



# **SNDT Women's University, Mumbai**

## **Master of Science (Nutrition & Health Communication) M.Sc. (NHC)**

*as per NEP-2020*

## **Syllabus**

**(2023-24)**

Prof Mira K Desai  
Chairperson, BOS in  
Communication & Media Studies

Prof. Jayashree Shinde  
Dean,  
Interdisciplinary Studies (Add. Charge)

Programme	<b>M.Sc.</b>
Specialization	<b>Nutrition &amp; Health Communication</b>
Preamble	A Post-Graduate program in Nutrition & Health Communication is designed to advanced education and training in the fields of nutrition, health, and effective communication. It trains students to specialize in using diverse communication strategies in accordance with the Sustainable Development Goals (SDGs) for achieving short and long term goals related to Zero Hunger, Good Health and Well-being. This programme equips students with the knowledge and skills to effectively bridge the gap between nutritional science and public health, promoting healthier lifestyles and behaviors through evidence-based communication strategies. It plays a vital role in addressing public health issues, combating misinformation, and improving health and well-being of communities.
Programme Outcomes (POs)	This programme will enable the learner to: <ul style="list-style-type: none"> <li>• Convey complex health information in a clear and persuasive manner to diverse audiences.</li> <li>• Recognize their personal strengths and limitations as communicators.</li> <li>• Effectively motivate the audiences to make healthier life choices through behaviour change communication.</li> <li>• Explore public health principles and epidemiological concepts to understand the broader context of health issues.</li> <li>• Develop skills for the production in words and visuals.</li> <li>• Produce work encompassing the broad and diverse field of nutrition and health communication.</li> </ul>
Programme Specific Outcomes (PSOs)	After completing this programme, Learner will be able to: <ul style="list-style-type: none"> <li>• Create, sustain, and evaluate communication health campaigns for diverse organizations and audiences on traditional and digital media.</li> <li>• Equip themselves with information and skills for working in various functions of communication like information, education, entertainment, and persuasion.</li> <li>• Create effective messages using various means of audio, visual, written and spoken for varied communities for the intended outcomes for/as the/a communicator.</li> <li>• Produce work related to nutrition and health communication to be able to gain employment in this broad sphere.</li> <li>• Engage in research projects, data analysis, and interpretation essential for conducting studies in the field .</li> <li>• Usage of social media, technology, and various media platforms to disseminate nutrition and health information effectively and reach target audiences</li> </ul>
Eligibility Criteria for the Programme	➤ Women graduates, from any discipline, with minimum of 40 percent from AICTE/UGC recognized institutions. Students awaiting their final year results can apply and will be given provisional admission subject to their clearing of their graduation.
Intake (For SNTWU Departments and Conducted Colleges) For affiliated Colleges	<b>15</b>  <b>30</b>

Code	Courses	Type of Course	Credits	Marks	Int	Ext
<b>Semester I</b>						
112011	Introduction to Communication Studies	Major (Core)	4	100	50	50
112012	Introduction to Digital Media	Major (Core)	4	100	50	50
112013	Media and Society	Major (Core)	4	100	50	50
112024	Writing for Media (Print) (Pr.)	Major (Core)	2	50	50	-
122021 122022 122023 122024	Visual Communication OR Production Management OR Creative Writing OR Communication Initiatives	Major (Elective)	4	100	50	50
132011	Research Methodology	Minor Stream	4	100	50	50
			<b>22</b>	<b>550</b>	<b>350</b>	<b>200</b>
<b>Semester II</b>						
212021	Writing for Media II (Pr.)	Major (Core)	4	100	50	50
212012/ 212013	Introduction to Marketing OR Client Servicing	Major (Core)	4	100	50	50
212024	Culture and Communication (Pr.)	Major (Core)	2	50	50	-
212015	Understanding Audiences	Major (Core)	4	100	50	50
222021/ 222022/ 222023/ 222024	Producing Audio-Visual content OR Creating Photo Essay OR Video Production OR Audio Production (Pr.)	Major (Elective)	4	100	50	50
242041	Internship (Pr.)	On the Job Training	4	100	50	50
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>

Exit option (44 credits):

Postgraduate Diploma in Communication & Media Studies

## Year II

Code	Courses	Type of Course	Credits	Marks	Int	Ext
<b>Semester III</b>						
312211	Public Health	Major (Core)	4	100	50	50
312212	Human Nutrition	Major (Core)	4	100	50	50
312213	Communicating with Communities	Major (Core)	4	100	50	50
312214	Women, Health & Media	Major (Core)	2	50	-	50
322211/ 322212	Journalist Writing for Nutrition & Health / Communication Initiatives	Major (Elective)	4	100	100	-
352231	Research Project	RP	4	100	50	50
			<b>22</b>	<b>550</b>	<b>250</b>	<b>300</b>
<b>Semester IV</b>						
412211	Public Nutrition	Major (Core)	4	100	50	50
412212	Social Marketing & Public Health Campaigns	Major (Core)	4	100	50	50
412213	Programs & Policies in Nutrition & Health Communication	Major (Core)	4	100	50	50
422211 422212 422213 422214 422215	Communicating with Communities OR Recent Trends in NHC OR Communication Initiatives OR Podcasts / Vlog	Major (Elective)	4	100	50	50
452231 452232 452333	Dissertation OR Film Project OR Digital Media Campaign	RP	6	150	100	50
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>

**M.A. (Nutrition & Health Communication)**  
**Syllabus 2023-24**  
**Semester I**  
**(22 credits)**

<b>112011</b>	<b>Introduction to Communication Studies</b> Major (Elective)		
<b>Sr.No.</b>	<b>Modules and Outcomes</b>	<b>Course Contents</b>	<b>Cr</b>
<b>Course Outcomes:</b>	<p>At the end of this course Learners will be able to-</p> <ul style="list-style-type: none"> <li>• Evaluate the role of media and technology in shaping public opinion and cultural narratives, considering their impact on democracy and society.</li> <li>• Apply active listening and empathetic communication skills in interpersonal interactions, recognizing and responding to the needs of diverse audiences.</li> <li>• Demonstrate a comprehensive understanding of key theories and concepts in communication studies, including but not limited to interpersonal communication, mass communication, rhetoric, and media theory.</li> <li>• Compare and contrast various communication models and frameworks, identifying their strengths, limitations, and relevance in different contexts.</li> <li>• Appreciate and respect diverse perspectives and cultural nuances in communication, recognizing the role of communication in shaping intercultural understanding and cooperation.</li> <li>• Apply effective communication strategies in diverse professional contexts, including written, oral, and digital communication.</li> </ul>		
<b>Module 1</b>	<b>Principles of Communication</b>		<b>1</b>
	<p><b>LOs:</b> Learners will be able to-</p> <ul style="list-style-type: none"> <li>• Define and explain fundamental principles and theories of communication, including but not limited to interpersonal communication, mass communication, and organizational communication.</li> <li>• Identify key components and models of communication, illustrating how they operate in various contexts.</li> <li>• Demonstrate effective interpersonal communication skills, including active listening, empathy, and non-verbal communication.</li> <li>• Examine the influence of new media and technology on communication patterns and societal dynamics.</li> <li>• Facilitate and lead group discussions, applying principles of inclusive communication and consensus-building.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Definitions, Functions, Types, Levels of Communication</li> <li>• Barriers in communication</li> <li>• Models in Communication</li> <li>• Basic Models in Communication: Lasswell’s formula, Shannon &amp; Weaver mathematical model, Osgood &amp; Schramm’s model, Berlo’s SMCR model.</li> <li>• Models of Mass Communication: Defluer, Ball &amp; Rokeach dependency model; Gerbner’s general model of mass communication; Comstock’s psychological model of TV effect; Schramm’s model of mass communication, Westley &amp; MacLean’s model of Communication research, Katz &amp; Lazarfeld’s 2 step flow of Communication model, Spiral of Silence</li> </ul>	

<b>Module 2</b>	<b>Semiotics</b>		1
	<p><b>LOs:</b> Learners will be able to-</p> <ul style="list-style-type: none"> <li>• Demonstrate a deep understanding of semiotic theories, including key concepts such as sign, signifier, signified, and the relationship between language and meaning.</li> <li>• Apply semiotic analysis to various forms of communication, including language, images, and cultural artifacts.</li> <li>• Critically analyze and deconstruct signs and symbols in different cultural and societal contexts, recognizing their ideological implications</li> <li>• Recognize and appreciate cultural diversity in the interpretation of signs and symbols, polysemic nature of meaning across different cultural and social contexts.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Nature of 'meaning' in communication</li> <li>• Use of semiotics in understanding messages</li> <li>• Models in semiotics- Pierce, Ogden &amp; Richard's, and Saussure &amp; Jacobson.</li> <li>• Denotation, connotation and levels of signification in media.</li> </ul>	
<b>Module 3</b>	<b>Growth and Development of media</b>		1
	<p><b>LOs:</b> Learners will be able to-</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the historical development of media, tracing key milestones and innovations from the earliest forms to contemporary media landscapes.</li> <li>• Analyze the role of folk media in development of society.</li> <li>• Explain the impact of technological advancements on the growth of media, from the folk media, printing press to digital and social media platforms.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Folk Media – role of folk media in society</li> <li>• Press - its roles and values in society.</li> <li>• Radio - its role and value in society.</li> <li>• Cinema - its role and value in society</li> <li>• Television - its role and value in society</li> <li>• Digital Media- internet - its role and value in society</li> </ul>	

