DEPARTMENT OF MEDIA SCIENCES

ANNA UNIVERSITY, CHENNAI

VISION OF THE DEPARTMENT

- To offer quality media studies and research, using state-of-the-art images for building an inter-disciplinary knowledge base, so as to contribute to development and democracy.

- To produce creative and technically apt professionals for the media industry.

- The theoretical and practical media courses taught in the PG programme will improve, explore, innovate and implement core media techniques by "learn by doing" philosophy.

- The PG programme will continue to prepare students for professional and personal success in today's exciting and innovative media landscape.

MISSION OF THE DEPARTMENT

- To create an enabling environment to nurture ideas, freedom of expression, creativity and scholarship, and develop leaders in the arena of media and mass communication.

- The mission of the PG programme is to excel in media education on fundamental media concepts, values and skills in various platforms that focus on problem solving, critical thinking, innovation and communications.

- To promote the understanding of ethical and legal implication of all forms of media and the importance of cultural and intellectual diversity, techno-savvy, civic engagement and social responsibility in preparing the students for leadership role in media industry.

- To enable students to understand the role of media in nation building.

- To instill a sense by creating and innovation among journal minds for better societal contribution.

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ANNA UNIVERSITY, CHENNAIUNIVERSITY DEPARTMENTS

M. Sc. ELECTRONIC MEDIA (5 YEARS INTEGRATED)

REGULATIONS – 2023
CHOICE BASED CREDIT SYSTEM

I TO X SEMESTERS CURRICULA & SYLLABI

1. PROGRAMME EDUCATIONAL OBJECTIVES (PEOs):

I.	To produce multi-skilled media content producers for ever changing media landscape.
II.	Learn a broad range of digital media skills, concepts, terminologies, formats, trends, and infrastructure requirements.
III.	Find gainful employment in media and entertainment industry
IV.	Get elevated to managerial position and lead the organization completely.
V.	Become a media entrepreneur and own successful media outlets.

2. PROGRAMME OUTCOMES (POs):

PO's	Programme Outcomes
1	An ability to independently carry out research/investigation anddevelopment work to solve societal problems.
2	An ability to write and present a substantial technical report/document.
3	Students should be able to demonstrate a degree of mastery over the area as per the specialization of the program. The mastery should be at alevel higher than the requirements in the appropriate bachelor program.
4	Students should be able to learn and apply various creative techniques &critical thinking methods in media production and problem solving.
5	Students will be able to learn necessary skills required to produce variousaspects of media content such as scripting, writing, direction, cinematography, graphics, animation etc. for different mediums.
6	Students will gain understanding of public policies and issues to pursuesuccessful media interventions. This will help the students to learn various media techniques and groom themselves as responsible mediaperson.

3. PEO/PO Mapping

Programme Educational Objectives	Programme Outcomes					
	PO1	PO2	PO3	PO4	PO5	PO6
PEO 1	2	3	3	3	3	3
PEO 2	2	2	3	3	3	3
PEO 3	3	1	2	3	3	3
PEO 4	2	1	2	3	3	3
PEO 5	2	2	2	3	3	3

PROGRAM ARTICULATION MATRIX OF M.Sc. Electronic Media (5yrs Integrated)

		Course Title	PO1	PO2	PO3	PO4	PO5	PO6
YEAR 1	SEMESTER 1	English for Media – I	2	-	1	1.75	2	1.5
		Audiography	3	3	2	2	2.3	2
		Development of Media	1.8	1.75	2	1.6	1.8	1.6
		Introduction to Communication	1.8	1.75	1	2	1	1.6
		Principles of Journalism	-	2.5	2	-	1.7	2
		English Lab – I	-	-	-	2	2	1.3
		Drawing lab - I	3	-	1	3	2	1.5
		Visual Design lab	1	1.5	1	2	3	3
		Media Aesthetics Lab	2	1	3	1	3	2
	SEMESTER 2	English for Media – II	1.5	-	-	2	2.4	1.6
		Critical thinking and Creativity	3	3.5	2	1.5	2.5	2
		Political Communication	3	2	2	2	2.5	2
		Photography	1.8	1.75	2	2	1.8	1.6
		Radio Programme Production	2.6	3	3	2.8	2.5	2.5
		English lab – II	-	2	-	3	3	1
		Drawing lab – II	3	-	1	3	2	1.5
		Photography lab	2	2	2.5	3	2.6	3
		Radio Programme production lab	2	3	3	3	2.6	3
YEAR 2	SEMESTER 3	Script Writing	2.6	3	3	2.8	2.5	2
		Media Culture and Society	1.8	1.75	2	1.6	1.8	1.6
		News Reporting	-	2	-	2	2	1.7
		Python Programming	2	3	1	2	3	2.5
		Video Production	1	-	1	2	3	3
		News Writing Lab	2	2	-	2	-	3
		Python Programming Lab	1	1.5	1	2	3	3
		Video Production Lab	2	1	3	1	3	2
	SEMESTER 4	Environment and Media	1.8	1.75	2	1.6	1.8	1.6
		Advertising	3	2	2	2	2.5	2
		Multimedia Journalism	2	2	-	2	2	2
		Principles of Animation	2	3	1	2	3	2.5
		Video Editing	2	2	3	2.6	3	1
		2D Animation Lab	2	2	3	2.5	-	-
		Advertising Lab	2.5	3	2.3	2.5	3	2
		Video Editing lab	2	1	3	1	3	2
YEAR 3	SEMESTER 5	Public Relations	3	-	2.5	-	-	-
		Media Laws and Ethics	2.2	1.2	3	-	-	3
		Film Studies	3	-	2.5	-	-	2
		Multimedia Content Creation	2.5	3	2	2.5	-	3
		User Interface and Experience Design	3	2	-	2	2.3	2
		Film Appreciation lab	1.3	1.5	1	3	2.5	3
		Multimedia Content Creation Lab	2	-	2	2.5	-	-
		User Interface and Experience Design Lab	3	-	1	3	2	1.5
		Introduction to 3D Animation Lab	3	-	1.5	2.3	2	1.5

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Year	Semester	Course						
	SEMESTER 6	Communication for Social Change	2.6	2	2	1	1	1.6
		Digital Marketing Communication	3	-	2.5	-	-	-
		Previsualization Techniques	2.5	3	2	2.5	-	3
		Web Development	-	2	3	2.3	3	-
		Documentary Production lab	3	-	1	3	2	1.5
		Visual Effects Lab	3	-	1	3	2	1.5
		Web Development Lab	3	-	1	3	2	1.5
		Portfolio and Presentation skills	2.5	3	2	-	-	3
YEAR 4	SEMESTER 7	Internship	1.66	1.66	1	3	2	2.33
	SEMESTER 8	Communication Theories	1.8	1.75	2	2	1.8	1.6
		Media Psychology	2.2	-	3	-	-	3
		E-Content	3	2	-	2	2.3	2
		Game Design and Development	2.5	2	2	2.5	2	-
		E-Content Lab	3	-	1	3	2	1.5
		Game design and development lab	2	3	3	3	2.6	3
		Motion graphics lab	3	-	1	3	2	1.5
YEAR 5	SEMESTER 9	Communication Research Methods	2	2	1.5	3	-	-
		Content Writing	1.8	2	2	2	1.8	1.6
		Statistics and Data Visualization Techniques	2	2	1	1.7	1	2
		Mini Project	2	2	1.5	-	-	-
	SEMESTER 10	Artificial Intelligence for Media	3	3	2	2	2.3	2
		Media Entrepreneurship	3	-	2.5	-	-	-
		Project Work	3	2.66	1.5	1	1	2
PROFESSIONAL ELECTIVES		Art direction and production design	3	3	2	2	2.3	2
		Big Data Analytics	2.5	2.5	2.5	2	2	-
		Brand Management	2.5	2.5	2.5	2	-	2
		Business Communication	2.5	2.5	2.5	-	-	2
		Climate Journalism	2.5	2.5	2	2	-	2
		Community Media	3	2	2	2	2.5	2
		Compering Techniques	3	2	2	2	2.5	2
		Conflict and Peace Journalism	3	2	2	2	2.5	-
		Copywriting	3	1	2.5	2.5	3	2
		Corporate Social Responsibility	3	2	2	2	2.5	-

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Crisis Communication	3	2	2	2	2.5	2
Critical Issues in Media	1	-	1.5	2	2	1.75
Cyber Laws	3	3	2	2	2.3	2
Digital Advertising	-	2.5	2	-	1.7	2
Health Communication	2.5	2.5	2	2	-	-
ICT for Development	3	2	-	2	2.3	2
Media Activism and Advocacy	3	3	2	2	2.3	2
Media and Disaster Management	3	3	2	2	2.3	2
Media and Sustainable Development	3	3	2	2	2.3	2
Media and Women	2.2	-	3	-	-	3
Media Practices in Resettlement	3	3	2	2	2.3	2
Online Journalism	3	2	1.5	-	-	-
Operations Research for Media	2	2	1	1.7	1	2
Science Communication	2.5	2.5	3	3	3	-
Social Media	3	3	2	2	2.3	2
Statistics for Media Research	2	2	1	1.7	1	2
Visual Literacy	2	3	1	2	3	2.5
3D Game Development	-	2	3	2.3	3	3
Advanced Web Technologies	-	2	3	2.3	3	-
Business Journalism	2.5	2	2	2.5	3	2
Character Animation	2.5	2	2	2.5	-	2
Data Journalism	2.5	3	2.3	2.5	3	2
Database Management Systems	2.5	3	2.3	-	3	-
Development Reporting	3	-	2.5	2.5	3	2
Digital Story Telling	1	2	2.5	2.5	3	2
Educational Content Development	-	3	-	2	3	2
Electronics for Radio and Television	3	3	2	2	2.3	2
Integrated Marketing Communication	3	2	2	2	2.5	2
Investigative Reporting	-	2	-	1.75	-	2
Media Commercials	3	-	2.5	-	-	-
Media Soaps and Society	2	2	-	2	2	2
Mobile Application Development	2	3	1	2	3	2.5
Presentation Techniques	2.5	2.5	2.5	3	3	-
Sports Journalism	-	3	2	1	3	1.5
Tamil Journalism	2.5	3	2	2	3	2
Virtual and Augmented Reality	2	-	3	3	3	2
3D Game Development Lab	1	1.5	1	2	3	3
Advanced Web Technologies Lab	-	2	3	2.3	3	-
Business Journalism Lab	2.5	2	2	2.5	3	2
Character Animation Lab	2	-	3	3	3	-

		Data Journalism Lab	2.5	3	2.3	2.5	3	2
		Database Management Systems Lab	2	3	2	2	-	2
		Development Reporting Lab	3	1	2.5	2.5	3	2
		Digital Story Telling Lab	3	-	2.5	-	-	-
		Educational Content Development Lab	2.3	2	1.75	2.5	3	2.3
		Electronics for Radio and Television Lab	3	-	2	2	3	2
		Integrated Marketing Communication Lab	3	3	3	2	2.5	3
		Investigative Reporting Lab	-	2	-	1.5	-	2
		Media Commercials Lab	3	3	1.5	-	2	2
		Media Soaps and Society Lab	2	2	-	2	2	2
		Mobile Application Development Lab	2	3	1	-	3	2
		Presentation Techniques Lab	1.5	3	3	2	2	2.5
		Sports Journalism Lab	1	-	3	-	2	-
		Tamil Journalism Lab	2	3	2	2	-	2
		Virtual and Augmented Reality Lab	2	-	3	3	3	-

PROGRESS THROUGH KNOWLEDGE

PROGRESS THROUGH KNOWLEDGE

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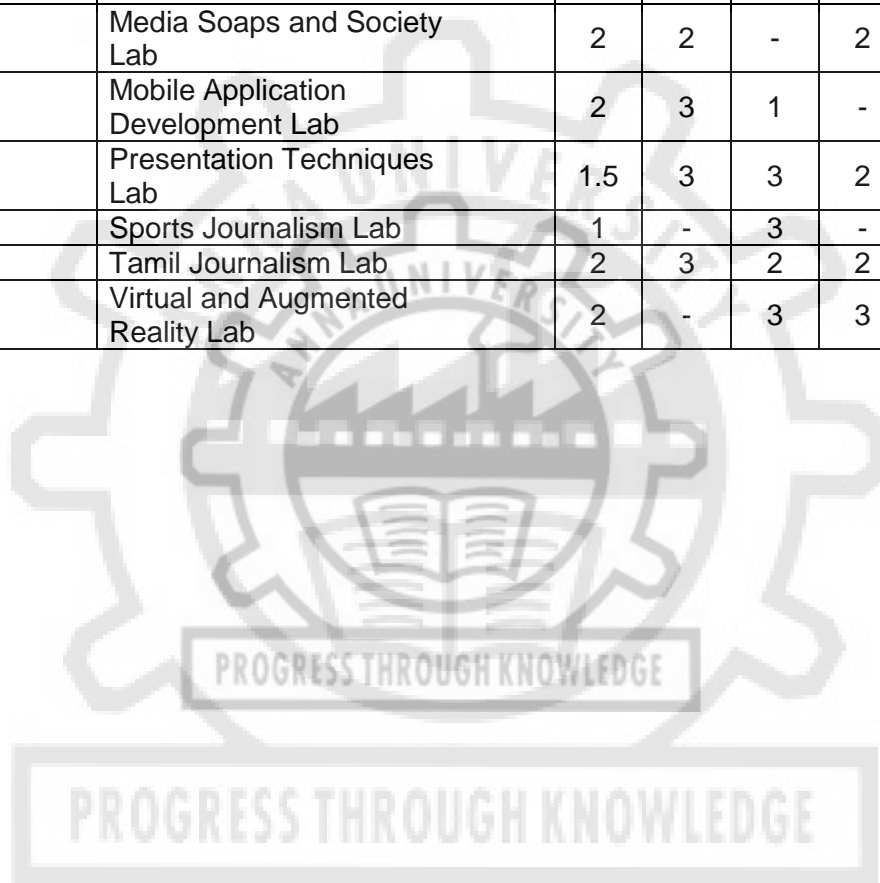
M.Sc. ELECTRONIC MEDIA (FIVE YEARS INTEGRATED)

REGULATIONS 2023
CHOICE-BASED CREDIT SYSTEM

I to X SEMESTERS of CURRICULA AND SYLLABI

SEMESTER I

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	HS3101	English for Media – I	FC	3	0	0	3	3
2.	XM3101	Audiography	PCC	3	0	0	3	3
3.	XM3102	Development of Media	PCC	3	0	0	3	3
4.	XM3103	Introduction to Communication	PCC	3	0	0	3	3
5.	XM3104	Principles of Journalism	PCC	3	0	0	3	3
PRACTICAL								
6.	HS3111	English Lab – I	FC	0	0	4	4	2
7.	XM3111	Drawing Lab - I	PCC	0	0	4	4	2
8.	XM3112	Visual Design Lab	PCC	1	0	4	5	3
9.	XM3113	Media Aesthetics Lab	PCC	0	0	4	4	2
			TOTAL	16	0	16	32	24

SEMESTER II

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	HS3201	English for Media – II	FC	3	0	0	3	3
2.	XM3201	Critical thinking and Creativity	PCC	3	0	0	3	3
3.	XM3202	Political Communication	PCC	3	0	0	3	3
4.	XM3203	Photography	PCC	3	0	0	3	3
5.	XM3204	Radio Programme Production	PCC	3	0	0	3	3
PRACTICAL								
6.	HS3211	English Lab – II	FC	0	0	4	4	2
7.	XM3211	Drawing Lab – II	PCC	0	0	4	4	2
8.	XM3212	Photography Lab	PCC	0	0	4	4	2
9.	XM3213	Radio Programme production Lab	PCC	0	0	4	4	2
			TOTAL	15	0	16	31	23

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SEMESTER III

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	XM3301	Script Writing	PCC	3	0	2	5	4
2.	XM3302	Media Culture and Society	PCC	3	0	0	3	3
3.	XM3303	News Reporting	PCC	3	0	0	3	3
4.	XM3304	Python Programming	PCC	3	0	0	3	3
5.	XM3305	Video Production	PCC	3	0	0	3	3
PRACTICAL								
6.	XM3311	News Writing Lab	PCC	0	0	4	4	2
7.	XM3312	Python Programming Lab	PCC	0	0	4	4	2
8.	XM3313	Video Production Lab	PCC	0	0	4	4	2
			TOTAL	**15**	**0**	**14**	**29**	**22**

SEMESTER IV

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	XM3401	Environment and Media	PCC	3	0	0	3	3
2.	XM3402	Advertising	PCC	3	0	0	3	3
3.	XM3403	Multimedia Journalism	PCC	3	0	2	5	4
4.	XM3404	Principles of Animation	PCC	3	0	0	3	3
5.	XM3405	Video Editing	PCC	3	0	0	3	3
PRACTICAL								
6.	XM3411	2D Animation Lab	PCC	0	0	4	4	2
7.	XM3412	Advertising Lab	PCC	0	0	4	4	2
8.	XM3413	Video Editing Lab	PCC	1	0	4	5	3
			TOTAL	**16**	**0**	**14**	**30**	**23**

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SEMESTER V

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	XM3501	Public Relations	PCC	3	0	0	3	3
2.	XM3502	Media Laws and Ethics	PCC	3	0	0	3	3
3.	XM3503	Film Studies	PCC	3	0	0	3	3
4.	XM3504	Multimedia Content Creation	PCC	3	0	0	3	3
5.	XM3505	User Interface and Experience Design	PCC	3	0	0	3	3
PRACTICAL								
6.	XM3511	Film Appreciation Lab	PCC	0	0	4	4	2
7.	XM3512	Multimedia Content Creation Lab	PCC	0	0	4	4	2
8.	XM3513	User Interface and Experience Design Lab	PCC	0	0	4	4	2
9.	XM3514	Introduction to 3D Animation Lab	PCC	1	0	4	5	3
			TOTAL	16	0	16	32	24

SEMESTER VI

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	XM3601	Communication for Social Change	PCC	3	0	0	3	3
2.	XM3602	Digital Marketing Communication	PCC	3	0	0	3	3
3.	XM3603	Previsualization Techniques	PCC	2	0	2	4	3
4.	XM3604	Web Development	PCC	3	0	0	3	3
5.		Professional Elective – I	PEC	3	0	0	3	3
PRACTICAL								
6.	XM3611	Documentary Production Lab	PCC	0	0	4	4	2
7.	XM3612	Visual Effects Lab	PCC	1	0	4	5	3
8.	XM3613	Web Development Lab	PCC	0	0	4	4	2
9.	XM3614	Portfolio and Presentation skills	EEC	0	0	4	4	2
			TOTAL	15	0	18	33	24

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SEMESTER VII

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
PRACTICAL								
1.	XM3711	Internship	EEC	0	0	32	32	16
			TOTAL	**0**	**0**	**32**	**32**	**16**

SEMESTER VIII

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	XM3801	Communication Theories	PCC	3	0	0	3	3
2.	XM3802	Media Psychology	PCC	3	0	0	3	3
3.	XM3803	E-Content	PCC	3	0	0	3	3
4.	XM3804	Game Design and Development	PCC	3	0	0	3	3
5.		Professional Elective – II	PEC	3	0	0	3	3
PRACTICAL								
6.	XM3811	E-Content Lab	PCC	0	0	4	4	2
7.	XM3812	Game design and development Lab	PCC	0	0	4	4	2
8.	XM3813	Motion graphics Lab	PCC	0	0	4	4	2
9.		Professional Elective- II Lab	PEC	0	0	4	4	2
			TOTAL	**17**	**0**	**16**	**33**	**23**

SEMESTER IX

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	XM3901	Communication Research Methods	RMC	3	0	0	3	3
2.	XM3902	Content Writing	PCC	3	0	0	3	3
3.	XM3903	Statistics and Data Visualization Techniques	PCC	3	0	0	3	3
4.		Professional Elective – III	PEC	3	0	0	3	3
5.		Professional Elective – IV	PEC	3	0	0	3	3
PRACTICAL								
6.	XM3911	Mini Project	EEC	0	0	4	4	2
7.		Professional Elective – III Lab	PEC	0	0	4	4	2
8.		Professional Elective – IV Lab	PEC	0	0	4	4	2
			TOTAL	**15**	**0**	**12**	**27**	**21**

SEMESTER X

S. NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
THEORY								
1.	XM3081	Artificial Intelligence for Media	PCC	2	0	2	4	3
2.	XM3082	Media Entrepreneurship	PCC	3	0	0	3	3
PRACTICAL								
3.	XM3083	Project Work	EEC	0	0	32	32	16
			TOTAL	**5**	**0**	34	39	22

TOTAL CREDITS FOR THE PROGRAMME: 222

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FOUNDATION COURSES (FC)

S.No.	COURSE CODE	COURSE TITLE	Periods per week			Credits	Semester
			L	T	P		
1.	HS3101	English for Media - I	3	0	0	3	1
2.	HS3111	English Lab I	0	0	4	2	1
3.	HS3201	English for Media - II	3	0	0	3	2
4.	HS3211	English Lab II	0	0	4	2	2
				TOTAL CREDITS		**10**	

PROFESSIONAL CORE COURSES (PCC)

S.No.	COURSE CODE	COURSE TITLE	Periods per week			Credits	Semester
			L	T	P		
1.	XM3101	Audiography	3	0	0	3	1
2.	XM3102	Development of Media	3	0	0	3	1
3.	XM3103	Introduction to Communication	3	0	0	3	1
4.	XM3104	Principles of Journalism	3	0	0	3	1
5.	XM3111	Drawing Lab - I	0	0	4	2	1
6.	XM3112	Visual Design Lab	1	0	4	3	1
7.	XM3113	Media Aesthetics Lab	0	0	4	2	1
8.	XM3201	Critical thinking and Creativity	3	0	0	3	2
9.	XM3202	Political Communication	3	0	0	3	2
10.	XM3203	Photography	3	0	0	3	2
11.	XM3204	Radio Programme Production	3	0	0	3	2
12.	XM3211	Drawing Lab – II	0	0	4	2	2
13.	XM3212	Photography Lab	0	0	4	2	2
14.	XM3213	Radio Programme production Lab	0	0	4	2	2
15.	XM3301	Script Writing	3	0	2	4	3
16.	XM3302	Media Culture and Society	3	0	0	3	3
17.	XM3303	News Reporting	3	0	0	3	3
18.	XM3304	Python Programming	3	0	0	3	3
19.	XM3305	Video Production	3	0	0	3	3
20.	XM3311	News Writing Lab	0	0	4	2	3

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S.No.	Code	Course	L	T	P	C	Sem
21.	XM3312	Python Programming Lab	0	0	4	2	3
22.	XM3313	Video Production Lab	0	0	4	2	3
23.	XM3401	Environment and Media	3	0	0	3	4
24.	XM3402	Advertising	3	0	0	3	4
25.	XM3403	Multimedia Journalism	3	0	2	4	4
26.	XM3404	Principles of Animation	3	0	0	3	4
27.	XM3405	Video Editing	3	0	0	3	4
28.	XM3411	2D Animation Lab	0	0	4	2	4
29.	XM3412	Advertising Lab	0	0	4	2	4
30.	XM3413	Video Editing Lab	1	0	4	3	4
31.	XM3501	Public Relations	3	0	0	3	5
32.	XM3502	Media Laws and Ethics	3	0	0	3	5
33.	XM3503	Film Studies	3	0	0	3	5
34.	XM3504	Multimedia Content Creation	3	0	0	3	5
35.	XM3505	User Interface and Experience Design	3	0	0	3	5
36.	XM3511	Film Appreciation Lab	0	0	4	2	5
37.	XM3512	Multimedia Content Creation Lab	0	0	4	2	5
38.	XM3513	User Interface and Experience Design Lab	0	0	4	2	5
39.	XM3514	Introduction to 3D Animation Lab	1	0	4	3	5
40.	XM3601	Communication for Social Change	3	0	0	3	6
41.	XM3602	Digital Marketing Communication	3	0	0	3	6
42.	XM3603	Previsualization Techniques	2	0	2	3	6
43.	XM3604	Web Development	3	0	0	3	6
44.	XM3611	Documentary Production Lab	0	0	4	2	6
45.	XM3612	Visual Effects Lab	1	0	4	3	6
46.	XM3613	Web Development Lab	0	0	4	2	6
47.	XM3801	Communication Theories	3	0	0	3	8
48.	XM3802	Media Psychology	3	0	0	3	8
49.	XM3803	E-Content	3	0	0	3	8
50.	XM3804	Game Design and Development	3	0	0	3	8

S. No.	Course Code	Course Title	L	T	P		
51.	XM3811	E-Content Lab	0	0	4	2	8
52.	XM3812	Game design and development Lab	0	0	4	2	8
53.	XM3813	Motion graphics Lab	0	0	4	2	8
54.	XM3902	Content Writing	3	0	0	3	9
55.	XM3903	Statistics and Data Visualization Techniques	3	0	0	3	9
56.	XM3081	Artificial Intelligence for Media	2	0	2	3	10
57.	XM3082	Media Entrepreneurship	3	0	0	3	10

PROFESSIONAL ELECTIVES COURSES (PEC)

SEMESTER VI
ELECTIVE I

S. No.	Course Code	Course Title	Category	Periods per Week			Total Contact Periods	Credits
				L	T	P		
THEORY								
1.	XM3001	Art direction and production design	PEC	3	0	0	3	3
2.	XM3002	Big Data Analytics	PEC	3	0	0	3	3
3.	XM3003	Brand Management	PEC	3	0	0	3	3
4.	XM3004	Business Communication	PEC	3	0	0	3	3
5.	XM3005	Climate Journalism	PEC	3	0	0	3	3
6.	XM3006	Community Media	PEC	3	0	0	3	3
7.	XM3007	Compering Techniques	PEC	3	0	0	3	3
8.	XM3008	Conflict and PeaceJournalism	PEC	3	0	0	3	3
9.	XM3009	Copywriting	PEC	3	0	0	3	3
10.	XM3010	Corporate Social Responsibility	PEC	3	0	0	3	3
11.	XM3011	Crisis Communication	PEC	3	0	0	3	3
12.	XM3012	Critical Issues in Media	PEC	3	0	0	3	3
13.	XM3013	Cyber Laws	PEC	3	0	0	3	3
14.	XM3014	Digital Advertising	PEC	3	0	0	3	3
15.	XM3015	Health Communication	PEC	3	0	0	3	3
16.	XM3016	ICT for Development	PEC	3	0	0	3	3
17.	XM3017	Media Activism and Advocacy	PEC	3	0	0	3	3
18.	XM3018	Media and	PEC	3	0	0	3	3

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S. No.	Course Code	Course Title	Category	L	T	P	Total Contact Periods	Credits
		Disaster Management						
19.	XM3019	Media and Sustainable Development	PEC	3	0	0	3	3
20.	XM3020	Media and Women	PEC	3	0	0	3	3
21.	XM3021	Media Practices in Resettlement	PEC	3	0	0	3	3
22.	XM3022	Online Journalism	PEC	3	0	0	3	3
23.	XM3023	Operations Research for Media	PEC	3	0	0	3	3
24.	XM3024	Science Communication	PEC	3	0	0	3	3
25.	XM3025	Social Media	PEC	3	0	0	3	3
26.	XM3026	Statistics for Media Research	PEC	3	0	0	3	3
27.	XM3027	Visual Literacy	PEC	3	0	0	3	3

SEMESTER VIII, IX
ELECTIVE II, III & IV

S. No.	Course Code	Course Title	Category	Periods per Week			Total Contact Periods	Credits
				L	T	P		
THEORY								
1.	XM3028	3D Game Development	PEC	3	0	0	3	3
2.	XM3030	Advanced Web Technologies	PEC	3	0	0	3	3
3.	XM3032	Business Journalism	PEC	3	0	0	3	3
4.	XM3034	Character Animation	PEC	3	0	0	3	3
5.	XM3036	Data Journalism	PEC	3	0	0	3	3
6.	XM3038	Database Management Systems	PEC	3	0	0	3	3
7.	XM3040	Development Reporting	PEC	3	0	0	3	3
8.	XM3042	Digital Story Telling	PEC	3	0	0	3	3
9.	XM3044	Educational Content Development	PEC	3	0	0	3	3
10.	XM3046	Electronics for Radio and Television	PEC	3	0	0	3	3
11.	XM3048	Integrated Marketing Communication	PEC	3	0	0	3	3
12.	XM3050	Investigative Reporting	PEC	3	0	0	3	3
13.	XM3052	Media Commercials	PEC	3	0	0	3	3
14.	XM3054	Media Soaps and Society	PEC	3	0	0	3	3
15.	XM3056	Mobile Application Development	PEC	3	0	0	3	3
16.	XM3058	Presentation Techniques	PEC	3	0	0	3	3

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S.No.	COURSE CODE	COURSE TITLE		L	T	P		
17.	XM3060	Sports Journalism	PEC	3	0	0	3	3
18.	XM3062	Tamil Journalism	PEC	3	0	0	3	3
19.	XM3064	Virtual and Augmented Reality	PEC	3	0	0	3	3

PRACTICALS

S.No.	COURSE CODE	COURSE TITLE		L	T	P		
20.	XM3029	3D Game Development Lab	PEC	0	0	4	2	2
21.	XM3031	Advanced Web Technologies Lab	PEC	0	0	4	2	2
22.	XM3033	Business Journalism Lab	PEC	0	0	4	2	2
23.	XM3035	Character Animation Lab	PEC	0	0	4	2	2
24.	XM3037	Data Journalism Lab	PEC	0	0	4	2	2
25.	XM3039	Database Management Systems Lab	PEC	0	0	4	2	2
26.	XM3041	Development Reporting Lab	PEC	0	0	4	2	2
27.	XM3043	Digital Story Telling Lab	PEC	0	0	4	2	2
28.	XM3045	Educational Content Development Lab	PEC	0	0	4	2	2
29.	XM3047	Electronics for Radio and Television Lab	PEC	0	0	4	2	2
30.	XM3049	Integrated Marketing Communication Lab	PEC	0	0	4	2	2
31.	XM3051	Investigative Reporting Lab	PEC	0	0	4	2	2
32.	XM3053	Media Commercials Lab	PEC	0	0	4	2	2
33.	XM3055	Media Soaps and Society Lab	PEC	0	0	4	2	2
34.	XM3057	Mobile Application Development Lab	PEC	0	0	4	2	2
35.	XM3059	Presentation Techniques Lab	PEC	0	0	4	2	2
36.	XM3061	Sports Journalism Lab	PEC	0	0	4	2	2
37.	XM3063	Tamil Journalism Lab	PEC	0	0	4	2	2
38.	XM3065	Virtual and Augmented Reality Lab	PEC	0	0	4	2	2

RESEARCH METHODOLOGY AND IPR COURSES (RMC)

S.No.	COURSE CODE	COURSE TITLE	Periods per week			Credits	Semester
			L	T	P		
1.	XM3901	Communication Research Methods	3	0	0	3	9
			TOTAL CREDITS			**3**	

EMPLOYABILITY ENHANCEMENT COURSES (EEC)

S.No.	COURSE CODE	COURSE TITLE	Periods per week			Credits	Semester
			L	T	P		
1.	XM3614	Portfolio and Presentation Skills	0	0	4	2	6
2.	XM3711	Internship	0	0	32	16	7
3.	XM3911	Mini Project	0	0	4	2	9
4.	XM3091	Project Work	0	0	32	16	10
				TOTAL CREDITS		36	

SUMMARY

S.No.	M.Sc. Electronic Media (5 Years)											
	Subject Area	Credits Per Semester										
		I	II	III	IV	V	VI	VII	VIII	IX	X	
1.	FC	05	05	00	00	00	00	00	00	00	00	10
2.	PCC	19	18	22	23	24	19	00	18	06	06	155
3.	PEC	00	00	00	00	00	03	00	05	10	00	18
4.	RMC	00	00	00	00	00	00	00	00	03	00	03
5.	EEC	00	00	00	00	00	02	16	00	02	16	36
TOTAL CREDIT		**24**	**23**	**22**	**23**	**24**	**24**	**16**	**23**	**21**	**22**	**222**

PROGRESS THROUGH KNOWLEDGE

PROGRESS THROUGH KNOWLEDGE

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HS3101   **ENGLISH FOR MEDIA I**   L   T   P   C
                                                                   3   0   0   3

COURSE DESCRIPTION

- English for Media is a comprehensive course designed to enhance communication skills specifically
- in the field of media. The course aims to improve proficiency in English language usage and
- develop understanding of media-related terminology and concepts. Through a variety of engaging
- activities and exercises, students will acquire the necessary skills to effectively communicate in various media contexts, including journalism, broadcasting, advertising and public relations

OBJECTIVES

- To familiarize the language used in different types of media.
- To develop reading, listening, speaking and writing skills in media contexts.
- To ask questions, research and get information for writing news reports
- To comprehend underlying messages in visual material and interpret them in verbal mode.
- To learn about different perspectives from excerpts of literature and popular media

UNIT I   INTRODUCTION TO MEDIA LANGUAGE   9

Reading – Social Media posts, News articles; Writing – Writing news headlines, Social media posts; Grammar – Simple Present and Simple Past Tense forms, Preposition; Vocabulary – One word substitution, Vocabulary in media context

UNIT II   RESEARCH AND INTERVIEWING SKILLS   9

Reading – Print Interviews and summarising, Biographies of the famous personalities; Writing – Dialogue writing, Bio-note; Grammar – Wh-questions, Question Tags, Reported Speech; Vocabulary – Synonyms, Sequence words

UNIT III   READING BETWEEN LINES   9

Reading – Picture comprehension, Graphical content (Tables / graphs / charts); Writing – Picture description, Channel conversion – Interpreting data from tables / graphs / charts; Grammar – Subject-Verb Agreement, Adjectives; Vocabulary – Antonyms, Transition words

UNIT IV   ENTERTAINMENT MEDIA   9

Reading – short stories, poems, opinion columns, blogs; Writing – Creative writing, short stories /poems, Narrative paragraphs; Grammar - Perfect Tense forms, Degrees of Comparison; Vocabulary – Word forms (Prefix and Suffix), British / American vocabulary

UNIT V   REPORTING   9

Reading – Articles on social media issues, Letters to Editor; Writing – Letter writing / Email writing (official letters asking information/ permission/clarification); Grammar – Future Tense forms, Indirect questions; Vocabulary – Cause and effect expressions, conjunctions

TOTAL: 45 PERIODS

OUTCOMES

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

CO1: Understand and use media-specific vocabulary and terminologies

CO2: Write clear and concise news articles and other media related documents

CO3: Develop effective interviewing and research skills.

CO4: Analyze and critically evaluate media texts that includes literature content

CO5: Interpret visual content and comprehend the underlying meanings

REFERENCES

1. Baran, Stanley "Introduction to Mass Communication: Media Literacy and Culture Tata McGraw Hill", 2009.
2. Stovall G, James. "Writing for the Mass Media",Pearson, 2014.
3. Associated Press. The Associated Press Stylebook, 55th Edition. Basic Books, 2020.
4. Smith, Angela and Dr.Michael Higgins. "The Language of Journalism: A Multi-genre Perspective". Bloomsbury Academic, USA. 2020.
5. Batty, Craig and Sandra Cain. "Media Writing: A Practical Introduction", Palgrave Macmillan, 2010.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1					2	1
2				2	1	1
3	2		1	2	1	
4				2	3	2
5				1	3	2
Avg.	2	-	1	7/4=1.75	10/5=2	6/4=1.5

XM3101	AUDIOGRAPHY	L T P C
		3 0 0 3

OBJECTIVES
- To make students aware of the basic principles of sound.
- To learn about sound designing.
- To impart knowledge on acoustics and psycho-acoustics.
- To get to know various functions of sound
- To understand the basics of studio management

UNIT I   BASIC PRINCIPLES OF SOUND AND ACCOUSTICS   9
The Human Ear; Acoustics & Psycho Acoustics of Sound: Binaural HearingCharacteristics of Sound: Compression & Rarefaction -Velocity, Amplitude and Acoustical Phase - Loudness, Frequency and Human Hearing - Timbre and Sound Envelope – Physical types of microphones – microphone selection and use, Studio Management, Mono and stereo , Basic Studio Equipments

UNIT II   ELEMENTS OF AUDIO IN A PRODUCTION   9
Workflow of Sound Production - Dubbing , Sound Design , Music , Final mix
Function of Sound with respect to Picture - Functions of Sound with respect to Special Effects . folley , Studio workflow

UNIT III   SOUND DESIGN   9
The roles & responsibilities of a sound designer - Elements of Sound - Perception of various sounds. The steps involved in designing sound - Functions of Sound with respect to Dialogue — Sound aesthetics

UNIT IV   DUBBING AND   MUSIC PRODUCTION   9
Art of Dubbing , Process , Softwares used , Sync Sound , Nagara , Music Production
Process - Composing to Music Mixing . Function of Sound with respect to Picture -
Functions of Sound with respect to Special Effects - Functions of Sound with respect to
Music — Special effects and its functions; dubbing; creative usage of sound

UNIT V   BASICS OF MIXING   9
Workflow , Stereo Mixing , Basic Principles of mixing , Theatrical Mixing , Advance Sound
Mixing techniques , Surround Sound, Dolby Atmos, Immersive Audio , creative usage of
sound in films – Trends and innovations in sound technology

TOTAL: 45 PERIODS

OUTCOMES
CO1: The students will be able to make use of sound in different dimensions.
CO2: The students will be designing innovative special effects and music.
CO3: The students will be able to have control over the sound recorded inside the studio.
CO4: The students will get introduced to various functions of sound
CO5: The students will understand the basics of studio management

REFERENCES
1. Stanley R Alten "Audio in Media",Wadsworth Pub Co; 10th edition, 2013.
2. Carole Fleming "The Radio Handbook" 9th Edition Routledge,2022
3. David Miles Huber "Modern Recording Techniques" 9th Edition Focal Press,2021
4. Francis Rumsey and Tim Mc Cormick "Sound and Recording: Applications
    and theory" 7th edition. Routlege, 2014.
5. M. Neelamalar "Radio Programme Production", PHI Learning Pvt. Ltd., 2017.
6. Tomlinson Holman "Sound for film and television" 3rd edition Routledge, 2010

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	3	-	-	1	-	-
2	-	3	-	-	-	2
3	-	-	2	3	3	2
4	-	-	-	2	2	-
5	-	-	-	2	2	2
Avg.	3/1=3	3/1=3	2/1=2	8/4=2	7/3=2.3	6/3=2

XM3102   DEVELOPMENT OF MEDIA   L   T   P   C
**   3   0   0   3**

OBJECTIVES
*   To know how different types of media evolved from the ancient period.
*   To know the history and development of traditional media such as print, radio, TV
    and films.
*   To understand the importance of the mass media.
*   To understand the nature of New Media.
*   To know the latest trends and developments in Mass Media

UNIT I   TRADITIONAL MEDIA   9

Difference between Media and Mass Media; Conventional Forms of Folk Media – Signs, wood carving, Sound, drawings, sculptures; Folk Media in India & Tamil Nadu – Songs, Street Drama, Puppet Shows etc

UNIT II   PRINT MEDIA   9

Invention of Printing Press- History of print media; various types of print media, history of newspapers in India, reach, advantages and importance of print media. Newspapers and Magazines in the Digital age. Contributions of Important personalities in Journalism – History of Indian News Agencies – Origin and Development of Tamil Press before and after independence

UNIT III   RADIO   9

Radio – Invention, Development and Characteristics of Radio medium, History of Radio Broadcasting in India, AIR, Radio as a medium of Propoganda - Radio Technology, AM and FM transmission, audience and reach, Formats of radio programmes – FM Public and Private ownership & Initiatives. History of Community Radio worldwide and India

UNIT IV   TELEVISION AND FILMS   9

Television — origin and development in India, nature, scope, audience and functions of television; Satellite, Cable television and DTH – Commercial (Private) and public service broadcasting; potential for future development, Prasar Bharati Broadcasting Corporation, Formats of television programmes- Growth and development of Films in India and Tamil Nadu – Film as propoganda

UNIT V   NEW MEDIA   9

New Media — origin and development of Internet, Online media and mobile media, Growth and development of Internet communication in India , Nature and Scope of the new media, reach of online journalism, web TV, Podcasting, e - Publishing. Evolution of Social Media – Characteristics and Benefits – Online Communities - Evolution of OTT platform worldwide and India

TOTAL: 45 PERIODS

OUTCOMES

CO1:The students will acquire a thorough understanding of the history of mass media around theworld.

CO2:An in-depth knowledge of the development of mass media in India will be obtained.

CO3:The students will understand the importance of the mass media.

CO4:The students will understand the nature and developments of New Media.

CO5:The students will get to know the latest trends and developments in Mass Media

REFERENCES

1. Kumar, Keval J, "Mass Communication in India", Jaico Publishing Co., 4th edition, 2014.
2. Poe MT. A History of Communications: Media and Society from the Evolution of Speech to the Internet. Cambridge University Press; 2010
3. Napoli PM. Audience evolution: New technologies and the transformation of media audiences. Columbia University Press; 2011.
4. Sharma, J.K, Media and Electronic Media – Implications for the future, Authors Press,New Delhi, 2003
5. Slater D. New media, development and globalization: making connections in the globalSouth. John Wiley & Sons; 2014.
6. Sterin JC, Winston T. Mass media revolution. Routledge; 2017 .
7. Straubhar, Larose, "Media Now", Thomson Wordsworth, 4th Edition, 2004

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CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	2	2	2
2	2	1	2	2	1	1
3	2	2	-	2	2	2
4	2	-	1	2	2	1
5	2	3	2	2	2	2
Avg.	9/5=1.8	7/4=1.75	5/3=2	10/5=1.6	9/5=1.8	8/5=1.6

XM3103	INTRODUCTION TO COMMUNICATION	L	T	P	C
		3	0	0	3

OBJECTIVES
- To throw light on the theories of communication
- To deal in depth the models of communication
- To provide an account of the theories of the press
- To ascertain the functions and state of media in India
- To understand the western and eastern perspectives of the communication theories and to learn the evaluation of communication theories

UNIT I   COMMUNICATION   9
Communication: Definition, Meaning, elements, nature, kinds, purpose, process and barriers of communication, functions of communication; Modes of Communication-Evolution of Language, Oral, Verbal, Non-verbal and Written communication, Different levels of communication- Inter, Intra, Group & Public, Mass Communication. Ancient Communication Styles

UNIT II   UNDERSTANDING HUMAN COMMUNICATION   9
Role of Perception, Emotion, and Cognition in Communication. Key Concepts in Message Processing, Traditional and Inferential Model of Human Communication. Evolutionary Communication Concepts – Cultural Evolution & Cross Cultural Comparison - Biological and Neurological Basis of communication

UNIT III   MODELS OF COMMUNICATION   9
Models of communication; Aristotle's definition of rhetoric, SMCR, Shannon and Weaver, Lasswell, Osgood, Dance, Schramm, Gerbener and Newcomb; Ecological Models Need of communication models and their importance

UNIT IV   THEORIES OF COMMUNICATION   9
Theories of communication: Magic bullet theory, Spiral of silence theory, Cultivation theory, Uses and gratifications theory, Agenda setting theory, Information, Communication and Entertainment/Education (ICE) and the resultant implications, gate keepers. Social learning theory-Uncertainty reduction theory-Social cognitive theory- Protection motivation theory- Health belief model

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UNIT V   COMPARATIVE THEORIES   9

Indian Concept of Communication - Indian communication theories; Western and Eastern Perspectives – Differences – Western Theories in the Indian Context — Asian and Indian Models — Concept of Sadaranikaran — Sahridayas. Evolution of Communication Theories in developing countries – Alternative Communications – A Comparison of Latin American and Indian Experiences – Participatory

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students would be provided a sound knowledge in theories of media and theories of press.

CO2: An in-depth understanding of the models of communication would be acquired.

CO3: This course enriches them to nature and process of communication and students will understand the responsibility of media

CO4: Students will learn the responsibility of media theories in the society.

CO5: Students will learn and compare the communication theories and its implications across theworld in different perspectives

REFERENCES

1. Berger, Arthur Asa, "Essentials of Mass Communication" Sage Publication, 2000
2. Mattelart A, Mattelart M. Theories of communication: A short introduction. Sage; 1998.
3. McGraw-Hill. Boston, MA:Mcquail, Dennis, "Mass Communication Theories" 4th edition. SagePublication, 2000
4. Mortsen, David C, 'Communication Theory', Transaction Publishers, 2008
5. Watson, James, 'Media Communication-An Introduction to theory and process, Palgrave,2006
6. West, R., & Turner, L. H. Introducing communication theory: Analysis and application.(2nded.), 2004.
7. Keval J. Kumar, Mass Communication in India, Jaico publishing, 57th edition, 2018.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	1	-	2	2	1	2
2	2	1	-	2	1	1
3	2	2	-	2	1	2
4	2	-	1	2	1	1
5	2	3	2	2	1	2
Avg.	9/5=1.8	6/3=2	5/3=1.66	10/5=2	5/5=1	8/5=1.6

XM3104	PRINCIPLES OF JOURNALISM	L	T	P	C
		3	0	0	3

OBJECTIVES

- To be familiar with the various principles of journalism
- To make the students understand the different issues in journalism field
- To understand the journalism and its practices in India and International context
- To educate the different forms and genres of journalism
- To familiarize the trends in the journalism

UNIT I	HISTORY OF PRINT JOURNALISM	9

Definition of Journalism; Origin of Journalism and its earlier history – International, National and Regional level; Chronological developments in the journalism; Famous quotations; Leaders and Philosophers opinions

UNIT II	PRINCIPLES AND FUNCTIONS OF JOURNALISM	9

Principles of journalism – Truth, Verification, credibility, balanced - Editorial judgement, Exercise their personal conscience; accuracy and fairness; Functions – Inform, Educate, Interpret, Mold opinion, Enable decision making, Agent of change, Entertain; Purposes - Informed Citizenry

UNIT III	DIFFERENT FORMS & GENRES	9

Forms of Journalism – News Reports , Reviews, Columns, Features, Editorial, Advertorial, Profile, Trend, Analysis, Long form journalism, Tabloid journalism; Genres of Journalism - Developmental Journalism, Community Journalism, Data Journalism, Citizen Journalism, Business journalism, Investigative Journalism,Celebrity Journalism, Sports Journalism, Environmental Journalism

UNIT IV	THEORETICAL APPROACHES & ETHICS	9

Duties and responsibilities of journalists; objectivity and subjectivity; Code of Conduct in Journalism; Ethical philosophies; Freedom of speech and expression with reasonable restrictions; press council guidelines; Defamation, Hate speech, Libel, Slander; Social responsibility theory, Agenda setting theory

UNIT V	CONTEMPORARY TRENDS IN JOURNALISM	9

Press ownership, Journalism as a business, Corporatization of journalism Political Ownership; Changes in Journalism Audiences; New technologies in Print journalism; Social Media and Newspapers, Journalism Apps

TOTAL: 45 PERIODS

OUTCOMES

 After this course the students will be able to
CO1: Understand the basic principles of journalism
CO2: Students can write and make news articles for different media platform
CO3: Students can understand the trends in journalism
CO4: They can practice the journalism with ethical and legal binding
CO5: Students will understand structure of news organization

REFERENCES

1. Barun Roy, "*Modern Student Journalism*", Pointer Publisher, 2004
2. D'Souza, "*Hand book of Journalism*", Anmol Publications, 2000.
3. H.M.Aggarwal, "*Journalism in Practice*", Reference press, 2005
4. N.C.Pant, "*Modern Journalism*" Kanishka Publishers, 2002

5. Paul Manning, *News and News Sources* , Sage Publications , 2004
6. Rodrigo Zamith, *The International Journalism Handbook*, "University of Massachusetts, Amherst, USA, 2022

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	-	-	-	-
2	-	3	-	-	2	-
3	-	-	-	-	-	2
4	-	2	2	-	2	2
5	-	-	-	-	1	-
Avg.	-	5/2=2.5	2/1=2	- -	5/3=1.7	4/2=2

HS3111	ENGLISH LAB I	L	T	P	C
		0	0	4	2

COURSE DESCRIPTION
- English Lab I focus on listening and speaking skills in various media context. This course also
- includes media related language functions like – interviewing, reporting, listening and presenting information. The course aims to improve the speaking competence of the learners

OBJECTIVES
- To familiarize the language used in different types of media.
- To develop listening and speaking skills in media contexts.
- To apply reading, writing and speaking strategies for various media formats

UNIT I   NEWS AND PODCASTS   12
Listening - Radio News, podcasts for general and specific information; Speaking - Creating a news podcast – Preparing and presenting campus news in broadcast media

UNIT II   RESEARCH AND INTERVIEWING SKILLS   12
Listening – Media interviews (Broadcast and Digital Media) for getting specific information – Collecting information about a subject; Speaking - Asking questions, conducting an interview for Radio and Digital medium

UNIT III   INTERPRETING GRAPHICAL DATA   12
Listening – Picture / Place description, News reports with data and completing a table; Speaking - Describing a picture, presenting the findings based on the inferences from the data in tables/ graphs / charts

UNIT IV   ENTERTAINMENT MEDIA   12
Listening – Audio story and writing a review for campus newspaper, Oral reviews of movies; Speaking - Narrating a story / poem, Taking part in discussion about book / movie

UNIT V   REPORTING   12
Listening - Broadcast and Digital Media reports for information and comprehension; Speaking – Presenting campus events as a news report for radio / TV /Online media using appropriate vocabulary

TOTAL: 60 PERIODS

OUTCOMES
By the end of the course, students will be able to
CO1: Use English language effectively in different types of media.
CO2: Listen and speak appropriately in media context.
CO3: Read, write and speak with suitable strategies for various media formats.

Assessment:
Internals
  (1) Interviews
  (2) Listening Test
  (3) Creating a podcast

Externals
    Speaking Test – Short Talk (Picture description

REFERENCES
1. Baran, Stanley "Introduction to Mass Communication: Media Literacy and Culture Tata McGraw Hill", 2009.
2. Stovall G, James. "Writing for the Mass Media",Pearson, 2014.
3. Associated Press. The Associated Press Stylebook, 55th Edition. Basic Books, 2020.
4. Smith, Angela and Dr.Michael Higgins. "The Language of Journalism: A Multi-genre Perspective". Bloomsbury Academic, USA. 2020.
5. Batty, Craig and Sandra Cain. "Media Writing: A Practical Introduction", Palgrave Macmillan, 2010

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	-	2	2	1
2	-	-	-	2	2	1
3	-	-	-	2	2	2
Avg.	-	-	-	6/3=2	6/3=2	4/3=1.3

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XM3111   **DRAWING LAB – I**   **L   T   P   C**
                                                                     0   0   4   2

OBJECTIVES

- To engage in the creative process or interpretive performance required for the visual artist.
- Understanding of how line can be used to describe, model, or translate all of visual reality and understand the principles of art
- To introduce them the basics of logo designing and make them aware of different styles of painting

UNIT I   INTRODUCTION   12

The elements of art **-** Line — Horizontal, Vertical, Diagonal/Slanting, Zigzag, and curve Shape & Form – Geometric (Square, Circle, Triangle, Rectangle, and oval); and Organic (Free form), Space Distance between, around, above, below and within things

UNIT II   THE PRINCIPLES OF ART   12

Balance – Formal, Informal and Radial, Variety – Combining one or more elements to create interest by adding slight changes, Harmony – Blending elements, Emphasis – Stand out, Contrast, Proportion - Relationship between two or more objects, Movement – Viewer's eye throughout the work, Rhythm – Repeating an element to suggest vibration, pattern, Unity – Completeness

UNIT III   COLOUR LETTERING AND LOGO DESIGNING   12

Definition, Hue, Saturation and Brightness, Historical background, Additive and Subtractive colours, Theory of Colours, Colour wheel, Warm and Cool colours, Primary, Secondary and Tertiary Colours and the right combination of these colours for various purpose. Colour Symbolism and Psychology. Use of Colours in Painting, Printing, Creative Production - Practice in different colour mediums and air brush. Lettering and Logo styles, Communication symbols - Story Boarding and Public service communication through art work and paintings

UNIT IV   COMPOSITION, PERSPECTIVE AND STRUCTURAL LINES   12

Composition, Light and shade drawing, Introduction to Chairoscuro. Principle of perspectives- Linear Perspective, Vanishing Point Perspective, One, two and three point perspective, Lines and different strokes using different pencils and brushes, Cartoons, Caricature, Scale drawing. Practice of Birds, Animals and Human forms, Portraits and Self-portrait

UNIT V   PAINTING   12

Pencil- Water proof Ink & Transparent photo colour – Rendering, Water Colour – Still life, Leaves, Flower and Landscape painting, Outdoor painting, Basics of acrylic and pastels

LIST OF EXERCISES

1. Lines to express emotions
2. Forms and structure of basic geometrical shapes.
3. Patterns and Structures in day to day life.
4. Principles of perspectives/composition/light shade.
5. Birds/Animals /Human forms.
6. Pencil sketching.
7. Illustrations.
8. Lettering.

9. Logo design.
10. Symbols.
11. Scale Drawing.
12. Cartoons.
13. Poster/Water colour.
14. Pastel/Charcoal/Acrylic/Oil Painting.
15. Colour wheel

TOTAL: 60 PERIODS

OUTCOMES

CO1:Students will complete drawings that work the basic principles of one and 2-point perspectiveor linear perspective.

CO2:Students will understand the vocabulary which relates to each of the major Elements of Art,line, shape, value, color, and texture.

