#### **Youtubeand URL Links**

<https://youtu.be/jKWBoxkRv9k?t=1>

<https://youtu.be/wzxcQSttoS0?t=1>

<https://youtu.be/Xoj-udWSwCE>

#### **Course Outcomes**

On the successful completion of the course, students will be able to

**CO1:**Help students identify the importance of communication research and the phases involved in media research

**CO2:**Orient students to channelize media research using proper theoretical validations.

**CO3:**Help students familiarize on using varied research methods in single and mixed as per the need of the research concern

**CO4:**Guide students the importance of variable and use of statistical tools in research.

**Mapping of COs with POs &PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	S	S	S	S	S	S	M	S	M
CO2	S	M	M	S	S	S	S	S	S	S	M	M
CO3	S	M	M	S	S	S	S	S	S	M	S	S
CO4	S	M	S	S	M	M	M	S	S	M	M	M

Strongly Correlating (S)	3 Marks
Moderately Correlating (M)	2 Marks
Weakly Correlating (W)	1 Marks
No Correlation	0 Marks

COURSE CODE	P21MCT32	MEDIA MANAGEMENT	L	T	P	C
CORE - XII				5	-	-
<b>Cognitive Level</b>		K2: Understand K3: Apply K4: Analyze				
<b>Course Objectives</b>		<p>The course aims</p> <ul style="list-style-type: none"> <li>To provide students with detailed insight into the structures, management, processes, economics and controversies surrounding the electronic media industries</li> <li>To equip students to build career in broadcasting and related industries such as advertising, media sales and public relations.</li> <li>To make students familiarize on the foundation on electronic media operations.</li> <li>To gain perspective on understanding the evolution of media and current trends</li> </ul>				

### Unit I: Introduction to Management

Management: Concept and scope; Principles of management; Theories of management; Human resource of management; Finance management; New trends in management. Management concept – Principles of Management - Evolution of Management Thought – Management theories – Management Roles & Functions – Influences on Management - Managing Media Organization – Planning, Coordination, Motivation, Control, Decision Making and Departmentalization

### Unit II: Media Management

Media Management: Concept, Need and scope; Principles of Media management; Media as an industry and profession; New trends and legal issues in media management. Factors influencing Management decision in media – Structure and characteristics of media organizations – Newspapers and Magazines, Radio, Television, Cinema. Ownership in Media Industries – Merits and de\_merits.

### Unit III: Media Organizational Structure

Media Organization: Organizational Structure; Function of various departments; Personnel Management; Financial Management; Audience Research; Media legislation, regulation and governance. Revenue . Advertising vs. circulation – Management problems of small, medium,

large newspapers: gathering, processing, printing, circulation, distribution, advertising, professionalism, trade unionism, News room diversity.

#### **Unit IV: Process of Media Management**

Print & Electronic media management: News management; Editorial Management; Programme planning and Production; Resource planning and resource structure; Branding & Marketing; Public relations & Advertisement. Economics and Administrative concerns of government owned electronic media- market driven media: private channels – Social commitment vs Profit making.

#### **Unit V: Film Management**

Production Designing Introduction – Production Manager’s Job – The Process of Production Management. The Business of Film – Preparing for Production – Tips for Low Budget Production. Locations Scouting – Cast & Crew. Film Scheduling - Basic Rules - The Script – The Breakdown Sheet – The Production Board – Parameter Factors – Arranging the Board – How many days? – The Shooting Schedule – Film Scheduling. Economics of film Industry – creativity, production, Marketing distribution, exhibition, ownership vs piracy.

#### **References**

1. A. B. Albarran. The media economy. Taylor and Francis, New York, 2010a.
2. A. B. Albarran. The transformation of the media and communication industries. EUSNA Pamplona, Spain, 2010b.
3. Alan Albarran, Bozena Mierzejewska, Jaemin Jung. Handbook of Media Management and Economics, 2<sup>nd</sup> Edition. Routledge, London, UK, 2018.
4. B. K. Chaturvedi. Media Management. Global Vision Pub House, Delhi, 2009.
5. Alan B Albarran. Media Management and Economics Research in a Transmedia Environment. Routledge, London, UK, 2013.

#### **Course Outcomes**

On the successful completion of the course, students will be able to

**CO1:** Make learners understand the evolution of media and equip with the up-coming trends.

**CO2:** Orient students to focus on the techniques required to produce contents and technology involved in their broadcasting in media.

**CO3:** Help students to develop an integrated plan with varied media forms to take up a comprehensive approach to adhere to marketing trends. to a marketing challenge.

**CO4:** Demonstrate learner with the understanding of the managing varied media platforms to developed hands-on experience as content marketers with innovative journalistic and digital techniques.



COURSE CODE	P21MCT33	ONLINE JOURNALISM	L	T	P	C
CORE - XIII			4	-	-	4
Cognitive Level	K2: Understand K3: Apply K4: Analyze					
Course Objectives	<p>The course aims to</p> <ul style="list-style-type: none"> <li>• Demonstrate advanced skills in the use of industry-standard media tools at the forefront of the field to produce high quality online content and web sites.</li> <li>• Demonstrate a critical comprehension in the initiating, design and construction of integrated web-based media sites.</li> <li>• Critically appraise the online media landscape and the potential of new technologies and audiences.</li> </ul>					

### Unit I: Introduction to new media

Brief history and evolution of the internet - Internet as a medium of communication - New media terminologies: websites and portals; cyber space, cyber culture, cyber journalism, digital divide, blogs, blogosphere, vlog, webisodes, webinars, podcasts, search engines and search engine optimization, user generated content, content curation, hits, page views, users, unique users, sessions, contextual advertising

### Unit II: Characteristics of online journalism

Immediacy, interactivity and universality -Language and style of online journalism- News determinants in cyberspace - Dos and don'ts of internet reporting- Ethical issues in online journalism: obscenity and privacy, copyright, cyber laws, IT Act - A look at online sites of leading media organizations

### Unit III: Conceptualizing websites

Components of a website -Different types of websites - Web layout: Design, layout, colour, graphics, visual information - Writing for online medium: Interactivity of form and content in new media, Linear writing versus interactive writing, grammar of interactivity, multimedia storytelling, hypertext - Writing copies that can be fetched by Search Engines; keyword writing - How to analyze traffic of a site? Exposure to Google Analytics

### Unit IV: Mobile journalism and social networking

Mobile journalism: Using the mobile for stories; apps and tools for reporting; mobile-based story telling ideas and projects - Smartphone photography - Face book and social media: The newsfeed of tomorrow? - Twitter as a means of disseminating news. Creating handles and using Twitter to generate traffic to stories News writing for apps, robotic news and rewriting.