<b>Module 4</b>	<b>General Issues in Mass Communication</b>	1
	<p><b>LOs:</b> Learners will be able to-</p> <ul style="list-style-type: none"> <li>• Examine the globalization of media, considering how information and entertainment are disseminated and consumed on a global scale.</li> <li>• Identify and assess ethical dilemmas in media production, distribution, and consumption.</li> <li>• Apply ethical principles to media practices, recognizing the responsibilities of media professionals and consumers.</li> <li>• Explain the impact of technological advancements on the growth of media, from the printing press to digital and social media platforms.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Convergence</li> <li>• Representation Urban/rural, minorities, marginalized people, women, children, handicapped etc.</li> <li>• Propaganda and Advertising</li> <li>• Ethical Issues in Media</li> </ul>
<b>Assignments/ Activities towards CCE</b>		
<ul style="list-style-type: none"> <li>• Analyze a communication phenomenon, theory, or media artifact critically. Choose a specific communication theory or analyze a media artifact (e.g., a film, advertisement, news article) through the lens of relevant communication theories. Assess its effectiveness, impact, and cultural implications.</li> <li>• Create a documentary film exploring a communication-related theme. Develop a documentary film proposal, including a script, production plan, and post-production strategy. The documentary should address a relevant communication issue or phenomenon.</li> <li>• Examine communication across different cultures. Choose a cross-cultural communication scenario (e.g., international business negotiation, intercultural relationship) and analyze it through the lens of cross-cultural communication theories. Discuss challenges and potential strategies for effective communication.</li> <li>• Watch popular advertisements and do a content/semiotic analysis based on themes, issues, representation, portrayal, emphasis and so on.</li> </ul>		

**References/Recommended Readings:**

Berger C.R. & Chafee S.H. (eds.) 1987. Handbook of Communication Science. Beverly Hills & London. Sage Publications.

Fiske J. 1982. Introduction to Communication Studies. London; Methuen.

Gamble M. & Gamble T.W. 1989. Introducing Mass Communication. (International Edition). McGraw Hill. Singapore

Littlejohn, Steven. 1996. Theories of Human Communication. (5th edition) California. Wadsworth Publishing Company.

Mcquail D & Windhall S. 1981. Communication Models for study of Mass Communication. London & New York; Longman

Mcquail D. 2020. Introduction to Mass Communication Theory (7th edition) New Delhi, Beverly Hills & London; Sage Publications.

Mehta D. 1994. Mass Communication and Journalism in India. New Delhi.

Schrank J. 1986. Understanding Mass Media. Washington; National Textbook Company.

<b>112012</b>	<b>Introduction to Digital Media</b> Major (Core)		<b>4</b>
<b>Course Outcomes:</b>	At the end of this course Learners will be able to- <ul style="list-style-type: none"> <li>• Familiar with the key concepts, principles and significance of digital media technologies and communication.</li> <li>• Trace the historical evolution and impact of digital media.</li> <li>• Use essential tools, software and technologies for creating digital content: blogs, podcasts, videos, graphics etc.</li> <li>• Explain the basics of digital marketing and advertising.</li> <li>• Acquaint with the challenges and ethical issues related to digital media.</li> </ul>		
<b>Module 1</b>	<b>Understanding Digital Media</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Define and explain key concepts related to digital media, including digital communication, convergence, and the impact of technology on media industries.</li> <li>• Examine the concept of media convergence and its implications for content creators and consumers.</li> <li>• Demonstrate an understanding of the historical development and evolution of digital media, from early technologies to contemporary platforms.</li> </ul>	<b>Module Content:</b> <ul style="list-style-type: none"> <li>• Explain the concepts, forms, characteristics and applications of digital media.</li> <li>• Trace the journey of Internet and associated media technologies.</li> <li>• Understand key concepts in media and digital technologies.</li> <li>• Evolution of Internet, Web 1.0, and Web 2.0 to Web 4.0- Types of digital media like websites, blogs, vlogs, social media channels and contents through lives etc.</li> <li>• Old Media &amp; Digital Media, Media &amp; Digital technologies</li> <li>• Understanding key concepts- Social Media, Digital media, Platforms, Influencers, Viral content, Hyperlinks, Interactivity, Digital environment, misinformation, deep fakes, OTT, etc.</li> <li>• Principles and significance of collaborative media</li> </ul>	
<b>Module 2</b>	<b>Social Media Management</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Utilize multimedia elements (text, images, video, and audio) to enhance the storytelling experience in digital formats.</li> <li>• Explore strategies for audience engagement in the digital realm, including social media, user-generated content, and participatory culture.</li> <li>• Apply ethical guidelines and principles in creating and sharing digital media content.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Categorize prominent social networking sites</li> <li>• Draft content for different digital media platforms</li> <li>• Theories and Practice of New Media Convergence, Feedback system, Narrative and multimedia, News Media Industry: Software–Marketing, PR, Advertising, Video Games, Types and purposes of social networking sites.</li> <li>• Techniques for content planning, scheduling and engaging target audience</li> <li>• Managing social media handles for individual self, organisations, Corporates, etc.</li> </ul>	



		<ul style="list-style-type: none"> <li>• Measuring and analyzing social media reach, effectiveness, success, and failure</li> </ul>	
<b>Module 3</b>	<b>Digital Media Content</b>		<b>1</b>
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>• Evaluate ethical considerations in digital media production and consumption, including issues related to privacy, online behavior, and the spread of misinformation.</li> <li>• Explain the structure and dynamics of the digital media industry, including the role of content creators, platforms, and the impact on traditional media.</li> <li>• Create content for digital platforms.</li> <li>• Apply critical thinking and problem-solving skills in addressing challenges related to digital media content creation.</li> <li>• Create appealing digital content like images, audio-visuals, graphics, written materials etc.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Techniques for creating compelling multimedia stories- Image post-processing and editing for effective visuals, Web Audio post-production.</li> <li>• Earned, Owned and Paid media in digital environments.</li> <li>• Content creation, curation, compilation, management</li> <li>• Ethics of participation - Cybercrime, bullying, ethical hacking</li> </ul>	
<b>Module 4</b>	<b>Digital Marketing and Advertising</b>		<b>1</b>
	<p><b>LOs:</b> Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the role of data in digital media, including analytics, user tracking, and personalization.</li> <li>• Demonstrate a comprehensive understanding of key concepts crucial to the understanding of this subject.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Strategize effective digital media campaigns.</li> <li>• List most searched keywords and its relevance in communication business.</li> <li>• Conceptualize and analyze online advertising ideas.</li> <li>• Types of online advertising and digital marketing</li> <li>• Techniques of SEO, SEM, SMM, SMO</li> <li>• Keyword Research: Steps &amp; Strategy, ROI in digital media</li> <li>• Creating effective digital marketing campaigns, content monetizing strategies</li> </ul>	
<b>Assignments/ Activities towards CCE</b>			
<ul style="list-style-type: none"> <li>• Analyze a social media marketing campaign for a product, service or film/media promotion.</li> <li>• Evaluate the effectiveness of the campaign, identify its target audience, assess the content strategy and measure engagement metrics.</li> <li>• Create a short video using digital media tools and techniques.</li> </ul>			

- Create an interactive digital media project such as an interactive infographic, quiz, or mini-game.
- Conduct research and compile a report on the latest trends and innovations in the digital media industry.

### References/Recommended Readings:

Dahiya Surbhi (2023) Digital First: Entrepreneurial Journalism in India, OUP, and England.  
 Delfanti Alessandro & Adam Arvidsson (2018) Introduction to Digital Media, December 2018, Wiley Blackwell, New Jersey.

Kitchin Rob (2023) Digital Timescapes: Technology, Temporality and Society, January 2023, Polity, United States of America.

Pandit Manish (2023) Digital Advertising in India, Notion Press, Chennai.

Philipose Pamela (2018) Media's Shifting Terrain: Five Years that Transformed the Way India Communicates, Orient Blackswan, New Delhi.

Srnicek Nick (2017) Platform Capitalism, Polity Press, USA.

Zhong Bu (2021) Social Media Communication: Trends and Theories, Aug 2021, Wiley Blackwell, United States of America.