CO3:The students will understand the principles of art and basics of logo designing and visualize and try landscape drawing and painting

REFERENCES

1. Claire Watson Garcia, "Drawing for the Absolute and Utter Beginner", Watson-Guptill, 2018.
2. Diane Cardaci et al, "Drawing: Basic Textures in Pencil, Walter Foster Publishing", 2018
3. Mark Crilley, "The Drawing lesson, Random House", 2016.
4. MilindMulick–Jyotsna Prakashan,"WaterColour", Pune, 2011
5. Raviraj, "A Grammar Book of ART & DESIGN" , NewCentury Book House Pvt Ltd, Chennai,2008
6. Patti Mollica, Special Subjects: "Basic Color Theory: An Introduction to Color for Beginning Artists", Walter Foster Publishing, 2018

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	3	2	1
2	3	-	-	-	-	-
3	-	-	1	3	2	2
Avg.	6/2=3	-	1/1=1	6/2=3	4/2=2	3/2=1.5

PROGRESS THROUGH KNOWLEDGE

XM3112	VISUAL DESIGN LAB	L	T	P	C
		1	0	4	3

OBJECTIVES

• To introduce the basic concepts of working with the software and understand the info graphics
• To learn about image manipulation, web graphics and basic 2D animation.
• To understand concept of logo design and to design the report for newspaper

UNIT I   BASICS OF GRAPHICS   15

Line drawing: straight-line drawing, free-hand drawing ─ Vector graphics, raster graphics, pixels. Typography: Fonts and Typefaces ─ Ink Jet printing using archival materials

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UNIT II   IMAGE EDITING   15

Introduction — Concepts — Tools — Advantages — Designing — Editing photographs: Image Enhancement, Image Manipulation, Colour correction, Filter Effects – Projects –Brochure, cards creation – Developing Backgrounds and Different Layouts –Image Ready

UNIT III   LAYOUT AND COMPOSITION   15

Layers, scale. Page layout and design — Creating images for print and for web pages: managingfile size. Types of Page Layouts for Print Media. Digital Painting

UNIT IV   INFOGRAPHICS   15

Preparing illustrations for news reports in newspapers starting from simple graphs such as bar diagram, pie charts. Illustrations particularly when photographs of an event is not available or photographs do not give the details clearly

UNIT V   PRACTICALS   15

Training in the computer lab on Photoshop, Indesign and Illustrator to

1. Create Logos with shapes and effects
2. Createdifferent Print collaterals using computer graphics tools
   (Visiting card, Letter Head, Brochure, Pamphlets, Danglers, Leaflets, Posters, Book Cover,CD cover, greeting card and other printing materials etc.)
3. Product cover design
4. Package cover Designing
5. Designing an Invitation
6. Editing Photographs with effects and color correction
7. Collage works with photographs
8. Developing graphic Backgrounds and Layouts
9. Designing 3D buttons, Menus
10. Designing a Web Page
11. Creating and designing Newsletter
12. Designing a Calendar
13. Designing a Print Advertisement for Newspapers and Magazine

TOTAL: 75 PERIODS

OUTCOMES

CO1: Students will be trained in order to work with multimedia software and create the layout of logos, webpages on their own in different software

CO2: Students will work with multiple platforms to create design understand the importance of color through color correcting multiple number ofimages

CO3: Students will understand the importance of structural creation of logo and create infographics, newsletter design

REFERENCES

1. "*Photoshop the easy way!. Create Space*" Independent Publishing Platform; 2016.
2. Chelius C, Schwartz R. "*Learn Adobe Illustrator CC for Graphic Design and Illustration: AdobeCertified Associate Exam Preparation*". Peachpit Press; 2018.
3. Evening M. " *Adobe Photoshop CC for Photographers 2018: a Professional Image Editors Guide to the Creative Use of Photoshop for the Macintosh and PC*". Taylor & Francis; 2018.
4. Geisen N. "*Photoshop for beginners: learn the basics of Photoshop in under 10 hours!*" UnitedStates: Create Space Independent Publishing Platform; 2016.
5. Obermeier B, Padova T. "*Photoshop Elements 2019 for Dummies*". For Dummies; 2018.
6. Schwartz R. "Learn Adobe Photoshop CC for Visual Communication: Adobe CertifiedAssociate Exam Preparation". Peachpit Press; 2018

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CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1		2	1			
2	1			2	3	
3		1				3
Avg.	1/1=1	3/2=1.5	1/1=1	2/1=2	3/1=3	3/1=3

XM3113	MEDIA AESTHETICS LAB	L	T	P	C
		0	0	4	2

OBJECTIVES
- To understand the fundamental concepts of media aesthetics and its complexities
- To critically analyze media from business, technology and cultural perspective demonstrate the ability to critically analyze, interpret, and write about the media
- To recognize how specific techniques such as lighting, audio, and editing can develop a unique aesthetic style and to prepare analytical reports regarding the technical, aesthetic, and cultural aspects of media

UNIT I   MEDIA NARRATIVE   12
Principles of media aesthetics, Students should analyze creativity , a business and technology in media , describing various genres , screening theatrical films , screening television series , identifying interruption, sequence , segmentation and flow

UNIT II   EDITING AND SOUND IN MEDIA   12
Student should identify stages of editing including techniques, Recognize aesthetic value of editing, screening of trans media content using different editing styles and techniques, identify the physical characteristic of sound, source of sound and sound technology Prepare a report by identifying editing techniques and importance of sound in media

UNIT III   EVALUATING THE IMAGE , CAMERA AND LIGHTING   12
Recognize the differences between shot, scene, and sequence, Mise-en-scene, Recognize framing, angles, and movement, the role of the camera crew and the various types of cameras, Identifying concepts of Lighting design in tone and mood, Identify various lighting sources and direction, variation between lighting intensity and color temperature, aesthetic value in lighting direction

UNIT IV   AESTHETICS STORYTELLING   12
Mapping the concept or issues for the tabloid, selection of different news items for the tabloid, finding sources, interviewing, Designing the tabloid, logo for tabloid, understanding the date line, byline in tabloid, Photo caption writing, Editing and Proof reading, Publishing Tabloid

UNIT V   METHOD OF EVALUATION   12
Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate): Classroom discussion , Quiz, Report , discussions on film and television

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sequences reflecting various lighting moods.guest speaker , Assignment
Generating ideas or themes for the journal, mapping the story angles, contacting sources and conducting interviews, Understanding the function of design, deciding the publication style, production process, Designing logo, name, designing pages, master pages, templates, typography, words in type, using pictures and color, capturing event-photography, Editing andProof reading, publishing Journal

TOTAL: 60 PERIODS

OUTCOMES
CO1: Students will produce campus newspapers and cover the campus events
CO2: Students will learn the importance of team work and adhere to the policy of organization and produce the journals, magazines as a part of team.
CO3: Students will be exposed to field reporting and practice the newsroom techniques as in organization

REFERENCES
1. B.N.Ahuja – S.S.Chhabra, *"Reporting ",* Surjeet Publication, 1995
2. Barun Roy*, "Modern Student Journalism",* Pointer Publisher, 2004
3. D"Souza, *"Hand book of Journalism*", Anmol Publications, 2000.
4. Jan Johnson Yopp and Kathrine C. McAdams , *"Reaching Audiences: A Guide to MediaWriting"*, Focal Press, 2002
5. N.C.Pant, *"Modern Journalism*" Kanishka Publishers, 2002
6. Paul Manning, *"News and News Sources"* , Sage Publications , 2004

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	2			1		1
2		1			3	
3			3			3
Avg.	2/1=2	1/1=1	3/1=3	1/1=1	3/1=3	4/2=2

HS3201	ENGLISH FOR MEDIA-II	L	T	P	C
		3	0	0	3

COURSE DESCRIPTION
- English for Media II course is for students who have completed the first course of English for Media.
- This continues with the media related language functions in this course. The course focuses not just on using language skills but extends to 21st century skills like critical thinking and analytical skills in the media context. Students will also explore the writing for different media formats and learn about media ethics and their role in society

OBJECTIVES
- To familiarize the language used in advertising media.
- To develop reading, listening, speaking and writing skills in media contexts.
- To ask questions, research and get information for writing investigative news reports
- To comprehend the power of language in media and learn to use it appropriately
- To apply critical thinking skills while reading / listening to media news reports

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UNIT I VISUAL MEDIA 9

Reading – Taglines, Slogans, Print advertisements, Digital advertisements and analysing; Writing -Writing for Advertisements, Designing an advertisement, Social media content writing about the product; Grammar – If conditionals; Vocabulary – Compound words

UNIT II ADAPTING TO EVOLVING MEDIA PLATFORMS 9

Reading – Online news articles; Social media posts on news items; Writing – Developing cohesive digital content for diverse platforms(expository articles), social media engagement and community building; Grammar – Reported speech; Vocabulary – Homonyms and Homophones

UNIT III POWER OF LANGUAGE IN MEDIA 9

Reading – Editorials, Opinion articles, blogs and analyse the underlying bias, Memes; Writing – Blogs (opinion article), Using unbiased language in writing, Use of hashtags/memes/emojis; Grammar – Active and passive voice, Editing and punctuation; Vocabulary – Idioms

UNIT IV CRITICAL THINKING IN MEDIA 9

Reading – Articles to differentiate between opinion and facts, Tweet posts and analyse the truth; Writing – Tweets about news or opinions, Writing a news article based on evidences, Use of politically correct language; Grammar – Modal verbs, Comparative and Superlative forms of Adjectives; Vocabulary – Idioms

UNIT V MEDIA ETHICS 9

Reading – Short stories, Case study articles about media ethics; Writing – Analytical essays on the role of media in society, Letter to Editor about ethical challenges in media and their responsibility to society; Grammar - Relative pronoun; Vocabulary – Transition / Sequence words, Prepositional phrases

TOTAL: 45 PERIODS

OUTCOMES

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

CO1: Understand and use appropriate vocabulary and terminologies in advertising media
CO2: Write clear and concise news articles and other media related documents
CO3: Develop effective research skills and analytical skills to write news articles.
CO4: Analyze and critically evaluate media texts that includes literature content
CO5: Think critically and analyse the media related news articles to identify the manipulative language

REFERENCES

1. Baran, Stanley. *"Introduction to Mass Communication: Media Literacy and Culture",* Tata McGraw Hill, 2009.
2. Stovall G, James*. "Writing for the Mass Media*", Pearson, 2014.
3. Associated Press *"The Associated Press Stylebook, 55th Edition"* Basic Books, 2020.
4. Smith, Angela and Dr.Michael Higgins. *"The Language of Journalism: A Multi-genre Perspective"*, Bloomsbury Academic, USA. 2020.
5. Batty, Craig and Sandra Cain. "*Media Writing: A Practical Introduction",* Palgrave Macmillan, 2010

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CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1				3	3	2
2					3	2
3	2				3	1
4	1			2	2	2
5				1	1	1
Avg.	3/2=1.5			6/3=2	12/5=2.4	8/5=1.6

XM3201	CRITICALTHINKING AND CREATIVITY	L	T	P	C
		3	0	0	3

OBJECTIVES

- To help students understand key concepts in critical thinking and creativity.
- To improve students' metacognitive understanding of creativity.
- To enhance the creative skills & abilities of students by introducing various creativity techniques.
- To develop an ability to look at a problem critically and use creative thinking to determine themethods for solving the problem.
- To learn the application of various thinking techniques for developing media strategy

UNIT I   FUNDAMENTALS OF CRITICAL THINKING   9

Critical Thinking Definition - The value of paying attention – Perception & the brain – Building strong arguments- Constructing Knowledge – Deciphering Truth- Issues & Evidence – Media & itsInfluence

UNIT II   CRITICAL THINKING APPROACHES   9

The Six Types of Socratic Questions - Phases of Critical Thinking - Critical Thinking Skills- Six hats - critical thinking and cognitive development, logic, and emotionality, role of cognitive dissonance in fostering critical thought – Solving problems with applied critical though processes - Critical Thinking in Globalized World

UNIT III   INTRODUCTION TO CREATIVITY   9

Creativity Definition –The concept of creativity – Historical Background –An introduction to the psychological study of creativity - theories of creativity - the processes of creativity - characteristics of creative people - blocks to creativity - the motivation to create - Promoting and inhibiting creativity – socio-cultural influences on creativity - Creativity & Innovation – disruptive innovations- open innovations

UNIT IV   LEARNING AND ENHANCING CREATIVITY SKILLS   9

Different Approaches, their strengths and weaknesses — Thinking styles and strategies –The creative Process – creative thinking tools for solving problems - Brainstorming - Lateral Thinking - Random Input - Analogy Techniques - Mind Mapping – scamper- Storyboarding - Lotus Blossom Technique - Assumption Smashing - Escapism Technique - Idea Checklist

UNIT V CRITICAL THINKING & CREATIVITY IN PRACTICE 9

Creativity in media organizational settings - Cross Cultural Issues in Creativity and Critical Thinking Applying critical and creative principles in effective communication design for various media - Case studies of effective media campaigns-best practices

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will gain knowledge on the usage of creative thinking methods, tools and techniques to generate ideas and solve problems.

CO2: Students will be able to design   multiple divergent solutions to a problem, develop andexplore risky or controversial ideas

CO3: Students will understand the roles of skills, experience, motivation and culture in a creative way.

CO4: Students will be exposed to barriers to creativity and various approaches for overcoming these and able to understand the importance of creativity and innovations at work.

CO5: Students will gain knowledge on the theories of creativity and able to develop an effective media message strategy for solvingproblems and issues in society

REFERENCES

1. De Bono Edward "*How to Have Creative Ideas: 62 exercises to develop the mind*", PenguinIndia, 2007
2. Hughes W, Lavery J. " *Critical Thinking: An Introduction to the Basic Skills-Broadview Press"*;Canada 2015
3. Kaufman C. James "*The Cambridge Handbook of Creativity* " (Cambridge Handbooks inPsychology), University of Cambridge, U.K , 2016
4. Lau J. Y. F. "*An Introduction to Critical Thinking and Creativity: Think More, Think Better"*,Wiley London, 2011.
5. Morrow R David, Weston Anthony" *A Workbook for Arguments: A Complete course onCritical thinking",* Hackett Publishing , 2011

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	1	2	3
2	-	2	3	-	-	-
3	3	1	-	1	3	-
4	-	3	1	1	-	-
5	-	-	-	2	-	3
Avg.	6/2=3	7/4=3.5	4/2=2	5/4=1.5	5/2=2.5	6/2=2

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XM3202	**POLITICAL COMMUNICATION**	L	T	P	C
		3	0	0	3

OBJECTIVES

- To recognize the fundamental role of media in shaping the public's perception of politicians,the government, and the political structure.
- To familiarize political theories and the various socio-cultural, political challenges andtransformations.
- To get insights on the salient features of Indian politics

UNIT I   POLITICAL THOUGHTS – AN OVERVIEW   9

Western Political Thought: Plato, Aristotle, Machiavelli, Hobbes, Locke, John S. Mill, Marx, Gramsci, Hannah Arendt - Indian Political Thought: Dharamshastra, Arthashastra and Buddhist traditions - Political Ideologies: Liberalism, Socialism, Marxism, Fascism, Gandhism and Feminism. Political economy of communications, Sociological theory - Agenda Setting Theory, Uses & gratification theory and Dependency theory

UNIT II   CLASSICAL AND CONTEMPORARY IDEOLOGIES   9

Concept of power, hegemony, ideology and legitimacy - Democracy: Classical and contemporary theories; different models of democracy representative, participatory and deliberative - Direct democracy, Representative democracy, Presidential democracy, Parliamentary democracy, Authoritarian democracy, Participatory democracy & Social democracy

UNIT III   POLITICS AND PARTICIPATION   9

Political Strategies of India's Freedom Struggle: Constitutionalism to mass Satyagraha, Non-cooperation, Civil Disobedience; Militant and revolutionary movements, Peasant and workers movements - Perspectives on Indian National Movement: Liberal, Socialist and Marxist; Radical humanist and Dalit – Social Movements: Civil liberties; women's movements; environmentalist movements. Manufacturing Consent, Media bias, Media imperialism

UNIT IV   POLITICAL SYSTEM AND STRUCTURE   9

Salient Features of the Indian Constitution: The Preamble, Fundamental Rights and Duties, Directive Principles; Parliamentary System and Amendment Procedures; Judicial Review and Basic Structure doctrine - Statutory Institutions/Commissions - Federalism: Constitutional provisions; changing nature of centre-state relations; integrationist tendencies and regional aspirations; inter-state disputes - Grassroots Democracy. Executive - Multiparty System, Coalition Government, Judiciary and Legislature

UNIT V   MEDIA AND PUBLIC AFFAIRS   9

Party System: National and regional political parties, ideological and social bases of parties; patterns of coalition politics; Pressure groups, trends in electoral behavior; changing socio-economic profile of Legislators - History, Ownership and Media Regulation Mass media: Political culture and perceptions, complexity of political issues in media - Role of cinema in politics – Media, Public Opinion and Consequences - The Roles of Media in Democracies and Authoritarian Regimes - Internet and social media in the modern information age and the profound effect it has on media coverage, campaigns, and privacy. Media Relation, PR and Media Relation, and Building Relationship

TOTAL: 45 PERIODS

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OUTCOMES

At the end of the course students will be able to

CO1: Understand the importance of political communication
CO2: Get insights on the political strategies of Indian freedoms struggle
CO3: Explore the salient features of the Indian Constitution
CO4: Get to know about the political party system and its role in India
CO5: Understand the role of media in shaping political opinion among the students

REFERENCES

1. Understand the importance of PR and media relations for effective political communication and Get familiarized with the political theories Alfarid Hussain Rishikesh Kumar Gautam ,"Political Communication in the Digital Age: Contemporary Issues and Perspectives from India" , Bharti Publications, New Delhi, 2023,
2. Kate Kenski (Editor), Kathleen Hall Jamieson (Editor), "The Oxford Handbook of Political Communication" (Oxford Handbooks), Oxford University Press; 1st edition 2017.
3. Routledge "An Introduction to Political Communication" Brian McNair, 2011.
4. Narendra Nigam "Mass media and Political perceptions" 2004
5. Judith S Trent, Robert V.Friendenberg, Praeger "Political Campaign Communication: Principles and Practices",2000.
6. Lars Willnat , Annette Aw, Routledge ,"Political Communication in Asia",2009.
7. Jesper Stromback, Lynda Lee Kaid, Routledge ,"The Handbook of Election news coverage around the world", 2009.
8. Holli A Semetko, Margaret Scammell "The Sage Handbook of Political Communication" 2012

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	1	2	3
2	-	2	3	-	-	-
3	3	1	-	1	3	-
4	-	3	1	1	-	-
5	-	1	-	3	-	3
Avg.	6/2=3	8/4=2	4/2=2	8/4=2	5/2=2.5	6/2=2

PROGRESS THROUGH KNOWLEDGE

XM3203	PHOTOGRAPHY	L	T	P	C
		3	0	0	3

OBJECTIVES

- To create opportunities for professional and creative expression through the practice and artof photography.
- To understand the concept of lighting
- To educate the importance of photo journalism
- To inculcate aesthetic sense involved in creativity
- To educate the student about different genres of photography

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UNIT I INTRODUCTION TO PHOTOGRAPHY 9

History of Photography, History of camera, Different camera formats, working of an SLR and DSLR Cameras. Features and functions of SLR and DSLR Cameras. Various camera controls. Zonesystem. Exposure. Image sensors. Different storage formats

UNIT II PHOTOGRAPHIC COMPOSITION 9

Different type of Lenses - Basic Shots and Camera Angles, Photographic Composition - View point and Camera angle-Eye Level, Low and High, Balance- Aspects of Balancing, Shapes and Lines, Pattern, Volume, Lighting, Texture, Tone, Contrast- and Colour, Framing, various Perspectives

UNIT III LIGHTS AND LIGHTING FOR PHOTOGRAPHY 9

Colour Theory, Colour Temperature, Electromagnetic spectrum, Different types of Lights based on Manufacturing and photography purpose, Different lighting patterns, Light equipments, Light Reflectors and Diffusers for Portraits and other genres of photography, Light Meters and Light measurement Units. Uses of various Filters

UNIT IV PHOTOJOURNALISM 9

Basics of News Photography-Essential elements of News, Importance of News photographs, Types of News photographs Spot News, Feature, Planning for News Photography-Planning of shooting script, Shooting script techniques, Layout design, Qualities for a Photojournalist, Picture stories and Lens required for News Photography

UNIT V GENRES OF PHOTOGRAPHY 9

Basic shooting and Lighting Techniques and Equipments required for different genres of Photography like Black and White, Landscape, Cityscape, Architecture, Advertising, Fashion, Food, Automobile, Sports, Travel, Children, Portrait, Still Life, Event, Silhouette, Festival and Themes

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will learn the principles of good composition in photography.
CO2: Students will develop an individual style in representing the society through photographs.
CO3: Student will understand the leading line of photography
CO4: Students will create theory of creating a photo and understand the function of camera.
CO5: Students will develop an individual style in representing the society through photographs and understand the advanced camera operations

REFERENCES

1. Ansel Adams, "*The Negative,Bulfinch press*", Fourteenth Edition, 2008.
2. Bryan Peterson, "*Understanding exposure*", Amphoto books, 4th edition, 2016.
3. BalakrishnaAiyer, "*Digital Photojournalism*", Authors press,2005
4. Ben long," *Complete Digital Photography*", Charles River Media, Third Edition, 2005
5. Fil Hunter, Steven Biver, Paul Fuqua,"*Light-Science & Magic: an Introduction to PhotographicLighting*", Focal Press,2007
6. Langford Bilissi,Langford's "*Advanced Photography*", focal press, Seventh Edition, 2008.
7. Scott Kelby, "*The Digital Photography Book*", Peachpit Press,2009

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CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	1	1	2	2	2	2
2	2	1	2	2	1	1
3	2	2	3	2	2	2
4	2	-	1	2	2	1
5	2	3	2	2	2	2
Avg.	9/5=1.8	7/4=1.75	10/5=2	10/5=2	9/5=1.8	8/5=1.6

		L	T	P	C
XM3204	**RADIO PROGRAMME PRODUCTION**	**3**	**0**	**0**	**3**

OBJECTIVES
- To make students aware of the characteristics of radio medium.
- To learn about radio programming formats and its production.
- To impart knowledge on radio production management.
- To provide a clear understanding of radio studio set-up.
- To make the students aware of the innovative developments in radio communication

UNIT I   INTRODUCTION TO RADIO MEDIUM   9
Introduction to radio as a mass medium – Radio in today's Media Scenario – Types of broadcasting: Private and Public- Nature and characteristics of Radio medium – Advantages of the radio medium, Technologies used in Radio broadcasting and reception : AM, FM, DAB, Satellite, DTH, Internet and Mobile, Radio for development, education and entertainment.

UNIT II   RADIO PROGRAMMING FORMATS   9
Writing for radio – language and grammar, types of scripts; script formats; Radio programme formats:Radio Talk, Radio News, Actualities in radio, Radio Interview, Radio Vox pop, Running Commentary, Music, Radio Drama, Radio Documentary, Radio Feature, Docudrama, Phone-in, Discussion, Game Show, Quiz, Situational Comedy, Radio Magazine, Jingles, Special Audience Programmes Homogeneous and heterogeneous audience

UNIT III   RADIO STUDIO SET-UP FUNCTIONARIES OF RADIO   9
Studio layout, The studio desk, mixer, control panel, console, Digital mixers, Studio Software, recording formats, Digital audio workstation, Editing Principles, Microphones, Stereo, Dealing with equipment faults-Functionaries of Radio, Administration Wing, Programming Wing, Technical Wing, Hierarchy in radio stations

UNIT IV   PRODUCTION MANAGEMENT   9
Three phases of production: Pre-production, Production and Post-production-Qualities of a Radio Producer, Qualities of a Radio Jockey - Financial and Technical resources; Budgetary planning – control - Direct and Indirect costs; Radio advertising: tariff

UNIT V   INNOVATIVE DEVELOPMENTS IN RADIO COMMUNICATION   9

Developments in Field Programme Production and Live Programme Production - Podcasting– Radio and popular culture - Interactive broadcasting - educational broadcasting – Media convergence – FM Revolution in India, Campus Radio, Amateur Radio/Ham Radio, Community Radio: Concept, guidelines and Importance

TOTAL: 45 PERIODS

OUTCOMES

CO1:The students will come to know the difference between the features of radio and other media

CO2:The students will be able to write scripts for radio programmes

CO3:The students will have an understanding on presentation techniques and radio production Management.

CO4:The students will understand the set-up of radio studio and aware of the innovative developments in radio communication

CO5:The students will understand the principles involved in producing various formats

REFERENCES

1. Hausman C, Messere F, O'Donnell LB, Benoit P. " Modern Radio Production: ProductionProgramming & Performance" Cengage Learning; 2012.
2. McLeish R. "Radio production" Focal Press; 2012
3. Michele Hilmes and Jason Lovigilio, (eds)., Radio Reader: "Essays in the Cultural History of Radio" (Routledge, 2002).
4. Moylan W. "The art of recording: Understanding and crafting the mix" Focal Press; 2012
5. Neelamalar M. "Radio Programme Production" PHI Learning Pvt. Ltd.; 2018.
6. Pavarala V, Malik KK. "Other voices: The struggle for community radio in India" SAGE Publications India; 2007.
7. Sue Teddern and Nick Warburton ,"Writing for TV and Radio: A Writers' and Artists' Companion (Writers' and Artists' Companions)" Bloomsbury Academic India, 2018

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2	3	3	3	3	-
2	-	-	3	3	3	3
3	-	-	-	3	2	-
4	3	-	-	3	-	2
5	3	-	3	2	2	-
Avg.	8/3=2.6	3/1=3	9/3=3	14/5=2.8	10/4=2.5	5/2=2.5

HS3211   ENGLISH LAB -II   L   T   P   C
                                                        0   0   4   2

COURSE DESCRIPTION

- English Lab II is course that acts as a complement to English for Media II theory course. It focuses
- on listening and speaking skills in various media context. The second semester lab course
- focuses on language functions needed for advertising, reporting and presenting in media. It also

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- explores the ethical dilemmas in media industry and tries to inculcate critical thinking among learners

OBJECTIVES
- To use persuasive language in advertising and in short talks.
- To enable learners to confidently take part in group discussions
- To teach speaking strategies that will help in making formal presentations

UNIT I   ADVERTISING   12
Listening – Television and Digital Advertisements and gap-fill exercises, Analysing the advertising language; Speaking – Creating an advertisement for Television / Digital medium (Adzap activity)

UNIT II   DISCUSSING   12
Listening – Podcasts, Discussions, Inferring the underlying message from the tonal variations; Speaking –Making conversations about news reports, Taking part in small group discussions

UNIT III   PERSUASIVE TALKS   12
Listening – Debates in broadcast media, Persuasive talks; Speaking – Taking part in debates, Persuasive talks (Mock courtroom discussion Role play), Understanding the effect of formal language

UNIT IV   ANALYSING MEDIA   12
Listening – Short Talks and identifying the underlying objectives, Watching Youtube videos on news reporting and analysing their credibility (YouTube influencers' videos); Speaking – Giving a talk on trending news, Content writing - News report for online media

UNIT V   ETHICS AND MEDIA   12
Listening – TED Talks on Media related topics, Stories on moral dilemma; Speaking – Case study scenarios with ethical dilemmas, ReTelling of a story from different perspective, Making a presentation on major social issues

TOTAL: 60 PERIODS

OUTCOMES
By the end of the course, students will be able to
CO1: Use persuasive language in short talks and advertisements
CO2: Speak confidently in group discussions.
CO3: Make effective presentations with relevant data

Assessment:
Internals
   (1) Making an advertisement (audio/video/print)
   (2) Group discussion
   (3) Campus newspaper

Externals
   Speaking Test – Formal presentation

REFERENCES
1. Baran, Stanley. *"Introduction to Mass Communication: Media Literacy and Culture",* Tata McGraw Hill, 2009.
2. Stovall G, James*. "Writing for the Mass Media"*, Pearson, 2014.
3. Associated Press *"The Associated Press Stylebook, 55th Edition"* Basic Books, 2020.
4. Smith, Angela and Dr.Michael Higgins. *"The Language of Journalism: A Multi-genre Perspective"*, Bloomsbury Academic, USA. 2020.

5. Batty, Craig and Sandra Cain. "*Media Writing: A Practical Introduction*", Palgrave Macmillan, 2010

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	-	3	3	1
2	-	-	-	3	3	-
3	-	2	-	-	-	-
Avg.	-	2	-	6/2=3	6/2=3	1

XM3211	DRAWING LAB-II	L	T	P	C
		0	0	4	2

OBJECTIVES

- Understanding of the major tenants of good composition and how line can be used to describe, model, or translate all of visual reality for studio and commercial applications
- To make them aware of human and animal form of drawing and introduce them the drawing materials and techniques
- To enhance their knowledge on art criticism and aesthetics

UNIT I   DRAWING MATERIALS AND TECHNIQUES   12

Application of materials, Priming of Canvas, techniques - Traditional Art, Non Traditional Art, Pastel / Acrylic over canvas / Pen drawing

UNIT II   HUMAN AND ANIMAL FORMS   12

General form and Gesture- Drawing from cast & figure — light and shade, Basic Proportions, Balance — Standing still or motion — gravity and perspective, shape making- Basic Shapes and procedures, Study of Eye, Study of Nose, Study of Ear and body

UNIT III   MINIATURE SET DESIGNING AND CLAY MODELLING   12

Creating different miniature models through waste materials, Life drawing: Fundamentals of Sculpture through study on anatomy of Human body. Introduction to various basic techniques of forming clay through simple shapes and to understand the characteristics of clay material

UNIT IV   DRAWING AND VISUALIZATION   12

Calling on Visual Memories –From thought to Image — Perception, Imagination and explore, Dimensional Views — Orthographic views/ plan views/ section views/ elevation views/ 3 dimensional views, Building on Geometry, Refining the image and Seeing light.

UNIT V   ART CRITICISM AND AESTHETICS   12

Art Criticism — Studying, Understanding and Judging works of Art –Describing, analyzing, Interpreting and Judging, Aesthetics and Art — Subject view, The composition View, and the Content view

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PRACTICALS
1. Composition with light and shadow
2. Perspective drawing
3. Face mask making
4. one and 2-point perspective drawing
5. Pastel / Acrylic over canvas
6. Pen drawing
7. Human forms.
8. Drawing portraits and self-portraits.
9. Gestural drawing

Non-dominant hand drawing

TOTAL: 60 PERIODS

OUTCOMES

CO1: Students will be familiar with various techniques of shading in an attempt to add form andvolume to the structural framework of a composition.

CO2: The students will learn human and animal form of drawing and will be exposed to drawing materials and techniques

CO3: The students will be having enhanced knowledge on art criticism and aesthetics and visualize and draw human and animal forms

REFERENCES

1. Raviraj "*Commercial Art Techniques*" New century Book HousePvt Ltd, Chennai, 1994
2. Edouard Lanteri, "*Modeling and Sculpting the Human Figure*", Dover Publications, New York.1985.
3. Foster, W. "*Human Anatomy*" Laguna Hills, CA: Walter Foster Publications. 1989
4. Gene A Mittler, James Howze Macmillan/McGraw-Hill ,"*Creating and Understanding Drawings*", New York , 1989
5. Leggitt J. "*Drawing shortcuts: Developing quick drawing skills using today's technology*", JohnWiley & Sons; 2015.
6. Raviraj,A "*Grammar Book of ART & DESIGN*", NewCentury Book House PvtLtd, Chennai,2008

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	3	2	1
2	3	-	-	-	-	-
3	-	-	1	3	2	2
Avg.	6/2=3	-	1/1=1	6/2=3	4/2=2	3/2=1.5

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XM3212	PHOTOGRAPHY LAB	L	T	P	C
		0	0	4	2

OBJECTIVES

- To create opportunities for professional and creative expression through the practice and artof photography.
- To educate the photojournalism and understand the genres of photography
- To equip students with different types of lighting techniques and to inculcate aesthetic sense involved in creativity

UNIT I   INTRODUCTION   12

Practice in Fully Manual SLR and DSLR Cameras to learn focusing.
Practice in semi manual modes like shutter and aperture priority mode, assignments to practice exposure, Depth of Field and Focal Length

UNIT II   COMPOSITION   12

Practice in Monochromes andColour to practice contrast, texture, pattern, shapes and Perspectives. Framing and Composition with different shots and Camera Angles in DSLR.

UNIT III   LIGHTING   12

Practicing in available light on selected themes.Use of different metering modes, Manipulation of light to create different moods. Concentrating on assignments based on use of colours in photography.Use of Reflectors and diffusers, Practice in various patterns of lighting for portraits, self portrait and other genres

UNIT IV   PHOTOJOURNALISM   12

Covering selected News Events based on various news elements and practice inside the campus events for news

UNIT V   GENRES OF PHOTOGRAPHY   12

Practice in fully manual and semi manual modes for capturing sports and moving objects.
Practice in social themes and selected genres of Photography like Product Photography.

TOTAL: 60 PERIODS

OUTCOMES

CO1: Students will recognize the principles of good composition in photography , new lighting strategies, perfect shot for photography
CO2: Students will develop an individual style in representing the society through photographs.
CO3: Student will create all genre of photography and create their own photography portfolio

REFERENCES

1. Bernhard JSuess, *"Creative Black and White Photography",* Allworth Press, 2013.
2. Bryan Peterson, *"Understanding Exposure",*Amphoto Books,2009.
3. Christopher Grey*, "Master Lighting guide for Portrait Photographers",* Amherst Media, 2004.
4. Dan Simon*, "Digital Photography Bible",* Wiley Publishing, 2004.
5. Michael Busselle and David Wilson, *"The perfect Portrait Guide"*, Rotovision 2002.
   Scott Kelby, "*The Digital Photography Book",* Peahpit press, 2014

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CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2	2	3	3	3	-
2	-	-	2	3	3	3
3	-	-	-	3	2	-
Avg.	2/1=2	2/1=2	5/2=2.5	9/3=3	8/3=2.6	3/1=3

XM3213	RADIO PROGRAMME PRODUCTION LAB	L	T	P	C
		0	0	4	2

OBJECTIVES
- To make students aware of the script writing.
- To learn about radio production by producing different radio genres.
- To impart practical knowledge on radio programme production.
- To provide a clear understanding of radio studio set-up.
- To make the students aware of the developments in radio programme production

UNIT I 12
Practical exposure to the radio station's organizational structure, functions and management — Hands-on training: microphones, console, recording and editing software

UNIT II 12
Developing the concept - Script writing for various programme genres — Production of different radio formats such as Radio Jingles, Radio Plays, Radio Vox-Pops, Radio Actualities, Radio Documentaries, Radio Features, Radio Interviews, Radio News, Radio Discussion, Radio Drama,— Recording using audio software — The mix down ─ Editing ─ The final master

UNIT III 12
Practising innovative presentation techniques – Application of infotainment/edutainment content in the existing formats — Production of special audience programmes – Working with musical instruments

UNIT IV 12
Practising the managerial techniques in three phases of production: Pre production, production, post production — Budget planning and execution — Team work and personnel management — Analysis of existing formats - Promotion of radio programmes

UNIT V 12
Production of interactive radio programmes – Application of different radio genres in educational and informational programmes – Field visit to community – Research on need based content - Producing campus/community based programmes

TOTAL: 60 PERIODS

OUTCOMES
CO1: The students will be able to write the scripts for various radio programmes and able to produce programmes for radio

CO2: The students will come to know the techniques of radio production management and radio studio set-up

CO3: The students will be aware of the latest developments in radio programme production and will come to know different presentation styles

REFERENCES

1. Hausman C, Messere F, O'Donnell LB, Benoit P. " Modern Radio Production: ProductionProgramming & Performance". Cengage Learning; 2012.
2. McLeish R. "Radio production". Focal Press; 2012
3. Michele Hilmes and Jason Lovigilio, (eds)., "Radio Reader: Essays in the Cultural History ofRadio" ,Routledge, 2002.
4. Moylan W. "The art of recording: Understanding and crafting the mix". Focal Press; 2012
5. Neelamalar M. "Radio Programme Production". PHI Learning Pvt. Ltd.; 2018.
6. Pavarala V, Malik KK. "Other voices: The struggle for community radio in India". SAGEPublications India; 2007
7. Teddern S and Warburton N- "Writing for TV and Radio: A Writers' and Artists' Companion" (Writers' and Artists' Companions) Bloomsbury Academic India, 2018

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2	3	3	3	3	-
2	-	-	3	3	3	3
3	-	-	-	3	2	-
Avg.	2/1=2	3/1=3	6/2=3	9/3=3	8/3=2.6	3/1=3

XM3301	SCRIPT WRITING	L	T	P	C
		3	0	2	4

OBJECTIVES

- To introduce students to writing techniques for various media.
- To educate the students with the software for scripting
- To educate the students with the scripting for the media
- To understand the difference between fictional and non-fictional stories
- To understand the importance of writing and the role of script in media

UNIT I   BASIC TOOLS OF WRITING   9

Four characteristics of media writing- accuracy, clarity, efficiency, precision. Importance of the beginning, the middle and the end. Writing for different genres. Writing for fictional and factual work Scripting for print media- elements and structure of news writing- Featurwriting

UNIT II   CREATION OF SCRIPT   9

Concept creation- Identification of suitable story concept/idea – Anatomy of a Screenplay –Beginning/middle/ end elaborating and breaking up the selected concept into scenes – Elaborating individual scenes – Slug line - Action – Dialogue - Creating a detailed script / screenplay

UNIT III   SCRIPTING FOR FICTIONAL PROGRAMMES   9

News writing for broadcast media, Writing for Documentaries, , Print Research, Field Research and Interview Research, Distinguishing the 'top' of the issue and 'heart' of the issue and 'branches' of the issue

UNIT IV   SCRIPTING FOR NON-FICTIONALS   9

News writing for broadcast media, Writing for Documentaries, , Print Research, Field Research and Interview Research, Distinguishing the 'top' of the issue and 'heart' of the issue and 'branches' of the issue

UNIT V   SOFTWARE APPLICATION FOR SCRIPTING   9

Software for news writing, Uses of various commercial software for scripting and pagination, formatting the screenplay, organizing related documents-Storyboarding, software for storyboarding

PRACTICAL EXERCISES   30
1. Writing News Articles
2. Writing Editorials
3. Writing news features
4. Profile writing
5. Writing human interest stories
6. Scripting for TV news shows
7. Scripting for TV reality shows
8. TV Pilot Episode Development
9. Development of Script for Gaming
10. Writing for Animated Content
11. Scripting For Instructional Videos
12. Scripting for Webseries
13. Storyboarding
14. Scripting for documentaries Screenplay formatting

TOTAL: 45+30:75 PERIODS

OUTCOMES

CO1: Students will be able to understand the nuances of writing for various media
CO2: Students will efficiently develop and write scripts for fictional programmes.
CO3: Students will efficiently develop and write scripts for non-fictional programmes.
CO4: Students will be create their own script that can be produced in the media
CO5: Students will learn how to use various commercial software for script and screenplay

REFERENCES

1. Friedman, Anthony, "*Writing for Visual Media*", 3RD Edition, Focal Press, USA, 2010.
2. Lee, Jason ,The *Psychology of Screenwriting Theory and Practice*, Bloomsbury, 2017
3. Loren, Paul Caplin - *Writing Compelling Dialogue for Film and TV*, Rutledge, 2020
4. Musburger, B. Robert, "*An Introduction to Writing for Electronic Media*", Taylor and Francis, UK, 2007.
5. Musburger, R. B. *An introduction to writing for electronic media: Scriptwriting essentialsacross the genres*. New York: Focal Press. 2016.
6. Monaco, James. *"How to read a film: Movies, Media, Multimedia"*Oxford University Press, 3rdEdition. USA. 2000.
7. Torttier, David- *The Screenwriter's Bible,* Silman James Press, U.S. 2019

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2	3	3	3	3	-
2	-	-	3	3	3	-
3	-	-	-	3	2	-
4	3	-	-	3	-	2
5	3	-	3	2	2	-
Avg.	8/3=2.6	3/1=3	9/3=3	14/5=2.8	10/4=2.5	2/1=2

XM3302	**MEDIA, CULTURE AND SOCIETY**	**L T P C**	
		3 0 0 3	

OBJECTIVES
- Read and critically analyze research specific to media studies.
- Understand and explain why culture and society are central to media analysis.
- Define terms, concepts, and theories fundamental to the study of media.
- Connect these terms, concepts, and theories to everyday engagements with media.
- Identify various contexts that structure our engagements with media and influence how they are studied

UNIT I   INTRODUCTION   9
Media and society — contemporary importance of media in modern society – Introduction Concept of Culture--meaning, dimensions--the basic theoretical framework. Counter cultures, women, youth, minorities. Culture as communication, fashions, fads and rituals. Culture industries

UNIT II   MEDIA AND SOCIETY   9
Media and Society Interplay between media and society - Cultural implications of mass media. Popular and elite culture. Multiculturalism and sub cultures. Media in democratic society — Media and social process – Mediated role and social conferment, status conferral, socialization

UNIT III   MEDIA, POLITICS AND IDEOLOGY   9
Media, Politics and ideology — Market oriented media and social dilemma culture and communication - mass mediated culture — communication and social conflicts — religion and communication — contemporary relevance of Gandhian model of communication- Mass Communication: characteristics-Social norm, status conferral, privatization, monopolization,canalization inoculation

UNIT IV   AUDIENCE   9
The changing audience - media commodities, google, ebooks, free downloads, open source. Mass media and mass culture — Dysfunction: stereotyping, cultural alienation, impact on children — regulatory mechanism: government, professional bodies and citizen groups

UNIT V OTHER HORIZONS 9

Feminist critiques of media. Media and the minorities. National culture and communication policy. Communication across culture – New communication technologies – change and challenges – trends in mass communication in the internet era – knowledge society – information rich and information poor

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will understand the perception of changing attitude of audiences.
CO2: Student will understand the issues through feminist angle
CO3: Students will understand the cultural aspect need for the media
CO4: Student will evaluate the mass mediated culture
CO5: Student will understand the trends in mass communication

REFERENCES

1. Paul Hodkinson, "*Media, Culture and Society. An Introduction, 2nd edition*", Sage publications,2016.
2. Nicholas Carah, Eric louw, "*Media and Society: Production, Content and Participation",* Sagepublications, 2015.
3. Stig Hjarvard, *The Mediatization of Culture and Society*, Routledge, 2013.
4. Douglas kellner, *Media culture: Cultural Studies, Identity and Politics between the Modernand the Post-Modern*, Routledge, 2003

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	2	2	2
2	2	1	2	2	1	1
3	2	2	-	2	2	2
4	2	-	1	2	2	1
5	2	3	2	2	2	2
Avg.	9/5=1.8	7/4=1.75	5/3=2	10/5=1.6	9/5=1.8	8/5=1.6

XM3303	NEWS REPORTING	L	T	P	C
		3	0	0	3

OBJECTIVES

- To know the various news gathering techniques.
- To develop the news concept and the critical thinking skills to recognize when news lacks fairness and credibility.
- To develop the writing skill for news production
- To understand the concept of gate keeping and its importance to responsible reporting and publishing.
- To learn the news reporting for various genres of news

UNIT I GATEKEEPING, BEATS AND NEWS VALUES 9

Importance of news, Types of news – hard news and soft news; Nose for News; News Values, Gate keeping process – Proximity, Timeliness, Impact, Prominence, Human Interest, Conflict; Beats - Types of Beats, Skills required for the Political Beat, Crime Beat , Court Beat, Sports Beat, Business Beat

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UNIT II   NEWS GATHERING AND RELATED TECHNIQUES   9

Sources – Primary and Secondary, Importance of Sources, Types of Sources, Identifying, Establishing and Maintaining Contacts, Confidentiality, News gathering – Interviews, Types of Interviews- Voxpops, telephone, email and mobile interviews, Background research, CAR, Framing questions for interviews, Conducting the interviews, Reporters - Roles, functions, Qualities; of reporters and personnel in newsroom

UNIT III   NEWS WRITING   9

News Ideas – Brainstorming, Story Mapping, Deciding Story angle and Approach, Idea generation Techniques, News research techniques, Computer assisted research,Basics of News Writing; Elements of news; Structures - Inverted Pyramid, Diamond, Hourglass; News Formats; Introduction and Leads, Types of Lead, Writing Headlines, Writing Photo captions, Telling the Story, Placing the Key Words, Developing the Story, Ending the Story, Nut graph, importance of beginning and the end

UNIT IV   NEWS EDITING   9

Usage of style books; News editing - Role of Editors, Sub Editors, How to Edit a news copy, Picture Editing, Quotation, Attribution, Spelling, Punctuation, Abbreviations, Figures, Adjectives Editing techniques, Editing Software, Proof reading, Roles of Sub editors and proof readers

UNIT V   ETHICS AND LEGAL ISSUES   9

Ethics dilemmas in news reporting and writing; Handling women issues, child related issues, in reporting, Right to Information, Privacy issues, Plagiarism, How to avoid fake news, mis/dis-information

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will understand the different news gathering techniques.
CO2: Students will efficiently report and write the news for different genres.
CO3: Students will understand the importance of news values.
CO4: Students will learn the importance of sources and beats.
CO5: Students will learn the ethical and legal issues to be followed in reporting news

REFERENCES

1. Antony Friedman, "Writing for Visual Media", Focal Press, April 2001.
2. Emma Lee-Potter, "Interviewing for Journalists", Routledge, 2017.
3. Ian Pickering, Writing for News Media, Routledge, 2018.
4. Jan Johnson Yopp and Katharine C. McAdams, Reaching Audiences: A Guide To Media Writing (3rd Edition) – 2002
5. Paul Manning, News and News Sources, Sage Publications, 2004.
6. Robert L.Hilliard, Writing for TV, Radio and News Media, Thomson Learning, 2005.
7. Vera Slavtcheva-Petkova & Michael Bromley " Global Journalism: An introduction – Springer, 2019

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	-	2	2	-
2	-	2	-	2	-	-
3	-	-	-	-	-	2
4	-	-	-	2	-	2
5	-	-	-	-	-	1
Avg.	-	2/1=2	-	6/3= 2	2/1=2	5/3=1.7

XM3304	**PYTHON PROGRAMMING**	L	T	P	C
		3	0	0	3

OBJECTIVES
* To know the basics of problem solving.
* To develop python programs with for simple operations, conditions and loops.
* To define and call functions, modules and use different packages
* To work with strings in Python.
* To work with files from python and to use different data structures

UNIT I   INTRODUCTION TO PROBLEM SOLVING AND PYTHON   9
Fundamentals of computing – Problem Solving Strategies – Program Design Tools: Algorithms ,   Pseudo codes and flowcharts – Different Flow Controls - Types of Errors – Testing and Debugging – Introduction to Python programming – Python interpreter and interactive mode – Variables and identifiers – Datatypes – Input Operations – Comment – Indentations – Operators and Expressions – Operations on strings and other datatypes

UNIT II   DECISION CONTROL STATEMENTS AND LOOPING STATEMENTS   9
Introduction to decision control statements – variations of If-elif-else constructs – Loop structures/iterative statements – While loop – For loop – Definite – Infinite loops - Nested Loops – Break – continue - pass statements – Else used with loop statements

UNIT III   FUNCTIONS, MODULES AND PACKAGES   9
Need for functions - Function Definition – Function calling and returning values – Scope and Lifetime: Local and global – Different Python Function Arguments – Lambda Functions – Recursive Functions- Documentation String - Modules and Namespace – User-defined modules – Python Module – Standard Library Modules – Packages in Python – Function Redefinitions

UNIT IV   STRINGS   9
Strings: Introduction, Immutable string formatting operators - indexing, traversing, concatenating, appending, multiplying, formatting, slicing, comparing, iterating strings – Basic Built-In String Methods Modules and Functions Regular expressions – Metacharacters in Regular Expressions

UNIT V   FILE HANDLING AND DATA STRUCTURES   9
Introduction to Files – Opening and closing files – Reading and writing files – Searching through files – Renaming and Deleting Files - File positions, Sequence – List, Tuples, Sets, Dictionaries

TOTAL: 45 PERIODS

OUTCOMES
On completion of the course, students will be able to:
CO1: Develop algorithmic solutions to simple computational problems.
CO2: Develop and execute simple Python programs.
CO3: Decompose a Python program into functions or modules.
CO4: Represent compound data using Python lists, tuples, dictionaries etc.
CO5: Read and write data from/to files in Python programs

REFERENCES
1. R. Nageswara Rao, *Core Python Programming*, DreamTech Press Publisher, 2021.
2. Reema Thareja, *Python Programming: Using Problem Solving Approach*, Oxford UniversityPress, 2017.
3. John V Guttag, *Introduction to Computation and Programming Using Python*, Revised andExpanded Edition, MIT Press, 2013.

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4. Charles Dierbach, *Introduction to Computer Science using Python*, Wiley India Edition, 2016.
5. Timothy A. Budd, *Exploring Python*, Mc-Graw Hill Education (India) Private Ltd., 2015

CO-PO MAPPING

CO	PO 1	2	3	4	5	6
1		3	1			
2	2					
3					3	
4				2		3
5						2
Avg.	2/1=2	3/1=3	1/1=1	2/1=2	3/1=3	5/2=2.5

XM3305	VIDEO PRODUCTION	L T P C
		3 0 0 3

OBJECTIVES
- To understand the basic and evaluation of videography
- To understand the audio recording knowledge for various production techniques
- To inculcate the production aesthetic sense in terms of lighting, composition, sound and usage of equipment
- To understand the various equipment available for production and selection of equipment for different production.
- To gain knowledge of studio equipment usage and benefits and create opportunities for creative expression through the practice and production of programmes

UNIT I   CAMERA   9
History of Video Cameras, Different camera formats, working of an Video Camera. Features and functions video cameras, Shots and Camera angles used in various production process

UNIT II   SOUND IN VIDEO RECORDING   9
Basics of sound recording. Different types of microphones and factors governing their selection. In built microphones in cameras, Mixing of Sound. Audio sweetening practical. Sound manipulation. Outdoor sound recording vs Studio recording

UNIT III   LIGHTING, BACKGROUNDS AND SETS   9
Lighting patterns, light equipment's and accessories, reflectors, light measurement, control of light. Lighting for different programs, Design considerations, Economical Sets, Virtual Sets, Make-ups and costumes

UNIT IV   STUDIO TECHNIQUES   9
Lighting in the studio, Different camera mounting equipment's, Single and Multi-camera-production, Production control room, Use of Video mixer, Chromo keying and other visual effects. Editing the production — The Art and techniques of Editing

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UNIT V   VIDEO PROGRAMMES, PRODUCTION AND DISTRIBUTION   9

Different genres of Video programmes, Talk shows, Interviews, short film making, Public service announcements and Corporate films**.** Broadcast distribution, Online distribution, Festivals and Competitions

ASSIGNMENT

- Student will practice with handling professional video camera
- Practice with different types of shots, angles and composition
- Student may practice with different type of following shots
- Practice with studio equipment's like Teleprompter, Video switcher, studio lights, etc.,
- Student should create video on the concept and submit to the course instructor forevaluation.

TOTAL: 45 PERIODS

OUTCOMES

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

CO1: recognize the principles of production techniques.

CO2: practice various genre of production.

CO3: expertise in both indoor and outdoor production.

CO4: produce social responsible programmes to create change in the society.

CO5: Students become experts in handling camera and related equipment's.

REFERENCES

1. Albert Moran and Michael Keane, *Television across Asia: Television Industries, Programme formats & Globalisation*, Routledge Curzon, Taylor & Francis Group, 2004.
2. Belavadi Vasuki, '*Video Production,*' Oxford University Press, 2012.
3. Gerald Millerson, *Television Production, 15th Edition, Focal Press*, 2012.
4. Herbert Zettl, *Television Production Handbook*, 10th Edition, Wadsworth Publications,2009.
5. Jim Owens & Gerard Millerson, *Video Production Handbook*, 6th edition,Focal Press, 2017
6. Robert Musburger & Michael Ogden *Single-camera video productio*n focal press 2014.

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	1		1			
2				2		
3					3	
4				2		
5						3
Avg.	1/1=1		1/1	4/2=2	3	3

52

		L	T	P	C
XM3311	**NEWS WRITING LAB**	**0**	**0**	**4**	**2**

OBJECTIVES
- To make the students to learn the aspects of news writing
- To develop their interview skills
- To develop more experience in the field work
- To publish their work in a lab journal
- To be aware of journalist responsibility and function

UNIT I   CAMPUS STORY ASSIGNMENT   12
Generating ideas for the news items in campus, identifying sources, handling sources, developing the story idea, conducting interviews with sources, writing news stories-finalizing news structures inverted pyramid, Leads, headlines, photo captions, preparing the draft and final copy of the campus news story

UNIT II   EVENT COVERAGE ASSIGNMENT   12
Student should identify the relevant events happening in the city related to their interested beat and go for reporting. After reporting, the report must be submitted to the course instructor. Totally three events should be covered by the students in a semester

UNIT III   NEWS LETTER PRODUCTION   12
Identifying concepts for the newsletter, generating information's, finding sources, arranging interviews, conducting interviews, recording interviews, writing articles, proof reading articles, designing according to the theme, publishing the newsletter

UNIT IV   TABLOID PRODUCTION   12
Mapping the concept or issues for the tabloid, selection of different news items for the tabloid, finding sources, interviewing, Designing the tabloid, logo for tabloid, understanding the date line, byline in tabloid, Photo caption writing, Editing and Proof reading, Publishing Tabloid

UNIT V   NEWS MAGAZINE PRODUCTION   12
Generating ideas or themes for the journal, mapping the story angles, contacting sources and conducting interviews, Understanding the function of design, deciding the publication style, production process, Designing logo, name, designing pages, master pages, templates, typography, words in type, using pictures and color, capturing event-photography, Editing and Proof reading, publishing Journal

TOTAL: 60 PERIODS

OUTCOMES
CO1: Students will learn to cover and report campus stories
CO2: Students will learn the importance of team work and adhere to the policy of organization.
CO3: Students will be exposed to field reporting and writing while covering events

REFERENCES
1. B.N.Ahuja – S.S.Chhabra, 'Reporting ' , Surjeet Publication, 1995
2. Barun Roy, Modern Student Journalism, Pointer Publisher, 2004
3. D'Souza, "Hand book of Journalism", Anmol Publications, 2000.
4. Jan Johnson Yopp and Kathrine C. McAdams , Reaching Audiences: A Guide to Media Writing, Focal Press, 2002
5. N.C.Pant, "Modern Journalism" Kanishka Publishers, 2002 6. Paul Manning, News and News Sources , Sage Publications

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CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	2	-	-	2	-	-
2	-	-	-	-	-	3
3	-	2	-	2	-	-
Avg.	2/1=2	2/1=2	-	4/2=2	-	3/1=3

XM3312	**PYTHON PROGRAMMING LAB**	**L**	**T**	**P**	**C**
		0	**0**	**4**	**2**

OBJECTIVES
- To learn the different problem solving approaches and gain knowledge on performing the basic operation in Python Programming.
- To work with strings and to carry out various operations related to file handling in Python.
- To use python data structures – lists, tuples, dictionaries and to explore Python Standard Libraries (pandas, numpy. Matplotlib, scipy) and Pygame tool

UNIT I   INTRODUCTION TO PROBLEM SOLVING AND PYTHON   12
1. Write algorithms to solve various scientific and technical problems
2. Draw Flowcharts for solving various problems
3. Write various python programs using simple statements, expressions and to perform different mathematical operations

UNIT II   DECISION CONTROL STATEMENTS AND LOOPING STATEMENTS   12
1. Write various python programs to solve problems using conditional statements
2. Write various python programs to write programs using iterative loops.
3. Write various python programs by including exception handling

UNIT III   FUNCTIONS, MODULES AND PACKAGES   12
1. Write various python programs to create new module
2. Write programs using user-defined functions.
3. Using a numpy module create an array
4. Write various python programs using Python Standard Libraries (pandas, numpy. Matplotlib, scipy

UNIT IV   STRINGS AND FILE HANDLING   12
1. Write various python programs using strings and string methods.
2. Using turtle module to work with graphics in Python
3. Write programs related to File handling

UNIT V   DATA STRUCTURES   12
1. To implement real-world applications using Lists and Tuples.
2. To implement real-world applications using Sets and Dictionaries.
3. Exploring Pygame tool

TOTAL: 60 PERIODS

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OUTCOMES

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

CO1: Develop algorithmic solutions to simple computational problems.

CO2: Write simple Python programs for solving problems and decompose a Python program into functions.