**PRACTICAL COMPONENT** 26 hours A simple website and blog**References**

1. Andrew Bonime. Writing for New Media: The Essential Guide to Writing for Interactive Media, CD-ROMs, and the Web. John Wiley, London, UK, 1997.
2. R. Choudhary. Media Writing. Centrum Press, New Delhi, 2010.
3. Hassan, Seema. Mass communication Principles and Concepts (second edition) CBS Publishers and Distributers, 2013.
4. Robert L. Hilliard. Writing for Television, Radio, and New Media. Taxman Publications, New Delhi, 2014.
5. Vincent Filak. Exercises in Media Writing, CQ Press, Sage, London, 2018.

**Course Outcome**

On the successful completion of the course, students will be able to

**CO1:** Able to confidently play a lead role in production teams in the production of web-based content.

**CO2:** Learn key technical skills that allow them to plan, construct and develop online media artefacts in a professional manner

**CO3:** Techniques and skills of journalist operating in a connected environment.

**CO4:** Learn to evaluate and identify trends and opportunities in online media.

**Mapping of COs with POs & PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	S	S	S	S	S	S	M	S	M
CO2	S	M	M	S	S	S	S	S	S	S	M	M
CO3	S	M	M	S	S	S	S	S	S	M	S	S
CO4	S	M	S	S	M	M	M	S	S	M	M	M

Strongly Correlating (S)	3 Marks
Moderately Correlating (M)	2 Marks
Weakly Correlating (W)	1 Marks
No Correlation	0 Marks



COURSE CODE	P21MCT34	RECENT TRENDS IN DEVELOPMENT COMMUNICATION	L	T	P	C
CORE - XIV				4	-	-
Cognitive Level		K2: Understand K3: Apply K4: Analyze K6: Create				
Course Objectives		<p>The course aims</p> <ul style="list-style-type: none"> <li>To give students an understanding of key issues in sustainable development as a basis for engaging in effective development communication.</li> <li>To provide strong theoretical foundations and experiential learning to meet the existing market demands for trained professionals in participatory development communication processes and programme management.</li> </ul>				

### Unit I: Evolution of Development Communication

Evolution of the theory and practice of development communication – Critical perspectives – characteristics of developing societies, development dichotomies, gap between developed and developing societies – Dominant discourse of development – Communication strategies for empowerment – Development of behaviour, perception, learning, motivation and attitude. Development related concepts of cultural heritage, Cultural determinants of social values, beliefs and behaviour, Regional culture and ethnic identity.

### Unit II: Rights in Indian Society

Right to Information, Human Rights – Social stratification: development implications in rural-urban context – Pluralism and its implications – Conflict and Consensus in Indian Society.

### Unit III: Indian Economy

Changing structure of Indian economy: Role and performance of agriculture – Organized and unorganized sectors – Poverty and Unemployment problems – Liberalization and Globalization – Consumer movements and Environmental movements – Role of government – Foreign investments and Role of multinational corporations – International organizations for development such as World Bank, UNDP, IMF.

### Unit IV: Development Support Communication

Issues in development and development support communication: Population, Health, Agriculture, Education, Communication/media, Industrial, Economic, Science and technology, Environment, National integration, Communalism, Religion and politics, Class and Caste conflict, Gender equality, Minimum needs, Child labour.

### Unit V: Social Change

Gandhian Approach to development. Impact of new communication technology: Quality of life, Access to information, Privacy, Interactive communication, Rich-poor divide, Digital divide, New

World Information and Communication order – Government initiatives, policies and schemes. (Dairy development, rural toilet scheme, cleaning of rivers and pollution, MNREGA, etc.)

### References

1. Srinivas Raj Melkote Communication for Development: Theory and Practice for Empowerment and Social Justice. Sage, New Delhi, 2015.
2. Uma Narula. Development Communication: Theory and Practice. HarAnand Publications, Delhi, 2007.
3. DipanakarSinha. Development Communication. Orient Blackswan Private Limited - New Delhi, 2013.
4. Jan Servaes. Handbook of Communication for Development and Social Change. Springer, Berlin, 2020.
5. Kiran Prasad. Communication for Development: Reinventing Theory and Action. BR Publishing Corporation, New Delhi, 2011.

### Course Outcomes

On the successful completion of the course, students will be able to

**CO1:**Enable the learner to gain knowledge on the origin and evolution of development communication.

**CO2:**Orient students to various dimensions of development and communication for social change.

**CO3:**Help students to understand development for communication that can create social change.

**CO4:**Develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others.

### Mapping of COs with POs &PSOs:

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	S	S	S	S	S	S	M	S	M
CO2	S	M	M	S	S	S	S	S	S	S	M	M
CO3	S	M	M	S	S	S	S	S	S	M	S	S
CO4	S	M	S	S	M	M	M	S	S	M	M	M

Strongly Correlating (S) 3 Marks

Moderately Correlating (M) 2 Marks

Weakly Correlating (W) 1 Marks

No Correlation 0 Marks

COURSE CODE	P21MCT35	ENVIRONMENTAL JOURNALISM	L	T	P	C
CORE – XV			4	-	-	4
Cognitive Level		K1: Remember K2: Understand K3: Apply				
Course Objectives		<p>The course aims to</p> <ul style="list-style-type: none"> <li>raise public awareness about environmental news and issues</li> <li>being ethical, accurate, fair, and clear, whether reporting, investigating, or advocating for change.</li> </ul>				