Websites:

<https://www.themediaant.com/blog/>

<https://www.socialsamosa.com/>

<b>112024</b>	<b>Writing for Media (Print)</b> Major (Core) (Pr.)	<b>4</b>
<b>Course Outcomes:</b>	At the end of this course Learners will be able to- <ul style="list-style-type: none"> <li>• Demonstrate a command of the fundamentals of journalistic writing, including clarity, accuracy, and objectivity.</li> <li>• Analyze and critique print media articles, identifying strengths and weaknesses in terms of writing style, structure, and storytelling.</li> <li>• Evaluate the impact of language and tone on reader engagement in different print media genres.</li> <li>• Articulate and reflect on personal growth and improvement in writing skills throughout the course.</li> </ul>	
<b>Module 1</b>	<b>Developmental Stages</b>	<b>1</b>
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>• Elaborate the history of texts and the theoretical dimension of writing as coding a language.</li> <li>• Explain the elements of writing.</li> <li>• Explore the difference and similarities of writing as an art and science in various languages.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Historical background of writing</li> <li>• Elements of Writing</li> <li>• Writing as coding of contents</li> <li>• Language for mediated communication</li> </ul>

<b>Module 2</b>	<b>Principles of Writing</b>	1
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>• Articulate and apply the rules of writing for various media, showcasing an in-depth understanding of the grammatical foundations rooted within languages.</li> <li>• Discuss the rules of translation from one language to another without changing the sole of the matter</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Principles and methods of effective writing, rules of grammar, sentence construction,</li> <li>• Paragraphing, narration</li> <li>• Translating from one language to another</li> <li>• Concepts of translation, transcription, trans creation in text</li> </ul>
<b>Module 3</b>	<b>Writing for Media – Print &amp; Web</b>	1
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>• Write in styles customary for various professional and public purposes, as well as to subvert or modify those styles.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Difference in formal styles for different media</li> <li>• Types of writing: Print, Radio, Television, content writing for websites</li> <li>• Issues of cleaning, editing, readability, legibility, accuracy, etc.</li> </ul>
<b>Module 4</b>	<b>Writing Applications</b>	1
	<p><b>LOs:</b> Learners will be able to-</p> <ul style="list-style-type: none"> <li>• Apply professional ethical ways while writing for different media.</li> <li>• Develop practical understanding about use of language, grammar and other devices for creating effective communication.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Writing reports on current events</li> <li>• Writing reviews of film, radio etc.</li> <li>• Concepts of Plagiarism, attribution, credits, etc.</li> </ul>
<b>Assignments/ Activities towards CCE</b>		
<ul style="list-style-type: none"> <li>• Practice letter writing, report writing in the given format.</li> <li>• Translating from regional language to English and from English to another language.</li> <li>• Case studies of journalistic errors from the past, defaulters in plagiarism</li> <li>• Print reporting, Print copy writing, Content writing for web</li> </ul>		

### References/Recommended Readings:

- Bronfeld, S. 1981. Writing for Film & Television. Simon & Schuster. New York.
- Chris Frost, 2003, Designing for Newspapers and Magazines, Routledge.
- David Spark, Geoffrey Harris, 2011, Practical Newspaper Reporting, SAGE Publications Ltd
- Fred Bayles, 2011, Field Guide to Covering Local News: How to Report on Cops, Courts, Schools, Emergencies, and Government, Co Press
- Jones, A.F. & Pollinger, L. (1996). Writing for children: And getting published. London: Hodder Headline.
- Kenneth Kobre, 2012, Video journalism - Multimedia Storytelling , Elsevier Science
- Loup Langton, 2009, Photojournalism and Today's News : Creating Visual Reality, Wiley & Sons
- Ryan Thornburg, 2010, Producing Online News: Digital Skills, Stronger Stories, Co Press
- Stewart Clark, 2003, Word for Word, OUP Oxford.

Swain Dwight. 1981. Scripting for Video and audio- visual. Focal Press.  
 Swain, D. 1982. Film Scriptwriting: A practical Manual. Focal Press. London.  
 Terhi Rantanen, 2009 When News Was New, Wiley-Blackwell  
 Tim Holmes & Liz Nice, 2012 Magazine Journalism, Sage  
 Wayne R. Whitaker, Janet E. Ramsey, Ronald D. Smith, 2012, Media writing: Print, Broadcast, and Public Relations (4th edition), Routledge

<b>112013</b>	<b>Media and Society</b> Major (Core)		<b>4</b>
<b>Course Outcomes:</b>	At the end of this course Learners will be able to- <ul style="list-style-type: none"> <li>• Elaborate the concept of media in relation to its society.</li> <li>• Identify interrelationship between media content and media audiences.</li> <li>• Critically examine the role and influence of different media in society.</li> </ul>		
<b>Module 1</b>	<b>Media, Culture and Society</b>		<b>1</b>
	<b>Los:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Recognize different forms of media society relationship.</li> <li>• State historical developments changing notion of media space.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Media as codes, culture, mediators and business</li> <li>• Issues of Power, Social Integration and Change</li> <li>• Interpreting media texts- Semiotics, Hermeneutics, Rhetoric and Narratology</li> <li>• Media Representations</li> <li>• Issues of Freedom, Equality, Diversity, and Information Quality</li> </ul>	
<b>Module 2</b>	<b>Media Structure and Organization</b>		<b>1</b>
	<b>Los:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Analyze the relation between users and digital communication technologies/new media content.</li> <li>• Explore and analyze the dynamic relationship between society and technology, and process of/for social change.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Media Structure &amp; Performance</li> <li>• Media Institutions and organizations</li> <li>• Media Institutions in India</li> <li>• Production of Media Culture through media institution</li> </ul>	
<b>Module 3</b>	<b>Culture, Ideology and Popular culture Mass/popular/class Culture</b>		<b>1</b>
	<b>Los:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Explain the technological, social and cultural force that shapes communication structure.</li> <li>• State use and challenges of new media in digital marketing.</li> <li>• Illustrate the formation of digital content with its</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Structuralism- Ferdinand Saussure- Roland Barthes (mythologies)</li> <li>• Post Structuralism- Jacques Derrida – Jacques Lacan – Michel Foucault</li> <li>• Marxism – Frankfurt School and Gramscian studies.</li> <li>• Post Modernism- Jean Baudrillard- Fredric Jameson- Jean Lyotard</li> </ul>	

	cultural Dimensions of participation.		
<b>Module 4</b>	<b>Issues in Media and Society</b>		1
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>Identify and critically assess the usage of media among the generation next.</li> <li>Elaborate information policy, and the governance of digital content and infrastructure.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>Interrelationship between media, commercial interest and concepts of modernity.</li> <li>Cultural imperialism due to globalization of television.</li> <li>Transnationalisation, cultural imbalance and cultural identity in media content.</li> <li>Regulations and control of media institutions, texts and distribution – Debates regarding self-regulations, censorship and controls.</li> </ul>	
<b>Assignments/ Activities towards CCE</b>			
<ul style="list-style-type: none"> <li>Undertaking in field exercises to understand role of media in society.</li> <li>Case studies and visits to organizations to understand media organizations and their work cultures.</li> <li>Review based assignment examining concepts listed in the module</li> <li>Primary data collection, analysis of personal experiences</li> </ul>			

#### **References/Recommended Readings:**

- Banerjee S. (ed.). Culture and communication, New Delhi. Patriot Publishers. 1985
- Bany, G.L. and Ruthell-Kernan C. Television and the socialization of the minority child. New York/London, Academic Press, 1982.
- Curran J. et.al (ed.). Mass communication and society. London Edward Arnold 1977.
- Denis McQuail, Media Performance, London, New Delhi, Sage
- Durkin, K. 1985. Television, Sex roles and Children. Philadelphia. Open University Press.
- Edelstein, A., Youi Chi. I. & Hans M. Communication and Culture – A comparative Approach. N.Y. Longman. 1989
- Felipe. K. & Korzenny S. 1992. Mass Media Effects across cultures. International & Intercultural Communication Annual Volume. London. Sage.
- Gurevitch M.et.al (eds). Culture, society and the media. London/New York, Methuen 1982.
- John Fiske, 2011, Media Culture, Routledge, New York.
- Loow, E. The Media and Cultural Production. 2001.
- Mcquail Denis. Mass Communication Theory: An Introduction. 4<sup>th</sup> Edition. New Delhi. Sage. 2000.
- Sandra J. Ball-Rockeach AND Muriel G. Cantor, Media, Audience and social structure, London, New Delhi, Sage
- Storey, John. 1998. An Introduction to Cultural Theory and Popular Culture. 2<sup>nd</sup> edition. Athens. The University of Georgia Press.
- Uma Narula, Mass Communication-Theory and Practice, Har-Anand Publications

#### **Some Readings:**

- Christine Gledhill, Gender, Representation and Soap Opera
- Lowrence Liang, Philosophical Foundations of Free Speech
- Sohini Ghosh, TV Censorship in India
- Subarno Chatterjee, Media Representation of Kargil and Gujarat Riots