CO3: Represent compound data using Python lists, tuples, dictionaries etc.,read and write data from/to files in Python programs

REFERENCES

1. R. Nageswara Rao, Core Python Programming, DreamTech Press Publisher, 2021.
2. Reema Thareja, Python Programming: Using Problem Solving Approach, Oxford UniversityPress, 2017.
3. John V Guttag, Introduction to Computation and Programming Using Python, Revised andExpanded Edition, MIT Press, 2013.
4. Charles Dierbach, Introduction to Computer Science using Python, Wiley India Edition,2016.
5. Timothy A. Budd, Exploring Python, Mc-Graw Hill Education (India) Private Ltd., 2015.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1		2	1			
2	1			2	3	
3		1				3
Avg.	1/1=1	3/2=1.5	1/1=1	2/1=2	3/1=3	3/1=3

XM3313	VIDEO PRODUCTION LAB	L	T	P	C
		0	0	4	2

OBJECTIVES

- To make students aware of the script writing for video formats.
- To learn about video production with single and multi-camera shoot.
- Developing skills of writing proposals, storyboard and budget before creating a video programme and to impart knowledge on creating unique programmes and concepts

UNIT I   SCRIPT & EDIT   12

Multiple TV jingles will be created by the students which will give an overall idea and to create CG based titles and punch lines to define the programmes. They will be also working on use of fonts and colours for credits, super and title cards based on the genres of the programmes

UNIT II   TRAILOR PRODUCTION   12

Students need to create teaser, promos, trailer, and montage as asked by the faculty. They have to develop scripts for PSA for television based on some of the burning issues or enriching the public needs. Single anchor shoot and POV shots to be implemented in production

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UNIT III FORMATS PRODUCTION 12

Atleast any two of the mentioned formats like Magazine, Testimony, Game shows, Discussion, Interviews, Actuality and Demonstration should be practiced by the students and even wrap-up formats can be suggested by the faculty. Feature on current topic, Quiz programme as essential and discussed in class

UNIT IV GENRES PRODUCTION 12

Few of the following genres of TV programmes like comical, Horror, Travelogues, Historical, Supernatural, suspense, thriller, crime stories, Cookery, children enrichment programmes, personality development and counseling programmes to be attempted by the students fromscripting to production

UNIT V SPECIAL PROGRAMMES 12

TV Programmes catering for women empowerment, youth, entrepreneurial programmes health and fitness programmes and Thematic videos, sports coverage, quiz - Live and Deferred Live programmes coverage for award functions, marathon or cultural importance and folk art or Short film, Documentry to be produced

TOTAL: 60 PERIODS

OUTCOMES

CO1: Students will be creating video programmes for television, web and mobile phones practically.

CO2: Students will have full-fledged knowledge in shooting, editing and finishing on video.

CO3: This lab will enable the students to record and shoot audios/videos in various genres andthen edit the same on the nonlinear editing systems.

CO4: Student may have the knowledge work on various video production platform

CO5: They have a very good idea to construct script and shots for all television genres Students might have the knowledge in all formats of production

REFERENCES

1. Andrew Utterback, Studio Television Production and directing, Francis 2013.
2. Donald, Ralph & Spann, Fundamentals of Television Production, Blackwell Publishing, 2010.
3. Gormly, Eric K, Ames, Writing and Producing Television News, 2012.
4. Mannel; Morris, Patrick, Nonlinear Editing : Media, Focal Press, 2009.
5. Ken Dancyger, The Technique of film and Video Editing: History Theory, and Practice, Taylorand Francis, 2013.
6. Lucy Brown, Lyndsuy Duthie, The TV Studio Production Handbook, I.B. Tauris & Co. 2016

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2			1		1
2		1			3	
3			3			3
Avg.	2/1=2	1/1=1	3/1=3	1/1=1	3/1=3	4/2=2

OBJECTIVES
- To understand contemporary environmental issues and approaches to their management and to examine the relationship between media, culture and society in a globalized world and theintricacies involved in media coverage of environmental issues.
- To analyze in detail the issues in the production and consumption of global environmentalimagery and narratives.
- To recognize the importance of sustainable development and examine the role of UN sustainable development goals in regional development.
- To analyse the steps involved in creating a communication strategy for sustainable development
- To understand the importance of interdisciplinary approach to solve complex environmentalproblems involving multiple stakeholders and agendas

UNIT I   INTRODUCTION TO ENVIRONMENT   9
Environmental Challenges – Global, National and regional perspectives. Environment in History & Culture, Traditional ecological Knowledge & Science, Modernization & Environment, Political ecology to Critical theory – an overview of environmental theories, History of Sustainable Development, Sustainable Development Goals

UNIT II   STATE OF ENVIRONMENT IN TAMIL NADU   9
Environmental history of Tamil Nadu, Situating environment in the socio economic cultural and political spheres, development economics & environment, Understanding the regional, local & contextualized environmental issues and challenges of the state, environmental movements in Tamil Nadu

UNIT III   ENVIRONMENT & MEDIA   9
The Paradox of consumerism & conservationism - Environment in Popular Culture: wildlife photography, cinema, nature, wildlife environmental blockbusters and apocalyptic discourses. News Media: news framing and environmental coverage, environment in social social media. Critical review of international, national, regional media coverage of the environment

UNIT IV   ENVIRONMENTAL EDUCATION & COMMUNICATION   9
Need for Public Awareness & Understanding of nature, biodiversity, conservation, climate change & other Environmental Issues, steps in Planning Environmental Communication Campaign, characteristics of effective messages, multimedia content for environmental issues. Crisis and Risk communication, Environmental Conflict Resolution, Negotiation and lobbying,

UNIT V   ENVIRONMENTAL COMMUNICATION IN ACTION   9
Urban ecology, interdisciplinary field exercises for analysis of urban environmental issues, Framing & testing a communication strategy through an atlier for a local environmental challenge for a community

                                                  TOTAL: 45 PERIODS

OUTCOMES
At the end of the course, the student will be able to:
CO1: Students will be able to appreciate the ethical, cultural, social, political and historical
CO2: The student will understand global environmental challenges from a multidisciplinary perspective.
CO3: The student will be able to examine the state environment in Tamil nadu through the socio ecological lens.

CO4: The student will be able to understand the role of media in environmental communication and critically evaluate media narratives and discourses on the environment.
CO5: To introduce theories, concepts and skills for environmental communication and the student will be able to apply the knowledge, skills gained in a hands-on environment project for the local

REFERENCES

1. Anders Hansen, "Environment, Media and Communication", Routledge U.K 2010
2. Cox Robert; "Environmental Communication and the Public Sphere", Sage Publications,California, 2010.
3. Corbett, J. Communicating nature: How we create and understand environmental messages Washington, D.C. Island Press, 2006
4. Godemann Jasmin, Michelsen Gerd "Sustainability Communication: Interdisciplinary Perspectives and Theoretical Foundations". Springer New York, 2010.
5. Harris S Usha "Participatory Media in Environmental Communication: Engaging Communitiesin the Periphery" Routledge, U.K. 2018
6. Robertson Margaret, "Communicating Sustainability", Routledge U.K 2018
7. Wyss, B. " Covering the environment: How journalists work the green beat". Routledge, 2008.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	2	2	2
2	2	1	2	2	1	1
3	2	2	-	2	2	2
4	2	-	1	2	2	1
5	2	3	2	2	2	2
Avg.	9/5=1.8	7/4=1.75	5/3=2	10/5=1.6	9/5=1.8	8/5=1.6

XM3402	ADVERTISING	L	T	P	C
		3	0	0	3

OBJECTIVES
- To understand the importance of advertising
- To learn the various techniques of advertising
- To know the role of advertising agency in production
- To learn the importance of creative concepts in advertising

UNIT I   ADVERTISING INTRODUCTION   9
What is advertising, Evolution, Definition, Advertising as a Business process, Advertising as a Communication process, Audience categories and geographical factors, Types of advertising, Industrial products advertising, Product review

UNIT II   ADVERTISING AND CAMPAIGN PLANNING   9
How and when advertising works, Advertising- effective ads, Market effects and intensity of advertising, Effects of advertising, Brand management, Advertising Campaigns and Marketing

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UNIT III   ADVERTISING AGENCY   9

Consumer behavior, Market behavior, Advertising Agencies role, function and structure, client agency relationship, New Advertising techniques, Integrating Advertising with other elements, IMC, appeals in advertising, Modern advertising

UNIT IV   ADVERTISING ETHICS   9

Ethics in advertising, Copy Writing, Responsibilities of Copy writer, Advertorial, Infomercial, Media
planning and Buying, Ethics in debates in modern advertising, Do's and Don'ts of advertising, Effective use of new media tools, Executing advertising process

UNIT V   CREATIVITY   9

Creativity in Advertising, Writing for print, Radio, Digital, Advertising in ICT age, Branding, Media research, Advertising and marketing research

TOTAL: 45 PERIODS

OUTCOMES
Students will be able to
CO1: Learn the basic concepts in advertising
CO2: Understand the importance of advertisement production and campaign planning
CO3: Learn the functioning of advertising agency
CO4: Know the ethical guidelines in producing the advertisements
CO5: Understand the importance of creativity in advertisement production

REFERENCES

1. J V Vilanilam, A K Varghese , "Advertising Basics – a resource guide for beginners", Response Books (a division of Sage Publications), New Delhi, 6th printing, 2009.
2. Michael A Belch, Keyoor Purani ,George E Belch , "Advertising and Promotion – An Integrated Marketing Communications Perspective" , Tata McGraw-Hill Publishing Company Limited, New Delhi, 7 e, 2010.
3. Rajeev Batra,John. G. Myers and David. A. Aaker, "Advertising Management", Pearson Dorling Kindersley (India) Pvt. Ltd., 5e, 2006
4. William F Arens, "Contemporary Advertising ",Tata McGraw-Hill Publishing Company Limited, New Delhi, 10 e, 2008.
5. Mario Pricken, "Creative Advertising: Ideas and Techniques from the World's Best Campaigns", Thames & Hudson Ltd, 2008

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	3	-	-	1	2	3
2	-	2	3	-	-	-
3	3	1	-	1	3	-
4	-	3	1	1	-	-
5	-	1	-	3	-	3
Avg.	6/2=3	8/4=2	4/2=2	8/4=2	5/2=2.5	6/2=2

XM3403	MULTIMEDIA JOURNALISM	L	T	P	C
		3	0	2	4

OBJECTIVES

- Students will increase their understanding of the importance of multimedia reporting and its effects on journalism.
- They will learn how to cover news assignments and develop storytelling skills using photojournalism, audio reportage and video journalism techniques.
- The course will help student recognize ethical dilemmas across different news platforms

UNIT I   INTRODUCTION TO MULTIMEDIA STORY TELLING   9

What is Multimedia storytelling- story ideas – idea generation techniques – researching the story idea /angles – planning for the story – off beat story ideas - event based story ideas - visual stories

UNIT II   RADIO JOURNALISM   9

Basic of Radio News, Sources and contacts, Wire services, Components of News, Radio news room setup, Radio News Reporting, News writing and presentation, Elements of editing, integrating audio bytes, Radio talks and discussions, radio interviews

UNIT III   TELEVISION JOURNALISM   9

Basics of TV News- TV News room work process, Reporting for TV News-, Live News techniques, Structuring TV News, News Production techniques- Role of news producer, Graphics and other teams, visualization of News, voice-overs, TV interviews, Process of Live inputs, News Debates, News anchoring, Conducting News Interviews, Broadcasting News writing Techniques

UNIT IV   ONLINE JOURNALISM   9

Understanding difference between online and other types of journalism, emergence of social media- Development of the Online news media, Principles of Writing and editing for online media, e-magazines, Integration of text, video and graphics, Role of social media tools in news gathering, Search Engine Optimization (SEO) techniques- User centered design, Social media optimization- Live blogging and Mobile Journalism – cyber laws, copyright law, database rights, libel risks, privacy issues

UNIT V   TECHNOLOGY ADVANCMENT IN MMJ   9

van and its functions, Mobile technology and its role in aiding news coverage, Bi-media reporting, convergence newsroom, solo journalist and technology, broadcasting software, Chat GPT, Artificial Intelligence in Journalism

Assignment (Marks to be included in Assessment):   30

1. At the end of Unit 2, 3, and 4, students will be asked to produce a news story for radio, television and online medium individually and submit for evaluation.
2. At the end of the semester the students will be assigned group assignment.
3. They will produce either a half an hour news feature / issue based - radio news story or produce a half an hour news bulletin incorporating various issues.
4. The students should write script, shoot and edit the news bulletin on their own (Which will be called news day assignment') and submit for evaluation, at the end of the semester.

TOTAL: 45+30=75 PERIODS

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OUTCOMES

At the end of the course, students will be able to

CO1: Impart skills of news writing for radio, television and web media.

CO2: Expose to the latest technology in multimedia Journalism.

CO3: Build audiences and research by using social media

CO4: Research, report and promote your work via Twitter, mobile platforms and the web.

CO5: Learn how to tell news stories via mobile devices

REFERENCES

1. Andy Bull , "Multimedia Journalism: A Practical Guide" 2010.
2. Paul Bradshaw "The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age" 2013.
3. Jonathan Gray, Liliana Bounegru, and Lucy Chambers "The Data Journalism Handbook: How Journalists Can Use Data to Improve the News" 2012.
4. Janet Jones "Digital Journalism" 2010
5. Ron Smith, Anthony Stefanidis, and Lynne Sallot , "Introduction to Journalism and Mass Communication: A Guide to the Profession" 2019.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	3	-	-	2	-
2	-	-	-	-	2	-
3	2	-	-	2	-	2
4	-	2	-	-	2	-
5	-	-	-	-	2	-
Avg.	2/1=2	2/1=2	-	2/1=2	8/4=2	2/1=2

XM3404	PRINCIPLES OF ANIMATION	L	T	P	C
		3	0	0	3

OBJECTIVES

- To explore the history of animation films and different animation techniques.
- To elucidate the different principles and to explain how to apply them in an animation.
- To explain the concepts of physics and anatomy that is required to create an animation.
- To describe the various stages in the process of animation film making.
- To develop the technical skills required to create animations

UNIT I   INTRODUCTION TO ANIMATION   9

Introduction to graphics and Animation, Important Terminologies, Basic factors affecting the illusion of motion, Application of Graphics and Animation, Future trends of computer animation, Different types of Animation, Animation Techniques, History of Animation Films (Timeline), Stop Motion Animation, Different types of Stop Motion, History of Stop Motion Films, Introduction to interface of 2D animation software, Different Panels in the workspace, Understanding Strokes and Fills, Creating Shapes, curves, Text, Symbols, Managing instances, Applying Filters and Transparency

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UNIT II   PRINCIPLES AND STYLES IN ANIMATION   9

Introduction to the equipment required for animators: The animator's drawing tools, the animation table (Animation paper, peg bar, light box, Field charts, Line tests, the exposure sheet: "X" sheet), Perspective in animation, Principles of animation, Color theory, Styles in Animation: Visual Styles: Indian, Disney, American, Russian and Japanese Style, Storytelling style. Frame-sequencing features: Frame by Frame Animation, Different Tween Animation, and Concept of Masking: Text Masking, Image Masking, Eye blink

UNIT III   ANIMATION FILM MAKING PROCESS   9

Pre-production phase: Finding Inspiration, Developing the idea, Writing the Script, Plot, Production Plan, Designing: Character and main location designing, Shot description based on length, angle and movement, Concept Art and Camera Map, Different stages of Storyboard, Recording the dialogues, Building a Story Reel / Animatic, Pre-Visualization, Executive Screening, Slugging, Exposure Sheets. Production Phase: Character Modeling and Rigging, Prop Modeling, Environment Modeling, Animation, Inking and Coloring and Final Layout. Post Production: Sound and Effects. Basics of Human and animal anatomy for animators, Animating character, its articulation and Balance, Natural Motion and Character Animation with Inverse Kinematics, Animating 3D Motions, Working with Camera

UNIT IV   PHYSICS IN ANIMATION   9

Understanding dynamics and the Laws of Motion, Animation of inanimate objects: Solids (Bowling ball, Soccer Ball, Balloon, water filled balloon), Liquids (Drip, Splash, Object falling into water), Facial expressions, Lip Sync, Simulating Physics with Springiness, Working with sound and video, Publishing

UNIT V   INTERACTIVE ANIMATIONS AND NAVIGATIONS   9

Action Scripting: variables, data types, statements and expressions, operators, decisions making statements, looping statements, functions, user interaction, text, styles and fonts, events and eventhandlers: Interactivity with the mouse and keyboard, Timers and Time Driven Programming, Multi touch and Accelerometer Input. Error Handling

TOTAL: 45 PERIODS

OUTCOMES

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

CO1:Describe the history of animation films and different animation techniques.

CO2:Define and apply design principles, styles and theories to animation production.

CO3:Plan and create an animation film starting from developing a script to final output.

CO4:Able to include the concept of physics and anatomy in their animation.

CO5:Incorporate interactivity using scripting language in their animation

REFERENCES

1. Francis Glebas, "The Animator's Eye", Focal Press, 2013.
2. Keith Peters, "Foundation Actionscript 3.0 Animation: Making Things Move!", a Press company, 2007.
3. Paul Wells, Samantha Moore, "The Fundamentals of Animation", Bloombury Publishing, 2016
4. Russell Chun, "Adobe Animate CC Classroom in a Book, Adobe Press, 2019.
5. Stephen Brooks, "Tradigital Animate CC: 12 Principles of Animation in Adobe Animate", CRCPress. 2017.
6. Steve Roberts, "Character Animation Fundamentals", Focal Press, 2011

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CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1		3	1			
2	2					
3					3	
4				2		3
5						2
Avg.	2/1=2	3/1=3	1/1=1	2/1=2	3/1=3	5/2=2.5

XM3405	VIDEO EDITING	L	T	P	C
		3	0	0	3

OBJECTIVES

- To Provide historical perspectives on the developments in the art of editing and storytelling.
- To understand the role of editors in video content creation
- To help students acquire conceptual knowledge on creative aspects of video editing.
- To provide knowledge on the technical aspects of video editing and complete post production.
- To acquire skills to perform edit for a range of storytelling for multimedia platforms

UNIT I   INTRODUCTION   9
Defining edit, the historical development of the art of editing, editing theory and practices, understanding the trends in the editing industry, and new technologies in post production. Activity: Screening and analysis of clips

UNIT II   EDITOR   9
The Invisible Art & Role of the Editor, responsibilities of editors, skills required for a successful editor, Working Principles and Practices- Considering Script as an Architecture, Understanding directional intent, camera angles and movement, reading light, reading the actor, understanding stories and their purpose. Copyright and ethical issues in editing, Activity: presentation of editors works in various genres

UNIT III   THE GRAMMAR OF EDIT   9
Pudovkin's 5 principles of editing. Ordering of shots, duration of shots, editing for story order, editing for dramatic emphasis, rules of editing. The Kuleshov Effect Stages of Post Production, Editing Decisions, Editing Opportunities, Six Elements of Edit, Five Types of Edit, Importance of tone, pace and rhythm. Components in sound design, Stylistic uses of sound. Stages of editing process. Activity: Film Clip Analysis

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UNIT IV   EDITING TECHNIQUES   9

Styles in editing, Techniques in editing, Editing to Manipulate Time, Editing Transitions, Graphics, Animation and Plug-Ins Continuity Editing and Complexity Editing, Dynamics of Sound – discovering the beat, sound as a character, invisible sound, tone and pitch and creative usage of sound in editing. Usage of Colours, Planning the nonlinear editing process: Budgeting time, personnel and space. Dimension of edit

UNIT V   EDITING FOR GENRES   9

Editing styles for genres and platforms, styles and techniques- factual programming: News, features, bulletins, documentaries, reality shows; fictional Programming: Short Films, Serials, feature Films; PSAs, Advertisements and Music Videos; online content, social media & OTT platforms

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will be able to understand the different principles of editing.
CO2: Students will learn the importance of visual elements in editing.
CO3: Students will learn the application of various styles and methods of editing in their video projects.
CO4: Students will understand the aesthetic reason for the edit choices made by film/video makers.
CO5: Students will be able to edit video projects

REFERENCES

1. Christopher J. Bowen - Focal Press, "Grammar of the Edit Roy Thompson ", 2017.
2. Bryce Button, "Nonlinear Editing: Storytelling, Aesthetics, & Craft", Focal Press, 2015
3. Dancyger Ken, "The Technique of Film and Video Editing – History, Theory and Practice" Focal Press, 2018
4. Steven E.Brown, "Video Editing A Post Production Primer" , Focal Press, 2004
5. Murch, Walter, "In the blink of an eye : a perspective on film editing". Los Angeles", California :Silman-James Press, 2001
6. Jacob Bricca , "Theory of Film & Practice", ISBN 9781138675735, 2018

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2	-	3	2	-	-
2	-	2	3	-	-	-
3	-	-	3	3	-	-
4	-	-	-	3	3	-
5	-	-	-	-	3	1
Avg.	2/1=2	2/1=2	9/3=3	8/3= 2.6	6/2=3	1/1=1

Attested

XM3411   **2D ANIMATION LAB**   **L   T   P   C**

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OBJECTIVES
- To learn 2D animation software applications and skills
- To acquire basic 2D ideas and principles of animation techniques and to formulate the mechanics of animation to create various animation concepts and stories.
- To gain skills in developing interactive Web advertisements

UNIT I   INTRODUCTION TO 2D ANIMATION CONCEPTS   12
Introduction to 2D animation concepts- developing scripts-making storyboards-animation techniques- Basic tools for creating animation-understanding layers and timeline

UNIT II   ANIMATION DESIGN   12
Understanding principles of animation-classic tween, motion tween,shape tween-creating symbols- creating graphics-creating movieclips

UNIT III   PHYSICS AND ANATOMY IN ANIMATION   12
Frame by frame action-designing character-understanding anatomy of character- poses for characters- creating complete walk cycle

UNIT IV   ANIMATION PRODUCTION   12
Understanding library concepts-creating scenes-animatic-Facial expressions-dubbing, Lip synchronisation-adding sounds-editing-animation effects-pipeline techniques

UNIT V   INTERACTIVE ANIMATIONS   12
Creating interactive animation-buttons-scripts-quiz-gaming concepts-E content presentation-Advertisements/PSAs, Web banners and animated infographics

TOTAL: 60 PERIODS

OUTCOMES
At the end of the course, the student will be able to
CO1: Apply the technical and aesthetical knowledge and demonstrate the skills acquired in professional manner to create an animation.
CO2: Apply principles of mechanics and physics to create 2D animation stories and identify and demonstrate the fundamental skills acquired by creating various effects pf animations.
CO3: Create a portfolio that meets industry expectations that showcases their imaginative and technical achievements and create interactive animated content using scripts

EVALUATION
Internals will be evaluated for 100 marks and converted to 75 marks. Students have to create each
of the following starting from script to final output. Each of which will be evaluated for 25 marks.
- Principles of Animation
- Character design and Animation
- Interactive animation
- 2D showreel

External will be evaluated for 25 marks. Students have to create an animation within 3 hours based on the topics given on spot.

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Exercises

1. Script
2. Storyboard
3. Stop motion animation
4. Motion tween
5. Classic tween
6. Symbols
7. Shape tween
8. Text animation
9. Movieclip symbol
10. Character design
11. Character animation
12. Walk cycle
13. Button concepts
14. Advertisements
15. PSA
16. Web banners
17. Quiz
18. Econtent material
19. Web ads

REFERENCES

1. Ed Ghertner, "Layout and Composition for Animation 1st Edition", Focal Press, 2010
2. John Halas OBE (Author), Harold Whitaker (Author), Tom Sito (Editor) "Timing for Animation", Second Edition, Focal Press, 2009.
3. Peter Parr, "Sketching for Animation: Developing Ideas, Characters and Layouts in Your Sketchbook", Fairchild Books, 2016
4. Michele Bousquet, "Physics for Animators", CRC Press, 2015.
5. Russell Chun, "Adobe Animate CC Classroom in a Book, Adobe Press, 2019.
6. Steve Roberts, "Character Animation Fundamentals", Focal Press, 2011.
7. John M. Blain, "Blender 2d animation : the complete guide to the Grease Pencil" Paperback – Import, Taylor & Francis Ltd Publisher, 2021

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2	-	3	2	-	-
2	-	2	3	-	-	-
3	-	-	3	3	-	-
Avg.	2/1=2	2/1=2	9/3=3	5/2=2.5	-	-

XM3412	ADVERTISING LAB	L	T	P	C
		0	0	4	2

OBJECTIVES

- To learn to prepare Print Advertisements.
- To learn to produce Radio Commercials.
- To produce Advertisements for visual medium.

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UNIT I   PRINT ADVERTISEMENTS   12
Creating Logos with shapes and effects, Creating different Print collaterals using computer graphics tools(Visiting card, Letter Head, Brochure, Pamphlets, Danglers, Leaflets, Posters, Book Cover, CD cover, greeting card and other printing materials etc.),Product cover design, Package cover Designing.

UNIT II   RADIO COMMERCIALS   12
Creating Jingle,time check for Promotion , Radio Sponsorship,RJ Mentions and Testimonials.

UNIT III   TELEVISION COMMERCIALS   12
Preparing television commercials like Product Placement, brand integration, Infomercials and Overlay.

UNIT IV   WEB ADVERTISING   12
Social Media Advertising, Paid Search Advertising, Print Advertising, Broadcast Advertising, Out-of-Home Advertising, Mobile Advertising, Direct Mail Advertising.

UNIT V   SOCIAL MEDIA MARKETING   12
Display Advertising, Video Advertising, Mobile Advertising, Native Advertising.

TOTAL: 60 PERIODS

OUTCOMES
CO1: The Student will be able to prepare pamphlet and display advertisement
CO2: The Student will be able to produce radio commercials
CO3: The student will be able to do TVC, product placement and brand integration.

REFERENCES
1. Belch, G. E., & Belch, M. A.Advertising and promotion: An integrated marketing communications perspective (Required)McGraw-Hill Companies, Ninth Edition, 2011
2. McDonough, John, and Egolf, Karen, eds. The Advertising Age Encyclopedia of Advertising .Fitzroy Dearborn, 2003
3. Goodrum, C. and Dalrymple, H. Advertising in America: The First 200 Years. New York: Harry N. Abrams, 1990
4. Bogart, Leo. Strategy in Advertising. 3rd ed. Lincolnwood, IL: NTC ,Business Books, 1995.
5. Wells, William D., ed. Measuring Advertising Effectiveness. Mahwah, NJ: Lawrence Erblaum Associates, 1997.
6. Russell, J.T., and Lane, W.R. Kleppner's Advertising Procedure, 10th ed. Upper Saddle River, NJ: Prentice-Hall, 1998

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	2	-	3	1
2	-	3	3	2	-	-
3	2	3	2	3	3	3
Avg.	5/2=2.5	6/2=3	7/3=2.3	5/2=2.5	6/2=3	4/2=2

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XM3413   **VIDEO EDITING LAB**   L   T   P   C
                                                                         1   0   4   3

OBJECTIVES

- To understand both aesthetical and technical aspects of post-production and to introduce students to the basics of professional video editing software.
- To introduce fundamental concept of screen craft & screen grammar and to familiarise students with styles and techniques involved in editing various genres.
- To disseminate knowledge on the entire post production process from input till masteringoutput

UNIT I   INTRODUCTION   15

Editing software introduction — User interface, formats and codecs, Events and browser windows, browser appearance, various views of windows, workspaces management, clip ratings. Importing, referencing and transcoding media, keywords, capturing from tape. Mapping keyboard shortcuts

Activity

The faculty member will provide stock footage for the practice

- Students have to write the editing script with all the required components.
- Students have to create their own workspace in editing tool.
- Students have to log, capture the footage and transcode into corresponding file.
- Students have to learn & practice with keyboard shortcuts

UNIT II   BASIC EDITING   15

Append Edit, Insert editing, usage of select and position tool in editing, rolling trim, ripple edit, replace edit, connecting clips, slip edit. Picture in picture, video filters, key framing a graphic, adding a dissolve, transitions and sound effects

Activity

- Students will understand the concept of various editing tools and work with it.
- Students will practice with types of edit and cut, for the various genres of video with it.
- Students will apply various video transitions & filters in their videos effectively

UNIT III   AUDIO AND KEY   15

Audio levels, Audio key frames and Fixing audio problems. Creating a title - Text animation, addingeffect markers to title templates, Keyframing and D text. colour masks, chroma keying, chroma key, drop shadow, gradients, multiple camera editing

Activity

- Stock sound will be provided to student to remove noise and hiss to present a quality audio
- Students have to match the audio with image size on the video.
- They have to produce a video with recording dialogue, sfx, Foley and music.
- They have to produce title card and end credit text animation using key framing and colourmasking.
- Student have to do a live editing for multi camera studio setup using Video sw

UNIT IV   COLOUR CORRECTION, EFFECTS AND EXPORT   15

Colour correction. Basic compositing, Pleasantville effect, censor effect, ken burns effect, draw mask effect and ramping effect. Export and sharing

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Activity
- Students will change the colour tone of given video in order to bring out the essence of thestory.
- In this activity, students will composite two or more clip using transition, keying, Alphachannels and compositing.
- Students have to mask and remove a particular portion of a video or background with thehelp of masking tool

UNIT V   MASTERING & COPYRIGHT ISSUES AND PUBLISHING   15
Royalty free stock pictures, videos, censorship. Copyright, broadcasting rights, copyright infringements. Finishing, mastering and delivery- preparation for various medium distribution technique's behind it.

Activity
- Students will use royalty free stock pictures, videos or music from sources in Internet to create stories for social media.
- Students will script, shoot and edit a 2 minute video and master their video and publish their outputon an online platform

TOTAL: 75 PERIODS

OUTCOMES
CO1: Students will have the knowledge on the workflow of post-production process and edit video projects using different editing styles and layout.
CO2: Student will master the art of editing professional quality video projects for various platforms.
CO3: Students will understand the ways to edit videos without the copyright issues. Student will master an editing software which will help them get employment in the industry

REFERENCES
1. Chitou Marios & Riley Mark, "*The Craft of the cut: The final Cut Pro X Editors Handbook*",Wiley 2012, U.K
2. Christoper J. Bowen, "*Grammar of the Edit, Focal Press*", New York, 2018.
3. Frierson Micheal, "*Film & Video Editing: How Editing Creates meaning*", Focal Press Book,Routledge, New York, 2018.
4. Karel Reisz, Gavin Millar, "*The Technique of Film editing*", Focal Press, London, 2010.
5. Ken Dancyger, "*The technique of film and video editing*": history, theory and practice, Focalpress, New York, 2013

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	2	-	-	1	-	1
2	-	1	-	-	3	-
3	-	-	3	-	-	3
Avg.	2/1=2	1/1=1	3/1=3	1/1=1	3/1=3	4/2=2

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XM3501   **PUBLIC RELATIONS**   **L   T   P   C**
                                                                                           3   0   0   3

OBJECTIVES
- To give Exposure to the information and PR needs of the professionals in different sectors through theoretical presentations and practical Assignments.
- To educate the rules while doing the campaign
- To study the audio-video channel boom and the latest digital PR
- To create the strategic planning for the public relation campaign
- To provide in-depth knowledge of all aspects in this sphere of media activity. This course is also placement-oriented.

UNIT I   **INTRODUCTION TO PUBLIC RELATIONS**   **9**
Historical Perspective-Industrial revolution-the beginnings of PR, PR role in the Indian Setting- Developing economy, PR during First and Second World Wars – The Development of Indian PR, Early Phase, Professionalism, Genesis and Growth of PRSI – Present status and Future of PR in India, Defining Public Relations, Top 10 Foundational Principles of Public Relations, RACE (Research, Action, Communication, Evaluation) , Persuasion, Finding & Generating News (and Effective Media Relations) 6 PR Trends (Where the Profession is Headed).

UNIT II   **STRATEGIC PUBLIC RELATIONS**   **9**
Government public relations: concept and scope, Government and Public Affairs, Corporate Public relations: Internal communication, Theories and models, corporate identity, corporate social responsibility, Stakeholder Public Relations: Public sector public relations, Consumer public relations, Business to business public relations, Role of top management categories, PR ethics and values, PR ethics in judging an organization. Comparative Cultural Metrics. The State of public relation Profession globally.

UNIT III   **PUBLICS & PUBLIC OPINION**   **9**
Public Opinion – Meaning and Definition, Opinion Leaders-Individuals Institution, Roots of public attitudes – Culture, the family, religion, Economic and Social Classes – Role of PR in opinion formation-persuasion, Government and Public Affairs, Social Media and PR, Crisis and credibility , Anticipating a crisis, characteristics of crisis, categories of crisis, crisis management, communication plan, crisis evaluating ,successful crisis handling.

UNIT IV   **CAMPAIGN MANAGEMENT**   **9**
Definition for campaign, types of PR campaigns, successful campaign models, planning a campaign, implementing the campaign, evaluating the campaign, changing behaviour with campaigns, government campaigns, global campaigns, Benefits of digital social media in public relations campaigns, Planning public relations campaigns in digital media : Goals and strategies- Identifying target audiences - Rules of Engagement for social media.

UNIT V   **EVENT MANAGEMENT**   **9**
Introduction to event Management, Size & type of event, Principles of event Management, concept & designing, SWOT Analysis, Event Planning: Aim of event - Develop a mission - Establish Objectives- Preparing event proposal, Event Budget: cash flow analysis- Profit & loss statement- balance sheet, financial control system, Organization and Timing, Event location, Nature of Marketing, Process of marketing, Marketing mix, Sponsorship, Image, Branding, Event Safety and Security: Security Management and Risk Management

                                                        TOTAL: 45 PERIODS

OUTCOMES

CO1:The student will be able to Coordinate and contribute to the planning of public relations activities, including the development of clear, measurable communication objectives and provide budgets and selection of strategies, tactics, tools and resources to manage a range of stakeholder relationships and issues and achieve organization objectives.

CO2:The student will be able to Coordinate and contribute to and adapt the implementation of strategies and tactics and the management of budgets and resources to achieve communication objectives and meet activity guidelines and requirements

CO3: The student will be able to Produce effective, accessible, and timely print, digital and multimedia communications, independently and collaboratively, to manage specific stakeholder relations and/or issues and achieve organizational objectives.

CO4: The student will be able to Use research and analytical skills to guide the development of communication objectives and public relations activities, evaluate their impact, and support organizational objectives and stakeholder relationships

CO5: The student will be able to Engage stakeholders by adapting language, tone and presentation style to the public relations purpose, situation, audience and channel(s).

REFERENCES

1. Broom, G., & Dozier, D. ,*Using research in public relations*: *Applications to program management*, Englewood Cliffs, NJ: Prentice Hall, 1990.
2. Cutlip, S. H., Center, A. H. and Broom, G. M. Effective Public Relations, 9th Edition. Upper Saddle River: Pearson Education Inc, 2006.
3. Goodpaster, K. E., *Conscience and corporate culture*. Malden, MA: Blackwell, 2007.
4. Grunig, J. E. ,Two-way symmetrical public relations: Past, present, and future. In R. L. Heath (Ed.), Thousand Oaks, CA: Sage,2007.
5. Hendrix, J. A*Public relations cases* (7th ed.). Belmont, CA: Wadsworth, 2000.Paine, K. D.. *Measuring public relationships*: *The data-driven communicator's guide to success*. Berlin, NH: KDPaine& Partners, 2007.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	2	-	-	-
2	-	-	3	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
Avg.	3/1=3	-	5/2=2.5	-	-	-

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XM3502   **MEDIA LAW AND ETHICS**   **L   T   P   C**
                                                                              3   0   0   3

OBJECTIVES
- To provide a basic knowledge of the Indian constitution.
- To focus on various laws related to media in India
- To throw light on Intellectual Property Rights
- To educate the students on the ethics to be possessed by media professionals
- To provide knowledge on Cyber law in India

UNIT I   OVERVIEW OF THE INDIAN CONSTITUTION   9
Fundamental rights in the Indian Constitution, Directive principles of state policy, Powers and privileges of parliament, provisions for declaring Emergency, provision for amending the constitution, Freedom of press and restrictions.

UNIT II   MEDIA LAW IN INDIA   9
Official Secrets Act, Working Journalists Act, Drugs and Magic Remedies Act, Press Council Act, Cinematograph Act, Prasar Bharati Act, Cable TV Networks (Regulation) Act, Laws of defamation relevant to media in India.

UNIT III   INTELLECTUAL PROPERTY RIGHTS   9
Indian Knowledge System and Intellectual Property Rights – A brief history, Forms of Intellectual Property, The Designs Act, Trade and Merchandise Marks Act, The Patents Act, The Copyright Act, Case studies on IPR

UNIT IV   CODE OF ETHICS   9
Press council's code of ethics for journalists, AINEC code of ethics, Ethics of broadcasting, ethics of telecasting, codes for radio and Television, ethics of advertising.

UNIT V   CYBER LAW IN INDIA   9
Nature and scope of cyber law, nature of cybercrimes in India, digital signature, Digital Rights Management, Information Technology Act.

TOTAL: 45 PERIODS

OUTCOMES
CO1: The students will acquire a basic knowledge of the Indian constitution.
CO2: The Students will be equipped with a thorough knowledge of laws related to media in India.
CO3: The students will get a clear understanding of the Intellectual Property Rights in India.
CO4: The students will acquire knowledge on Cybercrimes and cyber law in India.
CO5: The Students would be well-versed in the ethical codes existing for various media in India.

REFERENCES
1. Basu, DD, Law of the press in India, Prentice Hall of India, 2003
2. Frost, Chris , 'Journalism Ethics and Regulation', Routledge, 2013.
3. Harcup, Tony, 'The ethical journalist', Sage, 2007
4. Neelamalar, M, Media law and ethics, Prentice Hall of India, 2010
5. Packard A, Digital Media Law, John Wiley & Sons, 2010
6. Stewart D. Social media and the law: A guidebook for communication students and professionals. Taylor &Francis; 2017.

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CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	2	1	-	-	-	3
2	2	1	3	-	-	3
3	3	2	3	-	-	3
4	2	1	-	3	-	3
5	2	-	3	-	-	3
Avg.	11/5=2.2	5/4=1.2	9/3=3	-	-	15/5=3

XM3503	FILM STUDIES	L	T	P	C
		3	0	0	3

OBJECTIVES

- To understand the functions of cinema as an institution for production and distribution of social knowledge and entertainment.
- To expose students to a variety of film styles, narrative conventions, visual styles, genres and analyze the dominant forms of popular cinema
- To develop a critically informed sense of the history and development of film conventions,both mainstream and alternative.
- To impart knowledge on the historical development and cultural impact of film as an art form
- To analyse the ideologies on ethics and social justice through representations of culture on film.

UNIT I   INTRODUCTION TO FILMS   9

Origins and Evolution of cinema, nature of cinema, critical and technical terms used in film production and practice, industrial and economic basis of commercial cinema, Production, Distribution and Exhibition of Cinema, Film genres, Story archetypes, structure of a narrative - narrative forms, Mise-en-scene , Film techniques, film form and conventions, mainstream and alternative narratives and film forms. Film Analysis techniques.

UNIT II   FILM THEORIES   9

Ideology in films, Authorship in Films, Auteurs film theory, Director as "Author", structuralism film theory, Marxist Film Theories, Feminist Film Theories, Genre Theory, Psychoanalytical film theory, Formalist film theory and other theories.

UNIT III   WORLD CINEMA   9

Introduction to world cinema, Film Movements from soviet, France, Germany, Italy, Korean etc., Hollywood and its history. Convergence and films production, distribution and consumption in digital era.

UNIT IV   INDIAN CINEMA   9

Introduction to Indian cinema, Cinema as a source material for History, Nationalism and Indian cinema, Rise of the Indian Film industry, Hindi films Versus other regional language films, structure of Indian Films, Popular and award winning Directors and their works, National award winning movies-role of archives, film festivals and other institutions in the field of cinema - Trends in the film industry.

History of Tamil cinema- Cinema as an institution – Cinema as popular culture -Influence of cinema on social, cultural economic, political milieu in India and Tamil Nadu– Understanding audiences –Censorship and regulation of films - Need for media literacy in society.

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will demonstrate a broad knowledge on film history, world cinemas, national cinemas

CO2: Students will understand, analyze, and critically evaluate films using various theories for it aesthetic as well as cultural constructs.

CO3: Students will recognize the social, economic, and technological factors that shape films from different historical periods, ideological perspectives and cultural contexts.

CO4: Students can apply critical thinking and aesthetic judgment in the analysis of fiction and nonfiction film, experimental and mainstream cinema, feature and short form narratives.

CO5: Students will demonstrate their understanding of the critical and technical language associated with film studies.

REFERENCES

1. Andrew Dix, Beginning Film Studies, Atlantic Publishers, U.S.A, 2010
2. Baskaran, TS, 'History through Lens-Perspectives on South Indian Cinema', Orient Blackswan Private Limited, Hyderabad. 2009.
3. Dissanayake, W, 'Rethinking Indian Popular Cinema - Towards newer frames of Understanding', Routledge, London. 2003.
4. Gokulsing KM, Dissanayake W, editors. Routledge handbook of Indian cinemas. Routledge, 2013.
5. Grieveson Lee, Film & Media Studies, University of California Press, 2018
6. Film & Media Studies - University of California Press Lee Grieveson, U.S.A 2018.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	2	-	-	3
2	-	-	3	-	-	-
3	-	-	-	-	-	2
4	-	-	-	-	-	-
5	-	-	-	-	-	1
Avg.	3/1=3	-	5/2=2.5	-	-	6/3=2

XM3504   MULTIMEDIA CONTENT CREATION   L   T   P   C
                                                      3   0   0   3

OBJECTIVES

• To groom the student as competent Multimedia programme producer.
• To provide a strong background in media effects theory.
• To provide a strong background about principles of programme production.
• To make the student well verse in all aspects of Indoor and outdoor production .
• To Understand the effects of Transmedia

UNIT I   TRANSMEDIA STORYTELLING   9

Introduction to Transmedia-Traditional Narrative Texts Vs Transmedia Storytelling. Over the Top (OTT) as Transmedia Storytelling. Influence of Internet and Social Media in Visual Storytelling. The Four Creative Purposes for Transmedia Storytelling, Basics of Traditional Storytelling Transmedia Storytelling in Entertainment, Journalism, Marketing, and Strategic Communications, Writing for Transmedia Is Different-Covering Actions Multiple Platforms.

**UNIT II   OVER   THE   TOP   (OTT)   SERVICES   AS   TRANSMEDIA   9
                   STORYTELLING**

Over The Top (OTT) Services as Transmedia Storytelling Netflix, Amazon, and Other OTT Streaming Services. Access, Popularity and Audience Reception. SWOT Analysis of Netflix, Analyzing Transmedia Storytelling Strategies in Web Series and Online Television. Web Documentaries (e.g., Social Dilemma) Understanding the Complexity of OTT Production Process. People, Resources and Strategies Employed in Production of Web Series. Mediations of Hashtags Within Transmedia OTT Programming

UNIT III   TRANSMEDIA STRATEGIES   9

Immersive Media Design Within a Transmedia Space, Integrating social media in Transmedia Projects, Can Transmedia Strategy Revitalise Television, Entertainment and Media Industry? Strategies for Promoting Transmedia Content. Lessons from OTT Popular Platforms

UNIT IV   TRANSMEDIA PRODUCTION   9

Technical Review: Composition Sound Design. Visual Montage, Transmedia Storytelling Structure. Codifying Story Elements- Story Structure, Transmedia Script for Nonfictional Narratives. Interactive Narratives. Scriptwriting and Storyboarding for Transmedia Project. Scripting for Web Series, Adding Interactivity to Script

UNIT V   TRANSMEDIA EFFECTS STUDIES   9

Understanding the effects of Transmedia to make better programmes for the benefit of society.Understanding contemporary content and user generated content. Bardic Television, Catharsis, Narcosis effect, Different types of Audience- Research, Antisocial and Prosocial effects of Media content, Uses and Gratifications, Cultivation of Perceptions of Social Reality, Social Impact of Television programmes.

                                                                       TOTAL: 45 PERIODS

OUTCOMES

CO1: Critically evaluate popular, on-going transmedia projects

CO2: Prepare a strategic plan and budget for transmedia storytelling for OTT platform on entertainment or strategic communication content

CO3: Demonstrate an ability to prepare a script and storyboard for transmedia project

CO4: Ability to prepare script and storyboard for OTT platforms.

CO5: Apply multimedia skills to produce a short project for transmedia

REFERENCES

1. Harte, Lawrence, and Roger McGarrahan, Internet TV Systems: OTT Technologies, Services, Operation, and Content, DiscoverNet, 2016.
2. Hern ndez-Santaolalla, V¡ctor, and M¢nica Barrientos-Bueno., Handbook of Research on Transmedia Storytelling, Audience Engagement, and Business Strategies, IGI Global. 2020
3. Joyce, Stephen, Transmedia Storytelling and the Apocalypse. Springer, 2018.
4. Kellison, Cathrine, Dustin Morrow, and Kacey Morrow, Producing for TV and New Media: A Real-World Approach for Producers, CRC Press, 2013.
5. Zeiser, Anne, Transmedia Marketing: From Film and TV to Games and Digital Media, CRC Press, 2015.

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	-	-	1	2	-	-
2	-	-	3	3	-	-
3	2	-	-	-	-	-
4	3	3	-	-	-	-
5	-	-	2	-	-	3
Avg.	5/2= 2.5	3/1= 3	6/3=2	5/2=2.5		3/1= 3

XM3505	USER INTERFACE AND EXPERIENCE DESIGN	L	T	P	C
		3	0	0	3

OBJECTIVES
- To identify the users and learn various methods to collect user behavior data.
- To develop a deep understanding of business-centered design.
- To create efficient prototype to communicate and validate the design definition.
- To apply UX process to mobile & small screen device.
- To develop skills in analyzing the usability of a website

UNIT I   INTRODUCTION TO UX, UI   9
Introduction to UI, UX, it's importance and future, Elements of UX, Fundamental of User Experience (UX), Customer Experience (CX), Customer Digital Touch Points, User Interface Design (UI), Interaction Design (IxD), Human computer interaction (HCI), Design Process. The UXD Ecosystem, UXD Design Principles: Scale, Visual hierarchy, Balance, Contrast, Gestalt.

UNIT II   USER RESEARCH METHODS   9
User interview, Contextual enquiry, Heuristic Review, Survey, Empathy Map, Focus group, Research basics, User group definitions, Research techniques, Research analysis. Information Architecture Types of Navigation, Card sorting, Reverse card sorting, Eye movement tracking, Field studies.

UNIT III   WIRE FRAMING AND PROTOTYPING   9
Wireframe & Prototyping : Low fidelity wireframes, Hi fidelity wireframes, Wireframes tool (Balsamiq/Sketch) , Prototype tool (Adobe XD, InvisionApp), Annotating essentials, Wireframing essentials, Toolkits, Wireframing 101, Sample processing, Sketching, Digital wireframes, Visual design, Responsive design, Wireframes vs Prototypes

UNIT IV   USER TESTING   9
Design User Testing: Preparation for Usability test (Screeners, Scenario), How to create a Test Plan, Testing Tools, Usability Testing, Remote Usability Testing, Usability Metrics, How to capture data & Prepare Test Report, Visual design mockups exploration, Choosing a design testing approach, Qualitative and quantitative research, In-person and remote research, Moderated and automated techniques, Usability testing, Research, Logistics, Facilitation, Analyzing results, Crafting recommendations.

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UNIT V   UX FOR MOBILE AND WEB   9

Mobile Design approach: Mobile device platforms, screen sizes, Designing for Native Applications, Hybrid Applications, Designing for Android and iOS, Design Guidelines (Android and iOS), Mobile Design Patterns (Navigation, Forms, Tables, Search, Sort & Filter, etc.) Web Design approach: Mobile first approach (design guideline), Responsive design, Global standards for Color, fonts, Style Guide & Assets.

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will understand the UX and differentiate between business- centered design anduser-centered design.

CO2: Students will learn the prototyping for mobile and small screen devices.

CO3: Students will be able to design and develop content for multiple mobile resolutions.

CO4: Students will gain skills to create an Information Architecture document for a website and establish requirements for User Experience design concepts using creative techniques

CO5: Students will learn about the importance of UxD, task description, wire framing, prototyping, use cases, user testing and various approaches of user experience design.

REFERENCES

1. Don Norman, The Design of Everyday Things, Basic Books, 2013.
2. Dan Saffer, Designing for interaction, New Riders publications, 2010.
3. John Binder & Kiara Jackson, UX Management Methods: User Experience Design Leadership Guide for Beginners - How Lead UX Design and Master the UX Research Lifecycle, Jonathan Binder, 2021.
4. Christian Kraft. User Experience Innovation: User Centred Design that Works, Apress, 2012.
5. Jon Yablonski,LAWS OF UX. Shroff Publishers, 2020.
6. Jeff Gothelf . Lean UX: Applying Lean Principles to Improve User Experience, Shroff/O'Reilly, 2016.

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	-	-	-	1	-	-
2	3	-	-	-	-	2
3	-	-	-	3	3	2
4	-	2	-	2	2	-
5	-	-	-	2	2	2
Avg.	3/1=3	2/1=2	-	8/4=2	7/3=2.3	6/3=2

XM3511   **FILM APPRECIATION LAB**   **L T P C**
                                                             0 0 4 2

OBJECTIVES

- To watch the critically acclaimed films and understand the aesthetics of films in different genres

UNIT I   THE ART OF WATCHING FILMS   12
Watch a critically acclaimed film without any preconceived notion – Identify the uniqueness of the film – Identify the Genre and its characteristics.

UNIT II   THEMATIC ELEMENTS   12
Theme and focus, Focus on Plot, Focus on Emotional Effect or Mood, Focus on Character, Focus on Style or Texture or Structure, Focus on Ideas.

UNIT III   FILM ANALYSIS AND LITERARY ANALYSIS   12
The elements of a good story-A Good Story Is Unified in Plot - A Good Story Is Credible- A Good Story Is Interesting - A Good Story Is Both Simple and Complex - A Good Story Handles Emotional Material With Restraint

UNIT IV   THE SIGNIFICANCE OF THE TITLE   12
Dramatic structure - Linear, or Chronological, Structure- Nonlinear Structures - Endings: Fine-Tuning the Dénouement – conflict - characterization - Characterization Through Appearance - Characterization Through Dialogue - Characterization Through External Action.

UNIT V   BIOPICTURES AND HISTORICAL MOVIES   12
Watching biopictures of Regional, National and International Importance – Watching Historical movies.

                                                              TOTAL: 60 PERIODS
OUTCOMES
At the end of the course students will be able to
CO1: Demonstrate a broad knowledge on film history, world cinemas, national cinemas
CO2: Understand, analyse, and critically evaluate films using various theories for its aesthetic as well as cultural constructs.
CO3: Recognize the social, economic, and technological factors that shape films from different historical periods, ideological perspectives and cultural contexts.
CO4: Apply critical thinking and aesthetic judgment in the analysis of fiction and nonfiction film, experimental and mainstream cinema, feature and short form narratives.
CO5: Understand how films as a cultural force, intersect with religion, politics, race, gender, values, and globalization.

REFERENCES
1. Dennis Petrie&Joseph Boggs, The ART of Watching FILMS,8th Edition,MC GrawHill,2012.
2. Toby miller, Robert Stam, A companion to film theory,Blackwell publishing, 2018.
3. Syd Field, Screenplay:The Foundations of Screenwriting –Random House Publishing group   2022,
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5. Jill Nelmes, Introduction to Film studies,Routledge, 5th Edition, 2011
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CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	1	-	-	3	2	-
2	2	1	2	-	3	3
3	1	2	-	3	-	-
Avg.	4/3= 1.3	3/2 =1.5	2/1= 1	6/2= 3	5/2= 2.5	3/1=3

			L	T	P	C
XM3512	**MULTIMEDIA CONTENT CREATION LAB**		0	0	4	2

OBJECTIVES
- To identify and analyze the various multimedia platforms for effective storytelling
- To develop technical proficiency to capture and process an image, video and audio and present it effectively for multimedia platforms.
- To learn effective time management and project management skills to complete digital content within production deadlines
- To collaborate with different individuals and professionals of a team to create and develop effective transmedia strategies

UNIT I   TRANSMEDIA STORYTELLING   12
- Identify Storytelling techniques of a particular brand.
- Develop a storyboard for an animated short film with images from Creative Commons.
- Write and design an online newsletter for your class using designing software
- Edit a collection of photos to create a visual narrative or story.

**UNIT II   OVER THE TOP (OTT) SERVICES AS TRANSMEDIA   12
              STORYTELLING**
- Create a short video showcasing your favorite hobby or activity as a youtube vlog.
- Produce a photo documentary for any social issue.
- Design a logo/poster for a fictional brand using graphic design software considering color psychology and branding principles.

UNIT III   TRANSMEDIA STRATEGIES   12
- Design a digital poster promoting an upcoming event with relevant hashtags
- Develop a social media marketing campaign for a photo exhibition
- Produce a documentary-style video highlighting the process of creating handicraft materials

UNIT IV   TRANSMEDIA PRODUCTION   12
- Create a 3D model of a famous landmark using modeling software
- Create a short video montage highlighting different aspects of any public space
- Write a script for a web series exploring the theme of cultural diversity
- Produce a music video for a song of your choice using stop-motion animation.

UNIT V TRANSMEDIA EFFECTS STUDIES 12

- Produce a podcast episode discussing the impact of social media on society.
- Create a series of animated GIFs illustrating different emotions or actions.
- Create a digital art piece using various multimedia elements (images, text, and audio) to express a specific emotion.
- Design an interactive website showcasing a portfolio of your multimedia work.

TOTAL: 60 PERIODS

OUTCOMES
Students will be able to,
CO1: Demonstrate nuanced understanding of digital storytelling
CO2: Collate images and information using relevant tools to create digital stories
CO3: Design and develop digital content for transmedia projects

REFERENCES
1. Harte, Lawrence, and Roger McGarrahan, Internet TV Systems: OTT Technologies, Services, Operation, and Content, DiscoverNet, 2016.
2. Hern ndez-Santaolalla, V¡ctor, and M¢nica Barrientos-Bueno.. , Handbook of Research on Transmedia Storytelling, Audience Engagement, and Business Strategies, IGI Global. 2020
3. Joyce, Stephen, Transmedia Storytelling and the Apocalypse. Springer, 2018.
4. Kellison, Cathrine, Dustin Morrow, and Kacey Morrow, Producing for TV and New Media: A Real-World Approach for Producers, CRC Press, 2013.
5. Zeiser, Anne, Transmedia Marketing: From Film and TV to Games and Digital Media, CRC Press, 2015.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	1	2	-	-
2	-	-	3	3	-	-
3	2	-	-	-	-	-
Avg.	2	-	4/2=2	5/2=2.5	-	-

XM3513	USER INTERFACE AND EXPERIENCE DESIGN LAB	L	T	P	C
		0	0	4	2

OBJECTIVES
- To develop skills in analyzing the usability of a website.
- To understand the concept generation and field of study
- To impart the skills required to create an Information Architecture document for a website
- To educate the website and mobile application analysis
- To establish requirements for User Experience design concepts using techniques such aspersonality development, task description, and use cases

UNIT I WEBSITE AND MOBILE APPLICATION ANALYSIS 12
The student should select different types of websites and analyze it critically using the design principles. The report has to be generated for each of the websites and the analysis of result should be made. It delivers the understanding of the important features

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present in the website. In the same way the mobile applications to be chosen in different categories and the results should be summarized. At the end, students learn how to implement and use the design principles in websites and mobile applications.

UNIT II   CONCEPT GENERATION & FIELD STUDY   12
Generating the new concept for the project. It can be a product/website/mobile application. After generating the concepts student should do the wire framing work only based on preliminary research and presented to the course instructor. Identifying user research methods, planning for field visits, understanding users, preparing the questionnaire, task list and designing for users.

UNIT III   PERSONA CREATION AND DATA ANALYSIS   12
Creating personas and scenarios, Creating user stories, red routes and user journey maps, Applying interaction design principles.

