



Sion (West),

Mumbai

400022.

Faculty: Humanities
Programme: B.A.M.M.C.
B.A. in Multimedia and Mass Communication
Programme Code: SIUABMM

T.Y.B.A.M.M.C
Semester V & VI
Academic Year: 2025-2026

As per NEP policy 2020

Choice Based Credit System
Syllabus approved by
Board of Studies in B.A.M.M.C with effect from 28th March, 2025

Department of Mass Media
NEP SIUABMM: Programme: B.A.M.M.C
Bachelor of Arts in Multimedia and Mass Communication
(A three-year integrated undergraduate degree programme under Humanities)
Programme Outcomes and Programme Specific Outcomes
Academic session: June, 2025 - May, 2026

SECTION A - SIES Vision and Mission

Vision:

The Institution aims at all round development of its learners in a favourable environment to nurture their intellectual, cultural, social, physical and recreational skills by imparting the education to attain global competencies.

Mission:

With a spirit of sincerity, we:

- Foster an integrated character in the learners
- Mould the facilitators to be role models for the learners
- Prepare the learners with technological knowledge, communication skills, social awareness, critical thinking and problem-solving ability
- Develop inquisitive minds to inculcate a culture of research and innovation
- Equip the learners with leadership skills to become the agents of social change
- Initiate sensitivity towards environmental, gender and ethnic diversity
- Promote values of responsible citizenship

SECTION B - Our Institutional POs

Faculty: Humanities
Programme: B.A.M.M.C.
B.A. in Multimedia and Mass Communication
The B.A.M.M.C. Programme Outcomes

SIES offers three years integrated degree programme in Humanities-B.A.M.M.C with specialization in various domains like Advertising and Journalism.

The Programme outcomes (POs) are skills and competencies that a learner is expected to attain on completion of the program. The B.A.M.M.C. POs include domain-dependent skills, subject knowledge and global skills and competencies that prepare learners for progression to higher studies, employability, and responsible citizenship.

The POs are well aligned with the Institutional Vision and Mission. They are framed to ensure that the learning levels and academic standards of B.A.M.M.C. Programme is equivalent with that of the other higher education institutes across the nation and globe. The teaching methodologies focus on instruction delivery in a learner-centric ecosystem to fulfill the institutional learning objectives and mentor a well-integrated personality in its learners.

| Table 1: B.A.M.M.C Programme Outcomes | | | |
|--|---|--|--|
| On completion of Graduation in B.A.M.M.C. the learners shall be able to demonstrate and attain the following graduate attributes at Cognitive, Skill and Attitude levels for the award of the qualifying degree. | | | |
| Domain Dependent (POs 1-5) | <i>POs</i> | PO Statements | |
| | COGNITIVE LEVEL | | |
| | PO1 <i>Solving Complex Problem</i> | Apply the knowledge to break down complex questions into simple components by designing processes required for problem solving. | |
| | PO2 <i>Critical Thinking</i> | Evaluate the accuracy and validity of assumptions with an ability to reflect essentially from different perspectives and ideas. | |
| | PO3 <i>Reasoning ability and Rational thinking</i> | Think rationally and analyze socio-cultural-legal issues with decisive responsibility that promotes community welfare. | |
| | SKILL LEVEL | | |
| | PO4 <i>Research skill</i> | Integrate the contextual knowledge in an inter-disciplinary framework by exercising the analytical skill, research ability, creativity, for employability and collaborating with industries. | |
| | PO5 <i>Effective Communication skill</i> | Facilitate the ability to speak, read, write, listen effectively in Indian languages, other medium of instructions and enhance the use of digital communication tools. | |
| | PO6 <i>Social Interactive Skills and team work</i> | Stimulate constructive social interactions in multidisciplinary settings by exhibiting, adapting leadership and team-building skills. | |
| | ATTITUDE LEVEL | | |
| Domain Independent (POs 6-11) | PO7 <i>Ethical values</i> | Recognize and respect different value systems with a commitment to fulfil one's own professional duties and responsibilities. | |
| | PO8 <i>Self-directed Learning</i> | Demonstrate the ability to keep evolving in life-long learning and upgrade with the changing global and technological advancements. | |
| | PO9 <i>Sensitization towards Environment and Sustainability</i> | Create an ecological consciousness to develop a sustainable culture for a sustainable future. | |
| | PO10 <i>Gender Sensitization</i> | Analyze coherent understanding of human rights from multi- disciplinary perspectives. | |
| | PO11 <i>Civic Engagement</i> | Express empathetic social concern in pro-active ways to engage with civic and governance issues. | |

SECTION C - B.A.M.M.C: Programme Specific Outcomes:

1. Demonstrate the understanding of the concepts, nature and the models of communication, journalism, advertising, marketing, print, electronic, digital media, research and new media organisations.
2. Analyse the contemporary media environment in association with the history of media, gender, culture, films, laws, marketing communications, consumer behaviour, account planning and entertainment in socio-political areas in India and abroad.
3. Evaluate the application of theories in the field of mass communication, media studies, public relations, business journalism, and retail, brand management, marketing research and media organisations within the society, nationally and globally.
4. Propose skill-based activities in content production and development, use of software applications in print, broadcast, web-based areas which includes ad campaign, reporting, editing, branding and news media management.

Curriculum for Third Year Courses of Multimedia and Mass Communication 2025-26

Preamble

Elective: Advertising

To create communication leaders dedicated and committed towards our nation's upliftment and growth.

The Third Year Bachelor of Multimedia and Mass Communication programme - Specialization Advertising aims to guide the students for a prospective career in advertising through the preparation in the expanses of copywriting, advertising research and design, consumer behaviour, brand building, and media studies with e-commerce equally.

The curriculum is designed to educate and equip students with multimedia awareness and progressions including account planning, digital media and media planning in customary and new media global settings.

With greater focus on evolving the students, this proposition brings out the creative aptitude of the learners and help them emerge in the media domain.

Elective: Journalism

To create communication leaders dedicated and committed towards our nation's upliftment and growth.

The Third Year Bachelor of Bachelor of Multimedia and Mass Communication programme - Specialization Journalism aims to mentor the students for a career in journalism through training in the areas of news reporting, editing, broadcast, press, commentary, feature writing, anchoring, events, lifestyle, business and design.

The curriculum is designed to educate and equip students with media philosophies and understanding covering photo, travel, sports, crime, fact-checking, television, media laws, politics, digital, global issues in journalism.

The focus is on developing the students with journalistic abilities that are appropriate for and required by the specialists in the profession of journalism.

Classification of Assessment Work Plan: Each Term course wise weightage:

Continuous evaluation in mass media education involves ongoing assessment and feedback to monitor student progress. The types implemented are as follows:

1. Formative assessment: Ongoing evaluation during the learning process to improve student understanding. [Internal Assessment]
2. Summative assessment: Evaluation at the end of a learning period to measure student achievement. [Term End External Theory Examination]
3. Diagnostic assessment: Identifying students' strengths and weaknesses to inform instruction. [Student Mentoring]
4. Ipsative assessment: Comparing students' current performance to their previous performance. [Self-Assessment]

Course Assessment Structure:

| | |
|--|-------------------|
| A. Internal Assessment: | 20/30/40/50 Marks |
| B. Term End External Theory Examination: | 30/50/60 marks |
| Total Marks: | 100 marks |

A. Internal Assessment:

| Serial Number | Marks distribution | Components |
|---------------|--------------------|--|
| 1. | 10/20 | Class Test/Mid-term examination/Viva-Voce/Tutorials |
| 2. | 15/20 | List of the assessment modes: a. Extension/Field work/Projects/Survey/Polls b. Viva-voce/Quiz/Objective Test/Assignments c. Case let/review writing/photo essays/journals d. Presentations (audio/visual, PowerPoint slides clips, documentaries, short-films, storyboard)/poster exhibitions/ Role-plays e. Customization of assessment mode a - d mentioned above according to the course paper requirement equivalently. |
| 3. | 05/10 | Overall attendance of students and class participation and mannerisms during the instructional deliveries and showcase of talent in extra-curricular activities/ volunteering on various front and back end festive platforms, correspondingly. |

B. Term End External Theory Examination: Objectives and descriptive type of questions carries total of 30/50/60 marks and duration of 1/or/2 hours each course suitably.

For a 4 year Multidisciplinary Under Graduate Degree Programme: B.A.M.M.C.

T.Y.B.A.M.M.C. Programme Grid for Level 5.5 of Semester Five

Choice Based Credit System [CBCS] with effect from the academic year 2025-2026

| Program: T.Y.B.A.M.M.C | | Level: 5.5 Academic Year:2025-26 | Credit Points | Semester V Advertising | Semester V Journalism |
|------------------------------------|-------------------------------------|---|---|---|---|
| Faculty Component | | Department of Mass Media | | Course Title | Course Title |
| Subject 1 Major | Core (DSC) Mandatory | Multimedia and Mass Communication [MMC] | 4 | Major 1 Social Media Management | Major 1 Social Media Management |
| | | | 4 | Major 2 Media Studies | Major 2 Media Studies |
| | 4 | | Major 3 Consumer Behaviour and Insights | Major 3 News Reporting | |
| | Elective (DSE) | Advertising OR Journalism | 4 | Brand Management OR Marketing Mix Optimization | Lifestyle Journalism OR Data Journalism |
| Subject 2 Minor | | Business Administration and Management [BAM] | 4 | Business Economics | Business Economics |
| Vocational Skill Course | | On Subject 1 Major | 2 | Copywriting | Soft News Writing |
| Field Project | | On Subject 1 Major | 2 | Digital photography | Digital photography |
| Remarks | | Total | 22 | Credits each Semester | |

SIES COLLEGE of Arts, Science and Commerce (Empowered Autonomous) Sion West

For a Multidisciplinary Degree Programme: B.A.M.M.C.

T.Y.B.A.M.M.C. Programme Grid for Level 5.5 of Semester Six

Choice Based Credit System [CBCS] with effect from the academic year 2025-2026

| Program: T.Y.B.A.M.M.C | | Level: 5.5 Academic Year:2025-26 | Credit Points | Semester VI Advertising | Semester VI Journalism |
|------------------------------|-------------------------------------|---|--|--|--|
| Faculty Component | | Department of Mass Media | | Course Title | Course Title |
| Subject 1 Major | Core (DSC) Mandatory | Multimedia and Mass Communication [MMC] | 4 | Major 1 Digital Media | Major 1 Digital Media |
| | | | 4 | Major 2 Advertising Design | Major 2 Newspaper and Magazine Design |
| 4 | | | Major 3 Advertising and Marketing Research | Major 3 Investigative Journalism | |
| | Elective (DSE) | Advertising OR Journalism | 4 | Account Planning and Media Strategy OR Customer Relationship Management | Global Media and Conflict Resolution OR Media Laws and Ethics |
| Subject 2 Minor | | Business Administration and Management [BAM] | 2 | Event Management | Event Management |
| On the Job Training (OJT) | | On Subject 1 Major | 4 | Internship | Internship |
| Remarks | | Total | 22 | Credits each Semester | |

| | |
|--------------------------------------|--|
| Semester: V | Academic Session: June, 2025 – October, 2025 |
| Course code: SIUMMMJ311 | Course Credit: 4 points |
| Number of Lectures Allotted: 60 | Total Marks: 100 |
| Course name: Social Media Management | Alias: SMM |

Course Subtitle:

Designing, Implementing, and Evaluating Effective Social Media Strategies

Course Learning Objectives:

The course aims to enable students to:

1. Understand the digital landscape and evolution of e-marketing in the current media environment. *(Bloom's Level 2 – Understanding)*
 2. Analyze various platforms and digital tools used in social media marketing. *(Bloom's Level 4 – Analyzing)*
 3. Develop creative and strategic content tailored to audience needs and platform specifications. *(Bloom's Level 6 – Creating)*
 4. Apply integrated campaign planning and management techniques. *(Bloom's Level 3 – Applying)*
 5. Evaluate performance metrics and digital analytics to assess social media strategies. *(Bloom's Level 5 – Evaluating)*
 6. Apply ethical frameworks in social media communication and audience engagement. *(Bloom's Level 3 – Applying)*
 7. Identify professional career avenues and pathways in the social media ecosystem. *(Bloom's Level 1 – Remembering)*
-

Course Content (Syllabus)

Unit 1: Digital Era and E-Marketing (15 Hours)

- Introduction to E-Marketing
 - Meaning, evolution, marketing transformation through the internet
- E-Marketing Strengths and Applications
 - Communication modes; internet behavior (B2B, B2C, C2C, C2B)
 - Online advertising, segmentation, and promotional strategies

- Types of Digital Marketing
 - Email marketing, Internet marketing, Mobile marketing
 - Generation Y and Digital Impact
 - Digital expectations, influence, segmentation in India
-

Unit 2: Social Media Marketing Platforms and Content Strategy (15 Hours)

- Overview of Social Media Marketing
 - Definitions, importance, myths, history, marketer traits, career options
 - Content Strategy Development
 - 10-step framework, content ideation, multi-platform adaptation
 - Platform-Specific Marketing Approaches
 - Facebook: best practices, KPIs, advertising models
 - Instagram: strategy, influencer integration, ads
 - LinkedIn: personal and brand marketing, company pages, ads
 - Pinterest: business usage, Rich Pins
 - YouTube: video SEO, traffic optimization, ads
-

Unit 3: Social Media Marketing Plan and Campaign Management (15 Hours)

- SMM Plan Development
 - Marketing cycle, 5-stage listening model, setting goals, 8 Cs of strategy
 - Role of keywords, hashtags, emojis in brand reach
 - Success measurement techniques
 - Campaign Execution and Tools
 - Campaign management for major platforms
 - Sentiment analysis, CRM via corporate blogging
 - Case studies of successful digital campaigns
-

Unit 4: Ethics, Analytics, and Careers in Social Media (15 Hours)

- Ethics in SMM
 - Code of conduct, 9 rules of engagement, user privacy
- Social Media Analytics
 - Understanding platform metrics: Facebook Insights, YouTube Studio, Instagram tools

- Tools overview: Google Analytics, Hootsuite, Buffer
 - Career and Professional Pathways
 - Career roles: Social Media Manager, Analyst, Creator
 - Skill development, certifications (Meta, Google, HubSpot)
 - Freelancing and entrepreneurship in digital space
 - Emerging Trends
 - AI in content, voice search, short-form content, algorithmic evolution
 - Digital Portfolio Development
 - Resume and portfolio building via LinkedIn, blogs, YouTube channel
-

Course Learning Outcomes:

Upon completion of the course, the learner will be able to:

1. Describe the structure, functions, and transformation of e-marketing in the digital era. *(Bloom's Level 2 – Understanding)*
 2. Compare and differentiate between platform-specific strategies across Facebook, Instagram, LinkedIn, Pinterest, and YouTube. *(Bloom's Level 4 – Analyzing)*
 3. Create customized content strategies for effective social media marketing. *(Bloom's Level 6 – Creating)*
 4. Design and implement a social media marketing plan aligned to brand and business goals. *(Bloom's Level 3 – Applying)*
 5. Assess campaign performance using digital analytics, KPIs, and insights tools. *(Bloom's Level 5 – Evaluating)*
 6. Demonstrate ethical thinking in social media publishing, interaction, and brand management. *(Bloom's Level 3 – Applying)*
 7. Recognize emerging career options and required professional skills in the digital marketing space. *(Bloom's Level 1 – Remembering)*
-

Teaching Pedagogy:

- Interactive Lectures with Multimedia Tools
 - Case Study Analysis and Platform Simulations
 - Content Creation Labs for Different Platforms
 - Guest Lectures from Industry Experts
 - Collaborative Campaign Projects
 - Peer Evaluations and Group Discussions
-

Internal Evaluation Exercises:

The objective is to build hands-on application of concepts through the following formats:

- Design and execute a Social Media Campaign for an NGO/startup/brand
 - Create and present a Platform-specific Content Strategy Plan
 - Develop a Digital Portfolio showcasing LinkedIn profile, sample blogs, or Instagram grid
 - Submit a Comparative Report on analytics tools (YouTube vs Instagram vs Facebook)
 - Document a Social Media Audit for a public figure or brand page
 - Conduct a Survey and Analysis on Generation Z's content consumption trends
-

Books and References:

- Ahuja, Vandana. *Digital Marketing*. Oxford University Press
 - Barker, Barker, Bormann & Neher. *Social Media Marketing: A Strategic Approach*
 - Ryan, Damian. *Understanding Digital Marketing*
 - Tuten, Tracy L. and Solomon, Michael R. *Social Media Marketing*
 - Chaffey, Dave. *Digital Marketing: Strategy, Implementation and Practice*
-

Online Resources

- [Meta Blueprint](#) – Facebook & Instagram marketing
 - Google Digital Garage – Digital marketing basics
 - [HubSpot Academy](#) – Inbound marketing & social media courses
 - [YouTube Creators](#) – Official YouTube learning platform
 - [LinkedIn Learning](#) – Courses on SMM and analytics
-

Department of Mass Media
Programme: B.A.M.M.M.C
Bachelor of Arts in Multimedia and Mass Communication

Class: T.Y.B.A.M.M.C

Major VIII DRG-DSC-Core

Semester: V

Academic Session: June, 2025 – October, 2025

Course code: SIUMMMJ312

Course Credit: 4 points

Number of Lectures Allotted: 60

Total Marks: 100

Course name: Media Studies

Alias: MS

Course Subtitle:

Understanding Media Theories through Political, Cultural, and Indigenous Perspectives

Course Learning Objectives:

By the end of the course, learners will be able to:

1. Examine key media theories and their relevance in political and democratic contexts.
2. Analyse the role of media in shaping consumer behaviour and cultural narratives.
3. Explore multimedia convergence and participatory cultures through theoretical lenses.

4. Investigate traditional Indian communication systems and their contemporary applications.
5. Interpret Eastern philosophical frameworks influencing Indian storytelling and media practices.
6. Apply indigenous and modern Indian PR models in evaluating media campaigns and communication strategies.

Course Outline / Syllabus Details (4 Units / 60 Hours)

Unit 1: Media Theories

- ⇒ **In Political and Democratic Contexts (15 Hours)**
 - o Agenda-Setting Theory: Media's role in influencing public agenda and political discourse.
 - o Framing Theory: How media frames shape public perception of political events.
 - o Public Sphere Concept (Jürgen Habermas): Media as a space for democratic deliberation.
 - o Propaganda Model (Herman & Chomsky): Media's function in serving elite interests and its impact on democracy.
 - o Spiral of Silence (Elisabeth Noelle-Neumann) – How media affects people's willingness to express opinions.
 - o Two-Step Flow Theory – Influence of opinion leaders on public understanding.
 - o Mediatisation of Politics – How political behavior adapts to media logic.

Digital Divide & Network Society (Manuel Castells)

- Key Idea: Access to digital technologies influences participation and power.
- Application: Examine the gap in digital access across rural and urban India during elections or pandemic-era education.

