

M.A. JOURNALISM AND MASS COMMUNICATION

Syllabus

(With effect from 2026-2027)

Program Code:



DEPARTMENT OF COMMUNICATION AND MEDIA STUDIES

Bharathiar University

(A State University, Accredited with “A++” Grade by NAAC and 46th Rank

among Universities by MoE-NIRF)

Coimbatore-641046, INDIA

BHARATHIAR UNIVERSITY: COIMBATORE - 641046
DEPARTMENT OF COMMUNICATION AND MEDIA STUDIES

VISION

To leverage the science and art of Communication and the prowess of the Media, and thereby stimulate the academic standards of contemporary knowledge gained through practice in consonance with an optimal thrust on the theoretical framework.

MISSION

To act as a robust centre of creative craftsmanship by blending techniques with technology, inculcating a sense of ethical practices for students to gain cognizance of their responsibilities and engineering excellence in professional and personal growth.

BHARATHIAR UNIVERSITY: COIMBATORE 641046
MA. JOURNALISM AND MASS COMMUNICATION
ACADEMIC YEAR (2026-2027)

ACADEMIC YEAR (2020-2021)								
Course Code		Title of the Course		Hours		Maximum Marks		
			Credits	Theory	Practical	CIA	ESE	Total
FIRST SEMESTER								
13A	Core-I	Communication Models and Constructs	4	5	-	25	75	100
13B	Core-II	Indian Constitution, Media Laws and Ethics	3	4	-	25	75	100
13C	Core-III	Introduction to Journalism	3	3	2	25	75	100
1EA	Elective-IA	Storytelling Techniques	2	-	2	50	-	50
13P	Practical-I	Design Principles	4	-	5	40	60	100
13Q	Practical-II	Editorial Practice	4	-	5	40	60	100
1GS	Supportive	Offered by other Departments	2	2	-	12	38	50
1VA*	Val. Added	Data Visualization and Data Literacy (Co-scholastic course)	2	2	-	50	-	-
Total			22	14	14			600
SECOND SEMESTER								
23A	Core-IV	Media, Society and Culture	4	5	-	25	75	100
23B	Core-V	Communication for Social Change	4	3	2	25	75	100
23C	Core-VI	Film Studies	4	5	-	25	75	100
2EA	Elective-IIA	Advertising	4	5	-	25	75	100
23P	Practical- III	Photography	4		5	40	60	100
23Q	Practical- IV	Radio Production	4	-	5	40	60	100
2GS	Supportive	Offered by other Departments	2	2	-	12	38	50
2JA*	Job Oriented Cert. Course	Fundamentals of UI-UX (Theory-Practical) (Co-scholastic course)	4	2	-	100	-	-
		Internship I	-	-	-	-	-	-
Total			26	20	12			650
THIRD SEMESTER								
33A	Core-VII	Critical Studies	4	5	-	25	75	100
33B	Core-VIII	New Media Studies	4	5	-	25	75	100
33C	Core-IX	Digital Marketing Communication	4	5	-	25	75	100

3EA	Elective-IIIA	Communications Management	4	5	-	25	75	100
33P	Practical-V	Documentary Production	4	-	5	40	60	100
33Q	Practical-VI	Television Production	4	-	5	40	60	100
3GS	Supportive	Offered by other Departments	2	2	-	12	38	50
3VA*	Val. Added	Health and Wellness	2	2	-	50	-	
		Internship II	-	-	-	-	-	-
Total			26	22	10			650

FOURTH SEMESTER

43A	Core-X	Research Methods in Communication	4	4	2	25	75	100
46A	Core-XI	Evaluation of Internship (I and II)	4	-		50 +50		100
4EV	Elective-IV	Project Study	4	-	5	25	75	100
43P	Practical - VII	Technical Writing and E-Content	4	2	3	40	60	100
4NS*	Professional Certification Course	SWAYAM – MOOCs	2	-	-	50	-	-
4JA*	Job Oriented Cert. Course	Film Production, Techniques and Technologies (Theory – Practical) (Co-scholastic course)	4	4	-	100	-	-
Total			16	6	10			400
Grand Total			90					2300

*Co-Scholastic Courses

The Scholastic courses are only counted for final grading and ranking. However, for the award of the degree, the completion of co-scholastic courses is also mandatory.

Elective-IB - Visual Effects

Elective-IIB - Social Media Analytics using R

Elective-IIIB - Media Entrepreneurship and Innovation

The M.A. JOURNALISM AND MASS COMMUNICATION program describes accomplishments that graduates are expected to attain within five to seven years after graduation

Program Educational Objectives (PEOs)

PEO1	Acquire skills to design, analyze and develop media products and implement them using high-level creative, theoretical and technological skills.
PEO2	Contribute their skills in media domains like Editorial Practice, Design Principles, Radio and Television Production, Film Production Technologies, Publication of Lab Journal, E-content development and Research.
PEO3	Develop strong skills in systematic planning, developing, testing, implementing and providing ICT solutions for different domains which helps in the betterment of life.

Program Specific Outcomes (PSOs)

After the successful completion of M.A Journalism and Mass Communication program, the students are expected to	
PSO1	Understand the fundamentals of various media outlets such as Journalism (Print and Broadcast), Advertising, New Media, Designing, Radio and Television Production, Film Studies, Development Communication, Public Relations, Photography and Research to meet the industry requirements
PSO2	Get motivated to pursue higher studies (M.Phil or Ph.D) in the media domain of their interest.
PSO3	Harmoniously integrate various aspects of media industry in totality to ideate and develop creative modules for the societal well-being.
PSO4	Encourage lifelong learning through a strong theoretical foundation built during the course work.
PSO5	Maintain code of conduct towards developing critical media resources towards contribution to nation building.
PSO6	Collaborate with other disciplines to provide innovative technological solutions to keep pace with the digital media landscape.
PSO7	Develop essential life skills to handle intricate issues both in professional as well as personal spheres of life.
PSO8	Exploit their imaginative power in synthesizing concrete media products from its abstract form.

BHARATHIAR UNIVERSITY: COIMBATORE – 641046
DEPARTMENT OF COMMUNICATION AND MEDIA STUDIES

PROGRAMME OBJECTIVES FOR THE ENTIRE PROGRAMME:

PO1: Provide students with a comprehensive and balanced understanding of the several branches of the media subjects, which are necessary prerequisites for a clear understanding of the industry requirements in the field of Journalism (Print and Broadcast), Advertising, New Media, Designing, Radio and Television Production, Film Studies, Development Communication, Public Relations, Photography and Research to ideate process and offer solutions for the societal problems.

PO2: Encourage students who are motivated to go for higher studies (M.Phil or Ph.D) in the area of their interest.

PO3: Prepare postgraduates for successful careers dealing with analyzing, formulating and solving problems and to promote lifelong learning, to develop applications, by helping them develop an intelligent understanding of the theoretical bases of the same.

PO4: Help students understand and imbibe professional ethics, moral values and social concern for their successful professional careers and to evolve as key-players/entrepreneurs in the field of media and related areas.

PO5: Provide opportunities to students to work in interdisciplinary projects across the various branches of Communication and Media Studies.

PO6: Imbibe Interpersonal skills and promote leadership skills among students and develop in them the sense of team work to analyze communication patterns between students.

PO7: Develop motivational skills to ramify complex unwelcoming consequences Intrapersonal Communication.

PO8: Amplify the power of imagination among students for visualizing and developing media content.

PO9: Encourage creativity as a food for thought for identifying unique characteristics in an individual.

PO10: Help students face challenges during job recruitments.

SEMESTER I						
Course Code	13A	COMMUNICATION MODELS AND CONSTRUCTS	L	T	P	C
Core I			5	–	–	4
Pre-requisite		Students are expected to possess Foundational Knowledge of Communication Processes and a Basic Understanding of its Functions in existing Media Environment.	Syllabus Version		2026–2027	
COURSE OBJECTIVES						
• To make Students understand the Core Elements of Communication with relevant Models. • To make Students analyse the Core Theories of Intrapersonal, Interpersonal, Group and Mass Communication through Psychological, Sociological and Theoretical Lenses. • To help Students examine the Application of Communication Constructs in understanding Media Messaging, Audience Behaviour and Message Interpretation. • To facilitate Students to evaluate Audience Perception, Media Influence and Communication Effectiveness using Theoretical and Empirical Perspectives. • To foster among Students the Analytical and Reflective Thinking to connect Communication Theories with Real-World Media Practices.						
TEACHING METHODOLOGY						
Experiential-Reflective Learning by Engaging Students with Simulated Communication Scenarios for Reflective Observation and enable them Connect their Experience to Formulate and Apply Innovative Ideas in Real World Situations further refining their Skills. Assessments link Simulations to Research, ensuring Theory-Practice Integration.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	UNDERSTAND the Essentials of Communication.	K2
CO2	APPLY the Theories of Communication in Research and Practice by developing an understanding of its Strengths and Limitations.	K3
CO3	COMPREHEND the Theories and their relevance in the Digital Era.	K2
CO4	COMPARE various Psychological and Sociological Communication Theories on the Process of Formulation of Perception.	K4
CO5	EVALUATE the Audience Receptivity through Theoretical relevance to Media Audience.	K5

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	COMMUNICATION ESSENTIALS		18 Hours
Meaning, Signs, Codes and Signification – Elements: Berlo’s SMCR Model, Shannon-Weaver’s Mathematical Theory – Dimensions – Types – Process: Lasswell’s Linear Model – Barriers.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K1 (Remember)	Define, Identify, List, Recall	Meaning; Signs; Codes; Elements of Communication; Dimensions of Communication	
K2 (Understand)	Explain, Describe, Discuss, Classify	Signification; Berlo’s SMCR Model; Shannon-Weaver’s Mathematical Theory; Types of Communication; Process	

		of Communication; Lasswell's Linear Model; Barriers to Communication
Unit 2	INTRAPERSONAL COMMUNICATION	13 Hours
Theories: Development Nature of Mind, Mindfulness Theory, Alphabet Effect Theory, Self-Discrepancy Theory, Perception Theory, Self-Perception Theory, Self-Determination Theory, Attribution Theory, Cognitive Dissonance, Selective Perception, Theory of Planned Behavior (TPB), Theory of Reasoned Action (TRA), Affect Theory, Individual Differences, Selectivity Process, Aggressive Cues, Catharsis, Constructivism, Self-Efficacy Theory, Mental Model Theory, Expectancy-Value Theory, Protection Motivation Theory. Models: Steinberg's Five Element Model, Barker-Wiseman's Stage Model, Model of Mindful Communication.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Development Nature of Mind
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Mindfulness Theory; Alphabet Effect Theory; Self-Discrepancy Theory; Perception Theory; Self-Perception Theory; Self-Determination Theory; Attribution Theory; Affect Theory; Individual Differences; Selectivity Process; Aggressive Cues; Catharsis; Constructivism; Mental Model Theory; Steinberg's Five Element Model; Barker-Wiseman's Stage Model; Model of Mindful Communication
K3 (Apply)	<i>Apply, Demonstrate, Predict, Illustrate</i>	Cognitive Dissonance; Selective Perception; Theory of Planned Behavior (TPB); Theory of Reasoned Action (TRA); Self-Efficacy Theory; Expectancy-Value Theory; Protection Motivation Theory

Unit 3	INTERPERSONAL COMMUNICATION	12 Hours
Theories: Looking Glass Self Theory, Communication Accommodation Theory, Relational Dialectics Theory, Expectancy Violation Theory, Face Negotiation Theory, Domino Effect, Uncertainty Reduction Theory, Symbolic Interactionism, Social Exchange Theory, Social Penetration Theory, Standpoint Theory, Radcliffe-Brown's Social Construction, Social Learning Theory, Argumentation Theory, Social Presence Theory, Systems Theory, Language Expectancy Theory, Altercasting Theory, Transactional Analysis: Insights from Thirukkural. Models: Osgood-Schramm's Circular Model, Newcomb's ABX Model, Jakobson's Linguistic Model, Duck's Relationship Filtering Model, Barnlund's Transactional Model, Petty-Cacioppo's Elaboration Likelihood Model, Dance's Helical Model, Knapp's Relationship Model.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Looking Glass Self Theory; Communication Accommodation Theory; Relational Dialectics Theory; Domino Effect; Uncertainty Reduction Theory; Symbolic Interactionism; Social Penetration Theory; Radcliffe-Brown's Social Construction; Social Presence Theory; Systems Theory; Altercasting Theory; Osgood-Schramm's Circular Model; Newcomb's ABX Model; Jakobson's Linguistic Model; Duck's Relationship Filtering Model; Dance's Helical Model; Knapp's Relationship Model
K3 (Apply)	<i>Apply, Demonstrate, Predict, Illustrate</i>	Expectancy Violation Theory; Face Negotiation Theory; Social Exchange Theory; Social Learning Theory; Language Expectancy Theory; Barnlund's Transactional Model; Petty-Cacioppo's Elaboration Likelihood Model
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Standpoint Theory; Argumentation Theory; Transactional Analysis: Insights from Thirukkural