UNIT IV   DESIGNING INTERFACE AND PROTOTYPING   12
Designing the information architecture, Design for Network Effects, pattern libraries and social patterns, Designing Interfaces and Wireframes, UX Prototyping

UNIT V   USABILITY TESTING & EVALUATION   12
Student will do the Usability Testing/ Heuristic analysis for the project they have done and after the necessary corrections made, the product/website/mobile application will be submitted to the course instructor

TOTAL: 60 PERIODS

OUTCOMES
At the end of the course, the students will be able to
CO1: Identify the users and learn the entire user experience lifecycle.
CO2: Create efficient prototype to communicate and validate the design definition.
CO3: Develop a prototype & Test the usability of the developed design

REFERENCES
1.   Christian Kraft, User Experience Innovation: User Centred Design that Works, Apress, 2012.
2.   Craig Grannell, "The Essential Guide to CSS and HTML web design (Essentials)", Friends ofED Publishers. 2008.
3.   Dan Saffer, Designing for interaction, New Riders publications, 2010.
4.   Don Norman, The Design of Everyday Things, Basic Books, 2013.
5.   Ted Roden, Building the Realtime User Experience: Creating Immersive and InteractiveWebsites, Shroff/O'Reilly, 2010.
6.   Tom Tullis and Bill Albert, Measuring the User Experience: Collecting, Analyzing, andPresenting Usability Metrics, Morgan Kaufmann Publishers, 2008.
7.   Trevor van Gorp and Edie Adams, Design for Emotion, Morgan Kaufmann, San Francisco,2012.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	3	2	1
2	3	-	-	-	-	-
3	-	-	1	3	2	2
Avg.	6/2=3	-	1/1=1	6/2=3	4/2=2	3/2=1.5

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XM3514　　　　　**INTRODUCTION TO 3D ANIMATION LAB**　　　**L　T　P　C**
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　1　0　4　3

OBJECTIVES
- Understand fundamental properties of animation
- Basic awareness of animation history, both technical and aesthetic
- Engage various techniques involved in movements
- To understand the different type of 3D software
- To work with different 3D interface

UNIT I　　　**SOFTWARE INTERFACE**　　　　　　　　　　　　　　　　**15**
- Create Wireframe of model
- Sketching the model
- Understanding the software interface
- Understanding menu and tearing off menu
- Working with shelves
- Using channel box and attribute editor
- Customize the layouts
- Working with tools
- Working with transform, rotate and scale
- Create a simple object using the standard objects

UNIT II　　　**EDITING OBJECTS**　　　　　　　　　　　　　　　　　　**15**
- Selecting multiple objects
- Snapping the object
- Create and modify the standard objects
- Working with vertex, edge, face
- Using extrude, bridge, chamfer, cut face tool.
- Create arc, line, square
- Smooth, curl and bending curves
- Create different objects using the standard objects,
- Working with key frame animation

UNIT III　　　**TEXTURING**　　　　　　　　　　　　　　　　　　　　**15**
- Apply materials and 2D textures
- Mastering extra map options
- Layering materials and textures
- Using 3D textures
- 2D and UV texture projection formats
- Working with Bump, Normal and Displacement map
- Texture node and customization
- Working with utilities
- Using paint effects

UNIT IV　　　**LIGHTS AND CAMERA**　　　　　　　　　　　　　　　　**15**
- Understanding color
- Linking and unlinking lights
- Using depth maps
- Understanding Raytracing shadows
- Using 1, 2 and 3 Point lighting
- Applying the different light for the scene,
- Create motion for camera
- Create walkthrough for the camera

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UNIT V   PARTICLES AND RIGGING   15

- • Create the particles for the scene
- • Modifying the particles, gravity, push and other particles,
- • Create human models, birds, and animal characters.
- • Placing the bones for the character,
- • Understanding character weightage
- • Create the motion animation with rigging formats,
- • Working with character motion

TOTAL: 60 + 15 = 75 PERIODS

OUTCOMES
CO1: Student will give a walkthrough for a scene
CO2: Students will create 3D models and simulate the light for the scene
CO3: Students will rig a character and provide the walkthrough for a set

REFERENCES
1. Amin J. Beginner's Guide to Character Creation in Maya. 3dtotal Publishing; 2015.
2. Lanier L. Advanced Maya texturing and lighting. John Wiley & Sons; 2015.
3. Murdock K. "Autodesk Maya 2018 Basics Guide". SDC Publications; 2017.
4. Osborn K. Cartoon character animation with maya: mastering the art of exaggeratedanimation. Bloomsbury Publishing; 2015.
5. Palamar T. Maya Studio Projects Photorealistic Characters. John Wiley & Sons; 2011.
6. Van Horn E. 3D Character Development Workshop: Rigging Fundamentals for Artists andAnimators. Stylus Publishing, LLC; 2018.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	3	2	1
2	3	-	2	1	-	-
3	-	-	1	3	2	2
Avg.	6/2=3	-	3/2=1.5	7/3=2.3	4/2=2	3/2=1.5

XM3601   **COMMUNICATION FOR SOCIAL CHANGE**   L   T   P   C
                                                             3   0   0   3

OBJECTIVES
- • To introduce students to key concepts of development communication.
- • To provide an in-depth understanding of the concept and process of development
- • To introduce the new paradigms, theories of development & strategies for participatory process for social change
- • To develop skills for effective, small and large scale C4D strategies and interventions for behavior change and social transformation that promotes human rights, social inclusion and accountability.
- • Understand the dynamic connection between theoretical and practical aspects of the creative process involvedinC4D.

UNIT I   DEVELOPMENT& SOCIAL CHANGE:ANINTRODUCTION   9

Development: Meaning, concept, and approaches to development. Indicators of Development, Indices of development, Dominant paradigm of development. Development as economic growth.C4D: Definition, asicprinciples, Keyfeatures, purpose,history, needs and significance, Community Development – Importance. Role of Government, NGO's and International Organization in development, Introduction to Social Change – Theories of Social Change, Factors & role of communication in social change

UNIT II   DEVELOPMENTCOMMUNICATION& SOCIAL CHANGE THEORIES   9

Introduction to development models, theories, Diffusion of innovation, Agenda Setting,Health Belief Model, Theory of Reasoned Action/Theory of Planned Behaviour, Social Cognitive Theory,ACADA Model of Development Communication ,P-Process Model, Magic Multiplier Effects, Participatory theories. Theories and Models of Social change, Behavior Change Communication BCC, Communication for Social Change CFSC Model, Social Support, Social Identity Model, Social Presence theory, Elaboration Likelihood Model, Protection Motivation Theory.

UNIT III   APPROACHES TO DEVELOPMENT   9

Paradigms - Modernization, Dependency theory, Participatory approach – Levels, types, tools, and theories of participatory model, social, cultural and political perspectives in development, sustainable development, need based approach, human development approach, right based approach, participatory approach, development as freedom, Millennium and SDGs. C4D Practices and Policies in India, Need of alternative communication. Community Development- Resources, Community Planning Process, Community Capacity Building, Community Assets and Capacity Assessment, Process of Community Development

UNIT IV   ISSUES AND CHALLENGES   9

Overview of issues & challenges for development. The Environment, Population Growth, Poverty,AgricultureandMalnutrition,WomeninDevelopment,ChildRights,Health,EconomicProgramme,Education, Free Speech, Information rights. Importance of Rural Development, Globalization, ICT and Development, Digital Divide, Issues & barriers in Development Planning. Discussing success case studies related to the development communication. Strategic Planning and Situation Analysis- Importance of Research – Formative, Process, Summative

UNIT V   TOOLS AND PRACTICES   9

Interpersonal communication, Role of Media in Development: Folk Media, Printed & electronic media, new media/multimedia, use of socialmedia for C4D, development Communication strategies, Importance of Social Marketing, Designing a holistic C4D project, Best Practices in C4D, success stories, case studies, role of international agencies, government, UN,universities & academia in development sector, employment opportunities for media professionalsinC4Dsector.

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will be able to critically assess the needs for C4D interventions initiatives to achieve development goals

CO2: Students will be able to understand from historical perspective the role of communication in development.

CO3: Students will be familiar with various social and behaviour change models of communication

CO4: Students will be able to apply this knowledge to analyse root ,structural and direct causes of a social issue and generate insights related to behavior and social change for communication interventions.

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CO5: Students will gain insights into the need for using participatory approach in development initiatives

REFERENCES

1. Sen, Amartya (2018). Development as Freedom (7th Edition), Oxford University Press: New Delhi
2. Servaes, J., Jacobson, T. & White, S.A. (Eds.), Participatory communication for social change. Thousand Oaks: Sage.
3. Cary,L.J.CommunityDevelopmentasaprocess,UniversityofMissouriPress,Columbia,1970
4. Freire Paulo,Pedagogy of the Oppressed, Bloomsbery,NewYork,2018
5. Mc Phail TL, Development communication: Reframing the role of the media.John Wiley & Sons,2009.
6. MelkoteSrinivas,SteevesLeslie,CommunicationforDevelopment,TheoryandPracticefor Empowerment and Social Justice,SagePublishing,2015
7. Servaes Jan, Communication for Development &Social Change, Sage Publications,2008

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	2	2	1	1	2
2	2	2	2	1	1	1
3	2	2	3	1	1	2
4	3	2	1	1	1	1
5	3	2	2	1	1	2
Avg.	13/5=2.6	10/5=2	10/5-2	5/5=1	5/5=1	8/5=1.6

XM3602	DIGITAL MARKETING COMMUNICATION	L	T	P	C
		3	0	0	3

OBJECTIVES
- Provide a deeper understanding of how proliferation of digital technology gives businesses diverse new set of tools to reach, engage, monitor and respond to consumers.
- To develop student understanding of the difference between traditional and digital marketing strategies.
- Understand key trends in the digital marketing landscape that can be used to optimize marketing
- Understand how to reach a wider target audience through digital marketing channels
- To Keep customers engaged through effective communication strategies

UNIT I INTRODUCTION TO DIGITAL MARKETING 9
Digital Marketing Theories and Models- Search Engine Optimization- Paid Search- Email Marketing- Social Marketing- Mobile Marketing- Display Advertising- Careers in Digital Marketing

UNIT II MARKETING TO CONNECTED CUSTOMERS 9
Breaking the myths of connectivity – The influential Digital subcultures, Youth: Acquiring the mind share, Women: Growing the market share. Netizens: Expanding the Heart share.

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UNIT III   MARKETING IN THE DIGITAL ECONOMY   9

Analyzing Markets & Customers- Branding- Marketing Communications- Understand the playbook of direct-to-consumer (DTC) brands- Know how to respond to the threat of new DTC entrants- Drive integrated, customer-centric marketing strategies- Effectively analyze markets, customer needs, and buying behaviors

UNIT IV   THE NEW CUSTOMER PATH   9

Understanding how people buy: Driving from Awareness, Appeal, Ask, Act to advocacy. Marketing Productivity Metrics – Introducing and Decomposing Purchase Action Ratio and Brand Advocacy Ratio. Driving up productivity- Determine strengths and weaknesses of competitors and substitutes- Identify business shifts related to technological, regulatory, and customer change

UNIT V   STRATEGIES IN THE DIGITAL MARKETING   9

Marketing strategies with business objectives- Synchronizing marketing activities- brand management strategies- Human centric marketing for Brand Attraction – Content Marketing for Brand curiosity – Omni channel Marketing for Brand commitment – Engagement marketing for Brand affinity

TOTAL: 45 PERIODS

OUTCOMES

CO1: The student will be able To know the importance of digital content marketing
CO2: The student will be able to know the key elements of a digital content marketing strategies
CO3: The student will know to measure the effectiveness of a digital marketing campaign
CO4: The student knows about various common digital marketing tools such as SEO, SEM, social media and Blogs
CO5: The student will be able to develop a Digital Content Marketing strategy for a brand.

REFERENCES

1. Philip Kotler, HermawanKartajaya, Iwan Setiawan, Marketing 4.0, moving from Traditional to Digital, Wiley U.S.A, 2017.
2. Chuck Hemann and Ken Burbary, Digital Marketing Analytics: Making Sense of Consumer
   Data in a Digital World, Oue, U.K, 2013.
3. The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable online campaigns, John Wiley &sons, 2016.
4. Alan Charlesworth, Digital Marketing: A practical approach, Routledge, second edition, 2014.
5. Chris J. Snook and Travis Wright, Digital Sense: The Common-Sense Approach to Effectively Blending Social Business Strategy, Marketing Technology, and Customer Experience, John Wiley & Sons, New Jersey, 2017.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3		2		-	-
2	-		3		-	-
3	-		-		-	-
4	-		-		-	-
5	-		-		-	-
Avg.	3/1=3	-	5/2=2.5	-	-	-

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XM3603	PREVISUALISATION TECHNIQUES	L	T	P	C
		2	0	2	3

OBJECTIVES

- Students will learn to write visually for film/television/animation.
- Students will evolve their approach to filmmaking through storyboarding, shot composition, and visual design.
- Students will produce animatics and animated storyboards to express their cinematic ideas.
- Students will be prepared to produce an original film using their ideas developed in this course.
- Students will learn the nuances of various aspects of preproduction

UNIT I   VISUALISATION   12

Visualisation - Exploring the art of Short film – Definition and Characteristics of shortfilms – Importance of storytelling and concise narratives – Elements of Visual story telling – Exporing various film genres and their adaptatation to short films- story board, preproduction activities-scripting-copyrights, ethics, selecting the location, checking the feasibility, budgeting, proposal writing-from story line to final output, getting sponsors.

UNIT II   PREPRODUCTION FOR SHORT FILMS   12

Idea generation and script writing – Story boarding and shot planning – casting and auditions – Location scouting and set design – Budgeting and scheduling - proposal writing-from story line to final output, getting sponsors –crowd funding.

UNIT III   ELEMENTS OF STORY TELLING   12

Fundamental elements of storytelling such as plot, characters, conflict, and theme.The creation of Character- Character biography- Interior Exterior aspects of Character- Professional life, Personal Life. Setting up the story- Two Incidents – Plot Points – The Scene – The Sequence – Adaptation. The visual language of short films, exploring cinematography techniques, shot composition, art design - framing, lighting and visual aesthetics and metaphors

UNIT IV   SHORT FILM ANALYSIS AND CRITIQUE   12

Developing critical thinking skills by analyzing and critiquing short films from various perspectives. Editing and sound design in creating a cohesive and engaging short film.

UNIT V   DISTRIBUTION AND PROMOTION   12

Various distribution channels and Promotional strategies for short films – Film festivals and submission process – Online platforms and streaminfg services – marketing and audience engagement – Building a filmmakers's portfolio – Networking and collaboration opportunities.

TOTAL: 60 PERIODS

OUTCOMES

CO1: write an original screenplay
CO2: Do storyboarding and animatic with necessary preproduction requirements.
CO3: understand planning setting up shots and scenes to match their vision of the film.
CO4: Students will be prepared to launch production of an original film project.
CO5: Produce social responsible programmes for the betterment of society.

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REFERENCES

1. Syd Field, Screenplay:The Foundations of Screenwriting –Random House Publishing group 2022,
2. Naomi Beaty, The Screenplay Outline Workbook: A step – by – step guide to brainstorm ideas, structure your story, and prepare to write your best screenplay 2022
3. Dan Rahmel, Nuts and Bolts Filmmaking, Focal Press, 2018
4. James Monoco, How to read a film, Oxford University Press,30th Edition 2009.
5. Jill Nelmes, Introduction to Film studies,Routledge, 5th Edition, 2011

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	1	2	-	-
2	-	-	3	3	-	-
3	2	-	-	-	-	-
4	3	3	-	-	-	-
5	-	-	2	-	-	3
Avg.	5/2=2.5	3/1=3	6/3=2	5/2=2.5	-	3/1=3

XM3604	WEB DEVELOPMENT	L	T	P	C
		3	0	0	3

OBJECTIVES

- To inculcate the guidelines for creating an dynamic webpage
- To impart the necessary skills for designing and developing a Website.
- To learn the language of the web: HTML,CSS,Java Script, jQuery, Bootstrap.
- To develop the skill to create dynamic and static web page
- To learn professional designing skills with coding

UNIT I   INTRODUCTIONTOHYPERTEXTMARK-UpLANGUAGE(HTML)   9

Introduction to HTML, Markup Tags, Types of Attributes, Presentation Tags, Styles and Semantic Elements, Images. Creating Hyperlinks, Client Side Image Mapping, Types of hyperlinks:
externallinksandinternallinks,Listsandthedifferenttypesoflists.TableanditsrelatedTags.Incorporating form elements, Form and Input, Frames, Adding Multimedia Contents, Meta
Info, Head Document Elements.

UNIT II   INTRODUCTIONTOCASCADINGSTYLESHEETS   9

Introduction to CSS, Different ways to incorporate Styles, Syntax, Background, Text, Font, Link,Lists, Tables, Border ,CSS Pseudo Elements, Properties, separate style sheets for print and screen, Print Media: controlling line breaks, The box model: Styling with content, padding, borders and margin.Layout, margins to separate and position,CSS Positioning:static,relative and absolute.CSS Floating: Floated elements and their margin, Transparency Effects: CSS transparency and "see-through" effects, Colors, Gradients, Shadows, 2D Transforms, 3D Transforms, NavigationBar, Dropdowns, Tooltips, Counters,Animations,Buttons,Pagination,MultipleColumns,UserInterface,Box
Sizing,CSS3Responsive.

UNIT III   INTRODUCTION TO JAVASCRIPT   9

Introduction to Scripting Language, Uses of JavaScript, how a scripting language works,differentways to incorporate JavaScript, Datatypes, Comments,Arithmetic,Variables, Expressions, Operators, and Statements, Strings ,Data typesPre-Defined Dialog Boxes, HTML DOM: Map html elements using Document Object Model, ,JavaScriptBOM.Arrays,Userdefinedfunctions,EventsandEventHandling,PredefinedJavaScriptObjects,BrowserObjects,Hoisting,StrictMode,Functions, RegExp, Classes

UNIT IV   JQUERY   9

Introduction to J query , syntax, selectors , events , effects , HTML treversing , Ajax, IntroductiontojQueryMobile,MobilePages,Transitions,Buttons,Icons,Popups,Toolbars,Navbars,Panels,Collapsibles,Tables,Grids,Lists,Forms,Themes,Events

UNIT V   BOOTSTRAP   9

Introduction to Bootstrap, Bootstrap Grids, Themes, Bootstrap CSS, Style sheets, Forms, Dropdown, Nav Bars, Bootstrap JS.

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course, the student will be able to
CO1: Define the fundamental terms and concepts related to web development
CO2: Logically separate the content from style.
CO3: Developafull-fledgedwebsiteusingHTML5,CSSandJavaScript
CO4: Expose to the programs related to jQuery
CO5: Understand and implement the bootstrapin website and learn the programs related to AngularJS.

REFERENCES

1. CraigGrannell,"The Essential Guide to CSS and HTML webdesign (Essentials)",Friends of ED Publishers.2008.
2. Danny Goodman, Michael Morrison,Paul Novitski, and Cynthia Gustaff Rayl,"JavaScriptBible"Wiley Publications.2010.
3. JonDuckett,GillesRuppert,JackMooreJavaScriptandJQuery:InteractiveFront-EndWebDevelopmentHardcover JohnWiley andSonsInc.2014.
4. Danny Goodman, Michael Morrison, Paul Novitski, and Cynthia, Web Design with HTML, CSS, JavaScript and jQuery Set 1st Edition, Wiley, 2014
5. Jürgen Wolf, HTML and CSS: The Comprehensive Guide, Rheinwerk Computing Publisher 2023
6. KenWilliamson Learning AngularJS:A Guide to AngularJS Development, ,O'Reilly MediaInc.2015.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	-	2	-	-
2	-	2	-	-	-	-
3	-	-	3	2	-	-
4	-	-	-	3	-	-
5	-	-	-	-	3	-
Avg.	-	2/1=2	3/1=3	7/3= 2.3	3/1=3	-

XM3611   **DOCUMENTARY PRODUCTION LAB**   **L   T   P   C**
                                                                          0   0   4   2

OBJECTIVES
- Students will learn the language of documentaries and the application of creative concepts in production of factual program.
- Students will learn the fundamentals of developing, producing and directing a short documentary.
- Research, shoot and edit a documentary
- Investigate relevant funding and distribution channels for a documentary
- Effectively develop a proposal and pitch it for funding for their documentary project

Students will be guided by the Course Instructor, in step by step procedures in making a documentary on a topic of their choice. The class will be divided into small teams and each team will create a complete documentary film by the end of the semester. This group authored documentary film will be submitted along with the periodical dossier containing the entire production process, working stills, research record, a proposal, a treatment, and a script. The students will also ensure the exhibition of their films for reviews

Throughout the semester, student will devote time to developing and pre-producing his/her final documentary in and outside the classroom. Substantial Production and Post-production hours outside of class time are necessary to successfully complete the documentary project. Students will be guided through the fundamental concepts of documentary production like research, ideation, treatment, story, pitching, negotiating access, proposal writing, budgeting, scheduling, documentary ethics, structuring the story, selecting the crew and equipments, shooting, editors role, narrative styles, developing websites & finding distributors, working out a festival strategy. Labs will concentrate on hands-on technical instruction and critiques of student work.

EXERCISES
1. Research, ideation & treatment
2. Scripting the story – Point of view & evidence
3. Proposal writing & Pitching
4. Budgeting & scheduling
5. Team & crew
6. Filming 7. Post production
8. Online or public/festival screening

TOTAL: 60 PERIODS

OUTCOMES
At the end of the course,
CO1: Students will be able to gain adequate skills to produce a documentary for either broadcast or social media.
CO2: Research and develop a proposal for a film project Gain adequate field experience in factual programme production
CO3: Students will able to handle equipments in the field and also learn post production techniques for documentaries.

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REFERENCES
1. Alan Rosenthal. Writing, Directing, and Producing Documentary Film, SIU Press, 2007.
2. Clifford Thurlow. Making Short Films: The Complete Guide from Script to Screen (2nd Edition), Oxford International Publishers, 2008.
3. Henry Holt Filming, and Editing Documentaries, Henry Holt and Company, 2007.
4. James R. Martin. Create Documentary Films, Videos, and Multimedia: A Comprehensive Guide to Using Documentary Storytelling Techniques for Film, Video, the Internet and Digital Media Nonfiction Projects (Films Cinema), Real Deal Press, 2010.
5. Michael Rabiger. Directing the Documentary, Focal Press, 2004.
6. Genevieve Jolliffe and Andrew Zinnes. The Documentary Film Makers Handbook: A Guerilla Guide, Continuum International Publishing Group,New York, 2006.

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	3	-	-	3	2	1
2	3	-	-	-	-	-
3	-	-	1	3	2	2
Avg.	6/2=3	-	1/1=1	6/2=3	4/2=2	3/2=1.5

XM3612	VISUAL EFFECTS LAB	L T P C
		1 0 4 3

OBJECTIVES
- To learn and develop the knowledge of visual effects
- To Understand the various methods and VFX tools
- To Develop vfx skills and ideating techniques to create special effects
- To know the interface used in creating visual effects.
- To understand the image process techniques.

UNIT I   LEANING THE BASIC VISUAL ELEMENTS – NUKE   15
Understanding the UI of software, viewer, metadata, import footage, export footage, versioning, rendering-Understanding the transformations- translation and rotoations duration, respeed, repositioning-Creating animations - ball bounce with footage using keyframes, motion blur, dope sheet-Working with tracking – single , double, four point tracking- rotation and scaling, stabilizing footage-Understand color correction tools and match colors, day for night, tonal look and style

UNIT II   INTRODUCTION TO ROTO AND PREP   15
Understanding and working with rotoscoping, Bezier, B-Splines, shapes, feather-Compositing with multiple footage using roto-Creating clean plates using Photoshop, clone, denoise, degrain-Retouching with the Rotopaint-Working with wire removal shots

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UNIT III KEYING, MATTE GENARATION AND SPILL SUPRESSION 15

Working with blue/green matte footage, Using different keyers, IBK color, Key light, Chroma key, Alpha key, Create a garbage mask-Matching light space and adjusting for brightness and colour-Copying channel and working with shuffle channel options-Understand spill supression and techniques-Create composite of blue and green screen footages on backgrounds

UNIT IV WORKING WITH EFFECTS FILTERS AND PARTICLES 15

Working with types of emittors and particles space-Undestanding particle forces, gravity, bounces, collision.. etc-Creating rain, snow, leaves, dust and smoke-Compositing particles into footages-Understanding fx filters, blurs, defocus kernels, fx tools-Creating fx on footages and compositing-Create gizmos and groups

UNIT V WORKING WITH 2.5D 15

Create 2.5D space-Create objects with model builder, apply texture-Understand lighting and shadows, types of light-Create 3D ball bounce with lighting setup-Create an set extension of the footage-Animate using python script

Exercises

1. Multilayered composite
2. Matte painting
3. Rig removal
4. Tracking and Roto
5. Color grading
6. Blur and Matching film grain
7. Green screen removal
8. Color correction

TOTAL: 60 + 15=75 PERIODS

OUTCOMES

At the end of this course, Student will be able to

CO1: Create the visual effects for their production

CO2: Develop the 2.5D Environment

CO3: Merge a live action Footage with the visual effects and stimulate particle items

REFERENCES

1. Ron Brinkmann, " *The Art and Science of Digital Compositing: Techniques for Visual Effects,Animation and Motion Graphics (2nd Edition),* Morgan Kaufmann Publishers, 2008.
2. Steve Wright. *Digital Compositing for Film and Video*, Focal Press, 2010.
3. Lee Lanier. *Professional Digital Compositing: Essential Tools and Techniques*, Wiley Publishing Inc., 2010.
4. Chuck Jones, Steven Spielberg, Matt Groening, Farrar, Straus & Giroux, "*Chuck Amuck : The Life and Times of an Animated Cartoonist*", HarperCollins Canada Publications Limited, 2009
5. EranDinur, *The Filmmaker's Guide to Visual Effects: The Art and Techniques of Vfx for Directors, Producers*, Editors and Cinematographers Paperback, Focal Press, 2017

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	3	-	-	3	2	1
2	3	-	-	-	-	
3	-	-	1	3	2	2
Avg.	6/2=3	-	1/1=1	6/2=3	4/2=2	3/2=1.5

XM3613   **WEB DEVELOPMENT LAB**   L   T   P   C
                                                                    0   0   4   2

OBJECTIVES
- To Acquire the knowledge and skills to design and develop a website
- To acquaint with HTML, CSS, JavaScript and Bootstrap
- To impart the skills required to construct a web site that conforms to the web standards

UNIT I   HYPERTEXT MARKUP LANGUAGES   12
1. Create a basic webpage using different presentation tags
2. Insert Images and tables
3. Create different types of Lists.
4. Create external and internal hyperlinks, Image Mapping, Mail Links
5. Create registration forms using all the form elements
6. Include Multimedia Elements in the website

UNIT II   CASCADING STYLE SHEETS   12
1. Create a CSS template for the website created above.
2. Create a box model using CSS
3. Skin a menu with CSS : Styling Navigational Links
4. Print Media : Style for Print
5. Developing Landing page

UNIT III   INTRODUCTION TO JAVA SCRIPT   12
1. Validate the website using Javascript objects
2. Creating dynamic Calendar, TimeStamp and Banner
3. Programs related to Event handling, Events, and Error handlings
4. Programs related to Window and Document objects.
5. Programs related to javascripts objects, Classes and methods.
6. Design and Develop a professional interactive and dynamic website

UNIT IV   INTRODUCTION TO J Query   12
Programs related to jQuery Selectors, jQuery Events, jQuery Effects, jQuery HTML, jQuery Traversing, jQuery AJAX, jQuery Misc.Programs related to jQuery-Mobile Pages, Mobile Transitions, Buttons, Mobile Icons, Mobile Popups, Toolbars, Navbars, Panels, Collapsibles, Tables, Mobile Grids, Mobile Lists, Mobile Forms, Mobile Themes, Mobile Events

UNIT V   BOOTSTRAP   12
Programs demonstrating Bootstrap Basics, Bootstrap Grids, Bootstrap Themes, Drop down, Nav Bars, Bootstrap CSS, JS.
                                                          TOTAL: 60 PERIODS

OUTCOMES
At the end of the course, the student will be able to
CO1: Develop a full-fledged website using HTML5, CSS and JavaScript
CO2: Expose to the programs related to jQuery
CO3: Understand and implement the bootstrap in website

REFERENCES
1. Danny Goodman, Michael Morrison, Paul Novitski, and Cynthia, Web Design with HTML, CSS, JavaScript and jQuery Set 1st Edition, Wiley, 2014
2. Jürgen Wolf, HTML and CSS: The Comprehensive Guide, Rheinwerk Computing Publisher 2023

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3. Danny Goodman, Michael Morrison, Paul Novitski, and Cynthia GustaffRayl, "JavaScriptBible" Wiley Publications. 2010.
4. Jon Duckett,Gilles Ruppert, Jack Moore ,JavaScript and JQuery: Interactive Front-End Web Development Hardcover , John Wiley and Sons Inc. 2014.
5. Cody Lindley ,jQuery Cookbook: Solutions & Examples for jQuery Developers, O'Reilly Media Inc. 2010.
6. Lavanya R., HTML 5, Ane Book House, 2010.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	3	2	1
2	3	-	-	-	-	-
3	-	-	1	3	2	2
Avg.	6/2=3	-	1/1=1	6/2=3	4/2=2	3/2=1.5

XM3614	PORTFOLIO AND PRESENTATION SKILLS	L	T	P	C
		0	0	4	2

OBJECTIVES

The core objective of this project is to encourage the student to come up with an innovative portfolio work in their area of specialization.

INNOVATIVE PROJECT GUIDELINES

The students in the final year are expected to specialize in area of their interest such as
1.   Advertising
2.   Public Relations / Event Management
3.   Photography
4.   Computer Graphics and Animation
5.   Journalism
6.   Video Production
7.   Audio Production
8.   E-Content
9.   Development Communication
10.   Gaming
11.   Web Designing
12.   Mobile App Development and etc.

and prepare an innovative project in the form of Portfolio by choosing mentors, one from the Department and one from the related industry.

The innovative project work should be an extension of what they have learnt in the previous semesters and should produce portfolio work of industrial standard. The innovative project can bea real time project for an industry / client also.

At the end of the semester the students are expected to present their work before the panel of faculties in the department and also exhibit their works in an "open day". Evaluation is based on periodic reviews, final presentation and feedback from the exhibition.

TOTAL: 60 PERIODS

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OUTCOMES

At the end of the semester the student will:

CO1: Produce an innovative work in his/her area of specialization under the mentorship of afaculty member and industry expert.

CO2: Produce a portfolio work of industrial standard

CO3: Produce an innovative project in real time for an industry / client.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2	-	-	-	-	-
2	3	3	-	-	-	-
3	-	-	2	-	-	3
Avg.	5/2=2.5	3	2	-	-	3

XM3711	INTERNSHIP	L	T	P	C
		0	0	32	16

OBJECTIVES

The core objective of the Summer Internship is to give an opportunity to the students, industry exposure in a media organization of their choice and learn about its structure, functions and work process for a month.

GUIDELINES FOR STUDENTS CHOOSING MEDIA ORGANIZATION:

In this semester the student has to do an internship in the media/related organizations for the entire semester based on the academic schedule of the university. The students will approach a reputed media organization of their choice anywhere in India. They have to get an acceptance letter from the organization. Internship with independent media professionals / experts will be approved only on the basis of the merit of the professionals by the Internship Faculty Co-ordinator. The student can work in maximum of two organizations during the entire internship period

INTERNSHIP REVIEWS

Three Internal Reviews will be conducted. The review panel will be constituted by the Project Co-ordinator on the approval of the Head of the Department. The review committee consists of the Internal members and the Co-ordinator. The students will present their work carried out in the organization before the panel. Field wise evaluation form (prepared by the department) marked signed with the seal by the supervisor/ manager of the media organization to whom the intern is reporting to should be submitted during every review.

FINAL EVALUATION

The final evaluation will be internal/external evaluation, where the students have to present their learning through a brief presentation and also by submitting a report. The report should contain all their work samples. The internal/external reviewer panel marks and the evaluation sheet marks from the supervisor / manager from the organization are

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considered equally, and Marked for 100. The Internal/external review panel will be constituted by the Internship Co-ordinator after getting the approval from the Head of the department/Faculty Chairman.

TOTAL: 480 PERIODS

OUTCOMES

At the end of the semester, the students will be able to

CO1: Understand and experience the actual function of media organization,

CO2: Its work process, roles of professionals, importance of meeting deadlines,

CO3: Work culture and ethics in organization set-up.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2	2	1	3	2	3
2	2	1	1	3	2	2
3	1	2	1	3	2	2
Avg.	5/3=1.66	5/3=1.66	3/3=1	9/3=3	6/3=2	7/3=2.33

XM3801	**COMMUNICATION THEORIES**	L	T	P	C
		3	0	0	3

OBJECTIVES

- To throw light on the theories of communication
- To deal in depth the models of communication
- To provide an account of the theories of the press
- To ascertain the functions and state of media in India
- To understand the western and eastern perspectives of the communication theories and to learn the evaluation of communication theories

UNIT I   INTRODUCTION   9

Definition and Importance of Theory - Mutuality of Research and Theory- Functions of theories Historical development of theory - Origin of mass communication theories - Paradigm shifts in Mass communication theories – Goals of Mass Communication theories – Alternative tradition of theoretical analysis – Mass Society theory

UNIT II   COMMUNICATION THEORIES   9

World Systems, Dependency, Structural Imperialism, Cultural Imperialism, Globalization, Social Constructivist, Persuasion theories, Media Dependency, Cognitive Dissonance theories, Reinforcement, Symbolic Interaction. Banton's Social categories theory, Bandura's Social Learning theory, Reception theory, Ackerman's Individual Differences, Smith's Selectivity Process, Tichenor- Knowledge Gap theory, Berkowitz's Aggressive Cues, Freud's Catharsis, Davison's Third Person Effect , Vygotsky-Piaget's Constructivism. Social Penetration Theory.

UNIT III   GENDER AND FILM THEORIES   9

Media and Gender Theories – Patriarchy, Role theory, Symbolic Annihilation, Muted Group, Feminist theory, Queer, Media Representation. Film Theories – Auteur, Symbolic Annihilation, Feminist Film theories, Reception, Play, Meaning Theory of Portrayal, Film Criticism (Realist and formalist, Psychoanalytic, Ideological, New historicist)

UNIT IV   THEORIES AND RESPONSIBILITY OF MEDIA   9

Normative Theories of press: Authoritarian, Libertarian, Social responsibility and Soviet Communist theories, Democratic Participant, Development Media, Social systems and media responsibility, Issues of monopoly and ownership patterns of mass media in India. Media dependency Theory - Stephenson's Play Theory - Modeling Behaviour Theory - Stalagmite Theories – Cognitive Dissonance Theory, Media & Violence.

UNIT V   NEW MEDIA / TECHNOLOGY THEORIES   9

Technological Determinism - Technology Acceptance Model – Domestication – Mediation - Social Shaping of Technology – Cyber Communication Theories -Digital Divide – Future of Media Theory and Research : New Media theory and Research – Computer Mediated Communication theories – New Media literacy

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students would be provided a sound knowledge in theories of media and theories of
        press.
CO2: An in-depth understanding of the models of communication would be acquired.
CO3: Students will understand the responsibility of media
CO4: This course enriches them to nature and process of communication
CO5: Students will learn the responsibility of media theories in the society.

REFERENCES

1. Berger, Arthur Asa, "Essentials of Mass Communication" Sage Publication, 2000
2. Mattelart A, Mattelart M. Theories of communication: A short introduction. Sage; 1998.
3. McGraw-Hill. Boston, MA:Mcquail, Dennis, "Mass Communication Theories" 4th edition. Sage Publication, 2000
4. Mortsen, David C, 'Communication Theory', Transaction Publishers, 2008
5. Watson, James, 'Media Communication-An Introduction to theory and process, Palgrave, 2006
6. West, R., & Turner, L. H. Introducing communication theory: Analysis and application.(2nd ed.), 2004.
7. Keval J. Kumar, Mass Communication in India, Jaico publishing, 57th edition, 2018.

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	1	-	2	2	2	2
2	2	1	2	2	1	1
3	2	2	3	2	2	2
4	2	-	1	2	2	1
5	2	3	2	2	2	2
Avg.	9/5=1.8	7/4=1.75	10/5=2	10/5=2	9/5=1.8	8/5=1.6

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XM3802   **MEDIA PSYCHOLOGY**   L   T   P   C
                                                                   3   0   0   3

OBJECTIVES

- To understand the fundamentals of psychological theories and practices for application in thefield of media.
- To introduce social psychology theories & concepts for better understanding of how peopleperceive, think about and feel about the social world.
- To understand the influence of media on human behavior, culture and society.
- To demonstrate the application of social, cognitive, developmental and positive psychologies in media & communication field.
- To Identify and critically analyze the ethical issues in the media with special reference to psychological well-being, identity, social engagement, individual and universal rights, ethnicities and culture

UNIT I   INTRODUCTION TO SOCIAL AND MEDIA PSYCHOLOGY   9

Introduction to Media Psychology & its history-Foundations of Social Psychology - Social Psychology and Human Values- Social Identity and Self-Representation- Social representations, social norms, social cognition

UNIT II   MEDIA AND SOCIAL PERCEPTION   9

Social perception: Basic channels of nonverbal communication and social perceptions-Self and Social representation-–Social Beliefs -Social Influence - Social Perception - Cultural Influences- Parasocial interaction, psychology of fandom

UNIT III   MEDIA INFLUENCE ON BEHAVIOUR & RELATIONSHIPS   9

Approaches, positive psychology approach, prosocial & antisocial behavior, Prejudice, Stigma, Reducing Intergroup Conflict, Aggression, Attraction, Altruism, Application, Stereotyping, Prejudice, and Discrimination: The Causes, Effects, and Cures. Global Media: media effects on society, individuals, and cultures

UNIT IV   MEDIA PSYCHOLOGY   9

Propaganda and Persuasion - fine art of persuasion- Social Influence - Conformity, bystander intervention, obedience to authority-Social facilitation -Social Status-Social roles-Social conformity-Interpersonal attraction-Behavioral influences on attitudes-attitude formation-Cognitive dissonance   -Resisting persuasion attempts – social media and transformation of society.

UNIT V   NEW MEDIA   9

Understanding Psychology and Internet- psychological issues in new media, media literacy: Interactive & emerging technologies, social influence in virtual world. Social connection & social capital, personal media and psychological impact— mobile, wearable smart technologies -Audience Engagement- Positive Psychology applied to media

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will be able to apply the appropriate psychological concepts and analyse the complex media environment.

CO2: Students will understand the social behaviour and would be able to identify the forces that create differences in patterns of social behavior.

CO3: Studentswillunderstandthebehaviorofpeoplefromdiversecultures,social groups and categories.

CO4: Students will develop critical thinking attitude and skills and will evaluate media messages based on evidence.

CO5: Students will understand the power o psychology in enabling social change.

REFERENCES

1. N. Dash, Uday Jain: Perspectives on Psychology and Social Development, Concept Publishing,
2. New Delhi, 2005.
3. Sceinbaum Close Angeline, Dark Side of Social Media: A Consumer Psychology perspective, Routledge, New York, 2018.
4. Giles David Psychology of the Media, Palgrave Macmilan Insights, U.K, 2010
5. Baron A Robert: Fundamentals of Social Psychology, Pearson Education, New Delhi, 2009.
6. Dill E karen; The oxford handbook of media Psychology, Oxford University Publications, 2018.
7. Schwartz LL. Psychology and the media: A second look. American Psychological Association;1999.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	1	-	3	-	-	-
2	1	-	3	-	-	3
3	3	-	-	-	-	3
4	3	-	-	-	-	3
5	3	-	3	-	-	3
Avg.	11/5=2.2	-	9/3=3	-	-	12/4=3

PROGRESS THROUGH KNOWLEDGE

XM3803	E-CONTENT	L	T	P	C
		3	0	0	3

OBJECTIVES

- To know the basics, concepts and need of e-content in the media industry.
- To learn the production process and techniques of e-content.
- To produce effective e-content materials for different field.
- The students will be able to understand the new trends and opportunities in technology enhanced learning systems.
- To develop an understanding on the present trends and future of e-content business

UNIT I NATURE AND SCOPE 9

Content production and management — Concepts, past, present and future of content industry Various media and contents, new trends and opportunities in Content and Technology Enhanced Learning Systems

UNIT II E-CONTENT PRODUCTION 9

Definition of e-content – Designing of e-content, structures, modules, e-content planning – Moodle web application – Production techniques, software, lifecycle of e-content – Content Management Systems – Templates, standard characteristics and, delivery, effectiveness of econtent– Case studies, simulations, games, exercises, evaluation – SCORM Model – e- Publishing processes –e- Author, e-Editing, e-Publishing.

UNIT III E-LEARNING 9

e-Learning and e-learners, e-courses, e-learning ability – Open educational resources – Learning authoring – e-learning technologies – Learning authoring tools, Repository of educational content, Problem Based Learning – e-Learning Platforms, Production and Re-utilization – Design of ecourses and e- content, Learning objectives, Content creation tools, Online learning evaluation – Designing and creating e-courses for a certain learning context – Creating, integrating and exploring the learning content in the LMS – evaluation of the learning content produced.

UNIT IV TECHNOLOGY LEARNING SYSTEMS 9

Computer and Internet Enabled Learning – IP Learning – Mobile learning – Videoconferencing – VSAT – Online learning – Web conferencing – Standalone e-learning – Assisted e-learning – e- Cooperative learning – Blended learning – Info Learning – Small learning – Open source Software.

UNIT V E-CONTENT BUSINESS 9

Content business — Present trends and future — e-Content for different types of industries — Education, marketing, training, agriculture, etc. — Economics of e-content business, budget andmarket trends.

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will be able to understand the new trends and opportunities in technology enhanced learning systems.

CO2: Students will familiarize with the management of e-content production.

CO3: Students will develop an understanding on the present trends and future of e-learning business.

CO4: Students will promote generation of e-Content in all subjects.

CO5: Students will be skilled in e-content production in their future endeavors and to gain adequate skills to produce e-content programmes

REFERENCES

1. Purnima Valiathan, Beginner's Guide to Instructional Design: Identify and Examine Learning Needs, Knowledge Delivery Methods, and Approaches to Design Learning Material, BPB Publications, 2022.
2. Jeong-Baeson and Shirley O'Neil. Enhancing Learning & Technology: Pedagogy, Technology and Language, Academic & Professional Publishers & Consultancy Services, 2017.
3. Bud Benscoter et al. Mastering the Instructional Design Process: A Systematic Approach, Pfeiffer; 5th edition, 2016.
4. George M. Piskurich, Rapid Instructional Design: Learning ID Fast and Right, Wiley, 2015.
5. Karl M. Kapp , The gamification of learning and instruction, , 2012
6. Richard E. Mayer, Multimedia Learning, Cambridge University Press, 3rd edition, 2020

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	-	1	-	-
2	3	-	-	-	-	2
3	-	-	-	3	3	2
4	-	2	-	2	2	-
5	-	-	-	2	2	2
Avg.	3/1=3	2/1=2	-	8/4=2	7/3=2.3	6/3=2

XM3804 **GAME DESIGN AND DEVELOPMENT** **L T P C**
3 0 0 3

OBJECTIVES
- To explore the history of games and the gaming industry.
- To describe the technological developments that contributed to the video game industry
- To familiarize students with issues, types, and techniques of computer game design.
- To understand the fundamentals of game design and development
- To create a 2D game using game engine and design game mechanics that create engaging game play

UNIT I **INTRODUCTION TO COMPUTER GAMES** **9**
Introduction to gaming – Game play, Emergent and progressive gameplay – gamification – History of games, Gaming industry —Introduction to Android games and iOS games- Types of games: FPS, role playing games, platform, racing, design elements – gameelements: strategies, actions, outcomes

UNIT II **GAME STORY AND GAME DEVELOPMENT PROCESS** **9**
Concept of games as stories, narrative in video game presentation – Uses of game theory - Campbell's Monomyth theory – The normal form, pure strategy – Nash equilibrium, dominated strategies and payoffs- Game design and development processes: Game identification, terminology, concepts, level design, and interface design

UNIT III **GAME SCRIPTING** **9**
Introduction to C# – Scripts as behavior components – Data types – Variable and functions – Conditional statements – Loops, classes, instantiate, scope and access modifiers – Arrays – Invoke and enumerations — Awake and start — Update and fixed update — Vector math — Activating game objects –Events – Event handlers – Delta time

UNIT IV **GAME BEHAVIOUR** **9**
Behavior – Rigid body 2D – Gravity using C# Script – Handling collisions of game object using Collider 2D – Creating game objects at runtime using Prefabs – Prefab instantiation –Parent and Child Game Objects – Detecting collisions with on collision enter – Add Velocity, force -light, camera and apartment -- Add script to character – Create particle system - - Add sounds.

UNIT V GAME DEVELOPMENT WITH ENGINE 9

Introduction to Unity Game Engine Tools & navigation, Camera control in Unity, Scene Navigation, Project setting / Player setting, Game publishing using Unity Sprite Editor, Sprite Animation, 2D Physics, 2D Components, UI system, 2D Game Project Gameplay: game worlds, object models - Creating and destroying game objects – Access the components – Events for game objects – Dealing with vector variables and timing variables –– Coroutine and return types – Physics components: coordinates, vectors, rigid bodies and forces – Colliders and collisions.

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course, the student will be able to:

CO1: Describe and differentiate between different types of games.
CO2: Demonstrate an understanding of the overall game design process.
CO3: Design and implement basic levels, models, and scripts for games.
CO4: Understand the game design principles and techniques that can be applied to gameplay
CO5: Create engaging experiences and build their own functional game using game-engine.

REFERENCES

1. Dave Calabrese, Unity 2D Game Development, Packit Publishing, 2014.
2. Steve Rabin, Introduction to Game Development, 2010
3. Joe Hocking , Unity in Action: Multiplatform Game Development in C#, 2018
4. Gary Rosenzweig, ActionScript 3.0 Game Programming University, Pearson, 2013.
5. Jeannie Novak, Game Development Essentials: An Introduction, Delmar CengageLearning, 2012.
6. Mario Zechner and Robert Green, Beginning Android 4 Games Development, Apress, 2012.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	3	1	-	-	-
2	-	2	3	-	-	-
3	3	1	-	3	-	-
4	2	-	-	-	3	-
5	-	-	-	2	1	-
Avg.	2.5	2	2	2.5	2	-

XM3811 **E-CONTENT LAB**

L	T	P	C
0	0	4	2

OBJECTIVES

- To understand the basics, concepts and need of the educational media.
- To practice the production process and techniques of the educational programmes.
- To produce effective educational programmes for different field.
- To understand the basic production concept for the e-content
- To understand the post production for the e-content creation

Attested

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UNIT I   EDUCATIONAL PROGRAMME FORMATS   12
Types and Formats of Educational Programmes, Instructional Programmes, Social Education Programmes, Edutainment Programmes; Research — Pre-Production, Prototype Production, Feedback

UNIT II   EDUCATIONAL PROGRAMME SCRIPT   12
Script writing for various educational programmes – various platforms

UNIT III   PRE PRODUCTION   12
Research, Planning, Schedule preparation, Budget preparation, Man and Machines

UNIT IV   PRODUCTION   12
Production of education programme for radio, TV, online/social media

UNIT V   EVALUATION   12
Conduct evaluation for educational programmes — after production and students should conductevaluation for radio, TV and internet based educational programmes.

TOTAL: 60 PERIODS

OUTCOMES
CO1: Students will gather knowledge on different media for educational programme production.
CO2: Students will develop a script for the e content
CO3: Student will produce e-content for various genres.

REFERENCES
1. Bud Benscoter et al. Mastering the Instructional Design Process: A Systematic Approach, Pfeiffer; 5th edition, 2016.
2. George M. Piskurich, Rapid Instructional Design: Learning ID Fast and Right, Wiley, 2015.
3. Richard E. Mayer, Multimedia Learning, Cambridge University Press, 3rd edition, 2020
4. Matthew A. Gilbert, edX E-Learning Course Development, Packt Publishing Ltd, 2015.
5. Penelope Semrau, Barbara Boyer, "Using Interactive Video in Education",1st Edition PearsonAllyn & Bacon,– December 2013.
6. StevenImke, "Interactive Video Management and Production",1st Edition Educational Technology Publications, ,2011.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	1	2	3	4	5	6
2	3	-	-	3	2	1
3	3	-	-	-	-	-
Avg.	6/2=3	-	1/1=1	6/2=3	4/2=2	3/2=1.5

Attested

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XM3812	**GAME DESIGN AND DEVELOPMENT LAB**	**L**	**T**	**P**	**C**
		0	**0**	**4**	**2**

OBJECTIVES

- To understand the 2D game design and development process.
- To understand the physics and mechanisms involved in the 2D game development process.
- To plan and create a 2D game using a game-engine.
- To implement game physics and player controls using Unity's physics engine and C# scripting
- To design engaging game mechanics and levels that challenge players
- To integrate audio and visual effects to create immersive game experiences using Unity's scripting language C#.

UNIT I   INTRODUCTION TO 2D GAMES ART   12

- Introduction to 2D game art
- Preparing a concept document.
- Developing game story, setting and characters.
- Developing key assets for games.
- Creating sprites

UNIT II   GAMEPLAY   12

- Developing gameplay.
- Design and create a traditional board game.
- Design and create a maze game.
- Design and create a puzzle game

UNIT III   INTRODUCTION TO UNITY AND 2D GAME DEVELOPMENT   12

- Overview of Unity Interface
- Introduction to 2D game development
- Creating a simple 2D game
- Design and develop an Egg Catcher game.
- Design and develop shooting game

UNIT IV   GAME MECHANICS AND PLAYER CONTROLS   12

- Designing game mechanics and player controls
- Implementing movement, jumping, and shooting using Unity's physics engine and C# scripting
- Adding obstacles and challenge
- Adding sound effects and background music
- Implementing particle systems and visual effects

UNIT V   LEVEL DESIGN AND GAME ENVIRONMENTS   12

- Creating a 2D game world
- Designing game AI and enemy behavior
- Implementing enemy movement and attack behavior using Unity's scripting language, C#
- Publishing for Desktop, Android, and iOS.
- Preparing a game design document.

TOTAL: 60 PERIODS

OUTCOMES

At the end of the course, the student will be able to:

CO1: Create, Plan and develop the game.

CO2: Design and implement basic levels, models, and scripts for games.

CO3: Design and build fully functional games using game-engine,

SOFTWARE

- Unity, Adobe Animate.

REFERENCES

1. Dave Calabrese, Unity 2D Game Development, Packit Publishing, 2014.
2. Gary Rosenzweig, ActionScript3.0 Game Programming University, Pearson, 2013.
3. Jeannie Novak, Game Development Essentials: An Introduction, Delmar Cengage Learning, 2012.
4. Mario Zechner and Robert Green, Beginning Android 4 Games Development, Apress,2012.
5. Nikhil Malankar, Learning Android Game Development, Packt Publishing Ltd, 2017.
6. Patrick Alessi, Beginning iOS Game Development, John Wiley & Sons, 2011.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2	3	3	3	3	-
2	-	-	3	3	3	3
3	-	-	-	3	2	-
Avg.	2/1=2	3/1=3	6/2=3	9/3=3	8/3=2.6	3/1=3

XM3813	MOTION GRAPHICS LAB	L	T	P	C
		0	0	4	2

OBJECTIVES

- To understand the concepts of motion graphics
- To acquire skills on techniques of motion graphics
- To develop skills on using various tools
- To create graphics on images
- To learn the effects and process of operations

UNIT I   INTRODUCTION TO AFTER EFFECTS   12

Workspace, Menus, Panels, New composition, Import and export- Animation tools in AFX - keyframes, graphs and graph editor, creating simple animation - ball bounce- Shape animation - parameters, pucker and repeater, wiggle paths and transforms- Text Animation - Text capabilities, types of selectors, sample text animation, lettering animation

UNIT II   ANIMATION IN AFX   12

Principles of animation- Logo animation - tools and methods of logo animation- Loop Animation - designing character, rigging, making poses, details to animation- Morph animation - warping and morphing sequential footages

UNIT III   INTRODUCTION TO C4D   12

The motion graphics pipeline, interface, concepts of 3D motion graphics- Animation tools in C4D - text and splines, type tools, spline modelling tools- Working with Cameras, camera animation, morph between cameras

UNIT IV   PROCEDURAL MODELLING, TEXTURING AND LIGHTING   12

Create primitive objects, combine primitives with deformers- Use mograph as modelling tool- Apply materials adn textures- create plastic and liquid materials- Create bumpy surfaces

UNIT V   LIGHTING AND RENDERING IN C4D   12

How light works in C4D, create basic setup- Lighting tools and methods- Compositing in C4D, common render settings, render previews, work with takes- Setup multi pass renders- Make a 3D text and Logo animation

Exercises
1.   Creating Logo
2.   Animating Logo with effects
3.   Text effects
4.   Title animation
5.   Motion poster
6.   Sound with visual effects
7.   Mask effects
8.   Tracking works
9.   Scene recreating
10. Special effect

TOTAL: 60 PERIODS

OUTCOMES

At the end of this course, the Student will be able to

CO1: Create basic layer of animation from photoshop images

CO2: Learn the process of different type of mode and mask operations

CO3: Create an animation with effects

REFERENCES

1.   Mark Christiansen, Adobe After Effects CC Visual Effects and Compositing: Studio Techniques PAP/PSC Edition, Adobe Pr,2013
2.   Chris and Trish Meyer, After Effects Apprentice, 2nd Edition, Focal Press,2009
3.   Lisa Fridsma and Brie Gyncild, Adobe After Effects CC Classroom in a Book, Adobe Press, 2017
4.   Austin Shaw, Design for Motion: Fundamentals and Techniques of Motion Design 1st Edition, Routledge,2015

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	3	-	-	3	2	1
2	3	-	-	-	-	-
3	-	-	1	3	2	2
Avg.	6/2=3	-	1/1=1	6/2=3	4/2=2	3/2=1.5

Attested

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XM3901   **COMMUNICATION RESARCH METHODS**   **L   T   P   C**
                                                                        3   0   0   3

OBJECTIVES
*   Understand the nature and purpose of research in the media industry.
*   Be able to apply a range of research methods and techniques.
*   Be able to present results of research.
*   To understand the different type of statistical tools

UNIT I   INTRODUCTION TO RESEARCH CONCEPTS   9
Research: Definition and types – Scope of communication research – Choosing research topic –Steps in Research – Ethics in research – Role of theories in research – Situation Analysis – Multi-site research projects – Research design: purposes, types and elements – Theory building and testing – Validity and reliability – Pilot study

UNIT II   REVIEW OF LITERATURE   9
Role of research in the media - Writing review of literature – Meaning – Need and scope – Sources – Citation Tracking – Content Alert Services – Evaluating Sources – Primary Sources – Secondary Sources – Need of critical thinking – Referencing styles: APA, Chicago Manual, Harvard etc.

UNIT III   QUANTITATIVE RESEARCH   9
Quantitative research methods – aim of the research, usage, type of data and approach; Data collection techniques – Survey, Interviews – Data gathering instruments – Questionnaire, Schedules – Construction of tools – Analysis of data – Statistics: scales of measurement; central tendencies; range; correlation coefficient, t-test, chi-square, ANOVA, MANOVA, regression – Structural Equation Model

UNIT IV   QUALITATIVE RESEARCH   9
Qualitative research – Definition – Types of Methods – Observation, interviews, in-depth interview, focus group discussion – Semiotics – Content Analysis – Framing – Discourse analysis – Cultural studies. Formative research – Processes and stages, problems grounded on different perspectives – Participatory research: Rapid Rural Appraisal (RRA), Participatory Rural Appraisal (PRA) and Participatory Action Research (PAR).