Activities:

- Case study analyses of media coverage during elections.
- Group discussions on the role of social media in modern political movements.

Unit 2: Media Theories in Multimedia and Convergent Platforms:

- ⇒ **In Market Dynamics and Consumerism (15 Hours)**

Topics:

- Cultivation Theory (George Gerbner): Long-term effects of media exposure on consumer perceptions and behaviors.
- Uses and Gratifications Theory: Understanding consumer motivations behind media consumption.

SIES COLLEGE of Arts, Science and Commerce (Empowered Autonomous) Sion West

- Encoding/Decoding Model (Stuart Hall): Interpretation of media messages by audiences in the context of consumer culture.
- Political Economy of Media: Impact of ownership and economic factors on media content and consumer choices.

Activities:

- Analysis of advertising campaigns to identify underlying media theories.
- Debates on the ethical implications of targeted advertising and consumer manipulation.

Topics:

- Technological Determinism (Marshall McLuhan): Influence of media technologies on culture and society.
- Convergence Culture (Henry Jenkins): Blending of media platforms and its effect on content creation and consumption.
- Participatory Culture: Audience engagement in content creation across multimedia platforms.
- Medium Theory: Understanding how different media channels affect communication and message reception.

Activities:

- Workshops on creating cross-platform media content.
- Evaluations of multimedia campaigns for effectiveness and audience engagement.

Unit 3: Indian Knowledge Systems (IKS) and Traditional Communication

Focus: Delving into the Indian Knowledge Systems and their perspectives on communication, emphasizing traditional forms and practices.

Duration: 15 Hours

Unit 3.1 Key Topics:

- Overview of Indian Knowledge Systems:
- Definition and significance of IKS
- Historical development and contributions to various fields
- Traditional Indian Communication Forms:
- Folk media: e.g., Therukoothu, Ramlila, Yakshagana
- Oral traditions and storytelling

SIES COLLEGE of Arts, Science and Commerce (Empowered Autonomous) Sion West

- Puppetry and its regional variations
- Role of Traditional Media in Development Communication:
- Case studies illustrating the use of folk media in social change initiatives

Unit 3.2: Indian Theories of Communication

Focus: Exploring indigenous Indian communication theories and their applications in the contemporary media landscape.

Key Topics:

- Sadharanikaran Model of Communication:
 - Concepts of sender, message, and receiver in the Indian context
 - Process of achieving mutual understanding (Sadharanikaran)
- Rasa Theory:
 - Emotional engagement in communication
 - Application in performing arts and media
- Dhvani Theory:
 - Implied meanings and suggestions in communication
 - Relevance to literary and visual media
- Vakrokti Theory:
 - Art of indirect expression and its aesthetic value
 - Usage in rhetoric and media messaging
- Alamkara Theory:
 - Figures of speech and stylistic embellishments
 - Impact on persuasive communication
- Sancharyoga Theory:
 - Union of transient emotional states with dominant sentiments
 - Application in narrative structures

Unit 4: Eastern Philosophies and the Resurgence of Traditional Indian Storytelling

Duration: 15 Hours

Objective: To explore the foundational Eastern philosophies influencing Indian media narratives and examine the revival and integration of traditional storytelling forms in modern contexts.

Unit 4.1: Eastern Philosophical Foundations in Communication

Traditional Storytelling Forms and Their Modern Revivals

A. Oral Traditions:

SIES COLLEGE of Arts, Science and Commerce (Empowered Autonomous) Sion West

- Katha and Pravachan: Religious discourses that have transitioned into podcasts and YouTube series.
- Dastangoi: The art of Urdu storytelling witnessing a revival on digital platforms.
- Pandavani: Narrative singing from Chhattisgarh, now featured in contemporary theater and online performances.

B. Visual and Performing Arts:

- Yakshagana and Kathakali: Traditional dance-dramas influencing modern theater and cinema.
- Chitrakathi and Pattachitra: Scroll painting traditions inspiring graphic novels and animation.
- Puppetry (e.g., Tholu Bommalata): Ancient art forms being adapted into children's educational content and digital storytelling.

Unit 4.2: Integration into Contemporary Media

The Role of Storytelling in Community Engagement

Discussion Points:

- How traditional storytelling fosters community bonds and cultural continuity.
- The use of storytelling in social campaigns and education.
- Analysing the effectiveness of narrative-based approaches in public relations and CSR initiatives.

[Frameworks relevant to Indian Public Relations (PR)—drawing from both Indian Knowledge Systems (IKS) and modern Indian media practices there are unique models and culturally embedded approaches that shape the Indian PR landscape.]

Frameworks for Indian PR

1. Sabda Pramāṇa (Verbal Testimony as Authority)

- Origin: Nyāya and Mimamsa schools of Indian philosophy.
- Key Idea: Verbal testimony from credible sources is a valid form of knowledge.
- PR Application: Use of credible spokespersons, brand ambassadors, or expert endorsements in Indian PR to reinforce trust.

2. Jugaad Communication Model (Contemporary Indian Practice)

- Not a formal theory, but a widely observed cultural phenomenon.

SIES COLLEGE of Arts, Science and Commerce (Empowered Autonomous) Sion West

- Key Idea: Frugal, innovative, and adaptive problem-solving with limited resources.
- PR Application: Cost-effective, grassroots-level PR campaigns, especially in rural communication or political outreach.

3. Jan Sampark (Public Contact) Model

- Origin: Indian government communication, especially from the Ministry of Information and Broadcasting.
- Key Idea: Two-way engagement with citizens, especially in rural areas.
- PR Application: Government and development sector PR—using traditional folk media, door-to-door outreach, and local influencers.

4. Lok Samvad (Public Discourse)

- Rooted in: Indian oral traditions and democratic practices.
- Key Idea: Dialogue and discourse are central to democratic engagement.
- PR Application: Participatory communication, town halls, and citizen-centric campaigns in public policy or corporate social responsibility.

5. Indian Narrative Traditions

- From: Panchatantra, Jataka, Hitopadesha, Itihasa (Ramayana, Mahabharata).
- Key Idea: Morality, storytelling, and symbolic narratives shape behavior.
- PR Application: Story-driven campaigns with mythological or cultural resonance—widely used in political PR and brand myth-making.

Contemporary Indian PR Trends to Tie in:

- Influencer-driven trust (mirroring sabda pramāṇa)
- Regional language and culture-specific messaging (localization as sahridaya)
- Integration of spirituality and nationalism in brand communication

Case Studies:

- Advertising Campaigns: Brands incorporating folk narratives to connect with audiences, such as using familial themes rooted in traditional values.
- Digital Platforms: Initiatives like Shilo Shiv Suleman’s “Khoya” project blending augmented reality with mythological storytelling.
- Cinema and Web Series: Films and series drawing upon epics like the Mahabharata and Ramayana to craft contemporary stories.

Teaching Pedagogy

- Lectures and interactive discussions
- Case-based learning and multimedia analysis

SIES COLLEGE of Arts, Science and Commerce (Empowered Autonomous) Sion West

- Group presentations and debates
- Workshops with media practitioners
- Role-plays and storytelling simulations
- Fieldwork/ethnographic documentation (optional)

Internal Assessment

- Participation and group discussions
- Media theory case analysis
- Workshop-based creative project
- Mid-semester quiz/test
- Final project (storytelling or campaign strategy + presentation)

Books and References

1. McQuail, D. (2010). *McQuail's Mass Communication Theory*. Sage.
2. Herman, E. S., & Chomsky, N. (2002). *Manufacturing Consent*. Pantheon.
3. Jenkins, H. (2006). *Convergence Culture*. NYU Press.
4. Hall, S. (1993). *Encoding and Decoding in the Television Discourse*.
5. Vasudevan, R. S. (2000). *The Melodramatic Public*. Permanent Black.
6. Devy, G. N. (2016). *Orality and Literacy*. Orient Blackswan.

Online Resources Web Links for References

- Media Theory Online - University of Twente
- Jenkins' Blog on Convergence Culture
- EPW: Economic and Political Weekly
- Press Institute of India
- UNESCO: Communication and Information
- [YouTube Channels on Folk Media: e.g., India Folk Tales, Kathakar Festival]

Course Learning Outcomes:

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

1. Describe foundational media theories and their applications in different socio-political contexts. (Remembering)
2. Explain how media influences public perception in democratic and consumer environments. (Understanding)

3. Analyse media content using both Western and Indian theoretical frameworks. (Analysing)
4. Evaluate the effectiveness of traditional and digital storytelling in modern media. (Evaluating)
5. Create media content that reflects convergence culture and participatory practices. (Creating)
6. Apply Indian communication models in strategic media planning and PR initiatives. (Applying)

Class: T.Y.B.A.M.M.C

Major IX Specialization: Advertising

Semester: V

Academic Session: June, 2025 – October, 2025

Course code: SIUMMMJA313

Course Credit: 4 points

Number of Lectures Allotted: 60

Total Marks: 100

Course name: Consumer Behaviour and Insights

Alias: CBI

A. Course Learning Objectives:

This course will help the student to develop the ability to-

- 1) Observe the sociological and psychological perspective of consumer behaviour.
- 2) Infer the psychological determinants and consumer behavioural theories.
- 3) Examine the relevance of learning in consumer behaviour.
- 4) Recognize the socio economic and cultural determinants of consumer behaviour.
- 5) Trace the consumer decision making process.

B. Course Syllabus:

1. Unit 1:

(15 lectures)

- **Introduction To Consumer Behaviour**
 - Need to study Consumer Behaviour
 - Psychological & sociological dynamics of consumption
 - Consumer Behaviour in a dynamic & digital world
- **Marketing & Consumer Behaviour**
 - Segmentation Strategies- VALS
 - Communication process
 - Persuasion- Needs & importance ELM advertising appeals

1. Unit 2:

(15 lectures)

- **Psychological Determinants & Consumer Behaviour**
 - Motivation – Types & Theories – Maslow.
 - Attitude – Characteristics – Theories – Tricomponent.
 - Multi attitude Model.
 - Cognitive dissonance.
 - Personality - Facets of personality.
 - Theories – Freud & Jung.
 - Personality traits & consumer behaviour.
 - Self-Concept.

Application of these theories in the marketing and consumer behaviour.

2. Unit 3:

(15 Lectures)

- **Relevance Of Learning In Consumer Behaviour.**
 - Perception- elements in perception
 - Subliminal Perception
 - Perceptual Integration- Stereotyping in advertising
 - Learning- Elements in Consumer Learning

- o Behavioural & Classical theory
- o Cognitive Learning

3. Unit 4:

(15 Lectures)

- **Socio- Economic & Cultural Determinants Of Consumer Behaviour.**
 - o Family - Role of family in socialization & consumption – FLC
 - o Culture- Role & Dynamics.
 - Sub culture & it's influence on consumption
 - Changing Indian core values
 - Cross culture consumer perspective
 - o Social group- Primary and Secondary and the role of Reference group & Consumer Behaviour
 - o Economic – social class as the economic determinants of consumer behaviour
- **Consumer Decision Making.**
 - o Process of decision making
 - o Models of decision making
 - o Opinion leadership
 - Diffusion & Adoption Process.
 - o Process of decision making.
 - o Models of decision making.
 - o Opinion Leadership.
 - Diffusion & Adoption Process
 - 3 models of buyer, behaviour, Howard model, Howard- Sheth model, EKB model,
 - Webster and wind model and Sheth industrial buyer behaviour model

C. Books and References:

- Leon. Schiffman, Joseph Wisnerblit, S.Ramesh Kumar – Consumer Behaviour.
- Pearson 11th Edition.
- David.L.Louder, Albert Jdello Bitta, Consumer Behaviour- Concepts & Applications. Mcgrow Hill. Ramaniy Majumdar, Consumer Behaviour, Insights from Indian Market. PHI Learning Pvt Ltd. Delhi.

D. Internal Assessment Methodology:

- Continuous Assignments
- Oral & Practical Presentations
- Projects
- Class Test
- Open Book Test
- Group Interactions
- Debates & Discussions Quiz

E. Course learning Outcomes:

- 1) Explain the sociological, psychological dynamics and marketing strategies under consumer behaviour.
- 2) Determine the types, theories, Motivation, Attitude, personality aspects under consumer behaviour
- 3) Illustrate perception, learning, behavioural and classical theory under consumer behaviour.
- 4) Describe family culture, social group economic determinants of consumer behaviour.
- 5) Discuss the models of consumer decision making process: diffusion and adoption process

Department of Mass Media
Programme: B.A.M.M.M.C
Bachelor of Arts in Multimedia and Mass Communication

| | |
|---------------------------------|--|
| Class: T.Y.B.A.M.M.C | Elective Specialization: Advertising |
| Semester: V | Academic Session: June, 2025 – October, 2025 |
| Course code: SIUMMELA311 | Course Credit: 4 points |
| Number of Lectures Allotted: 60 | Total Marks: 100 |
| Course name: Brand Management | Alias: BM |

Course Description

This course provides students with a comprehensive understanding of brand building and management in both Indian and global contexts. It focuses on how brands are created, developed, sustained, and positioned strategically. Students will gain insights into brand identity, equity, and leveraging strategies, along with contemporary trends in CSR branding, global branding, and lifecycle management. The course integrates theoretical learning with case-based analysis and project applications to enhance decision-making and creative planning skills.

Course Learning Objectives:

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

1. **Define** the core concepts and terminology of brand management.
 2. **Differentiate** between products and brands and understand types of brands.
 3. **Analyze** brand identity, personality, and positioning principles.
 4. **Evaluate** strategies for brand leveraging, architecture, and equity measurement.
 5. **Assess** global branding practices and corporate image-building strategies.
 6. **Discuss** brand lifecycle, CSR integration, and sectoral branding techniques.
 7. **Design** innovative and sustainable brand-building strategies and campaigns.
-

Course Outline:

Unit 1: Introduction to Brand Building, Identity, Personality and Positioning

Total Hours: 15

Topics:

- **Introduction to Brand Building**
 - Meaning and importance of branding
 - Product vs Brand distinction
 - Process of branding
 - Types of brands – National, Retail, Flanker, Distributor, Luxury, Global

- o Brand building blocks and elements
- o Guidelines for effective branding
- **Brand Identity and Brand Personality**
 - o Consumer, Industrial, Retail, Corporate, Public Service, National, Global, Social (CSR), and Advocacy brands
- **Brand Positioning**
 - o Product class and category relevance
 - o Consumer segmentation
 - o Perceptual mapping
 - o Brand benefits and attributes
 - o Cornerstones and bases of positioning strategies

Suggested Pedagogy:

- Lectures and discussions
- Case studies: *Amul, Apple, Tanishq*
- Classroom activity: Identify brand elements and positioning of Indian brands

Suggested Internal Assessment:

- Quiz on brand fundamentals
 - Group presentation on brand positioning analysis
-

Unit 2: Brand Leveraging, Strategies, and Equity Models

Total Hours: 15

Topics:

- **Brand Leveraging**
 - o Line and brand extension
 - o Advantages and disadvantages of extensions
 - o Upward and downward movement
 - o Co-branding strategies
- **Brand Strategies**
 - o Multi-branding and mix branding
 - o Hierarchy and equity building at various levels
 - o Brand-product matrix
 - o Brand architecture – breadth and depth strategies
- **Brand Equity and Models**
 - o Elements and sources of brand equity
 - o Measurement of brand equity – awareness, loyalty, preference
 - o Models:
 - Y&R Graveyard Model
 - Brand Asset Valuator (BAV)
 - Brand Equity Ten
 - Interbrand Equity Model

Suggested Pedagogy:

- Interactive lectures and model workshops
- Case illustrations: *Unilever, Dove, Apple*
- Group discussions on brand hierarchy

Suggested Internal Assessment:

- Assignment on brand equity evaluation using Keller's CBBE model
 - Class exercise on Aaker's Brand Equity framework
-

Unit 3: Brand Building through Imperatives, Globalization and Corporate Image

Total Hours: 15

Topics:

- **Brand Imperatives**
 - Organizational and geographic coordination
 - Re-branding and revitalization strategies
 - Rural advertising and brand penetration
- **Global Brands**
 - Emergence and evolution of global brands
 - Advantages and disadvantages of globalization
 - Global leadership brands and positioning
 - Challenges in maintaining global-local balance
- **Corporate Image Building through Brands**
 - Corporate image and reputation management
 - Relationship between advertising and corporate image
 - Corporate identity and ethical branding practices

Suggested Pedagogy:

- Case-based learning
- Documentary screenings on global brands
- Class debates on localization vs standardization

Suggested Internal Assessment:

- Mini-project comparing Indian and global brands (*Patanjali vs Dove, Tata vs Samsung*)
 - Reflective report on a successful global branding campaign
-

Unit 4: Brand Building through CSR, Sectoral Branding and Brand Life Cycle

Total Hours: 15

Topics:

- **Brand Building through CSR**
 - CSR in business environment management
 - CSR as a brand enhancement tool
 - Social activities and campaigns beyond CSR
- **Brand Conception and Growth**
 - Factors influencing conception, growth, and maturity
 - Stages of brand life cycle
 - Case studies on brand revival and evolution
- **Branding in Different Sectors**
 - Consumer, Industrial, Retail, and Service brands
 - Sectoral differentiation and strategy application
- **Brand Analysis and Strategic Tools**
 - BCG and GE/McKinsey models
 - Kapferer's Brand Prism and Brand Anatomy
 - Blue and Red Ocean strategies
 - Industry analysis and value innovation
 - Six principles of Blue Ocean Strategy
 - Buyer utility map and implementation sequence

Suggested Pedagogy:

- Group projects and brand analysis exercises
- Simulation: Reviving a declining brand
- Strategic mapping and innovation workshops

Suggested Internal Assessment:

- CSR-based brand campaign project
- Reflection essay on responsible branding
- Final project: Sustainable brand-building plan

Course Learning Outcomes (CLOs):

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

1. **Explain** the principles of brand building, identity, and positioning.
2. **Discuss** brand strategies, leveraging methods, and equity models.
3. **Analyze** imperatives of global and corporate brand management.
4. **Evaluate** CSR, ethical branding, and sectoral brand development.
5. **Apply** analytical tools like BCG Matrix, Brand Prism, and Blue Ocean models.
6. **Design** comprehensive branding campaigns and revival strategies.