### Unit 1: Introducing Environmental Journalism

Definition, Origins of Environmental Journalism - Scope of Environment Journalism - Definition and Scope of Environmental Journalism- Characteristics-Functions and Objectives of Environmental Journalism -Processes of Environmental Journalism-Environmental Communication-Emergence of Environmental Journalism- Environmental Journalism in India-

### Unit 2: Social Constructions of Environment

Environmental Advocacy- Organizing for Change -The green politics and globalization - Intergovernmental comities on Environment issues-Tamil Nadu, the cultural meanings of nature, land, water, air, sky and light in Tamil Nadu

### Unit 3: Environmental Media Reporting

Environmental issues on Print, Radio, Television, Digital TV Channels like National Geography, Discovery, Animal planet etc - Prominent Environment Journalists, Editors, Special Issues and supplements, Columns on Environment issues Global and National Magazines on Environment-EcoSystem -Types of Environmental Pollution- Land, air, water and waste management, Environmental awareness through media- Types of stories – investigative and interpretative, Journalism vs. Activism

### Unit 4: Role of Mass Media in Environment Literacy

Sustainable development: Definition and concept -Climate Change – Global Warming, Greenhouse Effect, Ozone Layer -Major environmental movements in India - Origins and characteristics of environmental activism-movements in India History of Environment Revolution -Major environmental movements across the world and India – the Minamata movement, Three Mile Island Anti Nuclear Movement, Silent Valley Movement, Chipko movement, Narmada bachao andolan movement and the KudankulamAnti Nuclear Movement.

### Unit 5: Ethics and Laws for Environment Reporting

Ethics and Laws for Environment Reporting - Environment and SDG issues- Smart City and Environment Issues-Environmental issues and local media- Environmental Writing And Ethical ASSIGNMENT: A Case study of Climate Change- Climate Impacts: Disasters, Displacements & solutions-

**References:**

1. E. Bharucha. Environmental Studies, 2nd edition. UGC, Delhi, 2013.
2. Clark, R. S. Environmental Encyclopaedia- Marine Pollution, Oxford University Press, Oxford, UK. 2001.
3. Acharya, K. & Noronha, F. The Green Pen: Environmental Journalism in India and South Asia, Sage Publication, UK, 2010.
4. Pawar S.N and Patil R.S. Environmental Movements in India: Strategies and Practices, Rawat Publication, Jaipur, 2005
5. Anders Hansen and J Robert Cox. Handbook of Environment and Communication, Routledge, New York, 2015.
6. Kiran Prasad. Communication for Development: Reinventing Theory and Action. BR Publishing Corporation, New Delhi, 2011.

**Course Outcome**

Upon completion of this course, the students will be able to

**CO1:** Report on environmental issues in the context of socio-cultural and socio-economic realms

**CO2:** Define data types relating to the environment (temporal, spatial and auxiliary data)

**CO3:** Define data types relating to the environment (temporal, spatial and auxiliary data)

**CO4:** Key aspects of human environment interactions

**Mapping of COs with POs &PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	M	S	S	S	M	M	M	S	M
CO2	S	M	M	M	S	S	S	M	S	M	M	M
CO3	S	S	M	M	M	M	S	M	S	M	S	M
CO4	M	S	M	S	S	S	S	S	S	M	M	M
CO5	S	M	S	M	M	M	S	M	M	S	S	M

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21MCP33	DOCUMENTARY PRODUCTION	L	T	P	C
CORE – XVI				4	-	-
Cognitive Level		K2: Understand K3: Apply K4: Analyze K6: Create				
Course Objectives		<p>The course ensures that the</p> <ul style="list-style-type: none"> <li>Students will gain an understanding of the skills necessary to produce interesting and creative documentary films.</li> <li>Students will become skilled in executing all aspects of documentary production.</li> <li>Students will experience how to critically analyze contemporary documentary films and will engage in debate over content, style and subject matter.</li> <li>Students will fulfill Loyola Engaged Learning requirement.</li> </ul>				

### Unit I: Overview

Introduction to the course and contentious issues around the documentary form. An overview of the scope of documentary and its impact on society, debates about committed documentary, conceptual documentary and political documentary- importance and need for documentary production- exploring the concept of documentary production- Evolution of Documentary vs making Direct Cinema” in the US in the 1960s

### Unit II: Constructed Images

The documentary impulse and the reaction against ‘constructed’ images: situating documentary film in social sciences- the first moving images: early newsreels: looking at other cultures. Nanook of the North becomes the first recognised documentary-social – political-historical-scientific documentaries- analyzing the differences among various documentaries- style and making.

### Unit III: British vs American Documentaries

The British documentary movement of the 1930s and the American ‘New Deal’ documentarists. Romantic lyricism versus stark information. Germany in the 1930s. National Propaganda and deconstructive analysis .Engaged arts, a promotional film project. Proposal/Treatment/Synopsis writing. Pitching. Observation, visual documentation- various concepts of documenting ideas

### Unit IV: Jean Rouch’s Works

Reflexivity and the work of Jean Rouch as an ethnographic filmmaker. Comparison between ‘Direct Cinema’ and cine-verite in France. The possibility of unmediated observation. “My aim is not to film life as it is, but life as it is provoked.” Jean Rouch- analyzing the documentaries by Jean Rouch- concept- making ideas- innovation- technologies used in documentary production- use of multimedia technologies in documentary production.