UNIT V   MONITORING AND EVALUATION   9
Monitoring: Needs and purposes, types, processes, important stages of monitoring, methods and tools, monitoring to ensure proper application, data coding, data processing, data analysis and reporting findings – Evaluation: Purpose of evaluation – Types of evaluation – Methods of evaluation – Scope of evaluation in policy change.

                                                                TOTAL: 45 PERIODS
OUTCOMES
CO1: Students will understand the scope and techniques of media research, their utility and limitations.
CO2: Students will develop practical knowledge on quantitative and qualitative methods of research.
CO3: Students will be able to do research in the field of advertising, social media, journalism, communication, etc.
CO4: Students will be able to apply statistics for their research.
CO5: Students will be able to take up independent research.

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REFERENCES

1. C.R. Kothari and Gaurav Garg. Research Methodology Methods and Techniques (3rd edition), New Age International Publishers, New Delhi, 2014.
2. Gerard Guthrie. Basic Research Methods: An entry to social science research, Sage, New Delhi, 2014.
3. Kultar Singh. Quantitative Social Research Methods, Sage, New Delhi, 2007.
4. Ranjit Kumar. Research Methodology – A step by step guide for beginners, Sage, Fourth edition, New Delhi, 2014.
5. Roger D. Wimmer and Joseph R. Dominick. Mass Media Research: An Introduction (9th Edition), Thomson Wadsworth Publications, 2011.
6. Susanna Hornig Priest. Doing Media Research: An Introduction, Sage, New Delhi, 2009.
7. N. Narayanasamy. Participatory Rural Appraisal: Principles, Methods and Application, Sage, New Delhi, 2009.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	1	1	-	-	-
2	-	3	-	-	-	-
3	1	-	2	-	-	-
4	-	-	-	3	-	-
5	-	-	-	-	-	-
Avg.	2	2	1.5	3	-	-

XM3902	CONTENT WRITING	L	T	P	C
		3	0	0	3

OBJECTIVES
- To understand the fundamental concepts of content writing.
- To be exposed to blogging.
- To critically analyze and understand Search Engine Optimization.
- To generate graphics for content.
- To demonstrate the ability of creating engaging content for social media platforms.

UNIT I   CONTENT WRITING PRINCILES AND PROCESSES   9
Building confidence and technique for writing – Process and principles of writing – Storytelling techniques –Copywriting types – Researching competitors – Focusing on buyer persona – Finding your passion – Finding your NICHE, selecting a profitable and in-demand NICHE

UNIT II   WRITING FOR BLOGS   9
Search topics for blog – Content writing for blogging, its structure and planning – Types of blogs – Adding variety while giving information – Headline strategies – Trust building in online content – Communication method to make your visitor click (CTR) – Register you blog – Write and publish your first post

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UNIT III SEARCH ENGINE OPTIMIZATION 9

Keyword Research & Planner – Keyword relevance for content creation – Elements of SEO – Writing meta tags – Title and description tags for Google search engine – Identify long tail keywords – LSI (Latent Semantic Indexing) keywords – Use of LSI keywords in article, blog and website – SEO copywriting – Writing HEAD, Meta tags, Title AND Description tags for search engine.

UNIT IV CONTENT ON IMAGES 9

Creating Graphic content – Infographics, blog images, quotes – Using image to get audience attention – Techniques to create graphics for content – Construction of White paper – Layout and body of White paper – Case studies – Writing email – Cliff-hanger effect.

UNIT V SOCIAL MEDIA CONTENT WRITING 9

Creating engaging content for social media platforms – Visitor engagement and tactics to maximize interaction – Facebook and Instagram engagement – Pitches and tactics – Strategies to create viral content – Case studies and learning points – Instagram influencer – Writing captions that reflect brand's voice and personality –Choose the write hashtags

TOTAL: 45 PERIODS

OUTCOMES
CO1: Students will understand the principles and processes of content writing.
CO2: Students will write and publish blogs.
CO3: Students will be exposed to Search Engine Optimization.
CO4: Students will create graphic content.
CO5: Students will write engaging content for social media platforms

REFERENCES
1. Kounal Gupta, "Content Writing Handbook", Henry Harvin Publisher, 2020.
2. Michael Nelson and David Ezeanaka, "Blogging for Beginners", AC publishing, 2019.
3. Paul Lima, "Fundamentals of writing", Ingram short title publisher, 2013.
4. Jim Edwards, "Copywriting Secrets", Author Academy Elite publisher, 2019.
5. Eric Enge and Stephan Spencer, "Art of SEO – Mastering Search Engine Optimization", Shroff/O'Reily, 2016.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2	2	2	2	2	2
2	2	1	2	2	1	1
3	2	2	3	2	2	2
4	2	2	1	2	2	1
5	2	3	2	2	2	2
Avg.	9/5=1.8	10/5=2	10/5=2	10/5=2	9/5=1.8	8/5=1.6

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XM3903 **STATISTICS AND DATA VISUALIZATION** **L T P C**
TECHNIQUES **3 0 0 3**

OBJECTIVES
- To learn the data acquisition, data cleansing, data analytics and visualization techniques
- To learn the method of doing various data analysis techniques
- To understand the various qualitative data analysis techniques
- To understand the importance of statistical models
- To learn the social media analysis and other textual analysis formats

UNIT I STATISTICS AND DATA ANALYSIS – INTRODUCTION 9
Introduction : Definition of statistics, Nature of Statistics, Uses of Statistics, Types of statistics-Descriptive and Inferential, Statistics in relation to social sciences, Fundamental of statistical method – Law of statistical regularity, Law of inertia and large numbers. Description of Data, Various types of Analytics, Application of Data Analytics in industries and business. Popular Analytical tools, Data Presentation: Creating Tables and Graphs

UNIT II DESCRIPTIVE ANALYSIS 9
Descriptive Statistics: Summary measures, variance measures, Probability Distributions. Inferential Statistics: Simple Inference for continuous Data, categorical Data, Types of Inferential Tests, Types of Hypotheses, Hypothesis Testing The p Value, Analysis of Repeated Measures, Fixed Effects versus Random Effects

UNIT III INFERENTIAL ANALYSIS 9
Types of Hypotheses-- Hypothesis Testing—Understanding the importance of p Value Types of Inferential Tests – Understanding Parametric and Non-Parametric tests -- Anova, t-test, 1 sample t-test, 2 sample t-test -- Goodness of fit, chi-square – Correlational Analysis – Regression Models, Linear Regression, Multiple Regression and Logistic Regression -- Predictive model, split the data, model selection, multicollinearity, predictions and quality checks. Principal Component Analysis, Factor Analysis, Cluster Analysis, Discriminant Function Analysis. Structural Equation Modeling (SEM) – its need and prerequisites

UNIT IV QUALITATIVE DATA ANALYSIS 9
Understanding Qualitative Data -- Qualitative Analysis -- Managing data, Reading and annotating, creating categories, Splitting and splicing linking data, making connections -- Ofmaps and matrices, Corroborating evidence, producing an account -- Introduction to Social Media Research – Analyzing Social Media Content using various software -- Retrieving data and doing text analysis, cloud mapping, word art creation, sentiment analysis, network analysis.

UNIT V DATA VISUALIZATION TECHNIQUES 9
Fundamentals of Data Visualization- Design Principles: Visual Perception and Cognitive Load, Importance of Visual Analytics- Charting, Calculations, mapping, – Tools –Creating Dashboards &Story telling using visualization techniques – Visualization for different types of data: time-oriented, multivariate, tree, graphs and networks, visualization systems, Interactionconcepts and techniques- Textual Data Visualization methods

TOTAL: 45 PERIODS

OUTCOMES
At the end of the course, the student will be able to:
CO1: Understand the importance of data analysis
CO2: Learn the different types of data analysis techniques
CO3: Learn the descriptive and inferential statistical methods

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CO4: Learn the qualitative data and social media analysis
CO5: Understand the importance and implement different data visualization techniques

REFERENCES
1. James, G., Witten, D., Hastie, T., Tibshirani, R. An Introduction to Statistical Learning with Applications in R. Springer,2013
2. Nisbet, R., Elder, J., & Miner, G. Handbook of Statistical Analysis and Data Mining Applications, Academic Press,2009.
3. Sabine Lanau And Brian S Everitt, A Handbook Of Statistical Analyses Using SPSS, Chapman and Hall / CRC Press, 2004.
4. Barbara M. Byrne, Structural Equation Modeling with AMOS, Taylor and Francis.
5. Robert I. Kabacoff, R in Action: Data analysis and Graphics with R, Manning Publications.
6. Hair et al., Multivariate Data Analysis, Cengage Learning
7. Kristi Jackson & Pat Bazeley, Qualitative Data Analysis With NVIVO, Sage Publications.

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	-	-	-	1	-	-
2	-	-	-	2	-	-
3	-	-	1	-	2	-
4	2	-	-	-	2	2
5	-	2	-	2	-	-
Avg.	2/1=2	2/1=2	1/1=1	5/3= 1.7	2/2=1	2/1=2

XM3911	MINI PROJECT	L	T	P	C
		0	0	4	2

OBJECTIVES
* The main objective of mini project is to make the students understand the nuances of doing a media research, and give them an opportunity topresent the findings of their research in a seminar conducted by the subject teacher

Guidelines for choosing the topic for research project
The students have to choose a topic for the research project that is relevant to communication and media studies. They will be doing the research project under the supervision of a faculty member. Though the topic should be in the field of communication and media studies, inter-disciplinary studies are also allowed but communication and/or media element is a major requirement in the topic chosen.

Research Project Reviews
The progress of the research work of students will be monitored by the subject teacher and/or supervisor in review meetings. Finally, students will have to take a seminar on their research, which will be assessed by the subject teacher and/or supervisor

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Final Viva-Voce Examination and Thesis Submission
The final evaluation will be conducted by the subject teacher and/or supervisor, where the students have to present their research findings in the seminar conducted by the subject teacher. They have to submit a thesis on the same. The students have to follow Anna University guidelines for Thesis preparation. The student's thesis will be scrutinized for Plagiarism. Plagiarized works will not be considered for evaluation. The students are encouraged to present their research findings in conferences or publish their work in national / international journal with the approval from their supervisor.

TOTAL: 60 PERIODS

OUTCOMES
CO1: At the end of the semester the students will be able to attain the skills required for conducting media research.
CO2: They will be getting the confidence to present their work, with enhanced presentation skills.
CO3: This will give them the experience and a thorough understanding on taking up their major research project in the final semester

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	1	1	-	-	-
2	-	3	-	-	-	-
3	1	-	2	-	-	-
Avg.	4/2=2	4/2=2	3/2=1.5	-	-	-

XM3081	ARTIFICIAL INTELLIGENCE FOR MEDIA	L	T	P	C
		2	0	2	3

OBJECTIVES
* To learn the basic use of artificial intelligence in the newsroom
* To learn the journalistic principles and responsibilities when using machine-learning systems.
* To understand the need for content moderation in media platforms
* Enable to student to understand the commercial unfairness in media sectors.
* To understand the implications of algorithmic governance

UNIT I   INTRODUCTION TO ARTIFICIAL INTELLIGENCE   12
Understanding AI and Machine Learning systems, Generative AI systems: fully autonomous Vs co-creative, Human-AI interaction, machine learning models, data-driven journalism, AI in the newsroom, AI in factchecking, Regulation of AI, opportunities for accountable use of artificial intelligence in the media sector.

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UNIT II   JOURNALISTIC PRINCIPLES ANDARTIFICIAL INTELLIGENCE   12

Bias, journalistic endeavours, and the risks of artificial intelligence, Journalistic responsibility when using machine-learning systems, Explain ability, disclosure and transparency, algorithmic journalism, transparency in algorithmic journalism, automation in content production, personal data processing

UNIT III   TRUST, DISINFORMATION AND MEDIA PLATFORMS   12

Misinformation Vs disinformation, Social media platforms as public trustees, user data, digital safety, collective ownership model, content monetization models - power imbalance between social media platforms and content creators – commercial unfairness: recommender systems and brand building

UNIT IV   ALGORITHMIC GOVERNANCE   12

Algorithmic governance: ethical and legal implications: copyright law in the context of AI-generated works, Artificial intelligence and intellectual property rights: from incentive mechanisms to control mechanisms, protection of AI-generated news content: infringement risk assessment, regulation of
AI entities and systems

UNIT V   POLICING CONTENT ON SOCIAL MEDIA PLATFORMS   12

Advent and application of artificial intelligence– dilemmas: public trust, freedom of information, liability - policies and practices of content moderation - implications for ethics and law - social media hygiene - relationship between social media platforms, users, and governments - limiting and balancing the powers

TOTAL: 60 PERIODS

OUTCOMES

CO1: Enable students to understand the use of AI in the newsroom
CO2: Students will understand the journalistic principles and responsibilities when using machine-learning systems.
CO3: Students will understand the need for content moderation in media platforms
CO4: Students can understand the commercial unfairness in media sectors
CO5: Students will get to know the implications of algorithmic governance

REFERENCES

1. Alex Connock,Media Management and Artificial Intelligence:Understanding Media Business Models in the Digital Age, Routledge, 2022.
2. PurviPokhariyal, Amit K. Kashyap and Arun B. Prasad, Artificial Intelligence: Law And Policy Implications, EBC, 2022
3. Sanwar Mal, Artificial Intelligence : Technology Of The Future, Notion Press Media, 2022.Neil Wilkins, Artificial Intelligence, Moliva AB, 2019.
4. Gavin Lew, AI And UX: Why Artificial Intelligence Needs User Experience Perfect, Springer, 2022
5. Stefan H. Vieweg AI for the Good., Springer, 2021

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	3	-	-	1	-	-
2	-	3	-	-	-	2
3	-	-	2	3	3	2
4	-	-	-	2	2	-
5	-	-	-	2	2	2
Avg.	3/1=3	3/1=3	2/1=2	8/4=2	7/3=2.3	6/3=2

XM3082	**MEDIA ENTREPRENEURSHIP**	L	T	P	C
		3	0	0	3

OBJECTIVES
- To understand different media industries and their management challenges.
- To educate the broadcast promotion.
- To create awareness of the unique and pragmatic aspects of the media management process.
- To understand the marketing strategy
- To gain insight into ethical decision-making and into the human relations aspects of managing people

UNIT I   INTRODUCTION TO MEDIA MANAGEMENT   9
Introduction to Management –Definitions, Skills, roles, and functions – Levels of management, strategic alliances and the electronic media industries – Mergers & acquisition, media management issues including leadership, management, marketing and budget, current issues and trends within media.

UNIT II   THEORIES OF MANAGEMENT   9
Management as process – Classical school of management – Administrative management – Bureaucratic management – Human relations school of management – Maslow's Hierarchy of Needs – Herzberg's hygiene and motivator factors' theory x & theory y, theory z – Modern approaches to management – System approaches to management – Total quality management.

UNIT III   HUMAN RESOURCE MANAGEMENT   9
Management & Leadership Styles, Defining Innovative Leadership, Business Models, Personnel management – Hiring process – Interviewing orientation – Performance reviews – Legal issues in personnel management – Labour issues: Working with unions, other labour law, structure, communication and personnel- Media Economics- Media Research.

UNIT IV   BROADCAST PROMOTION AND MARKETING   9
Strategic Planning & Market Analysis, Social Media Strategies & Measurement, Audience Engagement & Metrics, Digital Disruption and Broadcasting, Mobile Strategies (How Online and Mobile Technologies Have Changed Broadcast), Emerging Technologies (Virtual, Augmented and Mixed Reality, Reuters Digital News Report), Diversity, Talent and Development, Market structure, Audience research and analysis, Sources of audience research data, Concentration in the market, Product differentiation.

UNIT V   ENTREPRENEURSHIP   9
Introduction to Entrepreneurship: concept, Definition, Meaning – Entrepreneurship as a Career – Importance of Entrepreneurship- Entrepreneurial Qualities and skills- Types of Entrepreneurship- Entrepreneurship Development Program- Identification of Business Opportunities- Business Planning- purpose, process- Reasons for failure of Business-Planning - Market and Channel Selection - Growth Strategies - Product Launching – Incubation, Venture capital, IT startups -Knowledge and Skills of Entrepreneur of new venture financing.

TOTAL: 45 PERIODS

OUTCOMES
CO1: The student will be able to Summarize and classify the essential concepts of media management.
CO2: The student will be able to analyze national and international media markets with reference to key parameters.

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CO3: The student will be able to Reflect on the impact of digitalization and convergence on strategic markets and business processes.

CO4: The student will be able to Critically evaluate the potential of convergent products and Cross media business models in view of the latest international developments in the media market.

CO5: The student will be able to work Independently conduct and evaluate small-scale empirical research projects, and interpret the generated data with regard to theoretical insights

REFERENCES

1. Alan B. Albarran, Sylvia, M. Chan-Olmsted, Michael O. Wirth (Eds.). Handbook of Media management and Economics, Lawrence Erlbaum, Associates, London, 2006.
2. David Aaker. Brand Equity, Tata McGraw-Hill, 2003.
3. David Croteau and William Hoynes, The Business of Media: Corporate Media and the public Interest, Pine Forge Press, London, 2006.
4. Gabriele Siegert, Kati Förster, Sylvia M. Chan-Olmsted, Mart Ots, Handbook of Media Branding 2015.
5. Gillian Doyle. Media Ownership, Sage, London, 2002.
6. Gillian Doyle. Understanding Media Economics, Sage, London, 2002.
7. Rajan Sexena. Marketing Management, Tata McGraw-Hill, 2003.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	2	-	-	-
2	-	-	3	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
Avg.	3/1=3	-	5/2=2.5	-	-	-

XM3083	PROJECT WORK	L	T	P	C
		0	0	32	16

OBJECTIVES

The main objective of Research Project is to inculcate research interest to the students, and give them an opportunity to explore research various research techniques in the field of communication studies, and conduct research under the guidance of a faculty member and submit a thesis

GUIDELINES FOR STUDENTS CHOOSING RESEARCH TOPIC

The students will be allowed to choose a research topic of their choice under the supervision of a faculty member. The topics should be related communication / media studies. Inter-disciplinary studies are allowed only if there is a communication/ media element in the research topic

RESEARCH PROJECT REVIEWS

The students will have present before the Screening committee to finalise the topic, First-review to present their aim, objectives, scope and need for the study, Second-Review to

present the review of literature and methodology, Third- review topresent their findings before the research review panel. The review panel will be constituted by the Project Co-ordinator on the approval of the Head of the Department. The review committee consists of the Supervisor, subject expert and the Co-ordinator

FINAL VIVA-VOCE EXAMINATION AND THESIS SUBMISSION

The final evaluation will be external evaluation, where the students have to present their research findings through a presentation and also by submitting a thesis. The students have to follow Anna University guidelines for Thesis preparation. The external evaluator will be from other University / College and they will be approved by the HOD and Chairman, Science and Humanities, Anna University. The student's thesis will be scrutinized for Plagiarism. Plagiarized works will not be considered for evaluation. The students are encouraged to present their research findings in conferences or publish their work in national / international journal with the approval from their supervisor.

TOTAL: 480 PERIODS

OUTCOMES

At the end of the semester the students will
CO1: Understand the importance of communication research,
CO2: Employ research techniques and tools, and
CO3: Gain confidence in working on a contemporary research area independently under a guidance

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	3	3	2	1	1	1
2	3	3	1	1	-	-
3	3	2	-	1	1	1
Avg.	9/3=3	8/3=2.66	3/2=1.5	3/3=1	2/2=1	2/1=2

XM3001	ART DIRECTION AND PRODUCTION DESIGN	L	T	P	C
		3	0	0	3

OBJECTIVES

* The main objective of the course is to give an insight into the field of art direction
* To explicitly demark the role of art director in both television and film production.
* Student will understand the different types of budgeting techniques and its benefits
* The programme will teach students to sketch the digital plan for the set design
* Students will visit film set to gain practical knowledge about the techniques

UNIT I INTRODUCTION TO ART DIRECTION 9

History of Art Direction, Design fundamentals, past, present and digital production design, two paths of Art Director. Production design for theatre, Film, Dance, Television and animation. Set design for Realism Set, Stylized Films Set, Period Films, and Period Films with several Decades, Science Fiction and fantasy.

UNIT II   ART DIRECTION AND PRODUCTION SCHEDULE   9

Four Responsibilities of art director, Art Director's relationship with other Department, Art Department Setup – Archivist, Digital Artists, the Physical Scenery Process- Interior sets, Exterior sets. Specialty props and Animatronics. Schedule and lists — Script break Down, One liner Schedule, Shooting Schedule, Day out of days, call sheet.

UNIT III   BUDGETING FOR PRODUCTION   9

Five Budgeting techniques- the 50/30/20 rule, Snow ball budget, Digital Budgeting, Reverse Budgeting. Functions of budget- mapping, controlling, coordinating, communicating, instructing, authorizing, and motivating and performance measurement. Other Techniques- priority basedbudgeting, Programming budgeting system, performance based budgeting. Adjusting the Budget — Fixed/flexible budgeting, Activity budgeting, limited budgeting.

UNIT IV   SET DESIGN USING 2D & 3D SOFTWARE   9

Set model, Set Walk through, Set ambiance, Theme based set, Produce beautiful multi-page documents with model views, details, images, notes and other critical information.

UNIT V   SET DESIGN – STUDENT EXERCISE AND SET VISIT   9

The student will be visiting a television station or Film set in Chennai to observe and understand the practicality of set design on the field. The student will be divided into groups and assigned to sketch a modal set of the choice both virtually by using 2D or 3D software and erect real set in the studio. This exercise will be evaluated by the course instructor as one of their 3 assessment.

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will inculcate basic skills that are necessary for a design concept through drawingand other pre-visualization methods.

CO2: Students will understand the importance of budgeting for art /set work in production.

CO3: Students will design an artwork both virtually and real life set.

CO4: Students will get a knowledge to create set model and walk through in digital format

CO5: Student will get knowledge to work in a professional by planning production schedule.

REFERENCES

1. Hannigan, F. (n.d.). Filmcraft: Production Design. Focal press, 2012.
2. Michael Rizzo .The Art Direction Handbook for Film. Focal press, 2005.
3. Beverly Heisner. Production Design in the contemporary American Film, 2004
4. Katherine Muniz 5 common sense budgeting techniques, 2013.
5. Methods of budgeting, Research and Library services Northern Ireland Assembly, 2010.
6. Vincent LoBrutto, The Filmmaker's guide to production design. All worth press. 2002.

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	3	-	-	1	-	-
2	-	3	-	-	-	2
3	-	-	2	3	3	2
4	-	-	-	2	2	-
5	-	-	-	2	2	2
Avg.	3/1=3	3/1=3	2/1=2	8/4=2	7/3=2.3	6/3=2

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XM3002   **BIG DATA ANALYTICS**   **L   T   P   C**
                                                                 3   0   0   3

OBJECTIVES
- To handle and processing Big Data
- To know how and when data can be used to make key decisions
- To learn data processing and create Algorithms
- To introduce data mining skills.
- To develop student skills on web mining

UNIT   FUNDAMENTALS OF BIG DATA ANALYSIS   9
Introduction to Big Data and Big Data Analysis, Handling and Processing Big Data, Methodological Challenges and Problems, Example Applications, Big Data Analysis in Practice, Introduction to different big data analytical tools.

UNIT II   DATA SCIENCE   9
Introduction to Data Science, Relational Databases and SQL, Data Cleansing and Preparation, Building a Data Model, Data Summarization and Visualization, Association Analysis and Cluster Analysis.

UNIT III   DATA MINING   9
Preprocessing Data: Filters, Missing Value, Data Mining, Decision Trees, Classification / Regression Algorithms. Normalization, Distance, Correlations, Machine Learning, Compare Items, Predictive Revenue Model, Class Prediction Model

UNIT IV   LANGUAGE R   9
Introduction to R Language, Visualization, Data Procession, Time Series and Forecast, Indoor locationing, R Machine Learning.

UNIT V   WEB MINING   9
Case Study Session, Preparation of Case Study Report and Presentation and Case Study Presentation.

                                                          TOTAL: 45 PERIODS
OUTCOMES
CO1:The students will be able to apply the methods of data collection and data analytics to solve business and related problems in support of decision-making.
CO2:The students will develop the skills necessary to use related software tools to perform data collection, cleansing, and analytics
CO3:Students will have deep knowledge about data consumer, recognizing the good and the bad in terms of data collection and applications
CO4:Students will understand how leading companies are using analytics
CO5:Students will explore the Machine Learning Techniques

REFERENCES
1. Ankam V. Big data analytics. Packt Publishing Ltd; 2016.
2. Dasgupta N. Practical Big Data Analytics: Hands-on techniques to implement enterprise analytics and machine learning using Hadoop, Spark, NoSQL and R. Packt Publishing Ltd; 2018.
3. Moustapha Cisse, Antonio Gulli, and Jean Paul Barddal: Machine Learning and Big Data Analytics: An Optimization Perspective. Cambridge University Press, 2020.
4. Patil MR, Thia F. Pentaho for big data analytics. Packt Publishing Ltd; 2013.
5. Sedkaoui S. Data analytics and big data. John Wiley & Sons; 2018.
6. Snodgrass RT. Developing time-oriented database applications in SQL. Morgan Kaufmann Publishers, 2000.

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CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	3	-	-	1	-
2	-	-	3	2	2	-
3	-	2	2	3	-	-
4	2	-	-	-	3	-
5	-	-	-	1	-	-
Avg.	2.5	2.5	2.5	2	2	-

XM3003	BRAND MANAGEMENT	L	T	P	C
		3	0	0	3

OBJECTIVES
- Develop a consumer-centric approach to building, measuring and evaluating strategies thatbuild brand equity for new and existing brands.
- Learn how to identify brand meaning and to measure brand strength for any particular marketoffering.
- Apply branding principles and marketing communication concepts
- To learn frameworks to achievebrand management goals
- To understand and improve marketing performance.

UNIT I   INTRODUCTION   9
Basics of Brand Management and Integrated Marketing Communication (IMC) - Elements of Branding – Brand Identity – Brand Image – Brand communication – Power Branding - IMC Perspectives – Principles of Integrated Brand Promotion (IBP) - Planning Advertising and IBP - Basics of Brand Management and Relationship with Contemporary Advertising - How the Brand Transforms the Business Goals and Vision?

UNIT II   BRANDING   9
The Concept of Brand Equity, Identifying and Positioning the Brand, Creating Customer Value, Positioning Guidelines, Planning, Designing and Implementing Brand Marketing Program, Choosing the Brand Elements, Image, Promotion, Corporate Name, Logos, branding a Product, Customer based Brand Equity, Extensions and Co-branding, Packaging, Labels and Product

UNIT III   STRATEGIC BRAND MANAGEMENT   9
Brand Promotion and Strategic Brand Management - Building a Strong Brand: FOUR Steps in Brand building - Direct Marketing, Public Relations (PR) and Corporate Advertising for Brand Building - Sustaining and Growing the Brand after the Launch, Media Selection, Trade Promotion and Selling, CRM, Personal Selling, Web Marketing.

UNIT IV   BRAND PERFORMANCE   9
Corporate Image and Brand Management - IMC to build Brand Equity, Evaluating the Brand Performance, Capturing Market Performance, Design and Implementation of Brand Strategies, Brand – Product Matrix and Hierarchy Levels, Achieving the Ideal the Brand Portfolio, Managing Brands over: Time, Market Segments and Geographic Boundaries, Revitalizing and Changing the Brand Portfolio.

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UNIT V   CASE STUDIES   9

CASE STUDIES IN BUSINESS SECTORS: Examples in Tourism, Hotel, Healthcare, Travel, Education, Automobile, General Business etc.

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will successfully establish and sustain brands and lead to extensions

CO2: Students will explore the Re – Branding and Re- launching of Product

CO3: Students will measure Brand Performance and Equity Management

CO4: Students will explore the Global Branding Strategies

CO5: Student will learn image building and promotion methods for Brand

REFERENCES

1. Kevin Lane Keller, M.G Strategic Brand Management,. Parameswaran and Issac Jacob, Person (Prentice Hall), New Delhi, 3e, 2011.
2. J V Vilanilam, A K Varghese, Advertising Basics – a resource guide for beginners, Response Books (a division of Sage Publications), New Delhi, 6th printing, 2009.
3. Belch, MichaelA Belch, Keyoor Purani, Advertising and Promotion – an Integrated Marketing Communications Perspective, Tata McGraw-Hill Publishing Company Limited, New Delhi, 7 e, 2010
4. Jenni Romaniuk and Byron Sharp,Building Distinctive Brand Assets, Oxford University Press,2018
5. Nick Westergaard Brand Now: How to Stand Out in a Crowded, Distracted World" AMACOM, 2018

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	3	3	-	-	-	1
2	-	-	3	2	-	2
3	-	2	2	3	-	-
4	2	-	-	-	-	3
5	-	-	-	1	-	-
Avg.	2.5	2.5	2.5	2	-	2

XM3004	BUSINESS COMMUNICATION	L	T	P	C
		3	0	0	3

OBJECTIVES

- To Understand and demonstrate the use of basic and advanced proper writing techniques that today's technology demands, including anticipating audience reaction, write effective andconcise letters and memos.
- To prepare informal and formal reports.
- To Proofread and edit copies of business correspondence. Use career skills that are needed to succeed, such as using ethical tools, working collaboratively, observing business etiquette, and resolving workplace conflicts, Plan successfully for and participate in meetings.
- To conduct proper techniques in telephone usage
- To develop interpersonal skills that contribute to effective and satisfying personal, social and professional relationships.

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UNIT I   PERSONAL COMMUNICATION   9
Journal writing, mails/emails, SMS, greeting cards, situation based — accepting/declining invitations, congratulating, consoling, conveying information

UNIT II   SOCIAL COMMUNICATION   9
Blogs, Reviews (films, books), posting comments, tweets, cross-cultural communication, gender sensitivity in communication.

UNIT III   WORK PLACE COMMUNICATION   9
e-mails, minutes, reports of different kinds – annual report, status report, survey report, proposals, memorandums, presentations, interviews, profile of institutions, speeches, responding to enquiries, complaints, resumes, applications, summarizing, strategies for writing.

UNIT IV   RESEARCH WRITING   9
Articles for publication (Journals), developing questionnaire, writing abstract, dissertation, qualitiesof research writing, data (charts, tables) analysis, documentation

UNIT V   WRITING FOR MEDIA AND CREATIVE WRITING   9
Features for publication (Newspapers, magazines, newsletters, notice-board), case studies, short stories, travelogues, writing for children, translation, techniques of writing.

TOTAL: 45 PERIODS

OUTCOMES
CO1: Get into the habit of writing regularly,
CO2: Express themselves in different genres of writing from creative to critical to factual writing,
CO3: Take part in print and online media communication,
CO4: Read quite widely to acquire a style of writing, and
CO5: Identify their areas of strengths and weaknesses in writing.

REFERENCES
1.   Booher, Dianna. E-Writing: 21st Century Toolsfor Effective Communication.   New York:Pocket Books, a division of Simon & Schuster, Inc., 2001 (paper).
2.   Christensen, G. Jay. Expanded Syllabus for Bus. Com. Northridge: California StateUniversity, Northridge Bookstore Printshop, n.d
3.   E. H. McGrath, S.J. Basic Managerial Skills for All. 9th ed. Prentice-Hall of India, NewDelhi, 2012.
4.   Guffey, Mary Ellen. E-book--Business Communication: Process and Product. 5th ed.Cincinnati, Ohio: South-Western College Publishing, An International Thomson Publishing Company, 2006.
5.   Raymond V Lesikar,   John D Pettit, and Mary E Flatly. Basic Business Communication, Tata McGraw-Hill, Lesikar's. 11th ed. New Delhi, 2009.
6.   Sharan J Gerson, and Steven M Gerson. Technical Writing: Process and Product. Pearson Education, New Delhi. 2008.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	3	-	-	-	1
2	-	-	3	-	-	2
3	-	2	2	-	-	-
4	2	-	-	-	-	3
5	-	-	-	-	-	-
Avg.	2.5	2.5	2.5	-	-	2

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XM3005 **CLIMATE JOURNALISM** L T P C
3 0 0 3

OBJECTIVES
- To offer a comprehensive approach to reporting of climate change.
- To impart knowledge about political, economic, and ethical questions raised by the need for transformative change of societies in the wake of climate change.
- To reflect over the development of climate change as a nature and a society issue.
- To synthesize knowledge from different areas related to climate change.
- To reflect on the norms and values of journalism in the context of climate change.

UNIT I HUMAN INFLUENCES 9
Anthropocene era – Freshwater scarcity – The decline of our oceans, fish, and wildlife – Environmental health – Sustainable energy, agriculture, and food systems – Role and responsibility of journalists – Making climate change relevant as a society issue – Politics and economics of climate change – Environmental ethics – Human health – Species migration – Introduction to Sustainable Development Goals – SDG 13 Climate Action.

UNIT II PUBLIC NARRATIVES 9
Complex science and uncertainty – Public apathy and politics – Well-funded counter-narratives – Zealous stakeholders – What can (incorrectly) appear due to a lack of news hook for stories – Two centuries of CO2 emissions – Science Communication.

UNIT III JOURNALISTIC CHALLENGES 9
Environmental Journalism as a craft - Roles and differences between journalism and communications – Finding the most accurate, credible and timeliest information on science and issues – Essentials of environmental reporting – Discerning uncompromised expert sources – Using human narratives and descriptive storytelling to relate real-world impact – Tapping the databases, records and other tools commonly used by environmental reporters– Climate Change Communication - The importance of climate change reporting – The role of journalists in communicating climate change – Ethics of climate change reporting.

UNIT IV CLIMATE ISSUES 9
The lack of diversity in environmental journalism – "Junk science" – Battling climate denial - Covering GMOs – The problem of doomsday climate reporting – Digital security for journalists and researchers etc – Adaptation and mitigation strategies towards climate change – The role of journalism in promoting solutions to climate change – Coverage of climate change in national and international news.

UNIT V JOURNALISTIC SKILLS 9
Hands-on journalistic series – Reporting, developing, funding, crafting and publishing environmental stories – Writing diverse stories on environmental history, a wildlife or ocean story, a clam-aquaculture story, a work of nature writing, etc. – A polished, fact-checked, final story with questions answered and edits made from the first draft and at least two added elements such as photos, audio or video clips,graphics, timelines or others to draw people in - Framing climate change – Trends and developments in climate change reporting – Ethics of climate change reporting – Opportunities and challenges for climate change reporters.

TOTAL: 45 PERIODS

OUTCOMES
CO1: Students will understand the importance of climate issues.
CO2: Students will understand the various aspects of climate change and its effect in society.

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CO3: Students will learn to cover the climate change issues.
CO4: Students will understand the need for journalistic skills for covering climate issues.
CO5: Students will learn the various strategies, approaches on covering climate issues in various media.

REFERENCES

1. Anthony Giddens. 2018. The Politics of Climate Change, Revised Second Edition. John Wiley and Sons Ltd.
2. Boykoff, M. T. 2011. Who Speaks for the Climate? Making Sense of Media Reporting on Climate Change. Cambridge University Press.
3. Deepti Ganapathy. 2022. Media and Climate Change: Making Sense of Press Narratives.Taylor & Francis Ltd.
4. Elisabeth Eide & Risto Kunelius. 2021. Voices of a generation: the communicative power of youth activism. Climatic Change volume 169, Article number: 6 (2 November 2021). Available from: https://link.springer.com/article/10.1007/s10584-021-03211-z
5. Keval J. Kumar. 2020. Mass Communication in India. Fifth Edition. Jaico Publishing House.
6. Klein, N., This Changes Everything - Capitalism vs the Climate. Part 1 and 3. London Allan Lane, 2014.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	3	-	-	-	1
2	-	-	-	2	-	2
3	-	2	2	3	-	-
4	2	-	-	-	-	3
5	-	-	-	1	-	-
Avg.	2.5	2.5	2	2	-	2

XM3006   **COMMUNITY MEDIA**   L T P C
                                                          3 0 0 3

OBJECTIVES

- The objective is to provide the students with a theoretical overview of the concept of the community and media and also how it relates to the empirical experience in the communities.
- The students are expected to learn the key concepts in community media with a substantial component of field work with a foundational knowledge involved in communication task.
- To make them understand the managerial functions of community radio
- To introduce the writing formats and types of scripting for community radio
- To give them the field exposure using case studies

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UNIT I   COMMUNITY RADIO   9
Introduction to Community Radio; FM Revolution – World Systems and Format – Community Radio in India – Current Trends – Structure and Organization Three tier broadcasting, Community Participation; Broadcast Ethics in Programming and broadcasting – accountability

UNIT II   WRITING FOR COMMUNITY RADIO   9
Community Radio – Issues – content development – writing for community radio – types and formats of community radio – Interview Techniques – the art of developing commentary and scripting narration

UNIT III   MANAGEMENTAL FUNCTIONS   9
Financial Planning – Economics of Community Radio – Legal framework – managing community radio stations – non-profit and non-commercial- solicitation for funding advertisements.

UNIT IV   TECHNICAL ASPECTS   9
Transmitter-Signal reach-broadcast equipment-reliability and maintenance-studio premises- acoustics, layout, installation, studio guidelines, Interactive Phone in programme – Off Studio.

UNIT V   CASE STUDIES   9
Professional Bodies — World Association of Community Broadcasters- Examples of CR in Indiaand abroad and their impact on Development.

                                                         TOTAL: 45 PERIODS
OUTCOMES
CO1: Students will gather knowledge on different communication strategies and media usage forcommunity development.
CO2: The students will understand the managerial functions of community radio
CO3: The students will understand the writing formats and types of scripting for community radio
CO4: The students will have field exposure through the case studies
CO5: Students understand the role of media in community development.

REFERENCES
1. Benita Pavlicevic, "*Curriculum training for Radio Station Managers*", 1999
2. Carl Hausmanm Philip Benoit Lewis B. O'Donnell-Radio Production, Focal Press, 2011
3. Colin Fraser and Sonia Restrepo Estrada, "*Community Radio Handbook*", UNESCO 2001
4. Fuller, Linda K. "*Community Media",* Palgrave Macmillan, 2017.
5. Louie Tabing, "*How to do Community Radio*", UNESCO 2002
6. Vinod Pavarala, "*Other Voices: The Struggle for Community Radio in India"*, SagePublications, 2017.

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	3	-	-	1	2	3
2	-	2	3	-	-	-
3	3	1	-	1	3	-
4	-	3	1	1	-	-
5	-	1	-	3	-	3
Avg.	6/2=3	8/4=2	4/2=2	8/4=2	5/2=2.5	6/2=2

COMPERING TECHNIQUES   L T P C
                                                3 0 0 3

OBJECTIVES
- To advent of various Video channels exploring as comperer.
- To learn the main job role of the Video Jockey is to introduce music videos and host music related shows on Television.
- To gain the skill theoretically and practically to act as intermediary between the audience and the media
- To learn the presentation skills for various programmes
- To develop the speech skills, dialogues, styles of interaction

UNIT I   OFF-CAMERA WORKS   9
Involving off- camera work like deciding on the theme and choosing the songs to suit the theme of the show. Scheduling the songs according to the theme and concept of the program which is based according to the genre and situation of the songs. Planning for Reality shows like Road show, Celebrity interviews, Movie promotional Interviews, Talk show and for special day Television programs.

UNIT II   SCRIPT PREPARATION FOR TELEVISION SHOWS   9
Writing Dialogue Scripts for Television shows in terms of their differences like Reality show, Game shows and promotional shows and how to participate in promotional videos like road shows, attending theme parties and with experience, even writing script for the show at times

UNIT III   PREPARATIONS FOR AUDITION   9
Knowing the atmosphere and understanding the various interior set up of shooting floor where the audition is conducted. Approach methods and behavior patterns towards the producer and the technical team. The right way of positioning yourself in the shooting floor according to the show. Right kind of Costume knowledge and sense of dressing etiquette. Self grooming and Make over methods for showing yourself presentable as a video jockey.

UNIT IV   ON PERFORMANCE   9
Modes of speech, Styles of talking in accordance with the show script, Dialogue delivery styles adjoining with body gestures. Presence of mind during the interaction with the celebrity and audiences which defines the proper viewing value for the show.

UNIT V   UPDATION IN MUSIC GENRES   9
Teaching how VJs must constantly keep up-to-date on the latest trends in music, all the latest videos and information about music stars and other celebrities. In that sense, they take upon a more journalistic role. They also should have a well-rounded knowledge of all types of music and also should be informed about a bit of everything from films to politics to travel whatever the theme the show demands. Some of them specialize in a particular area or genre of music. They must be able to answer any queries about music and must fulfill their roles as experts. VJ's interaction with the viewers through telephone, e-mail or fax.

PRACTICAL / ASSIGNMENTS
1. TV news Video Presentation
2. Interview with any field of specialist
3. Anchoring Stage show

                                                TOTAL: 45 PERIODS

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OUTCOMES
CO1: Understand the medium of broadcasting and basic of radio jockeying.
CO2: Understanding Sound Studio Jargon & Dubbing.
CO3: Hosting programs including public gatherings, public events and music videos that are further telecasted on-air through television or social media.
CO4: To Know the importance of Voice Modulation, Public Speaking, News Reading and Voice Overs.
CO5: Understanding the importance of major responsibilities, they even handle hosting the road shows, theme parties, etc.

REFERENCES
1. Earl R. Hinz, Cornell Maritime Pr/Tidewater Publication "The Complete Book of Anchoring and Mooring",; 2nd Revised edition , 2001
2. Kimberley Meltzer, "TV News Anchors and Journalistic Tradition: How Journalists Adapt to Technology",   Peter Lang Publishing Inc.; First printing edition, 2010
3. Nina Blackwood and Alan Hunter, "VJ: The Unplugged Adventures of MTV's First Wave",Atria Books; First Edition edition, 2013.
4. Sanjay gaur, "Radio jockey and t.v.anchoring", Gaurav Publishers, 2009.
5. Freddy Quinne, The Quintessential Guide To Compering, Kindle edition, 2018

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	1	2	3
2	-	2	3	-	-	-
3	3	1	-	1	3	-
4	-	3	1	1	-	-
5	-	1	-	3	-	3
Avg.	3	2	2	2	2.5	2

XM3008	CONFLICT AND PEACE JOURNALISM	L	T	P	C
		3	0	0	3

OBJECTIVES
- To understand the different types of conflict
- To explain the nature of armed conflicts
- To learn the steps in peace building
- To comprehend the principles of peace journalism
- To explain the differences between war and peace journalism

UNIT I   CONFLICT DYNAMICS AND ANALYSIS   9
Different types of conflict- Conflict theories and terminologies - Mapping a conflict Manifest andlatent conflict , Conflict analysis tools, Violence in conflict , Consequence of violence.

UNIT II   TYPES OF CONFLICT AND RESOLUTION   9
Origins of conflict - war, aggression, human needs and relative deprivation, imperialism, capitalism and class conflict, conflicts due to identity, ethnicity and religion, the social construction of war andviolence, Resolving conflict — radical disagreement and dialogue, Resolving conflict, Peacekeeping, humanitarian intervention and nonviolent peace forces.

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UNIT III   PROPAGANDA AND PEACE JOURNALISM APPROACH   9

Ways to recognize propaganda - How propaganda works - strategies to resist propaganda - Psychology of propaganda, Understanding the relationship between politics, mass media and war / violence, Different methods and means of influencing and persuading target audience, identifying media biases, Framing of Conflict by different media, war propaganda strategies, applying principles of peace journalism to propaganda

UNIT IV   PRACTISING PEACE JOURNALISM   9

Difference between war journalism and peace journalism — Guidelines for practical peace journalism, Reporting on peace proposals, talks and 'deals' - Follow-up stories of conflict, News representation in times of conflict : kidnapping and captivity stories, gender representation, Johan Galtung Model of Peace Journalism, Peace Journalism and commercial media.

UNIT V   THEORETICAL PERSPECTIVES   9

Gate-keeping theory - Feedback loop model - Deconstruction - Public service and media campaigning, Media Activism, Media Sensitization, Diversity and Inclusive Media in Peace Building. Role of Media in Reconciliation, Trust Building, Resilience Building — Case studies.

TOTAL: 45 PERIODS

OUTCOMES

CO1: The students will gain theoretical knowledge of the micro and macro origins of violen conflict

CO2: The students will understand how violence is depicted from a range of diverse perspectives

CO3: The students will understand the key challenges of contemporary peace-making.

CO4: The students will know the importance of conflict resolution

CO5: The students will know different approaches to peace journalism.

REFERENCES

1. Chandran, Suba and P.R.Chari, Armed Conflicts in South Asia: Transitions Routledge, NewDelhi, 2013.
2. Cottle, Simon. Mediatized Conflict: Developments in Media and Conflict Studies New York:Open University Press, 2006.
3. Jake Lynch, Johan Galtung ,Reporting Conflict: New Directions in Peace Journalism ,University of Queensland Press, 2010.
4. Lynch, Jake, and Annabel McGoldrick. Peace Journalism. Gloucestershire UK:HawthornPress, 2005.
5. Steven Youngblood Peace Journalism Principles and Practices: Responsibly Reporting Conflicts, Reconciliation,and Solutions, Routledge, 2017.
6. Richard Keeble, John Tulloch, Florian Zollman, Peter Lang, "Peace Journalism" War andConflict Resolution 2010

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	1	2	-
2	-	2	3	-	-	-
3	3	1	-	1	3	-
4	-	3	1	1	-	-
5	-	1	-	3	-	-
Avg.	3	2	2	2	2.5	

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XM3009   **COPYWRITING** | L | T | P | C |
                                                                           | 3 | 0 | 0 | 3 |

OBJECTIVES
- To develop skills in visualizing and illustrating potential layout for complex ideas.
- To acquire knowledge and skill to execute design graphics for information
- To develop creative copy for advertisements
- To understand target audience to create messages
- To develop creative writing skill

UNIT I   INTRODUCTION BRAND COMMUNICATION   9
Introduction to Marketing Communication, Brand communication concepts, Product mix-Marketing identity, Marketing Mix, Creating new Brand,strategy, Brand identity-planning executing, advertising collaboration, understanding market strategy,Target audience, consumer behavior, segmentation, product positioning, Recalling factors, Image building.

UNIT II   INTRODUCTION TO COPYWRITING   9
Creative strategy, developing new concepts, creative blue print,advertising strategy, creative message, slogan, brand elements, brain storming, Big idea, Copywriting ideas, message writing, copy writer's role, creative art director's contribution & collaboration, purpose of copy and Illustration.

UNIT III   ILLUSTRATION DESIGN   9
Illustration concepts,Principles and qualities of good illustration: concept and visualization; creative process; Visualizing advertisement,structure and types of layout, kinds of layouts.Business and Information Graphics: Visual/verbalrelationship, what are Infographics? Perspective: Personal,Technical, Ethical, Cultural; Information Design: Role of Graphics in Business, Visual Topologies,Concept Graphic, Charts, Tables, Graphs, and Diagrams.

UNIT IV   VISUALIZING PROMOTIONAL IDEAS   9
Introduction to typography & typedesign, publication design, Information design, Evolution of media and advertising, appeal, Information mapping,developing copy for different media, image making, packaging, print design, corporate identity, branding and information &communication systems like signage.

UNIT V   GRAPHICS AND INFORMATION DESIGN   9
Designing Logo, Brand identities, developing conceptual copy-brochure, pamphlets, danglers, infographics, layout designs, instore branding, outdoor branding, developing copy ads for print, radio, TV and digital media.

                                                          TOTAL: 45 PERIODS
OUTCOMES
CO1: Students would be able to understand the different Media strategy
CO2: Students would be able to understand the Information design and concepts
CO3: Students would be able to inculcate the knowledge of creative media messages.
CO4: Students would be able to understand branding and packaging
CO5: Students would be able to inculcate the knowledge of copywriting for multimedia

REFERENCES
1. Victor O Schwab, How to Write a Good Advertisement: A Short Course in Copywriting Paperback – Illustrated, Imusti Publisher, 2013
2. Anthony Ekanem , Copywriting Mastery : How to Spice Up Your Website Sales Copy and Watch Your Sales Grow Paperback, Notion Press, 2021

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3. Jim Edwards, Copywriting Secrets: How Everyone Can Use The Power Of Words To Get More Clicks, Sales and Profits. No Matter What You Sell Or Who You Sell It To, Kindle Edition, 2019
4. Robert W. Bly, Copywriter's Handbook 4th Edition Paperback – Illustrated, St. Martin's Griffin Publisher 2020
5. Teressa Iezzi, The Idea Writers: Copywriting in a New Media and Marketing Era (Advertising Age) Paperback, Palgrave Macmillan, 2010

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	2	3	-	-
2	-	-	3	2	3	-
3	-	1	-	-	3	2
4	-	-	-	-	-	-
5	-	-	-	-	-	-
Avg.	3/1=3	1/1=1	5/2=2.5	5/2=2.5	6/2=3	2/1=2

XM3010	CORPORATE SOCIAL RESPONSIBILITY	L	T	P	C
		3	0	0	3

OBJECTIVES
- To have grounding on theory through the understanding of real life situations and cases.
- To make the students understand the role of ethical managers.
- To give insights on the strategies for CSR.
- To understand Corporate social responsibility
- To understand environmental ethics

UNIT I   INTRODUCTION   9
Definition & nature Business ethics, Characteristics, Ethical theories; Causes of unethical behavior; CSR Definition,Principles of CSR ,Sustainability.

UNIT II   ETHICS THEORY AND BEYOND   9
context and Management of Ethics - Ethics analysis [Hosmer model]; Ethical dilemma; Ethics in practice - ethics for managers; Role and function of ethical managers- Comparative ethical behaviour of managers; Code of ethics; Competitiveness, organizational size, profitability and ethics; Costof ethics in Corporate ethics evaluation. Business and ecological / environmental issues in the Indian case studies.

UNIT III   STAKEHOLDERS AND THE SOCIAL CONTRACT   9
Classification of stakeholders, Stakeholder theory, Risk reduction, Regulation and its implication. Political – legal environment; Provisions of the Indian constitution pertaining to Business; Political setup — major characteristics and their implications for business; Prominent features of MRTP &FERA. Social – cultural environment and their impact on business operations, Salient features ofIndian culture and values.

UNIT IV   **ENVIRONMENTAL ETHICS**   **9**

Economic Environment; Philosophy of economic grow and its implications for business, Main features of Economic Planning with respect to business; Industrial policy and framework of government contract over Business; Role of chamber of commerce and confederation of Indian Industries. Issues concerning sustainability, Sustainability and the cost of capital.

UNIT V   **CORPORATE SOCIAL RESPONSIBILITY AND GOVERNANCE**   **9**

Definition- Evolution- Need for CSR; Theoretical perspectives; Corporate citizenship; Business practices; Strategies for CSR; Challenges and implementation; Evolution of corporate governance; Governance practices and regulation; Structure and development of boards; Role of capital market and government; Governance ratings; Future of governance- innovative practices; Case studies with lessons learnt, Performance Evaluation.

                                                  TOTAL: 45 PERIODS

OUTCOMES

CO1: Understand ethical issues in workplace and be able to find solution for 'most good'.
CO2: Get to know the role and functions of ethical managers.
CO3: Explore the role of capital market and government.
CO4: Have insights on the strategies of CSR.
CO5: Be able to predict the future of governance

REFERENCES

1. Beeslory, Michel and Evens, Corporate Social Responsibility, Taylor and Francis, 1978.
2. Bob Tricker, Corporate governance- Principles, policies and practices, Oxford UniversityPress, 2009.
3. Joseph A. Petrick and John F. Quinn, Management Ethics - integrity at work, Sage, 1997.
4. Larue Tone Hosmer and Richard D., The Ethics of Management, Irwin Inc., 1995.
5. Philip Kotler and Nancy Lee, Corporate social responsibility: doing the most good forcompany and your cause, Wiley, 2005.
6. Satheesh kumar, Corporate governance, Oxford University, Press, 2010.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	1	2	-
2	-	2	3	-	-	-
3	3	1	-	1	3	-
4	-	3	1	1	-	-
5	-	1	-	3	-	-
Avg.	3	2	2	2	2.5	-

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XM3011   **CRISIS COMMUNICATION**   L   T   P   C
                                                               3   0   0   3

OBJECTIVES
- To inculcate positive behavior in managing crisis.
- To communicate critically to prevent crisis.
- To learn what constitutes crises.
- To understand social media crisis and communication
- To learn Ethical Behaviour and Legal decision making

UNIT I   ORGANISATIONAL THEORY AND CRISIS COMMUNICATION   9
Outline of crisis communication theory –Practical Theory, Systems Theory, Cultural Theory, Classical Theory, Human Resource theory, Chaos Theory, Critical Theory

UNIT II   EFFECTIVE CRISIS COMMUNICATION   9
Effective crisis management – proactive crisis management – Crisis prevention – Crisis situations crisis preparedness – crisis communication plan.

UNIT III   VARIOUS FORMS OF CRISIS   9
Audience specific strategic message development – Crisis research – Communication when the crisis strikes — "Textbook crises" — Film related crises — Culture Crisis - Commercial crises —Environmental crises – natural disasters –transportation crises – Product failure and product tampering

UNIT IV   SOCIAL MEDIA AND CRISIS COMMUNICATIONS   9
Writing Social Media Messages, Social Media in Strategic Organisational Communication – Social Media Etiquette for Organisations and individuals to prevent Social Media Crises — Online Communities and Crisis Communications

UNIT V   CRISIS PREPAREDNESS   9
Managing the post - crisis challenges and opportunities –Case study approaches – Crisis planning - Crisis research.- Ethical decisions and Crisis Communication, The Normalization of Deviance, Transparency, Ambiguity and Crisis Communication, Ethics of Scientific Argument. Ethical Behaviour and Legal decision making. Identifying Fallacies. Point/Counter point

TOTAL: 45 PERIODS

OUTCOMES
CO1: Understand the importance of crisis communication.
CO2: Differentiate the day to day issues and crisis.
CO3: Develop a crisis preparedness plan.
CO4: Understand various methods of communication strategies in social media era.
CO5: Identify and address the ethical issues

REFERENCES
1. Alan Jay Zaremba, Crisis communication: Theory and Practice, M.E.Sharpe, U.S.A, 2015.
2. Lucinda L. Austin, Yan Jin, Social Media and Crisis Communication Routledge, 2017.
3. Peter F.Anthonissen, CrisisCommunication, McGraw Hill, 2012.
4. Richard L. West & Lynn H.Turner, Introducing communication theory, McGraw Hill, 2018.
5. Steven Fink, Crisis Communications: The Definitive Guide to Managing the Message, McGraw Hill Professional, 2013
6. Timothy Coombs, Ongoing Crisis Communication: Planning, Managing. and Responding,Sage Publications, 2014.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	1	2	-
2	-	2	3	-	-	2
3	3	-	-	1	3	-
4	-	-	1	1	-	-
5	-	-	-	3	-	-
Avg.	3	2	2	2	2.5	2

XM3012	CRITICAL ISSUES IN MEDIA	L	T	P	C
		3	0	0	3

OBJECTIVES
- The key objective is to introduce students to critical perspectives on global media.
- The Student will be exposed to major concepts, theories, models related to Critical Issues in Media.
- To analyse the conundrum of media discourses of eastern and western traditions, and
- To identify the counter narratives of media discourses especially in global south
- The students will be exposed to gender, minority and its relationship with the media.