<b>112021</b>	<b>Visual Communication</b> Major (Elective) (Pr.)		<b>4</b>
<b>Course Outcomes:</b>	At the end of this course Learners will be able to- <ul style="list-style-type: none"> <li>• Understand the concepts related to design and visual communication.</li> <li>• Be able to examine role of visuals in communicating in any society.</li> <li>• Equip to read and design visual communication products.</li> </ul>		
<b>Module 1</b>	<b>Introduction to visual communication theory</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Differentiate between seeing and perception.</li> <li>• Explain basics of visual theory and elements of visual design</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• How and why we see- "Ways of seeing"</li> <li>• The concept of visual literacy Sense and Perception of images Elements of Visual design</li> <li>• Point, line, plane, texture, rhythm, contrast, perspective and space, balance, light and colour</li> <li>• Typography and readability Packaging, layout, look/feel etc.</li> </ul>	
<b>Module 2</b>	<b>Principles of design</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Apply basic principles of design and visual imaging.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Understanding visual art</li> <li>• Visual aesthetics</li> <li>• Patterns of arrangement and object placement</li> <li>• Contrast, balance and harmony</li> </ul>	
<b>Module 3</b>	<b>Typography</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Apply elements of typography and color in visual image.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Science of signs, images and word</li> <li>• Readability</li> <li>• Packaging and visuals</li> <li>• Effective use of color</li> <li>• Applications of visual designs: letterhead, logos, posters, visiting cards, calendars, photography, scenic designs, art designs, mass media</li> </ul>	
<b>Module 4</b>	<b>Graphics and Animation for electronic and films</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Use design principles in moving images like television, animation, and film.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Layout and design</li> <li>• Design principles in movies and television</li> <li>• Computer-generated images</li> <li>• Computer animation in film and television</li> <li>• Special effects in film and television</li> </ul>	
<b>Assignments/ Activities towards CCE</b>			
<ul style="list-style-type: none"> <li>• Exploring color schemes and creating design</li> <li>• Application of diverse typography in various forms of media</li> <li>• Advertisements from typography- creating advertisements.</li> <li>• Design a thought using various elements of visual communication.</li> </ul>			

### References/Recommended Readings:

- Aitchison, Jim: 2001. Cutting Edge Commercials. Prentice Hall. Singapore.
- Berger, Arthur. 1992. Media Analysis Techniques, Beverly Hills, California, Sage.
- Butterworth, M. 1980. Architecture. London.
- Carter David (ed.). 2000. Creating Logo Families. Harper Collins. N.Y.
- Lester, P. 2000. Visual Communication Images with Messages (2<sup>nd</sup> Edition). Wadsworth.
- McLuhan, Marshall. 1964. Understanding Media. Signet.
- Pavitt, Jane. 2000. Brand New. V&A Publ. London.
- Pink S. 2001. Doing Visual Ethnography. Sage. California.
- Porter Tom & Green street Bob. 2002. Manual of Graphic techniques: Mediums & Methods.
- Rose, Gillian. 2001. Visual Methodologies. Sage.
- Shaw Jeffery & Weibel Peter. 2003. Future Cinema. Imaginary after Film. The MIT Press. Cambridge.
- Stoltzes Design: 2000. Letterhead and Logo Design 6. Rockport Publ. Gloucester, MA.

<b>112023</b>	<b>Creative Writing</b> Major (Elective) (Pr.)		<b>4</b>
<b>Course Outcomes:</b>	<p>At the end of this course Learners will be able to-</p> <ul style="list-style-type: none"> <li>• Produce original pieces of writing in various genres, including fiction, poetry, and creative non-fiction.</li> <li>• Express unique and authentic voices in writing and explore diverse writing styles.</li> <li>• Critically analyze published works of literature, identifying the techniques, and strategies of accomplished writers.</li> <li>• Explain elements of different forms of writing and explore non-linear timelines.</li> </ul>		
<b>Module 1</b>	<b>Introduction to Creative writing</b>		<b>1</b>
	<p><b>LOs:</b> Learners will be able to-</p> <ul style="list-style-type: none"> <li>• Write clear and concise news articles, incorporating the inverted pyramid structure and the 5 W's (who, what, when, where, why)</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• 5 Ws and 1 H</li> <li>• Building Blocks for Writing</li> <li>• Inverted Pyramid presentation</li> <li>• Descriptive, Narrative and Immersive Writing</li> </ul>	
<b>Module 2</b>	<b>Elements of Creative Writing</b>		<b>1</b>
	<p><b>LOs:</b> Learners will be able to-</p> <ul style="list-style-type: none"> <li>• Recognize elements of creative writing.</li> <li>• Explore literary and other conventions.</li> <li>• Apply basic process of development of effective writing.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Plot, Setting, Character, Dialogue, Point of View</li> <li>• Literary Devices and Figurative Language</li> <li>• Elements of Style</li> <li>• Grammar and the Structure of Language</li> <li>• Proof Reading and Editing</li> </ul>	

<b>Module 3</b>	<b>Hands-on activities related to Creative Writing</b>		1
	<b>LOs:</b> Learners will be able to- <ul style="list-style-type: none"> <li>• Develop feature articles that utilize storytelling techniques, human interest angles, and in-depth research.</li> <li>• Recognize and navigate ethical dilemmas in print journalism, including issues related to accuracy, fairness, and sensitivity.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Conducting and describing personal Interviews</li> <li>• Writing a review of book, film, TV/OTT programme</li> <li>• Photo Essays/ Photo Features</li> <li>• Writing Ethics</li> <li>• Plagiarism</li> </ul>	
<b>Module 4</b>	<b>Trends in Creative Writing</b>		1
	<b>LOs:</b> Learners will be able to- <ul style="list-style-type: none"> <li>• Elaborate the structure and components of news articles, features, and other written content specific to print media.</li> <li>• Apply ethical principles in writing, demonstrating a commitment to responsible journalism.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Web Content Writing and Blog Writing</li> <li>• Script Writing</li> <li>• Journalistic Writing</li> <li>• Copywriting</li> <li>• Graphic Novel</li> <li>• Flash Fiction</li> </ul>	
<b>Assignments/ Activities towards CCE</b>			
<ul style="list-style-type: none"> <li>• Create a portfolio of poems exploring different poetic forms (e.g., sonnet, free verse, haiku). Each poem should convey a unique emotion, theme, or image. Include a reflective essay discussing your poetic choices.</li> <li>• Write a piece of flash fiction (500 words or less) that conveys a complete story with a clear beginning, middle, and end. Focus on brevity, impactful language, and a surprising twist.</li> <li>• Write a scene primarily driven by dialogue. Create distinct voices for each character and use dialogue tags effectively. The scene should reveal character dynamics, conflicts, or significant plot points.</li> <li>• Collaborate with a classmate to write a story. Each writer contributes alternating sections, building upon the narrative. Discuss and negotiate plot points, character developments, and the overall direction of the story.</li> </ul>			

### References/Recommended Readings:

- Abrams, M.H. Glossary of Literary Terms. Boston: Wadsworth Publishing Company, 2005.
- Atwood, Margaret. Negotiating with the Dead: A Writer on Writing. Cambridge: CUP, 2002.
- Bell, James Scott. How to Write Dazzling Dialogue. CA: Compendium Press, 2014.
- Bell, Julia and Magrs, Paul. The Creative Writing Course-Book. London: Macmillan, 2001.
- Berg, Carly. Writing Flash Fiction: How to Write Very Short Stories and Get Them Published Then Re-Publish Them All Together as a Book. Houston: Magic Lantern Press, 2015.
- Clark, Roy Peter. Writing Tools. US: Brown and Company, 2008.



<b>112022</b>	<b>Production Management</b> Major (Elective) (Pr.)		<b>4</b>
<b>Course Outcomes:</b>	<ul style="list-style-type: none"> <li>To acquaint learner with the production process</li> <li>To enable learning through hands-on experience for learners by interacting with people associated with various production activities.</li> <li>To visualize processes and product of production for Audio-Visual.</li> </ul>		
<b>Module 1</b>	<b>Introduction to Production Management fundamentals</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>Explain production process and management aspects of media production.</li> <li>Discuss stages and processes of different AV production cycles.</li> <li>Recognize role and responsibility of different people in creating the product through production process.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>Roles and responsibilities of personnel</li> <li>Ethics &amp; copyright issues in media production</li> <li>Permissions and approvals in production</li> <li>Differences in process of production for TV, Film, OTT</li> </ul>	
<b>Module 2</b>	<b>Stages of Production</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>Demonstrate their understanding about the stages of production.</li> <li>Develop an understanding in efficiently planning, organizing, and monitoring the production processes in various industries.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>Pre, During, Post production processes</li> <li>Scope and Scale in production- Single camera versus multi-camera setups, Fiction versus non-fiction productions, single site versus multi-location productions</li> <li>Pre-Production-</li> <li>Video strategy/goals; Budget/scope; Story selection; Project timeline; Script creation; Talent/characters; Production team/equipment needs; Recce, Location Scouting</li> </ul>	
<b>Module 3</b>	<b>Production</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>Apply ethical standards in production management, considering issues such as workplace safety, fair labor practices, and corporate social responsibility.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>Production- collecting visual footage and sound, continuity,</li> <li>Quality of shots, getting proper exposure, using the rule of thirds; and shooting sequences that enhance audience experience, demands of the subject and treatment, importance of sound in production, from recording natural sounds to interviews.</li> <li>Use of light in production, maintaining logs, following script</li> </ul>	

<b>Module 4</b>	<b>Post-Production</b>	1
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>• Demonstrate effective communication skills within the production team and with other relevant departments.</li> <li>• Develop and manage budgets for production operations, considering factors such as labor costs, material costs, and overhead expenses.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Relationship of director and editor, Rules of editing</li> <li>• editing a script or creating a visual effects breakdown</li> <li>• Linear versus Non-linear editing, graphics and effects, packaging and promotion, creating buzz, promos, teasers, pre-release preparations</li> </ul>
<b>Assignments/ Activities towards CCE</b>		
<ul style="list-style-type: none"> <li>• Field visit to a studio or production house</li> <li>• Interaction with Directors/ Editors and production professionals.</li> <li>• Location visits OR Meeting/Interviewing production personnel involved in production,</li> <li>• Case study of famous production houses, or films</li> </ul>		

**References/Recommended Readings:**

- Burum Ivo and Stephen Quinn (2015) MOJO: The Mobile Journalism Handbook: How to Make Broadcast Videos with an iPhone or iPad. Routledge, London, 8 September 2015
- Chaturvedi B K (2014) Media Management: Emerging Challenges in new millennium, Global Vision Publishing House, New Delhi.
- Mishra Saroj (2018) Media Management, Gyan Geeta Prakashan, Delhi.
- Stradling Linda (2021) Production Management for Tv And Film the Professional's Guide, Bloomsbury, London.
- Willett Amanda (2021) Media Production A Practical Guide to Radio, TV and Film, Rutledge, England.