Unit 4	GROUP COMMUNICATION	15 Hours
Theories: Coordinated Management of Meaning, Rhetoric Theory, Foucaultian Discourse Analysis, Structuration Theory, Groupthink Theory, Symbolic Convergence Theory, Collaborative Decision Making Theory, Attraction-Selection-Attrition Theory, Enactment Theory, Sensemaking Theory, Contagion Theory, Social Identity Model of Deindividuation Effects, Adaptive Structuration Theory. Models: Fisher's Model, Poole's Multiple Sequence Model, Riley & Riley Group Communication Model, Luft-Ingham's Johari Window Model, Competing Values Framework.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Coordinated Management of Meaning; Rhetoric Theory; Symbolic Convergence Theory; Attraction-Selection-Attrition Theory; Enactment Theory; Contagion Theory; Fisher's Model; Riley & Riley Group Communication Model
K3 (Apply)	<i>Apply, Demonstrate, Predict, Solve</i>	Structuration Theory; Groupthink Theory; Collaborative Decision Making Theory; Sensemaking Theory; Adaptive Structuration Theory; Luft-Ingham's Johari Window Model
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Foucaultian Discourse Analysis; Social Identity Model of Deindividuation Effects (SIDE); Poole's Multiple Sequence Model; Competing Values Framework

Unit 5	MASS COMMUNICATION	12 Hours
Theories: Cultivation Theory and Mainstreaming, Uses and Gratifications Theory, Spiral of Silence, Medium is Message, Reception Theory, Third Person Effect, Media Richness Theory. Models: Two-Step and Multi-Step Flow of Communication, De Fleur Model, Fougler's Ecological Model.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Cultivation Theory and Mainstreaming; Spiral of Silence; Media Richness Theory; Two-Step and Multi-Step Flow of Communication; De Fleur Model; Fougler's Ecological Model
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Uses and Gratifications Theory; Reception Theory
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Critique</i>	Medium is the Message; Third Person Effect

Unit 6	RESEARCH APPLICATION	2 Hours
Students will present a 6000-word Analytical Paper that must include a Qualitative Analysis of any two Models or Theories of his/her interest.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K6 (Create)	<i>Construct, Formulate, Compose</i>	Formulation and Presentation of 6000-word Research Paper
Total Lecture Hours: 72 hours		

Reference Books 1. Griffin, Led Better & Sparks (2023). A First Look at Communication Theory. McGraw Hill Education: New York. 2. Duck, Stave & McMahan, David T. (2022). The Basics of Communication: A Relational Perspective. Sage Publications Inc: California. 3. Hasan, Seema (2020). Mass Communication: Principles and Concepts (3rd Edition). CBS Publishers and Distributors Pvt Ltd: New Delhi. 4. McQuail, Denis (2020). Mass Communication Theory (7th Edition). Sage Publications: New Delhi. 5. Rocci, Andrea & Saussure, Louis de (2016). Verbal Communication (1st Edition). De Gruyter Mouton: University of Lugano. Quick Links for Reference 1. https://anammuzamill.wordpress.com/wp-content/uploads/2013/02/handbook-of-communication.pdf
Course Designed By: Dr. Sandeep Kaur, Assistant Professor, Department of Communication and Media Studies, Bharathiar University, Coimbatore Course Verified By: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Search Keywords: Elements, Functions, Dimensions, Barriers, Process, Models, Theories.

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	S	S	S	M	S	S
CO2	S	S	M	M	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	M	M	S
CO4	S	S	S	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	M	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall Meaning, Signs, Codes and Signification; Outline Berlo's SMCR Model and Lasswell's Linear Model.	K1, K2
Unit 2	Identify theories of Intrapersonal Communication such as Mindfulness Theory and Self-Perception Theory.	K1
Unit 3	Explain the importance of Interpersonal theories like Looking Glass Self Theory and Social Exchange Theory.	K2
Unit 4	Describe the nature of Group Communication theories including Groupthink and Structuration Theory.	K2
Unit 5	Discuss the role of Mass Communication theories like Cultivation Theory and Spiral of Silence.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
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Unit 1	Apply Shannon-Weaver's Mathematical Theory to identify and solve communication barriers.	K3
Unit 2	Execute the Theory of Planned Behavior (TPB) to understand individual audience behavioral cues.	K3
Unit 3	Apply Argumentation Theory and Social Penetration Theory in real-world relationship mapping.	K3
Unit 4	Classify group dynamics using Rhetoric Theory; Apply the Competing Values Framework.	K3, K4
Unit 5	Apply Cultivation Theory and Uses and Gratifications Theory to interpret audience consumption.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Conduct qualitative analysis of two communication models to formulate a 6000-word analytical paper.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyze and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyze the dimensions and types of communication to categorize structural barriers.	K4
Unit 2	Examine Cognitive Dissonance to arrive at conclusions about an individual's perception formulation.	K4, K5
Unit 3	Compare Relational Dialectics Theory and Expectancy Violation Theory to classify conflict resolutions.	K4
Unit 4	Analyze Coordinated Management of Meaning to evaluate collaborative decision-making.	K4, K5
Unit 5	Evaluate Media Richness Theory and the Third Person Effect to draw conclusions regarding media influence.	K5

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilize simulated communication scenarios to observe, analyze, and predict audience behavior digitally.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)

Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarize foundational literature from reference books and reproduce media influence frameworks.	K2
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STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present findings through academic reports, seminars, and experiential-reflective learning observations.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilizing Face Negotiation Theory and Groupthink Theory.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate strict adherence to anti-plagiarism norms while drafting the research paper.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply communication theories to advocate for social and cultural awareness through reflective learning.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a structural communication process addressing modern barriers utilizing Lasswell's Linear framework.	K6
Unit 2	Develop a self-directed project applying Protection Motivation Theory to personal health behaviors.	K6
Unit 3	Formulate a transactional analysis model based on Insights from Thirukkural.	K6
Unit 4	Develop a group communication protocol utilizing Adaptive Structuration Theory.	K6
Unit 5	Construct a mass media solution drawing from Fougler's Ecological Model to address digital media landscapes.	K6

TEACHING METHODOLOGY

Course Code	13A	COMMUNICATION MODELS AND CONSTRUCTS	L	T	P	C
Core I			5	–	–	4

The Course uses Experiential-Reflective Learning to ensure Students actively Engage with Communication Theories and Apply them in Real World Context as follows:

- 1. Simulated Communication Scenarios**
 - a. Role Playing Exercises to Apply Models such as Johari Window, ELM, Transactional Analysis.
 - b. Media Message Deconstruction Activities to Analyze Mass Communication Theories such as Cultivation Theory, Spiral of Silence etc.
 - c. Real-life Examples or Simulated Situations for Analyzing Communication Dynamics using the Learned Theories.
- 2. Case Study Analysis**
 - a. Examination of Real World Communication Successes and Failures using Theoretical Frameworks.
 - b. Comparative Discussions on Different Models, for instance, Linear vs Transactional Models.
- 3. Reflective Learning**
 - a. Journaling and Debrief Sessions to Connect Experiential Activities with Theoretical Concepts.
 - b. Peer Feedback and Group Discussions to Deepen Analytical Perspectives.
- 4. Problem Based Learning**
 - a. Debates and Socratic Seminars on Contrasting Theories, for instance, Uses and Gratification Theory vs Cultivation Analysis.

Integration with Assessment

- a. Simulation and Reflections will inform the Research Paper (Unit 6) where Students Qualitatively Analyze Models/Theories.
- b. Interactive Activities, Games and Presentations will track the Applied Understanding.

COMMUNICATION MODELS & CONSTRUCTS

Top 6 Career Opportunities & Use of Subject

COMMUNICATION RESEARCHER/ANALYST

To conduct research, analyze data and draw insights into communication patterns, behaviours and trend. They provide insights for strategic decision making.

1

2

CORPORATE COMMUNICATION SPECIALIST

To develop and implement communication strategies that enhance organisation effectiveness, reputation management and stakeholder engagement. Help navigate internal and external communication.

3

MEDIA PLANNER/STRATEGIST

To design targeted advertising and media campaigns that effectively reach and engage specific audience. To optimize media placement.

4

ADVERTISING CREATIVE

Advertising creatives develop campaigns that capture attention and persuade consumers.

5

JOURNALIST/REPORTER

To understand how news is selected and presented to the public.

6

CONTENT CREATOR

To create and distribute content that resonates with target audiences. Use audience engagement metrics and user generated content strategies to build brand awareness and loyalty.

Course Code	13B	INDIAN CONSTITUTION, MEDIA LAWS AND ETHICS	L	T	P	C
Core II			4	–	–	3
Pre-requisite		Students must possess the Basic Information on the Administrative Set up of the Indian Constitution that is viable to understand the Challenges and Issues in the Realm of Media Content Regulation.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To provide the Framework of Indian Constitution for Students to be aware of their Fundamental Rights and Duties. • To help Students evaluate Article 19 Scope and Contemporary Free Speech Debates. • To help Students apply Media Laws (Press, Broadcast/Cyber) to Real World Scenarios and Ethical Dilemmas. • To help Students understand their Professional Responsibilities and Ethical Considerations while representing Media Organisations. • To help Students critically appraise the Debates and Controversies related to Media Regulation. • To facilitate Students to create Solutions for emerging Challenges in Digital Privacy, Data Protection and Content Regulation.						
TEACHING METHODOLOGY						
Active Learning to introduce Legal Framework, Core Legal Terms and Concepts surrounding Media Freedom and the Role of Indian Constitution. Assessments integrate Case Law Analysis with Ethical Reasoning, ensuring Theory-Practice Integration.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	INTERPRET the Constitutional Framework including Fundamental Rights, Duties and Governance Structures.	K2
CO2	ANALYSE the Freedom of Speech and Expression and the Reasonable Restrictions using Landmark Judgments.	K4
CO3	EVALUATE Journalistic Responsibilities by assessing Ethical Frameworks, Media Codes of Conduct and the Role of Regulatory Bodies.	K5
CO4	DEMONSTRATE the relevance of Cyber Laws in India regulating the Digital Content.	K3
CO5	ASSESS the Legal Instruments ensuring Protection of Human Rights and Personal Data in the context of Media and Communication Technologies.	K5

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	INDIAN CONSTITUTION	12 Hours
Meaning, Composition, Preamble, Salient Features – Fundamental Rights and Duties – Right to Constitutional Remedies – The Directive Principles of State Policy – Ordinance, Bill, Amendments – Power and Functions of Union Government: Legislature (Parliament), Lok Sabha and Rajya Sabha, Executive (President of India, Prime Minister of India); Federalism, Judiciary (Supreme Court) – Constitutional and Statutory Bodies – Mini Constitution.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Meaning; Composition; Preamble; Salient Features
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Fundamental Rights and Duties; Right to Constitutional Remedies; Directive Principles of State Policy; Ordinance,

		Bill, Amendments; Power and Functions of Union Government; Legislature (Parliament), Lok Sabha and Rajya Sabha; Executive (President of India, Prime Minister of India); Federalism; Judiciary (Supreme Court); Constitutional and Statutory Bodies; Mini Constitution
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Unit 2	FREEDOM OF SPEECH AND EXPRESSION (ARTICLE 19)		12 Hours
Definition – Features – Scope – Importance – Interpretation – Fair Criticism – Defamation – Reasonable Restrictions – Privileges of Judiciary and Legislature – Landmark Cases and Supreme Court Judgments on Article 19 – Right to Information Act 2005.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K1 (Remember)	Define, Identify, List, Recall	Definition; Features	
K2 (Understand)	Explain, Describe, Discuss, Interpret	Scope; Importance; Interpretation; Fair Criticism; Privileges of Judiciary and Legislature; Right to Information Act 2005	
K3 (Apply)	Apply, Demonstrate, Illustrate, Use	Defamation; Reasonable Restrictions	
K4 (Analyse)	Analyse, Compare, Differentiate, Examine	Landmark Cases and Supreme Court Judgments on Article 19	

Unit 3	MEDIA LAWS AND REGULATORY BODIES		11 Hours
Press: Regulations during Colonial Rule, PRB Act 1867, Official Secrets Act 1923, Working Journalists Act 1955, Press Council Act 1978, Contempt of Court Act 1971, Newspaper (Price and Page) Act 1956.			
Broadcast: Cable TV Network Regulation Act 1995, Cinematography Act 1952, Prasar Bharti Act 1990, Satellite Rights.			
Cyber: Intellectual Property Rights (IPR), Information Technology Act (2000) Section 43A, Section 66A, Section 69A, Section 72, The Digital Personal Data Protection Act, 2023 (DPDP) – Sensitive Personal Data or Information Rules, 2011 (“SPDI Rules”). Protection of Personal Information (PI) and Sensitive Personal Data and Information (SPDI) – Draft PDP Bill, 2019.			
Press Commissions and Regulatory Bodies: PCI, Prasar Bharathi, PRGI, CBFC, BARC.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Regulations during Colonial Rule; PRB Act 1867	
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Official Secrets Act 1923; Working Journalists Act 1955; Press Council Act 1978; Contempt of Court Act 1971; Newspaper (Price and Page) Act 1956; Cable TV Network Regulation Act 1995; Cinematography Act 1952; Prasar Bharti Act 1990; Satellite Rights	
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Intellectual Property Rights (IPR); Information Technology Act (2000) Section 43A, Section 66A, Section 69A, Section 72; The Digital Personal Data Protection Act, 2023 (DPDP); Sensitive Personal Data or Information Rules, 2011 (SPDI Rules); Protection of PI and SPDI; Draft PDP Bill, 2019	
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Press Commissions and Regulatory Bodies (PCI, Prasar Bharathi, PRGI, CBFC, BARC)	

Unit 4	LAWS OF HUMAN RIGHTS	10 Hours
Protection of Human Right Act 1993, National Human Rights Commission (NHRC), State Human Rights Commission (SHRC), Child Labour Acts, the Monopolies and Restrictive Trade Practices Act 1969, Pornography Act – Section 67 & 67a.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Protection of Human Right Act 1993; National Human Rights Commission (NHRC); State Human Rights Commission (SHRC); Child Labour Acts
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Monopolies and Restrictive Trade Practices Act 1969
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Pornography Act – Section 67 & 67a

Unit 5	MEDIA ETHICS	13 Hours
Meaning, Scope – Moral Responsibility – Gandhian Ethics in Journalism – Editor's Guild of India Code of Ethics – NBDA Code – BCC Code – Digital Media Ethics under IT Rules 2021.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Meaning; Scope
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Moral Responsibility; Gandhian Ethics in Journalism; Editor's Guild of India Code of Ethics
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	NBDA Code; BCC Code
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Digital Media Ethics under IT Rules 2021

Unit 6	RESEARCH APPLICATION	2 Hours
Students will present a 5000-word White Paper from any area of his/her interest in this Domain using Theoretical and Methodological Approaches.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K6 (Create)	<i>Construct, Formulate, Compose</i>	Formulation and Presentation of 5000-word White Paper
Total Lecture hours: 60 hours		

Reference Books

1. Bakshi, P.M (2023). The Constitution of India (19th Edition), Universal Law Publishing Co. Pvt. Ltd: New Delhi.
2. Trager, Robert; Russomanno Joseph & Rose, Susan Dente (2017). The Law of Journalism and Mass Communication(6thEdition), Sage Publications: New Delhi.
3. Dash, Ajay (2012). Freedom of Press (Reprint Edition), Discovery Publishing House: New Delhi.
4. Prasad, Kiran (2008). Media Law and Ethics: Readings in Communication Regulation (Vol I), B.R. Publishing Corporation: New Delhi.
5. Jacquette, Dale (2007). Journalistic Ethics: Moral Responsibilities in the Media (1st Edition), Dorling Kindersley Publishing, Inc: New Delhi.