UNIT I   INTERNATIONAL MEDIA LANDSCAPE   9
International media and political nexus, globalization, socialist and capitalist ideologies, How media thrives in capitalist countries? - Media in communist countries, Media in Arab world, Media in transition countries, media in global south, media in conflict zones- Afghanistan, Syria, Iraq, South Sudan and other countries.

UNIT II   DECONSTRUCTING THE MEDIA TEXTS   9
Derrida's theory of deconstruction, Hall's theory of encoding/decoding, media representations and expression of identities, denotation and connotation, visual analysis, postmodernism, discourse analysis, framing, priming theories .

UNIT III   GENDER AND MEDIA   9
Under representation and lack of diversity of different genders in mainstream media, gender disparity in media careers, reduction, objectification and domestication of women in the media, promotion of gender based stereotypes, masculinity, portrayal of gender non-binary characters, recommendations for healthy representations of sexual minorities in the media.

UNIT IV   MEDIA , IDEOLOGY & HEGEMONY   9
Media hegemony theory, Gramsci's ideology, media's influence on social norms, media consumption and identity formation, media and caste, minorities and media

UNIT V   ROLE OF INTERNATIONAL MEDIA FORUMS   9
The Pulitzer prize, Pew research centre for the people Neimen journalism centre, Ramon Magsaysay award, Woodrow Wilson centre, Bill gates foundation, Poynter institute, International media support, Fact checking organization

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will be able to grasp the complex relationship between media theories and a diverse set of individual, social, and professional practices.

CO2: Students will understand the underlying philosophical assumptions of, and be able to apply, to address a range of media texts and audiences, production and technological practices, and relevant social issues.

CO3: Students will comprehend the foundations, process, and practices of discussing for and about the media and its issues.

CO4: Students will be able to understand the role of international media organization and its role in media freedom.

CO5: Students will learn to deconstruct media text, media discourses on contemporary issues of the society.

REFERENCES

1. Adorno, T. W., & Bernstein, J. M. The culture industry: selected essays on mass culture. London: Routledge 2001.
2. Beauvoir, Simone de. The second sex /new york, vintage books, 1989.
3. Burton, G. Media and society- critical perspectives. Rawat publication, 2009.
4. Carah, N. & Louw, E.Media and society production, content and participation. Sage publications, 2015.
5. Hodkinson. P. Media, culture and society: an introduction. London: sage publications ltd, 2017.
6. Vera Slavtcheva-Petkova & Michael Bromley "Global Journalism: An introduction Springer, 2019.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	1	-	2	-	-	2
2	-	-	-	2	2	-
3	-	-	-	-	-	2
4	-	-	1	-	-	1
5	-	-	-	-	-	2
Avg.	1/1=1	-	3/2=1.5	2/1= 2	2/1=2	7/4=1.75

XM3013	CYBER LAWS	L	T	P	C
		3	0	0	3

OBJECTIVES

- To introduce the origin of cyber space
- To give insights on the issues of jurisdiction
- To explore the international perspectives of cyber laws.
- To get insights on human rights issue in cyber space
- Understand the need for cyber law in cyber space

UNIT I   INTRODUCTION   9

Origin of Cyber Space - Need for Cyber law in cyber Space - Jurisprudence of Indian Cyber law in cyber Space - Cyber Jurisprudence at International and Indian Level — Concept of privacy, Threat to privacy on internet - Misuse of technology

UNIT II   JURISDICTIONAL ASPECTS IN CYBER LAW   9

Issues of jurisdiction in cyberspace -Types of jurisdiction - Jurisdiction under IT Act 2000 - Intellectual Property Issues in Cyber Space- Copyright Law, Patent Law, Trademark and domain names related issues — Electronic and digital signature - dispute resolution in cyber space.

UNIT III   CYBER CRIMES   9

Classification of Cyber Crimes - Cyber pornography, Cyber stalking, Cyber terrorism, Cyber Defamation, Breach of sensitive personal information and confidentiality under IT Act, hacking, virus and contaminants, Phishing, Vishing, Smishing and Pharming - Denial of service Attack, Digital Forgery, Data theft, Data diddling, salami attacks, E-mail bombing, E-mail spoofing, Logic bombs, Internet Time theft.

UNIT IV   CONSTITUTIONAL AND HUMAN RIGHTS ISSUES IN   9
                CYBERSPACE

Freedom of Speech and Expression in Cyberspace - Right to Access Cyberspace — Access to Internet - Right to Privacy - Right to Data Protection

UNIT V   CYBER LAW - INTERNATIONAL PERSPECTIVES   9

UN & International Telecommunication Union (ITU) Initiatives, Asia-Pacific Economic Cooperation (APEC), Organization for Economic Co-operation and Development (OECD) Constitutional & Human Rights Issues in Cyberspace.

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course students will able to

CO1: Understand the need for cyber law in cyber space
CO2: Get to know the issues of jurisdiction in cyber space
CO3: Understand the importance of IPR in cyber space
CO4: Get insights on human rights issue in cyber space
CO5: Be able to classify cyber crimes

REFERENCES

1. Jonthan Rosenoer, Cyber Law, Springer, New York, 1997.
2. Justice Yatindra Singh, Cyber Laws, Universal Law Publishing Co, New Delhi, 2012.
3. S. R. Bhansali, Information Technology Act, 2000, University Book House Pvt. Ltd., Jaipur2003.
4. Sudhir Naib, The Information Technology Act, 2005: A Handbook, OUP, New York, 2011.
5. Vasu Deva, Cyber Crimes and Law Enforcement, Commonwealth Publishers, New Delhi,2003.
6. Verma S, K, Mittal Raman, Legal Dimensions of Cyber Space, Indian Law Institute, NewDelhi, 2004.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	1	-	-
2	-	3	-	-	-	2
3	-	-	2	3	3	2
4	-	-	-	2	2	-
5	-	-	-	2	2	2
Avg.	3/1=3	3/1=3	2/1=2	8/4=2	7/3=2.3	6/3=2

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XM3014   **DIGITAL ADVERTISING**   L   T   P   C
                                                                  3   0   0   3

OBJECTIVES
- To develop an integrated digital advertising plan**.**
- To develop the strategy for consumer satisfaction
- To make the student well verse in understanding the consumer behavior of various segments.
- To understand the Advertising Theory and application
- To develop creative solutions to address digital advertising and communications challenges

UNIT I   DIGITAL ADVERTISING MODELS   9
Interactive advertising model –Network advertising model –Trends and opportunities for Digital Advertising

UNIT II   ADVERTISING THEORY   9
Theory of Interactive media effects, Reversal Theory, Digital Advertising clutter in an age of mobile media, Personalisation, Perceived Intrusiveness, Irritation and Avoidance in Digital Advertising – Advertising Inattention in the Digital Environment.

UNIT III   DIGITAL MEDIA IN NEW AGE   9
Digital Media in New Age – Digital Media and Public Health Communication – Health advertising – future trends and challenges. Consumer motivations and participating in Social networking sites. Twitter comes to Display advertising - Financial value of Digital Advertising. Native advertising- content marketing and personalization -Advertising avoidance and the Digital world.

UNIT IV   CONSUMER CHARACTERISTICS   9
Interplay of Consumer characteristics and motivations – Social media advertising – Targeted digital advertising and privacy – Targeting Versus personalization- Player responses toward In- Game Advertising – Interactivity – Measuring Advertising Efficacy.

UNIT V   RESEARCH AND EVALUATION IN DIGITAL ADVERTISING   9
International Digital Advertising – Internet and Social Network Advertising Formats – Efficiency of Digital advertising – Culture in Electronic word of mouth communication – Responses to Advertisements – virtual direct experience in Video Games – Understanding affect in Social Media Computational social science research

TOTAL: 45 PERIODS

OUTCOMES
CO1: The students will be able to develop a digital advertising plan.
CO2: The students will be able to develop the strategy for consumer satisfaction.
CO3: The students will be able to contribute to planning, implementing, monitoring and evaluating.
CO4: The student will be able to develop creative solutions to address digital advertising andcommunications challenges.
CO5: Students will do analysis and evaluate digital advertising techniques

REFERENCES
1. Andrew Mc stay, Digital Advertising 2nd Edition, Palgrave, U.K, 2016.
2. Diaz Nesamoney, Personalised Digital Advertising, How data and technology are transforming how we market, Pearson Education, U.S.A, 2015
3. McStay A. Digital advertising. Macmillan International Higher Education; 2009.
4. Philip Kotler, Hermawan Kartajaya, Iwan Setiyawan, Marketing 4.0 Moving from traditional toDigital, Wiley, New Jersey, 2017

5. Shelly Rodgers, & Thorson, Esther Digital Advertising Theory and Research, Routledge, 3rd Edition,2017
6. Social C. Digital Advertising: Past, Present, and Future. Lulu. com; 2010.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	-	-	-	-
2	-	3	-	-	2	-
3	-	-	-	-	-	2
4	-	2	2	-	2	2
5	-	-	-	-	1	-
Avg.	-	5/1=2.5	2/1=2	- -	5/3=1.7	4/2=2

XM3015   **HEALTH COMMUNICATION**   **L   T   P   C**
                                                    3   0   0   3

OBJECTIVES

- To gain skills to campaign for creating public awareness against an epidemic.
- To gain skills in using a multi-pronged strategy towards health communication campaigns.
- To understand the capabilities of healthcare technologies.
- To know about intricacies related to occupational health.
- To define the role of social support in maintaining health and coping with illness

UNIT I   HEALTH REPORTING   9

Public understanding of health issues - Malnutrition - Malaria - Hygiene - Contagious diseases - Chronic diseases - Checking epidemic - Public awareness about epidemics - Reproductive rights including birth control - Advancement in health sciences - Use of optical fibre in surgery - Implication of nanotechnology in medical field - Terminally-ill patients - Patient groups acting as pressure groups - Professional associations - Vaccination campaigns including Plus Polio – Community health - Tackling Covid-19.

UNIT II   PUBLIC HEALTH AND SOCIAL MEDIA   9

Social Media and Health – A History. Ethics, policy, privacy and social media in healthcare, Consumer Health - Misinformation, fake news, Health information seeking, self-representation and e-patients

UNIT III   COMMUNICATION CAMPAIGNS   9

Theories and Models in communicating Health messages – Communication as a multiway process - Communication in Health Promotion – The Theory of Planned Behaviour – Health Belief Model – Trans Theoretical Model - The Perceived Behaviour Control Model – Process of behaviour change - Communication persuasion model and information persuasion matrix. HIV/AIDS prevention and treatment - Stigma - Reporting with sensitivity – Strategies: abstention, no sex outside marriage, safe sex - ABC, and condom use, safe needles, negotiating with the partner CNN - Multi-pronged approach – Creating public awareness of issues

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UNIT IV   HEALTH CARE AND TECHNOLOGIES   9

Artificial Intelligence, Block chain, Virtual reality in healthcare, personalized mobile apps, Gadgets and Healthcare - e-health – Health 2.0 – types of web 2.0 in Healthcare, Health 3.0. familiarizing with technology of telemedicines

UNIT V   OCCUPATIONAL HEALTH   9

Physical hazards: noise and vibration - Chemical hazards: TLV for air, gas and chemical contaminants - Equipment for the assessment physical and chemical hazards - Industrial toxicology: definitions, hazard, toxicity - Optimization: shift work - Job and personal risk factors - Selection and training - Fatigue and vigilance - Hygiene. Government initiatives in various sectors of health care – Vaccination Campaigns – Health Insurance Campaigns.

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will familiarize themselves with health reporting.

CO2: Students will familiarize themselves with the technologies used in the health sector.

CO3: Students will develop an understanding about the occupation hazards faced by the public and to report the same in the media.

CO4: Students will become knowledgeable and discuss current issues in healthcare.

CO5: Students will identify the key steps in planning, implementing and assessing health promotion campaigns.

REFERENCES

1. Nancy R. Harrington and Theresa L. M. Parris. Health Communication: Strategies for Developing Global Health Programs. Springer, 2018.
2. Nova Corcoran, Communicating Health, Sage Publishers, New Delhi, 2007.
3. Rafael Obregon and Silvio Waisbord (Eds), Handbook of Global Health Communication, Wiley, 2012.
4. Renata Schiavo, Health Communication: From Theory to Practice, Jossey-Bass, 2007.
5. Richard K. Thomas, Health Communication, Springer, 2005.
6. Suruchi Sood, Anurag Sharma, and Arpan Yagnik. Health Communication in the Changing Media Landscape: Perspectives from Developing Countries. Springer, 2020.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	-	-	-	-
2	-	-	3	2	-	-
3	3	-	-	3	-	-
4	-	2	1	-	-	-
5	2	3	-	1	-	-
Avg.	2.5	2.5	2	2	-	-

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XM3016   **ICT FOR DEVELOPMENT**   L   T   P   C
                                                                      3   0   0   3

OBJECTIVES
*   To understand the information and communication technology developments in India andtheir role in creating social change.
*   To know the different tools of ICT.
*   To know the benefits of the tools of ICT for development.
*   Explore the application of ICT in holistic development and
*   Explore the application of ICT agriculture

UNIT I   INTRODUCTION   9
Information and Communication Technology: Principles – limitations – understanding the adoption and implementation of ICT interventions – Development in ICT – Digital Divide: Definition and Causes – Bridging Digital Divide through ICT ─ ICT Indicators.

UNIT II   ICT IN HEALTH   9
Telemedicine: ICT techniques adopted, Advanced Computer methods for patients safety, (Patient Care information systems) ─ Health awareness through ICT: Nutrition, Diseases, Preventive methods, Health Management Information System ─ Community based Health Access to HealthInformation.

UNIT III   ICT IN AGRICULTURE   9
Kisan call centres – Gyandoot, Bhoomi Project – Village Knowledge Centres, AGMARKNET – Feasibility of ICT in Rural Areas, ICTs, Critical information Flow – Agricultural Knowledge System FAO – Knowledge Management and Agriculture, Agricultural Development Strategies and theValue of ICT ─ ICT in market facilitation and trade.

UNIT IV   ICT IN HOLISTIC DEVELOPMENT   9
Knowledge sharing in Innovative Business Transformation - Creation of Internet Business Solutions - Strategies for Emerging Markets Economic Development -- Analysis of Sustainable Community Development ─ Planning Non-Profit Organization ─ Non-Government Organization ─ Management and Funding Strategy ─ International Digital Community Network Development ─ Information & Communication Technology and Community-based Economy Social Network Tools Internet Activism – Global Culture Convergence Facilitation

UNIT V   ICT IN SUSTAINABLE DEVELOPMENT   9
Sustainable Development: Definition – economic, environmental, social and human sustainability – Brundtland report – Improving public awareness – Monitoring – Response systems – Facilitating environmental activism – Enabling more efficient resource use through ICT.

TOTAL: 45 PERIODS

OUTCOMES
At the end of the course, students will
CO1: Understand and adopt the interventions of ICT
CO2: Understand and implement the ICT interventions
CO3: Explore the application of ICT in health
CO4: Explore the application of ICT in agriculture
CO5: Explore the application of ICT in holistic and sustainable development

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REFERENCES
1. Ashwani Saith, M. Vijaya Baskar and V. Gayathri, ICTs and Indian Social Change, SagePublications, New Delhi, 2008.
2. Ashwani Saith and M. Vijaya Baskar, ICTs and Indian Economic Development, SagePublications, New Delhi, 2005.
3. Subhash Bhatnagar and Robert Schware, Information and Communication Technology inDevelopment Cases from India, Sage Publications, New Delhi, 2000.
4. Rohan Samarajiva and Ayesha Zainudeen. ICT Infrastructure in Emerging Asia, SagePublications, New Delhi, 2008.
5. Akhtar Badshah, Sarbuland Khan and Maria Garrido, Connected for Development, UN ICTTask Forces. 2005.
6. Sharmila Majumdar and Asis Kumar Pain, ICT for Development: Prospects and Problems,ICFAI University Press, Delhi, 2009.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	-	1	-	-
2	3	-	-	-	-	2
3	-	-	-	3	3	2
4	-	2	-	2	2	-
5	-	-	-	2	2	2
Avg.	3/1=3	2/1=2	-	8/4=2	7/3=2.3	6/3=2

XM3017		**MEDIA ACTIVISM AND ADVOCACY**		L	T	P	C
				3	0	0	3

OBJECTIVES
• To analyse activist, alternative, and community based media practices within the context ofglobalization and social change.
• To be able to respond respectfully to divergent views.
• To demonstrate their knowledge and critical thinking skills in written form
• Possess a basic knowledge regarding activism and advocacy
• Be familiar with how to utilize social media tools to effect social or political change.

UNIT I   TRADITIONAL MEDIA AND TOOLS FOR ADVOCACY   9
What is traditional media?, When to use it? Why engage with the media? What does traditional media advocacy include? Getting the public attention using traditional media, the know-hows to setup a traditional media campaign, selecting a target audience.

UNIT II   RESOURCES FOR SUCCESSFUL MEDIA ADVOCACY   9
Why is media advocacy important?, Types of media used in advocacy campaigns (Paid media, earned media and owned media), developing key media messages, selection of appropriate media for message, PR campaign and different types, Ad campaign and different types.

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UNIT III   AUDIENCES ARE NO MORE MERE AUDIENCES   9

History of social media, birth of social networking, Types of activism on social media, how to use social media for advocacy, creating impactful campaigns, developing a digital activism plan, conducting media mapping, reaching beyond digital divide, slacktivism, hacktivism .

UNIT IV   SOCIAL MEDIA FOR SOCIAL CHANGE   9

Landscape analysis and connecting grassroots, effective partner coordination, monitoring the media, collective social consciousness during disaster times, crowdfunding platforms, Different forms of social media, digital movement of opinion, virtual protest, dangers of digital activism, dataveillance.

UNIT V   CASE STUDIES OF HASHTAG JOURNALISM AND DIGITAL   9
MOVEMENTS

The social media advocacy tactics used during movements like Arab spring , occupy wall street, #MeToo campaign, save Jallikattu protests, Black lives matter protest, #bring back our girls, #SmashBrahminical patriarchy, and others, censorship, Twitterati,

TOTAL: 45 PERIODS

OUTCOMES

CO1: Demonstrate thorough understanding of the objectives, stakes, and tactics of media activism in digital culture;

CO2: Demonstrate knowledge of the history of digital and networked media activism with casestudies from around the world.

CO3: Demonstrate a strong theoretical grasp of the political-economic and social contexts intowhich media activism intervenes and their relation to activist practices;

CO4: Evaluate rigorously the configurations in which media activism intersects with politics andgovernance.

CO5: Demonstrate an appreciation of media activism as an object of multi-disciplinary inquiry and draw critically on variety of methodologies to study its conditions and effects;

REFERENCES

1. Roberts.M.J. New media and public activism: neo-liberalism, the state and radical protest inpublic sphere. Policy press. University of Bristo, 2014.
2. Vegh.S Online activism: the case of cyber protests against World Bank, Online activism intheory and practice by McCaughey.M, Ayers.D.M, Routledge, 2006.
3. Castells, M. The rise of the network society. Oxford: Blackwell Publishers, 2001.
4. Castells, M. Networks of outrage and hope: Social movements in the Internet age. Cambridge, UK: Polity, 2011.
5. Highfield, Tim Social Media and Everyday Politics. Polity, Malden, MA, 2016

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	1	-	-
2	-	3	-	-	-	2
3	-	-	2	3	3	2
4	-	-	-	2	2	-
5	-	-	-	2	2	2
Avg.	3/1=3	3/1=3	2/1=2	8/4=2	7/3=2.3	6/3=2

Attested

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XM3018   **MEDIA AND DISASTER MANAGEMENT**   L T P C
                                                                3 0 0 3

OBJECTIVES
- To know about various natural and man-made disasters.
- To learn how to undertake risk assessment.
- To stress the importance of disaster mitigation and the media's role in it.
- To know the means to sensitize journalists on disaster management.
- To introduce the policy initiatives and future prospects in the field of media and disastermanagement

UNIT I   NATURAL AND MAN-MADE DISASTERS   9
Natural forces and life, Development as causes of disasters - Fundamentals of disasters - Causal factors: poverty, population growth, rapid urbanization, transitions in cultural practices, environmental degradation, lack of awareness, war and civil strife - Characteristics of hazards and disasters: earthquakes, tsunamis, tropical cyclones, floods, landslides, droughts, environmental pollution, deforestation, desertification, epidemics, chemical and industrial accidents - Loss of resources - Impact on climate.

UNIT II   RISK ASSESSMENT AND DISASTER MANAGEMENT   9
Objectives of assessment - Disaster due to hydrological and meteorological phenomena - Environmental health risks - Risk adjustment - Disaster aid - Insurance - Risk management - Stocktaking and vulnerability analysis (SWOT analysis) - The UN disaster management team - Preparedness for slow onset and sudden onset of disasters - Checklist of basic information required by a UN-DMT - National policies - Government structures for warning and emergency response - Emergency and post-disaster assistance - Forecasting and warning - Land use planning - Management of epidemics, casualties - Importance of coordination and information, rehabilitation and reconstruction.

UNIT III   POLICY INITIATIVES AND FUTURE PROSPECTS   9
The International Decade for Natural Disaster Reduction - Policy for reduction of disaster consequences - Role of the civil defence during disasters - Training of emergency management personnel, UN Draft Resolution on strengthening of coordination of humanitarian emergency assistance: prevention, early warning, standby capacity, coordination - Continuum from relief to rehabilitation and development.

UNIT IV   DISASTER MITIGATION   9
Disaster risk appraisal of projects in hazardous area - Disaster risk reduction planning checklist - Targeting mitigation: where it has most effect - Mitigation through capacity building - Legislativeresponsibilities of disaster management - Disaster mapping, Pre-disaster risk & vulnerability reduction — Post-disaster recovery & rehabilitation — Quick reconstruction technologies — Metrological and Remote Sensing satellites: real-time monitoring, prevention and rehabilitation – GIS and GPS applications - Use of information technology in disaster management - Wireless emergency communication.

UNIT V   ROLE OF MEDIA   9
Media coverage of disasters - Role of media in disaster mitigation, management and relief - Linkage between disaster warning systems and media — Media in reconstruction process - Coverage of disaster-related trauma - Coverage of grassroots initiatives in disaster management - Media and NGOs / donors — Sensitizing journalists on disaster management - Case studies on media and disaster — The Disaster Management Act, 2005.

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will understand the fundamentals of disasters and climate change.
CO2: Students will familiarize with the policy initiatives on disaster management and climatechange.
CO3: Student will develop an understanding on the role of media in disaster management.
CO4: Student will understand the role of a journalist during all the phases of disaster management
CO5: Student will get to know the future prospects of media and disaster management

REFERENCES

1. George Haddow et al, Disaster Communications in a Changing Media World, Butterworth-Heinemann; 2nd edition, 2014.
2. Sushma Gandhi Devyani, Disaster Management And Role Of Media, Earth Vision Publications, 2018.
3. Lucinda & Yan, Social Media and Crisis Communication, Routledge, 2017.
4. Liza Potts, Social Media in Disaster Response, Routledge, 2013.
5. Galal El Mahdy, Disaster Management in Telecommunications, Broadcasting and ComputerSystems, John Wiley & Sons (Asia) Pvt. Ltd., 2011.
6. M. M. Sulphey. Disaster Management. PHI Learning, 2016

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	1	-	-
2	-	3	-	-	-	2
3	-	-	2	3	3	2
4	-	-	-	2	2	-
5	-	-	-	2	2	2
Avg.	3/1=3	3/1=3	2/1=2	8/4=2	7/3=2.3	6/3=2

XM3019	MEDIA AND SUSTAINABLE DEVELOPMENT	L	T	P	C
		3	0	0	3

OBJECTIVES

- Introduce the concept of Sustainable Development and its importance
- Critically assess current development practices and approaches and issues and problemsassociated with it.
- Educate students on the potentiality of media to promote Sustainable Development.
- Introduce the steps involved in creating a strategic communication for sustainable development interventions.
- Critically examine the importance of sustainable development agendas and goals withnational & international development

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UNIT I   INTRODUCTION TO ECOLOGY   9

Definitions - Environment, Ecology and Development, Differentiating scientific and cultural definitions of environment and ecology, Nature as a social construct and nature in different cultures (indigenous people, women, children, religious groups). Scientific privilege to nature, Introduction to concepts of ecosystems, Understanding the importance of Bio-diversity, Key ecological challenges and solutions — Global, National and Local. Environment in crisis, threats to ecosystems - natural and man made.

UNIT II   INTRODUCTION TO SUSTAINABLE DEVELOPMENT   9

Definitions — Historical Background to Sustainable Development, International Summits-Bruntland Commission, Rio to Johannesburg, Kyoto Protocol, Agenda 21, International conventions, summits and Agreements. Components of sustainable development, social economic cultural and ecological dimensions of sustainable development, strategies for sustainable development, Key principles for strategies for sustainable development, Critical Analysis of media coverage of sustainable development.

UNIT III   APPROACHES IN COMMUNICATING DEVELOPMENT   9

Definitions –Communications, & Development, Communication problems, Myths and realities about communication, Strategic Communication for sustainable development, the branches of Strategic Communication for Sustainable Development –Development and environmental communication,Social marketing, Non-formal and environmental education, Civil society mobilization, Conflict management and negotiation.

UNIT IV   STRATEGIC COMMUNICATION IN SUSTAINABLE DEVELOPMENT   9

Situation analysis-Audience and KAP analysis-Communication objectives-Strategy design-Participation of strategic groups-Media selection and mix-Message design-Media production and pretesting-Media use-Monitoring &Evaluation and process documentation.

UNIT V   SUSTAINABLE DEVELOPMENT PROJECT   9

Mainstreaming Sustainable development, Sharing responsibility through alliances, Do's and Don'tsof Strategic Communication for Sustainable Development. Case studies — best practices from around the world.

Work Assignment

Students are required to develop and implement a creative project promoting the concept of Sustainable development. The project should involve a community and address a local need and is evaluated based on the innovativeness and management of the sustainable development initiative.

TOTAL: 45 PERIODS

OUTCOMES

CO1:Students will become environmentally conscious professionals and will apply concepts ofsustainable development in professional work.

CO2:Students will be able to independently develop communication strategies for sustainable development across media.

CO3:Understand the historical development sustainable development field.

CO4:Critically assess current development practices with sustainable development approach.

CO5:Exposed to best practices in sustainable development through case studies.

REFERENCES

1. Blewitt John; Understanding Sustainable Development". Earth Scan, London, 2008.
2. Balaswamy.B; "Communication for Sustainable Development".Concept Publishing, NewDelhi, 2008.

3. Cox Robert; "Environmental Communication and the Public Sphere". Sage Publications,California, 2010.
4. Gadgil Madhav, Guha Ramachandra; This Fissured Land: An Ecological History of India,Oxford University Press, 2003
5. Godemann Jasmin, Michelsen Gerd;Sustainability Communication: Interdisciplinary Perspectives and Theoretical Foundations". Springer New York, 2010
6. Sze Julie, Sustainability Approaches to environmental Justice and social power, NYU press,2018.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	1	-	-
2	-	3	-	-	-	2
3	-	-	2	3	3	2
4	-	-	-	2	2	-
5	-	-	-	2	2	2
Avg.	3/1=3	3/1=3	2/1=2	8/4=2	7/3=2.3	6/3=2

XM3020	MEDIA AND WOMEN	L T P C
		3 0 0 3

OBJECTIVES
- To explain the politics of gender in the Indian society
- To comprehend the status of women in the Indian media
- To understand the influence of media coverage on women
- To analyze the legal safeguarding measures available for women in India.
- To analyze the opportunities and challenges for women in media

UNIT I   WOMEN AND INDIAN SOCIETY   9

Status of women in the Indian society, the politics of gender, Commodification of women, Women'smovements and feminist theories.

UNIT II   WOMEN AND MASS MEDIA   9

Role of media in development of women, Women and Mass Media technologies, women in variousmedia industries, Portrayal of women in Indian media, status of women working in media, Community media and women, women as news makers, Impact of media on women.

UNIT III   OPPORTUNITIES AND CHALLENGES   9

Women Media professionals in media institutions, Content and coverage of value systems related to women, Double standards, Perception of media professionals, Women in media: opportunities and challenges.

UNIT IV   WOMEN AND MEDIA LAW   9

Provisions of Indian penal code and criminal procedure code relevant to women in India, Media Acts related to women in India, Policies and programs supporting women, Legal changes required to achieve real empowerment, Legal remedies for women, case studies.

UNIT V   WOMEN, DEMOCRACY AND THE MEDIA   9

Contextualizing Women in the Democratic Media, Coverage of women's issues in News Media, The Gendered Democracy, Media and cultural consensus, Policy implications, Importance ofmedia literacy for Indian women.

TOTAL: 45 PERIODS

OUTCOMES

CO1:The students will gain knowledge on gender equality
CO2:The students will understand the gender gap in media
CO3:The students will be able to explain the role of media in women's empowerment
CO4:The students will understand the impact of media coverage on women
CO5:The students will come to know the opportunities and challenges for women in media

REFERENCES

1. Gallagher M. Media and the representation of gender. In The Routledge Companion to Media& Gender, 2013.
2. Lloyd J. Gender and Media in the Broadcast Age Women's Radio Programming at the BBC, CBC, and ABC 2021
3. Krijnen T, Van Bauwel S. Gender and media: Representing, producing, consuming.Routledge, 2015
4. Raicheva-Stover M, Ibroscheva E, editors. Women in politics and media: Perspectives from nations in transition. Bloomsbury Publishing, 2014
5. Ross K. Gendered media: Women, men, and identity politics. Rowman & Littlefield, 2010.
6. Sarı G. Gender and Diversity Representation in Mass Media. IGI Global, 2020

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	1	-	3	-	-	3
2	1	-	3	-	-	3
3	3	-	-	-	-	3
4	3	-	-	-	-	3
5	3	-	3	-	-	3
Avg.	11/5=2.2	-	9/3=3	-	-	15/5=3

XM3021   **MEDIA PRACTICES IN RESETTLEMENT**   L T P C
                                                    3 0 0 3

OBJECTIVES

- To introduce students the complexity of resettlement in urban areas.
- To highlight the contemporary issues pertaining to migration.
- To understand the role of communication in resettlement.
- To introduce the theories related to migration.
- To understand the digital media role in the empowerment of resettled communities

UNIT I   KEY ISSUES AND REASONS FOR RESETLEMENT   9

Definition — activities leading to resettlement — man made reasons — natural reasons — environmental issues in resettlement – social issues in resettlement – marginalization, IncreasedMorbidity and Mortality – food insecurity, Increased Morbidity and Mortality, Social disarticulation.

UNIT II   MEDIA AND DISPLACEMENT   9
Use of media in pre departure preparation – importance of visualization in orientation – media as a means to develop, standardize and ensure fulfillment – framing the practice - Media framing and media priming - strategies for rehabilitation – development induced displacement – role of civil society.

UNIT III   THEORIES OF RESETTLEMENT   9
Chamber's Three Stage Model - Unbalanced Growth Strategy - Scudder-Colson Theory - Impoverishment Risks and Reestablishment Model — Reconstruction measures — Grounded theory

UNIT IV   REHABILITATION AND RESETTLEMENT   9
Resettlement and Rehabilitation of people - Problems and concerns - connection between rehabilitation and resettlement - laws that govern resettlement and rehabilitation — Indian Laws,International laws.

UNIT V   REFUGEE INTEGRATION AND SOCIAL MEDIA   9
One way process - Cultural and social diversities – two way process - minority and dominant groups – acculturation - sociopolitical, economic and cultural integration – emotional support - Internet-based applications – social media platforms, online chats.

TOTAL: 45 PERIODS

OUTCOMES
At the end of the course the student will be able to
CO1:Aware of the dynamics of urban growth and resettlement.
CO2:Identify the holistic ways to solve resettlement issues through case studies.
CO3:Understand the importance of sustainable solution.
CO4: List the Media best practices in covering resettlement and migration issue.
CO5: Understand the importance of digital media intervention in resettlement

REFERENCES
1. Chapman, G., Kumar, K., Fraser, C., & Gaber, I. Environmentalism and the mass media: TheNorth-South divides. London. Routledge.1997.
2. Coelho, Karen, Lalitha Kamath and M.Vijayabaskar (eds.), Participolis: Consent andContention in Neoliberal Urban India. New Delhi: Routledge India, 2013.
3. Dutta, A. Development-induced displacement and human rights. New Delhi: Deep & Deeppublication, 2006.
4. Eerd, M. van, 'Moved to the fringes: resettlement and its impact on the urban poor inIndia. Shelter, Rotterdam, 2016.
5. Jain, L.C. and Karen Coelho.: In the Wake of Freedom: Tryst with Cooperatives, ConceptPublishers, New Delhi, 1996
6. Melkote, S. R. Development Communication in the Third World: Theory and Practice. NewDelhi, India: Sage, 1991

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	1	-	-
2	-	3	-	-	-	2
3	-	-	2	3	3	2
4	-	-	-	2	2	-
5	-	-	-	2	2	2
Avg.	3/1=3	3/1=3	2/1=2	8/4=2	7/3=2.3	6/3=2

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XM3022   **ONLINE JOURNALISM**   **L   T   P   C**
                                                                      3   0   0   3

OBJECTIVES

- To impart fundamental journalism skills of reporting, writing, critical thinking and ethics
- To create stories combine text, images, sound, and other features of digital journalism including Mobile devices.
- To introduce the students to live blogging and mobile journalism
- To write web articles following professional standards for style, linking, and search optimization
- To Enhance information gathering with web tools

UNIT I   INTRODUCTION TO INTERNET JOURNALISM   9

Internet as a medium of communication - Features of the Internet - World Wide Web and other services - History of the Internet - Features of online media: multimediality, interactivity and hypertextuality. Emergence of social media, news portals, online edition of newspapers, e- archives. Web 2.0 - Rise of participatory media - Community Driven Journalism - Data Driven Journalism - Sensor Journalism - Robot and Augmented Journalism - Mobile Journalism - Information War in digital platform.

UNIT II   REPORTING & WRITING ONLINE JOURNALISM   9

Different between web journalism and journalism of other media – online storytelling – Finding leads and sources online- Search tools- Importance of content strategy- Principles of Web writing- Writing for social media and chat applications, Language of news, Grammar, Punctuation, Spelling Importance,- Writing and editing for online newspapers, e-magazines, newsletters - Presentation with audio recording and editing, photo shooting and editing, slide show, character driven narrative
-Identification of relative stories for hyper-linking , Citizen Journalism.

UNIT III   WEB ANALYTICS   9

Search engine optimization (SEO), Social media optimization, non-linear media consumption, user engagement, user generated content, web traffic analysis, navigation, usability, eye tracking, online security, online ethics, content management system, data journalism, data visualization techniques, types and tools, importance of statistical literacy, RSS feeds, Mobile platforms, User-centred design, social media management, Understanding search behaviours.

UNIT IV   LIVEBLOGGING AND MOBILE JOURNALISM   9

Live blogging, Types of Live blogging, Ingredients of Live blog, ideas for live blogging, Understanding the features of Smartphone's, How to tell compelling stories / photo stories using mobile devices, rich Multimedia enable apps, storytelling methods for mobile consumers, Tools and best practices for editing and posting videos, Ethics of accuracy, Online audio, audio formats for online, podcasting, publishing and optimizing audio for web. Creating online videos, different video formats, Drone Journalism, Virtual Reality, Shooting and Editing video.

UNIT V   SOCIAL MEDIA TOOLS & ONLINE MEDIA LAWS   9

Using Twitter, Facebook, YouTube, Flickr, LinkedIn, blog, Google maps etc. students will set up their own Twitter accounts and get to know how it works: following course instructor, following each other, following a journalist, etc. Case studies to be discussed on how social media can be used as reporting tools: for finding source and story idea / topic, research, engaging audience, content curation, etc. Introduction to online media law, Contempt of court, ethical guidelines, copyright law, database rights, libel risks, privacy issues

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course, students will be expertise to

CO1: Write web articles following professional standards for style, linking, and search optimization,

CO2: Enhance information gathering with web tools

CO3: Tell stories with digital tools, such as Google Maps and timelines

CO4: Build audiences and research by using social media

CO5: Research, report and promote your work via Twitter, mobile platforms and the web.

REFERENCES

1. Andy Dickinson, Web Design for Journalism, Butterworth-Heinemann, 2003.
2. James Glen Stovall, Journalism on the Web, Pearson Allyn & Bacon, 2003.
3. Mike Ward, Journalism Online, Focal Press, 2002.
4. Paul Bradshaw, The Online Journalism Handbook, Skills to survive and Thrive in the Digital Age, Routledge, 2018.
5. Sunil Saxena, Breaking News: The Craft and Technology of Online Journalism, Tata McGraw-Hill, New Delhi, 2004.
6. Tapas Ray, Online Journalism: A Basic Text, Foundation Books, Delhi, 2006.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	-	-	-
2	1	-	-	-	-	-
3	-	-	-	-	-	-
4	-	1	2	-	-	-
5	2	3	1	-	-	-
Avg.	3	2	1.5	-	-	-

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XM3023   **OPERATIONS RESEARCH FOR MEDIA**   **L   T   P   C**
                                                                         3   0   0   3

OBJECTIVES
- To provide knowledge and training in using optimization techniques under limited resourcesfor the engineering and business problems.
- To understand the different network models.
- To learn the inventory, queuing and decision models.
- To produce more in-depth data outputs
- To learn various research models

UNIT I   LINEAR MODELS   9
The phase of an operation research study – Linear programming – Graphical method– implexalgorithm – Duality formulation – Sensitivity analysis.

UNIT II   TRANSPORTATION MODELS AND NETWORK MODELS   9
Transportation Assignment Models –Traveling Salesman problem-Networks models –Shortest route — Minimal spanning tree — Maximum flow models –Project network — CPMand PERT networks – Critical path scheduling – Sequencing models.

UNIT III   INVENTORY MODELS   9
Inventory models – Economic order quantity models – Quantity discount models – Stochastic inventory models – Multi product models – Inventory control models in practice.

UNIT IV   QUEUING MODELS   9
Queueing models - Queueing systems and structures – Notation parameter – Single server and multi-server models – Poisson input – Exponential service – Constant rate service – Infinite population – Simulation.

UNIT V   DECISION MODELS   9
Decision models – Game theory – Two person zero sum games – Graphical solution- Algebraic solution – Linear Programming solution – Replacement models – Modelsbased on service life – Economic life – Single / Multi variable search technique –Dynamic Programming — Simple Problem.

                                                                 TOTAL: 45 PERIODS
OUTCOMES
At the end of the course students
CO1: Will do analyses of various business models
CO2: will do small projects, data interpretation on their own
CO3: will be able to produce more in-depth data outputs
CO4: will learn various research models
CO5: will be exposed and try different model approaches in decision making

REFERENCES
1. Shennoy G.V. and Srivastava U.K., "Operation Research for Management", Wiley Eastern, 1994.
2. Bazara M.J., Jarvis and Sherali H., "Linear Programming and Network Flows", JohnWiley,1990.
3. Philip D.T. and Ravindran A., "Operations Research", John Wiley, 1992.
4. Tulsian and Pasdey V., "Quantitative Techniques", Pearson – Asia 2002.
5. Taha H.A., "Operations Research", Sixth Edition Prentice Hall of India, 2003.
6. Budnick F.S., "Principles of Operations Research for Management", Richard D Irwin, 1990.

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CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	-	-	-	1	-	-
2	-	-	-	2	-	-
3	-	-	1	-	2	-
4	2	-	-	-	2	2
5	-	2	-	2	-	-
Avg.	2/1=2	2/1=2	1/1=1	- 5/3= 1.7	2/2=1	2/1=2

XM3024	SCIENCE COMMUNICATION	L	T	P	C
		3	0	0	3

OBJECTIVES
- To understand the scientific developments in India and the media's role in disseminating them.
- To know how to communicate different scientific information.
- To know innovative methods of science and technology communication.
- To make the students aware about the approaches to science communication.
- To introduce various tools used for science popularization.

UNIT I   SCIENCE AND COMMUNICATION   9
Public spaces for science - Science experienced in the world outside - History of science, Methods of Science, Scientific temper, Spirit of Enquiry. Science, communication and culture - Contextualizing knowledge of science - Science and culture - Models of science communication - Public understanding of science (PUS) – Empowering individuals and groups within society through science - Issues in science communication.

UNIT II   INDIAN SCIENCE POLICY AND S&T INFRASTRUCTURE   9
Approaches to science communication - Community approach - Governmental approach - Approach by government agencies - Policies of government on science and technology - Fund allocations – Technology infrastructure in India - Concentration on rural areas, women and children – Various media that government use for science propagation - Media as a tool for science development.

UNIT III   POPULARIZATION OF SCIENCE   9
Eradication of superstition - Role in improvement of quality of life of masses in rural and urban areas - Improving human development index - Science popularization among children, women, villagers - Role of traditional and modern media – Role of science movements - Production of media content.

UNIT IV   WEB SURFING AND INTERNET RESOURCES FOR SCIENCE   9
Science in the mass media - Digital libraries - Virtual libraries - Networked libraries - Authenticated sources –Social media: podcasting, e-groups, e-forums, list serves - Social networking groups – Technology simulation over the Internet - Content sharing over the Internet.

UNIT V   SCIENCE AND CONVERGENCE   9
Science and convergent media - ICT as a tool for science communication: content sharing, training, etc – Reaching rural masses through ICT - Innovative approaches - Science through community radio – Science exhibitions and modelling - Infographis - Scientoons.

TOTAL: 45 PERIODS

OUTCOMES
CO1:The students will understand the scientific developments in India and the media's role in disseminating them.
CO2:The students will know how to communicate different scientific information.
CO3:The students will know innovative methods of science and technology communication.
CO4: The students will be aware about the approaches to science communication.
CO5: The students will understand various tools used for science popularization

REFERENCES
1. Biswajeet Guha. *Science and Technology in Mass Communication*. New Delhi: Kanishka Publishers Distributors, 2009.
2. Joan van Emden. *Effective Communication for Science and Technology*. London: Palgrave Macmillan. 2001.
3. Lara Schrijver. *The Art of Communicating Science: A Practical Guide for Science Outreach and Communication*. Cambridge University Press, 2018.
4. Laura Bowater and Kay Yeoman. *Science Communication: A Practical Guide for Scientists*, Wiley-Blackwell, 2012.
5. Manohar Bhardwaj. *History of Science and Technology in Ancient India*. New Delhi: Cyber Tech Publications. 2009.
6. Siri Carpenter. *The Craft of Science Writing: Selections from The Open Notebook*. The Open Notebook, 2020

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	-	-	-
2	2	3	-	-	-	-
3	-	2	3	-	-	-
4	-	-	2	3	-	-
5	-	-	1	-	3	-
Avg.	2.5	2.5	3	3	3	-

XM3025   SOCIAL MEDIA   L   T   P   C
**   3   0   0   3**

OBJECTIVES
- Understand social media fundamentals
- Create a social media campaign
- Publish social media updates and engage with a community
- Understand social media advertising
- Manage and measure social media accounts
- Create and follow a social media policy

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UNIT I   INTRODUCTION TO SOCIAL MEDIA   9

Evolution of online communities - History and Evolution of Social Media- Social Media vs. traditional media - Social Media Audience and Goals for using Social Media - Understanding Social Media: Strong and weak ties — Influencers - How ideas travel — Viralness - Social theory and social media - technological determinism in popular discourse on social media technologies.

UNIT II   SOCIAL MEDIA TOOLS   9

Overview of current social media tools and the history of its use — 4 zones of social media: Social Community: Activities and Multimedia Applications; Sites: Ello, Google+, Facebook, LinkedIn,Twitter, Reddit, Path, Mylife - Social Publishing: Activities; Multimedia Applications; Sites: Tumblr, Instagram, Pinterest, Wikipedia, Vine, Orkut, StumbleUpon - Social Entertainment: Activities and Multimedia Applications; Sites: Friendster, MySpace, Second Life, YouTube, Flickr, Tagged - Social Commerce: Activities and Multimedia Marketing Applications; Sites: Yelp! Groupon, 4Square, TripAdvisor, MeetUp, Banjo

UNIT III   SOCIAL MEDIA CONTENT PLANNING AND TACTICS   9

Social Media Engagement-Social Media Editorial Calendar- Writing for Social Media: Knowing & Reaching Your Audience - Location-based Tools and the mobile social web - Text messaging/mobile/ experimental applications - Photos in Social Media-Video in Social Media- Social Media for Business -Social Media's impact on crisis communication

UNIT IV   COMMUNITY BUILDING AND MANAGEMENT   9

Science of Social Media - Keys to Community Building - Promoting Social Media Pages-Linking Social Media Accounts-The Viral Impact of Social Media-Digital PR-Encourage Positive Chatter in Social Media - Identity in social media: formation of identities, communities, activist movements, and consumer markets - Social Media as business.

UNIT V   SOCIAL MEDIA POLICIES AND MEASUREMENTS   9

Social Media Policies-Etiquette, Privacy- ethical problems posed by emerging social media technologies - The road ahead in social media- The Basics of Tracking Social Media - social media analytics- Insights Gained through Social Media- Customized Campaign Performance Reports - Observations of social media use

TOTAL: 45 PERIODS

OUTCOMES

CO1: The students will be able to enhance the social media skills.
CO2: The students will get introduced to Digital PR, Social Media Promotion and Content planningtactics.
CO3: The students will be able to develop a mass communication strategy and guide campaigns
CO4: Critically evaluate the potential for social media technologies to facilitate the formation ofidentities, communities, activist movements, and consumer markets.
CO5: Students will be able to know about the social media policies and measurements.

REFERENCES

1. Content Marketing Strategy – Alice in Wonderland Style, Optimize, Lee Odden, 2013.
2. Social Media in Business and Governance, Sterling Publishers, K.M. Shrivastava, 2013
3. Social Networking: Make Money Online, V & S Publishers, Bittu Kumar. 2012.
4. The Connected Company, O'Reilly, Dave Gray & Thomas Vander Wal, 2012
5. The Fusion Marketing Bible, McGraw-Hill, Lon Safko, 2012
6. The Impact Equation, Portfolio Hardcover, Chris Brogan & Julien Smith, 2012

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	1	-	-
2	-	3	-	-	-	2
3	-	-	2	3	3	2
4	-	-	-	2	2	-
5	-	-	-	2	2	2
Avg.	3/1=3	3/1=3	2/1=2	8/4=2	7/3=2.3	6/3=2

XM3026	STATISTICS FOR MEDIA RESEARCH	L T P C
		3 0 0 3

OBJECTIVES

- To make the students acquire a sound knowledge in statistical techniques that modelproblems.
- The Students will have a fundamental knowledge of the concepts of probability.
- To do statistical analyses
- To do small projects, data interpretation on their own
- To develop the application of statistical techniques in social sciences research.

UNIT I   INTRODUCTION TO STATISTICS   9

Introduction : Definition of statistics, Nature of Statistics, Uses of Statistics, Types of statistics- Descriptive and Inferential, Types of Data, Variables, Statistics in relation to social sciences, Fundamental of statistical method — Law of statistical regularity, Law of inertia and large numbers.

UNIT II   SAMPLING AND DATA COLLECTION   9

Definition and scope, Introduction to Sampling- Definition- Different methods of sampling- Different types of data collection methods- Collection, organization and classification of data- Presentation of data – Editing, coding and tabulating data – Frequency distribution- Diagrammatic and Graphicrepresentation of data..

UNIT III   DESCRIPTIVE STATISTICS   9

Mean, Median, Mode and Weighted average – Benefits and Usage- Dispersion : Range, Standard deviation, Co-efficient of variation and Gini Ratio – Skewness, Peason's and Bowley's coefficientof skewness. Correlation – Simple, Partial and Multiple – Pearson's co-efficient of correlation andRank correlation- Regression : Simple, Linear and Non-linear regression – Multiple regression-Time Series Analysis – Components and Uses – Methods of estimating trend and seasonal variations - Types — Reliability and validity.

UNIT IV   INFERENTIAL STATISTICS   9

Steps in testing of hypothesis — Z-Test — Uses and Simple problems- T-Test : Assumptions, Properties and Applications and Simple problems- F-Test: Assumptions, Properties and Applications Simple problems- Chi-square Test : Assumptions, Properties and Applications, ANOVA Test (one way and two way classification) and non-parametric tests – U test and H test.

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UNIT V   WORKING WITH DATA'S USING SOFTWARES   9

Applications of Statistics in social sciences research- Classification of different data- Data analysis- Introduction to software's for statistical analysis- Introduction to Excel- Data conversions, entering data into excel-conducting different tests in excel. Introduction to SPSS- Conducting statistical test for different research studies- Need of the statistical test, Results- Descriptive Analysis with data, Elementary statistical approaches-Mean, Median, Mode. Conducting Inferential Statistical Test using the software's- Representation and writing of the data's as Reports. Introduction to Structural Equation Modeling (SEM) - Drawing SEM Model- Interpreting SEM results.

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course

CO1: Students will do statistical analyses

CO2: Students will do small projects, data interpretation on their own

CO3: Students will be able to produce more in-depth data outputs

CO4: Students will learn to classify the data for analysis.

CO5: Students will learn to work data s using different software's

REFERENCES

1. Elhance, D.N. Fundamentals of Statistics. Allahabad: KitabMahal. 2000.
2. Johnson, R.A. and Gupta, C.B., "Miller and Freund's Probability and Statistics for Engineers",8th Edition, Pearson Education, Asia, 2011.
3. Joseph F. Hair Jr. William C. Black Barry J. Babin Rolph E. Anderson. Multivariate DataAnalysis. Pearson New international edition. Pearson education limited, 2013.
4. Keith A. Carlson & Jennifer R Winquist An introduction to statistics: An active learning approach, Sage Publications, 2014.
5. Milton, J. S. and Arnold, J.C., "Introduction to Probability and Statistics", 4th Edition, 3rdReprint, TataMcGraw Hill, New Delhi, 2008.
6. S P Gupta, Statistical Methods, Sultan Chand & Sons, 2011.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	-	1	-	-
2	-	-	-	2	-	-
3	-	-	1	-	2	-
4	2	-	-	-	2	2
5	-	2	-	2	-	-
Avg.	2/1=2	2/1=2	1/1=1	- 5/3= 1.7	2/2=1	2/1=2

XM3027   VISUAL LITERACY   L T P C
**   3 0 0 3**

OBJECTIVES

- This course will give a brief knowledge about the communication features and intrapersonal communication.
- This course will help to understand verbal & non-verbal communication
- To understand Media and its role in public communication through various communication concepts students will be able to understand how communication skills enhance the life standard.

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- To develop the skills to analyse the visuals
- To Gain knowledge in visual techniques

UNIT I INTRODUCTION TO VISUAL LITERACY 9
Definition, Introduction to visual Literacy, conceptual framework, ideologies, Approaches to visual literacy-Visual Elements, Visual Culture, Visual Readings

UNIT II VISUAL DESIGN 9
Visual Cues: Colour, Form, dot, lines, shapes, 2D and 3D forms, texture; Depth, perspective, size and proportion, movement; Composition and visual-balance; visual/verbal relationships; design considerations for visuals

UNIT III PRINCIPLES OF VISUAL COMMUNICATION 9
Importance of Colour in Communication, Colour theory Principles of visual, design and other sensory perceptions - Color Psychology and theory (some aspects) Definition, Optical / Visual illusion etc. Sensation and perception

UNIT IV VISUAL TECHNIQUES 9
Visuals in Business and branding, Creative Advertising elements, Photojournalism.The communication strategies - Meaning, methods, message [content, artist, form, audience, visual technique, Visualization/Visual Thinking.Visual Persuasion and Propaganda; Visual Stereotypes

UNIT V ANALYSIS OF VISUALS 9
Analysis of Visuals: The Personal, Social, Cultural, Political, Technical, Ethical, Critical perspectives; Deconstruction, cultural and Technical coding, mass media, semiotic, and post structural thoughts and concepts. Moral and Ethical issues

TOTAL: 45 PERIODS

OUTCOMES
At the end of the course, learners will be able to:
CO1:Understand the basics of Visual literacy
CO2:Know the usage of visual cues Perceive colour theory which gives a depth understanding about the functions of visual communication.
CO3:Understanding use of visuals business and industry.
CO4:To understand the principles of visual analysis techniques
CO5:To gain knowledge in visual analysis

REFERENCES
1. M Hoechsmann, Media Literacies - A Critical Introduction Paperback – Import, Wiley-Blackwell (an imprint of John Wiley & Sons L 2012
2. Art Silverblatt, Donald C. Miller, Julie Smith Media Literacy: Keys to Interpreting Media Messages, 4th Edition Paperback – Import, Praeger Publishers Inc 2014
3. Nancy Frey, Douglas Fisher, Teaching Visual Literacy: Using Comic Books, Graphic Novels, Anime, Cartoons, and More to Develop Comprehension and Thinking Skills, Corwin Publisher, 2008
4. Pauline S. Schmidt (Author), Matthew J. Kruger-Ross, Reimagining Literacies in the Digital Age: Multimodal Strategies to Teach with Technology, Publisher
5. National Council of Teachers of English (NCTE), 2022
6. Kim Golombisky, Rebecca Hagen, White Space Is Not Your Enemy: A Beginner's Guide to Communicating Visually Through Graphic, Web & Multimedia Design 3rd Edition, Publisher A K Peters/CRC Press, 2016

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CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1		3	1			
2	2					
3					3	
4				2		3
5						2
Avg.	2/1=2	3/1=3	1/1=1	2/1=2	3/1=3	5/2=2.5

XM3028	**3D GAME DEVELOPMENT**	**L T P C**		
		3 0 0 3		

OBJECTIVES

- To inculcate the knowledge of programming so as to use effectively in gaming.
- To divulge the overall game design and development process.
- To explain the various concepts of Game Engineering
- To inculcate building and sharing 3D Game
- To Understand Game play Elements

UNIT I   INTRODUCTION TO GAME ENGINEERING   9
History of Games, History of 3D Games, 3D Games Taxonomy, Gameplay, Gamification, Game Development, Game Developers, Game Development Tool, Game Development Lifecycle Models, Architecture of a Game, Game Genres, Project Management Triangle, UML Diagrams for Game Development, Game Design Document (GDD), Anatomy of a game engine, Developer kit

UNIT II   UNDERSTANDING 3D GAME ENGINE   9
3D Game Engine Interface, Creating and Destroying Game Objects, Access the Components, Events for Game Objects, Dealing with Vector variables and Timing Variables, Physics Oriented Events, Coroutine and Return Types. Physics Components: Coordinates, Vectors, Rigid Bodies and Forces, Colliders and Collisions

UNIT III   INTRODUCTION TO C# SCRIPT   9
Introduction to C#, Scripts as Behaviour Components, Datatypes, Variable and Functions, Conditional Statements, Loops, Classes, Instantiate, Scope and Access Modifiers, Arrays, Invoke and Enumerations, Awake and Start, Update and FixedUpdate, Vector Maths, Activating Game Objects, Linear Interpolation, Events, Event Handlers, Delta Time.

UNIT IV   GAME BEHAVIOUR   9
Behaviour, Rigidbody 2D, Gravity, Making the Game Object move using C# Script, Handling Collisions of Game Object using Collider2D, Creating Game Objects at runtime using Prefabs, Prefab Instantiation, making it move and setting speed, Parent and Child Game Objects. Detecting Collisions with onCollisionEnter, Destroy Game Objects, Controlling GameObjects using Components: Mode, Add Velocity, force.