<b>132011</b>	<b>Research Methodology Major (Elective)</b>	<b>4</b>
<b>Course Outcomes:</b>	<p>At the end of this course Learners will be able to-</p> <ul style="list-style-type: none"> <li>• Develop a scientific approach and know the processes of research</li> <li>• Develop the competence for selecting methods and tools appropriate for research topics</li> <li>• Explain the concepts of statistical measures of central tendency, dispersion, variability and probability</li> </ul>	
<b>Module 1</b>	<b>The Research Process</b>	1
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>• Explain process of research and its relationship to knowledge and science.</li> <li>• Identify research process based on actual researches conducted.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Scientific approach to enquiry in comparison to native, common sense approach</li> <li>• Knowledge, theory and research</li> <li>• Role, need and scope of research in the discipline of Communication &amp; Media Studies</li> </ul>

	<ul style="list-style-type: none"> <li>Recognize process of research problem formulation.</li> </ul>	<ul style="list-style-type: none"> <li>Steps in Research Process and Elements of Research</li> <li>Identifying interest areas and prioritizing Selection of topic and considerations in selection</li> <li>Review of related literature and research</li> <li>Variables- types of variables including discrete and continuous variables Conceptual definitions and operational definitions</li> <li>Concepts, hypotheses and theories</li> <li>Hypothesis- meaning, attributes of a sound hypothesis, Stating the hypothesis and types of hypothesis Hypothesis testing- null hypothesis, sample distribution, level of significance, critical regions, Type I and Type II errors</li> <li>Research Design</li> <li>Research questions, objectives and assumptions</li> <li>Ethics in Research</li> </ul>	
<b>Module 2</b>	<b>Types of Research</b>		1
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>Describe different types of research procedures.</li> <li>Design research studies by knowing methods of research.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>Basic and Applied research, Qualitative and Quantitative research (brief review of differences)</li> <li>Historical research Descriptive research methods – survey, case study, correlational study, content analysis, causal-comparative research</li> <li>Analytic studies- pre-experimental, experimental research, quasi experimental research</li> <li>Qualitative research, Ethnography</li> <li>Evaluative research- general characteristics, use of qualitative methods in enquiry</li> </ul>	
<b>Module 3</b>	<b>Sampling</b>		1
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>Describe different techniques of sampling.</li> <li>Choose appropriate sampling procedures for a given research</li> <li>Apply sampling procedures for specific research problems</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>Rationale, characteristics- meaning, concept of population and sample, and utility</li> <li>Types of sampling and generalizability of results</li> <li>Probability sampling - simple random sample, systematic random sample, stratified random sampling etc - random and non-random samples, random numbers and use</li> <li>Non-probability sampling - purposive samples, incidental</li> </ul>	

		<p>samples, quota samples, snowball samples</p> <ul style="list-style-type: none"> <li>• General consideration in determination of sample size</li> </ul>	
<b>Module 4</b>	<b>Tools for Data Collection</b>		1
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>• Describe different tools of data collection.</li> <li>• Design different tools of data collection.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Primary and secondary methods of data collection</li> <li>• Different types of questionnaires, rating scales, check lists, schedules, attitude scales, inventories, standardized tests, interviews, observation</li> <li>• Development of tools, estimation of reliability and validity of tools</li> <li>• Procedure for preparation of the tool, administration of tools for data collection</li> <li>• Procedure for data collection</li> <li>• Planning for data analysis-coding of responses</li> </ul>	
<b>Assignments/ Activities towards CCE</b>			
<ul style="list-style-type: none"> <li>• Recognize different Types of variables.</li> <li>• Hypothesis formations and research questions from Research readings – students identify hypothesis/research questions – Discussion</li> <li>• Construction of tools for data collection a) types of questions b) Questionnaire c) interview schedule d) observation d) scales</li> <li>• For a given topic students to frame and discuss the different possibilities of methods and tools</li> <li>• Differentiate between (a) basic and applied research (Exercise to be based on actual research papers published in accredited journals) (b) qualitative and quantitative research</li> <li>• Based on Journal contents undertake a critical appraisal of studies/research papers and discuss types of Research with examples.</li> </ul>			

#### **References/Recommended Readings:**

- Bell, J. (1997): How to Complete Your Research Project Successfully: A Guide for First-time Researchers, UBSPD, New Delhi.
- Festinger, L. and Katz, D. (ed.) (1977): Research Methods in the Behavioral Sciences, Amerind Publishing, New Delhi.
- Gupta, S. (2001) "Research Methodology and Statistical Techniques", Deep and Deep, New Delhi.
- Jain, G. (1998): Research Methodology: Methods and Techniques, Mangal Deep, Jaipur.
- Kothari, C.R. (2000): Research Methodology: Methods and Techniques, Wishwa Prakashan, New Delhi.
- Kumar, A. (1997): Social Research Method (The Art of Scientific Investigation), Anmol Publication, New Delhi.
- Kumar, A. (2002): Research Methodology in Social Sciences, Sarup and Sons, New Delhi.
- McBurney, D.H. (2001): Research Methodology, Thomson-Wadsworth, Australia.
- Mcquail D. 1984. Introduction to Mass Communication Theory (3rd edition) New Delhi, Beverly Hills & London; Sage Publications.
- Priest, S.H. Doing Media Research: An Introduction. Thousand Oaks. Sage. 1996.
- Wimmer R and J Dominick (2011) Mass Media Research: An Introduction, ninth edition, Wadsworth Cengage Learning, Australia.

**MSc (CMC)  
Syllabus 2023-24  
Semester II  
(22 credits)**

<b>212021</b>	<b>Writing for Media II Major (Core)</b>		<b>4</b>
<b>SN</b>	<b>Modules and Outcomes</b>	<b>Course Contents</b>	<b>Cr</b>
<b>Course Outcomes:</b>	At the end of this course Learners will be able to- <ul style="list-style-type: none"> <li>Recognize the key concepts, principles and significance of writing for audio, visual and digital media.</li> <li>Gain hands-on experience of the essential techniques, skills, competencies for writing content for varied defined frameworks of time, space and visuality.</li> <li>Analyze information, data and its representation for intended audiences.</li> </ul>		
<b>Module 1</b>	<b>Reporting for Audio &amp; Digital Media</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>Create written material for audio and digital media.</li> <li>Analyze the relationship between visuals and narrative, recognizing how visuals enhance storytelling.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>Role of time duration and platform limitations on writing</li> <li>Writing for online portals, newspapers,</li> <li>Concepts of accuracy versus speed</li> </ul>	
<b>Module 2</b>	<b>Writing to Persuade &amp; Writing for Visuals</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>Discuss the power of writing to persuade, and for advocacy.</li> <li>Explain the importance of language in the visual medium.</li> <li>Write engaging and authentic dialogue that complements visual elements and advances the narrative.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>Media Advocacy through writing</li> <li>Persuasive communication</li> <li>Advertising as aspirational communication</li> <li>Elements of Ad Copy</li> <li>Role of language in visual media</li> <li>Complementing spoken word with visuals</li> </ul>	
<b>Module 3</b>	<b>Introduction to Data Journalism</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>Navigate in online environments.</li> <li>Apply data skillfully.</li> <li>Present data creatively.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>Information, Data and Analysis</li> <li>Elements of Data Journalism</li> <li>Power searching</li> <li>Data Biography</li> <li>Process to define, access, scrape, clean and analyze the data in digital space.</li> <li>Visual representation of data-infographics, data stories, etc.</li> </ul>	

<b>Module 4</b>	<b>Emerging Trends in Writing for Media</b>		1
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>Stay abreast of the latest technologies and trends in the ever-evolving media landscape.</li> <li>Demonstrate critical thinking skills in the creation and construction of news content</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>Freelance writing in the digital world</li> <li>Upsurge of AI driven content, Augmented Reality, Virtual Reality</li> <li>Fact-checking of news</li> <li>Identifying mal-information, misinformation, disinformation</li> </ul>	
<b>Assignments/ Activities towards CCE</b>			
<ul style="list-style-type: none"> <li>Blog series aimed at persuasive communication.</li> <li>Data scraping on trending topics.</li> <li>Creation of infographics based on statistical data.</li> <li>Identify cases of mal-information, misinformation, disinformation and stating facts.</li> </ul>			

#### References/Recommended Readings:

- Sahu, D. &. (2022). Beat Reporting & Editing. New Delhi: Sage Texts.  
Vivian, A. L. (1996). News- Reporting & Writing. New Delhi: Pearson Education.  
Whitaker, R. &. (2012). Media Writing. New York: Routledge.  
Wilber, M. &. (2003). Modern Media Writing. Melbourne: Thomson & Wadsworth.