Quick Links for Reference

1. https://www.delhihighcourt.nic.in/web/sites/default/files/Ebook/media-law-handbook_handbook-series_english_lo-res_508.pdf

2. https://www.jru.edu.in/wp-content/uploads/moocs/e-books/journalism-and-mass-communication/Media_Ethics_Laws.pdf
3. https://www.constitutionofindia.net/wp-content/uploads/2023/03/Original-Manuscript-of-the-Constitution-of-India_New1.pdf

Course Designed and Verified By: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Search Keywords: Indian Constitution, Union Government, State Government, Article 19, Press Laws, Press Ethics, Laws (Press-Human Rights- Cyber), Ownership, Content Regulation, Media Regulation

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	L	M	S	L	M	L	L	L	M
CO2	S	S	L	S	L	S	L	M	M	M
CO3	S	S	S	S	M	S	L	L	L	S
CO4	S	S	S	S	M	M	L	L	L	S
CO5	S	S	S	S	M	M	L	L	L	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall Meaning, Composition, Preamble and Salient Features of the Indian Constitution.	K1, K2
Unit 2	Identify the Definition, Features and Scope of Freedom of Speech and Expression under Article 19.	K1
Unit 3	Explain the key Media Laws including Press, Broadcast and Cyber Regulations.	K2
Unit 4	Describe the Protection of Human Right Act 1993 and the functions of NHRC and SHRC.	K2
Unit 5	Discuss the Meaning and Scope of Media Ethics and Gandhian Ethics in Journalism.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply the Constitutional Framework to understand Fundamental Rights and Governance Structures.	K3
Unit 2	Apply Defamation and Reasonable Restrictions Provisions to analyse Real World Free Speech Scenarios.	K3
Unit 3	Apply the Information Technology Act (2000) and DPDP Act 2023 to regulate Digital Content Scenarios.	K3
Unit 4	Apply the Monopolies and Restrictive Trade Practices Act 1969 to assess Market Regulation Cases.	K3
Unit 5	Apply NBDA Code and BCC Code to evaluate Professional Media Conduct.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Conduct legal and ethical analysis to formulate a 5000-word White Paper integrating Theoretical and Methodological Approaches.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse Fundamental Rights and Directive Principles to categorise Constitutional Provisions.	K4
Unit 2	Examine Landmark Judgments on Article 19 to arrive at conclusions about Free Speech Boundaries.	K4, K5
Unit 3	Compare Press, Broadcast and Cyber Regulations to classify Media Governance Frameworks.	K4
Unit 4	Analyse the Pornography Act (Section 67 & 67a) to evaluate Content Regulation Standards.	K4, K5
Unit 5	Evaluate Digital Media Ethics under IT Rules 2021 to draw conclusions regarding Ethical Compliance.	K5

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Case Law Databases and Legal Information Systems to research, analyse and present Media Law Scenarios digitally.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational literature from reference books and reproduce Media Law and Ethics Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present findings through Academic Reports, Seminars and Case Law Presentations.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Moot Court Exercises and Collaborative Legal Analysis.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate strict adherence to anti-plagiarism norms and ethical standards while drafting the White Paper.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Media Law and Ethics Frameworks to advocate for Constitutional Values and Media Accountability through reflective learning.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a Constitutional Literacy Module addressing Fundamental Rights Awareness among Media Professionals.	K6
Unit 2	Develop a Case Study Framework analysing Landmark Article 19 Judgments and their implications for Media Freedom.	K6
Unit 3	Formulate a Regulatory Compliance Checklist for Digital Media Organisations based on IT Act and DPDP Act.	K6
Unit 4	Develop a Human Rights Reporting Protocol for Media Professionals utilising NHRC Guidelines.	K6
Unit 5	Construct an Ethical Decision-Making Framework integrating Gandhian Ethics and IT Rules 2021 for Digital Journalism.	K6

TEACHING METHODOLOGY

Course Code	13B	INDIAN CONSTITUTION, MEDIA LAWS AND	L	T	P	C
Core II		ETHICS	4	–	–	3

The Course uses Active Learning to ensure Students actively engage with Legal Frameworks and apply them in Real World Context as follows:

1. Case Law Analysis

- a. Examination of Landmark Supreme Court Judgments on Article 19 and Fundamental Rights.
- b. Comparative Analysis of Press Laws across Colonial and Post-Independence Periods.
- c. Real-life Media Law Violations and their Legal Outcomes for Analytical Discussion.

2. Moot Court and Simulated Exercises

- a. Simulated Court Proceedings to apply Defamation, Contempt of Court and IT Act Provisions.
- b. Role-Playing Exercises on Ethical Dilemmas faced by Media Professionals.

3. Reflective Learning

- a. Journaling and Debrief Sessions to connect Legal Provisions with Ethical Practice.
- b. Peer Feedback and Group Discussions to deepen Critical Legal Perspectives.

4. Problem Based Learning

- a. Debates and Socratic Seminars on Competing Rights: Free Speech vs Reasonable Restrictions.

Integration with Assessment

- a. Case Law Analysis and Reflections will inform the White Paper (Unit 6) where Students analyse Media Law or Ethics Issues.
- b. Interactive Activities, Moot Courts and Presentations will track the Applied Understanding.

INDIAN CONSTITUTION, MEDIA LAWS & ETHICS

Top 6 Career Opportunities & Use of Subject

JOURNALISM

To adhere legal and ethical standards while reporting news and conducting interviews.

1

2

PUBLIC RELATIONS

Crucial to understand media laws and ethics for crafting messages that are truthful, accurate and in compliance with legal requirements.

3

ADVERTISING

Ensure that their campaigns comply with advertising standards and regulations set forth by Advertising Standards Council of India (ASCI) and the Consumer Protection Act.

4

PUBLIC RELATIONS

Crucial for crafting messages that are truthful, accurate and in compliance with legal requirements.

5

MEDIA RESEARCH & ANALYSIS

To study issues like media bias, representation and effectiveness of media regulations in upholding democratic values.

6

DIGITAL MEDIA CONTENT CREATOR

Leverage digital media platforms for content creation, distribution and engagement. Must be aware of legal and ethical considerations on online content, privacy and data protection.

Course Code	13C	INTRODUCTION TO JOURNALISM	L	T	P	C
Core III			4	–	–	3
Pre-requisite		An Ability to Identify various Sources of News and understand News Values to determine the Type of News to be published in compliance with Editing Principles is mandated for Students.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To make Students analyse the Structural and Ethical Foundations of News Production through Theoretical Frameworks and Case Studies. • To develop Students’ competencies in Reporting, Interviewing and Data Driven Storytelling for diverse Media Platforms. • To help Students evaluate the Impact of Technological Disruptions on Journalistic Practices and Ethics. • To cultivate Critical Thinking Skills among Students for navigating Press Freedom Challenges, Censorship and Disinformation. • To synthesise Research Methodologies for Students to evolve an Original Investigative Report on Contemporary Media Issues.						
TEACHING METHODOLOGY						
Blended Learning by offering a Hands-On Active Learning Mechanism via Collaborative Activities (Debates and Discussion), Simulations, Critical Thinking Exercises (News Analysis), and Field Work to help Students grasp Core Journalistic Principles and develop Essential Skills of News Gathering, Writing Styles, Ethics, and Media Platforms. Assessments link Simulations to Research, ensuring Theory-Practice Integration.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	DECODE News Values, Structures and Epistemic Principles of News Writing and Editing.	K4
CO2	EXECUTE the Skills of grasping various Editorial Applications of News, Columns, Features, Editorials etc.	K3
CO3	DEVELOP Journalistic Skills for Interviewing and Beat Reporting for gathering Information from Sources.	K6
CO4	DESIGN Convergent Journalism Outputs (MOJO Videos, Data Visualisations) leveraging AI Tools.	K6
CO5	COMPOSE a Methodical News Analysis incorporating Contemporary Issues, Ethical Fact Checking Protocols.	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	FUNDAMENTALS OF NEWS	9 Hours
News: Definition, Purpose, Importance – Types – News Elements – News Values – News Structures – News Sources and Agencies – News Flow; Mowlana's Model – News Selection Process – Characteristics of a good News Story – Journalism: Basic Canons and Epistemology.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Definition; Purpose; Importance; Types of News

K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	News Elements; News Values; News Structures; News Sources and Agencies; News Flow; Mowlana's Model; Characteristics of a good News Story
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	News Selection Process
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Basic Canons and Epistemology of Journalism

Unit 2	THE NEWS REPORTER	9 Hours
Classifications, Functions, Qualities, Rights and Responsibilities, Codes of Conduct for Professional Journalism – Sangam Age Poets as Reporters – Types of Reporters – Reporting Beat/Specialised Reporting – Types of Interviews and its Importance – Essentials of Photojournalism.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Classifications; Functions; Qualities
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Rights and Responsibilities; Codes of Conduct for Professional Journalism; Sangam Age Poets as Reporters; Types of Reporters; Essentials of Photojournalism
K3 (Apply)	<i>Apply, Demonstrate, Predict, Illustrate</i>	Reporting Beat/Specialised Reporting; Types of Interviews and its Importance

Unit 3	THEORIZING NEWS	9 Hours
Normative Theories of Press – News and Habermas's Structural Transformation of Public Sphere – Market vs Public Sphere Models – Propaganda Model – Westley-Maclean's Gatekeeping Theory – Manufacturing Consent – Agenda Setting and Framing Theory – Spiral of Silence – Third-Person Effects – Hostile Media Influence – Shoemaker's Hierarchical Model.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Normative Theories of Press; Habermas's Structural Transformation of Public Sphere; Market vs Public Sphere Models; Spiral of Silence; Shoemaker's Hierarchical Model
K3 (Apply)	<i>Apply, Demonstrate, Predict, Illustrate</i>	Propaganda Model; Westley-Maclean's Gatekeeping Theory; Agenda Setting and Framing Theory
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Manufacturing Consent; Third-Person Effects; Hostile Media Influence

Unit 4	CONVERGENT JOURNALISM	7 Hours
Media Convergence – AI in Newsrooms – Media Ownership Patterns and its Disruptions – Legacy and Alternative Media – Electronic News Gathering – Mobile Journalism (MOJO) – Citizen Journalism Initiatives – Digital-only Platforms and Digipub – Data Journalism – Google Trends for Journalism: Google Pinpoint – Digital Investigative Journalism: Case Studies. Fact Checking: Disinformation and Misinformation, Tools and Practices, Digital Arrest, IFCN Code of Principles, Automated Fact Checking – Ethical Fact Checking – Writing for Fact Checking – Limitations and Bias.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Media Convergence; AI in Newsrooms; Media Ownership Patterns and Disruptions; Legacy and Alternative Media; Electronic News Gathering; Citizen Journalism Initiatives;

		Digital-only Platforms and Digipub; Disinformation and Misinformation; IFCN Code of Principles
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Mobile Journalism (MOJO); Data Journalism; Google Trends for Journalism: Google Pinpoint; Fact Checking Tools and Practices; Writing for Fact Checking; Automated Fact Checking
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Digital Investigative Journalism: Case Studies; Ethical Fact Checking; Digital Arrest; Limitations and Bias