Objective–Outcome Alignment:

| Unit | Learning Objectives | Expected Outcomes | Bloom's Level |
|------|---|---|----------------------------|
| 1 | Understand brand fundamentals | Explain brand identity and positioning | Remembering, Understanding |
| 2 | Examine strategies for brand growth and equity | Analyze and apply brand equity models | Applying, Analyzing |
| 3 | Explore global and corporate branding imperatives | Evaluate brand globalization and image-building | Analyzing, Evaluating |
| 4 | Integrate CSR and lifecycle concepts | Create responsible and sustainable brand strategies | Applying, Creating |

Teaching Pedagogy:

- Conceptual lectures and multimedia presentations
 - Case studies and brand audit exercises
 - Workshops and simulations on brand planning
 - Guest sessions by industry professionals
 - Group projects and peer assessment
 - Creative brand strategy development sessions
-

Suggested Internal Assessment Exercises:

- Quiz on brand management concepts
 - Group presentations on brand positioning
 - Mini-project on global brand analysis
 - Assignment on brand equity evaluation
 - CSR-based campaign planning project
 - Reflective essay on ethical branding
-

Recommended Readings

Core Texts:

1. Aaker, D.A. (1996). *Building Strong Brands*. The Free Press.
2. Keller, K.L., Parameswaran, M.G., & Jacob, I. *Strategic Brand Management*. Pearson.
3. Moorthi, Y.L.R. *Brand Management: The Indian Context*.
4. Sengupta, S. *Brand Positioning: Strategies for Competitive Advantage*.

Supplementary References:

5. Ries, A., & Ries, L. (2001). *The 11 Immutable Laws of Internet Branding*. HarperCollins.
6. Jones, J.P. *What's in a Brand: Building Brand Equity through Advertising*. Tata McGraw Hill.
7. Trott, S., & Sople, V.V. *Brand Equity: An Indian Perspective*.

8. Ryan, D. *Understanding Digital Marketing*. Kogan Page.
9. Yohn, D.L. *What Great Brands Do: The Seven Brand-Building Principles*.

Webliography:

- www.brandchannel.com
 - www.interbrand.com
 - www.adage.com
 - www.businessoffashion.com
 - *Harvard Business Review – Brand Strategy Insights*
-

Department of Mass Media
Programme: B.A.M.M.M.C
Bachelor of Arts in Multimedia and Mass Communication

| | |
|---|--|
| Class: T.Y.B.A.M.M.C | Elective Specialization: Advertising |
| Semester: V | Academic Session: June, 2025 – October, 2025 |
| Course code: SIUMMELA311 | Course Credit: 4 points |
| Number of Lectures Allotted: 60 | Total Marks: 100 |
| Course name: Marketing Mix Optimisation | |
| Alias: MMO | |

Course Subtitle:

Strategic Management of Product, Price, Place, and Promotion for Business Growth

Course Objectives:

By the end of this course, learners will be able to:

1. Understand the fundamentals and evolution of the marketing mix concept.
2. Analyse consumer behaviour and market segmentation to align with the 4Ps.
3. Evaluate and design strategies for each component of the marketing mix.
4. Apply data-driven techniques to optimise product, pricing, distribution, and promotion strategies.
5. Examine digital transformation and its implications on the marketing mix.
6. Design integrated marketing strategies for real-world business challenges.

Course Outline / Syllabus Details (4 Units / 60 Hours)

Unit 1: Foundations of the Marketing Mix (15 hours)

- Evolution of the 4Ps and extended 7Ps
- The role of marketing in business strategy
- Understanding customer value and market orientation
- Interrelation between product, price, place, and promotion

Unit 2: Consumer Insights & Segmentation (15 hours)

- Consumer behaviour and buyer decision process
- Market research and data analytics
- STP: Segmentation, Targeting, Positioning
- Customer journey mapping

Unit 3: Optimising Each P (15 hours)

SIES COLLEGE of Arts, Science and Commerce (Empowered Autonomous) Sion West

- Product strategy: lifecycle, innovation, branding
- Pricing models: skimming, penetration, value-based
- Distribution strategy: channels, logistics, Omni channel
- Promotional strategy: IMC, digital media, sales promotions

Unit 4: Strategic Integration & Digital Transformation (15 hours)

- Marketing automation and MarTech tools
- ROI measurement for marketing mix
- Digital vs traditional strategy alignment
- Case studies: global and Indian brands

Teaching Pedagogy

- Interactive lectures and class discussions
- Case study analysis
- Group projects and role-plays
- Workshops with marketing professionals
- Use of marketing simulation tools
- Hands-on assignments with real or simulated data

Internal Assessment

- Class participation and attendance
- Case study analysis:
- Group project (marketing mix optimisation strategy)
- Mid-semester test:
- Final presentation + viva

Books and References

1. Kotler, P., & Keller, K.L. (2016). Marketing Management. Pearson.
2. Armstrong, G., & Kotler, P. (2022). Marketing: An Introduction. Pearson.
3. Kumar, V. (2022). 101 Design Methods: A Structured Approach for Driving Innovation in Your Organization. Wiley.
4. Borden, N.H. (1964). The Concept of the Marketing Mix. Harvard Business Review.
5. Chaffey, D., & Ellis-Chadwick, F. (2019). Digital Marketing. Pearson.

Web Links for References

- American Marketing Association
- Harvard Business Review - Marketing Articles

- Google Digital Garage
- HubSpot Blog
- Think with Google
- Statista – Marketing & Advertising

Course Learning Outcomes:

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

1. Describe the key components of the marketing mix and their interdependencies. (Remembering)
2. Classify target audiences using segmentation, targeting, and positioning strategies. (Understanding)
3. Apply analytical tools to assess current marketing mix effectiveness. (Applying)
4. Evaluate pricing, distribution, and promotional strategies using case studies. (Evaluating)
5. Design an optimised marketing mix based on data and research. (Creating)
6. Critique marketing campaigns and suggest improvements using marketing mix principles. (Analyzing)

Department of Mass Media
Programme: B.A.M.M.M.C
Bachelor of Arts in Multimedia and Mass Communication

Class: T.Y.B.A.M.M.C

Minor under Business Administration and Management

| | |
|---------------------------------|--|
| Semester: V | Academic Session: June, 2025 – October, 2025 |
| Course code: SIUMMMN311 | Course Credit: 2 points |
| Number of Lectures Allotted: 30 | Total Marks: 50 |
| Course name: Business Economics | Alias: BE |

Course Title: Micro and Macro Foundations for Media and Management

Course Learning Objectives (CLOs):

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

1. Understand the fundamental principles of microeconomics relevant to consumer behavior, production, and pricing. (*Understand*)
 2. Explain how macroeconomic factors such as GDP, inflation, and unemployment influence the media and business environment. (*Understand*)
 3. Apply economic reasoning to real-world media production and consumption contexts. (*Apply*)
 4. Evaluate the role of market structures and competition in the media and advertising industries. (*Evaluate*)
 5. Interpret fiscal and monetary policies in relation to the media and communication sectors. (*Analyze*)
 6. Use key economic terms and frameworks in media-related decision-making and reporting. (*Apply*)
-

Course Outline / Syllabus (2 Units × 15 Hours):

Unit 1: Microeconomics for Media (15 Hours)

Sub-Units and Topics:

- Nature and Scope of Microeconomics
- Concepts of Demand and Supply in Media Markets
- Consumer Behaviour and Utility – Relevance in Audience Analysis
- Elasticity of Demand and its Role in Advertising and Pricing Strategies
- Cost, Revenue, and Production Decisions in Media Organizations
- Market Structures: Perfect Competition, Monopoly, Oligopoly – Implications for Media, OTT, and Telecom Sectors

- Pricing Strategies in Digital Media and Subscription Models (New)
- Economics of Attention and Creative Content Monetization (New)

Teaching Pedagogy:

Interactive lectures, media case studies (e.g., Netflix pricing, news paywalls), simulation of market structures

Suggested Internal Assessment / Exercises:

- Mini-case analysis: How elasticity affects media advertising rates
 - Quiz on demand-supply and market types
 - Short reflection essay: “How media firms price content in the digital era”
-

Unit 2: Macroeconomics for Media (15 Hours)

Sub-Units and Topics:

- Nature and Scope of Macroeconomics
- National Income: GDP, GNP – Concepts and Media’s Role in Reporting Economic Trends
- Inflation, Unemployment, and Business Cycles – Impact on Media and Advertising
- Fiscal Policy: Taxes, Subsidies, and Public Spending – Implications for Media and Creative Industries
- Monetary Policy: Interest Rates, Money Supply – Influence on Marketing Budgets and Advertising
- Globalization and Trade – Its Effect on International Media Markets and Production Networks
- Digital Economy and Creator Economy: Economic Shifts in Content Production (New)
- Role of Media in Economic Awareness and Financial Literacy (New)

Teaching Pedagogy:

Interactive discussions, policy analysis, economic news review, and media trend studies

Suggested Internal Assessment / Exercises:

- Group presentation: Impact of inflation or government budget on media spending
 - Short report: Evaluate a recent policy (e.g., Digital India, AI regulation) and its media coverage
 - Case study: “How economic slowdown affects advertising and entertainment revenues”
-

Course Learning Outcomes (CLOs):

Upon completion of the course, learners will be able to:

1. Define and explain key microeconomic and macroeconomic concepts relevant to media and communication. (*Remember*)
 2. Differentiate between micro and macro perspectives and their roles in shaping media businesses. (*Understand*)
 3. Analyze media markets using demand, supply, and pricing frameworks. (*Analyze*)
 4. Evaluate how national income, inflation, and policy shifts impact media and advertising revenues. (*Evaluate*)
 5. Apply economic reasoning to real-world media production, distribution, and audience consumption patterns. (*Apply*)
 6. Communicate economic trends effectively through media content and campaign planning. (*Create*)
-

Objective & Outcome Alignment (Unit-Wise):

Unit Objectives Covered Learning Outcomes Aligned

| | |
|-----------------------|----------------|
| Unit 1 Obj 1, 3, 4, 6 | CLO 1, 2, 3, 5 |
| Unit 2 Obj 2, 5, 6 | CLO 2, 4, 5, 6 |

Teaching Pedagogy:

- Interactive Lectures using Real Media-Industry Examples
 - Case Studies on Digital Platforms and Advertising Markets
 - Group Discussions on Current Economic Affairs and Media Coverage
 - Infographics and Data Visualizations on GDP, Inflation, Employment
 - Role-Play / Simulation of Market Behavior and Pricing Decisions
 - **Thematic Workshops on “Economics of Attention” and “Digital Subscription Models” (New)**
 - Glossary Assignment: 30 Key Economic Terms for Media Professionals
-

Suggested Internal Assessment Exercises (Total: 20 Marks):

- **Glossary Project:** Create a visual glossary of 30 key economic concepts for media and management – *5 marks*
 - **Group Presentation:** How a macroeconomic indicator (e.g., inflation, GDP, policy) affects the media industry – *5 marks*
 - **Short Report:** Analyze a recent economic policy and its coverage in news media – *5 marks*
 - **Case Study Assignment:** Examine the business model of a media platform during economic change – *5 marks*
-

Project & Assignment Topics (Unit-Wise):

- **Unit 1:**

- o Case Study: “Elasticity in Media Pricing – Why OTT Subscriptions Drop or Rise”
 - o Create an infographic on “Market Structures in Indian Media”
 - **Unit 2:**
 - o Group Presentation: “How Government Budgets Affect Media Ad Revenues”
 - o Policy Brief: “Impact of Global Economic Trends on Indian News and Film Industries”
-

Bibliography & Webliography:

Core Books:

1. Mankiw, N. Gregory – *Principles of Economics*, Cengage Learning.
2. H.L. Ahuja – *Modern Economics*, S. Chand.
3. K.K. Dewett – *Microeconomics and Macroeconomics Theory*, S. Chand.
4. Stanley Brue & Campbell McConnell – *Essentials of Economics*, McGraw Hill.

Reference Books:

5. Uma Kapila – *Indian Economy: Performance and Policies*, Academic Foundation.
6. Joseph Stiglitz – *Economics of the Public Sector*, W.W. Norton.
7. **Terry Flew – *The Creative Industries: Culture and Policy (New)***
8. **Jason Potts – *Innovation Commons and Digital Economy (New)***

Web Resources & Case Studies:

- RBI.org.in – Monetary Policy Reports
 - IMF.org – Global Outlook Data
 - Statista.com – Media Market Economic Data
 - TradingEconomics.com – Country-level Indicators
 - [The Economist](http://TheEconomist) – Case Studies and Global Insights
 - [Business Standard](http://BusinessStandard) – Indian Economic and Media Reports (New)
 - [Reuters Institute](http://ReutersInstitute) – Media Business and Economy Reports (New)
-

Department of Mass Media
Programme: B.A.M.M.M.C
Bachelor of Arts in Multimedia and Mass Communication

Class: T.Y.B.A.M.M.C Vocational Skill Course Elective/Specialization: Advertising

Semester: V Academic Session: June, 2025 – October, 2025

Course code: SIUMMVSA311

Course Credit: 2 points

Number of Lectures Allotted: 30

Total Marks: 50

Course name: Copywriting

Alias: CW

Course Learning Objectives:

By the end of this course, learners will be able to:

1. **Understand** the fundamentals of copywriting and creative thinking in advertising.
2. **Explain** the role of idea generation and transcreativity in developing persuasive messages.
3. **Apply** creative techniques to produce effective advertising copy.
4. **Differentiate** between copy styles for print, broadcast, outdoor, and digital media.
5. **Compose** copy suited to different audiences and platforms.
6. **Evaluate** the creativity and persuasion of contemporary ad campaigns.

Course Outline / Syllabus (30 Hours = 2 Units):

Unit 1: Foundations of Copywriting and Creative Thinking (15 Hours)

Topics:

- Introduction to Copywriting: nature, purpose, and responsibilities of a copywriter
- Principles of Persuasive Communication
- **Creative Thinking Process:** idea incubation, “The Big Idea” concept
- **Idea Generation Techniques:** brainstorming, SCAMPER, mind mapping, triggered brainwalking
- **Transcreativity:** adapting messages across languages, cultures, and media
- Marketing & Creative Briefs: structure, tone, and message direction
- Tone of Voice and Emotional Storytelling in Copywriting

Teaching Pedagogy:

- Interactive lectures with examples from major ad campaigns
- Brainstorming workshops for idea development
- Analysis of classic print and TV ads
- Short writing drills for taglines and slogans

Suggested Internal Assessment:

- **Mini Exercise:** Write a creative brief for a new brand
 - **Class Activity:** Generate and pitch a “Big Idea” for a campaign concept
 - **Short Quiz:** Key copywriting principles and creative processes
-

Unit 2: Writing for Media and Audiences (15 Hours):

Topics:

- **Copywriting for Media Platforms:**
 - Print: headlines, subheads, slogans, and body copy
 - Television & Radio: storyboarding, script writing, balance between words and visuals
 - Outdoor: posters, hoardings, ambient media
 - Digital: social media, website copy, SEO and influencer copy
- **Writing for Target Audiences:** children, youth, women, professionals, Gen Z and Millennials
- **Copywriting Styles:** tone, appeal, storytelling, and emotionality
- **Campaign Study:** analysis of award-winning and current Indian/global ad campaigns (Ogilvy, Lowe Lintas, FCB Ulka, DDB Mudra)
- **Emerging Trends:** AI-assisted copywriting, digital ethics, interactive storytelling

Teaching Pedagogy:

- Case study discussion on top campaigns (Cannes Lions, Effies)
- Practical workshop: rewriting copy for different media
- Group presentation on a contemporary digital ad campaign
- Peer evaluation of ad copy drafts

Suggested Internal Assessment:

- **Assignment:** Write ad copy for one product across 3 media formats (print, radio, digital)
 - **Presentation:** Analyze tone and storytelling of a winning campaign
 - **Portfolio Task:** Submit a collection of 4–5 ad copies written during the course
-

Course Learning Outcomes:

On completion of this course, learners will be able to:

1. **Define** the key concepts and functions of copywriting. (Remember)
2. **Identify** creative thinking methods used in advertising. (Understand)
3. **Apply** idea generation and transcreativity to campaign creation. (Apply)
4. **Compose** original, persuasive ad copy for various media platforms. (Create)

5. **Differentiate** tone and storytelling techniques for diverse audiences. (Analyze)
6. **Evaluate** the creativity and effectiveness of advertising messages. (Evaluate)

Objective & Outcome Sequence (Unit-wise Alignment):

| Unit | Objectives (Summary) | Corresponding Learning Outcomes |
|-------------|--|--|
| Unit 1 | Fundamentals of creative thinking and copywriting | CO1, CO2, CO3 |
| Unit 2 | Media-wise and audience-focused copywriting practice | CO4, CO5, CO6 |

Teaching Pedagogy:

- Lectures with multimedia examples
- Practical writing workshops
- Case study analysis and campaign breakdowns
- Group brainstorming and copy simulation sessions
- Guest sessions with creative professionals

Suggested Internal Assessment (Total 20 Marks):

| Activity | Description | Marks |
|-----------------------------|---|--------------|
| Creative Brief & Idea Pitch | Group-based mini project | 5 |
| Copywriting Portfolio | Set of 4–5 ad copies across platforms | 10 |
| Quiz / Reflection | Short quiz or written reflection on campaign analysis | 5 |

Bibliography & Webliography:

1. *Copywriting: Successful Writing for Design, Advertising and Marketing* – J. Jonathangabay
2. *The Adweek Copywriting Handbook* – Joseph Sugarman
3. *Hey, Whipple, Squeeze This!* – Luke Sullivan & Edward Boches
4. *The Copywriter's Handbook* – Robert Bly
5. *Words That Sell* – Richard Bayan

Web & Case Study Resources:

- **Cannes Lions Archive:** www.canneslions.com
- **Campaign India & The Drum** – latest ad trends and case studies
- **AdForum** – international ad copy database
- **AdAge Creative Works** – global award-winning campaigns

Department of Mass Media
Programme: B.A.M.M.M.C
Bachelor of Arts in Multimedia and Mass Communication

| | |
|----------------------------------|--|
| Class: T.Y.B.A.M.M.C | Field Project on Major MMC |
| Semester: V | Academic Session: June, 2025 – October, 2025 |
| Course code: SIUMMFP311 | Course Credit: 2 points |
| Number of Lectures Allotted: 30 | Total Marks: 50 |
| Course name: Digital Photography | Alias: FP-DP |

Course Subtitle: Capturing the World through the Lens

Course Learning Objectives:

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

1. Understand the fundamental principles of digital photography, including exposure, composition, and lighting. (Understand)
2. Identify the components and functions of digital cameras and related equipment. (Remember)
3. Apply compositional techniques to create visually compelling photographs. (Apply)
4. Analyse the impact of lighting conditions on photographic outcomes. (Analyse)
5. Evaluate photographs for technical quality and artistic expression. (Evaluate)
6. Create a cohesive portfolio showcasing a range of photographic techniques and subjects. (Create)

Course Outline / Syllabus :

Unit 1: Fundamentals of Digital Photography (15 hours)

- Introduction to digital photography: history and evolution

Overview of digital cameras: DSLR, mirrorless, and mobile photography

Introduction to lenses: Focal lengths, prime vs zoom, and their effects on photography

- Understanding camera types and components
- The exposure triangle: aperture, shutter speed, ISO

Exploring different modes (manual, aperture priority, shutter priority, auto)

- White balance and colour temperature

Understanding colour theory and its influence on mood and message in photos

- Basics of composition: rule of thirds, symmetry, patterns

Composition techniques: Symmetry, patterns, negative space, and minimalism

- Introduction to lighting: natural vs. artificial light

SIES COLLEGE of Arts, Science and Commerce (Empowered Autonomous) Sion West

The significance of lighting in photography: Natural vs artificial light, golden hour, and using shadows creatively

- Overview of digital image formats and resolution

Unit 2: Practical Applications and Creative Expression (15 hours)

- Manual mode shooting and exposure compensation
- Depth of field and motion capture techniques
- Portrait, landscape, street - storytelling and visual narrative and macro photography basics
- Introduction to photo editing software (e.g., Adobe Lightroom)

Basic editing: Exposure adjustment, contrast, colour correction, and sharpening

Advanced editing: Retouching, masking, and blending; working with RAW files and file management

- Ethical considerations in photography; photo manipulation

The ethics of photography: Responsible image-making, consent, and privacy

- Developing a personal photographic style
- Portfolio development and presentation

Visual storytelling: Conveying emotions, concepts, and narratives through images

Teaching Pedagogy:

- Interactive lectures with visual demonstrations
- Hands-on camera exercises and fieldwork
- Group critiques and peer feedback sessions
- Workshops on photo editing and post-processing
- Guest lectures from professional photographers
- Reflective journaling on photographic experiences

Internal Assessment:

- Class Participation and Attendance
- Weekly Photo Assignments
- Midterm Practical Test (Camera Operation)
- Final Portfolio Submission
- Reflective Essay on Learning Journey

Books and References:

- Freeman, M. (2010). The Photographer's Eye. Focal Press.
- Kelby, S. (2013). The Digital Photography Book. Peachpit Press.
- Peterson, B. (2016). Understanding Exposure. Amphoto Books.
- Hedgecoe, J. (2004). The New Manual of Photography. DK Publishing.