<b>212012</b>	<b>Introduction To Marketing</b> Major (Core)		<b>4</b>
<b>Course Outcomes</b>	At the end of this course Learners will be able to- <ul style="list-style-type: none"> <li>Grasp on- the- job of components of client service management, client relationship, brand strategy from the agency point of view, research and planning the brand communication mix.</li> <li>Acquire the skill to liaise between the client and creative team efforts.</li> <li>Gain understanding about the basic concepts in marketing management.</li> <li>Develop and deliver persuasive presentations on marketing concepts, strategies, and projects.</li> <li>Apply market segmentation and targeting strategies to identify and reach specific consumer groups.</li> </ul>		
<b>Module 1</b>	<b>Concepts in Marketing Management</b>		1
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>Explain the fundamentals of marketing.</li> <li>Discuss the types of marketing.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>Fundamentals of marketing.</li> <li>Marketing mix, variables for marketing strategies, Promotions,</li> <li>Marketing Types-B2B, B2C, Chain, Network, Product &amp; service marketing,</li> <li>4 Ps of marketing- Product, price, place, promotion</li> </ul>	

<b>Module 2</b>	<b>Service Marketing</b>		1
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Develop customer relationship skills.</li> <li>• Familiarize with service marketing strategies.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Understanding customer expectations.</li> <li>• Managing customer relationship</li> <li>• Managing service recovery</li> <li>• Pricing and services &amp; Service equality</li> </ul>	
<b>Module 3</b>	<b>Consumer behaviour</b>		1
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Analyse the fundamentals of consumer behaviour.</li> <li>• Gain insights into psycho-social behaviour of consumers.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Consumer decision making process.</li> <li>• Their cultures and subcultures</li> <li>• Attitudes and beliefs</li> <li>• Creating consumer persona and the customer journey to understand key marketing moments.</li> </ul>	
<b>Module 4</b>	<b>Market Segmentation and Targeting</b>		1
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Explain the fundamental concepts of targeting and segmentation.</li> <li>• Apply strategies to attract the appropriate clients</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Concept of segmentation</li> <li>• Concept of targeting</li> <li>• Strategies for targeting</li> <li>• Understanding niche markets</li> </ul>	
<b>Assignments/ Activities towards CCE</b>			
<ul style="list-style-type: none"> <li>• Book review of a trending book on marketing.</li> <li>• Analyzing marketing campaigns</li> <li>• Group discussion / debate about various marketing strategies.</li> <li>• Mini research on evaluating influence of ads on target markets</li> </ul>			

### References/Recommended Readings:

- Armstrong G & P. Kotler, Introduction to Marketing: Global Edition, 2019, London: Pearson.
- Cant, M. K. Marketing: An Introduction, 2011, Cape town: Juta.
- Kotler, P. Kevin L Keller, Abraham Koshy, Mithileshwar Jha, Marketing Management: A South Asian perspective, 14th Edition, 2013, India: Pearson.
- Peits, M. and P. Belleflamme, The Economics of Platforms: Concepts and Strategy, 2021, Cambridge: Cambridge University Press.
- Schwab K, The Fourth Industrial Revolution, 2017, London: Penguin.
- Srinivasan, R., Case studies in Marketing: The Indian context, 7th Edition, 2018, New Delhi: P H Learning.

<b>212013</b>	<b>Introduction To Client Servicing Major (Elective)</b>		<b>4</b>
<b>SN</b>	<b>Modules and Outcomes</b>	<b>Course Contents</b>	<b>Cr</b>
<b>Course Outcomes:</b>	At the end of this course Learners will be able to- <ul style="list-style-type: none"> <li>• Explain the basic strategy of client servicing.</li> <li>• Elaborate basic concepts and terminology of assertive and directness.</li> <li>• Gain information on growth of different media and designing.</li> <li>• State the importance of different skills in people management.</li> </ul>		
<b>Module 1</b>	<b>Basic Strategy in client servicing</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Identify and understand diverse needs and expectations of clients.</li> <li>• Develop effective communication skills- written, verbal and non-verbal to communicate with clients effectively.</li> <li>• Establish and maintain positive client relationships and build trust and rapport with the organisation.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Before you meet the client-             <ol style="list-style-type: none"> <li>a) Research on the client brand. History, purpose, vision of brand.</li> <li>b) Product service data</li> <li>c) Need and desire for product/ service fulfilment.</li> </ol> </li> <li>• Be creative-             <ol style="list-style-type: none"> <li>a) Understanding the creative need</li> <li>b) Positioning.</li> <li>c) Exclusive feature and benefit to the clients/users/brand.</li> </ol> </li> <li>• Making creative presentations</li> <li>• Take your creative team for your presentations.             <ol style="list-style-type: none"> <li>a) Apply the right kind of strategy between client and creative people.</li> </ol> </li> <li>• Importance of clear communication</li> <li>• How important listening skills are</li> <li>• Service with a smile</li> </ul>	
<b>Module 2</b>	<b>Assertive and Directness</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Acquire diversity among the clients and customizing to needs of different clients/ organisations.</li> <li>• Explain importance of psychographic values</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• What is assertive and directness in client servicing.</li> <li>• Understand the prospect.</li> <li>• Communicating with different types of clients.</li> <li>• How do we raise questions to understand the need of the client</li> <li>• How do we deliver the right briefing?             <ol style="list-style-type: none"> <li>a) Product feature</li> <li>b) Application</li> <li>c) Psychographic values and lifestyles</li> <li>d) Examining the personal traits</li> </ol> </li> </ul>	



<b>Module 3</b>	<b>Aspects of Client Interface</b>		1
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>• Develop a comprehensive understanding of dynamics of media budgeting and planning.</li> <li>• Explain the details of layouts and its aesthetics.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Communication with client-creating project brief/ creating agenda / recording the minutes of meeting.</li> <li>• Presentation skills- trending information communication technology tools used for making presentations (currently trending Canva, Prezi, Chat GPT, and so on)</li> <li>• Types of client interactions- Requests, questions, complaints and compliments</li> <li>• Client interaction cycle- Greet the customer- Understand your customer's needs- Agree to help find a solution- Deliver and provide a solution-Close with a thank you and follow up</li> </ul>	
<b>Module 4</b>	<b>General Issues that they may face as a client servicing officer</b>		1
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>• Apply conflict-resolution skills and other major soft skills that will enhance and strengthen the quality of client servicing.</li> <li>• Attain competence in collaborating with various stakeholders and ensure client servicing.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Crisis management</li> <li>• Team building and camaraderie skills- remote working and coordination with teams.</li> <li>• Customer advocacy and success skills</li> <li>• Conflict resolution skills</li> <li>• Establishing long-term association with clients</li> <li>• Dealing with difficult customers</li> <li>• Dealing efficiency- valuing opinion of others</li> </ul>	
<b>Assignments/ Activities towards CCE</b>			
<ul style="list-style-type: none"> <li>• Role plays to understand the role and importance of client servicing and brand management (both the agency and the client)</li> <li>• Brainstorming group discussions</li> <li>• Hands-on activities for Layout presentations</li> </ul>			

### **Bibliography:**

- Baer, J. (2016). Hug Your Haters: How to Embrace Complaints and Keep Your Customers. Portfolio. USA.
- Frances Frei, A. M. (2012). Uncommon Service: How to Win by Putting Customers at the Core of Your Business. Harvard Business Review Press.
- Hyken, S. (2011). The Amazement Revolution: Seven Customer Service Strategies to Create an Amazing Customer (and Employee) Experience. Greenleaf Book Group.
- LeFever, L. (2012). The Art of Explanation: Making your Ideas, Products, and Services Easier to Understand. Wiley.
- Spector, R., & Reeves, B. O. (2017). The Nordstrom Way to Customer Experience Excellence: Creating a Values-Driven Service Culture . Wiley.