Unit 5	CONTEMPORARY ISSUES		9 Hours
Reportage of Ongoing Wars/Conflicts across Globe – Press Freedom: Legal and Practical Challenges – Reporting under Censorship and Digital Restrictions – Internet Shutdowns and Media Blackouts – Manipur Media Interventions, Jallikattu Protests, Attacks on Journalists: Siddique Kappan, Prabir Purkayastha, Mohammad Zubair – Vikatan Cartoon Controversy, Electoral Bond Investigations, Pegasus Surveillance Case, UAPA, Sedition and Chilling Effect.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K2 (Understand)	Explain, Describe, Discuss, Interpret	Reportage of Ongoing Wars/Conflicts across Globe; Press Freedom: Legal and Practical Challenges; Internet Shutdowns and Media Blackouts	
K4 (Analyse)	Analyse, Compare, Differentiate, Examine	Reporting under Censorship and Digital Restrictions; Manipur Media Interventions; Jallikattu Protests; Attacks on Journalists: Siddique Kappan, Paranjoy Guha Thakurta, Mohammad Zubair	
K5 (Evaluate)	Evaluate, Assess, Justify, Critique	Vikatan Cartoon Controversy; Electoral Bonds Scam Investigations; Pegasus Surveillance Case; UAPA, Sedition and Chilling Effect	

Unit 6	RESEARCH APPLICATION		2 Hours
Based on an understanding of the Functioning of Journalism, Students will prepare a 6000-word Methodical Research Paper on any one of the Contemporary Cases of his/her Preference.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K6 (Create)	Construct, Formulate, Compose	Formulation and Presentation of 6000-word Methodical Research Paper	
Total Lecture hours: 45 hours			
Reference Books			
1. Richards, Alex (2023). <i>Foundations of Data and Digital Journalism</i> , Routledge Publishers: UK.			
2. Rao, S. (2019). <i>Indian Journalism in a New Era: Changes, Challenges, and Perspectives</i> . Oxford University Press.			
3. Wahl-Jorgensen, K. & Hanitzsch, T. (2019). <i>The Handbook of Journalism Studies</i> . Taylor & Francis: UK.			
4. Bonea, A. (2016). <i>The News of Empire: Telegraphy, Journalism and the Politics of Reporting in Colonial India, c. 1830–1900</i> . Oxford University Press.			
5. Kovach, B. & Rosenstiel, T. (2014). <i>The Elements of Journalism, Revised and Updated 3rd Edition: What Newspeople Should Know and the Public Should Expect</i> . Crown.			
6. Ganesh, T.K (2008). <i>Essentials of Mass Media Writing</i> , Authors Press: New Delhi.			
7. Brighton, Paul & Foy, Dennis (2007). <i>News Values</i> , Sage Publications: London.			
8. Smith, Ron F. & Connell, Loraine M.O (2007). <i>Editing Today</i> (2nd Edition), Wiley-Blackwell Publishing: US.			
9. Allan, Stuart (2005). <i>Journalism: Critical Issues</i> , Rawat Publications: Jaipur.			

10. Fox, Walter (2003). *Writing the News: A Guide for Print Journalists* (3rd Edition), Surjeet Publications: New Delhi.

Quick Links for Reference

1. <https://keralamediaacademy.org/wp-content/uploads/2015/02/Handbook-of-Journalism-Studies.pdf>
2. <https://books.rodrigozamith.com/the-international-journalism-handbook/files/Rodrigo%20Zamith%20-%20The%20International%20Journalism%20Handbook.pdf>
3. <https://jmcstudyhub.com/wp-content/uploads/2020/03/Book-Handbook-of-Journalism-Studies.pdf>

Course Designed By: Dr. Sandeep Kaur, Assistant Professor, Department of Communication and Media Studies, Bharathiar University, Coimbatore.

and Verified By: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Search Keywords: News Elements (Attributes), News Values, Sources, News Agencies, News Structure, Beat Reporting, Photo Journalism, News Editing, Page Makeup, Feature Writing, Interviews, Online News, Data Journalism, Data Analytics

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	M	S
CO2	S	S	S	M	S	S	S	M	M	S
CO3	S	M	S	S	S	S	S	S	S	S
CO4	S	S	S	S	M	L	L	S	S	S
CO5	S	S	S	S	S	S	L	S	S	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall the Definition, Purpose, Importance and Types of News; Outline News Elements and News Values.	K1, K2
Unit 2	Identify the Classifications, Functions and Qualities of a News Reporter.	K1
Unit 3	Explain the Normative Theories of Press and Habermas's Structural Transformation of Public Sphere.	K2
Unit 4	Describe Media Convergence, AI in Newsrooms and the emergence of Digital-only Platforms.	K2
Unit 5	Discuss Press Freedom Challenges, Internet Shutdowns and the context of Media Blackouts.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply the News Selection Process to determine Newsworthiness of Events.	K3
Unit 2	Execute Beat Reporting and Interview Techniques to gather Information from diverse Sources.	K3
Unit 3	Apply Agenda Setting and Framing Theory to analyse Media Coverage Patterns.	K3
Unit 4	Demonstrate the use of MOJO, Data Journalism and Google Pinpoint for Convergent News Production.	K3

Unit 5	Apply Case Study Analysis to evaluate Reporting under Censorship and Digital Restrictions.	K3
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STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Conduct methodical analysis of Contemporary Journalism Cases to formulate a 6000-word Research Paper integrating Theoretical and Empirical Approaches.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse the Basic Canons and Epistemology of Journalism to categorise News Production Principles.	K4
Unit 2	Examine the Rights and Responsibilities of Reporters to arrive at conclusions about Professional Conduct.	K4
Unit 3	Compare Manufacturing Consent and Hostile Media Influence to classify Media Bias Frameworks.	K4, K5
Unit 4	Evaluate Digital Investigative Journalism Case Studies to assess the effectiveness of Fact Checking Protocols.	K4, K5
Unit 5	Evaluate the Pegasus Surveillance Case and Electoral Bonds Investigations to draw conclusions regarding Press Freedom.	K5

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise MOJO, Data Journalism Tools and Google Trends/Pinpoint to produce, analyse and present Convergent Journalism Outputs digitally.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational literature from reference books and reproduce Journalism Theory and Practice Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present findings through Academic Reports, News Analysis Presentations and Field Reporting Outputs.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Collaborative News Production Exercises and Editorial Simulations.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate strict adherence to anti-plagiarism norms and Journalistic Codes of Conduct while drafting the Research Paper.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Journalism Theories and Ethical Frameworks to advocate for Press Freedom and Responsible Reporting through reflective learning.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a News Selection Framework applying Mowlana's Model and News Values to a Contemporary News Event.	K6
Unit 2	Develop a Beat Reporting Plan incorporating Interview Strategies and Photojournalism Techniques.	K6
Unit 3	Formulate a Critical Media Analysis applying Propaganda Model and Agenda Setting Theory to a Current Media Campaign.	K6
Unit 4	Design a Convergent Journalism Project integrating MOJO, Data Visualisation and AI Tools for Digital Storytelling.	K6
Unit 5	Construct an Investigative Report on a Contemporary Press Freedom Case utilising Ethical Fact Checking Protocols.	K6

TEACHING METHODOLOGY

Course Code	13C	INTRODUCTION TO JOURNALISM	L	T	P	C
Core III			4	–	–	3

The Course uses Blended Learning to ensure Students actively engage with Journalistic Principles and apply them in Real World Context as follows:

1. Collaborative News Production Activities

- a. Simulated Newsroom Exercises to apply News Selection Process, News Values and Gatekeeping Theory.
- b. Editorial Conference Simulations for applying News Editing and Page Layout Principles.
- c. Real-life News Events for analysing Reporting Dynamics using Learned Theories.

2. Field Work and Practical Reporting

- a. Beat Reporting Assignments requiring Students to gather Information from assigned Beats.
- b. Interview Exercises with structured and unstructured Interview Techniques.
- c. MOJO (Mobile Journalism) Assignments for Convergent News Production.

3. Critical Thinking Exercises

- a. News Analysis Sessions deconstructing Media Coverage using Propaganda Model and Framing Theory.
- b. Fact Checking Workshops applying IFCN Code of Principles and Ethical Protocols.

4. Problem Based Learning

- a. Debates and Socratic Seminars on Press Freedom Challenges, Censorship and Disinformation.
- b. Case Study Analysis of Contemporary Issues: Electoral Bonds, Pegasus, Attacks on Journalists.

Integration with Assessment

- a. Field Work Outputs and Critical Analysis will inform the Research Paper (Unit 6) where Students produce a Methodical Investigation.
- b. Interactive Activities, Simulations and Presentations will track the Applied Understanding.

INTRODUCTION TO JOURNALISM

Top 6 Career Opportunities & Use of Subject



Course Code	1EA	STORYTELLING TECHNIQUES	L	T	P	C
Elective IA			–	–	2	2
Pre-requisite		Students will be able to Integrate Narrative Experiences across a range of Media Platforms.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To enable Students to critically evaluate the Pros and Cons of Storytelling Strategies across various Media Platforms. • To help Students analyse the Narrative Structure, Audience Engagement and Content Delivery Mechanisms of Multimedia Storytelling. • To help Students demonstrate Narrative Competency in Storytelling through Integrated Content Creation. • To provide Hands-on Training in Scripting, Storyboarding and Audio/Visual Content Creation using both Manual and AI Assisted Tools. • To build Procedural Knowledge for demonstrating Competence in Project Planning, Platform Selection and Multimedia Integration.						
TEACHING METHODOLOGY						
Interactive Learning for deeper understanding of Concepts in Narratives through Active Participation, Character Development and Story Mapping via Selection of Stories, Presentation Techniques and Integration. Assessments are Project Based, linking each Module’s Output to the Cumulative Digital Portfolio.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	IDENTIFY Key Elements and Narrative Principles of Storytelling across various Media Platforms.	K2
CO2	EVALUATE the Rationale and Decision-Making Process for selecting Storytelling across different Media Platforms for specific Communication Goals.	K5
CO3	CONTRAST a Strategic Plan for Storytelling in various Media.	K4
CO4	DESIGN and DEVELOP Scripts and Storyboards for Original Projects integrating Text, Visual, Audio and Video in Storytelling.	K6
CO5	INTEGRATE Multimedia Tools and Platforms to Produce and Present a Cohesive Narrative.	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Module 1	WRITTEN AND VISUAL STORYTELLING	
Assemble Storytelling Experience in the Formats provided below: 1. Objectives (Primary and Secondary) and Goals (Primary and Secondary). 2. Based on the Theme provided, Write an Original Story (800 words) by Developing a Narrative Structure based on Story World, Plot, Basic Character Outline, Target Audience and Genre. 3. Use AI Tools (e.g., ChatGPT) to generate a Story based on the Theme Outlined. 4. Create Comic Strips (4–6 panels), both Hand-Drawn and using AI Image Generation Tools (e.g., ChatGPT, DALL·E, Bing Image Creator),		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	Explain, Describe, Discuss, Interpret	Objectives and Goals of Storytelling; Narrative Structure; Story World; Target Audience and Genre

K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Plot Development; Basic Character Outline; AI Story Generation Tools (ChatGPT)
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Write an Original Story (800 words); Create Comic Strips (Hand-Drawn and AI-generated using DALL·E, Bing Image Creator)

Module 2	AUDIO STORYTELLING	
Narrate and Record your Written Storytelling Experience in the Audio Format by adding Basic Sound Effects and Background Music. Convert the AI-generated Story to Audio using AI tools like Natural Readers, ElevenLabs, etc. Export the Final Audio in MP3/WAV Format.		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Audio Narration Techniques; Sound Design Fundamentals
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Basic Sound Effects and Background Music Integration; AI Audio Tools (Natural Readers, ElevenLabs)
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Record Audio Storytelling; Convert AI-generated Story to Audio; Export Final Audio (MP3/WAV)

Module 3	VIDEO STORYTELLING	
Create a Short Video (1–2 minutes) using the Audio and Visuals from the Comic/Story already generated – Add Basic Editing using Software/App (InShot) – For AI-generated Story, use Tools (Fliki, Pictory, Lumen5) to generate a Video from AI Text and AI Voice – Export and Submit the AI-based Video Output.		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	Apply, Demonstrate, Illustrate, Use	Basic Video Editing Software (InShot); AI Video Generation Tools (Fliki, Pictory, Lumen5)
K6 (Create)	Construct, Formulate, Compose, Design	Create Short Video (1–2 minutes); Generate AI-based Video Output; Export and Submit

Module 4	TRANSCRIPTION AND VISUAL CHARACTER DESIGN	
Upload AI-generated Audio to Otter.ai (or similar) to generate Transcription – Extract Key Dialogues from Transcription – Use Generative AI tools to Describe and Generate Character Illustrations for each Main Character using Image Generation Tools.		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	Apply, Demonstrate, Illustrate, Use	AI Transcription Tools (Otter.ai); Extract Key Dialogues from Transcription
K4 (Analyse)	Analyse, Compare, Differentiate, Examine	Analyse Transcription for Key Narrative Elements and Dialogue Patterns
K6 (Create)	Construct, Formulate, Compose, Design	Generate Character Illustrations using AI Image Generation Tools

Module 5	DIGITAL PORTFOLIO		
Create a Digital Portfolio integrating all Outputs from Modules 1–4 (Written Story, Comic Strips, Audio, Video, Transcription and Character Designs) into a Cohesive Narrative Presentation.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	

K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Evaluate and Curate Storytelling Outputs across Modules for Narrative Coherence
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Create and Present a Comprehensive Digital Portfolio
Reference Books 1. Berger, R. (2019). <i>Dramatic Storytelling & Narrative Design: A Writer's Guide to Video Games and Transmedia</i> . CRC Press. Quick Links for Reference 1. https://iris.who.int/bitstream/handle/10665/363148/9789290619918-eng.pdf 2. https://museumonmainstreet.org/sites/default/files/storytelling_guide_final.pdf 3. https://gracamacheltrust.org/wp-content/uploads/2022/09/NON-FICTION_STORYTELLING_HANDBOOK.pdf 4. https://www.diu.edu/documents/loosen-your-tongue.pdf		
Course Designed By: Dr. Sandeep Kaur, Assistant Professor, Department of Communication and Media Studies, Bharathiar University, Coimbatore Course Verified by: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore		