Web Links for References

- Digital Photography School
- Cambridge in Colour
- Photography Life
- National Geographic Photography Tips

Classroom Activity

Title: "Light and Shadow Exploration"

Description: Students will capture a series of photographs focusing on the interplay between light and shadow in various settings. This exercise aims to enhance understanding of lighting conditions and their impact on mood and composition.

Practical Activities:

- Assignment 1: Create a portfolio of 10 images that demonstrate knowledge of different camera settings. Each image must focus on a specific aspect such as low light, high contrast, depth of field, or motion blur.

Duration: 2 hours

Outcome: A mini-series of 5 edited photographs demonstrating creative use of light and shadow.

On-Field Assignment

Title: "Urban Storytelling through Photography"

Description: Students will embark on a photo walk in a local urban area to capture images that tell a story about the community, environment, or daily life. Emphasis will be on candid shots, environmental portraits, and capturing the essence of the locale.

Practical Activities:

- Assignment 2: Field Photography Assignment: Students will take a set of 10 photos on location, capturing diverse compositions and utilizing creative lighting. Students must choose a theme for the photoshoot (e.g., street photography, nature, portrait, architecture) and provide a brief on how each image tells a story.

Duration: 4 hours (including travel and shooting time)

Outcome: A curated collection of 10 photographs accompanied by brief narratives, to be included in the final portfolio.

Practical Activities:

- Assignment 3: Post-Processing & Editing Assignment: Select 3 photos from the field assignment to enhance using editing software. Focus on improving composition, color correction, and exposure, without distorting the integrity of the original image. Students will submit before-and-after versions of their images.

Course Learning Outcomes:

Upon successful completion of the course, learners will be able to:

1. Explain the exposure triangle (aperture, shutter speed, ISO) and its effect on image capture. (Understand)
2. Operate a digital camera in manual mode to control exposure settings. (Apply)
3. Compose photographs using principles such as rule of thirds, leading lines, and framing. (Apply)
4. Assess the quality of photographs based on focus, exposure, and composition. (Evaluate)
5. Demonstrate proficiency in basic photo editing techniques using digital software. (Apply)
6. Compile a thematic photo series that reflects personal artistic vision. (Create)

Department of Mass Media

Programme: B.A.M.M.M.C

Bachelor of Arts in Multimedia and Mass Communication

Class: T.Y.B.A.M.M.C

Major 3 DSC Core Specialization: Journalism

Semester: V

Academic Session: June, 2025 – October, 2025

Course code: SIUMMMJJ313

Course Credit: 4 points

Number of Lectures Allotted: 60

Total Marks: 100

Course name: News Reporting

Alias: NR

Course Prelude:

The course on *News Reporting* equips students with foundational and advanced knowledge of the news process, reporting principles, source evaluation, and coverage ethics. It fosters practical understanding of various beats, disaster reporting, and case-based learning to enhance professionalism and credibility in journalism.

Course Learning Objectives (CLOs):

By the end of this course, learners will be able to:

1. Explain the concept, elements, and types of news and reporting.
 2. Demonstrate knowledge of journalistic principles and ethical standards.
 3. Identify diverse methods and sources of news gathering.
 4. Understand and analyze the beat system and its application in reporting.
 5. Evaluate disaster and crisis reporting methods with practical examples.
 6. Examine credibility issues and ethical challenges in real-world case studies.
 7. Develop practical skills in writing, verifying, and presenting accurate news stories.
-

Course Outline:

Unit 1: Concept and Principles of News Reporting (15 Hours)

- Definition and types of news
- Elements of news and news values
- News writing: Structure and style
- ABC of Reporting: Accuracy, Balance/Brevity, Clarity
- Objectivity and its challenges
- Verification, Attribution, and Speed — balancing accuracy and timeliness
- Ethical responsibilities of reporters

Pedagogy: Lectures, discussions, newsroom simulations, writing drills

Suggested Assessment: Short news writing assignment, quiz on principles of reporting

Unit 2: News Gathering and Sources (15 Hours)

- Methods of news collection
 - Press Conferences, Public Meetings, Interviews, Rallies, Press Releases
 - On-the-spot/incident coverage
- Types of sources: Primary, Secondary, and Citizen Journalism
- Anonymous sources and ethical considerations
- Use of modern tools: RTI, audio/video recorders, cameras, social media, undercover journalism
- Verification and fact-checking techniques

Pedagogy: Demonstrations, mock press conference, field tasks

Suggested Assessment: Interview simulation and transcription report, news verification exercise

Unit 3: Beat System in Reporting (15 Hours)

- Concept and purpose of beats
- Importance of beat specialization
- Major beats:
 - Crime, Politics, Law and Courts, Civic Affairs, Health, Education, Defence, Infrastructure, Entertainment
- Emerging beats:
 - Environment, Technology, Science, Women and Child Welfare, Youth and Career, Consumer
- Challenges and expectations of a beat reporter

Pedagogy: Case-based learning, group discussion on beat roles

Suggested Assessment: Beat coverage project, reflective journal on a reporter's role

Unit 4: Disaster Reporting and Case Studies (15 Hours)

A. Disaster & Crisis Coverage

- Role of reporters during disasters
- Do's and Don'ts in disaster reporting
- Risk, mitigation, and responsibility in coverage
- Case references: Pulwama Attack, Gadchiroli Naxal Attack, Kerala Floods, Return of Abhinandan

B. Case Studies and Ethics

- Ethical issues in reporting and credibility
- Follow-up stories and public accountability
- Yellow journalism vs investigative reporting
- Case Analysis: Rafale Deal, PNB Scam, National Herald, Panama Papers, Bofors, Watergate

Pedagogy: Documentary screenings, debate on ethical dilemmas, case study analysis

Suggested Assessment: Group presentation on case study, written analysis report

Course Learning Outcomes (Aligned with Bloom’s Taxonomy):

After completing this course, learners will be able to:

1. **Define** the concept, principles, and elements of news reporting. (*Remembering*)
 2. **Explain** various news gathering methods and types of sources. (*Understanding*)
 3. **Apply** techniques of beat reporting in different domains. (*Applying*)
 4. **Analyze** challenges in disaster and crisis reporting. (*Analyzing*)
 5. **Evaluate** ethical issues and credibility in real-world reporting. (*Evaluating*)
 6. **Create** accurate, balanced, and well-structured news stories. (*Creating*)
 7. **Integrate** technology and ethical reasoning in journalistic practices. (*Applying/Evaluating*)
-

Objective–Outcome Alignment:

| Unit | Course Objectives | Corresponding Learning Outcomes |
|-------------|--------------------------|--|
| Unit 1 | CLO 1, 2 | CLO 1, CLO 2, CLO 6 |
| Unit 2 | CLO 3 | CLO 2, CLO 7 |
| Unit 3 | CLO 4 | CLO 3, CLO 7 |
| Unit 4 | CLO 5, 6, 7 | CLO 4, CLO 5, CLO 6 |

Teaching Pedagogy:

- Interactive lectures and newsroom simulations
 - Workshops on field and beat reporting
 - Group projects and panel discussions
 - Case study analysis and ethical debates
 - Peer-review of writing exercises
-

Suggested Internal Assessment (40 Marks):

| Type of Assessment | Description | Marks |
|----------------------------|--|--------------|
| Assignment 1 | News story writing exercise | 10 |
| Assignment 2 | Beat coverage report | 10 |
| Presentation | Case study or disaster reporting project | 10 |
| Class Participation / Viva | Discussion, reflection journal | 10 |

Books and References:

Core Books:

1. Aggarwal, Vir Bala. *Essentials of Practical Journalism*. Concept Publishing, 2006.
2. Brunus, Lynette Sheridan. *Understanding Journalism*. Vistaar Publications, 2002.
3. Lawrence, Alders Lorenz & Vivian, John. *News Reporting and Writing*. Pearson Education, 2006.
4. Pant, N.C. & Kumar, Jitender. *Dimensions of Modern Journalism*. Kanishka Publishers, 1995.
5. Verma, M.K. *News Reporting*.

Reference and Web Sources:

- Reuters Handbook of Journalism – <https://www.reuters.com>
 - BBC Academy Journalism Guides – <https://www.bbc.co.uk/academy>
 - Press Information Bureau (PIB) – <https://pib.gov.in>
 - Columbia Journalism Review – <https://www.cjr.org>
 - Alt News & BoomLive – for verification and fact-checking
-

Project & Assignment Topics

- Write a 300-word factual news story based on a simulated press release.
 - Beat coverage project: choose one beat (e.g., civic, education, or health).
 - Analyze a disaster coverage case and identify ethical issues.
 - Comparative case study: Yellow Journalism vs Investigative Reporting.
 - Field report on how social media influences modern news sourcing.
-

| | |
|-----------------------------------|--|
| Class: T.Y.B.A.M.M.C | DSE-Elective Specialization: Journalism |
| Semester: V | Academic Session: June, 2025 – October, 2025 |
| Course code: SIUMMELJ311 | Course Credit: 4 points |
| Number of Lectures Allotted: 60 | Total Marks: 100 |
| Course name: Lifestyle Journalism | Course Alias: LJ |

A. Course Learning Objectives:

By the end of the course, learners will be able to:

1. **Understand** the fundamentals, scope, and audience of lifestyle journalism.
 2. **Analyze** the process of lifestyle story development, including structuring and editing.
 3. **Differentiate** between various types of lifestyle writing such as reviews, travel, food, health, and fashion.
 4. **Interpret** the impact of fashion, culture, cinema, and influencers in shaping lifestyle narratives.
 5. **Evaluate** the role of social media in promoting lifestyle content, branding, and co-marketing.
 6. **Create** effective and engaging lifestyle features that balance creativity, authenticity, and journalistic ethics.
-

B. Course Outline / Syllabus:

Unit 1: Introduction to Lifestyle Journalism (15 Hours)

- Definition, scope, and significance of lifestyle journalism
- Understanding the audience and publication house readership
- Lifestyle news, critiques, and reviews – from print to digital media
- Balancing elite and mass culture in storytelling
- Identifying reliable sources of lifestyle stories

Teaching Pedagogy: Interactive lectures, magazine analysis, class discussions

Internal Assessment: Critique of a published lifestyle story or feature

Unit 2: Writing Style – Words, Picture, Story and Editing (15 Hours)

- Characteristics of good lifestyle writing
- Integrating visuals and graphics effectively
- Story structure: crafting the beginning, middle, and end
- Reporting, interviewing, and feature leads in lifestyle writing

- Rewriting, self-editing, and improving story coherence

Teaching Pedagogy: Writing labs, peer-editing sessions, editorial workshops

Internal Assessment: Create and edit a 500-word lifestyle article

Unit 3: Types of Lifestyle Writing (15 Hours)

- **Review Writing:** Art shows, theatre, movies, books
- **Travel Writing:** Narrative travel stories and destination pieces
- **Food Journalism:** Restaurant reviews, food festivals, culinary features
- **Health and Fitness Journalism:** Gym culture, yoga, wellness trends
- **Other Genres:** Fashion, interior design, home, garden, DIY lifestyle

Teaching Pedagogy: Case analysis, sample review studies, story pitching

Internal Assessment: Write a short feature on any lifestyle domain

Unit 4: Fashion Influencers and Social Media in Lifestyle Journalism (15 Hours)

A. Fashion and Cultural Impact

- Fashion, gender, and social identity
- Role of fashion influencers, bloggers, and e-fashion markets
- Cultural influences through cinema and music

B. Social Media and Branding

- Branding, labelling, and aesthetic representation
- Celebrity endorsements and collaborations
- Fashion hashtags and social media storytelling
- Lifestyle advertising, co-marketing, and influencer campaigns

Teaching Pedagogy: Case studies, influencer analysis, campaign review

Internal Assessment: Presentation on an influencer campaign or digital brand story

C. Course Learning Outcomes (CLOs):

After completing this course, students will be able to:

1. Define the scope, audience, and relevance of lifestyle journalism. *(Unit 1)*
2. Explain the process of crafting and editing lifestyle stories. *(Unit 2)*
3. Analyze the distinct formats and approaches of lifestyle writing such as reviews, travel, food, and fitness. *(Unit 3)*
4. Evaluate the societal and cultural influence of fashion, cinema, and music on lifestyle narratives. *(Unit 4)*

5. Interpret the significance of branding, co-marketing, and social media storytelling in lifestyle journalism. (*Unit 4*)
 6. Create well-structured, ethically sound, and visually engaging lifestyle features for print and digital media. (*Across Units*)
-

D. Objective–Outcome Alignment:

| Unit | Course Objectives (CO) | Course Learning Outcomes (CLO) |
|-------------|-------------------------------|---------------------------------------|
| Unit 1 | CO1 | CLO1 |
| Unit 2 | CO2 | CLO2 |
| Unit 3 | CO3 | CLO3 |
| Unit 4 | CO4, CO5 | CLO4, CLO5 |
| All Units | CO6 | CLO6 |

E. Teaching Pedagogy:

- Lectures and media writing workshops
 - Magazine and article reviews
 - Guest lectures with lifestyle journalists and editors
 - Peer-feedback and editorial exercises
 - Campaign analysis and influencer studies
 - Practical assignments in storytelling and content creation
-

F. Internal Assessment (40 Marks):

| Assessment Type | Description | Marks |
|------------------------|--|--------------|
| Assignment 1 | Write a lifestyle feature/review on fashion, food, or travel | 10 |
| Assignment 2 | Peer editing of feature or column writing exercise | 10 |
| Presentation | Influencer or brand campaign analysis | 10 |
| Viva / Participation | Editorial discussion & practical engagement | 10 |

G. Bibliography & Webliography:

Core Readings:

1. Hanusch, Folker. *Lifestyle Journalism (Journalism Studies)*. Routledge.
2. Vodanovic, Lucia (Ed.). *Lifestyle Journalism: Media, Consumption and Experience*. Routledge.
3. Colbert, Jean Ann. “Lifestyle Journalism.” In *Encyclopedia of Journalism*.
4. Pape, Susan & Featherstone, Sue. *Feature Writing: A Practical Introduction*.

Web References:

- [The Lifestyle Journalist](#)
 - [Reuters – Lifestyle News](#)
 - [Vogue Business](#)
 - [The Drum – Fashion & Marketing Insights](#)
-

H. Suggested Project & Assignment Topics:

- Analyze a recent influencer-led lifestyle campaign.
- Write a 600-word travel or fashion feature for digital media.
- Conduct and report an interview with a lifestyle expert or content creator.
- Prepare a story package combining text, visuals, and headlines for a lifestyle magazine.
- Case study on “E-fashion and Youth Culture in India.

Bachelor of Arts in Multimedia and Mass Communication

Class: T.Y.B.A.M.M.C

DSE-Elective Specialization: Journalism

Semester: V

Academic Session: June, 2025 – October, 2025

Course code: SIUMMELJ311

Course Credit: 4 points

Number of Lectures Allotted: 60

Total Marks: 100

Course name: Data Journalism

Alias: DJ

Course Subtitle:

Harnessing Data for Investigative and Storytelling Excellence

Course Objectives (Based on the 4 Units)

(Aligned with Bloom's Taxonomy)

1. Understand the role and significance of data in modern journalism.
(Understand)
2. Identify and source relevant datasets for journalistic purposes. (Remember)
3. Analyze and interpret data to uncover compelling stories. (Analyze)
4. Apply data visualization techniques to enhance storytelling. (Apply)
5. Evaluate the ethical considerations in data collection and reporting. (Evaluate)
6. Create data-driven journalistic content across various media platforms.
(Create)

Course Outline / Syllabus Details

Unit 1: Introduction to Data Journalism

- Definition and evolution of data journalism
- Importance in the digital age
- Case studies of impactful data journalism
- Overview of tools and software used in the field

Unit 2: Data Acquisition and Management

- Identifying reliable data sources
- Techniques for data scraping and mining
- Data cleaning and preprocessing
- Understanding data formats and structures

Unit 3: Data Analysis and Interpretation

- Statistical concepts for journalists
- Identifying trends, patterns, and outliers

SIES COLLEGE of Arts, Science and Commerce (Empowered Autonomous) Sion West

- Correlating data with real-world events
- Tools for data analysis (e.g., Excel, Google Sheets, Python basics)

Unit 4: Data Visualization and Storytelling

- Principles of effective data visualization
- Tools for creating charts, graphs, and maps (e.g., Tableau, Flourish)
- Integrating data visuals into narratives
- Ethical considerations in data representation

Teaching Pedagogy

- Interactive lectures with real-world examples
- Hands-on workshops using data analysis and visualization tools
- Group projects analyzing current datasets
- Guest lectures from industry professionals
- Peer reviews and collaborative storytelling exercises

Internal Assessment (Total 40 Marks)

- Data sourcing and cleaning assignment (10 marks)
- Data analysis report on a chosen topic (10 marks)
- Visualization project presenting data insights (10 marks)
- Class participation and discussions (5 marks)
- Quiz on data journalism concepts and ethics (5 marks)

Books and References

- Bradshaw, P. (2017). *The Data Journalism Handbook*. O'Reilly Media.
- Gray, J., Chambers, L., & Bounegru, L. (2012). *The Data Journalism Handbook*. O'Reilly Media.
- Cairo, A. (2016). *The Truthful Art: Data, Charts, and Maps for Communication*. New Riders.
- Rogers, S. (2015). *Facts are Sacred: The Power of Data*. Faber & Faber.