**Unit V: Reality or Aesthetic**

How does the injection of the personal/confessional mode affect documentary's 'truth claims'? Is the collapsing of the subject/author divide a way through some of documentary's ethical and aesthetic dilemmas? Formalism, Revolution and the cinematic subversion- National Propaganda and biased ideology in Documentaries- refraction from reality- focussing on the reality vs documenting propaganda

**References**

1. Nicholas George. Film Crew: Fundamentals of Professional Film and Video Production, First Edition, Platinum Eagle Publishing, USA, 2010.
2. Clifford Thurlow. Making Short Films: The Complete Guide from Script to Screen, First Edition, Berg, USA, 2008.
3. Patricia Aufderheide.. Documentary Film: A Very Short Introduction, First Edition, Oxford University Press, UK, 2007

**Course Outcome**

On the successful completion of the course, students will be able to

**CO1:** Critically evaluate, the principle 'modes' of documentary making

**CO2:** Be able to read a documentary text closely and write about how it communicates meaning

**CO3:** Understanding documentary production in its social and historical context

**CO4:** Be conversant with, and sensitive to, current debates about documentary ethics and aesthetics.

**CO5:** Produce their own short film, making informed and creative decisions at every stage of production process.

**Mapping of COs with POs &PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	S	S	S	S	S	S	M	S	M
CO2	S	M	M	S	S	S	S	S	S	S	M	M
CO3	S	M	M	S	S	S	S	S	S	M	S	S
CO4	S	M	S	S	M	M	M	S	S	M	M	M

Strongly Correlating (S) 3 Marks

Moderately Correlating (M) 2 Marks

Weakly Correlating (W) 1 Marks

No Correlation 0 Marks

## SEMESTER IV

COURSE CODE	P21MCE41	PUBLIC RELATIONS	L	T	P	C
<b>ELECTIVE - II</b>			<b>4</b>	-	-	<b>4</b>
<b>Cognitive Level</b>		K2: Understand K3: Apply				
<b>Course Objectives</b>		<p>The course aims</p> <ul style="list-style-type: none"> <li>• To provide basic and emerging concepts and principles in relation to better decision making in the areas of, Public Relations.</li> <li>• To enable the students to integrate various functions with organizational goals and strategies.</li> <li>• To provide hands-on training on planning and production of brand and social campaigns.</li> <li>• To provide skills on various relevant software especially in media planning and production of campaigns</li> </ul>				

### **Unit 1: Understanding Public Relation**

PR –Concepts, Definitions and Theory-Brief History of Public Relations and Emergence of Corporate Communication - The Historical Links-The Evolution of PR- The Pioneers and their Works (Ivy Lee and Edward Burney)-Theoretical Underpinnings in PR – J.M. Grunig’s Model of Symmetrical PR, Organizational Theories, Conflict Theory, Structural-Functional Theory-Understanding Various - Public relation in India

### **Unit 2: Public Relation Process and Practice**

The PR Process- Defining the Problem- Why it is Problem, the Strategy, Media Selection, Feedback and Evaluation; Case Studies -Target Audiences-Public Relations-The Power Structure, Roots of Attitude, Culture, Laws of Public Opinion and Governors of Opinion Change-What Media Expects from PR? Understanding Media Needs/New Value of Information etc.

### **Unit 3 Public Relations Tools**

Tools Techniques -R.A.C.E - Press Release: Importance and need - Media relations -press conference and press tours Communication — Oral Communication- Media relations- Newsletter-Special Events- Speaking Engagements- Sponsorship- Employee relations- Community Relations- Social Media- Communicating with the employees -Communication with Investors - Press Relation & Its Principles - Press Event & organizing -House journal - Annual report- Corporate film - Speech writing, minutes and official memo- - Evaluation- Action And Planning- Communication And Relationship Building

#### **Unit 4: Writing for Public Relations**

Printed Literature, Newsletters, Position Papers/Opinion Papers and White Papers and Blog Crisis Communication -PR's Evolving Role in Business, Government, Politics, NGOs and Industry Associations Media Tracking, PR Angle & Response- The Public Relations Environment-Trends, Consequences, Growth and Power of Public Opinion Political PR, PR vs Spin Sports PR & Entertainment and Celebrity Management Persuasion and - PR Measurements - Campaign Planning in PR.

#### **Unit 5: Research Ethical Issues in Public Relation**

Laws and Ethics in PR - Introduction to PR Awards - Public Relations & Ethics – Public Relations and Law- Legal issues related to public relations - Different laws and code of ethics related to public relation-

PRSI Code of Ethics- Global Protocol on Ethics in Public Relations- Careers in Public Relations- Professional Development

#### **Reference:**

1. Amy Rosenberg, A Modern Guide to Public Relations: Unveiling the Mystery of PR: Including: Content Marketing, SEO, Social Media &PR Best Practices, Veracity, Winston, Winston, NC, USA, 2021
2. A. Wingelton, The PR Master class: How to develop a public relations strategy, Wiley, UK, 2014
3. Ronald D. Smith (2020). Strategic Planning for Public Relations, 6th edition, Routledge, London, UK.
4. Cutlip, Scott M, Center, Allen. H, & Broom, Glen. M. (1985). Effective Public Relations, 6th Edition. Pearson Prentice Hall, New Jersey.
5. Broom, G., &Sha, B-L. (2013) Cutlip and Center's Effective Public Relations (11th edition). New York: Pearson.

#### **Youtubeand URL Links**

<https://youtu.be/1NmMT3tH9-k>

<https://youtu.be/n8amgH38-KM?t=4>

<https://youtu.be/fmDZRQ0ngOo>

#### **Course Outcome**

Upon completion of this course, the students will be able to

**CO1:** Role of the PRO with the qualities and duties, PR in Public and Private Sector

**CO2:** Various PR tools, Corporate PR, planning, data collection and editing principles for house journal,

**CO3:** PR as a management function, PR institutions

**CO4:** PR and new technology





COURSE CODE	P21MCE41	INTERCULTURAL COMMUNICATION	L	T	P	C
ELECTIVE - II			4	-	-	4
Cognitive Level		K2: Understand K3: Apply				
Course Objectives		<p>The course will</p> <ul style="list-style-type: none"> <li>• will expose students to the role of mass media in a global context</li> <li>• will introduce the students to international/transnational media organizations.</li> <li>• will help understand the debate on new world information and communication order; and look at globalization and its outcomes in developing nations.</li> <li>• Will help students to analyze and explain the role of international communication in a global society.</li> <li>• will be able apply communication to the solution of global problems.</li> <li>•</li> </ul>				

### Unit 1: International and Intercultural Communication

Introduction International intercultural communication and helped them understand how it significant in the contemporary world. International Communication - Introduction Intercultural Communication - Introduction - Need of International and Intercultural Communication in contemporary world.