<b>212024</b>	<b>Culture &amp; Communication</b> Major (Elective) (Pr.)		<b>4</b>
<b>Course Outcomes:</b>	At the end of this course Learners will be able to- <ul style="list-style-type: none"> <li>• Foster understanding of various cultures, values, beliefs, customs, and communication patterns to enhance cultural understanding.</li> <li>• Develop critical thinking in analyzing the role of culture in shaping communication processes.</li> <li>• Understand the role of media in shaping cultural values and identities and vice-versa.</li> </ul>		
<b>Module 1</b>	<b>Culture in Communication</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Get an insight into the fundamental concepts of culture and its inseparable and integral relationship with communication.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Meaning of 'culture', and its role in communication</li> <li>• what constitute 'cultural identities', need and use of 'cross-cultural communication',</li> <li>• characteristics of culture</li> <li>• role of media and technology in culture and communication</li> </ul>	
<b>Module 2</b>	<b>Theoretical Foundations</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Gain deeper understanding of the theories that form a foundation for us to understand the social order.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Social hierarchy, social Change, Social Learning, social crisis</li> <li>• Modernity and cultural freezing and cultural mixing, culture shock</li> <li>• High culture and low culture</li> </ul>	
<b>Module 3</b>	<b>Intercultural and Transnational Communication</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Differentiate the interrelationship between Intercultural and Transnational communication.</li> <li>• Acclimatize with the role of media and communication in maintaining an equilibrium between cultural imbalance and cultural identity</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Culture as industry</li> <li>• Interrelationship between media, commercial interest and concepts of modernity.</li> <li>• Issues of cultural imperialism due to globalization of television</li> <li>• Issues of trans-nationalization, cultural imbalance and cultural identity in media content.</li> </ul>	
<b>Module 4</b>	<b>Folk Arts and Social Communication</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Appreciate the Indian folk arts and its relevance in every era.</li> <li>• Promote folk art and its deep connection with communication.</li> <li>• Recognize the role of change in the folk media due to technology.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Socio-cultural perspective</li> <li>• Folk arts and political communication</li> <li>• Folk art in promoting social issues.</li> <li>• Folk culture and role of technology</li> </ul>	

**Assignments/ Activities towards CCE**

- Film-viewing, discussion, and review.
- Seminar on topics assigned in class.
- Team-work- AV content creation on different aspects of culture and communication.
- Feature Writing on various topics related to culture and communication.

**References/Recommended Readings:**

- Adorno Theodor W, J. M. Bernstein The Culture Industry: Selected Essays on Mass Culture, UK: (Routledge Classics) Paperback, 17 May 2001.
- Hurn, B. & H. B. Tomlian. Cross-Cultural Communication: theory & Practice, England: Palgrave MacMilan, 2013.
- Jackson Jane, The Routledge Handbook of language and intercultural communication, UK: Routledge, 2012.
- Mukhopadhyay Durga Das, Folk arts and Social Communication, Publications Division, Ministry of Information & Broadcasting, Government of India, 2006
- Purvis, Tony. Get Set for Media and Cultural Studies. New York: Edinburgh University Press, 2006.
- Schirato Tony and Susan Yell Communication and Culture: An Introduction, Sage, 2000, India.
- Shannon Ahrndt, Intercultural Communication, University of Missouri-St. Louis, 2020.
- Siapera, Eugenia. Cultural Diversity and Global Media: The Mediation of Difference. New York: Jon Wiley and Sons, 2010.

<b>212015</b>	<b>Understanding Audiences Major (Core)</b>		<b>4</b>
<b>SN</b>	<b>Modules and Outcomes</b>	<b>Course Contents</b>	<b>Cr</b>
<b>Course Outcomes:</b>	At the end of this course Learners will be able to- <ul style="list-style-type: none"> <li>• Learn strategies to engage audiences effectively.</li> <li>• Understand the role of active audiences in creating trending and popular content.</li> <li>• Appreciate the evolution process of the audience from being passive mass audiences to being active media prosumers.</li> </ul>		
<b>Module 1</b>	<b>Media Audiences</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Explain the significance of audiences and the concept of mass.</li> <li>• Gain insight into how the technology streamlines the audiences according to its forms.</li> <li>• Explore the formation of audiences by studying different models.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Origin of Mass Audience</li> <li>• Audience as a group &amp; as Market</li> <li>• Technology as source of change in audience formations</li> <li>• A structural approach to audience formation.</li> <li>• Functionalist Model- The uses &amp; gratification model</li> </ul>	

<b>Module 2</b>	<b>Transition of Mass audiences into interactive Media Prosumers</b>		1
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>Stay updated with the know-how of the latest trends in audience engagement.</li> <li>Apply the knowledge of latest trends in the professional fields.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>User-generated content- blogs, vlogs, SNS, podcasting</li> <li>Creating personalized experience for audience / user-experience UI-UX /</li> <li>Digital media, convergence and audience interactivity</li> </ul>	
<b>Module 3</b>	<b>Theoretical Foundations about Audiences</b>		1
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>Gain comprehension of the theories of audience behaviour</li> <li>Argue about audience behaviour based on theoretical frameworks.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>Sociological Theories of Mass Communication</li> <li>Cultivation Theory; The Uses and Gratification Theory; Reception Analysis, Polysemic approach to media reading</li> <li>Agenda Setting Theory; Dependency Theory,</li> <li>Theories of Public Opinion</li> </ul>	
<b>Module 4</b>	<b>Future of Audiences</b>		1
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>Recognize themselves as media audiences.</li> <li>Determine processes related to audiences based on their own experiences and their surroundings.</li> <li>Predict trends in media consumption and reception.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>Audiences of legacy media</li> <li>Fan cultures- K Pop, Star followers, Influencers, fan activism,</li> <li>Big Data and Audience metrics</li> <li>Participatory culture, Social, political and ethical dimensions of media audiences- Surveillance, IPR, Privacy</li> <li>Tran media audiences</li> <li>Economics of audience aggregation</li> </ul>	
<b>Assignments/ Activities towards CCE</b>			
<ul style="list-style-type: none"> <li>Survey of audience trends with reference to medium preferences, genre preferences, liking and disliking of media content and so on.</li> <li>Application of theory to practical setting and exploring case studies</li> <li>Students as Prosumers- presentation of personal practices of communication as an audience, consumer and prosumer.</li> <li>Take up study of trans media audiences with reference to Indian media product.</li> </ul>			

#### **References/Recommended Readings:**

Evans Elizabeth Tran media Television- Audiences, New Media and Daily Life, Routledge, UK, 2011.

Hernandez Santaolalla V & Monica Barrientos Bueno (ed.) Handbook of Research on trans media storytelling, audience engagement, and business strategies, IGI Global, Pennsylvania, 2020.

McQuail Denis, Audience Analysis, SAGE, 1997.

Nightingale Virginia, The handbook of media audiences, Wiley, USA, 2013.

Pieter Jacobus Fourie, Media Studies: Content, audiences, and production, Juta and Company Ltd, 2001.

Pieter Jacobus Fourie, Media Studies: Content, audiences, and production, Juta and Company Ltd, 2001  
 Sullivan J L, Media Audiences: Effects, Users, Institutions, and Power, Sage, USA, 2019.  
 Tenderrich B & Jerried Williams, Tran media Branding- Engage your audiences, USC Annenberg Press, USA, 2015.

<b>222024</b>	<b>Audio Production</b> Major (Elective) (Pr.)		<b>4</b>
<b>SN</b>	<b>Modules and Outcomes</b>	<b>Course Contents</b>	<b>Cr</b>
<b>Course Outcomes:</b>	At the end of this course Learners will be able to- <ul style="list-style-type: none"> <li>• Listen, review and research audio programs and listening habits</li> <li>• Explain the characteristics of sound.</li> <li>• Identify types of microphones, their use.</li> <li>• Edit using sound software.</li> <li>• Identify different types of music.</li> <li>• Explain the role of music in audio video production.</li> <li>• Script and produce different types of audio programs</li> </ul>		
<b>Module 1</b>	<b>Understanding Audio/Radio</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Familiar with the existing formats and trends in audio/ radio</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to Radio / Podcasts / TED Talks and analyzing the same.</li> <li>• Reviewing listening habits, radio channels and role of audiotapes and radio in today's media scenario</li> </ul>	
<b>Module 2</b>	<b>Sound &amp; Audio Techniques</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to- <ul style="list-style-type: none"> <li>• Apply technical aspects of sound and audio.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Nature and characteristics of sound.</li> <li>• Creating audio space</li> <li>• Types of microphones</li> <li>• Mixers</li> <li>• Online/offline editing</li> </ul>	
<b>Module 3</b>	<b>Music</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Exposed to different genres of music.</li> <li>• Gain confidence in audio editing.</li> </ul>	<ul style="list-style-type: none"> <li>• Types of music – classical, Popular</li> <li>• Types of music – Indian, Western</li> <li>• Music in audio production – background score, title music, effects.</li> <li>• Creating Audio space</li> </ul>	
<b>Module 4</b>	<b>Producing Audio Programs</b>		<b>1</b>
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Record and edit audio programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Process of production - Preparation of scripts</li> <li>• (research, preparing the audio script with narration and music and sound effects)</li> <li>• Producing a five-minute interview program (issue-based)</li> <li>• Producing a Podcast and publishing it online</li> </ul>	

<b>Assignments/ Activities towards CCE</b>	
<ul style="list-style-type: none"> <li>Analyzing podcasts on women issues, health issues, trending issues.</li> <li>Prepare scripts for audio program and record a 5-min audio program</li> <li>Prepare 15 min magazine format program.</li> </ul>	

**References/Recommended Readings:**

Atkin, G. 1990. Sound Techniques for Video and Television. London & Boston. Focal Press.  
 Huber, D.M. 1987. Audio Production Techniques for Video. McMillan.  
 McDaniel Drew O. Rick C. Shriver and Kenneth R. Collins, Fundamentals of Audio Production, July 2007, Pearson.  
 Mcleish Robert, Radio Production, Focal Press, Oxford, 2005.  
 Mott, R. 1990. Sound Effects for Radio and Television. Boston & London. Focal Press