UNIT V   BUILDING AND SHARING 3D GAME   9

Introduction to 3D Canvas, Adding and Updating UI Elements to Game Canvas, Adding Sound Effects to Game, Build settings, Adapting for Web build, Texture compression and debug stripping, Quality settings, Player input settings, Sharing the game, Testing and Finalizing.

TOTAL: 45 PERIODS

OUTCOMES

At the end of the Course, the Students should be able to

CO1:Understand the concept of a game development

CO2:Implement the concept of programming in Gaming.

CO3:Demonstrate knowledge on using game engine to create 3d games.

CO4:Use the skills to write C# scripting language to give actions to game objects.

CO5:Explain the different gameplay elements.

REFERENCES

1. Alan Thorn, "Practical Game Development with Unity and Blender", CENGAGE LearningCustom Publishing, 2014.
2. Alex Okita, "Learning C# Programming with Unity 3D", CRC Press, 2014.
3. Daniel Schuller, "C# Game Programming: For Serious Game Creation", CENGAGE LearningCustom Publishing, 2011
4. Jeff W Murray, "C# Game Programming Cookbook for Unity 3D", CRC Press, 2014.
5. Jeremy Gibson Bond, "Introduction to Game Design, Prototyping, and Development",Addison-Wesley Professional, 2014.
6. Stefan Zerbst and Oliver Duvel, "3D Game Engine Programming", Premier Press, 2004.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	-	2	-	-
2	-	2	-	-	-	-
3	-	-	3	2	-	-
4	-	-	-	3	-	3
5	-	-	-	-	3	-
Avg.	-	2/1=2	3/1=3	7/3= 2.3	3/1=3	3/1=3

PROGRESS THROUGH KNOWLEDGE

XM3030   ADVANCED WEB TECHNOLOGIES   L   T   P   C
                                                      3   0   0   3

OBJECTIVES

- To learn various steps in web designing with advanced technology
- To develop a creative and dynamic website
- To develop advanced programming skill to create effective and customized websites
- To practice the hands-on experience in PHP
- To understand the data administration using MySQL

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UNIT I   INTRODUCTION TO WEB TECHNOLOGY   9

Introduction to Hypertext Markup Language and its components, HTML tags and attributes, Document Object Model (DOM), DOM events, Cascading Style Sheets – Inline Style, Embedded Style, External Style Sheet, Imported Style Sheet, Ruleset, @ rule, Contextual Selector, Attribute Selector, CSS Properties, JavaScript - Data types, Operators, Variables, length, substring, Conditional Statements - if, Loops - for, & Functions, HTML DOM and JavaScript - Finding HTML Elements, Common Infrastructure, Semantics, structure, and APIs of HTML documents, Web Application APIs, The XHTML syntax, User Interaction & Loading web pages.

UNIT II   MYSQL AND PHP   9

Introduction to Software Prerequisites, Installing Apache and PHP, Starting and Testing Apache, Testing PHP with phpinfo(), Installing MySQL, Starting and Testing MySQL, Installing the php-mysql Module, Checking the php-mysql Module. Getting Started with PHP - Basic PHP Syntax, Data Types, Variables, Constants, Operators, Control Structures, Functions, Connecting to MySQL using PHP, Building a Web Page using PHP.

UNIT III   MYSQL IN WEB DEVELOPMENT   9

Fundamentals of PHP, Storing data, arrays & string manipulation, Re-using code & writing functions in PFP, Object oriented PHP, Using MySql: designing & creating your web database, working with mysql database, accessing mysql database from web with PHP, Advanced mysql administration, Advanced mysql programming, Build your own PHP & MySql project website

UNIT IV   XML AND AJAX   9

XML – Declaration, Root Element, Child Elements, Element Attributes, Entity References, Comments, Ajax – XML HttpRequest Object, Sending Ajax requests, Handling Ajax Responses, Adding Ajax Functionality in JavaScript, Adding Ajax Functionality to a Web Page.

UNIT V   SEARCHENGINE AND CONTENT MANAGEMENT   9

Introduction to Search Engine & how does it work, Keywords & Metadata sculpting, Search Engine development & optimization, SEO Web Design, Effective content writing plan, Achieving high rankings, SEO analysis intervals. Web Content management System: Introduction, Wordpress, Drupal, Joomla.

TOTAL: 45 PERIODS

OUTCOMES
CO1: Gained knowledge to Understand the advanced HTML
CO2: Learnt Cascading and Server side scripting.
CO3: Gain ability to explore web database.
CO4: Gain knowledge on developing PHP and Ajax.
CO5: Understand web development and the ability to establish the connection

REFERENCES
1. Ajit Singh and Praveen Kumar Advanced Web Technologies: 2nd Edition, 2022
2. Jon Duckett, PHP & MySQL: Server-side Web Development, Wiley, 2022
3. Jon Duckett, Web Design with HTML, CSS, JavaScript and Jquery,Wiley, 2014
4. Laura Thomson and Luke Welling, Php And Mysql Web Development 5Th Edition, Pearson, 2015
5. Dr. Menal Dahiya, Getting Started with Web Technologies : HTML, CSS, BOOTSTRAP, JAVASCRIPT AND XML, Notion Press, 2022.
6. Beth Dunn, Cultivating Content Design, A Book Apart, 2021

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CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	-	2	-	-
2	-	2	-	-	-	-
3	-	-	3	2	-	-
4	-	-	-	3	-	-
5	-	-	-	-	3	-
Avg.	-	2/1=2	3/1=3	7/3= 2.3	3/1=3	-

XM3032	BUSINESS JOURNALISM	L	T	P	C
		3	0	0	3

OBJECTIVES

* To increase the knowledge and understanding of basic economics and business principles
* To get exposed to major issues in business, market and financial journalism in all sectors.
* To improve skills in reporting and writing basic and complex economic/business stories
* Exposer on the merchandising, banking, real estate, labour, manufacturing sector
* Will learn to use internet tools to research and to make virtual contacts

UNIT I   INTRODUCTION TO BUSINESS AND FINANCIAL NEWS   9

Introduction to business and financial news —— basic skills of a Business Journalist - new trends in business journalism; new information technology; commercial database, ethics in business reporting, concept of social audit - Basics of economic reporting and the importance of the census Understanding financial markets and privatization - Reading and interpreting company accounts getting the best from press conferences.

UNIT II   FINANCE POLICIES AND PRACTICES   9

Basic knowledge of the Finance system in India; gathering, distribution and allocation of revenue vis-à- vis the Central and State Governments; Finance and Planning commission - Central and State budgets; budget-making exercise - Key concepts in economics - Introduction to tax laws, Industrial relations acts, companies act.

UNIT III   INDIAN ECONOMY AND INDUSTRIES   9

Introduction to major industries and their role in the economy - Companies: Public vs. private vs. non-profit - differences and similarities between private and public companies — Enterprise stories, Company meetings, industrial developments, industrial production, exports, imports, financial companies, foreign capital investment, stock markets - investigating the tie-up agreements, bureaucracy and business tie-ups, census data to enterprise stories.

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UNIT IV   LANGUAGE OF BUSINESS   9

Writing and reporting business news story - Writing effective leads - Reporting business news on television - Basic structure of a business news story - numbers and how to use them in writing - sources of information for covering business entities - financial & business events worthy of news coverage - Interviewing Business Leaders, Reviewing Biography of the Business Icons, Following Forbes lists - What Journalists need to know in a global economy -The relevance of Globalization.

UNIT V   FINANCIAL JOURNALISM   9

History of corporate disclosure rules, corporate financial statement - Analysis of decisions, company reports and statements, AGMs, Investigating company accounts- Listed companies and how exchange-based stock trading has evolved economic fundamentals and the role of a central bank - Covering financial markets — How financial markets operate — Covering daily activity in stock, bond &currency markets - Making it personal: writing about investing, personal finance, consumer issues.

TOTAL: 45 PERIODS

OUTCOMES

On successful completion of this course, the student should be able to:

CO1: Work in a variety of newsrooms and adequately cover business news stories.

CO2: Understanding basic areas in business journalism and how to write about them creatively.

CO3: Undertake basic analysis on a variety of business sectors.

CO4: Be able to read a company result report and know where to look.

CO5: Understand and write about wider economic issues, government budgets, industrial relations,how firms communicate

REFERENCES

1. Arora D,D., 'Business Journalism' , Mohit Publication, Delhi, 2010
2. Darren Kelsey, ' The Discourse of Financial crisis ' Routledge Publication, USA, 2017.
3. Ibrahim Shaw' 'Business Journalism 'Taylor and Francis, 2017.
4. Keith Hayes, 'Business Journalism: How to Report on Business and Economics', A press 2010.
5. Kinsey, Marie, "Financial Journalism – Money matters" Routledge, UK, 2014.
6. Whitwell, Clare, " Business Writing Essentials " Asia-Pacific Publication, 2013

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	3	-	0	2	-	-
2	2	2	0	-	3	2
3	-	2	3	-	-	1
4	-	-	2	-	3	3
5	-	-	1	3	-	-
Avg.	5/2=2.5	4/2=2	6/3=2	5/2=2.5	6/2=3	6/3=2

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XM3034	CHARACTER ANIMATION	L	T	P	C
		3	0	0	3

OBJECTIVES
- To educate the basic anatomy of the characters
- To apply the basic physics properties to the scene
- To create the walk cycle for the character
- To create emotion for character
- To understand Body language in animation

UNIT I   3D SURROUNDINGS   9
Weight – Enviorment – Solidity – Force – Construction, Bowling ball, Soccer ball, Ballon, animating2D bowling ball, Creating a simple object.

UNIT II   CHARACTERS   9
Construction of animal character- Pantomime horse construction, Cartoon four legged construction, four type of animal locomotion – walking, trotting, cantering and galloping, walk cycle or run cycle

UNIT III   HUMAN ANATOMY   9
Basic human anatomy – spine, rib cage, pelvic girdle, skull, shoulders, Joints- Plane joints, Pivot joints, Hingle joints, Ball and socket joints, saddle joints, Constructing the basic character, Skin, Bones, Parent and child relation in bones, child of joint, Naming conveniences of bones

UNIT IV   PHYSICS IN 3D   9
Emotions, Eight basic efforts pressing, flicking, wringing, dabbing, slashing, gilding, thursting, floating. Body language – body postures, basic modes, palm, hand arm and leg guestures

UNIT V   EMOTION FOR THE CHARACTER   9
Emotions – happy, sad, smile anger, fear, disgust, pain. Eye movements, eyebrows, head angle, mouth and lip movement – M,B,P,F,V. Vowels - O, AR, A, E, Teeth and tongue movement. Basic rigging concept IK and FK concept.

TOTAL: 45 PERIODS

OUTCOMES
CO1: Students will understand the different principles involved in character animation.
CO2: Students will get knowledge about human anatomy in character animation.
CO3: Students will design the character which they sketched
CO4: Students will be able to the character
CO5: Students will create an animatics

REFERENCES
1. Andy Beane, "3D Animation Essentials", John Wiley & Sons, Inc. 2012.
2. Bancroft T. Creating characters with personality. Watson-Guptill; 2016.
3. Giesen R, Khan A. Acting and Character Animation: The Art of Animated Films, Acting andVisualizing. CRC Press; 2017.
4. Horn EV. 3D character development workshop: rigging fundamentals for artists andanimators. Dulles, VA: Mercury Learning and Information; 2018.
5. ONeill R. Digital character development: theory and practice. Boca Raton: CRC Press; 2015.
6. Roberts Steve. Character Animation Fundamentals: developing skills for 2d and 3d characteranimation. Place of publication not identified: CRC Press; 2017.
7. Tinwell A. The uncanny valley in games and animation. AK Peters/CRC

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CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	3	-	0	2	-	-
2	2	2	0	-	-	2
3	-	2	3	-	-	1
4	-	-	2	-	-	3
5	-	-	1	3	-	-
Avg.	5/2=2.5	4/2=2	6/3=2	5/2=2.5	-	6/3=2

XM3036	DATA JOURNALISM	L	T	P	C
		3	0	0	3

OBJECTIVES
- Developing the aptitude and knowledge in handling the data's through news articles
- Understanding the structure, format of data interpretation and writing.
- Introduce the students data visualisation tools and techniques.
- Understanding data analysis and visualisation techniques
- Introduce the students writing in the News

UNIT I   INTRODUCTION TO DATA JOURNALISM   9
Define Data journalism, Perspective, Need of the data in news reports, Why journalists use data, Flow of Data's in the news, Future of Data Journalism, Essentials Kits needed for data journalists, Dealings with data deluge, updating data skills, Providing interpretation for Data information's. Importance of Computer Assisted Reporting.

UNIT II   DATA JOURNALISM IN NEWS ROOM   9
Understanding data's, usage of data journalism in the news room, simple tools, mining the data, understanding issue, team overview, data journalism applications, software's, business models of data journalism. Case studies, find data developers, brainstorming ideas, implement on paper and web, publishing the data's.

UNIT III   GETTING THE DATA   9
Stream lining search, getting data's from forum, mailing list, hackers, experts, getting data from web, machine readable data, web as a data source, tools, web pages, emails, trends, Crowd sourcing data at the guardian data blog, using and sharing the data: the black letter, fine print and reality.

UNIT IV   UNDERSTANDING AND DELIVERING DATA   9
Data collection, reliability of data, steps to working with data, starting with the data, Data stories, data journalists discussions, visualization of data, sense of using the data, compiling data. Delivering Data: Presenting data to public, Publishing the data, opening up the data, making a data human, open data, open source, designing data, data visualization tools, serving the data's, engaging people around the data, representation of data in news reports.

UNIT V PRACTISING DATA JOURNALISM 9

Review of previous reports on data journalism, finding the news items for data reporting, taking surveys, entering data, analyze and interpretation of data, Statistical techniques for journalism. Writing news articles with data interpretation.

TOTAL: 45 PERIODS

OUTCOMES
CO1: Student will understand the importance of using data in news reports
CO2: Students will gather knowledge on implementing the data in newsroom.
CO3: Students will develop the ability to use different data usage techniques in news.
CO4: Students will learn the different data generation techniques.
CO5: Students will learn the data analysis and visualisation techniques and writing it in the news.

REFERENCES
1. Alex Howard ,Data for the Public Good, 2012.
2. Kevin Kawamoto ,Digital Journalism: Emerging Media and the Changing Horizons of Journalism , 2003.
3. Daniel Reimold, ,Journalism of Ideas: Brainstorming, Developing, and Selling Stories in the Digital Age, 2013.
4. John Herbert,Practising Global Journalism: Exploring Reporting Issues Worldwide, By 2013.
5. Nalini Rajan Practising Journalism: Values, Constraints, Implications ,2005.
6. Jonathan Gray, LilianaBounegru, Lucy Chambers ,The Data Journalism Handbook, 2012.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	2	-	3	-
2	-	3	-	-	-	-
3	2	-	2	3	-	-
4	-	-	3	2	-	3
5	-	3	-	-	3	1
Avg.	5/2=2.5	6/2=3	7/3=2.3	5/2=2.5	6/2=3	4/2=2

XM3038	DATABASE MANAGEMENT SYSTEMS	L	T	P	C
		3	0	0	3

OBJECTIVES
- To understand the importance of database management system.
- To learn the various types of database systems, its algorithm and models.
- To learn the importance of SQL in database management system.
- To learn the embedded SQL
- To write solutions for various queries

UNIT I INTRODUCTION TO DBMS 9

Database Management System Concepts: Introduction, Significance of Database, Database System Applications; Data Independence; Data Modeling for a Database; Entities and their Attributes, Entities, Attributes, Relationships and Relationships Types, Advantages and Disadvantages of Database Management System, DBMS Vs RDBMS

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UNIT II   RELATIONAL DATABASES   9

Purpose of Database System – Views of data – Data Models – Database System Architecture – Introduction to relational databases — Relational Model — Keys — Relational Algebra — SQL fundamentals – Advanced SQL features – Embedded SQL– Dynamic SQL

UNIT III   DATABASE DESIGN   9

Entity-Relationship model – E-R Diagrams – Enhanced-ER Model – ER-to-Relational Mapping – Functional Dependencies – Non-loss Decomposition – First, Second, Third Normal Forms, Dependency Preservation – Boyce/Codd Normal Form – Multi-valued Dependencies and Fourth Normal Form – Join Dependencies and Fifth Normal Form.

UNIT IV   SQL   9

Categories of SQL Commands; Data Definition; Data Manipulation Statements, SELECT - The Basic Form, Subqueries, Functions, GROUP BY Feature, Updating the Database, Data Definition Facilities

UNIT V   EMBEDDED SQL   9

What constraints, types of constrains, Integrity constraints, Views: Introduction to views, data independence, security, updates on views, comparison between tables and views SQL: data definition, aggregate function, Null Values, nested sub queries, Joined relations. Triggers. Views; Embedded SQL *, Declaring Variables and Exceptions, Embedding SQL Statements; Transaction Processing, Consistency and Isolation, Atomicity and Durability

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will learn the importance of database management systems.
CO2: Students will be able to identify and use the different DBMS models in their project.
CO3: Students will design the database management systems for various applications
CO4: Students will be exposed to SQL and Embedded SQL.
CO5: Students will become knowledgeable to write solutions for various queries.

REFERENCES

1. Aditya Kumar Gupta, Taxonomy of Database Management System, Firewall Media, 2007.
2. Michael M. Gorman, Database Management Systems: Understanding and Applying Database Technology Butterworth-Heinemann, 2014.
3. Monelli Ayyavaraiah, Arepalli Gopi, Database Management System by Horizon Books, 2017.
4. Pranab Kumar Das Gupta, p. Radha krishna, Database management system oracle sql andpl/sql, PHI Learning Pvt. Ltd., 2013.
5. Raghu Ramakrishnan, Johannes Gehrke, Database Management Systems, McGraw-HillHigher Education, 2000.
6. Rajesh Narang, Database Management Systems by PHI Learning private Limited, New Delhi, 2011.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	2	-	3	-
2	-	3	-	-	-	-
3	2	-	2	-	-	-
4	-	-	3	-	-	-
5	-	3	-	-	3	-
Avg.	5/2=2.5	6/2=3	7/3=2.3	-	6/2=3	-

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XM3040   **DEVELOPMENT REPORTING**   L   T   P   C
                                                                     3   0   0   3

OBJECTIVES
- To provide the students with an overview of the concept of development journalism and the different ways of collecting development news.
- The students will learn the different practices followed by the development journalists.
- To know the principles followed for development report writing.
- To know the ethics in reporting the development issues in all medium
- To develop script for multimedia platforms

UNIT I   DEVELOPMENT JOURNALISM- INTRODUCTION   9
Introduction to Development: Meaning and concept, Definition, nature and scope of Development. Development Journalism - Development Communication - Origin and theories of Development – The Dominant Paradigm - Third World Countries - Development communication: meaning and concept – Approaches to Development Communication.

UNIT II   DEVELOPMENT REPORTING IN INDIA, CONCEPTS & PROCESS   9
Development Journalism and the Indian Press – Objectives, Need and Principles for Development Reporting - Role of Regional Press – Media Democracy and Free Press Practice - Positive media – Noteworthy initiatives, Theories of Development Journalism – Development Reporting – Experiments, problems and Criticisms of Development Journalism- Examples of Development Reporting – Trends in Reporting - Finding Story Ideas – News Values in Development Reporting - Constraints in Development Reporting – Dos and Don'ts in Development Reporting

UNIT III   WRITING FOR DEVELOPMENT ISSUES   9
Finding the development issues for reporting, Poverty, unemployment, child labour, government schemes, deciding the source, conducting interviews, field works, Principles followed for development report writing. Proof reading the articles, preparing news reports – International Collaborative Reporting.

UNIT IV   REPORTING FOR ELECTRONIC MEDIA   9
Producing Development news item for radio. Focus on use of Community Radio - Finding development issues, script writing, recording news bulletin. Coverage of Development issues in Television, Identifying news, Interviewing sources, script writing, Shooting, editing and publishing news. Idea generation for development reports in new media – Advocacy Journalism.

UNIT V   ETHICS IN DEVELOPMENT JOURNALISM   9
Ethical Perspectives followed in development reporting, Roles, responsibilities and good qualities of a development reporter. Discussions on different development report case studies. Analysis on different development news reports and television news published on various media

                                                                  TOTAL: 45 PERIODS
OUTCOMES
CO1: Students will be able to identify the development issues in society.
CO2: Students will obtain knowledge in development journalism.
CO3: Students will write and produce news reports on development related issues
CO4: Students will produce development electronic news items for radio and television
CO5: Students will gain knowledge on writing practices followed in reporting development
      issues.

REFERENCES

1. Bhanawat, S., & Kothari, K. S. Development Journalism: The Way Forward. Jaipur: Centre for Mass Communication, University of Rajasthan. 2016.
2. Chalkley, A. B. A manual of development journalism. Delhi: Vikas Publications. 1970.
3. Murthy, D.V.R., Development Journalism, Dominant Publishers. 2001.
4. Bert Heemskerk, Pasquale Pistorio, Martin Scicluna, Sustainable development reporting, World Business Council for Sustainable Development, World Business Council for Sustainable Development, 2002
5. Juan F. Jamias Writing for development, College of Agriculture, University of the Philippines Los Baños, 1991.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	2	3	-	-
2	-	-	3	2	3	-
3	-	-	-	-	3	2
4	-	-	-	-	-	-
5	-	-	-	-	-	-
Avg.	3/1=3	-	5/2=2.5	5/2=2.5	6/2=3	2/1=2

XM3042　　　　**DIGITAL STORY TELLING**　　　　L　T　P　C
　　　　　　　　　　　　　　　　　　　　　　　　　　　3　0　0　3

OBJECTIVES

- Develop the story ideas
- To develop the knowledge Scripting and finalizing with shots.
- To develop the scripts and produce programs for the web medium.
- To learn different shots for scripting
- To create different emotions in storyboard

UNIT I　　　DEVELOPING THE IDEA　　　　　　　　　　　　9
Creativity-creativity myths- Rule of third, Foreground, Middle and background, Developing drawing skills, Shot angles, Layout of storyboard, Perceptive

UNIT II　　　UNDERGOING THE RESEARCH　　　　　　　　9
Research, Brainstorming the ideas, Developing the brain storm idea, Black and white drawing, Drawing human in action, human proportions, Light shadows, light sources, Depth of field.

UNIT III　　　RULE OF DESCRIBING THE STORY　　　　　9
Reader, Way of capturing the ideas, Acton, character, Theme, Structure. Introduction to screen grammer, Shot and scene description, Shot breakdown using different shot. Match and jump cut, 180 degree rule. Different type of lead to introduction, Story plot patterns, Creative dialogue, action scenes

UNIT IV　　　DRAFTING THE STORY　　　　　　　　　　9
Story — Protagonist, Motivation, Antagonist, Conflict. 8 Steps of writing - Find a small idea, Explore the structure, Define your world, character and problem, Beat it out, Write the first draft, Find a critical friend, Write the second draft, Write the third draft. Goals and rules, communication through story. Positive and negative criticism.

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UNIT V   FINALIZING WITH SHOTS   9

Scripting — story board scripting, Different type of story board. Visualization, Montage, Sequence, Editing, special effects, Extreme wide shot, wide shot, full shot, close up, chocker shot, extreme close up, over the shoulder, point of view, reaction shot, insert shots.

TOTAL: 45 PERIODS

OUTCOMES

CO1: Students will be able to brainstorm the concept and develop the story.
CO2: Student will understand the various aesthetics of storytelling for digital medium.
CO3: Students will learn the rules in describing the story
CO4: Students will produce the own stories/series for the web medium.
CO5: Students will create different emotions in the storyboard.

REFERENCES

1. Francis Glebas, "Directing the Story: Professional Storytelling and Storyboarding Techniquesfor Live Action and Animation", Focal Press, 2009.
2. Harold Whitaker, John Halas, Tom Sito, "Timing for Animation", Focal Press, 2009.
3. John Hart, "The Art of the Storyboard: Storyboarding for Film", TV, and Animation, FocalPress, 1999.
4. Marcie Begleiter, "Storyboarding and the Filmmaking Process (2nd edition), Michael WieseProductions, 2012.
5. Nancy beiman, "Prepare to board" (2nd edition), Focal press, 2013.
6. Sergio Paez& Anson Jew, "Professional Storyboarding", Focal Press 2013

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	1	-	2		-	-
2	-	-	3	2	3	-
3	-	2	-	-	-	2
4	-	-	-	3	-	-
5	-	-	-	-	3	-
Avg.	1/1=1	2/1=2	5/2=2.5	5/2=2.5	6/2=3	2/1=2

XM3044	EDUCATIONAL CONTENT DEVELOPMENT	L	T	P	C
		3	0	0	3

OBJECTIVES

- To learn the basic concepts and need of the educational media
- To learn the production process and techniques of the educational programme
- To produce the effective educational programmes for different field
- To learn the various strategies for educational content creation
- To produce programs based on education for multiplatform

UNIT I   EDUCATION MEDIA   9

History and development of UGC, CWCR, AVRC and EMRC. NCERT schemes, EDUSAT Program, NPTEL, Central and State Educational Media Centers, Concepts, past, present, and future of content industry, various media content in education.

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UNIT II   CONTENT PRODUCTION   9

Content production and management, industry various media and contents, new trends and opportunities in content and technology enhanced learning systems, Research, Pre – Production, Prototype, and Production.

UNIT III   INDIAN EDUCATIONAL MEDIA   9

Importance of education, Indian education system, Synchronous and Asynchronous learning, Distance and open education, Problems related to Teaching and Learning Process, Modes of education, Personalized and mass media for education, Information Communication Technology, Types and format of Educational programmes, Role and importance of media in education

UNIT IV   RADIO AND TELEVISION FOR EDUCATION   9

Educational Programmes through Radio, Indian Projects, Gyanvani, Campus Radio, Educational experiments through Television, SITE, Gyandarshan, Vyas, Ekalyva, Video Programmes for Education, Planning, Scripting, Production execution, Video Conferencing.

UNIT V   INTERNET FOR EDUCATION   9

Various satellite used for education, Network configuration, space and ground segments, Implementation of EDUSAT usage in Educational Institutes and Universities, Internet and web media for Education, Technologies, Connectivity,ERNET, Web content production, VOIP, Webinars, Interactivity, Internet Television

TOTAL: 45 PERIODS

OUTCOMES

CO1:Students will gain the knowledge in importance of educational media production in Indian context.

CO2:Students will understand the importance of the educational media programmes.

CO3:Students will learn the various strategies for educational content creation

CO4:Students will gather knowledge on different media outlets for educational programme production

CO5: Students will produce programs based on education for various mediums.

REFERENCES

1. IGNOU. Effective Learning: A Practical Guide for Open and Distance Learners, IGNOU, New Delhi, 2005.
2. Jeong-Baeson and Shirley O'Neil. Enhancing Learning & Technology: Pedagogy, Technology and Language, Academic & Professional Publishers & Consultancy Services, Queensland, Australia, 2007.
3. K.L. Kumar. Educational Technology, H.S. Poplai for New Age International Pvt. Ltd., New Delhi. 1998.
4. PanduRanga Narasimharao, S. Rangappa Kanchugarakoppal, Tukaram U. Fulzele "Evolving Corporate Education Strategies for Developing Countries: The Role of Universities 1st Edition", IGI Global, 31-Jan-2013.
5. Shahid Rasool, "Educational Television in India: Present Scenario and Future Prospects", Concept Publishing Company, 2012.
6. 6. U.V. Reddi and Sanjaya Mishra. Educational Media in Asia, Commonwealth of Learning, Vancouver, 2005.

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CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	3	-	-	3	-
2	-	-	-	2	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	3	-	-	-	2
Avg.	-	6/2= 3	-	2/1=2	3/1=3	2/1=2

XM3046　　ELECTRONICS FOR RADIO AND TELEVISION　　L　T　P　C
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　3　0　0　3

OBJECTIVES
- To make students aware of the semiconductor devices and circuits.
- To learn about radio transmission and reception.
- To impart knowledge on troubleshooting, and repair of electronic equipments.
- To introduce them the basic principles of television
- To get to know about the maintenance of electronic equipments

UNIT I　　SEMICONDUCTOR DEVICES AND CIRCUITS　　9
Semiconductors, ICs, Amplifier: Classification and characteristics – Oscillator – types of oscillators Digital electronics: Analog and digital signals – Power supply sources – basic requirements of a power supply system – power supply regulation – power supply systems – voltage regulators – Switch Model Power Supply (SMPS) – Inverters – Power supply troubles

UNIT II　　RADIO TRANSMISSION AND RECEPTION　　9
Propagation and transmission of radio waves : Radio communication – Characteristics of radio waves – Modulation – Functions of radio receiver – AM and FM receivers – Characteristics of a receiver – types of receivers – Radio transmitters – Transmission lines and antennas – types of transmission lines

UNIT III　　MONOCHROME AND COLOUR TELEVISION　　9
Basic principles of television: television bands and channels – fundamentals of colour television:primary colours, properties of colours and colour mixing — TV cameras and picture tubes — TV broadcast techniques - TV studios and control room — Television receivers — Applications of television: CCTV, CATV, SAT TV, HDTV, Digital TV, DTH, Streaming and Video on demand

UNIT IV　　AUDIO AND VIDEO SYSTEMS　　9
Public address and sound reinforcement – Intercommunication system – Integrated Services Digital Network (ISDN) – Systems of sound recording – Production of stereo signals – Digital sound recording – Video recording – Video tape recording and transport system – Care and maintenance of video recording systems

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UNIT V TROUBLESHOOTING, MAINTENANCE AND REPAIR OF ELECTRONIC EQUIPMENT   9

Causes of failure – reliability factors – maintenance procedure – components: active components, passive components – fault location - troubleshooting techniques – Some typical examples of troubleshooting: weak output, distorted output, no output – troubleshooting chart – Maintenance schedules – Log books – Maintenance manuals

TOTAL: 45 PERIODS

OUTCOMES
CO1: The students will come to know about the applications of digital electronics.
CO2: The students will understand the basic principles of television
CO3: The students will be able to understand the basic principles of television and radio transmission and reception.
CO4: The students will have be able to troubleshoot, and repair the electronic equipments.
CO5: The students will be able to have an extensive knowledge on the maintenance of electronic equipment's.

REFERENCES
1.   Graham Jones, A Broadcast Engineering Tutorial for Non-Engineers, Focal Press, 2015.
2.   John D Kraus Antennas McGraw Hill, 2012.
3.   P K Patil and M M Chitnis, "Applied And Digital Electronics" Phadke Prakashan, 2017.
4.   R P Jain, Modern Digital Electronics, Mc Graw Hill, 2019.
5.   Simon Haykin, 'Communication Systems', 8th Edition, McMaster University, 2019.
     Sharma, S P, "Basic Radio and Television", McGraw-Hill Publishing Co. Ltd, 2013.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	1	-	-
2	-	3	-	-	-	-
3	-	-	2	3	3	2
4	-	-	-	2	2	-
5	-	-	-	2	2	2
Avg.	3/1=3	3/1=3	2/1=2	8/4=2	7/3=2.3	2/2=2

PROGRESS THROUGH KNOWLEDGE

XM3048   INTEGRATED MARKETING COMMUNICATION   L   T   P   C
**   3   0   0   3**

OBJECTIVES
- To introduce the concept and process of advertising and its role in marketing.
- To know the opportunities available in the field of marketing.
- To prepare professionals interested in careers in advertising, marketing, promotions, publicrelations or sales managerial jobs, or for individuals in the field.
- To learn how to execute marketing campaigns
- To know the different categories of market research

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UNIT I   INTEGRATED MARKETING COMMUNICATION   9

Introduction: What Is Advertising-The Environment of Advertising- The Business of Advertising- Targeting and Media Mix- Communication and Consumer Behavior- IMC: Public Relations, Sponsorship and Corporate Advertising- Branding & Positioning-Marketing Communication Model (Source, Message, Medium, Receiver, Noise) - Marketing Management - International Marketing – Corporate Communications

UNIT II   ADVERTISING AND NON - TRADITIONAL MEDIA   9

Introduction to Advertising, Classifying Advertising, Role, Functions and Benefits of Advertising, Evaluating Advertising – Sponsorships & Event Marketing – Product Placement – Packaging – Trade Shows – Personal Selling – Buzz Marketing- Marketing, Advertising and IMC Planning- Creative Execution: Art and Copy

UNIT III   SALES PROMOTION, DIRECT MARKETING & DIGITAL   9
MARKETING

Print Advertising- Broadcast, Cable and Satellite Media; Television and Radio- Digital Interactive Media- IMC: Direct Marketing, Personal Selling, Packaging and Sales Promotion- Benefits and Limitations of Sales Promotion – Sales Promotion Strategies – Measuring Effectiveness of Sales Promotions - Advantages and Limitations of Direct Marketing

UNIT IV   PUBLICITY AND MARKETING PUBLIC RELATIONS   9

Publicity versus PR – The Publics of Public Relation - Interactive Public Relation - Forms of Public Relations – Tools of Public Relations - Elements of Successful Public Relation, Research & Evaluation in Public Relations – Press Releases

UNIT V   MARKETING RESEARCH TECHNIQUES AND CAMPAIGN   9
EXECUTION

Categories of Market Research – Primary & Secondary Information – Applying Research to IMC Planning – Marketing Plan - IMC Planning Process - Budgeting - Brand Brief – Creative Strategies –Creative Concept Presentation – Synchronized Brand Messages - Media Planning and Scheduling –Evaluating Channels – Campaign Evaluation

TOTAL: 45 PERIODS

OUTCOMES
CO1: Students will learn the concepts of marketing strategies.
CO2: Students will know the opportunities available in the field of marketing.
CO3: Students will learn how to effectively utilise the marketing mix.
CO4: Students will learn how to execute marketing campaigns.
CO5: Students will learn how to conduct market research.

REFERENCES

1. Yeshin, T. Integrated marketing communications. Routledge. 2012.
2. Juska, J. M. Integrated Marketing Communication. Taylor & Francis. 2017.
3. Kitchen, P. J., & Pelsmacker, P. D. Integrated Marketing Communications: A Primer. Psychology Press. 2004.
4. Public Relations in Practice – A casebook – Danny Moss – Routledge, Chapman and HallInc., New York, 2000.
5. Philip Lesly , The handbook of Public Relations and Communications –– McGraw Hill BookCompany (3 Volumes), 1999.
6. D S Mehta Handbook of Public Relations in India –– Allied Publishers Ltd., 2001

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CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	3	-	-	1	2	3
2	-	2	3	-	-	-
3	3	1	-	1	3	-
4	-	3	1	1	-	-
5	-	1	-	3	-	3
Avg.	6/2=3	8/4=2	4/2=2	8/4=2	5/2=2.5	6/2=2

XM3050	INVESTIGATIVE REPORTING	L	T	P	C
		3	0	0	3

OBJECTIVES
- To understand the history of investigative reporting and its role in democratic society.
- To make students think critically and grasp the ideas of investigative journalism
- To examine neglected or under reported issues.
- To report investigative news with ethics, fairness, diversity and accuracy, so that they become professionally equipped in any media platform
- To Understand human rights issue

UNIT I   INTRODUCTION TO INVESTIGATIVE REPORTING   9

What is Investigative Reporting - How IR different from other beats, scope of investigative reporting, document-driven reporting, source-driven reporting. Getting story ideas –   -The importance of documents in an investigation – ways of finding and using data in government agencies – Use of RTI and computerized information to find documents

UNIT II   SOURCES AND   DIGITAL TOOLS   9

Investigating a corporation or a business and their connection with the government - What is a source? – Finding and developing a source- anonymity - Primary sources of information - Secondary sources of information - finding original documents and determining their strengths and flaws - digital and social media tools for investigation

UNIT III   ETHICAL CONSIDERATION   9

Understanding ethnic and cultural differences while doing investigations - Ethics in investigative reporting – Official secrets act – Privacy issues – illegal surveillance – importance of authenticity and verification – journalists integrity and professional propriety – Sting operations for public interest – Handing lobbyist and pressure groups

UNIT IV   COVERAGE OF INVESTIGATIVE STORIES   9

Using technology in investigation – usage of different microphones and cameras in investigation searching for proof and evidence – Types of evidence- understanding clinical procedures- understanding motives - Preserving details of reporters log book

UNIT V INVESTIGATIVE WRITING & CASE STUDIES 9

Organizing the information efficiently - including flow charts and multimedia in the report – Different techniques of narration - Writing the report - case studies (various scams, crime against women, environmental violation, human rights, cybercrime cases)

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course the student will be able to

CO1: Think critically about the issue they cover and report

CO2: Grasp and understand the mechanics of investigative stories

CO3: Debate issues of ethics , fairness, and accuracy

CO4: Examine 'neglected' or 'under reported' stories

Co5: Understand human rights issue

REFERENCES

1. bob Woodward and Carl Bernstein*, All the president's men* Simon& Schuster press,1984.
2. Goldstein, *Norm Ed the AP Style book and briefing on media law*, the associated press, New York 2005.
3. Houston, B and Len B, : *The investigative reporters handbook – A guide to document, database and techniqu*es , Boston , st martin , 2002.
4. Michael B., "*Just the facts: Investigative report writing*, Pearson Publication, USA, 2016. 5. Soori S, Investigative journalism: Context and Practice, Axis Publication, New Delhi, 2010

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	2	-	-	-	-
2	-	-	-	2	-	-
3	-	-	-	1	-	2
4	-	-	-	2	-	2
5	-	-	-	-	-	2
Avg.	-	2/1=2	-	5/3= 1.75	-	6/3=2

PROGRESS THROUGH KNOWLEDGE

XM3052	MEDIA COMMERCIALS	L	T	P	C
		3	0	0	3

OBJECTIVES

- To make acquainted with different formats of TV commercials.
- To develop writing and creative skills for television, radio and web commercials.
- To have a critical assessment of the commercials broadcast in various media.
- To understand the different marketing techniques to make their commercial viral.
- To have a knowledge about different media strategies

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UNIT I   TYPES OF COMMERCIALS   9

Commercials: Meaning and definition, historical development, social and economic benefits – Elements of a good commercial – types and importance of commercials in electronic media: lifestyle, slice of life, demonstration, product's self promotion - new trends like sequence, colours and teaser usage – Comparative of competing products – Sports and super bowl commercials – Fantasy commercials –political ads and Interactive indoor media TV and their functions

UNIT II   MEDIA STRATEGIES   9

Commercials for consumer, corporate, Industrial, retail, national, trade, professional and social – Target audience: Brand image, brand umbrella, rebranding – Media selection – radio, television, web and films – Strategy, media budget, campaign planning – brand endorsements and brand ambassadors – positioning of sports materials in TVC - Commercials for children products, youngsters, women – commercials aimed with branding, sub-branding, re-branding - Copyright, label, trademark involved in commercial production- Surrogate commercials and benefits

UNIT III   CREATING CONCEPTS   9

Concept, Ideation, Copywriting and production techniques for radio, television, web and films – Writing for commercials (jingles and spots) – Visualization & storyboard for TV commercials – Precautions to follow while making life insurance or stock market related commercials - Commercial genres - Adventurous, humour, automobile, jewellery, ethnic and cultural, traditional, tourism, apparels, beauty products - case study of international versus regional products

UNIT IV   PLANNING AND EXECUTION   9

Research: Planning, execution, market research, ethical aspects, emerging trends – Advertising agency – Structure and functions – Creativity Relevance of TVC, infomercials and commotainment- positive and negative portrayal of men, women, children and animals in TVC – critical analysis of commercials - success stories and failure models – commercials promoting violence and proved as non-sensical and annoying in nature – Comparative ads and case studies pertaining to judicial problems – Seasonal ads and relevance

UNIT V   WEB COMMERCIALS   9

Evolution of Web Commercials – Types – Web portals and commercial revenue – Production process – Online ads, function, types and use – Budget involved-Jingles, Flogos - Webisode- Commercials for social media- animated ads- Indoor media televised ads- commercials for smart phones and games – product placement in films and websites – spoof, parody and adapted commercials - future and longevity of a web commercial - Ambient ads creation and new trends followed for promotion

TOTAL: 45 PERIODS

OUTCOMES

CO1: The students will be able to distinguish different types of commercials.
CO2: The students will gain knowledge on copywriting and production techniques involved for radio, television, web.
CO3: The students will be able to generate ideas, create scripts and make story boards for commercials independently.

CO4: The students will be able to produce the Public service advertisements

CO5: The students will be able to produce the commercials for various products and medium

REFERENCES

1. Barrie Gunter; Caroline Oates; Mark Blades. Advertising to Children on TV: Content, Impact, and Regulation, Lawrence Erlbaum Associates, 2012
2. Hooper White. How to produce effective TV commercials, McGraw-Hill, 2010.
3. Ivan Cury. TV Commercials – How to Make Them, Focal Press, 2012.
4. John Philip Jones. International Advertisings, Sage, New Delhi, 2009.
5. LaryElin and Alan Lapides. Designing and Producing the Television Commercial, Pearson,2013
6. NamitaUnnikrishnan and ShailajaBajpai.The Impact of Television Advertising on Children, Sage Publications, New Delhi, 2012.
7. Pete Barry, The Advertising Concept Book: Think Now, Design Later, Thames & Hudson Ltd; 2nd Revised edition. 2012

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	2	-	-	-
2	-	-	3	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
Avg.	3/1=3	-	5/2=2.5	-	-	-

XM3054	MEDIA SOAPS AND SOCIETY	L	T	P	C
		3	0	0	3

OBJECTIVES

- To develop writing, directing and editing effective serial drama for radio and television.
- To make acquainted with different formats of drama and fictions.
- To create serials based on the various cultural contexts
- To have a critical assessment of the dramas broadcast in various media
- To understand the production techniques involved in making soap operas

UNIT I   TYPES OF SERIALS   9

Serials and soap-operas: definition, historical development in radio and television, social and economic benefits for the channels and producers — Elements of a good soap opera — types and importance of serials in electronic media: - new trends help to raise public awareness and change attitudes on issues to do with the development of societies

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UNIT II   SOAP OPERAS   9

Tv soap operas — their influence on society & vice versa with references to gender portrayal, positive and negative characters impact and societal behaviourism, children for the dramatic characters, super heroes and their persuasion, inspiring characters and role models and bringing change in the society

UNIT III   WORLDWIDE SOAPS   9

A critical look at various popular soaps and serials from radio and television that have created hype in bringing societal development in society through their contents. Educational programmes produced with an aim in serving the society and contributing for public welfare- Regional and local influenced case studies

UNIT IV   PLANNING AND EXECUTION   9

Understanding the need of the target audiences in relation to relevant social issues; developing ideas, credible characters and storylines; to breaking down storylines into scenes; writing effective dialogues- directing actors and preparing and recording long-running serial drama -visualisation, story board, preproduction activities- scripting-copyrights, ethics

UNIT V   SERIALS EFFECTS STUDIES   9

Case studies related from Tamil Nadu, India and Transnational television- Existing pattern of Television serials and its influence in programme producing and political agenda setting - Understanding the effects of television to make better programmes for the benefit of society, social Impact of television serials and globalisation and cross-culture impact

TOTAL: 45 PERIODS

OUTCOMES

CO1: Familiarity with Drama theory and its application for radio and television.
CO2: Mapping the attitudes of target audiences in relation to specific social issues
CO3: Developing ideas and storylines for broadcast serial drama with an educational aim.
CO4: Create serials based on the various cultural contexts.
CO5: Understand the production techniques involved in making soap operas

REFERENCES

1. Ali Mohammadi and Annabelle Sreberny-Mohammadi (eds) Questioning the Media, Sage,Thousand Oaks, pp. 39–53, 2005
2. Freedman, J, Media violence and its effect on aggression.: Assessing the scientific evidence.University of Toronto Press. 2002
3. Mark P. Orbe, Media and Culture:The "Reality" of Media Effects,Western MichiganUniversity, sage publications,2012
4. Mary Desjardins, "War and Television, the Museum of Broadcast Communications", 2008.
5. Mary Desjardins, Gender and Television, The Museum of Broadcast Communications, 2007

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	3	-	-	2	-
2	-	-	-	-	2	-
3	2	-	-	2	-	2
4	-	2	-	-	2	-
5	-	-	-	-	2	-
Avg.	2/1=2	2/1=2	-	2/1=2	8/4=2	2/1=2

XM3056	MOBILE APPLICATION DEVELOPMENT	L	T	P	C
		3	0	0	3

OBJECTIVES

- To educate students about the fundamentals of mobile application development
- To understand the importance of UI in mobile app development
- To expose students in components and design aspects in mobile application development.
- To expose various tools associated for the creation of mobile applications
- To train students in creating mobile application for android platforms

UNIT I   ANDROID FUNDAMENTALS   9

What is Android, History of Android, Android devices, Android Market application store, Categories of Android applications, Android Development Environment - System Requirements, Android SDK, Installing Java, and ADT bundle - Eclipse Integrated Development Environment (IDE), Creating Android Virtual Devices (AVDs), Android Architecture

UNIT II   ANDROID COMPONENTS AND ACTIVITIES   9

Android Components – Activities, Services, Broadcast receivers and Content providers, Fragments, Intents and Filters

UNIT III   ANDROID UI DESIGN   9

Using Views and ViewGroups – Textview, Button, Imageview, Scrollview, Switch, Gridview, Fragments, Display webpage, TimePicker, DatePicker, Layout – Linear, Relative, Frame and Table, UI Controls, Event Handling, Styles and Themes, Custom Components

UNIT IV   ANDROID MULTIMEDIA   9

Playing Audio and Video, Recording Audio and Video, Using the Camera to Take and Process Pictures

UNIT V   ANDROID SERVICES   9

Android – Phone calls, Sending SMS, Sending email, Notifications, Using Google Maps, Using location based data services – GPS, Wi-Fi and Cellular Network, Accessing the hardware – Camera and Flashlight, Publishing Android Application

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course, the student will be able to:

CO1: Students will learn the fundamentals of mobile application development

CO2: Students will learn the principles of mobile application development

CO3: Students will learn the android platform components which is essential for mobile application development

CO4: Students will understand the importance of UI in mobile app development

CO5: Students will be exposed to various tools associated for the creation of mobile applications.

REFERENCES

1. Mahesh Panhale , Beginning Hybrid Mobile Application Development , 2016.
2. Jim Marion and Sarah Marion People Soft People Tools: Mobile Applications Development 2015.
3. John Sonmez , Soft Skills: The Software Developer's Life Manual, 1st Edition by, 2014.
4. Rick Boyer and Kyle Mew, Android Application Development Cookbook- Second Edition 2016.
5. Jonathan McCallister Mobile Apps Made Simple: The Ultimate Guide to Quickly Creating, Designing and Utilizing Mobile Apps for Your Business, 2nd Edition by 2014.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	3	1	-	-	-
2	2	-	-	-	-	-
3	-	-	-	-	3	-
4	-	-	-	2	-	3
5	-	-	-	-	-	2
Avg.	2/1=2	3/1=3	1/1=1	2/1=2	3/1=3	5/2=2.5

XM3058	**PRESENTATION TECHNIQUES**	L	T	P	C
		3	0	0	3

OBJECTIVES

- To develop the creative and interpretive performance required for the presentation of audio visuals.
- To understand the basics of audio and video presentation skills
- To get to know the presentation techniques adopted for various programmes
- To provide training on the news presentation techniques
- To introduce the types and formats of audio/video special effects

Attested

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UNIT I   BASICS OF PROGRAMMING   9

Introduction to Presentation skills, Presentation techniques, Types of audio programmes – Types of video Programmes - Characteristics of Drama, Music how, Talk show, Interview, Group Discussion, Documentary, features – Microphones: Characteristics and types, Directional features

UNIT II   BASICS OF PRESENTATION   9

Who are you talking to? Pace problems, making sense of intonation, Script problem, Breath Support and resonance, sitting postures, nuances of using microphone, getting your breath, being conversational, Language and Performance

UNIT III   PROGRAMME PRESENTATION   9

Style of radio announcement, Basics of Radio Jockeying, Video Jockeying, Code of on-air talents, comperer, moderator, commentator, to understand sign languages and performances during live events, Good vocabulary, Need for complete neutrality – presentation of dubbed programmes

UNIT IV   NEWS PRESENTATION   9

Nature of Radio News and Television News – Presentation Techniques: voice-over, modulation, on air presentation, teleprompter - piece to camera, writing commentary and presentation - Basics of anchoring, role of anchoring in programme making, live news interviews (OB) Moderating talk shows and discussions, voiceover and narrations, training in pronunciation of names, on-air checklist, multi-mode news delivery

UNIT V   SOUND SPECIAL EFFECTS   9

Voice SFX, Fun effects: Echo, chorus, backgrounds etc, Helium Breath, show monster, fade; Dubbing: Lip sync, sound effects: Voice cloak, voice SFX. Sound effects set 1: set the mood for your presentation with fanfares, drumbeats, fiddle tunes etc. Sound effects set 2: scary, annoying and disgusting sounds

TOTAL: 45 PERIODS

OUTCOMES

CO1:Students will understand the creative and interpretive performance required for the presentation of audio visuals.

CO2:Students will become familiar with the basics of audio and video presentation skills.

CO3:Students will understand the presentation techniques adopted for various programmes.

CO4:Students will be trained on the news presentation techniques.

CO5:Students will get introduced to the types and formats of audio/video special effects.

REFERENCES

1. Arvind Kumar, Electronic Media, Sage Publications, 2004.
2. Kathryn Wolfe. The TV Presenter's Career Handbook: How to Market Yourself in TV Presenting, Focal Press, 2014.
3. Michael Talbot-Smith- Broadcast Sound Technology, Sage Publications, 2004.
4. N.C. Pant, Modern Journalism, Kanishka Publishers, 2002.
5. R.K. Ravindran, Radio, TV and Broadcast Journalism, Anmol Publications Pvt. Ltd., 2000.
6. Robert L. Hilliard-Writing for Television, Radio and New Media, Wadsworth Publications, 2003

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CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	-	-	-
2	2	3	-	-	-	-
3	-	-	3	-	-	-
4	-	2	2	3	-	-
5	-	-	-	-	3	-
Avg.	2.5	2.5	2.5	3	3	-

XM3060	SPORTS JOURNALISM	L	T	P	C
		3	0	0	3

OBJECTIVES
- Study the role of sports journalism and its institutions, in print, broadcast and electronic media
- Learn the leading theories and methodologies currently constituting the field of journalism and sports journalism studies
- Acquire the journalistic production skills to write and edit articles
- Develop a critical approach to the practices of sports journalism.
- Learn Theories and concepts of the relations between sports journalism and the public sphere

UNIT I   TRACKING SPORTS EVENTS AND STATISTICS   9
Definition of Sports News, Characteristics of Sports Journalist, and Sports Journalism: Trends and Theories – Understanding the rules and guidelines of sports and games – tracking and maintaining individual and team statistics and records - Analysis of Sports News - Reporting Sports Events - National and International Sports News Agencies

UNIT II   SPORTS MEDIA LANDSCAPE IN DIGITAL AGE   9
Concept of Sports Bulletin - Journalism and sports education -Structure of sports bulletin - Types of bulletin – Structure, content and style - The rise of sports channels such as ESPN, Star sports, Sony Max and Ten Sports – Radio and T.V. Commentary - Sports presenter/studio host - Live phone-in programmes - Running commentary on the radio - Sports expert's comments – Sports blog writing

UNIT III   UNDERSTANDING AUDIENCE AND CROWD PSYCHOLOGY   9
Interacting with the audience - Audience Interest – Audience base – Audience motivation and home ground advantage – audience emotion and drama – mob psychology – live audience and TV viewing audience – creativity among sporting fans – Advertising and business promotion to attract audience – Sponsorship and Clubs

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UNIT IV   SPORTS REPORTING AND WRITING   9

Writing for magazines and online media Law related to sports and important decisions, ruling and guidelines in sports - sports photography –equipment's, editing and publishing - Importance of collecting archives – importance of collecting life events through lens – reviewing biography of sports legends – Interviewing techniques

UNIT V   SPORTS ADMINISTRATION   9

Sports organization and sports journalism - Socio-political significance- Role of ministry of Youth welfare and Sports - Indian Olympic Association – International Olympic association – BCCI – ICC – WADA – ATP – IPL – Various sporting Federation and Association in India - Law related to sports and important decisions, ruling and guidelines in sports – Sports politics and controversies

TOTAL: 45 PERIODS

OUTCOMES

At the end of the course the students will be able to:

CO1: To write sports stories, in short form and long form

CO2: To gather sports related information, at games, practice, through social media, and interviews.