Search Keywords: Story world, Narrative Structure, Gen AI Tools

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	L	S	S	S	S	S	S	S	S
CO2	S	L	M	M	M	M	M	S	S	M
CO3	S	L	S	L	M	M	M	S	S	M
CO4	S	L	S	S	S	S	S	S	S	M
CO5	S	L	S	S	S	M	S	S	S	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Module	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Module 1	Explain the Objectives, Goals and Narrative Structure of Storytelling including Story World, Target Audience and Genre.	K2
Module 2	Describe Audio Narration Techniques and Sound Design Fundamentals for Storytelling.	K2
Module 3	Discuss the Principles of Video Storytelling and the Role of Editing in Narrative Construction.	K2
Module 4	Explain AI-based Transcription Processes and their Application in Extracting Key Dialogues.	K2
Module 5	Discuss the Principles of Portfolio Curation and Narrative Coherence across Media Formats.	K2

STEP 1B The Competency indicators for the Course:

Module	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Module 1	Apply Plot Development and Character Outline Techniques to construct an Original Story.	K3

Module 2	Apply Sound Effects and Background Music Integration using AI Audio Tools.	K3
Module 3	Demonstrate the use of Video Editing Software and AI Video Generation Tools for Storytelling.	K3
Module 4	Apply AI Transcription Tools to extract and organise Key Narrative Dialogues.	K3
Module 5	Demonstrate the Integration of Multimedia Outputs into a Cohesive Digital Portfolio.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate the effectiveness of Storytelling Strategies across Media Platforms and create a comprehensive Digital Portfolio integrating Theoretical and Practical Approaches.	K5, K6

STEP 1D The Competency indicators for the Course:

Module	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Module 1	Analyse Narrative Structures to classify Storytelling Approaches across Genres.	K4
Module 2	Examine the Role of Audio Elements in enhancing Narrative Engagement.	K4
Module 3	Compare Manual and AI-assisted Video Production Workflows.	K4
Module 4	Analyse Transcription Outputs to differentiate Key Dialogue Patterns and Narrative Arcs.	K4
Module 5	Evaluate Portfolio Outputs to assess Narrative Coherence and Platform Suitability.	K4, K5

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise AI Tools (ChatGPT, DALL·E, ElevenLabs, Fliki, Otter.ai) and Editing Software (InShot) to produce, analyse and present Multimedia Storytelling Outputs digitally.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Storytelling and Narrative Design literature and reproduce Transmedia Storytelling Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present Storytelling Outputs through Oral Narration, Visual Presentations and Portfolio Exhibitions.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Collaborative Storytelling Exercises and Peer Review Sessions.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in AI-assisted Content Creation and Original Storytelling Practices.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Narrative Design Principles and Multimedia Tools to independently produce Storytelling Content across emerging Platforms.	K5

STEP 1K The Competency indicators for the Course:

Module	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Module 1	Design an Original Narrative integrating Manual Writing and AI-generated Story with Comic Strip Visualisation.	K6
Module 2	Develop an Audio Storytelling Package combining Manual Narration and AI Voice Synthesis.	K6
Module 3	Construct a Short Video Production integrating Manual Editing and AI Video Generation Workflows.	K6
Module 4	Formulate a Character Design Portfolio using AI Transcription Analysis and Image Generation.	K6
Module 5	Compile and Present a Comprehensive Digital Portfolio demonstrating Transmedia Storytelling Competency.	K6

TEACHING METHODOLOGY

Course Code	1EA	STORYTELLING TECHNIQUES	L	T	P	C
Elective IA			–	–	2	2

The Course uses Interactive Learning to ensure Students actively engage with Narrative Principles and apply them in Real World Content Creation as follows:

- 1. Story Mapping and Character Development**
 - a. Selection and Deconstruction of Stories to understand Narrative Structure, Plot and Genre.
 - b. Character Development Workshops for building Story Worlds and Target Audience Profiles.
- 2. Hands-on Content Creation**
 - a. Manual Storytelling: Writing Original Stories, Hand-Drawing Comic Strips, Recording Audio Narrations.
 - b. AI-Assisted Production: Story Generation (ChatGPT), Image Creation (DALL·E), Voice Synthesis (ElevenLabs), Video Generation (Fliki, Pictory).
- 3. Presentation Techniques and Integration**
 - a. Audio-Visual Integration Sessions combining Text, Sound, Image and Video Outputs.
 - b. Digital Portfolio Curation as a Summative Assessment of Transmedia Competency.

Integration with Assessment

- a. Each Module produces a tangible Output that feeds into the cumulative Digital Portfolio (Module 5).
- b. Peer Review and Presentation Sessions track Applied Understanding and Narrative Coherence.

Course Code	13P	DESIGN PRINCIPLES	L	T	P	C
Practical I			–	–	5	4
Pre-requisite		Students must be able to think Divergently for the Creative Visualisation and Incubation of Inventive Ideas pertaining to Concrete Manifestation of Abstract Concepts.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To enable Students to apply Design Thinking Methodologies to Prototype User-Centric Solutions. • To help Students create Vector Graphics, Bitmap Designs and Digital Art using Industry Standard Tools. • To enable Students integrate Generative AI Tools to optimise Workflows. • To help Students evaluate Design Effectiveness through User Feedback and Psychological Principles. • To prompt Students to innovate by adapting to Emerging Trends in Grid-Based Systems.						
TEACHING METHODOLOGY						
Studio Based Learning combining Design Thinking Theory with Hands-On Software Practice across CorelDraw, Photoshop, Illustrator and Generative AI Platforms. Students progress from Conceptual Understanding (Colour Theory, Grid Philosophy) to Applied Production (Poster, Logo, Brochure, Web Design) culminating in a Printed Creative Portfolio (Observation Book). Assessments link iterative Design Critique with Portfolio Compilation.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	DESIGN User-Centric Solutions using Iterative Design Thinking Stages.	K6
CO2	PRODUCE Vector Characters, 3D Objects and Bitmap Effects for Multimedia Projects.	K6
CO3	OPTIMISE Workflows using Generative AI Tools.	K6
CO4	ASSESS Designs for Usability, Colour Psychology and Alignment with Gestalt's Principles.	K5
CO5	INNOVATE Grid Systems and Typography for Responsive Web, Print and Branding Projects.	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Module 1	DESIGN THINKING	16 Hours
Design Thinking Stages: Define (reflecting on the brief) – Research (user, thing, context) – Ideate (exploring novel solutions) – Prototype (test on real users, conditions) – Develop (detail out, revise, refine) – Production (Communicate visually) – Feedback (learn, document). Colours in Design: Understanding Colour Theory – Working with the Colour Wheel – Analysing the Colour Psychology – Interaction of Colours – Creating a Mood Board, Exploring the Medium.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Define Stage (reflecting on the brief); Research Stage (user, thing, context); Colour Wheel
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Colour Theory; Colour Psychology; Interaction of Colours; Ideate Stage (exploring novel solutions)
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Prototype Stage (test on real users, conditions); Develop Stage (detail out, revise, refine); Creating a Mood Board

K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Feedback Stage (learn, document); Exploring the Medium
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Production Stage (Communicate visually)

Module 2	VECTOR AND BITMAP	20 Hours
Understanding Gradients, Patterns, Character Creation, working with 3D, Typography, Building Objects, Analogue Effects. Typography: Build elegant Type Art, designing a Concert Poster, Illustration and Art Tutorials, Vector Portraits, Designing an Album, Creating Movie Poster Concepts, Creating Powerful Lighting Effects, Visual Design for the Web, Digital Painting. Grid and Design Philosophy: Purpose of the Grid – Typographic Grid – Typographic Measurement System – Width of a Column – Leading – Margin Proportions – Page Numbers – Body and Display Faces – Construction of Type Area – Construction of the Grid – Types of Grid and Fields – Photograph, Illustration and Solid Tint in Grid System – Grid System in Corporate Identity.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Gradients; Patterns; Typographic Measurement System; Width of a Column; Leading; Margin Proportions; Page Numbers; Body and Display Faces
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Character Creation; Building Objects; Analogue Effects; Grid and Design Philosophy; Purpose of the Grid; Typographic Grid; Types of Grid and Fields
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Typography and Type Art; Working with 3D; Visual Design for the Web; Digital Painting; Construction of Type Area; Construction of the Grid
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Photograph, Illustration and Solid Tint in Grid System; Grid System in Corporate Identity
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Concert Poster Design; Vector Portraits; Album Design; Movie Poster Concepts; Powerful Lighting Effects

Module 3	PRACTICALS	34 Hours
Application of Gestalt Principles using the following: CorelDraw: Poster Design for a Film, Logo Designs of different Genres of Industries (educational, commercial, entertainment, government sectors etc), Landing Page Design for a Web Page, Mobile Cover Design, Graphic Design on any of the Product, Designing a Package, Designing a Signage/Display Boards, Creating a Layout for Banners and Hoardings with Measurement of Images and Typography, Designing Multi-Coloured Brochure with Folds, Designing Brochures with Achromatic, Monochromatic and Polychromatic Colours, Designing a Book Cover with various Sizes. Photoshop: Invitation Designing, Magazine Cover Page, Instagram Posts, Grid Colouring, Blemish Removal, Digital Painting, Album Designing, Clipping Mask, GIF Creation, Photo Manipulation, Colour Correction. Illustrator: Digital Signature, Cartoon Character/Digital Illustration, Business Card, Blog Post Template, Social Media Banners, Infographics, Newsletter Masthead, Video Thumbnails, Worksheets, Three-Fold Brochure, Pamphlet. Open Generative AI Platforms: Posters, Image Generation.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	CorelDraw: Poster Design, Logo Designs, Landing Page Design, Mobile Cover Design; Photoshop: Invitation Designing, Grid Colouring, Blemish Removal, Colour

		Correction, Clipping Mask; Illustrator: Digital Signature, Business Card, Worksheets
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Application of Gestalt Principles; Photoshop: Photo Manipulation; CorelDraw: Designing Brochures with Achromatic, Monochromatic and Polychromatic Colours
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	CorelDraw: Product Design, Package Design, Signage/Display Boards, Banner/Hoarding Layout, Multi-Coloured Brochure, Book Cover; Photoshop: Magazine Cover Page, Instagram Posts, Digital Painting, Album Designing, GIF Creation; Illustrator: Cartoon Character/Digital Illustration, Blog Post Template, Social Media Banners, Infographics, Newsletter Masthead, Video Thumbnails, Three-Fold Brochure, Pamphlet; Generative AI: Posters, Image Generation

Module 4	OBSERVATION BOOK AND PORTFOLIO	2 Hours
Students should create the above Designs as a Creative Portfolio using Vector and Bitmap Software and submit it in a Printed Format with actual size for the Practical Examination.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Curate and evaluate Design Outputs for Quality, Consistency and Professional Presentation
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Compile and Present Creative Portfolio (Observation Book) in Printed Format
Total hours: 72 hours		
Reference Books - Samara, Timothy (2023). <i>Making and Breaking the Grid</i> (3rd Edition). Rockford Publishers: US. - Cure, Sophie and Seggio, Barbara (2019). <i>Graphic Design Playbook</i>, Lawrence King Publishers: UK. - Dramstol, David (2009). <i>Idea Searching: Basics of Product Design</i>, AVA Publishing: Switzerland. - Cuttle, Christopher (2008). <i>Lighting by Design</i> (2nd Edition), Elsevier Ltd: New York. - Colsol, Richard (2007). <i>The Fundamentals of Digital Art</i>, AVA Publishing: Switzerland. - McDermott, Katherine (2007). <i>Design the Key Concepts</i>, Routledge, Taylor & Francis Group: London. - Carver, Gavin and White, Christine (2003). <i>Computer Visualization for the Theater 3D Modeling for Designers</i>, Elsevier Ltd: New York. Quick Links for Reference https://www.teacheroz.com/apah-elements.pdf https://arc345ergofactors.wordpress.com/wp-content/uploads/2016/03/william-lidwell-kritina-holden-jill-butler-universal-principles-of-design-rockport-publishers-2003.pdf https://dl.icdst.org/pdfs/files4/4bb8d08a9b309df7d86e62ec4056ceef.pdf		
Course Designed and Verified By: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore		

Search Keywords: Design Thinking, Colour Psychology, Gestalt Principle, Design Software, Typography

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	L	S	S	S	S	S	S	S	S
CO2	S	L	S	S	S	M	S	S	S	S
CO3	S	L	S	S	S	M	S	S	S	S

CO4	S	L	S	S	S	S	S	S	S	S
CO5	S	L	S	S	S	M	S	S	S	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Module	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Module 1	Recall the Design Thinking Stages and explain Colour Theory, Colour Wheel and Colour Psychology.	K1, K2
Module 2	Identify Gradients, Patterns and Typographic Measurement Systems; explain Grid and Design Philosophy.	K1, K2
Module 3	Describe the Application of Gestalt Principles across CorelDraw, Photoshop and Illustrator.	K2
Module 4	Discuss the Principles of Portfolio Compilation and Professional Presentation Standards.	K2

STEP 1B The Competency indicators for the Course:

Module	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Module 1	Apply Prototype and Develop Stages to create User-Centric Design Solutions; Demonstrate Mood Board Creation.	K3
Module 2	Apply Typography, 3D Techniques and Grid Construction to produce Visual Design Outputs.	K3
Module 3	Demonstrate the use of CorelDraw, Photoshop, Illustrator and Generative AI Platforms for Design Production.	K3
Module 4	Apply Design Quality Standards to compile and present the Observation Book.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate Design Effectiveness through Colour Psychology and Gestalt Principles and create a comprehensive Creative Portfolio integrating Theoretical and Applied Design Approaches.	K5, K6

STEP 1D The Competency indicators for the Course:

Module	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Module 1	Analyse the Interaction of Colours and evaluate the Feedback Stage to classify Design Effectiveness.	K4, K5
Module 2	Examine the role of Photograph, Illustration and Solid Tint in Grid System; analyse Grid System in Corporate Identity.	K4
Module 3	Evaluate the Application of Gestalt Principles; assess Photo Manipulation and Chromatic Brochure Design for Usability.	K4, K5
Module 4	Evaluate Portfolio Outputs for Consistency, Professional Quality and alignment with Design Principles.	K5

STEP 1E The Competency indicators for the Course:**NOTE:** Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise CorelDraw, Photoshop, Illustrator and Generative AI Platforms to design, produce and present Multimedia Design Outputs digitally.	K3, K4

STEP 1F The Competency indicators for the Course:**NOTE:** Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Design Literature and reproduce Design Thinking and Grid System Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present Design Outputs through Portfolio Exhibitions, Design Critiques and Visual Presentations.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Collaborative Design Studios and Peer Critique Sessions.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate strict adherence to Design Ethics, Copyright Norms and Responsible use of AI-generated Content in Professional Design Practice.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Design Thinking and Grid System Principles to independently produce Professional Design Solutions across emerging Platforms.	K5

STEP 1K The Competency indicators for the Course:

Module	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Module 1	Design a User-Centric Solution applying all seven Design Thinking Stages with Colour Psychology Integration.	K6
Module 2	Develop a Typographic Grid Layout for a Corporate Identity Project integrating Vector and Bitmap Techniques.	K6
Module 3	Construct a Multi-Platform Design Campaign (Print, Web, Social Media) using CorelDraw, Photoshop, Illustrator and AI Tools.	K6
Module 4	Compile and Present the Creative Portfolio (Observation Book) in Professional Printed Format.	K6

TEACHING METHODOLOGY

Course Code	13P	DESIGN PRINCIPLES	L	T	P	C
Practical I			–	–	5	4

The Course uses Studio Based Learning to ensure Students actively engage with Design Principles and apply them in Professional Design Context as follows:

- 1. Design Thinking Workshops**
 - a. Iterative Design Sprints applying Define, Research, Ideate, Prototype, Develop, Production and Feedback Stages.
 - b. Colour Theory Sessions with Mood Board Creation and Colour Psychology Analysis.
- 2. Software Based Practice**
 - a. CorelDraw Sessions: Logo Design, Poster Design, Brochure and Package Design with Measurement Precision.
 - b. Photoshop Sessions: Photo Manipulation, Digital Painting, GIF Creation and Colour Correction Techniques.
 - c. Illustrator Sessions: Vector Illustration, Infographics, Branding Collateral and Typography-driven Design.
- 3. AI-Integrated Design Production**
 - a. Generative AI Platform Exercises for Poster Design and Image Generation.
 - b. Workflow Optimisation Discussions comparing Manual and AI-assisted Production Pipelines.
- 4. Design Critique and Portfolio Development**
 - a. Peer Critique Sessions evaluating Design Outputs for Gestalt Compliance, Usability and Aesthetic Quality.
 - b. Progressive Portfolio Compilation leading to the Observation Book submission.

Integration with Assessment

- a. All Practical Outputs are compiled into the Observation Book (Module 4) as the summative Assessment.
- b. Design Critiques and Software Demonstrations track Applied Understanding across Modules.

DESIGN PRINCIPLES

Top 6 Career Opportunities & Use of Subject

GRAPHIC DESIGN

Graphic designers create visual concepts using computer software or by hand to communicate ideas that inspire, inform, and captivate consumers.

1

2

WEB DESIGN

Web designers create the look, layout, and features of websites. They are responsible for designing the user interface and visual elements of a website, including its colors, fonts, and layout.

3

PRODUCT DESIGN

Product designers create tangible items like consumer electronics, furniture, appliances, and toys.

4

GAME DESIGN

Game designers develop concepts and mechanics for video games, considering factors such as gameplay, storytelling, graphics, and user experience

5

INDUSTRIAL DESIGN

Industrial designers develop concepts and designs for manufactured products, such as appliances, cars, toys, and more.

6

UI/UX DESIGN

User interface (UI) and user experience (UX) designers focus on enhancing user satisfaction by improving the usability, accessibility, and pleasure provided in the interaction between the user and the product.

Course Code	13Q	EDITORIAL PRACTICE	L	T	P	C
Practical II			–	–	5	4
Pre-requisite		Basic Vocabulary Skills is mandatory for Students to explore Writing for the Media in general and Print Journalism in particular to undertake Hands-on Exposure in the same. Besides, a flair for Photography with Essential Skills for Analysing and Interpreting the Magnitude and Depth of the Unspoken Story will be of prime importance.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To impart Vocabulary, Grammar and Media Language Skills to Students for effective Editorial Writing. • To help Students compose News Stories, Headlines and Multimedia Content by also leveraging AI Tools. • To help Students apply Professional Photography Techniques to Journalistic Storytelling. • To make Students execute Field Reporting and Editing Skills across diverse Beats. • To train Students on Fact Checking for Misinformation and Bias using Relevant Tools and Techniques.						
TEACHING METHODOLOGY						
Studio Based Learning combining Language Skill Building with Hands-On Newsroom Practice across Grammar Workshops, Field Reporting, Photojournalism and AI-Assisted Content Creation. Students progress from Language Fundamentals to Applied Multimedia News Production, culminating in a News Portfolio and Blog. Assessments link Field Outputs with Ethical Analysis and Fact Checking Exercises.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	ANALYSE Media Language Trends and Ethical Implications of Inclusive Reporting.	K4
CO2	PRODUCE News Stories, Blogs and Infographics using Industry Standard Tools.	K6
CO3	DEMONSTRATE Photographic Skills to Capture and Enhance Journalistic Images.	K3
CO4	EVALUATE Credibility of Sources, Detect Misinformation and Verify Data using AI Tools.	K5
CO5	DESIGN a Multimedia News Portfolio integrating Reporting, Photography and SEO-driven Content.	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Module 1	UNDERSTANDING OF MEDIA LANGUAGE	18 Hours
- Solving Worksheets on Grammar to enhance Vocabulary by reading English Newspapers/Magazines. - Tracing the Anatomy of News Story by extracting News Values from News Clips or creating Thumbnails and Morphology of News Story by Identifying Types of Leads, Headlines and News Elements; Identifying 5Ws and 1H from News Story. - Undertaking Field Reporting (Beat, Event, Press Conference, Interview, Feature Article/Video, Special Article/Video, Editorial, Press Meet, Public Meeting, Rural News, Science and Technology Article) with Images/Photographs mandatory for every Report. - Producing a Minimum of One News Article with Data Visualisation/Infographics. - Identifying Misinformation and Disinformation (Image Reverse and U-Turn using Google Lens). - Identifying Keywords to Extract Data or Statistics using Identified Authentic Websites. - Using AI to Generate Caption for an Image/Photograph; Image for Available News/Article; News from Available Image/Photograph; Transcribe Audio in News Generation; Generating Illustration, Infographics, Translations; Writing Prompts for a given Scenario.		

Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Grammar and Vocabulary; Identifying 5Ws and 1H; Identifying Types of Leads, Headlines and News Elements
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Anatomy of News Story; News Values; Morphology of News Story
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Solving Grammar Worksheets; Extracting News Values from News Clips; Creating Thumbnails; AI Tools for Caption, Image and Infographics Generation; Transcription and Prompt Writing
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Identifying Misinformation and Disinformation (Image Reverse, U-Turn, Google Lens); Identifying Keywords to Extract Data from Authentic Websites
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Undertaking Field Reporting across Beats; Producing News Article with Data Visualisation/Infographics

Module 2	WRITING FOR PRINT MEDIA	15 Hours
1. Understanding Sentence Structures and Vocabulary for Analysing a Text. 2. Listening and Note Making for Short Speeches/News Clips from Indian TV Channels in English with Interpretive Questions. 3. Reading Newspapers and Articles in the Class and Translating the given Stories. 4. Creating a News Blog using WordPress. Note: Mandatorily, only Google Sheets be used for Data Documentation and Google Docs for Writing News Articles.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Understanding Sentence Structures and Vocabulary
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Listening and Note Making from News Clips; Reading and Translating News Stories; Google Sheets for Data Documentation; Google Docs for News Writing
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Analysing a Text for Language and Structure
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Creating a News Blog using WordPress

Module 3	BASICS OF PHOTOJOURNALISM	15 Hours
Composition: Leading Lines, Colour, Texture, Negative Space, Pattern and Shapes – Clarity: Sharp and Focus (Image) – Candidness: Natural Expressions and Actions – Contrast: Light, Colour and Tone for Visual Impact – Cropping: Frame only the Relevant Parts – Colour: Create Mood, Highlight Elements and Add Visual Interest – Cutlines: Brief Informative Captions to provide Context (identify people, places and events) – Timeliness: Current Events – Objectivity: A fair and Unbiased view of the Story – Narrative: Tell a Story (in conjunction with the Article) – Relevance: Relevant to the Story (Issue or Event being covered). For every Field Report, an appropriate Image/Photograph (either Outdoor or Indoor) is to be submitted mandatorily.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Composition Elements (Leading Lines, Colour, Texture, Negative Space, Pattern, Shapes); Clarity; Candidness
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Contrast (Light, Colour, Tone); Cropping; Colour in Photography; Cutlines; Timeliness; Objectivity; Narrative; Relevance

K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Capturing and Submitting Photographs (Outdoor and Indoor) for Field Reports
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Module 4	ETHICS	12 Hours
Ethics in News Writing: Basic Principles, Gender Neutral Approach, Inclusiveness. Ethics in Photojournalism: Accuracy, Fairness and Respect for Subjects (people, places and events), Photo Manipulation. *Case Studies to understand the need for Ethics in News Writing and Photography.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Ethics in News Writing: Basic Principles; Gender Neutral Approach; Inclusiveness
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Ethics in Photojournalism: Accuracy, Fairness and Respect; Photo Manipulation awareness
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Case Studies on Ethics in News Writing and Photography

Module 5	FIELD REPORTING	10 Hours
Students MUST: - Identify any Major Event in and around the Institution and file a detailed News Report (350 words). - Attend a Press Conference at the Press Club and prepare a Report based on the same. - Get Press Notes/Releases from Local News Media and prepare a News Item. - Conduct at least two In-Person Interviews to write a Timely News Story (400–500 words). - Report and Analyse News Items already published in different Newspapers (Comparative Analysis of Multiple Reports of the same Event). - Select Stories and Design a Campus Newspaper. Note: *Students should submit a Record of work done during the period for the Practical Examination. *Students should create a Blog and submit Two Articles every day. Social Media Promotion of the blog should be carried out using Canva designs. *Students should submit a Weekly Lab Journal using Adobe InDesign and Adobe InCopy		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Filing News Reports (350 words); Attending Press Conferences; Conducting In-Person Interviews; Preparing News Items from Press Releases
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Comparative Analysis of Multiple Reports of the same Event across Newspapers
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Designing Campus Newspaper; Creating Blog with daily Articles; Social Media Promotion using Canva; Weekly Lab Journal using Adobe InDesign and InCopy

Module 6	CONTEMPORARY ISSUES	2 Hours
Mock Press Conference, Role Play, Situation-based Learning.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Mock Press Conference; Role Play; Situation-based Learning
Total Lecture Hours: 72 hours		

Workbook
1. Editorial Practice
Course Designed: Dr. Sandeep Kaur, Assistant Professor Department of Communication and Media Studies, Bharathiar University, Coimbatore Course Verified By: Dr.M.Srihari, Associate Professor and Head, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Search Keywords: News Writing Elements, Photojournalism, AI and Journalism

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	L	S	S	S	S	S	S	S	S
CO2	S	L	S	S	S	M	S	S	S	S
CO3	S	L	S	S	S	M	S	S	S	S
CO4	S	L	S	S	S	S	S	S	S	S
CO5	S	L	S	S	S	M	S	S	S	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Module	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Module 1	Recall Grammar and Vocabulary Fundamentals; Identify 5Ws and 1H, Types of Leads, Headlines and News Elements.	K1, K2
Module 2	Explain Sentence Structures and Vocabulary for Media Writing.	K2
Module 3	Identify Composition Elements, Clarity, Candidness and Contrast in Photojournalism.	K1, K2
Module 4	Describe the Basic Principles of Ethics in News Writing and Photojournalism.	K2
Module 5	Discuss the Procedures and Standards for Field Reporting across diverse Beats.	K2

STEP 1B The Competency indicators for the Course:

Module	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Module 1	Apply Grammar Worksheets and AI Tools for Caption, Image and Infographics Generation in Newsroom Context.	K3
Module 2	Demonstrate Listening, Note Making and Translation Skills from News Clips and Newspapers.	K3
Module 3	Apply Photographic Techniques to capture and submit Journalistic Images for Field Reports.	K3
Module 4	Apply Ethical Standards of Accuracy, Fairness and Respect in Photojournalism Practice.	K3
Module 5	Conduct In-Person Interviews and file News Reports from Press Conferences and Events.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate the Credibility of Sources and detect Misinformation to design a Multimedia News Portfolio integrating Reporting, Photography and SEO-driven Content.	K5, K6