<b>222021</b>	<b>Producing Audio-Visual Content</b> Major (Elective) (Pr.)	<b>4</b>
<b>Course Outcomes:</b>	At the end of this course Learners will be able to- <ul style="list-style-type: none"> <li>Acquire hands-on experience in audio-visual content creation.</li> <li>Implement camera techniques.</li> <li>Develop skills in video editing.</li> <li>Gain practical experience of pre-production, production and post-production.</li> </ul>	
<b>Module 1</b>	<b>Basics of AV content creation</b>	<b>1</b>
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>Familiar with the existing formats and trends in audio, video and production processes.</li> <li>Undertake activities related to the production.</li> </ul>	<p><b>Module Contents:</b></p> <p>Preproduction</p> <ul style="list-style-type: none"> <li>Video Content Ideas and Target Audience</li> <li>Video Equipment Needed, Production Crew and Location Scouting</li> <li>Scheduling the shoot, establishing crew and equipment, props / sets design</li> <li>Production</li> <li>Setting up the shoot floor space</li> <li>Ensuring quality audio</li> <li>Assessing and planning lighting</li> <li>Postproduction</li> <li>Logging and cueing raw footage</li> <li>Video editing</li> <li>Poster, cover of film</li> </ul>
<b>Module 2</b>	<b>Learning about Diegetic, non-diegetic and trans-diegetic sound recording</b>	<b>1</b>
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>Analyze and apply technical aspects of sound and audio with respect to visual content.</li> </ul>	<p><b>Module Contents:</b></p> <p>Diegetic, non-diegetic and trans-diegetic sound</p> <ul style="list-style-type: none"> <li>Foley sound</li> <li>Create a space for foley sound,</li> <li>Recording of foley sounds</li> <li>Editing / inserting in the video</li> </ul>

<b>Module 3</b>	<b>Music and more</b>		1
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Appreciate to different genres of music.</li> <li>• Develop confident in AV editing.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Creating a music video / travelogue/ vlog of scenic places / informative videos/ museums / heritage sites and so on</li> <li>• Posting the video on social media platforms</li> </ul>	
<b>Module 4</b>	<b>Producing Programs</b>		1
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Gain expertise in content creation which is an essential skill in the media world today</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Production of a short film to be sent for film festivals on topics related to gender issues, health, nutrition, fitness, wellness, youth and children.</li> </ul>	
<b>Assignments/ Activities towards CCE</b>			
<ul style="list-style-type: none"> <li>• Content creation in form of film</li> <li>• Creating Music video/ vlog/ informative videos</li> <li>• Recording foley sound and editing with visuals.</li> <li>• Utilizing social media platforms for disseminating content and getting views and likes.</li> </ul>			

#### References/Recommended Readings:

Dancyger, K. The Technique of Film & Video Editing. Focal Press. Boston. 1993  
Dorr, A. & Palmer E. Children and Faces of Television. Academic Press. New York.  
Huber. Audio Production Techniques for Video. Macmillan. North College.  
Hurrell, R. Television Graphics. Thames & Hudson. London  
Kluwer. Video Production Techniques, Vol. 1 & 2. Longman; London. 1990  
Millerson, G. Effective TV Production. Focal Press. London. 1976  
Mody, B. Designing Messages for Development Communication. Sage. New Delhi. 1991.  
Swain Dwight. Scripting for Video and audio- visual. Focal Press. 1981  
Swain, D. Film Scriptwriting: A practical Manual. Focal Press. London. 1982.  
White, G. Video Techniques. Heinemann Newness. Oxford. 1988.

<b>222023</b>	<b>Creating Photo Essay Major (Elective)</b>		<b>4</b>
<b>SN</b>	<b>Modules and Outcomes</b>	<b>Course Contents</b>	<b>Cr</b>
<b>Course Outcomes:</b>	At the end of this course Learners will be able to- <ul style="list-style-type: none"> <li>• Attain practical experience in capturing the essence in a photograph</li> <li>• Gain in-depth photography in-depth</li> <li>• Explore various spaces in photography- indoors, outdoors, street, etc.</li> <li>• Acquire skills in photo editing techniques</li> </ul>		
<b>Module 1</b>	<b>What is a photo essay</b>		1
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Gain an introduction to the fundamentals of a photo essay</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Introduction to Photo Journalism</li> <li>• Features of Photo Journalism</li> <li>• Photojournalism and its scope</li> </ul>	

<b>Module 2</b>	<b>Photography techniques</b>	1
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>Establish foundations upon which the students can build bright careers in photography</li> <li>Explain the core concepts of photography</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>Fundamentals of photography- Composition, Depth of Field, Shutter Speed, Aperture, Rule of Thirds, Exposure, Focal Length</li> <li>Editing photographs</li> <li>Genres of Photography</li> </ul>
<b>Module 3</b>	<b>Publishing Photo essays</b>	1
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>Develop confidence in writing essays based on the photographs and publish them successfully</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>Create numerous photo essays on relevant themes.</li> <li>Publish them on multiple platforms- LinkedIn, Instagram, Facebook</li> </ul>
<b>Module 4</b>	<b>Power of photo essays</b>	1
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>Acquire knowledge about citizen journalism.</li> <li>Explore global landscape of photography</li> <li>Create spaces to display issues through the power of photographs</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>Citizen journalism</li> <li>Exhibition of photo essays in art galleries, Campus, Department</li> <li>Photo essays on topics related to gender issues, health, nutrition, fitness, wellness, youth and children</li> </ul>
<b>Assignments/ Activities towards CCE</b>		
<ul style="list-style-type: none"> <li>Preparing a Photography portfolio</li> <li>Arrange a Photography exhibition in the department and invite experts from the industry.</li> <li>Organize a one-day symposium on Emerging Avenues in Photojournalism.</li> <li>Digital presentation of 5 photo essays.</li> </ul>		

### References/Recommended Readings:

- Ang, T. (2012). *Fundamentals of Photography: The Essential Handbook for Both Digital and Film Cameras*. USA : Penguin Random House.
- Baer, J. (2016). *Hug Your Haters: How to Embrace Complaints and Keep Your Customers*. Portfolio.
- Cox, S. (2023). *Photography Basics*. Retrieved from PhotographyLife: <https://photographylife.com/photography-basics>
- Darling, A. (2014). *Storytelling with Photographs: How to Create a Photo Essay*. Ebook.
- Frances Frei, A. M. (2012). *Uncommon Service: How to Win by Putting Customers at the Core of Your Business*. Harvard Business Review Press.
- Hadfield, C. (2014). *You Are Here: Around the World in 92 Minutes: Photographs from the International Space Station*. Little, Brown and Company.
- Hyken, S. (2011). *The Amazement Revolution: Seven Customer Service Strategies to Create an Amazing Customer (and Employee) Experience*. Greenleaf Book Group.
- LeFever, L. (2012). *The Art of Explanation: Making your Ideas, Products, and Services Easier to Understand*. Wiley.
- Spector, R., & Reeves, B. O. (2017). *The Nordstrom Way to Customer Experience Excellence: Creating a Values-Driven Service Culture*. Wiley.



<b>242041</b>	<b>Internship - OJT Major (Elective)</b>		<b>4</b>
<b>Course Outcomes:</b>	<p>At the end of this course Learners will be able to-</p> <ul style="list-style-type: none"> <li>• Apply knowledge gained during the programme to work situations.</li> <li>• Gain hands-on experience of working in the field through an organizational interface and become job ready.</li> <li>• Grasp the organizational, administrative and managerial aspects of extension work.</li> <li>• Comprehend the concept of a professional work environment and become part of one.</li> <li>• Conduct one in line with deliverable outcomes.</li> <li>• Apply skills gained in the classroom in work life spaces.</li> </ul>		
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>• Develop and enhance specific professional skills relevant to the industry</li> <li>• Acquire a deeper understanding of the industry, including its trends, challenges, and opportunities.</li> <li>• Establish professional connections within the industry, including peers, mentors, and professionals, which can be valuable for future career development.</li> <li>• Acquire knowledge about workplace etiquette, organizational culture, and the dynamics of working in a professional environment.</li> </ul>	<ul style="list-style-type: none"> <li>• A student can do an internship in any government, non-government or corporate organisation which is engaged in media production, communication with children, nutritional communication depending upon the specialization student has opted for in her Degree. She may engage in production, creation, extension and /or research activities. She may undertake communication, research, training, capacity building, outreach and related tasks. As a matter of practice she may assist individuals, work with groups or professional organisations.</li> <li>• The report of the internship along with the supervisor's evaluation will have to be submitted to the Head of the Department within fifteen days of completion of internship. The viva will take place before/after the final theory examination.</li> </ul>	
<b>Assignments/ Activities towards CCE</b>			
<ul style="list-style-type: none"> <li>• Internship is a continuous graded activity. The student will be graded on the basis of various parameters like punctuality, involvement, sincerity, integrity, skills and so on. There are 200 marks of which 100 marks will be assessed internally (Department Mentor &amp; Internship Supervisor) and 100 will be jointly marked based on Viva Voce held at the Department by the External Expert and Departmental Head/Teacher.</li> </ul>			