### Unit 2: Understanding International Communication

Historical development of International communication. Different dimensions of International communication and imbalance flow of news content. Meaning and historical overview of International Communication. Political, Economic and Cultural Dimensions of International Communication –Imbalance in International flow of news and McBride Commission's Report.

### Unit 3: International/Transnational Organizations

News agencies national and international, international ethics and communication technology. News Agencies – Evolution and Functions - Non-Aligned News Agencies Pool (NANAP) - operations, success and failure. New International Information and Economic order Demand for NWICO. International ethics and communication technology

### Unit 4: Global Media

Global media and its relation to political identity, image of the world, world wide web, news agencies. Global Media and Politics of Identity - Global Media Coverage: Images of the World 22

**Unit 5: Global Media: News Agencies and Organisations**

Impact of the World Wide Web in breaking down boundaries and barriers. Practical assignment: paper presentation, analysis and discussions, communication skill development.

**References:**

1. Geert Hofstede, Gert Jan Hofstede, Michael Minkov. Cultures and Organizations: Software of the Mind, Third Edition. McGraw-Hill, NY, 2010
2. Judith N. Martin, Thomas K. Nakayama. Intercultural Communication in Contexts. McGraw-Hill, NY, 2019.
3. Judith N. Martin, Thomas K. Nakayama, Lisa A. Flores. Readings in Intercultural Communication: Experiences and Contexts. McGraw-Hill, NY, 2001.
4. Guido Rings, Sebastian Rasinger. The Cambridge Handbook of Intercultural Communication (Cambridge Handbooks in Language and Linguistics. Cambridge University Press, Cambridge, 2020.
5. William B. Gudykunst. Cross-Cultural and Intercultural Communication. Sage, NY, 2003

**Course Outcome**

Upon completion of this course, the students will be able to

**CO1:** Intercultural Communication Need in the contemporary world

**CO2:** Understanding International Communication.

**CO3:** Role and functions of News agencies and Organisations

**CO4:** Writing and Presenting the international cultural content.

**Mapping of COs with POs &PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	S	S	S	S	S	S	M	S	M
CO2	S	M	M	S	S	S	S	S	S	S	M	M
CO3	S	M	M	S	S	S	S	S	S	M	S	S
CO4	S	M	S	S	M	M	M	S	S	M	M	M

Strongly Correlating (S) 3 Marks

Moderately Correlating (M) 2 Marks

Weakly Correlating (W) 1 Marks

No Correlation 0 Marks

COURSE CODE	P21MCE41	FOLK MEDIA			
ELECTIVE - II		L	T	P	C
		4	-	-	4
<b>Cognitive Level</b>	K2: Understand K3: Apply				
<b>Course Objectives</b>	<p>The course aims</p> <ul style="list-style-type: none"> <li>To introduce oral traditions and Folk Media in the context of India and it's use in the scenario of globalization to communicate.</li> <li>To understand how our folk media are concern about societal issues. Students learning outcome:</li> <li>The course will equip students with knowledge of oral traditions in India.</li> <li>They will learn about the importance of folk media even in present time though it is a kind of traditional media.</li> <li>Students will come to know how folk media is using digital ways to communicate their issues.</li> </ul>				

### Unit 1: Growth and development of Folk Media

Introduction of traditional media- use and importance, Meaning of Culture, Tradition, Origin and Meaning of the concept 'folk media', Characteristics of folk media, relevance of folk media in modern society, historical background of folk media study. Significance of folk media to communication our social issues.

### Unit 2: Folk Media & its Forms

Classification of folk media forms- folk theatre, folk songs, folk dance, folk games, folk tales, folk proverbs and idioms. Different Folk Media in India: Puppet Show, Jatra, Street Play, Tamasha, Kirtan. Oral tradition, Various dances, theatre forms and music from various states of India and significance in the life of folks. Types of folk media: Dance, theatre & music

### Unit 3: Various Aspects of Folk Media

Use of folk art forms for meaningful communication, Use of folk media in cinema, television, internet and advertising, impact of mass media on folk media, possibility of communicating development messages through folk theatre, folksongs and folk dances. Different aspects related to folk communication so that they could understand the existence of folk media in digital era. Merits & demerits of folk media, Influence of modern media (radio & TV) on folk media, role of folk media in social communication

#### **Unit 4: Popular Folk Arts**

Popular folk arts in Karnataka and their use in development communication: GeeGee, Yakshagana, Bayalata, Harikatha, Puppetry Chowdike, Dollukunitha, Veeragase, Bhootharadane, Nagaradane, Somanakunitha, Kamsale, Poojakunitha, Karaga. Popular folk arts of India- Burrakatha, Kathakali, Villupattu, Tamasha, Jatra, Bhangra.

#### **Unit 5: Folk Media and Societal Concerns**

Use of folk media in various social issues and how audio-visual and other modern media are using folk form to communicate their messages. Study of various campaigns using Folk Media Integrated use of folk media and mass media, role of government agencies like DFP, Song and Drama Division, Department of Information and Public Relations in use of folk media, Karnataka Janapada Academy, Karnataka

Yakshagana and Bayalata Academy, Some prominent folk artists-Habib Tanveer, Shivaram Karanth, Keremane Shambhu Hegade, Uppinakudru Kogga Kamath, H.L. Nagegowda, problems and prospect of folk artists.

#### **References:**

1. Gupta, V.S. Communication and Development. Concept Publication Company, New Delhi, 2000.
2. Ranganath, H.K. (2000). Live Media for Development Communication. RRC, Udupi, 2000.
3. Vatsyayan, Kapila (2007). Traditional Indian theatre. National Book Trust, New Delhi, 2007.
4. Vijaya, N. The role of traditional folk media in rural India. Gian Publishing House, Delhi, 1988.
5. Ramesh, S.C. (ed). (2011). Dakshinabharathiyajanapadakosha. Prasara, Kannada University, Hampi, 2011.