CO3: To report sports news stories, in all media forms: print, audio, visual, online, social media

CO4: To understand the role race, gender and culture play in sports coverage and in newsrooms

CO5:To explore Personal branding and entrepreneurial sports journalism

REFERENCES

1.   Hoshiyar Singh: Sports Journalism and Mass Media; Khle Sahitya Khendra; 2017. 2. Joe Gisondi, Field Guide to Covering Sports, CQ Press, ISBN: 978-1-60426-559-0, 2017.
2.   Kathryn T. Stofer, James R. Schaffer, Brian A. Rosenthal, Sports Journalism: An Introduction to Reporting and Writing, Rowman & Littlefield Publishers, ISBN: 978-0-7425- 6173-1, 2010.
3.   Phil Andrews: Sports Journalism: A Practical Introduction; Sage Publications, 2015.
4.   Scott Reinardy & Wayne Wanta, The Essentials of Sports Reporting, Publisher: Routledge ISBN: 978-0-8058-6447-2, 2015.
5.   Sam Duncan " New Forms of Sports Journalism" Cambridge University Press, 2020.
6.   Rob steen, Jed Novick, Huw Richards : "Handbook of Sports Journalism ", Routledge, 2021

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	3	-	-	-	-
2	-	-	2	-	1	-
3	-	-	-	-	2	-
4	-	-	-	-	-	2
5	-	-	-	1	-	1
Avg.	-	3/1=3	2/1=2	1/1= 1	3/1=3	3/2=1.5

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XM3062	TAMIL JOURNALISM	L	T	P	C
		3	0	0	3

OBJECTIVES

- To understand the Tamil journalism history and present industry
- To know the news gathering, writing and presenting techniques
- To identify the news, regional importance of the Tamil journalism.
- To develop an understanding of the s
- kills necessary for news reporting;
- To understand the concept of gate keeping and its importance to responsible reporting and publishing

UNIT I   HISTORY AND DEVELOPMENT OF TAMIL JOURNALISM   9
History of Tamil Newspapers, Pre and Post-Independence Tamil Journalism, Its role in the Freedom Struggle, Tamil News Media and Formation of Tamil Nadu, Border Issues and Tamil Media, Politics and Journalism, Political and Social Movements and Tamil Journalism, Emergency time Journalism

UNIT II   NEWS GATHERING AND WRITING FOR TAMIL MEDIA   9
Identifying the News, Regional Importance, News gathering Process, Sources, Credibility, Confidentiality, News Writing for Tamil Media, Writing Styles, Grammar for Tamil news writing

UNIT III   PRESENT TAMIL NEWS INDUSTRY   9
Current Tamil News Industry — Print, Radio, Television, Web Media Groups and Organizations, Their News Policies, News Styles, Marketing Strategies, Circulation and Viewership, Ethics, Case Studies, Journalism Education

UNIT IV   TAMIL JOURNALISM FOR DEVELOPMENT   9
Tamil culture – Various communities and their cultures, customs; Traditions, Literatures – Sangam and other Tamil literatures; Tamil journalism and socio-economic development of Tamilnadu

UNIT V   NEWS ETHICS, LAW AND SOCIETY   9
Ethics in news writing and reporting - Freedom of press - Defamation - Limitations — Media controversies - Indian constitutional provisions and laws - Civil and criminal proceedings against news - Social responsibility of the journalists - News for development – Contemporary Trends

TOTAL: 45 PERIODS

OUTCOMES
CO1: After this course the students will able to understand the context of Tamil journalism
CO2: Students can write and make news articles in Tamil for different media
CO3: They can practice good Tamil journalism with regional importance and development
CO4: Students can understand the News Ethics and Law
CO5: Students can learn the Contemporary Trends in tamil Journalism

REFERENCES
1. Antony Friedman, Writing for Visual Media, Focal Press, April 2001.
2. Barun Roy, Modern Student Journalism, Pointer Publisher, 2004
3. Bill Kovach and Tom Rosenstiel, The Elements of Journalism: What Newspeople ShouldKnow and the Public Should Expect, New York: Crown Publishers, 2001.
4. Kumar, Tamil Journalim, Mullai Pathipagam, 2010.
5. M.V. Kamath, The Journalists Handbook, Vikas Publishing House Pvt. Ltd., New Delhi, 2009.
6. Robert L.Hilliard , Writing for TV, Radio, and News Media, Thomson Learning, 2005

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CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2	3	-	2	-	2
2	-	-	3	-	-	-
3	-	3	1	-	-	-
4	3	-	2	2	-	-
5	-	-	2	2	3	2
Avg.	5/2=2.5	6/2=3	8/4=2	6/3=2	3/1=3	4/2=2

XM3064	VIRTUAL AND AUGMENTED REALITY	L	T	P	C
		3	0	0	3

OBJECTIVES
- To understand the fundamentals Techniques related to VR and AR
- To develop the Geometric Modelling Techniques
- To understand the Virtual Environment and its technologies
- To know the usage of various types of Hardware and Software in Virtual Reality systems
- To familiarize the Virtual/Augmented Reality Applications

**UNIT I   INTRODUCTION TO AUGMENTED REALITY AND VIRTUAL   9
            REALITY**

Introduction to Augmented Reality and Virtual Reality fundamentals, Virtual Environment, Computer graphics, Real time computer graphics, Flight Simulation, Virtual environment requirement, benefits of virtual reality, Historical development of VR/AR and process

UNIT II   ESSENTIALS OF COMPUTER GRAPHICS AND MODELLING   9

Introduction to the Virtual world space, positioning the virtual observer, the perspective projection, human vision, stereo perspective projection, Color theory, Conversion From 2D to 3D, 3D space curves, 3D boundary representation, Simple 3D modelling, 3D clipping, Illumination models, Reflection models, Shading algorithms, Geometrical Transformations: Introduction, Frames of reference, Modelling transformations, Instances, Picking, Flying, Scaling the VE, Collision detection

UNIT III   CREATING VIRTUAL ENVIRONMENT   9

Understanding Input/Output Devices: Input (Tracker, Sensor, Digital Gloves, Movement Capture, Videobased Input, 3D Menus & 3D Scanner, etc.), Output (Visual/Auditory/Haptic Devices) Generic VR system: Introduction, Virtual environment, Computer environment, VR technology, Model of interaction, VR Systems, Animating the Virtual Environment: Introduction, The dynamics of numbers, Linear and Nonlinear interpolation, translations, the animation of objects, shape & object in between, particle system Physical Simulation: Introduction, Objects falling in a gravitational field, Rotating wheels, Elastic collisions, projectiles, simple pendulum, springs, Flight dynamics of an aircraft

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UNIT IV   INTRODUCTION TO AUGMENTED REALITY (AR   9

Basics of Taxonomy, Technology and Features of Augmented Reality, AR Vs VR, Challenges with AR, AR systems and functionality, Augmented Reality Methods, Visualization Techniques for Augmented Reality, Enhancing interactivity in AR Environments, Evaluating ARsystems

UNIT V   TOOLS AND DEVELOPING FRAMEWORKS   9

Human factors: Introduction, the eye, the ear, the somatic senses Hardware: Introduction, sensor hardware, Head-coupled displays, Acoustic hardware, Integrated VR systems Software: Introduction, Modelling virtual world, Physical simulation, VR toolkits, Introduction to VRML

EXERCISES

Applications in Engineering, Entertainment, Science, Training, Game Development

TOTAL: 45 PERIODS

OUTCOMES

CO1:Understand the fundamental concepts of AR VR with latest technologies
CO2:Learnt Modelling and Rigging
CO3:Gained knowledge on the Virtual Environment
CO4:Ability to analyse and evaluate VR/AR Technologies
CO5:Learnt to design and Formulate Virtual/Augmented Reality Applications

REFERENCES

1. Glover Jesse, Complete Virtual Reality and Augmented Reality Development with Unity, Packt Publishing Limited, 2018
2. Vasanth Mohan, Creating Augmented and Virtual Realities: Theory and Practice for Next-Generation Spatial Computing, SHROF Publishers,2019
3. Hassanien, A. E., Gupta, D., Khanna, A., Slowik, A., "Virtual and Augmented Reality for Automobile Industry: Innovation Vision and Applications," Springer, 2022
4. Craig, A. B., "Understanding Augmented Reality, Concepts and Applications," 2013
5. O'Connell, K., "Designing for Mixed Reality: Blending Data, AR, and the Physical World," O'Reilly, 2019
6. Sanni Siltanen, S., "Theory and applications of marker-based augmented reality,"Julkaisija Utgivare Publisher, 2012

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2	-	3	-	-	-
2	-	-	3	3	3	-
3	-	-	-	3	3	-
4	-	-	-	3	3	-
5	-	-	-	-	3	2
Avg.	2/1=2	-	6/2=3	9/3=3	12/4=3	2/1=2

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XM3029   **3D GAME DEVELOPMENT LAB**   **L   T   P   C**
                                                                              0   0   4   2

OBJECTIVES
- To develop programming skills using software environment of a game engine and its scripting language.
- To inculcate 3D concepts for game play, modeling and programming.
- To divulge the overall game design and development process.

UNIT I   **12**
- Installing 3D game engine
- Start a new project
- Introduction to user interface
- Create player characters
- Interactions with object in the game

UNIT II   **12**
- Understand and implement the law of physics
- Create Ticker-Taker game
- Create ball and hitter
- Add light
- Add physics to the game
- Create a MouseFollow script

UNIT III   **12**
- Create Robot Repair game
- Set up two scenes
- Create GUI
- Create button UI control
- Build the card flipping function
- Prepare the clock script
- ID the cards, compare IDs and check for victory

UNIT IV   **12**
- Create The Break-up game
- Create spark material, light, camera, apartment
- Add and script the character
- Create particle system
- Add sounds

UNIT V   **12**
- Create Shoot the moon game
- Duplicate the game project
- Add and tweak the character
- Add two cameras and lights
- Setup camera rig
- Animate the bouncer
- Animate the runner
- Deploy the game

TOTAL: 60 PERIODS

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OUTCOMES

CO1: Students will be able to understand all the concepts behind 3D Games.
CO2: Students will understand the 3D Game environment and 3D Game character development
CO3: Students will learn how to publish and share 3D Game.

REFERENCES

1. Alan Thorn, "Practical Game Development with Unity and Blender", CENGAGE LearningCustom Publishing, 2014.
2. Alex Okita, "Learning C# Programming with Unity 3D", CRC Press, 2014.
3. Daniel Schuller, "C# Game Programming: For Serious Game Creation", CENGAGE LearningCustom Publishing, 2011
4. Jeff W Murray, "C# Game Programming Cookbook for Unity 3D", CRC Press, 2014.
5. Jeremy Gibson Bond, "Introduction to Game Design, Prototyping, and Development", Addison-Wesley Professional, 2014.
6. Stefan Zerbst and Oliver Duvel, "3D Game Engine Programming", Premier Press, 2004.

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1		2	1			
2	1			2	3	
3		1				3
Avg.	1/1=1	3/2=1.5	1/1=1	2/1=2	3/1=3	3/1=3

XM3031	ADVANCED WEB TECHNOLOGIES LAB	L	T	P	C
		0	0	4	2

OBJECTIVES

- To explain the interaction with databases through queries.
- To explain the server side scripting languages and ways to create various web and desktopapplications.
- To describe how to design and implement dynamic websites integrating with databases

UNIT I   DATABASE CONCEPTS   12

- Working with commands of Data Definition Language
- Working with Data Manipulation commands
- Working with Data Retrieval Commands

UNIT II   SQL   12

- Working with SQL joins
- Working with Union
- Views and Functions
- Creating a PL/ SQL Blocks

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UNIT III   SERVER SIDE SCRIPTING LANGUAGE   12

- Design and Develop a Calculator as Web Application and Windows Application
- Creating AdRotator, Validators
- Developing a Calendar with navigating months

UNIT IV   DOT NET CONCEPTS   12

Design and Develop
- Sign in Page
- Sign Up Page
- Edit Profile
- Delete Profile
- Forgot Password Screen
- Search page
- File Upload

UNIT V   APPLICATIONS   12

- Online Examination System
- Chat Room Application
- Simulating Forum / Discussion Page
- Simulating Twitter Application

TOTAL: 60 PERIODS

OUTCOMES

At the end of the course, the students will be able to

CO1: Express their understanding on database concepts

CO2: Fetch data from databases through query language.

CO3: Design and implement dynamic websites integrating with databases and develop and debug the real time application using Visual Studio

REFERENCES

1. Ajit Singh and Praveen Kumar Advanced Web Technologies: 2nd Edition, 2022
2. Jon Duckett, PHP & MySQL: Server-side Web Development, Wiley, 2022
3. Jon Duckett, Web Design with HTML, CSS, JavaScript and Jquery,Wiley, 2014
4. Laura Thomson and Luke Welling, Php And Mysql Web Development 5Th Edition, Pearson, 2015
5. Dr. Menal Dahiya, Getting Started with Web Technologies: HTML, CSS, BOOTSTRAP, JAVASCRIPT AND XML, Notion Press, 2022.
6. Beth Dunn, Cultivating Content Design, A Book Apart, 2021

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	-	2	-	-
2	-	2	-	2	-	-
3	-	-	3	3	3	-
Avg.	-	2/1=2	3/1=3	7/3= 2.3	3/1=3	-

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XM3033   **BUSINESS JOURNALISM LAB**   **L   T   P   C**
                                                        0   0   4   2

OBJECTIVES
- To get familiar with the nuances of following and practising business / corporate trends
- Be able to read a company result report and know where to look.
- To practice hands-on business writing skills

UNIT I 12
Business Communication Skills – How to do a business correspondence – Review business section of various newspapers and prepare a report

UNIT II 12
Elements of business news (identify news elements by watching business news) – Business reporting - Detail report of any business organization with all news elements – Summarizing Business letters/reports

UNIT III 12
Writing a news or feature story or broadcast report for a Business or economic issue in a local, national or international arena - Feature story of a business leader/company of your choice - Performance report for a company or business organization

UNIT IV 12
Well-researched Business narrative of any renowned business man - Business reporting subjectedto legislative acts - Portrayal of small business in newspapers or magazines

UNIT V 12
Practical knowledge of understanding Company income and financial statements - Identify Financial and business events for writing news story

TOTAL: 60 PERIODS

OUTCOMES
CO1: Students will get an exposure to work in business news rooms and to to cover various business news stories
CO2: Student becomes efficient in identifying the basic areas in business journalism and how towrite about them creatively.
CO3: Understand and write about wider economic issues, government budgets, industrial relations,how firms communicate.

REFERENCES
1. Arora D,D., '*Business Journalism'* , Mohit Publication, Delhi, 2010
2. Darren Kelsey, ' *The Discourse of Financial crisis* ' Routledge Publication, USA, 2017.
3. Ibrahim Shaw' '*Business Journalism* 'Taylor and Francis, 2017.
4. Keith Hayes, '*Business Journalism*: How to Report on Business and Economics', A press 2010.
5. Kinsey, Marie, "*Financial Journalism* – Money matters" Routledge, UK, 2014.
   Whitwell, Clare, " *Business Writing Essentials* " Asia-Pacific Publication, 2013

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	3	-	1	2	-	3
2	2	2	2	3	3	2
3	-	2	3	-	3	1
Avg.	5/2=2.5	4/2=2	6/3=2	5/2=2.5	6/2=3	6/3=2

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XM3035   **CHARACTER ANIMATION LAB**   L   T   P   C
                                                                   0   0   4   2

OBJECTIVES
- To Focus on the process of creating a character that could be used in the Games Industry and understand the necessary tools required to create a game resolution mesh using Maya
- To Conceptualize and create a base mesh for the character
- To understand sculpting and finish with Retopology and UV layout to Focus on sculpting fundamentals in Zbrush

UNIT I   MODELING CHARACTERS   **12**
- Modeling concepts
- The Principles Of Animation Applied To 3D
- Applications of animation principles to the 3D environment
- Lighting
- Final Output Rendering and Post-Production.

UNIT II   SCULPTING CHARACTERS   **12**
- Sculpting
- Common sculpture tools and settings
- Dynamic topology
- Optimizing model for Animation
- Common modelling tools

UNIT III   UV Unwrapping   **12**
- UV concepts and UV space
- UVW coordinates, map modifier & controls
- Real world mapping sizes
- Using map channels
- Peel mapping tools & Reshape UV elements

UNIT IV   CHARACTER ANIMATION ESSENTIALS   **12**
- IK and FK combination foot,
- Skeleton set-up Orient constraints
- Bending toes and twisting the knee.
- Advanced Character Animation with Two Leg Animation (walk, run, Jump, Wight lifting etc.).
- Work Flow with Graph, Trax, Dope

UNIT V   KEY FRAME IN CHARACTER ANIMATION   **12**
- Key frame Animation
- Path Animation, Motion Capture
- Geometry Caching with Animation Layers
- Lip sync Animation. Single Character Animation with Dialogues
- Animation Windows and Editors- Animation Nodes

                                              TOTAL: 60 PERIODS
OUTCOMES
- To understand and improvise the art of 3D work.
- To understand the concepts recreate or manipulate a digital object as if it was a real object.
- To understand and able to identify and utilize various workflows to achieve the ~~Attested~~ desired goal

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REFERENCES
1. Lee Montgomery, Tradigital Maya: A CG Animator's Guide to Applying the Classical Principles of Animation, Routledge, 2017
2. Tina O'Hailey, Rig it Right! Maya Animation Rigging Concepts, 2nd edition, Routledge, 2018
3. Chris Legaspi, Anatomy for 3D Artists: The Essential Guide for CG Professionals, Publisher,3DTotal Publishing, 2015
4. Art Galaxie, Masters of Contemporary Fine Art Book Collection - Volume 1 (Painting, Sculpture, Drawing, Digital Art), Art Galaxie, Ltd, 2016
5. Greg Johnson, Getting Started in ZBrush: An Introduction to Digital Sculpting and Illustration, CRC Press, 2014
6. Beginner's Guide to Creating Characters in Blender, 3DTotal Publishing, 2021

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2	-	3	-	-	-
2	-	-	3	3	3	-
3	-	-	-	3	3	-
Avg.	2/1=2	-	6/2=3	6/2=3	6/2=3	-

XM3037	DATA JOURNALISM LAB	L	T	P	C
		0	0	4	2

OBJECTIVES
- Developing the aptitude and knowledge in handling the data's through news articles
- Understand the structure, format of data interpretation and writing
- To practice data visualisation tools and techniques

UNIT I   DATA COLLECTION   12
Identify stories using data analysis and finding data to report stories, Evaluating the strengths andweakness of data sources and methods

UNIT II   SCRAPING AND CLEANING   12
Acquiring data through public sources and by scarping websites and PDFs, Cleaning (fix mistakesin) data through open refine, Excel and Access

UNIT III   DATA ANALYSIS   12
Analysing data to find patterns and avoid erroneous conclusions, Basic calculations, summarystatistics, and Writing SQL queries in access to evaluate data and join databases

UNIT IV   DATA VISUALIZATION   12
Creating basic data visualizations using Excel, Data Wrapper, Pictochart, Tableau, MappingCARTO, Tableau Public and Tableau Public Dashboard

UNIT V   DATA PUBLISH   12
Joining and analysing geographic data in ArcGIS, Publishing a meaningful story based onacquiring and analysing data

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LIST OF EXERCISES

1. Identifying various data
2. Using Spreadsheets
3. Analyzing data based news stories
4. Extracting data from Indian Census
5. Collection news from 10th and 12th class results
6. Make story from Indian Union Budget
7. Tableau – Practicing
8. Verifying data
9. Interview with data journalists
10. Analyzing weather data
11. Comparing data of various decades
12. Agriculture Crop Forecasting based on data
13. Agriculture Market Forecasting based on data
14. Analyzing the national crime data
15. Analyzing cyber crime data

TOTAL: 60 PERIODS

OUTCOMES

CO1:Student will understand the importance of using data in news reports

CO2:Students will gather knowledge on implementing and writing the different data's in news.

CO3:Students will develop the capacity to use the data in news reports.

REFERENCES

1. Alex Howard , "Data for the Public Good", 2012.
2. Kevin Kawamoto "Digital Journalism: Emerging Media and the Changing Horizons of Journalism" edited, 2003.
3. Daniel Reimold "Journalism of Ideas: Brainstorming, Developing, and Selling Stories in the Digital Age", By, 2013.
4. John Herbert,"Practising Global Journalism: Exploring Reporting Issues Worldwide", 2013.
5. Nalini Rajan "Practising Journalism: Values, Constraints, Implications 2005.
6. Jonathan Gray, LilianaBounegru "The Data Journalism Handbook", Lucy Chambers, 2012

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	2	-	3	1
2	-	3	3	2	-	-
3	2	3	2	3	3	3
Avg.	5/2=2.5	6/2=3	7/3=2.3	5/2=2.5	6/2=3	4/2=2

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XM3039   **DATABASE MANAGEMENT SYSTEMS LAB**   L   T   P   C
                                                                    0   0   4   2

OBJECTIVES
- To understand data definitions and data manipulation commands to learn the use of nested and join queries
- To understand functions, procedures and procedural extensions of data bases
- To be familiar with the use of a front end tool to understand design and implementation of typical database applications

UNIT I   **12**
- Data Definition Commands, Data Manipulation Commands for inserting, deleting, updatingand retrieving Tables and Transaction Control statements
- Database Querying – Simple queries, Nested queries, Sub queries and Joins

UNIT II   **12**
- Views, Sequences, Synonyms
- Database Programming: Implicit and Explicit Cursors

UNIT III   **12**
- Procedures and Functions
- Triggers

UNIT IV   **12**
- Exception Handling
- Database Design using ER modeling, normalization and Implementation for any application

UNIT V   **12**
- Database Connectivity with Front End Tools
- Case Study using real life database applications

                                                                 TOTAL: 60 PERIODS
OUTCOMES
At the end of the course, the student will be able to:
CO1: Use typical data definitions and manipulation commands and analyze the use of Tables, Views, Functions and Procedures
CO2: Design applications to test Nested and Join Queries
CO3: Implement simple applications that use Views and Front-end Tool

REFERENCES
1. Aditya Kumar Gupta, Taxonomy of Database Management System, Firewall Media, 2007.
2. Michael M. Gorman, Database Management Systems: Understanding and Applying Database Technology By Butterworth-Heinemann, 2014.
3. Monelli Ayyavaraiah, Arepalli Gopi, Database Management System by Horizon Books, 2017.
4. Pranab Kumar Das Gupta, p. Radha krishna, Database management system oracle sql andpl/sql, PHI Learning Pvt. Ltd., 2013.
5. Raghu Ramakrishnan, Johannes Gehrke, Database Management Systems, McGraw-HillHigher Education, 2000.
6. Rajesh Narang, Database Management Systems , PHI Learning private Limited, NewDelhi, 2011

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CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2	3	-	2	-	2
2	-	-	3	-	-	-
3	-	3	1	-	-	-
Avg.	2	3	2	2	-	2

XM3041	DEVELOPMENT REPORTING LAB	L	T	P	C
		0	0	4	2

OBJECTIVES

- The main objective is to train students on the art of development reporting by first sensitizing them on its need and impact and by providing them with the tools required to present impactful news stories.
- To train students to improve their investigative and research skills.
- To develop a strong subject knowledge in the areas of economic thought, planning and development

UNIT I   DEVELOPMENT REPORTING - GENERATING IDEAS   12

Purpose, Objectives and Principles of Development Reporting - Finding Story Ideas - Poverty, unemployment, child labor, government schemes — News Values in Development Reporting - Mapping story idea — Research and analysis techniques - Searching for proof, evidence - Case Study Analysis of Development Reporting with investigative analysis

UNIT II   WRITING FOR PRINT MEDIA   12

Finding Sources – Gathering Information – Field Visit - Fact Checking – Proof Reading – Preparing Reports - Collaborative Reporting – Photographs and Infographics - Publish a Newspaper in Groups with Development Articles - Drafting and editing the news copy, Designing the newspaper and testing it with a Target

UNIT III   DEVELOPMENT REPORTING FOR RADIO AND NEW MEDIA   12

Identify case studies of Radio Stations and Online News organizations and Agencies engaging in Development Journalism - Producing Development news item for radio - Focus on use of Community Radio - Finding development issues - Script writing - Recording news bulletin - Idea generation for development reports in new media — Create an e-magazine in groups — Develop articles and photo stories

UNIT IV   DEVELOPMENT REPORTING FOR TELEVISION   12

Coverage of Development issues in Television - Identifying news – Field Reporting - Interviewing sources - script writing — Sound bytes - Vox pop Shooting - editing and publishing news — Analyzing solution for the selected issue – Panel Discussion – Covering and Simplifying Facts and Data - Shoot a news story based on a Report of a Leading International Development Agency

UNIT V   PRACTISING DEVELOPMENT REPORTING   12

Publish a Magazine with cover story, articles, interviews, investigative reports, infographics, photo story, etc. – Produce an expository documentary on a development news story in your city

TOTAL: 60 PERIODS

OUTCOMES

CO1: Students understand the importance of research, subject knowledge and investigative journalism tools in development reporting

CO2: Students can write and produce news content on different development issues.

CO3: Students will be exposed to use strategies to cover development issues in different medium.

REFERENCES

1. Arulchelvan, S., Nuclear Energy Concerns in India — Media Reportage and Public Awareness, Published by LAP LAMBERT Academic Publishing GmbH & Co. KG, Germany. 2012.
2. Bhanawat, S., & Kothari, K. S. Development journalism: The way forward. Jaipur: Centre for Mass Communication, University of Rajasthan. 2016.
3. Chalkley, A. B. A manual of development journalism. Delhi: Vikas Publications. 1970.
4. Murthy, D.V.R., Development Journalism, Dominant Publishers. 2001.
5. Bert Heemskerk, Pasquale Pistorio, Martin Scicluna, Sustainable development reporting, World Business Council for Sustainable Development, World Business Council for Sustainable Development, 2002
6. Juan F. Jamias, Writing for development , College of Agriculture, University of the Philippines Los Baños, 1991

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	2	3	-	-
2	-	-	3	2	3	-
3	-	1	-	-	3	2
Avg.	3/1=3	1/1=1	5/2=2.5	5/2=2.5	6/2=3	2/1=2
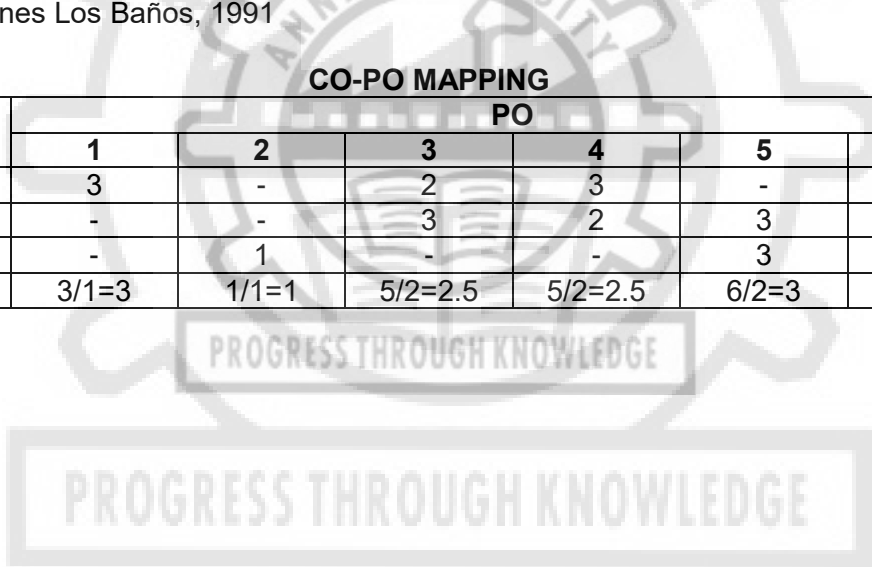
XM3043	DIGITAL STORY TELLING LAB	L T P C
		0 0 4 2

OBJECTIVES

• Develop the story ideas
• This course will introduce to the student the skills needed to sketch out the narrative andformal flow of an animation using a storyboard
• To make students understand the rule of describing story

UNIT I   DEVELOPMEN THE IDEA   12

Creativity-creativity myths- Rule of third, Foreground, Middle and background, Developing drawing skills, Shot angles, Layout of storyboard, Perceptive.

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UNIT II   UNDERGOING THE RESEARCH   12

Research, Brainstorming the ideas, Developing the brain storm idea, Black and white drawing, Drawing human in action, human proportions, Light shadows, light sources, Depth of field,

UNIT III   RULE OF DESCRIBING THE STORY   12

Reader, Way of capturing the ideas, Acton, character, Theme, Structure. Introduction to screen grammer, Shot and scene description, Shot breakdown using different shot. Match and jump cut, 180 degree rule. Different type of lead to introduction, Story plot patterns, Creative dialogue, action scenes

UNIT IV   DRAFTING THE STORY   12

Story — Protagonist, Motivation, Antagonist, Conflict. 8 Steps of writing - Find a small idea, Explore the structure, Define your world, character and problem, Beat it out, Write the first draft, Find a critical friend, Write the second draft, Write the third draft. Goals and rules, communication through story.Positive and negative criticism.

UNIT V   FINALIZING WITH SHOTS   12

Scripting — story board scripting, Different type of story board. Visualization, Montage, Sequence, Editing, special effects, Extreme wide shot, wide shot, full shot, close up, chocker shot, extreme close up, over the shoulder, point of view, reaction shot, insert shots, A real world animatics. Emotions to your move

TOTAL: 60 PERIODS

OUTCOMES
CO1: Students will be able to develop the story
CO2: Students will understand the work of different character in a story
CO3: Students will adopt a creative screenplay techniques and write a story on their own
CO4: Students will learn the different production techniques for digital medium.
CO5: Students will be able to write scripts for the production.

REFERENCES
1. Francis Glebas, "Directing the Story: Professional Storytelling and Storyboarding Techniquesfor Live Action and Animation", Focal Press, 2009.
2. Harold Whitaker, John Halas, Tom Sito, "Timing for Animation", Focal Press, 2009.
3. John Hart, "The Art of the Storyboard: Storyboarding for Film", TV, and Animation, FocalPress, 1999.
4. Marcie Begleiter, "Storyboarding and the Filmmaking Process (2nd edition), Michael WieseProductions, 2012.
5. Nancy beiman, "Prepare to board" (2nd edition), Focal press, 2013.
6. Sergio Paez& Anson Jew, "Professional Storyboarding", Focal Press 2013.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	--	3	-	-	-
2	-	-	2	-	-	-
3	-	-			-	-
Avg.	3/1=3	-	5/2=2.5	-	-	-

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XM3045　　　　　**EDUCATIONAL CONTENT DEVELOPMENT**　　　**L　T　P　C**
　　　　　　　　　　　　　　　　LAB　　　　　　　　　　　　　　**0　0　4　2**

OBJECTIVES
- To learn the basic concepts and need of the educational media
- To learn the production process and techniques of the educational programme
- To produce the effective educational programmes for different field

UNIT I　　　　**EDUCATIONAL PROGRAMME FORMATS**　　　　　　　　**12**
Prototype building for Educational content program, Type and format of program, Gathering ofinformation, Developing contents with experts.

UNIT II　　　　**EDUCATIONAL PROGRAMME SCRIPT**　　　　　　　　　**12**
Script writing for various educational programmes, platform- Television, Radio, Online.

UNIT III　　　　**PRE-PRODUCTION**　　　　　　　　　　　　　　　　**12**
Research, Planning, Budget, Schedule, Hiring of equipment.

UNIT IV　　　　**PRODUCTION**　　　　　　　　　　　　　　　　　　**12**
Production for education program for radio, television and online medium.

UNIT V　　　　**EVALUATION**　　　　　　　　　　　　　　　　　　　**12**
Evaluation of educational content, Referring old works, comparing the new work with old.

LIST OF EXERCISES
1. Writing a proposal for Educational Programme Production
2. Preparation of Budget for Educational Programme
3. Creating Story board for Educational Programme
4. Planning for a programme production
5. Arranging for a shooting
6. Floor preparation for shooting
7. Preparation a presentation for an educational module
8. Analyze various formats of educational programmes
9. Prepare a four quadrant for a programme
10. Produce a radio educational proramme
11. Prepare an educational TV programme
12. Prepare evaluation tool
13. Prepare Feedback Tool
14. Prepare Assesment Tool
15. Incorporating a Sign Language in an educational programme
　　　　　　　　　　　　　　　　　　　　　　　　　TOTAL: 60 PERIODS

OUTCOMES
The students will be
CO1: Familiarize the students with the management of e-content production.
CO2: Get insights by practicing script writing for various educational programmes
CO3: Produce educational programmes for radio, television and online medium.

REFERENCES
1. Elinor L. Brown, Anna Krŭsteva, Maria Ranieri , "E-learning & Social Media: Education and Citizenship for the Digital 21st Century", Information Age Publishing, Incorporated, 2016
2. Jeong-Baeson and Shirley O'Neil. Enhancing Learning & Technology: Pedagogy, Technology and Language, Academic & Professional Publishers & Consultancy Services, Queensland, Australia, 2007.
3. Jonas Köster, "Video in the Age of Digital Learning", Springer, 2018

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4. K.L. Kumar. Educational Technology, H.S. Poplai for New Age International Pvt. Ltd., New Delhi. 1998.
5. Karen S. Ivers, Ann E. Barron, "Digital Content Creation in Schools: A Common Core Approach" ABC-CLIO, 2014.
6. Robin Manston and Frank Rennie. e-Learning: The Key Concepts, Routledge, London & NewYork, 2006.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	3	3	2	3	-2
2	1	2	1	-	-	2
3	3	1	3	3	3	-3
Avg.	7/3=2.3	6/3=2	7/4=1.75	5/2=2.5	6/2=3	7/3=2.3

XM3047	ELECTRONICS FOR RADIO AND TELEVISION LAB	L	T	P	C
		0	0	4	2

OBJECTIVES
- To impart knowledge on troubleshooting, and repair of electronic equipment.
- To introduce them the basic principles of television
- To get to know about the maintenance of electronic equipment

UNIT I   SENSOR BASED EXPERIMENT   12
Voltage and Current Detection Circuit, Temperature and Pressure Detection Circuit, Water flow and Level detection Circuit, Proximity sensors, Humidity sensor, Rainfall and Soil moisture Sensor,Motion sensor

UNIT II   TRANSMITTER BASED EXPERIMENT   12
Design FM Transmitter, Design AM Transmitter

UNIT III   RECEIVER BASED EXPERIMENT   12
Design FM Receiver and Design AM Receiver

UNIT IV   MICRO PHONE BASED EXPERIMENT   12
Design Wireless Micro Phone and its Transponder, Design Wireless Headphone

UNIT V   COMMUNICATION BASED EXPERIMENT   12
Design Dual Tone Multi Frequency, IR Wireless Underwater Communication System, DesignGSM, Design GPRS

TOTAL: 60 PERIODS

OUTCOMES
CO1: The students will have be able to troubleshoot, and repair the electronic equipments.
CO2: The students will be able to have an extensive knowledge on the maintenance of electronic equipments.
CO3: The students will be able to design transmitters and receivers

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REFERENCES
1. Graham Jones, A Broadcast Engineering Tutorial for Non-Engineers, Focal Press, 2005.
2. John D Kraus Antennas McGraw Hill, 2002.
3. P K Patil and M M Chitnis, "Applied And Digital Electronics" Phadke Prakashan, 2017.
4. Tokheim R.L., "Digital Electronics — Principles and a pplications", Tata McGraw Hill,1999.
5. Simon Haykin, 'Communication Systems', 4th Edition, McMaster University, 2009.
6. Sharma, S P, "Basic Radio and Television", McGraw-Hill Publishing Co. Ltd, Second edition,2003

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	3	-	-	1	-	-
2	-	3	-	-	-	2
3	-	-	2	3	3	2
Avg.	3	-	2	2	3	2

XM3049	INTEGRATED MARKETING COMMUNICATION	L	T	P	C
	LAB	0	0	4	2

OBJECTIVES
* To equip the students for the marketing communications industry.
* It is targeted to train them for various specialized aspects of event management.
* To know the different categories of market research

UNIT I   BUSINESS PLAN   12
Making business plan, marketing plan promotional plan for corporate events and brand or products.

UNIT II   PROPOSAL   12
Developing event brief/ concept note and event proposal. Event plan / project plan, activity charts and checklists

UNIT III   BUGET PREPARATION   12
Floor plan/venue design, action plans and budget preparation. Sponsorship proposal/plan, forms and charts.

UNIT IV   DESIGN   12
Stand design, stall and stage management, creative designing publicity material, letters and invites

UNIT V   MARKETING TECHNIQUES   12
Direct marketing, marketing mix, outdoor promotions, creative advertisement, suspense advertisement, online promotion strategy and mobile advertisement .Writing press release, preparation of media kit and organizing a press conference.

TOTAL: 60 PERIODS

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OUTCOMES

CO1: Students will learn the concepts of marketing strategies.
CO2: Students will know the opportunities available in the field of marketing.
CO3: Students will learn how to conduct market research

REFERENCES

1. Yeshin, T. Integrated marketing communications. Routledge. 2012.
2. Juska, J. M. Integrated Marketing Communication. Taylor & Francis. 2017.
3. Kitchen, P. J., & Pelsmacker, P. D. Integrated Marketing Communications: A Primer.Psychology Press. 2004.
4. Public Relations in Practice – A casebook – Danny Moss – Routledge, Chapman and HallInc., New York, 2000.
5. Philip Lesly, The handbook of Public Relations and Communications –– McGraw Hill BookCompany (3 Volumes), 1999.
6. D S Mehta Handbook of Public Relations in India –– Allied Publishers Ltd., 2001

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	1	2	3
2	-	2	3	-	-	-
3	3	1	-	1	3	-
Avg.	3	3	3	2	2.5	3

XM3051	INVESTIGATIVE REPORTING LAB	L	T	P	C
		0	0	4	2

OBJECTIVES

- The students will be exposed to various investigative tools which aids investigation.
- The students will also be aware the importance of privacy, and ethical issues
- The students will also be made to understand the legal and safety precaution while investigating major issues.

UNIT I   **12**

- Brainstorming – responding to anonymous letters - What advantages and disadvantages canyou see to working with a partner on your investigation?
- What steps could you take to determine whether this information is true and what the fullerstory behind it is?
- What would be the benefits and drawbacks of keeping this information secret while youinvestigated it further?
- If you shared this information, who would be affected and how?

UNIT II   **12**

- What advantages and disadvantages can you see to working with a partner on yourinvestigation?
- Share the tips, Plan for investigation and plan for distributing information.
- Discuss the potential impact of the story.

- Discuss familiar investigative stories
- Discuss the difference between investigative journalism and other types of journalism

UNIT III   **12**
- Watch investigative videos and discuss how political leaders, business people and thewealthy elite around the world se off shore entities to avoid taxes and cover up wrong doing.
- How to make the story interesting among the many other investigative stories.
- After watching the investigative videos work individually or with a partner and create shortsummary of the report and why it was important.

UNIT IV   **12**
- How would you define a story of public interest?
- Work along with a partner and bring out behind the scenes of an investigative report.
- How would you describe the day-to-day work of an investigative journalist, based on what thevideo showed?
- What are their workplaces like? Did anything surprise you?
- What skills do you think are essential for an investigative journalist to have, and why?
- How does the job differ for journalists in different countries?
- What are some of the dangers of investigative journalism, and how do journalists cope withthem?

UNIT V   **12**
- Use of cartoons in Investigative reports
- How to give convincing information
- Using photographs in investigative report
- Conceptualize, report and write Investigative news stories-in-depth article
- Identifying the target audience.
- Can you identify any audience(s) these stories are unlikely to reach as a result of the ways itis currently being told?
- What additional ways would it be possible to tell these stories?
- Each group should share their main takeaway(s) from their conversation with the class.
- Prepare a report for hypothetical examples individually keeping in mind the ethics ofinvestigative reporting.

                                                                          TOTAL: 60 PERIODS

OUTCOMES

CO1: Think critically about the issue they cover and report

CO2: Grasp and understand the mechanics of investigative stories and debate issues of ethics , fairness, and accuracy

CO3: Examine 'neglected' or 'under reported' stories and produce investigative stories for various media.

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REFERENCES

1. Bob Woodward and carl Bernstein, 'All the president's men' Simon& Schuster press, 1984.
2. Goldstein, Norm Ed The AP Style book and briefing on media law, the associate press , newyork 2005.
3. Houston, Brant and Len Bruzzese: The investigative reporter's handbook — A guide todocument, database and techniques, Boston, st Martin, 2002.
4. Michael B., "Just the facts: Investigative report writing, Pearson Publication, USA, 2016.
5. Soori S, Investigative journalism: Context and Practice, Axis Publication, New Delhi , 2010.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	2	-	-	-	-
2	-	-	-	2	-	-
3	-	-	-	1	-	2
Avg.	-	2	-	1.5	-	2

XM3053	MEDIA COMMERCIALS LAB	L	T	P	C
		0	0	4	2

OBJECTIVES
*   To make acquainted with different formats of TV commercials.
*   To develop writing and creative skills for television, radio and web commercials.
*   To have a critical assessment of the commercials broadcast in various media.

UNIT I   TYPES OF COMMERCIALS   12
Commercials: Meaning and definition, historical development, social and economic benefits — Elements of a good commercial — types and importance of commercials in electronic media: lifestyle, slice of life, demonstration, product's self promotion - new trends like sequence, coloursand teaser usage — Comparative of competing products –Sports and super bowl commercials — Fantasy commercials –political ads and Interactive indoor media TV and their functions.

UNIT II   MEDIA STRATEGIES   12
Commercials for consumer, corporate, Industrial, retail, national, trade, professional and social – Target audience: Brand image, brand umbrella, rebranding – Media selection – radio, television, web and films – Strategy, media budget, campaign planning – brand endorsements and brand ambassadors – positioning of sports materials in TVC - Commercials for children products, youngsters, women – commercials aimed with branding, sub-branding, re-branding - Copyright, label, trademark involved in commercial production- Surrogate commercials and benefits.

UNIT III   CREATING CONCEPTS   12

Concept, Ideation, Copywriting and production techniques for radio, television, web and films —Writing for commercials (jingles and spots) — Visualization & storyboard for TV commercials — Precautions to follow while making life insurance or stock market related commercials - Commercial genres - Adventurous, humour, automobile, jewellery, ethnic and cultural, traditional, tourism, apparels, beauty products - case study of international versus regional products.

UNIT IV   PLANNING AND EXECUTION   12

Research: Planning, execution, market research, ethical aspects, emerging trends – Advertising agency — Structure and functions — Creativity Relevance of TVC, infomercials and commotainment- positive and negative portrayal of men, women, children and animals in TVC –critical analysis of commercials - success stories and failure models – commercials promoting violence and proved as non-sensical and annoying in nature – Comparative ads and case studiespertaining to judicial problems – Seasonal ads and relevance.

UNIT V   WEB COMMERCIALS   12

Evolution of Web Commercials — Types — Web portals and commercial revenue — Production process — Online ads, function, types and use — Budget involved- Jingles, Flogos - Webisode- Commercials for social media- animated ads- Indoor media televised ads- commercials for smart phones and games — product placement in films and websites — spoof, parody and adapted commercials - future and longevity of a web commercial - Ambient ads creation and new trendsfollowed for promotion.

TOTAL: 60 PERIODS

OUTCOMES
CO1: Students will be able to make web commercials and promote it in the web medium.
CO2: Students will be master in making commercials for creative concepts by doing all production activities.
CO3: Students will learn and understand the importance of team building in making media projects.

REFERENCES
1. Barrie Gunter; Caroline Oates, Mark Blades, Advertising to Children on TV: Content, Impact,and Regulation, Lawrence Erlbaum Associates, 2012
2. Hooper White, How to produce effective TV commercials, McGraw-Hill, 2010.
3. Ivan Cury, TV Commercials , How to Make Them, Focal Press, 2012.
4. Lary Elin and Alan Lapides, Designing and Producing the Television Commercial, Pearson,2013.
5. NamitaUnnikrishnan and ShailajaBajpai, The Impact of Television Advertising on Children,Sage Publications, 2012.
6. Pete Barry, the Advertising Concept Book: Think Now, Design Later, Thames & Hudson Ltd;2nd revised edition, 2012.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	2	-	-	2
2	-	3	3	-	-	-
3	-	-	-	-	2	-
Avg.	3	3	1.5	-	2	2

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XM3055   **MEDIA SOAPS AND SOCIETY LAB**   L   T   P   C
                                                            0   0   4   2

OBJECTIVES
- To develop writing, directing and editing effective serial drama for radio and television.
- To make acquainted with different formats of drama and fictions.
- To have a critical assessment of the dramas broadcast in various media

UNIT I   SCRIPT WRITING   12
To prepare script for monologue and multi characters in a serial for broadcast drama. The writing skills shouls be imparted towards radio and television dramas where listening and visual wordsand pictorial description is must.

UNIT II   GENDER SENSITIVITY   12
Scripting and producing serials where gender sensitization is authored and programme-makers should work to design, write and direct popular radio or television drama serials which can help to raise public awareness and change attitudes on issues to do with the development of their societies.

UNIT III   CHARACTER DEVELOPMENT   12
Production of a serial where one or few characters will be role models through their act, dialogues and expressions. Importance will be given in bringing life to the script where the direction will have feel for reality.

UNIT IV   APPLYING MEDIA THEORY   12
The script must have adapted with some media theory and at the end of the programme content should be able to be realized with all and persuading in bringing social change and strengthening understanding of drama theory.

UNIT V   MESSAGE CONVEYING   12
Attention will be given to mapping target audiences in relation to relevant social issues; to developing ideas, credible characters and storylines; to breaking down storylines into scenes; writing effective dialogue; to directing actors and to preparing and recording long-running serial drama.

                                                            TOTAL: 60 PERIODS
OUTCOMES
CO1: Familiarity with Drama theory and its application for radio and television.
CO2: Can identify the concepts and write scripts for different soap operas can learn the team building skills.
CO3: Learn the implication of media theories in practical context and use the soap operas toconvey different social message to the audience.

REFERENCES
1. Ali Mohammadi and Annabelle Sreberny-Mohammadi (eds) Questioning the Media, Sage,Thousand Oaks, 2005.
2. Freedman, J, Media violence and its effect on aggression.: Assessing the scientific evidence.University of Toronto Press, 2012.
3. Freedman, Media violence and its effect on aggression: Assessing the scientific evidence,University of Toronto Press, 2012.
4. Mark P. Orbe, Media and Culture:The "Reality" of Media Effects, Western Michigan University, sage publications,2012.
5. Mary Desjardins, Gender and Television, the Museum of Broadcast Communications, 2007.
6. Meyrowitz Joshua, Mediating Communication: What Happens, Pearson, 2012.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	3	-	-	2	-
2	-	-	-	-	2	-
3	2	-	-	2	-	2
Avg.	2	2	-	2	2	2

XM3057	MOBILE APPLICATION DEVELOPMENT LAB	L	T	P	C
		0	0	4	2

OBJECTIVES
- To educate students about the fundamentals of mobile application development
- To expose students in components and design aspects in mobile application development.
- To train students in creating mobile application for android platforms.

UNIT I 12
Android Environment setup - Android SDK, Installing Java, and ADT bundle, Creating Android Virtual Devices, Introduction to software interface, Introduction to layout editor — Palette, Component tree, Preview tool bar, Design editor, Attributes and Text area.

UNIT II 12
Creating activity, Using view and view group components - Textview, Button, Image view, Scroll view, Switch, Grid view, Fragments, Display webpage, Time Picker, Date Picker, Using Linear Layout, Relative Layout, Frame Layout, Table Layout, Using List View, Linking Activities.

UNIT III 12
Phone calls from application, Auto-answering incoming call, Displaying Call Log, Sending SMS through built-in message application, Capturing using built-in camera application, Using flashlight, Scanning Barcodes.

UNIT IV 12
Displaying Google Maps in the app, Google Maps — Zoom in and out, Change Map mode, Navigation to particular location and Adding Markers, Using GPS, Wi-Fi.

UNIT V 12
Saving Files, Attaching files to the project, Publishing Android Application — Exporting app as an APK file, Deploying app through email, web, SDcard and specifying application installation location

TOTAL: 60 PERIODS

OUTCOMES
CO1: Students will learn the principles of mobile application development
CO2: Students will learn the android platform components which is essential for mobile application development
CO3: Students will be able to create the mobile application independently.

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REFERENCES
1. Mahesh Panhale , Beginning Hybrid Mobile Application Development , 2016.
2. Jim Marion and Sarah Marion People Soft People Tools: Mobile Applications Development 2015.
3. John Sonmez , Soft Skills: The Software Developer's Life Manual, 1st Edition by, 2014.
4. Rick Boyer and Kyle Mew, Android Application Development Cookbook-Second Edition 2016.
5. Jonathan McCallister Mobile Apps Made Simple: The Ultimate Guide to Quickly Creating, Designing and Utilizing Mobile Apps for Your Business, 2nd Edition by 2014

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	3	1	-	-	-
2	2	-	-	-	-	-
3	-	-	-	-	3	2
Avg.	2	3	1	-	3	2

XM3059	PRESENTATION TECHNIQUES LAB	L	T	P	C
		0	0	4	2

OBJECTIVES
- To impart practical knowledge on radio and television programme presentation.
- To make them understand sound and visual designing
- To introduce the innovations that can be done in presentation for electronic media

UNIT I 12
Practical exposure to the audio and video station's organizational structure, functions and management – Case study of radio and television stations - a critical review of programming content and style of presentation for various genres.

UNIT II 12
Presentation of the concept - Presentation of some of the radio and video formats such as Jingles, Soap operas, Vox-Pops, Documentaries and Features, Interviews, News, Discussion Programmes, SpecialityProgrammes etc – Recording using audio-video software – The mix down
Editing – The final master.

UNIT III 12
Practicing innovative presentation techniques – Application of infotainment/edutainment content in the existing formats – New radio/video genres – Production of special audience programmes – Working with musical instruments.

UNIT IV 12
Practicing the managerial techniques in three phases of production: Pre production, production, post production – Budget planning and execution – Team work and personnel management – Analysis of existing formats - Promotion of radio/video programmes.

UNIT V **12**
Presentation of interactive radio programmes – Application of different radio/video genres in educational and informational programmes – Field visit to community – Research on need based content – Presentation of campus/community based programmes.

TOTAL: 60 PERIODS

OUTCOMES
CO1: The students will be writing scripts for various radio and tv programmes.
CO2: The students will practically learn and produce radio and tv programmes and attempt different presentation styles.
CO3: The students will practice the innovative ways of presenting electronic media programmes

REFERENCES
1. All India Radio, Audience Research Unit, Prasar Bharat, 2002
2. How to do community radio – Louie Tabing and UNESCO 2002
3. Kathryn Wolfe. The TV Presenter's Career Handbook: How to Market Yourself in TVPresenting, Focal Press, 2014.
4. Michele Hilmes and Jason Lovigilio, eds., Radio Reader: Essays in the Cultural History ofRadio (Routledge, 2002).
5. Neelamalar M. Radio programme production (PHI, 2018).
6. The Radio Handbook – Carole Fleming 2ndedition, Routledge, 2002.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	3	-	-	-	2	3
2	2	3	-	-	-	-
3	-	-	3	2	2	2
Avg.	1.5	3	3	2	2	2.5

PROGRESS THROUGH KNOWLEDGE

XM3061	SPORTS JOURNALISM LAB	L	T	P	C
		0	0	4	2

OBJECTIVES
- To expose the students about the importance of reporting sports / games passionately with accuracy.
- To acquire the journalistic production skills to write and edit articles
- To develop a critical approach to the practices of sports journalism

UNIT I   OBSERVING SPORTS COVERAGE IN MEDIA PLATFORMS   12
Discussion in class every week about sports media and how they cover the news.Content Analysis of sports writing in newspapers and sports magazines.Comparison of news stories related to particular sports in various national dailies. Writing a game story.

UNIT II   LOCAL FIELD PRACTICE   12
Profile writing for a sports person of your choice, Live reporting of sports, Report on a game – what happened, who, how and why, Campus sports coverage.

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UNIT III   WRITING SPORTS REPORT   12

Writing sports event report, Photo and caption writing, Catchy Headline writing for sports section of newspaper. How to create filed scenario in writing. Do's and Dont's in writing.

UNIT IV   SPORTS COVERAGE IN DIGITAL MEDIA   12

Selection of photos for Sports page - Sports news for Broadcast, online and social media - Covering – reporting, & writing – a story solely through Twitter

UNIT V   WRITING BIOGRAPHY AND PROFILE OF SPORTSPERSON   12

 Feature writing for sportsperson, Creating of sports news reports, Techniques of sports reporting

Assignment: Approximately 900-1000 word long form feature, about an athlete, coach, team, event or issue from the community – it can be issue- or topic-oriented, investigative, or a profile .

                                                                TOTAL: 60 PERIODS

OUTCOMES

CO1: Students will write sports stories, in short form and long form

CO2: Students will gather the sports information, at games, practice, through social media, and interviews

CO3: Students will learn to report the sports stories, in all media forms: print, audio, visual, online, social media

REFERENCES

1. Hoshiyar Singh: Sports Journalism and Mass Media; Khle Sahitya Khendra; 2017.
2. Joe Gisondi, Field Guide to Covering Sports, CQ Press, ISBN: 978-1-60426-559-0, 2017.
3. Kathryn T. Stofer, James R. Schaffer, Brian A. Rosenthal, Sports Journalism: An Introduction to Reporting and Writing, Rowman & Littlefield Publishers, ISBN: 978-0-7425- 6173-1, 2010.
4. Phil Andrews: Sports Journalism: A Practical Introduction; Sage Publications, 2015.
5. Scott Reinardy & Wayne Wanta, The Essentials of Sports Reporting, Publisher: Routledge ISBN: 978-0-8058-6447-2, 2015.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	-	-	3	-	-	-
2	-	-	-	-	2	-
3	1	-	-	-	2	-
Avg.	1/1=1	-	3/1=3	-	4/2=2	-

XM3063	TAMIL JOURNALISM LAB	L	T	P	C
		0	0	4	2

OBJECTIVES

- To understand the Tamil journalism history and present industry
- To know the news gathering, writing and presenting techniques and to identify the news, regional importance of the Tamil journalism.
- To develop an understanding of the skills necessary for news reporting; to understand the concept of gate keeping and its importance to responsible reporting and publishing.

UNIT I INTRODUCTION 12
Read Tamil mainstream newspaper, magazine, Television and Online & analysis the contents, weekly discussion about the new analysis.

UNIT II SCRIPT WRITING 12
Prepare script for various media like, Radio, Print, TV and Online Media

UNIT III GENRES OF REPORTING 12
Provide content for preparing news reports on various topics on crime, sports, art and culture, accidents and politics etc.

UNIT IV WRITING 12
Writing obituary and reporting of day today events, personal profiles, prepare list of questions for interview, interview personalities and prepare reports.

UNIT V PRODUCTION 12
Produce script or report for Journal, Newspaper, Magazine, Radio, Tv Prime Time News reporting, online and Citizen Journalism.

TOTAL: 60 PERIODS

OUTCOMES
CO1: Students can produce report in different layout
CO2: Students can understand the current trending genres of reporting
CO3: Students will understand the value of journalism in development of society.

REFERENCES
1. Antony Friedman, Writing for Visual Media, Focal Press, April 2001.
2. Barun Roy, Modern Student Journalism, Pointer Publisher, 2004
3. Bill Kovach and Tom Rosenstiel, The Elements of Journalism: What Newspeople ShouldKnow and the Public Should Expect, New York: Crown Publishers, 2001.
4. Kumar, Tamil Journalim, Mullai Pathippgam, 2010.
5. M.V. Kamath, The Journalists Handbook, Vikas Publishing House Pvt. Ltd., New Delhi, 2009.
6. Robert L.Hilliard , Writing for TV, Radio, and News Media, Thomson Learning, 2005.

CO-PO MAPPING

CO	PO					
	1	2	3	4	5	6
1	2	3	-	2	-	2
2	-	-	3	-	-	-
3	-	3	1	-	-	-
Avg.	2	3	2	2	-	2

XM3065 **VIRTUAL AND AUGUMENTED REALITY LAB**

L	T	P	C
0	0	4	2

OBJECTIVES
- To understand the tracking processes in VR.
- To understand modeling and rendering objects involved in VR development. Attested
- To create a VR interface with light and sound

UNIT I 12
- Interface creation
- Birds-eye view
- Geometric modeling

UNIT II 12
- Transforming models
- 3D rotations and yaw, pitch and roll
- Eye transforms

UNIT III 12
- Setting of lights
- Lighthouse approach
- Camera tracking

UNIT IV 12
- Filtering
- Create Sounds for VR
- Sound perception and localization

UNIT V 12
- Interaction with environment in VR
- Interaction with objects in VR
- Create locomotion
- Simple VR game

TOTAL: 60 PERIODS

OUTCOMES
At the end of the course, the student will be able to
CO1:Understand to work with VR development tool and model objects to create VR.
CO2: Design interface for VR and add lights and sounds for VR.
CO3: Create bird-eye view in VR and design and develop different VR environments

REFERENCES
1. Robert R Powell , Future Cyborgs: Human-Machine Interface for Virtual Reality Applications. 2012.
2. Vasanth Mohan, Creating Augmented and Virtual Realities: Theory and Practice for Next-Generation Spatial Computing, SHROF Publishers,2019
3. Hassanien, A. E., Gupta, D., Khanna, A., Slowik, A., "Virtual and Augmented Reality for Automobile Industry: Innovation Vision and Applications," Springer, 2022
4. Craig, A. B., "Understanding Augmented Reality, Concepts and Applications," 2013
5. O'Connell, K., "Designing for Mixed Reality: Blending Data, AR, and the Physical World," O'Reilly, 2019
6. Sanni Siltanen, S., "Theory and applications of marker-based augmented reality,"Julkaisija Utgivare Publisher, 2012

CO-PO MAPPING

CO	PO					
	1	**2**	**3**	**4**	**5**	**6**
1	2	-	3	-	-	-
2	-	-	3	3	3	-
3	-	-	-	3	3	-
Avg.	2	-	3	3	3	

DIRECTOR
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