Web Links for Reference

- DataJournalism.com – Resources and case studies

SIES COLLEGE of Arts, Science and Commerce (Empowered Autonomous) Sion West

- Journalist's Resource – Research and data tools
- GitHub: Simon Rogers' Data Journalism Course – Tutorials and datasets
- Datawrapper – Visualization tool
- Flourish – Data storytelling platform

Course Learning Outcomes (Upon completion, the learner will be able to...)

1. Explain the fundamentals and importance of data journalism. (Understand)
2. Locate and assess the credibility of various data sources. (Evaluate)
3. Utilize tools to clean, analyze, and interpret datasets. (Apply)
4. Design effective visualizations to communicate data insights. (Create)
5. Critically assess the ethical implications of data use in journalism. (Evaluate)
6. Produce comprehensive data-driven stories suitable for publication. (Create)

Class: T.Y.B.A.M.M.C

VSC Specialization: Journalism

Semester: V

Academic Session: June, 2025 – October, 2025

Course code: SIUMMVSJ311

Course Credit: 2 points

Number of Lectures Allotted: 30

Total Marks: 50

Course name: Soft News Writing

Alias: VSC-SNW

Course Learning Objectives:

By the end of the course, learners will be able to:

1. Apply tools and techniques of editing for accuracy, brevity, and clarity in media writing.
 2. Write crisp and engaging stories suited for both visual and audio media platforms.
 3. Compile resumes in a storytelling format suitable for media professionals.
 4. Write feature stories within the framework of journalistic principles and ethics.
 5. Understand and apply the purpose, protocol, and ethics of media interviews.
-

A. Course Syllabus

Unit 1: Tools and Techniques of Editing (10 Lectures)

- Brevity: the soul of communication – eliminating redundancy
- Functional Grammar: refreshing grammar and identifying common errors
- Word Power: working with words effectively
- Punctuation for media usage
- Stylebook conventions: numbers, abbreviations, names, and terms

Crisp Writing:

- News Sense: identifying the right story angle
 - Writing headlines, captions, leads, and intros
 - Podcast writing: writing for the ear
 - Netcast writing: scripting for visuals
 - Web writing: compiling stories for online formats
 - Differences between writing for print and real-time (digital/broadcast) writing
-

Unit 2: Resume Writing – Telling Your Story (10 Lectures)

- Assimilating facts and personal/professional details
- Building a narrative identity through storytelling
- Making resumes pictorial and visually appealing
- Layout and page design for impact

- Establishing credibility and professional voice
-

Unit 3: Feature Writing and Media Interviews (10 Lectures)

Feature Writing:

- Feature stories: Human-interest narratives
- Reviews: Books, films, apps, and performances
- Columns: Analytical, interactive, and “Agony Aunt” formats
- Editorials: Importance, tone, and structure as voice of the publication
- Obituaries: tone, factual verification, and ethical considerations

Interviews:

- Types of interview subjects
 - Preparing for interviews and drafting a questionnaire
 - Understanding protocol, ethics, and objectivity
 - Writing and structuring the interview copy
-

Internal Assessment:

Objective:

To help learners grasp essential elements of storytelling, structure impactful narratives, and strengthen creativity and presentation skills.

| Sr. No. | Project / Assignment | Reason / Justification |
|----------------|--|--|
| 01 | Prepare a creative resume for print and also an audio-visual version | Builds portfolio value and enhances self-presentation skills |
| 02 | Flip Class Assignment | Encourages confidence, creativity, and presentation ability |

References:

1. Buck Ryan & Michael O’Donnell – *The Editor’s Toolbox* (Surjeet Publication)
 2. James Glen Stovall – *Writing for the Mass Media*
 3. Amy Einsohn – *The Copyeditor’s Handbook* (3rd Ed., University of California Press, 2011)
 4. *The Chicago Manual of Style*
-

Course Learning Outcomes (CLOs):

After completing this course, learners will be able to:

1. Examine and apply principles of functional grammar, punctuation, and media style guides. *(Unit 1)*
 2. Write crisp, compelling stories for print, audio, and web platforms. *(Unit 1)*
 3. Assemble a professional resume using storytelling, narrative flow, and visual layout principles. *(Unit 2)*
 4. Compose various soft news formats such as human-interest stories, reviews, columns, and editorials. *(Unit 3)*
 5. Conduct and document interviews with adherence to journalistic ethics and protocols. *(Unit 3)*
-

Objective–Outcome Alignment:

| Course Objective (CO) | Linked Course Learning Outcome (CLO) | Unit |
|------------------------------|---|-------------|
| CO1 | CLO1 | Unit 1 |
| CO2 | CLO2 | Unit 1 |
| CO3 | CLO3 | Unit 2 |
| CO4 | CLO4 | Unit 3 |
| CO5 | CLO5 | Unit 3 |

Teaching Pedagogy:

- Lecture and demonstration
 - Editing and writing exercises
 - Peer-review and self-editing workshops
 - Resume-building and digital storytelling practice
 - Interview mock sessions and analysis
-

-----**TYBAMMC SEMESTER FIVE ENDS**-----

T.Y.B.A.M.M.C. Programme Grid for Level 5.5 of Semester Six

Choice Based Credit System [CBCS] with effect from the academic year 2025-2026

| Program: T.Y.B.A.M.M.C | | Level: 5.5 Academic Year:2025-26 | Credit Points | Semester VI Advertising | Semester VI Journalism |
|--------------------------------|---------------------------------|---|---------------------|---|--|
| Faculty Component | | Department of Mass Media | | Course Title | Course Title |
| Subject 1 Major | Core (DSC) Mandatory | Multimedia and Mass Communication [MMC] | 4 4 4 | Major 1 Digital Media Major 2 Advertising Design Major 3 Advertising and Marketing Research | Major 1 Digital Media Major 2 Newspaper and Magazine Design Major 3 Investigative Journalism |
| | Elective (DSE) | Advertising OR Journalism | 4 | Account Planning and Media Strategy OR Customer Relationship Management | Global Media and Conflict Resolution OR Media Laws and Ethics |
| Subject 2 Minor | | Business Administration and Management [BAM] | 2 | Event Management | Event Management |
| On the Job Training (OJT) | | On Subject 1 Major | 4 | Internship | Internship |
| Remarks | | Total | 22 | Credits each Semester | |

Department of Mass Media
Programme: B.A.M.M.M.C
Bachelor of Arts in Multimedia and Mass Communication

Class: T.Y.B.A.M.M.C

Major 1 DRG-DSC-Core

| | |
|---------------------------------|--|
| Semester: VI | Academic Session: November, 2025 – April, 2026 |
| Course code: SIUMMJ321 | Course Credit: 4 points |
| Number of Lectures Allotted: 60 | Total Marks: 100 |
| Course name: Digital Media | Alias: DM |

A. Course Learning Objectives:

1. Recognize traditional and digital media concepts and understand the principles of digital media marketing. (*Remember, Understand*)
2. Classify and differentiate components of SEO, SEM, and SMM under digital advertising. (*Understand, Analyse*)
3. Identify and apply techniques of email marketing, content writing, and web analytics tools. (*Apply*)
4. Analyse affiliate and programmatic marketing strategies and their effectiveness. (*Analyse*)
5. Explain cyber laws, ethics, and digital security in online media practices. (*Understand*)
6. Develop and evaluate a digital campaign integrating SEO, SEM, and analytics insights. (*Create, Evaluate*)

B. Course Outline (4 Units × 15 Hours)

Unit 1: Introduction to Digital Media and SEO (15 Hours)

- **Topics:**
 - Understanding Digital Media: Definitions, Scope, Advantages
 - Principles of Digital Media Marketing
 - Key Concepts in Digital Communication
 - Traditional vs Digital Media
 - Introduction to SEO: On-page and Off-page Optimization
 - SEO Tools, Audit, and Career Pathways
- **Teaching Pedagogy:** Interactive lectures, SEO live demonstrations, case study comparison
- **Suggested Internal Assessment:** Quiz on SEO concepts; short paper comparing traditional and digital marketing

Unit 2: SEM and SMM (15 Hours)

- **Topics:**
 - Introduction to Search Engine Marketing (SEM)
 - Google AdWords, Campaign Structure, Display Network, Remarketing
 - SMM Overview: Facebook, Instagram, LinkedIn, Twitter
 - SMM Tools and Strategy Development
 - Paid vs Organic Media Performance
 - **Teaching Pedagogy:** Google Ads simulation workshop, social media case studies, live campaign review
 - **Suggested Internal Assessment:** Group project – Create and present a mock SEM or SMM campaign
-

Unit 3: Email Marketing, Content Writing, and Web Analytics (15 Hours)

- **Topics:**
 - Email Marketing: Key Concepts, Best Practices (CRABS)
 - Lead Nurturing and Customer Engagement Tools
 - Content Writing: Blogs, Social Media, and Mobile Platforms
 - Google Analytics Overview
 - Web, Social Media, and Content Analytics
 - Data Interpretation and Campaign Tracking
 - **Teaching Pedagogy:** Writing lab, analytics dashboard exploration, peer review of content pieces
 - **Suggested Internal Assessment:** Write and optimize a blog post; analyze engagement metrics
-

Unit 4: Affiliate, Programmatic Marketing, and Cyber Laws (15 Hours)

- **Topics:**
 - Affiliate Marketing: Concepts, Platforms, Resources, Models
 - Programmatic Marketing: Growth, Real-Time Bidding, Challenges
 - Myths of Programmatic Advertising
 - Digital Ethics, Cyber Security, and Legal Framework
 - Information Technology Act, Copyright Act
 - **Teaching Pedagogy:** Expert lecture, case analysis, simulation of ad-buying process
 - **Suggested Internal Assessment:** Reflective essay on ethics; group presentation on affiliate networks
-

C. Course Learning Outcomes (CLOs) :

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

1. **Compare** traditional and digital media and **explain** key principles of digital marketing. (*Understand, Analyse*)

2. **Demonstrate** the ability to use SEO and SEM tools effectively for campaign optimization. (*Apply*)
 3. **Design and implement** social media marketing strategies across platforms. (*Apply, Create*)
 4. **Compose** effective email and digital content tailored for different audiences. (*Apply, Create*)
 5. **Evaluate** digital performance using web and social media analytics. (*Evaluate*)
 6. **Analyse** affiliate and programmatic marketing models for strategic use in campaigns. (*Analyse*)
 7. **Interpret and apply** cyber laws, ethical standards, and security principles in digital contexts. (*Understand, Apply*)
-

D. Objective–Outcome Alignment:

| Unit | Objectives (CO) | Aligned CLOs | Bloom’s Level |
|--------|--|--------------|-----------------------------|
| Unit 1 | Recognize digital media and SEO fundamentals | CLO 1, 2 | Remember, Understand, Apply |
| Unit 2 | Classify and differentiate SEM & SMM strategies | CLO 2, 3 | Apply, Analyse |
| Unit 3 | Apply email marketing, content writing & analytics | CLO 4, 5 | Apply, Evaluate |
| Unit 4 | Analyse affiliate & programmatic marketing; explain cyber laws | CLO 6, 7 | Analyse, Understand, Apply |

E. Teaching Pedagogy:

- Interactive lectures and real-world case studies
 - Hands-on SEO/SEM/SMM workshops
 - Simulated campaign building (Google Ads, Meta Suite)
 - Data analytics exercises using Google Analytics demo accounts
 - Group projects and creative content labs
 - Expert talks on digital ethics, cyber law, and online security
-

F. Suggested Internal Assessment Exercises:

1. Quiz on digital marketing concepts and SEO terms
 2. Group project: Design a mock digital campaign
 3. Blog writing and optimization assignment
 4. Analytics report: Evaluate online engagement metrics
 5. Reflective essay on ethical digital communication
 6. Presentation on affiliate or programmatic trends
-

G. Project & Assignment Topics (Unit-wise):

- **Unit 1:** Comparative study – Traditional vs Digital Media
 - **Unit 2:** SEM or SMM campaign plan for a brand
 - **Unit 3:** Blog post creation and engagement tracking
 - **Unit 4:** Case report on cyber ethics and digital laws
-

H. References and Bibliography:

Core Books:

- Gupta, Seema. *Digital Marketing*. McGraw Hill Education.
- Bhatia, Puneet Singh. *Fundamentals of Digital Marketing*. Pearson Education.

Additional Readings:

- Ryan, Damian. *Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation*. Kogan Page.
- Chaffey, Dave & Ellis-Chadwick, Fiona. *Digital Marketing: Strategy, Implementation and Practice*. Pearson.

Web Resources:

- <https://developers.google.com/analytics>
 - <https://www.searchenginejournal.com>
 - <https://blog.hubspot.com>
 - <https://www.socialmediaexaminer.com>
-

Department of Mass Media
Programme: B.A.M.M.M.C
Bachelor of Arts in Multimedia and Mass Communication

Class: T.Y.B.A.M.M.C

Major XI DSC-Core Advertising

Semester: VI

Academic Session: November, 2025 – April, 2026

Course code: SIUMMMJA322

Course Credit: 4 points

Number of Lectures Allotted: 60

Total Marks: 100

Course name: Ad Design

Alias: AD

Course Learning Objectives:

This course will help the student to develop the ability to-

- 1) Apply the campaign outline, advertising design to communication design.
- 2) Illustrate design basics as a language of visuals.
- 3) Sketch the blue print in an appropriate type of layout.
- 4) Plan a campaign: Product research to layout
- 5) Design logo, manual, print ads, outdoor ads, TVC and Web ads

Course Syllabus:

1. Introduction: Advertising Design=Communication Design (10 Lectures)

- **Project Paper**
 - Intro to Project paper & Campaign
 - Campaign outline, Elements to be produced, Viva voce
- **Role of Agency Departments**
 - Accounts dept.: Client handling, Strategy Planning
 - Media dept.: Media research, Media planning, Buying & billing
 - Creative dept.: Prime calibre, All of visualisation, Creative thinking, Execution,
 - Production dept.: (in-house or outsource) Photography, TVC, Print of promotional material
- **Process of Design:**
 - Research of
 - Product (features & benefits)
 - Market: (TA) Psycho & Demography
 - Message Strategy: What to say & How
 - Competition & claim
 - Visualisation & Copy
 - Illustration: Choosing one among
 - Execution: Graphic design
- **Art Direction**
 - Role of art director in various media
 - Detailing in illustration
 - Detailing in TVC: Location, Models, Costume, Working on storyboard
- **Analysing Ads & Logos:**

- o Discussion of existing ads:
- o Print ads: For layout, Colours, Message
- o TVCs: AV, Pace, Tone etc
- o Innovative, Ambient, Transit for relevancy
- o PoS: For size, Place, Consumer psychology

2. Design Basics: Language Of Visuals (10 Lectures)

- **Elements of Design**
 - o Vocabulary: Point, Line, Shape, Size, Tone, Colours, Texture, Space
- **Principles of Design**
 - o Grammar: Proportions, Contrast. Harmony, Balance, Rhythm, Unity
- **Rules of Design**
 - o Rules/Guides: Emphasis, Proximity, Alignment, Visual path, Syntax
 - o Gestalt: Completion, Closure, Invariance, Multi-stability, Figure & ground etc
 - o Optical illusions:
 - o Visual Influence: Shapes & proportions, Tones & contrast, Lines & length
- **Typography**
 - o Type as Design element:
 - o Classification: Serif, Sans serif, Decorative, Trendy etc.
 - o Measurement: size, weight, Kern, Track, leading, Baseline etc.
 - o Word Expression, Meaning expressed by appearance

3. Layout: The Blue Print (10 Lectures)

- **Types of Layout**
 - o Mondrian, Picture window, Split, Big type, All text, All art, Circus etc.
- **Stages of Layout**
 - o Thumbnail sketches, Rough layout, Finished layout, Comprehensive
- **Choosing Picture**
 - o Strong visual capable of selecting Target Group, Suitable with headline, Trial close
- **Choosing Typo**
 - o Sorting text into parts of copy.
 - o Choosing appropriate typeface for Headline, Subheads Slogan, Body etc.
- **Putting all together**
 - o Choosing canvas size, Trying formats, orientations, Various proportions of verbal & Visual

4. Planning A Campaign: Working On Final Project (20 Lectures)

- **Choosing a product**
 - o Finalizing what to sell.
 - o Designing a Logo: Type based, Shape based, combo,
 - o Symbolic etc.
 - o Planning tagline
- **Research**
 - o Product/Service (features & benefits)
 - o Market: Wants & Needs, Psycho & Demography, What words may click their minds.
 - o Tone & Voice.
- **Idea generation**
 - o Coming to big idea, Trying various idea generation techniques

- **Visualising Layout**
 - Choosing appropriate image/s & working on rough layout
 - Finalizing layout for highest effectiveness.

5. Execution: On System Work (Faculty To Guide & Instruct) (10 Lectures)

- **Logo Design**
 - Working on system: Corel Draw/Illustrator
 - Designing Logo, Deciding color scheme
 - (Logo is vector based)
 - Modifying Typo, Using glyphs,
 - Considering shape as identity
- **Logo Manual**
 - Creating a Logo design Philosophy
 - Explaining the logic behind choice of Type, Choice of colour, and Reason for shape, Tagline as brand promise.
 - Making all compact.
 - Creating 4 diff sizes & also reverse
- **Print Ads/Press ads**
 - Press: Using finalized layout for creating series of three ads (Synergy maintained)
 - Diff image same typo OR Diff expressions same model-(brand ambassador) & same typo Creating headlines suitable to image (syntax)
- **Outdoor ad, Innovative/ Transit/Ambient Point of purchase**
 - Outdoor: Deciding location, Format, Spotting frequency, Advantage of location, Advantage of local surroundings, Spotability, Appropriate headlines
- **TVC or Web Ads**
 - TVC: Story line, Script, Floor plan, Camera plot, Storyboard with , VFX, OSD, SFX, VO
 - Web ad: Pop up, Scroll, Banner etc.
 - Printing, Mounting & Preparing for viva

ii. Note:

- Students have to choose an existing product with new fresh brand name & new logo & not the existing brand
- Students should not be encouraged to bring in 'innovation' in the product or not to 'invent' totally new. Invention is job of engineers & we are in communication. (If agency has to rely on innovation for the advertisement then it's a failure of their efficiency.)
- The viva will be based on the project & the evaluation will be based on its effectiveness as communication design.
- Make students aware that marketing & advertising are different things & advertising has to be self-explanatory. If student has to verbally push to sell 'his work' then the work is weak.
- **Learning process in art has four phases:**
 - Appreciation
 - Imitation
 - Inspiration
 - Creation
- To take the students through all these phases the internal assessment comprise of: Scrap book: (appreciation) Collection of print ads from magazine & Newspaper as well as **Logos of different brands**. Students are supposed to analyse the ads in the

scrap book for the layouts, colour harmonies used, typography, mood, type of headlines & visual path along with various design aspects.