#### **Course Outcome**

Upon completion of this course, the students will be able to

**CO1:** The students learn the notion of oral traditions and folk media in India

**CO2:** The students learn the various dances, theatre forms and music from various states of India.

**CO3:** Students learn the various aspects related to folk communication so that they could understand the existence of folk media in digital era.

**CO4:** The students learn the use of folk media in various social issues.

**Mapping of COs with POs &PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	S	S	S	S	S	S	M	S	M
CO2	S	M	M	S	S	S	S	S	S	S	M	M
CO3	S	M	M	S	S	S	S	S	S	M	S	S
CO4	S	M	S	S	M	M	M	S	S	M	M	M

Strongly Correlating (S)	3 Marks
Moderately Correlating (M)	2 Marks
Weakly Correlating (W)	1 Marks
No Correlation	0 Marks

COURSE CODE	P21MCE42	INFORMATION AND COMMUNICATION TECHNOLOGY	L	T	P	C
ELECTIVE – III				4	-	-
Cognitive Level		K2: Understand K3: Apply K4: Analyze				
Course Objectives		The course aims to <ul style="list-style-type: none"> <li>provide an overall view and enhance the computer and communication skills</li> <li>cope with emerging Information and communication Technology</li> </ul>				

### Unit 1: Emergence to ICT

Emergence of information communication technologies (ICT). Digital Technology. Invention and spread of computer and Internet. Computer parts and memory systems. Data storage devices: CD, DVD, Blue Ray, Servers.

### Unit: 2 Introduction to ICT

Origin of ICT , What is ICT? (Information and communication Technology), History of CT, Values framework, Access and use of ICT, Application areas, Sectorial and thematic applications, ICT in education, ICT in livelihood, ICT in agriculture, ICT in healthcare, ICT in other sectors Mobile technologies, using internet data through mobile phones, using mobile phones in education, using mobile phones in shopping, Telephony and development opportunities, Sustainability and scalability, Inclusive innovation, Impact assessment , Criticisms and challenges.

### Unit: 3: ICT and Media

Computer language and operating system. Internet content, Information superhighway, browsing, blogging and social networking. Impact of digital, network, satellite technologies on radio, television, advertising, telecommunication and cinema. DBS, ITV, IPTV, LCD/LED/ HDTV, ELD. Virtual reality. Television, education television, advertisements and shopping, television programmes and development issues, live programmes, Live programmes for children, for youth, for disables, Reality shows and development , body language , News and latest issues

### Unit 4: ICT and Globalization

Convergence, interactivity. Theories of information society, knowledge society. Media symbiosis and fragmentation. E-governance, New media and globalization, digital divide. SMART class system in school education, computers in class rooms, drawing and playing with computers, Internet and children, visualized class for all syllabus, practical and experimental classes, Online games, online shopping, cyber journalism. 1988 Reporting and editing for web journalism, DTP/El publishing. New media and ethics. BLOGs, Twitter, Facebook, Whatsapp, e-learning, e-

newspapers, purchase using debit and credit cards, cyber- crimes, development issues with ICT, Software Applications: Corel Draw, Photo Shop, Flash, PageMaker, Quark Express, In Design, HTML, MS Windows, Etc.

### References

1. Bangia, Ramash. Learning Page Maker 7.0. New Delhi: Kanna Book Publ.Co. Pvt Ltd, 2002.
2. Bauer & Foster. Using Adobe Photoshop 7. Indianapolis: Que Publ., 2003
3. Craig, Richard. Online journalism: reporting, writing and editing for new media. Belmont:Thomson/Wadsworth, 2004
4. Gitelman, Lisa, and Geoffrey B. Pingree. New media. Cambridge: MIT Press, 2003
5. Ifrah, Georges. The universal history of computer. New York: Wiley, 2002.
6. Mark Hansen. New media in critical terms for media studies. Ed. W.J.T. Mitchell and Mark B.N. Hansen, Chicago: The University of Chicago Press, 2010
7. Srivastava, Chetan. Fundamentals of information technology. New Delhi: Kalyani Publishers, 2003

### Course Outcome

Upon completion of this course, the students will be able to

**CO1:** List out Communication Theories and Models

**CO2:** Explain information Flow and Technology

**CO3:** Report on Information and Database Management System

**CO4:** Digital Marketing and New technology

### Mapping of COs with POs &PSOs:

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	S	S	S	S	S	S	M	S	M
CO2	S	M	M	S	S	S	S	S	S	S	M	M
CO3	S	M	M	S	S	S	S	S	S	M	S	S
CO4	S	M	S	S	M	M	M	S	S	M	M	M

Strongly Correlating (S) 3 Marks

Moderately Correlating (M) 2 Marks

Weakly Correlating (W) 1 Marks

No Correlation 0 Marks



COURSE CODE	P21MCE42	SPORTS JOURNALISM	L	T	P	C
ELECTIVE – III				4	-	-
Cognitive Level		K2- Understanding K3- Applying K5- Creating & Evaluating				
Course Objectives		<p>The course aims to</p> <ul style="list-style-type: none"> <li>To help students understand of evolution of Sport journalism, Sport social issues and major Sport movement in India and other countries.</li> <li>To sensitize students about the intricacies concerning Sport coverage in the media</li> </ul>				

### Unit 1 Need for Sports Coverage

Sports – its growing popularity – Sports policies of the Government in India—Role of the State Governments--sports in educational curriculum --Sports Authority of India – objectives and contribution — organizational structure of Indian sports-- Corporatization of sports –sponsorship – ethical issues-- Indian experience.