STEP 1D The Competency indicators for the Course:

Module	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Module 1	Analyse News Clips to identify Misinformation and Disinformation using Image Reverse and Google Lens.	K4
Module 2	Examine Texts for Language Structure and analyse Vocabulary Patterns in Media Writing.	K4
Module 3	Evaluate Photojournalistic Outputs for Objectivity, Narrative Relevance and Visual Impact.	K4, K5
Module 4	Evaluate Case Studies to assess the necessity of Ethics in News Writing and Photography.	K5
Module 5	Compare Multiple Newspaper Reports of the same Event to classify Reporting Patterns and Biases.	K4, K5

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise AI Tools (Google Lens, Canva), WordPress, Google Sheets/Docs, Adobe InDesign/InCopy to produce, verify and present Multimedia Journalism Outputs digitally.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Editorial Practice literature and reproduce Newsroom Workflows and Journalistic Standards.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present Reporting Outputs through Blog Articles, Campus Newspaper Design and Portfolio Exhibitions.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Mock Press Conferences, Role Play and Campus Newsroom Simulations.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate strict adherence to Ethics in News Writing and Photojournalism including Gender Neutrality, Inclusiveness and anti-Manipulation norms.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Editorial Practice Frameworks and Ethical Reporting Standards to independently produce Multimedia Journalism Content.	K5

STEP 1K The Competency indicators for the Course:

Module	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Module 1	Design a Multimedia News Package integrating AI-generated Captions, Infographics and Data Visualisation.	K6
Module 2	Develop a News Blog on WordPress with structured Data Documentation using Google Sheets.	K6
Module 3	Construct a Photojournalism Portfolio applying all Composition and Ethical Standards.	K6
Module 4	Formulate an Ethical Reporting Guide using Case Study Analysis of Ethics in News Writing and Photography.	K6
Module 5	Design and Produce a Campus Newspaper with Comparative News Analysis and Social Media Promotion.	K6

TEACHING METHODOLOGY

Course Code	13Q	EDITORIAL PRACTICE	L	T	P	C
Practical II			–	–	4	4

The Course uses Studio Based Learning to ensure Students actively engage with Editorial Principles and apply them in Real World Newsroom Context as follows:

- 1. Language Skill Building**
 - a. Grammar Worksheets and Vocabulary Enhancement from English Newspapers/Magazines.
 - b. Listening and Note Making from News Clips with Interpretive Questions.
- 2. Newsroom Practice**
 - a. Field Reporting across Beats (Event, Press Conference, Interview, Feature, Editorial, Rural News).
 - b. AI-Assisted Content Creation: Caption, Image, Infographics and Prompt-based Generation.
- 3. Photojournalism Practice**
 - a. Composition Workshops applying Leading Lines, Colour, Contrast and Cropping Principles.
 - b. Mandatory Image Submission for every Field Report.
- 4. Ethical Analysis and Fact Checking**
 - a. Case Study Sessions on Ethics in News Writing and Photojournalism.
 - b. Misinformation Detection Exercises using Image Reverse, Google Lens and AI Tools.

Integration with Assessment

- a. All Field Outputs, Blog Articles and Photographic Work compile into the Record/Portfolio for Practical Examination.
- b. Weekly Lab Journals (Adobe InDesign/InCopy) and Social Media Promotion (Canva) track Applied Understanding.

Course Code	1VA	DATA VISUALIZATION AND DATA LITERACY	L	T	P	C
Value-Added Course			2	–	–	4
Pre-requisite		Students will be enabled with proficiency in Data Analysis including Organising, Transforming and Interpreting Datasets using tools like Excel or JASP to help them demonstrate the Best Practice in creating Basic Visualisations and Understanding Statistical Concepts.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To help Students master Technical Skills in Data Manipulation, Visualisation Design and Statistical Analysis. • To help Students critically evaluate Ethical, Cultural and Cognitive Implications of Data Visualisations in Decision Making. • To facilitate Students to innovate Data Storytelling Techniques for diverse Audiences, bridging Technical Accuracy with Narrative Clarity. • To make Students apply Advanced Statistical Methods to uncover Patterns and Validate Insights. • To enable Students to design Actionable, Ethically Grounded Visualisations that address Real World Challenges.						
TEACHING METHODOLOGY						
Lab Based Blended Learning combining Statistical Theory with Hands-On Tool Practice across Tableau, JASP, SPSS and Excel. Students progress from Data Literacy Fundamentals to Applied Dashboard Design and Hypothesis Testing, culminating in a Data-Driven Storytelling Project. Assessments link Visualisation Critiques with Ethical Analysis and Statistical Validation Exercises.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	DECONSTRUCT Biases in Data Visualisations by Analysing Historical and Contemporary Case Studies.	K4
CO2	DESIGN Interactive Dashboards that Synthesise Multivariate, Geospatial and Temporal Data.	K6
CO3	APPLY Regression Analysis and Hypothesis Testing to Validate Data-Driven Insights.	K3
CO4	CREATE a Data-Driven Storytelling Project for Non-Technical Audiences.	K6
CO5	EVALUATE Data Quality and Ethical Implications in Real World Datasets to evolve Visualisation Strategies for Unstructured Data.	K5

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	DATA LITERACY AND DATA VISUALIZATION	12 Hours
Data Literacy – Need, Data-Driven Decision Making and Benefits – Data Journalism: Overview, Data Journalism, Data Visualisation in Everyday Life – Principles for Data Visualisation, Data Literacy – Historical Visualisation: Visualising Large Datasets.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Data Literacy; Need for Data Literacy
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Data-Driven Decision Making and Benefits; Data Journalism: Overview; Data Visualisation in Everyday Life; Principles for Data Visualisation

K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Historical Visualisation: Visualising Large Datasets
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Unit 2	DATA-CODING, TABULATION AND CLASSIFICATION OF DATA	18 Hours
Statistical and Probabilistic Thinking – Bayesian Reasoning – Data Analysis: Introduction to Tableau, Multivariate Visualisation, Tableau: Multivariate Visualisation, Geospatial Visualisation – Tableau: Geospatial Visualisation, Interactive Visualisation using JASP/Tableau – Types and Sources of Data for Reporting – Gapminder Illustration and Open Government Data – Working with Numbers – Collecting Data and Performing Basic Univariate Data Analysis – Text Analysis and Visualisation – Data Visualisation of Scale in Industry.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Statistical and Probabilistic Thinking; Bayesian Reasoning; Types and Sources of Data for Reporting; Working with Numbers; Collecting Data
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Introduction to Tableau; Multivariate Visualisation; Geospatial Visualisation; Interactive Visualisation using JASP/Tableau; Performing Basic Univariate Data Analysis; Text Analysis and Visualisation
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Gapminder Illustration; Open Government Data; Data Visualisation of Scale in Industry

Unit 3	SEARCHING FOR TYPICAL PATTERNS IN DATA	16 Hours
Tableau: Dashboard and Story – Critiques in Data Visualisation – Creative and Unique Visualisations – Truth in Data Storytelling Visualisation – Visualisation in the Real World – Data Storytelling for Regular Folks – Understanding Data: Qualitative vs Quantitative Data, Structured Data vs Unstructured Data, Data at Rest vs Data in Motion – Analysis vs Analytics – Descriptive Statistics, Inferential Statistics – Business Intelligence, Artificial Intelligence, Big Data, Storing Data – Machine Learning, Supervised Learning, Regression Analysis, Time Series Forecasting, Classification.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Understanding Data: Qualitative vs Quantitative; Structured vs Unstructured; Data at Rest vs Data in Motion; Analysis vs Analytics; Descriptive Statistics; Inferential Statistics; Business Intelligence; Artificial Intelligence; Big Data; Storing Data
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Tableau: Dashboard and Story; Machine Learning; Supervised Learning; Regression Analysis; Time Series Forecasting; Classification
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Critiques in Data Visualisation; Creative and Unique Visualisations
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Truth in Data Storytelling; Visualisation in the Real World; Data Storytelling for Regular Folks

Unit 4	FINDING ASSOCIATIONS IN DATA AND HYPOTHESIS TESTING	12 Hours
Estimation and Hypothesis Testing – Testing Group Difference – Simple and Multiple Regression Analysis – Using Apps for Statistical Analysis: SPSS, JASP and its Alternatives.		
Bloom's Level	Behavioural Verbs	Syllabus Components

K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Estimation and Hypothesis Testing
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Testing Group Difference; Simple and Multiple Regression Analysis; Using Apps for Statistical Analysis (SPSS, JASP and Alternatives)

Unit 5	DATA VISUALIZATION TOOLS AND GUIDELINES		12 Hours
Critiques in Data Visualisation – Data Visualisation with Ethics – Colours in Visualisation – Visualisation in Excel – Science Visualisation – Data Art – Visualising Health and Health Core Data – Data Visualisation Tools – Human Visual Perception – Data Visualisation Process.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Colours in Visualisation; Human Visual Perception; Data Visualisation Process	
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Visualisation in Excel; Data Visualisation Tools; Science Visualisation; Visualising Health and Health Core Data; Data Art	
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Critiques in Data Visualisation; Data Visualisation with Ethics	

Unit 6	CONTEMPORARY ISSUES		2 Hours
Expert Lectures, Online Seminars and Webinars.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K3 (Apply)	Apply, Demonstrate, Illustrate, Use	Expert Lectures; Online Seminars and Webinars	

Reference Books

1. Gohel, Hardik A; Anuncia, Margret S and Vairamuthu, Subbiah (2020). *Data Visualization: Trends and Challenges toward Multidisciplinary Perception*, Springer: Singapore.
2. Hand, D. J. (2018). Aspects of Data Ethics in a Changing World: Where Are We Now? *Big Data*, 6(3), 176–190.
3. Szafir, D. A. (2018). *The Good, the Bad, and the Biased: Five Ways Visualizations Can Mislead*. Interactions, 25(4), 26–33.
4. Knafllic, C. N. (2015). *Storytelling with Data: Choosing an Effective Visual*, pp. 35–70.
5. Swayne, D. & Klinke, S. (1999). *Introduction to the Special Issue on Interactive Graphical Data Analysis*. Computational Statistics, 14, 1–6.
6. M. C., & Roth, S. F. (1996, October). On the semantics of interactive visualizations. In Proceedings IEEE Symposium on Information Visualization'96 (pp. 29-36).

Quick Links for Reference

1. The Art of Effective Visualization of Multi-dimensional Data: <https://towardsdatascience.com/the-art-of-effective-visualization-of-multi-dimensional-data6c7202990c57>
2. An Introduction to Visual Multivariate Analysis: https://www.perceptualedge.com/articles/beye/visual_multivariate_analysis.pdf
3. 30 Years of Multidimensional Multivariate Visualization: <https://pdfs.semanticscholar.org/6b2a/08d0085c5513c76fb110fb4c7b554eee9344.pdf>

Search Keywords: Statistical Thinking, Data Storytelling, Data Visualization

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	S	S	M	S	S	S
CO2	S	L	S	S	S	M	S	S	S	S
CO3	S	M	S	S	M	L	M	S	M	M
CO4	S	L	S	S	S	M	S	S	S	S
CO5	S	M	S	S	S	S	M	S	S	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall the Definition and Need for Data Literacy; explain Data-Driven Decision Making and Principles for Data Visualisation.	K1, K2
Unit 2	Describe Statistical and Probabilistic Thinking, Bayesian Reasoning and Types of Data for Reporting.	K2
Unit 3	Explain the Distinctions between Qualitative vs Quantitative Data, Structured vs Unstructured Data, Analysis vs Analytics.	K2
Unit 4	Discuss the Concepts of Estimation and Hypothesis Testing.	K2
Unit 5	Describe Colours in Visualisation, Human Visual Perception and the Data Visualisation Process.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply Data Literacy Principles to interpret Data Visualisations in Everyday Life.	K3
Unit 2	Demonstrate the use of Tableau for Multivariate, Geospatial and Interactive Visualisations; perform Univariate Data Analysis.	K3
Unit 3	Apply Tableau Dashboard and Story features; demonstrate Machine Learning, Regression Analysis and Time Series Forecasting.	K3
Unit 4	Apply Simple and Multiple Regression Analysis using SPSS, JASP and Alternatives.	K3
Unit 5	Demonstrate Visualisation in Excel and Data Visualisation Tools for Science and Health Data.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate Data Quality and Ethical Implications to create a Data-Driven Storytelling Project integrating Statistical Methods and Visualisation Techniques.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse Historical Visualisations to classify Approaches for Visualising Large Datasets.	K4
Unit 2	Examine Gapminder Illustration and Open Government Data to classify Data Sources and Scales.	K4
Unit 3	Evaluate Truth in Data Storytelling and assess Visualisation in the Real World for Narrative Clarity.	K4, K5
Unit 4	Analyse Hypothesis Testing Outcomes to validate Data-Driven Insights and Group Differences.	K4
Unit 5	Evaluate Data Visualisation Critiques and assess Ethical Implications in Visualisation Practice.	K5

STEP 1E The Competency indicators for the Course:**NOTE:** Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Tableau, JASP, SPSS, Excel and Interactive Visualisation Platforms to produce, analyse and present Data-Driven Outputs digitally.	K3, K4

STEP 1F The Competency indicators for the Course:**NOTE:** Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Data Visualisation and Statistical Analysis literature and reproduce Data Literacy Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present Data-Driven Insights through Interactive Dashboards, Storytelling Projects and Visual Presentations for Non-Technical Audiences.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Collaborative Data Analysis Labs and Visualisation Critique Sessions.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate strict adherence to Data Ethics, Bias Awareness and Responsible Visualisation Practices.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Data Visualisation and Statistical Frameworks to independently produce Ethically Grounded, Data-Driven Insights.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a Data Literacy Awareness Module demonstrating Principles of Data Visualisation using Historical Case Studies.	K6
Unit 2	Develop an Interactive Tableau Dashboard synthesising Multivariate and Geospatial Data from Open Government Sources.	K6
Unit 3	Formulate a Data Storytelling Project for Non-Technical Audiences integrating Descriptive and Inferential Statistics.	K6
Unit 4	Construct a Hypothesis Testing Report applying Regression Analysis using SPSS/JASP to validate Data-Driven Insights.	K6
Unit 5	Design an Ethically Grounded Visualisation Strategy addressing Real World Challenges in Health, Science or Industry.	K6

TEACHING METHODOLOGY

Course Code	1VA		L	T	P	C
Value-Added Course		DATA VISUALIZATION AND DATA LITERACY	2	–	–	4

The Course uses Lab Based Blended Learning to ensure Students actively engage with Data Literacy and Visualisation Principles as follows:

1. Statistical Foundations

- a. Lectures and Workshops on Probabilistic Thinking, Bayesian Reasoning and Descriptive/Inferential Statistics.
- b. Hands-on Exercises in Data Collection, Univariate Analysis and Hypothesis Testing.