- Logos has to be analyzed for their shape, symbolism, typo treatment, uniqueness, connectivity to the industry & unity as well as alignment within logo elements.
- **Drawing book:** (imitation & inspiration) The exercise in the book is based on various design principles such as harmony, contrast, illusions etc & to carry out rough layout & rough designs for new logo. This also comprise of idea generation & rough story board.
- **Final campaign:** Creative brief & finalized layouts for press & print media that will follow Synergy. Student to start campaign on approval of creative brief.

Project: Elements of Campaign: Language can be English, Hindi, and Marathi.

- Logo Design: (Fresh) presented in Logo Manual
- Stationary: Visiting Card, Letterhead, Envelope in hard copy crafted in actual.
- Press Ads: Series of 3 ads for Newspaper maintaining synergy.
- Print Ads: Series of 2 ads for Magazine maintaining synergy. English and/or regional
- Outdoor Ad: Billboard, Hoarding (one as reminder ad or warm up campaign)
- Innovative/ Transit/ Ambient Ad: Any one of these suitable to the product/service
- Point of Sale: Standee/ Dangers/ Strut cad/ Tent card/ kiosk etc: any one suitable
- TVC Storyboard: 12 to 16 key frames with Floor plan, Camera plot, OSD, SFX, VFS, VO
- Internet Ads: Scroll/ Banner/ Pop up etc: Any one ad suitable to product/service

iii. References:

- Art & Ideas: G. S. Rege
- Art & Production: N. N. Sarkar
- Advertising by Design Robin Landa
- Elements of Graphic Design Alexander White
- Ogilvy on Advertising David Ogilvy

Course Learning Outcomes :

- 1) Discover research process of design, art direction, ads and logos under media mix.
- 2) Practice elements, principles, rules of design under visual influence.
- 3) Chart out different layouts with stages and assemble the formats for a suitable sketch.
- 4) Choose a product, conduct a research, generate an idea and finalise a layout for high effectiveness and sale.
- 5) Compose the logo design, logo manual, press ads, outdoor, innovative, ambient, pop ads and TVCs with Web ads for viva voce.

Department of Mass Media
Programme: B.A.M.M.M.C
Bachelor of Arts in Multimedia and Mass Communication

Class: T.Y.B.A.M.M.C. Major-XII Specialization: Advertising
Semester: VI Academic Session: October, 2025 –April, 2026
Course code: SIUMMMJA323 Paper no: Major-XII Advertising

Number of Lectures Allotted: 60 hours Course Credit: 4 points Total Marks: 100
Course name: Advertising and Marketing Research Alias: AMR

Course Learning Objectives:

By the end of this course, learners will be able to:

1. Understand the foundations and principles of research in advertising and marketing.
2. Differentiate between qualitative and quantitative research methods and their applications.
3. Develop effective tools such as questionnaires and sampling plans for research.
4. Apply data collection and analytical techniques using both manual and digital tools
5. Interpret and analyse research findings using descriptive and inferential statistics.
6. Evaluate advertising effectiveness through pre-testing, post-testing, and neuromarketing approaches.
7. Design a complete miniscule research project/report with real-world marketing and advertising insights.

Course Outline:

UNIT I: Foundations of Research and Research Design (15 Hours)

Sub-units & Topics

- Nature, need, and importance of research in advertising and marketing
- Types and scope of research design : Descriptive, Exploratory, and Causal
- Components of research:
 - Literature Review
 - Statement of Problem
 - Research Questions, Aims, and Objectives
 - Hypothesis formulation
- Ethics in research and plagiarism
- Emerging trends: AI-assisted research design, digital data collection ethics

Teaching Pedagogy

- Interactive lectures and discussions

- Review of published marketing research case studies
- Demonstration of ethical AI tools for research

Suggested Internal Assessment

- Short assignment: Identify and critique a published marketing research paper
 - Quiz on fundamentals and research types
-

UNIT II: Research Tools and Sampling Techniques (15 Hours)

Sub-units & Topics

- Designing Questionnaires:
 - Open-ended vs. Closed-ended questions
 - Projective and Attitude scaling techniques (Likert, Semantic Differential, Thurstone)
 - Digital survey tools (Google Forms, Typeform, Qualtrics)
- Sampling process and design:
 - Non-probability sampling: Convenient, Judgment, Quota, Snowball
 - Probability sampling: Simple random, Systematic, Stratified, Cluster, Multistage
- Big Data and Social Media Sampling

Teaching Pedagogy

- Tutorial on questionnaire design using live brand cases
- Sampling simulation using small student groups
- Guest lecture by marketing research professional

Suggested Internal Assessment

- Group task: Create a questionnaire for a brand study
 - Reflection essay on ethical challenges in sampling
-

UNIT III: Data Processing, Analysis, and Interpretation (15 Hours)

Sub-units & Topics

- Data preparation and coding
- Using Excel/SPSS for data entry and analysis
- Descriptive statistics: Mean, Median, Mode, Range, Variance, Standard Deviation, Kurtosis, Skewness
 - Inferential & multivariate analysis: Any of the following multivariate analysis may be used: **Correlation, Regression, Chi-square, Factor, and Cluster analysis**
- **Data visualization:** Pie charts, Bar charts, Histograms, **Dashboards using Power BI**
- Interpreting associations and implications

Teaching Pedagogy

- Classroom discussions on SPSS and Excel
- Hands-on visualization activity using Power BI or Google Sheets
- Peer feedback sessions on data interpretation

Suggested Internal Assessment

- Mini research data analysis using classroom survey
 - Quiz on data visualization and interpretation
-

UNIT IV: Advertising & Marketing Research Applications (15 Hours)

Sub-units & Topics

A. Advertising Research

- Copy Research: Concept, Name, Slogan testing
- Copy Testing Measures: Free Association, Direct Questioning, Mail Tests, Focus Groups
- Pre-testing:
 - Print: Consumer Jury, Portfolio, Paired Comparison, Mock Magazine Tests
 - Broadcast: Trailer, Theatre, Clutter, Live Telecast Tests
 - **Digital Ad Pre-testing (A/B Testing, Eye-Tracking, Click-Through Metrics)**
- Post-testing: Recall, Recognition, Sales Effect, Enquiry Tests
- **Neuromarketing & Physiological Measures:** Pupil metric devices, Eye-movement camera, Galvanometer, Brain pattern analysis: EEG, fMRI, Voice pitch analysis

B. Marketing Research

- New Product Research
- Branding and Packaging Research
- Pricing and Product Testing
- **Customer Journey Mapping and UX Research**
- **Social Media Analytics and Sentiment Analysis**

C. Report Writing

- Report structure: Title Page, Index, Introduction, Objectives, Methodology, Analysis, Findings, Conclusion, Annexure

[Title Page Index Introduction and research objective Industry overview Literature review Statement of the problem Statement of hypothesis (Min two hypothesis) Research methodology and research design Data analysis and interpretations Findings Conclusions Suggestions Annexure (questionnaires)]

- **Research Presentation and Visualization Skills**

Teaching Pedagogy:

- Case-based discussions on major ad campaigns (e.g., Dove, Zomato, Swiggy)
- Field project guidance and mentoring
- Simulation on digital ad performance analytics

Suggested Internal Assessment:

- **Major Mini Project:** Field-based research study (minimum 75 respondents)
 - **Presentation of findings using PowerPoint/dashboard visualization**
-

Course Learning Outcomes:

By the end of this course, learners will be able to:

1. Define key concepts and principles of advertising and marketing research.
 2. Differentiate between qualitative and quantitative research methodologies.
 3. Design effective questionnaires and apply appropriate sampling methods.
 4. Collect, analyse, and interpret marketing data using statistical and visualization tools.
 5. Evaluate advertising effectiveness using traditional and digital metrics.
 6. Apply neuromarketing and digital analytics in understanding consumer behaviour.
 7. Develop and present a comprehensive marketing research report.
-

Objective & Outcome Sequence:

| Unit | Course Objectives (Abridged) | Course Outcomes (Aligned) |
|-------------|--|----------------------------------|
| Unit I | Understand fundamentals and ethics of research | CO1, CO2 |
| Unit II | Develop research tools and sampling designs | CO3 |
| Unit III | Apply data analysis and visualization techniques | CO4 |
| Unit IV | Evaluate advertising and marketing research applications | CO5, CO6, CO7 |

Bibliography & Webliography:

Core References

1. Green, Paul E. & Tull, Donald S. (2018). *Research for Marketing Decisions*. Pearson.
2. Cooper, Donald R. & Schindler, Pamela S. (2019). *Business Research Methods* (9th ed.). McGraw Hill.
3. Malhotra, Naresh K. (2020). *Marketing Research: An Applied Orientation*. Pearson Education.

Reference & Online Resources

- Millward Brown Reports: www.millwardbrown.com
 - Google Analytics & Meta Business Insights Guides
 - Nielsen Ad Research Reports (2023–2025)
 - YouGov, Kantar, Statista Market Insights
-

Teaching Pedagogy:

- Lectures and demonstrations
 - Workshops on survey design and analytics tools
 - Simulations on ad testing and consumer response
 - Case studies and research paper analysis
 - Field-based group projects
 - Industry guest sessions and peer reviews
-

Suggested Internal Assessment Exercises:

- Quiz on fundamentals and research types
 - Assignment: Literature review on an advertising case
 - Mini research project: Questionnaire + sampling
 - Field survey (75 respondents minimum)
 - Research report submission and presentation
 - Reflection essay on AI and ethics in advertising research
-

Project & Assignment Topics (Unit-wise):

| Unit | Suggested Topics |
|-------------|--|
| I | Research proposal: <i>Consumer perception study on eco-friendly brands</i> |
| II | Designing questionnaire for <i>Gen Z's digital ad preferences</i> |
| III | Data analysis: <i>Impact of influencer marketing on brand recall</i> |
| IV | Major Project: <i>Comparative effectiveness of traditional vs. digital ad campaigns</i> |
| — | Optional Extension: <i>Neuromarketing metrics and consumer attention span in short-form videos</i> |

Department of Mass Media
Programme: B.A.M.M.M.C
Bachelor of Arts in Multimedia and Mass Communication

| | |
|--|---|
| Class: T.Y.B.A.M.M.C | DSE-Elective Specialization: Advertising |
| Semester: VI | Academic Session: November, 2025 –April, 2026 |
| Course code: SIUMMELA321 | Course Credit: 4 points |
| Number of Lectures Allotted: 60 | Total Marks: 100 |
| Course name: Account Planning and Media Strategy | Alias: APMS |

Course Subtitle:

Insight-Driven Campaign Planning and Strategic Media Execution in a Multimedia World

Course Learning Objectives (CLOs):

By the end of this course, learners will be able to:

1. Understand the principles and evolving role of account planning in strategic advertising. (*Understanding*)
 2. Identify and differentiate among various types of consumer, cultural, and digital insights. (*Remembering*)
 3. Apply qualitative, quantitative, and AI-assisted tools to uncover deep brand insights. (*Applying*)
 4. Examine and create effective creative briefs that translate insights into strategy. (*Analyzing*)
 5. Develop integrated media plans including objectives, budgeting, and channel selection. (*Creating*)
 6. Evaluate traditional and digital media performance metrics and ROI. (*Evaluating*)
 7. Assess and design transmedia and influencer-driven campaigns for contemporary audiences. (*Creating*)
-

Course Outline :

Unit 1: Foundations of Account Planning (15 Hours)

Topics:

- Definition, Origin, and Evolution of Account Planning
- The Role of the Planner: Strategic Partner to Creative and Client
- Understanding Insights: Differentiating Facts, Observations, and Insights
- The “Insight Pyramid” and Cultural Context
- Neuromarketing and Consumer Behaviour Mapping (New)
- Sources of Insights: Consumer, Brand, Market, Cultural, Digital Behaviour

- **Research Techniques:** In-depth Interviews, Focus Groups, Ethnography
- **Digital Insight Tools:** Google Analytics, Brandwatch, Meltwater (New)
- **Case Studies:** Award-winning campaigns analyzed through **insights**

Pedagogy: Interactive lectures, case analysis, mini-research exercises

Internal Assessment Suggestion: Mini project on decoding insights from an award-winning campaign

Unit 2: Account Planning Process and Strategy (15 Hours)

Topics:

- The Account Planning Process: From Research to Brief
- The Strategic Role of the Planner in Campaign Development
- Preparing for Strategy: SWOT, Brand Archetypes, and Consumer Journey Maps
- Crafting the Creative Brief: Purpose, Structure, and Examples (JWT, Ogilvy, BBDO)
- Evaluating Inspiring vs. Uninspiring Briefs
- Defining Benefits: Functional vs. Emotional Laddering
- Storytelling Frameworks: SB7 Model (Character–Problem–Plan–Success)
- **AI in Brief Generation and Insight Mapping (New)**
- **Human vs. Machine Intuition in Strategic Thinking (New)**

Pedagogy: Workshops on brief writing, comparative analysis, peer review

Internal Assessment Suggestion: Write a creative brief for a chosen brand based on research insights

Unit 3: Media Strategy and Planning (15 Hours)

Topics:

- Media Planning Fundamentals: Role, Objectives, and Importance
- Media Planning Process: Situation Analysis, Target Audience, Budgeting
- Understanding BARC and NCCS Classifications
- Media Mix and Communication Mix
- Metrics and Measurements: Reach, Frequency, GRPs, TRPs, CPM, CPRP
- Evaluating Media Vehicles: Print, TV, Radio, Outdoor, Cinema
- **Evolving Media Touchpoints: OTT, Podcast, Gaming, DOOH (New)**
- **Introduction to AI-based Media Optimization and Predictive Analytics (New)**
- Case Studies: Comparative evaluation of media strategies

Pedagogy: Simulation of media plan creation, BARC report analysis

Internal Assessment Suggestion: Create a media plan with budget distribution and KPI justification

Unit 4: Digital Strategy and Advanced Media Buying (15 Hours)

Topics:

- Digital Media Ecosystem: Paid, Owned, and Earned
- Programmatic Advertising: DSP, SSP, RTB
- Cost Models: CPM, CPC, CPL, CPA, CPS
- **Influencer and Creator Economy: Trends, Ethics, and Metrics (New)**
- **Transmedia Storytelling and Propagation Planning (New)**
- Performance Marketing: Retargeting, Conversion Tracking, Funnel Optimization
- Native Advertising and Content Integration
- Media Research Tools: BARC, RAM, Comscore, SimilarWeb, Alexa
- Evaluating ROI and Effectiveness in Integrated Media Campaigns
- **AI-Driven Media Buying and Automation Tools (New)**

Pedagogy: Digital campaign simulation, analytics tools, live dashboards

Internal Assessment Suggestion: Case study analysis on a digital campaign's ROI and media effectiveness

Course Learning Outcomes (CLOs):

After successful completion, learners will be able to:

1. Define and explain key account planning and media strategy concepts. *(Remembering)*
2. Identify and evaluate different consumer and cultural insights for campaigns. *(Understanding)*
3. Apply qualitative and digital tools for strategic research and insight development. *(Applying)*
4. Design and assess creative briefs and communication strategies. *(Analyzing)*
5. Formulate integrated media plans across traditional and digital platforms. *(Creating)*
6. Evaluate the success of media campaigns using analytical metrics. *(Evaluating)*
7. Create innovative and data-driven advertising campaigns for multi-platform audiences. *(Creating)*

Objective & Outcome Alignment (Unit-Wise):

| Unit | Objectives Covered | Learning Outcomes Aligned |
|-------------|---------------------------|----------------------------------|
| Unit 1 | Obj 1, 2, 3 | CLO 1, 2, 3 |
| Unit 2 | Obj 3, 4 | CLO 3, 4 |
| Unit 3 | Obj 5, 6 | CLO 5, 6 |
| Unit 4 | Obj 6, 7 | CLO 6, 7 |

Teaching Pedagogy:

- Interactive Lectures and Multimedia Presentations
 - **Workshops on Creative Brief and AI Insight Tools (New)**
 - Case Studies of National and Global Campaigns
 - Group Simulations of Live Account Planning and Media Strategy
 - Campaign Deconstruction Exercises
 - Guest Sessions by Account Planners, Media Strategists, and Digital Experts
 - **Use of Tools: Google Analytics, Meta Ads Library, Canva, SEMrush, Brandwatch, Meltwater (New)**
-

Suggested Internal Assessment Exercises:

- **Quiz on Insight Identification and Media Metrics**
 - Mini-Research Report on Audience Behaviour
 - Group Project: Account and Media Strategy for a Real Brand
 - Presentation: Deconstruction of Award-winning Campaign
 - Reflection Essay: “The Evolving Role of the Account Planner in the AI Era” *(New)*
-

Project & Assignment Topics (Unit-Wise):

- **Unit 1:** Decode insights from a Cannes-winning or Kyoorius campaign.
 - **Unit 2:** Create and pitch a strategic brief for a youth-focused brand.
 - **Unit 3:** Develop a cross-media plan including OTT and digital outdoor.
 - **Unit 4:** Design a digital influencer or transmedia strategy using AI tools.
-

Bibliography & Webliography:

Core Books:

1. Jon Steel – *Truth, Lies, and Advertising: The Art of Account Planning*, Wiley.
2. Chris Kocek – *The Practical Pocket Guide to Account Planning*, Yellow Bird Press.
3. Jack Z. Sissors & Roger Baron – *Advertising Media Planning*, McGraw Hill.
4. Donald Miller – *Building a StoryBrand*, HarperCollins.