### Unit 2 Introduction to Sports Journalism

Origin, history Rules and regulations of different games and sports – football, cricket, tennis, table tennis, badminton ball, volley, hooky, archery etc. – officials of different games and their standards - Major international sports events--Olympics, Asiad, Commonwealth games, SARC games, World Cup Soccer, World Cup Crickets, Wimbledon etc.—India and international sports events--Major Sports Events in India-- Outstanding sports personalities in India and abroad --- Rural and tribal sports- history, social and political impact - Organisation of sports departments and sports journalists - The sports editor

### Unit 3: Sports Reporting

Why send a reporter – the purpose of sports reporting - The reporter’s notebook - Previews - Running reports. Considered reports - Delayed reports - Inquest pieces - Sources - Contacts and contacts books - Official information – press releases and press conferences. Sponsors - Wire and news agencies - Other media - Sports and other websites. Sports reporting and the public. The role of the audience - Traditional approaches – role of vox pops - Modern approaches blogs, UGC and texts. What is a sports feature? - Finding the peg or angle - Profiles - Opinions - Columns - Editorial - Participation features

### Unit 4 History of Sports Journalism and its Social Impact

Media influence on sport - Sport’s influence on the media - The first sports page - Sport in radio - Sport on television - Globalisation - Digitisation - Tabloidization - Great sports writers - Sports

Coverage in Print - Writing the intro - The five W's - News story structure - Writing style - Headlines, crossheads and body copy - NIBs – sports news in brief - Sport in Vision - Role of stills photography - The role of the stills photographer - Use of graphics - Copyright - Image rights

### **Unit 5: Development of Sports Journalism**

Development of sports journalism with special reference to India – print media, radio, TV, digital media etc -- Sports photography in magazines. Sports magazines and their importance, fields and degree of specialization required- role and importance in popularizing sports. Sports department in popular dailies-- sports editor – reporter – sub editor – sports page – special pages – sports column –Sports coverage by radio -- sports reporting for radio—techniques - radio's contribution to popularization of sports. Management of Sports and its modern formats; Sports coverage by TV -- preparing television programmes on sports - Sports TV channels and their impact; Sports presenter and their specific requirements. Sports Regulatory authorities, international sport Agencies, Online sport Websites

#### **Reference:**

1. Hill, Christopher, R.: Olympic Politics, Athens to Atlanta Manchester and New York. (1896 – 1996),
2. John Sugden and Alan Tomlinson, FIFA and the contest for World Football, London, 1998.
3. John Woodcock, The Times, One Hundred Greatest Cricketers, London, 1998.
4. Jonathan Rice, Start of Play (The Curious Origins of our Favorite Sports, London, 1998.
5. Mathur ,The Encyclopaedia of Indian Cricket.
6. Morehead, Albert H.E. and Mott Smith, Geoffrey, Hoyle's Rules of the Games, London, 1946.
7. Rueben Fine (ed), The World's Greatest chess Games. London,. 12. SrinivasRao, Sports Journalism 1951

#### **Course Outcome**

Upon completion of this course, the students will be able to

**CO1:** Introduce the concept of Sport journalism.

**CO2:**Enable the students to understand the role of media on Sport issues

**CO3:**Appraise the students on the social issues and the challenges present in the environment.

**CO4:**Formalize the students to the significance of the Sport journalism and the role played by the media.

**Mapping of COs with POs &PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	M	M	S	S	S	S	S	S	M	S	M
CO2	S	M	M	S	S	S	S	S	S	S	M	M
CO3	S	M	M	S	S	S	S	S	S	M	S	S
CO4	S	M	S	S	M	M	M	S	S	M	M	M

Strongly Correlating (S)

3 Marks

Moderately Correlating (M)

2 Marks

Weakly Correlating (W)

1 Marks

No Correlation

0 Marks

COURSE CODE	P21MCE42	MEDIA WRITING			
ELECTIVE – III		L	T	P	C
		4	-	-	4
<b>Cognitive Level</b>		K2-Understanding K3 – Applying K5 – Creating & Evaluating.			
<b>Course Objectives</b>		<p>The course aims to</p> <ul style="list-style-type: none"> <li>➤ The student will develop basic critical and analytical media writing skills and learn to effectively structure messages for a specific audience.</li> <li>➤ The student will understand the similarities and differences among all forms of media writing.</li> <li>➤ The student will recognize, critique, and produce writing that delivers accurate, clear and concise information to a mass audience.</li> <li>➤ The student will learn Associated Press style and use it correctly when writing media messages.</li> <li>➤ The student will develop interviewing and researching skills that will enable them to gather</li> </ul>			

### Unit 1: Need for Media Writing

Introduction, Definitions and AP style introduction. Ungraded AP style quiz (taken online during class). Jobs in journalism and professional communication - survey Different story forms: magazine, blogs, newspapers, long-form and visually driven. How we got here: The briefest of histories of American journalism. Writing about your community for your community. The different options to publish your stories. Hard news stories. Local event coverage– News story from local government;

### Unit 2: Magazine Writing

Magazine writing – an introduction. Topic, outline, sources and a backup topic for your final project Ethics and practice. Magazine-style feature story Editorials and columns.

### Unit 3: Writing for the Web

Writing for the web. Working with editors and collaborating with other writers. Modern-day issues: anonymous sources; censorship in schools and government; publicly traded media companies. Alternative media and the dissident press. Web PR story on your town. Blogging, Public relations and corporate writing – an introduction. Public relations and corporate writing. Making yourself a brand

**Unit 4: Copy Writing**

Copy Writer- Role of copywriter, Different types of copy, such as articles, web pages, company Newsletters and Reports. Editing and Proofreading, strategic decision Making

**Unit 5: Writing for Advertisements**

Writing for Advertisements- Use short sentences, use different sentence structures, re-Read and Rewrite as necessary, Copy writing.

**References:**

1. Andrew Bonime. Writing for New Media: The Essential Guide to Writing for Interactive Media, CD-ROMs, and the Web. John Wiley, London, UK, 1997.
2. R. Choudhary. Media Writing. Centrum Press, New Delhi, 2010.
3. Hassan, Seema. Mass communication Principles and Concepts (second edition) CBS Publishers and Distributers, 2013.
4. Vincent Filak. Exercises in Media Writing, CQ Press, Sage, London, 2018.
5. Robert L. Hilliard. Writing for Television, Radio, and New Media. Taxman Publications, New Delhi, 2014.

**YoutubeAnd URL Links**

<https://youtu.be/78Z2zrakYGA?t=8>

**Course Outcome**

Upon completion of this course, the students will be able to

**CO1:** The student will understand what communication professionals do and the relationship between academic theory and professional practice.

**CO2:** The student will demonstrate critical thinking skills when generating, consuming, and evaluating messages in relevant communication contexts

**CO3:** The student will create written messages demonstrating command of relevant communication constructs and industry/professional standards.

**CO4:** Formalize the students to the significance of the writing and the role played by the media.

**CO5:** To understand the various writing styles

**Mapping of COs with POs &PSOs:**

CO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5



## VALUE ADDED COURSE

COURSE CODE	P21MCV11	DIGITAL PHOTOGRAPHY	L	T	P	C
<b>SEMESTER -I</b>			<b>30</b>			<b>2</b>
<b>Cognitive Level</b>		K2: Understand K3: Apply K4: Analyze K6: Create				
<b>Core Competencies</b>		The course aims <ul style="list-style-type: none"> <li>• Take pictures using a digital camera.</li> <li>• Transfer pictures to a computer and take prints</li> </ul>				

### **Unit I: Digital camera an introduction**

Digital camera an introduction: lens, view finder, shutter, focus, dismantling-mantling lens, flash, tripod, mounting the camera on tripod. Taking a picture: framing, composition, zoom, connecting flash unit, picture preview, copying the image- SD card- computer

### **Unit II: Genres and Techniques**

Discussion of portrait genres and lighting techniques (studio, natural) Review aperture, shutter speed, ISO night photography and low light shooting. Tripod functions and operations.

### **Unit III: Camera Essentials**

External Flash units, Shutter speed & aperture setting according to conditions, Frame setting & composing, White balance settings, Red eye reduction

### **Unit IV: Photo-editing Basics**

Introduction to Photoshop Covering the basics of editing, fixing blemishes, color correcting, and selective edits

### **Unit V: Photo editing and color grading**

Working in class to ready images for final output. Web vs. print. Color space conversion. Upload and order final products.

**Reference Books**

1. Scott Kelby, (2013). The Digital Photography Part-I (Second Edition), Peachpit Press, USA, 2013
2. Brayan Peterson, (2016). Understanding Exposure Fourth Edition How to Shoot Great Photographs with any Camera, Amphoto Books, USA, 2016
3. Brain Black, (2013). DSLR Photography for Beginners, Fireside Book, New York, 2013

**Course Outcomes**

Upon completion of this course, the students will be able to

**CO 1:** Identify different parts, controls and accessories of a digital camera

**CO 2:** Set camera to take pictures in Indoor Lighting

**CO 3:** Types, functions and uses of Composition

**CO 4:** Setting up digital camera,

**CO 5:** Using digital camera take pictures on different Lighting Situations

**Mapping of COs with POs &PSOs:**

CO	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	
CO1	S	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	M	M	M	M	S	S	S	S	S	S	S
CO3	S	S	S	S	M	M	M	S	S	S	S	S	S
CO4	S	S	M	S	M	M	M	M	S	M	S	M	M
CO5													

Strongly Correlating (S) 3 Marks

Moderately Correlating (M) 2 Marks

Weakly Correlating (W) 1 Marks

No Correlation 0 Marks



COURSE CODE	P21MCV42	ART DIRECTION AND DRAMATIC PERFORMANCE	L	T	P	C
SEMESTER -IV			30			2
Cognitive Level	K2: Understand K3: Apply K4: Analyze K6: Create					
Core Competencies	<p>The course aims</p> <ul style="list-style-type: none"> <li>To gain knowledge in handling camera to convey ideas, thoughts and news</li> <li>To prepare the photojournalist student to have a career in press photography</li> <li>To gain expertise in all aspects of photography.</li> </ul>					

**Unit I: Art and Drama**

Introduction to art and drama – Actor auditioning – Concentration – Self-discipline – Imagination – Self-discovery

**Unit II: Dramatic Performance**

Practice in monologue - Training in articulation of emotion through dramatic speech – Voice modulation – Breath control

**Unit III: Designing**

Designing sets and props – making follies – costume designing

**Unit IV: Expressions**

Developing dramatic facial expressions and body language – Articulating narrative through body movements – Building up a repertoire of gestures

**Unit V: Theatre**

Building up units of action to create a theatrical ensemble – plotting movements of different characters within a sense

**References**

1. Renee Emuah. (2019). Acting for Real: Drama Therapy Process, Technique, and Performance. Routledge, London, UK.
2. Christopher Innes, Maria Shevtsova. The Cambridge Introduction To Theatre Directing. Cambridge University Press, Cambridge, 2016.
3. AvraSidiropoulou. Directions for Directing: Theatre and Method. Routledge, UK, 2019.

4. Lenore DeKoven. Changing Direction: A Practical Approach to Directing Actors in Film and Theatre, second edition. Routledge, UK, 2018.

### Course Outcome

Upon completion of this course, the students will be able to

**CO1:** introduce students to the basics of Acting

**CO2:** inculcate the skill of Voice Modulation

**CO3:** acquaint them with important aspects of the process of Facial Expression and Body Language

**CO4:** develop the knowledge of skills of Plot Movements

**CO5:** enhance understanding of the technical terms and theories

### Mapping of COs with POs &PSOs:

CO	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	
CO1	S	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	M	M	M	M	S	S	S	S	S	S	S
CO3	S	S	S	S	M	M	M	S	S	S	S	S	S
CO4	S	S	M	S	M	M	M	M	S	M	S	M	M
CO5	S	S	M	M	M	M	M	M	S	M	S	M	M

Strongly Correlating (S)	3 Marks
Moderately Correlating (M)	2 Marks
Weakly Correlating (W)	1 Marks
No Correlation	0 Marks

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