Reference Books:

5. Larry Percy – *Strategic Integrated Marketing Communication*, Routledge.
6. Joseph Turow – *Media Today: Mass Communication in a Converging World*, Routledge.
7. Faris Yakob – *Paid Attention: Innovative Advertising for a Digital World (New)*
8. Karen Nelson-Field – *The Attention Economy and How Media Works (New)*

Web Resources:

- [Think with Google](#) – Consumer Insights and Tools
- [Ads of the World](#) – Campaign Case Studies
- [BARC India](#) – TV and Media Ratings
- [IAB](#) – Digital Advertising Best Practices

- [HubSpot Blog](#) – Strategy and Lead Generation
 - [SEMrush](#) – Keyword and Analytics Tool
 - [Statista](#) – Media Consumption Data
 - [Brandwatch.com](#) – Social Listening and Insight Tool (*New*)
 - [WARC.com](#) – Global Advertising and Strategy Cases (*New*)
-

Department of Mass Media
Programme: B.A.M.M.M.C
Bachelor of Arts in Multimedia and Mass Communication

Class: T.Y.B.A.M.M.C

DSE -Elective Specialization: Advertising

Semester: VI

Academic Session: November, 2025 –April, 2026

Course code: SIUMMELA321

Course Credit: 4 points

Number of Lectures Allotted: 60

Total Marks: 100

Course name: Customer Relationship Management Alias: CRM

Course Subtitle:

Strategies, Technologies, and Analytics for Managing Customer Relationships

Course Learning Objectives:

On successful completion of this course, learners will be able to:

1. Understand the evolution, scope, and significance of CRM in modern business contexts. (Remembering)
2. Analyze customer behavior and segmentation for relationship development. (Analyzing)
3. Evaluate CRM strategies across various industries and channels. (Evaluating)
4. Apply CRM technologies for customer data management and engagement. (Applying)
5. Design customer-centric campaigns using CRM analytics. (Creating)
6. Examine the impact of CRM on customer satisfaction, loyalty, and profitability. (Understanding)

Course Outline / Syllabus Details:

Unit 1: Introduction to CRM (15 hours)

- Evolution and history of CRM
- Types of CRM: Operational, Analytical, and Collaborative
- Benefits and limitations of CRM
- The role of CRM in customer lifecycle management
- Ethics and privacy issues in CRM

Unit 2: Customer Behavior and Segmentation (15 hours)

- Understanding customer expectations and loyalty
- Customer journey mapping
- Segmentation techniques and RFM analysis
- Customer value, satisfaction, and retention models
- CRM in B2B and B2C environments

Unit 3: CRM Technologies and Tools (15 hours)

- CRM software overview (Salesforce, Zoho, HubSpot, etc.)
- CRM implementation lifecycle
- Data mining and warehousing in CRM
- Automation and AI in CRM
- Case studies on CRM adoption

Unit 4: CRM Strategy and Analytics (15 hours)

- Designing customer-centric strategies
- CRM campaign planning and execution
- CRM metrics: CLV, churn rate, conversion rate, NPS
- CRM in omnichannel environments
- Future trends in CRM and digital transformation

Teaching Pedagogy:

- Lectures and interactive sessions
- Case study analysis
- Software demonstrations (Salesforce, Zoho CRM)
- Group discussions and presentations
- Guest lectures by industry experts
- Experiential learning through simulations and role-plays
- Case study analysis and report: 10 marks
- CRM tool simulation project: 10 marks
- Class participation and quizzes: 20 mark

Books and References:

1. Buttle, F., & Maklan, S. (2019). *Customer Relationship Management: Concepts and Technologies*. Routledge.
2. Kumar, V., & Reinartz, W. (2018). *Customer Relationship Management: Concept, Strategy, and Tools*. Springer.
3. Peppers, D., & Rogers, M. (2017). *Managing Customer Relationships: A Strategic Framework*. Wiley.
4. Greenberg, P. (2021). *CRM at the Speed of Light: Social CRM Strategies, Tools, and Techniques*. McGraw-Hill.
5. Chaturvedi, M., & Gupta, A. (2016). *Customer Relationship Management: A Strategic Perspective*. Excel Books.

Web Links for References

- <https://www.salesforce.com>
- <https://www.zoho.com/crm>
- <https://www.hubspot.com>
- <https://hbr.org> – Articles on CRM strategy and implementation
- <https://www.capterra.com> – CRM software reviews and comparisons
- <https://www.forrester.com> – Research on customer experience and CRM trends

Course Learning Outcomes:

On completion of this course, the learner will be able to:

1. Define core concepts and components of CRM. (Remembering)
2. Identify key drivers of customer acquisition, retention, and development. (Understanding)
3. Analyze and segment customer data for strategic CRM implementation. (Analyzing)
4. Apply CRM tools (e.g., Salesforce, Zoho) for real-world business scenarios. (Applying)
5. Evaluate CRM performance metrics to assess customer lifecycle value. (Evaluating)
6. Design an integrated CRM strategy tailored to a specific industry or business. (Creating)

| | |
|---------------------------------------|---|
| Semester: VI | Academic Session: October, 2025 – April, 2026 |
| Course code: SIUMMMN321 | Course Credit: 2 points |
| Number of Lectures Allotted: 30 hours | Total Marks: 50 |
| Course name: Event Management | Alias: EM |

Course Subtitle:

Planning, Execution, and Evaluation of Events

Course Learning Objectives:

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

1. To understand the concept, scope, and significance of event management in the media and advertising industry.
2. To identify various types of events and their purpose in strategic brand communication.
3. To develop competencies in event planning, budgeting, and team coordination.
4. To apply techniques of event promotion and marketing through traditional and digital platforms.
5. To analyze event logistics, vendor management, and risk assessment methods.
6. To execute simulated events and assess post-event performance and feedback.
7. To foster creativity, teamwork, and ethical understanding in event execution.

Course Outline:

Unit 1: Foundations and Planning of Events (15 Hours)

This unit introduces students to the fundamentals of event management and the systematic process of event planning.

It covers the meaning, scope, and importance of event management in advertising and media. Students learn about various types of events—corporate, promotional, entertainment, cultural, and social—and understand the role of event managers in executing brand communication strategies.

Key topics include:

- Definition, scope, and objectives of event management
- Types of events and their relevance to media and advertising
- Event lifecycle and pre-event planning
- Event design, conceptualization, and creative themes
- Vendor selection, venue scouting, logistics, and budgeting
- Team formation and task delegation

SIES COLLEGE of Arts, Science and Commerce (Empowered Autonomous) Sion West

- Timeline creation, scheduling, and risk management
- Ethical and sustainable event planning

Practical Activities:

- Develop a short event proposal, defining theme, objectives, and target audience.
 - Prepare a mock event budget and timeline.
 - Group discussion on event types and media relevance.
-

Unit 2: Event Promotion, Execution, and Evaluation (15 Hours)

This unit emphasizes the promotional, operational, and evaluative aspects of events. Students explore event marketing, publicity, and on-site coordination, along with techniques to evaluate event success.

Key topics include:

- Event promotion techniques and media strategies
- Social media marketing, influencer engagement, and content creation
- Sponsorship, partnerships, and public relations in event promotion
- On-site event execution: logistics, staff coordination, and troubleshooting
- Crisis management and contingency measures
- Legal and ethical considerations: permits, insurance, safety, and accessibility
- Post-event evaluation, feedback analysis, and reporting
- Innovation and creativity in event promotion

Practical Activities:

- Design a social media campaign plan for an event.
 - Simulate event-day coordination through a role-play activity.
 - Prepare a short post-event evaluation report.
-

Course Learning Outcomes:

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

1. Explain the principles and process of event management.
 2. Identify and classify events based on purpose and audience.
 3. Design and plan events with appropriate goals, budgeting, and logistics.
 4. Apply digital and traditional marketing strategies for event promotion.
 5. Coordinate event operations effectively and handle real-time challenges.
 6. Evaluate event success through feedback and post-event reports.
 7. Exhibit creativity, leadership, and teamwork in planning and execution.
-

Objective–Outcome Sequence (Unit Alignment):

SIES COLLEGE of Arts, Science and Commerce (Empowered Autonomous) Sion West

- Unit 1 corresponds to Objectives 1–3 and Outcomes 1–3.
 - Unit 2 corresponds to Objectives 4–7 and Outcomes 4–7.
-

Teaching Pedagogy:

- Interactive lectures and discussions
 - Case studies of real-world events
 - Practical workshops on event proposal and promotion
 - Group projects and simulations
 - Guest talks by event professionals
 - Field observation or virtual event analysis
-

Bibliography & Weblibliography:

Core Texts

- Allen, J. et al. (2011). *Festival and Special Event Management*. Wiley.
- Shone, A., & Parry, B. (2019). *Successful Event Management: A Practical Handbook*. Cengage.
- Hoyle, L. H. (2002). *Event Marketing: How to Successfully Promote Events, Festivals, Conventions, and Expositions*. Wiley.

Reference Texts

- Tum, J., Norton, P., & Wright, J. (2013). *Management of Event Operations*. Routledge.
- Goldblatt, J. (2012). *Special Events: The Roots and Wings of Celebration*. Wiley.
- Fenich, G. (2015). *Meetings, Expositions, Events, and Conventions*. Pearson.

Web Resources

- Eventbrite Blog – www.eventbrite.com/blog
- Cvent Event Planning – www.cvent.com
- Case Studies: TEDx Events, Jaipur Literature Festival, Cannes Lions

Bachelor of Arts in Multimedia and Mass Communication

Class: T.Y.B.A.M.M.C

OJT on MMC Core

Semester: VI

Academic Session: October, 2025 –April, 2026

Course code: SIUMMOJ321

Course Credit: 4 points

Number of Lectures Allotted: 4-8 weeks internship

Total Marks: 100

Course name: On the Job Training

Alias: OJT

As per the guidelines received at the institutional level, following documentation shall be maintained.

1. Undertaking by the Student
2. Letter of Recommendation by the department
3. Evaluation report by the employer of the student -50 marks and
5. Internal examiner shall conduct a viva voce examination on the basis of the OJT report submission 50 marks

Semester: VI

Academic Session: November, 2025 –April, 2026

Course code: SIUMMMJJ322

Course Credit: 4 points

Number of Lectures Allotted: 60

Total Marks: 100

Course name: Newspaper and Magazine Design

Alias: NMD

Brief:

Design-A Reading Experience

The paper is around Publication Layout and Design. Publication especially is a periodical and certain aspects repeat over and over within a publication as well as over the issue after issue. This is why the publication follows certain stylebook to keep consistency thereby identity established. The publication design is handled differently than the advertising design and is majorly discipline based software workout. Software such as Quark Express or Adobe InDesign are in practice across industry. Adobe In-Design is evolved as highly professional version of Adobe PageMaker which ruled the industry since Desk Top Publishing (DTP) popularized as versatile solution.

A. Course Learning Objectives:

On successful completion of this course, learners will be able to:

1. Visualize the design and layout basics under newspaper design.
2. Track the editing, terminology, content under the magazine design.
3. Apply the typography and visual aids under NMD.
4. Design the project on Quark express or InDesign.
5. Plan and produce the magazine for viva voce examination.

B. Course Syllabus:

1. Design and Layout basics

(10 Lectures)

- Elements of design: Point, Line, Shape, Size, Tone, Colour, Texture, Space
- Principles of Design: Proportion, Contrast, Harmony, Balance, Harmony, Unity
- Rules of Layout: Alignment, Proximity, Emphasis, Syntax, Visual path
- Grid and Page set up: Page size, Space division, Creating template, Margins,
- Master Pages: Creating master pages, Margins, Page numbering, Columns, Footer space, Folio

2. Editing and Terminology

(10 Lectures)

- Page division: National Page, City/Local, World, Economy, Sports, Entertainment, Editorial (OpEd)
- Rewriting /recomposing headlines, Creating decks: Considering length of Head, Using synonyms, Abbreviations, Popular terms, Units and Counts

- Terminology: Head, Deck, Body, Boost, Callout, Slug, Caption, Jumpline, Byline, Credits, Banner, Skyline, Strapline, Teasers
- Type of Content: Anchor story, Lead, Tomb stoning, Short stories, Feature, Editorial, Reviews, Interviews, Feedback,
- Errors: Widow, Orphan, Dog leg, Burries story

3. Typography and Visual aids (10 Lectures)

- Type classification: Serif, Sans serif, Decorative, Trendy, Distress, Handwriting
- Measurements: Size, Weight, Posture, Kerning, Tracking, Leading, Expand, Condense
- Visual indicators: Indentation, Dropcap, Inset, Alignment, Hyphenation
- Text path: Curvelinear, Baseline, Shift, Warp text, Text in shapes
- Text to Box: Picture in text, Texture in text, Text effects, Shadow, outline,

1. Working on Project Quark or InDesign (15 Lectures)

- Workspace: Grouping required panels and assigning default, Menu bar, Property bar, Options bar, Measurement bar, Transform controls, Panel docking,
- Toolbox: Text, Picture, Shape, Table, Transparency, Line,
- Panels Style sheet/Para styles, Colour/ Swatch, Page layout, Align, Wrap text,
- Picture treatment: Choosing right picture, Tracing outline, Fading, Transparency, Extending canvas, Gradient, Reshaping picture, Placement
- Creating Typo: Type templates i.e. Style sheets

2. Planning and Production of Magazine (15 Lectures)

- Content Plan/ varied content: Cover story, Interview, Feature, Sp report, Tips: Content collection, Sorting and scrutiny, Picture collection, Dividing in parts, Extracting pull outs, quotes, Assigning pages to stories, Assigning pages to Ads
- Flat plan: Block diagram of the content, Judgment of facing page relevancy, Testing for contradiction
- Rough Layout: Rough idea of layout, Conceptualization, Judging weightage of pictures and text
- Logic of Cover design : Title size, Cover lines, Release date, Close up based, Action based, Celebrity, Demo, Art, Animation, Gimmick, Cover story
- Pagination and Print ready: Sequencing for printi
- ng, Form, Cut marks, Alley

C. Instructions:

- Content need not be original and can be sourced from Google or News sites.
- Content should not be dummy or greeking not allowed. (Lorem Ipsum discouraged)
- Rewriting of headline may be needed to fit the width and will be part of evaluation. (use editing techniques)
- Pictures must be relevant and appropriate placement as well as proportional to news length necessary.

SIES COLLEGE of Arts, Science and Commerce (Empowered Autonomous) Sion West

- Pictures should not be in any case distorted. (broken aspect ratio deducts marks)
- Use of illustrations recommended wherever necessary.
- Picture placement and unity with the text in text frames is evaluative aspect.
- Right content on right pages and in apt places has weightage in evaluation.
- New original Masthead and design is evaluation aspect. (Discourage students from copying existing)
- Enough issue details (day, date, pages, site etc.) on appropriate place count as layout element.
- The script need not be Devanagari for Marathi medium learners and they can use English content. (Devanagari font problem is considered, However viva will be in Marathi or Hindi.
- Viva voce will be conducted only against evaluation of the completed project.
- Printout of the project may be in black and white in case of financial constraints, but then the original soft copy as well as pdf must be produced before the examiner.

D. Internal Assessment:

- Internal assessment is carried out based on following submissions to the internal faculty, but must be produced before external examiner.
 - Front page replica of broadsheet: This helps student to explore most of the tools to take his work close to the actual broadsheet page.
 - Typography chart: Classification of typefaces into serif, sans serif, decorative and trendy. This helps them to understand the visual difference and readability of different fonts
 - Content plan for the magazine: The planning desk exercise to be carried out carefully before starting the magazine. Understanding parts of magazine and flow of the articles. Sections as well as front book, back book and main book concept.
 - Flat plan: For judging facing page connectivity or discrepancy.
 - Pagination: A separate soft file with page sequence suitable for printing.

A. External Project:

- Broadsheet design and layout: Broadsheet of 6 pages in Adobe InDesign OR Quark Express.
 - Supportive software can be Adobe Photoshop for Image editing, Corel Draw or Illustrator for Masthead or Logo making and Illustrations wherever needed.
 - Basic Layout must be either in Adobe InDesign or quark Express, one of the layout software.
 - Learner may use Quark Express for Broadsheet and InDesign for Magazine and display his skills in both. (This will not fetch extra rewards.)
- Magazine Design and Layout: Magazine of minimum 32 pages or in multiple of 4 pages thereof can be done.

SIES COLLEGE of Arts, Science and Commerce (Empowered Autonomous) Sion West

- o Content plan and Typo chart must be produced at the time of viva voce in print form.
 - o Broadsheet and Magazine shall be produced in print form as well as soft copy and examiner in his every right may ask for soft copy to be inspected on respective software.
- Supplement for 4 pages and Figma tool with 6-8 frames for E- news

B. References:

- Visual Journalism: Rajesh Pandey, Adhyan Publication.
- Newspaper Layout and Design: Daryl Moen, Surjeet Publication.
- The Magazine Handbook: NcKay J. Routledge.
- Editorial Art and Design: Randy StanoMiyami Herald.
- Art and Production: N. N. Sarkar.
- Digital Editorial Experience: Sue Apfelbaum.

Course Learning Outcomes:

On successful completion of this course, learners will be able to:

1. Identify the design and layout basics elements, principles, rules under the newspaper and magazine design.
2. Illustrate the editing and terminology and type of content with the errors under design.
3. Practice the classification, measurements under typography and visual aids.
4. Design the project in quack express or InDesign.
5. Plan, prepare and produce the magazine with appropriate design layout and plan for inspection.

Department of Mass Media

Programme: B.A.M.M.M.C

Bachelor of Arts in Multimedia and Mass Communication

Class: T.Y.B.A.M.M.C

Major XII-Journalism

Semester: VI

Academic Session: October, 2025 –April, 2026

Course code: SIUMMMJJ323

Course Credit: 4 points

Number of Lectures Allotted: 60

Total Marks: 100

Course name: Investigative Journalism

Alias: IJ

A. Course Learning Objectives:

This course will enable learners to:

1. Identify the role, qualities, and responsibilities of investigative and crime reporters.
 2. Differentiate between various methods of data collection, verification, and source confidentiality in journalism.
 3. Examine ethical, legal, and professional frameworks in investigative and crime reporting.
 4. Apply research and storytelling techniques to develop evidence-based journalistic reports.
 5. Analyse landmark investigative and crime reportage cases from India and abroad.
 6. Utilize digital and data-driven investigative tools for fact-finding and verification.
 7. Develop a comprehensive investigative story or crime report based on real or simulated case studies.
-

B. Course Outline :

UNIT 1: Introduction to Investigative and Crime Journalism (15 hours)

Sub-units & Topics:

- Meaning, role, and importance of investigative and crime journalism.
- Evolving definitions: watchdog journalism, accountability reporting, and forensic journalism.
- Qualities and ethics of an investigative reporter.
- Careers and opportunities in investigative journalism.
- Centre for Investigative Journalism (CIJ), IndiaSpend, OCCRP, ProPublica.
- Ethical vs. unethical sting operations and implications.
- Ethics of crime and justice coverage: fairness, objectivity, sensationalism, conflict of interest, trial by media.
- Emerging ethical challenges: Deepfakes, misinformation, and digital manipulation.

Teaching Pedagogy:

Lecture-discussion, media screening, and ethical dilemma workshops.

Suggested Internal Assessment:

Case analysis on ethical violations; quiz on journalism codes (Press Council of India, Editors Guild).

UNIT 2: Sources, Data Collection, and Legal Framework (15 hours)

Sub-units & Topics:

- Identifying, cultivating, and protecting sources.
- Confidentiality and verification of data.
- Digital tools for verification – Google Fact Check, InVID, OSINT (Open-Source Intelligence) techniques.
- Issues of contempt, defamation, privacy, and the Official Secrets Act.
- Freedom of Information and RTI Act.
- Law enforcement machinery: structure and hierarchy — police, CBI, CID, ATS, NIA, cybercrime units.
- Understanding IPC, CrPC, and cyber laws relevant to journalists.
- Sensitive law and order coverage: protests, riots, elections.
- Case Studies: Panama Papers, Watergate, Pegasus Project, Nirav Modi & Mehul Choksi Case.

Teaching Pedagogy:

Expert talk by a crime reporter/law correspondent; analysis of FIRs and RTI-based reports.

Suggested Internal Assessment:

Field visit to local court or police press briefing; RTI-based mini research.

UNIT 3: Story Design, Data Protection, and Security (15 hours)

Sub-units & Topics:

- Planning, observing, and developing an investigative project.
- Story design and structuring investigative pieces.
- Using data visualization tools (Flourish, Tableau, Datawrapper) for storytelling.
- Digital security for journalists: encryption, secure communication apps, and data backups.
- Protection of journalists and sources.
- Cybersecurity threats and surveillance challenges in journalism.
- Safety protocols for fieldwork and reporting from conflict zones.
- Criticism and limits of investigative journalism.

Teaching Pedagogy:

Hands-on workshop on digital safety; case simulation of investigative workflow.

Suggested Internal Assessment:

Create a “risk map” and data protection plan for a chosen story.

UNIT 4: Writing, Analysis, and Contemporary Case Studies (15 hours)

Sub-units & Topics:

- Writing and rewriting investigative and crime reports.
- Research methodology and fact-checking.
- Structuring evidence-based narratives.
- AI-assisted journalism and automation in investigations.
- Collaborative investigations in the digital era – cross-border journalism networks.
- Indian case studies: Tehelka’s Defence Deal, The Hindu’s Bofors expose, Indian Express’s Cement Scam, Open Magazine’s Nira Radia Tapes.
- Global case studies: Icarus, Spotlight, All the President’s Men.
- Contemporary trends: Citizen Journalism, whistle-blower platforms (Wikileaks, OCCRP).

Teaching Pedagogy:

Screenings, debates, mock newsroom simulation, and collaborative writing.

Suggested Internal Assessment:

Group project: investigate a local issue (environmental, social, or governance-related) using ethical methods; presentation + written report.

C. Course Learning Outcomes (CLOs):

After completing this course, learners will be able to:

1. Explain the functions, roles, and ethical boundaries of investigative and crime reporters.
 2. Analyze legal frameworks, data protection, and media ethics in investigative practices.
 3. Develop story concepts, plan fieldwork, and manage investigative workflows.
 4. Evaluate digital safety and data verification strategies for journalists.
 5. Apply modern storytelling and analytical tools to real or simulated investigations.
 6. Critically assess national and international case studies in investigative journalism.
 7. Create a complete investigative or crime report based on collected data and verified sources.
-

D. Objective & Outcome Sequence (Unit-wise Alignment):

| Unit | Learning Objectives | Learning Outcomes |
|-------------|---|--|
| Unit 1 | Identify and describe the scope, ethics, and importance of investigative journalism | Explain the role, ethics, and impact of investigative journalism |

| Unit | Learning Objectives | Learning Outcomes |
|-------------|---|--|
| Unit 2 | Understand legal, ethical, and source-based frameworks | Analyze laws, sources, and fact-verification practices |
| Unit 3 | Apply digital tools for safety and data analysis | Evaluate and implement secure data management and storytelling |
| Unit 4 | Construct, analyze, and assess reports and case studies | Create and critique investigative or crime reports |

E. Bibliography & Webliography:

Core Books:

- A Manual for Investigative Journalism – Syed Nazakat
- Breaking the Big Story – Penguin India
- Handbook of Journalism and Mass Communication – V. S. Gupta & Vir Bala Aggarwal
- Crime and Justice in India – N. Prabha Unnithan
- Across the Bench – Gyan Bhushan
- Legal and Constitutional History of India – Rama Jois
- Police Administration and Investigation of Crime – J.C. Chaturvedi

Webliography & Resources:

- www.occrp.org
 - www.propublica.org
 - www.altnews.in
 - www.poynter.org
 - www.icij.org
 - **UNESCO Journalist Safety Indicators (JSI)**
 - **Google News Initiative Training Center**
-

F. Teaching Pedagogy:

- Interactive lectures and critical discussions
 - Film/documentary screenings
 - Guest lectures by investigative journalists/law correspondents
 - Hands-on data verification and visualization labs
 - Field-based assignments and mock newsroom projects
 - Collaborative investigation simulation
-

G. Suggested Internal Assessment Exercises:

- Quizzes on ethics and media law
- Mini-project: local-level investigation on social/governance issues
- Reflection essay: ethical dilemma in investigative journalism
- Presentation on digital tools for source verification

- Group discussion: “Trial by Media – Limits and Accountability”
 - Mandatory screening of the following documentaries/ films/ movies
 - All The President's Men (Based On The Watergate Scandal, One of The Most Viewed Movies)
 - Icarus (Documentary On The Russian Olympics Doping Scandal, Won The Oscar In 2018)
 - Spotlight/The Post (Journalism In An Era Without Internet And Mobile Phones, When Journalists Took Years Working On An Investigation)
 - Any One Small Local Case To Be Taken And Investigated And Submitted In The Form Of Compilation Of All The Methodology
-

H. Project & Assignment Topics (Unit-wise):

| Unit | Project/Assignment Suggestions |
|-------------|---|
| Unit 1 | Analyze a famous ethical breach in investigative journalism (e.g., Cobrapost sting) |
| Unit 2 | Create an RTI application for a local civic issue |
| Unit 3 | Prepare a digital safety toolkit for journalists |
| Unit 4 | Produce a mini-investigative report (1500 words) on a contemporary issue |

- Quiz on international media systems
 - **Short reflection essay on post-truth and fake news ecosystems**
-

Unit 2: Global Media Profiles and Comparative Analysis – The West and Africa (15 Hours)

Sub-units / Topics:

1. Contemporary Role of Global News Agencies (Reuters, AFP, AP, Bloomberg, Xinhua)
2. Media in Europe – Freedom of Press and Public Broadcasting
3. Media in USA and Australia – Corporate Influence and Digital Expansion
4. Media in Russia – State Control and Propaganda Models
5. Media in Africa – Talking Drums, Community Radio, and Grassroots Communication
6. Global South Media: Rise of Alternative Narratives and Citizen Journalism

Teaching Pedagogy:

Case analysis, student-led presentations, and comparative discussion between Western and African media models.

Suggested Internal Assessment:

- **Flip-class presentation on any one regional media ecosystem (e.g., BBC, CNN, France24, DW, TRT World)**
 - Group discussion: “Global South vs Global North – Who Owns the Narrative?”
-

Unit 3: Global Media Profiles – Asia and the Middle East (15 Hours)

Sub-units / Topics:

1. Media in China and Japan – Censorship, Innovation, and Tech Giants
2. Media in North Korea and Singapore – Surveillance and Control Mechanisms
3. Media in Malaysia – Hybrid Media Systems and Reform Movements
4. Media in the Middle East – Role of Al Jazeera and Pan-Arab Satellite Channels
5. **Digital Diplomacy, Soft Power and Cultural Globalization**
6. **Asian Media Start-ups and Transnational Influencers (e.g., Rappler, The Quint, SCMP)**

Teaching Pedagogy:

Documentary screenings, group case study (e.g., *Al Jazeera Effect*), comparative debates.

Suggested Internal Assessment:

- **Analytical essay on “Soft Power and Media Diplomacy in Asia”**
 - Presentation: Role of Al Jazeera in shaping global narratives
-

Unit 4: Media, Conflict and Peace Communication (15 Hours)

Sub-units / Topics:

1. Changing Nature of Conflict and Communication
2. Media – Driver of Peace or Conflict?
3. Challenges for Independent Media in Conflict Zones
4. Role of Media in Peace Promotion and Reconciliation
5. Case Studies: Kashmir Conflict, LTTE in Sri Lanka, Ukraine–Russia, Israel–Palestine
6. Media Information Literacy (MIL): Five Laws, Radicalization, and Polarization in Cyberspace
7. Digital Ethics, Encryption, Cryptography and Data Protection in Peace Journalism
8. AI, Deepfakes and the New Information Warfare

Teaching Pedagogy:

Case study workshops, simulations of conflict reporting, film analysis (*The War You Don't See* by John Pilger).

Suggested Internal Assessment:

- **Research paper on media's role in any selected conflict region**
- Debate: "Is Social Media a Catalyst for Conflict or for Peace?"

Course Learning Outcomes (CLOs):

After completing this course, learners will be able to:

1. Define and describe key global media debates such as NWICO, NANAP, and information disorder.
2. Compare and evaluate diverse media systems across continents.
3. Assess regional case studies to identify patterns of control, bias, and resistance.
4. Critique how global media act as both conflict drivers and peace facilitators.
5. Apply Media and Information Literacy principles to mitigate fake news and polarization.
6. Analyze the ethical and technological implications of global communication.
7. Propose frameworks for peace-oriented media practices and responsible journalism.

Objective & Outcome Sequence (Unit-wise Alignment):

| Unit | Learning Objectives | Corresponding Learning Outcomes |
|-------------|---|--|
| 1 | Recall evolution, explain NWICO debates, analyze global flows | CLO 1, 2 |
| 2 | Examine comparative media systems and issues | CLO 2, 3 |
| 3 | Analyze Asian and Middle Eastern media structures | CLO 3, 4 |
| 4 | Evaluate media's role in conflict resolution and apply MIL | CLO 4, 5, 6, 7 |

Bibliography & Weblibliography:

Core References

1. Flew, Terry. *Understanding Global Media*. Red Globe Press.
2. Gilboa, Eytan. *Media and Conflict Resolution: A Framework for Analysis*.
3. UNESCO (2009). *Conflict-sensitive Reporting: A Course for Journalists*.
4. Tunstall, Jeremy. *The Media Were American: U.S. Media in Decline*. Oxford Press.
5. Mowlana, Hamid. *Triumph of the Image: The Media's War in the Persian Gulf*.

Supplementary Readings:

6. Singh, Jagtar. *Countering Radicalization and Violent Extremism*.
7. Betz, Michelle & Williams, Katy. *Media in Conflict Prevention*.
8. Himelfarb, Sheldon. *Social Media and Conflict Prevention*.
9. Beeston, Kym. *How Social Media is Changing the Way We See Conflict*.
10. Zeitzoff, Thomas. "Tweets of Contention: How Social Media is Changing Political Conflict."
11. UNESCO Media and Information Literacy Curriculum for Educators (latest edition, 2023).
12. Rajesh Makwana, "A New Era of Global Protest Begins," Transcend Media.

Weblibliography & Case Resources:

- www.transcend.org
- www.dw.com/global-media-forum
- www.unesco.org/mil
- www.peaceinsight.org
- Reuters Digital News Report (latest edition)
- Reporters Without Borders – World Press Freedom Index (2025)
- AI and Media Ethics Reports – European Journalism Centre

Teaching Pedagogy:

- Lectures and concept discussions
- Simulation exercises (Conflict reporting and peace negotiation media role-play)
- Case study workshops
- Group projects and peer learning
- Documentary analysis and media diary reflections
- Field-based research or online newsroom observation

Suggested Internal Assessment Exercises:

| Type | Description |
|--------------------|---|
| Quiz | Concept recall from Unit 1–2 |
| Presentation | Comparative media systems / Conflict region study |
| Essay | Impact of fake news or propaganda |
| Discussion | Debates on ethics and responsibility in media |
| Mini Project | MIL and youth radicalization on social media |
| Reflection Journal | “Can media be neutral in conflict?” |

Project & Assignment Topics (Unit-wise):

| Unit | Sample Topics |
|------------------|---|
| 1 | Impact of AI and Algorithms on Global News Flows |
| 2 | Comparative study of BBC, CNN, DW, and African community radio |
| 3 | Al Jazeera and the Arab Spring: Lessons in Global Journalism |
| 4 | Digital Disinformation in Ukraine–Russia Conflict / Kashmir Media Portrayal |
| All Units | Create a multimedia timeline of major global media shifts (1945–2025) |

A. Course Learning Objectives :

By the end of this course, learners will be able to:

1. **Identify** and **explain** the constitutional and legal provisions that govern media in India. (*Remember, Understand*)
2. **Interpret** the implications of laws such as Defamation, Sedition, Contempt, and the Official Secrets Act in journalistic contexts. (*Understand, Apply*)
3. **Examine** rights and restrictions under the RTI, IT Act, and Copyright laws in relation to media practices. (*Analyse*)
4. **Evaluate** the ethical principles and social responsibilities of journalism in democratic societies. (*Evaluate*)
5. **Discuss** the role of self-regulation, press councils, and ombudsmen in maintaining journalistic integrity. (*Understand, Analyse*)
6. **Assess** the challenges of misinformation, fake news, and ethical dilemmas in digital journalism. (*Evaluate*)
7. **Apply** ethical and legal frameworks while reporting and producing media content. (*Apply, Create*)

B. Course Outline :

Unit 1: Media Freedom and Legal Foundations (15 Hours)

Topics:

- Freedom of speech and expression: Article 19(1)(a) and 19(2)
- Reasonable restrictions and their implications
- Defamation: Sections 499, 500 (IPC)
- Contempt of Courts Act, 1971
- Public Order: Sections 153A, 295A, 505
- Case studies on freedom and media restrictions

Pedagogy: Lectures, landmark case study discussions, classroom debates

Suggested Internal Assessment: Quiz on constitutional provisions; case brief analysis

Unit 2: Media-Specific Laws and Their Challenges (15 Hours)

Topics:

SIES COLLEGE of Arts, Science and Commerce (Empowered Autonomous) Sion West

- Sedition (IPC 124A) and its interpretation
- Obscenity (IPC 292, 293), Contempt of Parliament
- Official Secrets Act, Whistleblower Protection Act
- Press and Registration of Books Act
- Case studies: Censorship and Freedom vs Responsibility

Pedagogy: Group discussion, simulation of media trials, judgment analysis

Suggested Internal Assessment: Presentation on a landmark case or legislation

Unit 3: Information, Privacy, and Intellectual Property (15 Hours)

Topics:

- Right to Information Act, 2005 – transparency and accountability
- Information Technology Act, Cyber regulations
- Right to Privacy and media violations
- Indian Evidence Act – implications for media reporting
- Copyright Act – fair use, plagiarism, damages, penalties
- Ethical use of digital and visual content

Pedagogy: Workshops, content analysis, role-play on ethical dilemmas

Suggested Internal Assessment: Mini-research project on privacy and copyright case

Unit 4: Media Ethics, Regulation, and Information Disorder (15 Hours)

Topics:

- Principles of ethical journalism: Accuracy, Fairness, Accountability
- Social responsibility and conflict of interest
- Ethics in sting operations, sensationalism, and visual reporting
- Regulation: State, Self, and Co-regulation; Role of Press Council, Ombudsman
- Combating misinformation, disinformation, and malinformation
- Alternative news portals and transparency as new objectivity

Pedagogy: Interactive seminars, screening of ethical case examples, reflective essays

Suggested Internal Assessment: Group project on combating misinformation / ethics debate

C. Course Learning Outcomes:

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

1. Describe key constitutional provisions and media-related laws in India. (*Remember, Understand*)
 2. Explain the significance of Defamation, Sedition, and Contempt laws in journalism. (*Understand*)
 3. Analyse provisions and challenges in RTI, IT Act, and Copyright laws with media relevance. (*Analyse*)
 4. Evaluate the ethical principles, moral dilemmas, and responsibilities of journalists. (*Evaluate*)
 5. Differentiate between state, self, and co-regulation mechanisms in the media industry. (*Analyse*)
 6. Assess misinformation and propose strategies for ethical news verification. (*Evaluate, Create*)
 7. Apply ethical and legal frameworks while producing or reviewing media content. (*Apply*)
-

D. Objective–Outcome Alignment:

| Unit | Course Objectives (CO) | Aligned CLOs | Bloom's Level |
|--------|---|----------------|-------------------------|
| Unit 1 | Identify constitutional and legal provisions | CLO 1, 2 | Remember, Understand |
| Unit 2 | Interpret and evaluate media-specific laws | CLO 2, 3 | Understand, Analyse |
| Unit 3 | Examine privacy, IT, and copyright implications | CLO 3, 4 | Analyse, Evaluate |
| Unit 4 | Apply ethical principles and assess regulation mechanisms | CLO 4, 5, 6, 7 | Apply, Evaluate, Create |

E. Teaching Pedagogy:

- Lectures with law references and current updates
 - Case study discussions (landmark judgments, media trials)
 - Debates and simulations (e.g., mock press councils)
 - Workshops on fake news verification tools
 - Guest lectures by media lawyers and ethicists
 - Reflection journals on ethical dilemmas in reporting
-

F. Suggested Internal Assessment Exercises:

| Assessment Type | Description | Purpose |
|-------------------------|---|---|
| Research Paper | Write a feature or analytical essay on a media law/ethics issue | Analytical and writing skill development |
| Case Study Presentation | Group or individual presentation on a legal/ethical case | Enhances presentation and critical thinking |
| Class Test | Short-answer test on laws and ethics principles | Reinforces theoretical understanding |

| Assessment Type | Description | Purpose |
|------------------------|--|--|
| Reflection Essay | Ethical response to a real or hypothetical media dilemma | Encourages self-reflection and application |
| Quiz | Key media law and constitution-based questions | Reinforces factual learning |

G. Unit-wise Project and Assignment Topics:

- **Unit 1:** Case brief – Article 19 and Media Freedom
 - **Unit 2:** Presentation on Sedition and Press Censorship
 - **Unit 3:** Mini research on Privacy and Copyright Violation Cases
 - **Unit 4:** Group project – Media Ethics in the Age of Fake News
-

H. Bibliography & Webliography:

Core References:

1. Basu, D.D. *Introduction to the Constitution of India*
2. Basu, D.D. *Law of the Press*
3. Ravindranath, P.K. *Press Laws and Ethics of Journalism*
4. Parthasarathy, Rangaswami. *Journalism in India*
5. Gaur, Krishna Deo. *Textbook on the Indian Penal Code*
6. Singh, Shiv Sahai (Ed.). *The Law of Intellectual Property Rights*
7. Kamath, M.V. *The Journalist's Handbook*
8. Aggarwal, S.K. *Media and Ethics*
9. Pathak, Juhi P. *Introduction to Media Laws and Ethics*

Web Sources:

- www.indiankanoon.org
- www.presscouncil.nic.in
- www.lawzonline.com
- www.prasarbharathi.gov.in
- www.thehoot.org
- [Edelman Trust Barometer – Global Results](#)
- Viner, K. “A Mission for Journalism in a Time of Crisis.” *The Guardian*, 2017
- Ball, J. *Post-Truth: How Bullshit Conquered the World*. Biteback Publishing, 2017

-----**TYBAMMC SEMESTER SIX ENDS**-----