2. Tool Based Visualisation Practice

- a. Tableau Sessions: Multivariate Visualisation, Geospatial Mapping, Interactive Dashboards and Story Creation.
- b. SPSS/JASP Sessions: Regression Analysis, Group Difference Testing and Time Series Forecasting.
- c. Excel Sessions: Basic Visualisation, Science Visualisation and Health Data Visualisation.

3. Visualisation Critique and Ethics

- a. Case Study Analysis of Historical and Contemporary Visualisation Biases.
- b. Ethical Evaluation Exercises assessing Colour, Perception and Data Quality in Visualisation.

4. Data Storytelling

- a. Narrative Design Workshops bridging Technical Accuracy with Audience Accessibility.
- b. Real World Visualisation Projects for Non-Technical Stakeholders.

Integration with Assessment

- a. Tableau Dashboards and Statistical Reports compile into the Data Storytelling Project.
- b. Visualisation Critiques and Expert Lectures track Applied Understanding and Ethical Awareness.

DATA VISUALIZATION, DATA LITERACY AND STORY TELLING

Top 6 Career Opportunities & Use of Subject

1 INFORMATION DESIGNER

Information designers specialize in transforming complex data into visually appealing and understandable graphics.

2

DATA JOURNALIST

Data journalists collect, analyze, and visualize data to create stories for news organizations.

3 DATA VISUALIZATION CONSULTANT

Data visualization consultants help organizations develop data visualization strategies and create compelling visualizations to communicate insights.

4

DATA ANALYST/DATA SCIENTIST

Data analysts and data scientists work with large datasets to derive insights and make data-driven decisions.

5 RESEARCH ANALYST

Research analysts collect and analyze data to support research projects in various fields such as market research, social science research, and academic research. They use data visualization techniques to present findings in reports and presentations.

6

PRODUCT MANAGER

Product managers oversee the development of digital products and applications. They use data visualization tools to track user engagement, analyze product performance, and make data-driven decisions to improve the product.

SEMESTER II						
Course Code	23A	MEDIA, SOCIETY AND CULTURE	L	T	P	C
Core IV			5	–	–	4
Pre-requisite		The changing and evolving nature of the Media Industry is paramount for Students to Frame Media Representation in Contextualised Communication Patterns.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To help Students gain an understanding of the Transformation in Media Industry and Media Content due to Global Cultural Shifts. • To help Students critique the Power of Media from Structuralist and Culturalist Lenses. • To enable Students to deconstruct Hegemonic Narratives in Contemporary Media. • To make Students contextualise Globalisation’s Effects on Media–Society Dynamics. • To help Students design an Original Research Project employing Qualitative Methodologies.						
TEACHING METHODOLOGY						
Analytical/Critical Thinking to encourage Students to engage with diverse Perspectives on Media Content through a blend of Theoretical Knowledge, Practical Application and Real-World Examples to help them make Informed Participation in Media and Society.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	DECONSTRUCT the role of Media in perpetuating or challenging Cultural Hegemony.	K2
CO2	PROPOSE Communication Strategies for integrating Media Literacy with Cultural Values.	K6
CO3	REPORT various Approaches to Media Analysis to address Social Inequalities.	K6
CO4	CORRELATE the interplay between Media and Ideology.	K3
CO5	EXPLAIN the effects of Mass Media on Society by Theorising the Media Concepts.	K2

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	CONCEPTION OF CULTURE		16 Hours
Classical Conceptions of Culture, Descriptive, Symbolic-Structural Meaning – Transmission View – Critical Studies on Communication and Culture: Encoding, Mediation, Appropriation, Narrativization.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K1 (Remember)	Define, Identify, List, Recall	Classical Conceptions of Culture; Descriptive Meaning	
K2 (Understand)	Explain, Describe, Discuss, Interpret	Symbolic-Structural Meaning; Transmission View	
K4 (Analyse)	Analyse, Compare, Differentiate, Examine	Critical Studies on Communication and Culture: Encoding, Mediation, Appropriation, Narrativization	

Unit 2	CULTURAL ARTICULATION AND PRACTICE	13 Hours
Structure and Agency – Culture and Communication: Ancient India, Medieval India, Colonial India – Understanding Folk Culture, Popular Culture.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Structure and Agency; Culture and Communication: Ancient India, Medieval India, Colonial India
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Understanding Folk Culture; Popular Culture

Unit 3	MEDIATED CULTURE AND CONSUMPTION	16 Hours
Mediated Culture and Consumption: Pleasure, Politics, Leisure, Desire; Production; Dominance, Negotiation, Resistance Identity – Cultural Flows, Globalisation, Commerce, Soundscape and Cultural Industry.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Mediated Culture and Consumption: Pleasure, Politics, Leisure, Desire; Production; Cultural Flows; Soundscape; Cultural Industry
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Dominance, Negotiation, Resistance Identity
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Globalisation; Commerce

Unit 4	POWER OF THE MEDIA	12 Hours
Theory and Empiricism – Structuralist and Culturalist Studies – Political Economy – Critique of the 'Culture Industry' – Marxism, Functionalism; Social Constructionism; Technology Determinism – Approaches to Media Analysis – Mass Culture versus Folk Culture.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Theory and Empiricism; Structuralist and Culturalist Studies; Political Economy; Functionalism; Social Constructionism; Technology Determinism
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Critique of the 'Culture Industry'; Marxism; Approaches to Media Analysis; Mass Culture versus Folk Culture

Unit 5	THEORIZING MEDIA, SOCIETY AND CULTURE	13 Hours
Globalisation, Global Village, Cultural Imperialism, Cross Cultural Communication, Cultural Identity Theory, Framing, Public Sphere, Propaganda, Dependency, Structural Imperialism, Catharsis, Muted Group Theory, Cultivation-Mainstreaming and Synchronisation; Frankfurt School (Adorno, Horkheimer & Habermas); Liberalism, Political Realism, Constructivism, Postmodernism, Feminism, Trans-Formationalism and Eclecticism, Platform Society, New Capitalism; Presumption Theory – Media Effects: The Debate – Framing Media Representations in Everyday Communication – Media Violence: Television Aggression and Internet Gaming.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Globalisation; Global Village; Cultural Imperialism; Cross Cultural Communication; Cultural Identity Theory; Dependency; Structural Imperialism; Catharsis; Muted Group Theory; Cultivation-Mainstreaming and Synchronisation; Platform Society; New Capitalism; Presumption Theory

K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Framing; Public Sphere; Propaganda; Liberalism; Political Realism; Constructivism; Postmodernism; Feminism; Trans-Formationalism and Eclecticism
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Frankfurt School (Adorno, Horkheimer & Habermas); Media Effects: The Debate; Framing Media Representations in Everyday Communication
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Media Violence: Television Aggression and Internet Gaming

Unit 6	RESEARCH APPLICATION	2 Hours
Students will be required to develop a 15-Page Term Paper on a Researchable Topic by Selecting the Appropriate Theories and the Methodological Approaches to understand the Topic.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K6 (Create)	<i>Construct, Formulate, Compose</i>	Development of 15-Page Term Paper using Qualitative Methodologies
Total Lecture Hours: 72 hours		
Reference Books - Hodkinson, Paul (2023). <i>Media, Culture and Society: An Introduction</i> (2nd Edition), Sage Publication: UK. - Hepp, Andreas and Crotz, Fredrich (2014). <i>Mediatized Worlds: Culture and Society in a Media Age</i>, Palgrave Macmillan: UK. - Holt, Jennifer & Perren, Alisa (2009). <i>Media Industries: History, Theory and Method</i>, Wiley Blackwell: UK. - Bharati, Sachin (2008). <i>Mass Communication and Society</i>, Aavishkar Publishers: Jaipur. - Reich, Brian & Solomon, Dan (2008). <i>Media Rules</i>, John Wiley & Sons Inc: Canada. - Chakravarthy, Paula & Sarikakis, Katharine (2007). <i>Media Policy and Globalization</i>, Rawat Publications: Jaipur. - Schramm, Wilbur (2006). <i>Communication in Modern Society</i>, Surjeet Publications: New Delhi. Quick Link for Reference http://lib.ysu.am/disciplines_bk/2eb83361e98aae41e0ec85e9c056ca28.pdf		
Course Designed By: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore Course Verified by: Dr. Sandeep Kaur, Assistant Professor, Department of Communication and Media Studies, Bharathiar University, Coimbatore		

Search Keywords: Dominant Media Ideology, Hegemony, Connections-Conflicts, Mass Society, Power of Media, Structuralism, Culturalism, Imperialism, Functionalism, Constructivism, Determinism, Global Village, Liberalism, Realism, Post-Modernism, Feminism, Formationalism, Eclecticism, Media Effects

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	S	M	S	M	L	S
CO2	S	S	S	M	S	M	L	S	S	M
CO3	S	S	S	M	S	S	L	S	S	M
CO4	S	S	S	S	S	M	S	S	S	S
CO5	S	S	S	S	S	M	S	M	L	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall Classical Conceptions of Culture and explain Symbolic-Structural Meaning and Transmission View.	K1, K2
Unit 2	Describe Structure and Agency; explain Culture and Communication in Ancient, Medieval and Colonial India.	K2
Unit 3	Explain Mediated Culture and Consumption including Pleasure, Politics, Leisure, Desire and Production.	K2
Unit 4	Discuss Theory and Empiricism, Structuralist and Culturalist Studies, Political Economy and Technology Determinism.	K2
Unit 5	Explain Globalisation, Global Village, Cultural Imperialism, Dependency and Cultivation-Mainstreaming.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply Critical Studies Frameworks (Encoding, Mediation, Appropriation) to analyse Media Texts.	K3
Unit 2	Apply Folk Culture and Popular Culture Concepts to contemporary Media Representations.	K3
Unit 3	Demonstrate Dominance, Negotiation and Resistance Identity Frameworks in Media Consumption Analysis.	K3
Unit 4	Apply Approaches to Media Analysis to evaluate Mass Culture versus Folk Culture.	K3
Unit 5	Apply Framing, Public Sphere and Propaganda Theories to analyse Contemporary Media Content.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Conduct qualitative analysis of Cultural Artefacts to formulate a 15-Page Term Paper integrating Theoretical and Methodological Approaches.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse Encoding, Mediation, Appropriation and Narrativization to classify Communication and Culture Studies.	K4
Unit 2	Examine the evolution of Culture and Communication across Ancient, Medieval and Colonial India.	K4
Unit 3	Analyse the role of Globalisation and Commerce in shaping Cultural Flows and Cultural Industry.	K4
Unit 4	Examine the Critique of the Culture Industry and Marxist Perspectives to classify Media Power Frameworks.	K4

Unit 5	Evaluate Media Violence (Television Aggression and Internet Gaming) to assess Media Effects.	K4, K5
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STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Digital Media Platforms and Online Research Databases to analyse, critique and present Media and Cultural Studies Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Media, Culture and Society literature and reproduce Critical Theory Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present findings through Academic Reports, Seminars, Reflective Journals and Case Study Presentations.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Mock Presentations, Debates and Meme Deconstruction Exercises.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in Cultural Analysis, Media Representation and anti-plagiarism norms while drafting the Term Paper.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Media and Cultural Studies Frameworks to independently critique Hegemonic Narratives and Media Representations.	K5

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a Cultural Mapping Project applying Encoding, Mediation and Narrativization Frameworks.	K6
Unit 2	Develop a Comparative Analysis of Folk and Popular Culture in Contemporary Indian Media.	K6
Unit 3	Construct a Case Study on Cultural Flows and Resistance Identity in Globalised Media Consumption.	K6
Unit 4	Formulate a Critical Analysis of Media Power applying Structuralist and Culturalist Approaches.	K6
Unit 5	Design a Media Effects Research Proposal integrating Frankfurt School and Cultivation Theory.	K6

Course Code	23A	MEDIA, SOCIETY AND CULTURE	L	T	P	C
Core IV			5	–	–	4

The Course uses Analytical/Critical Thinking to encourage Students to engage with diverse Perspectives on Media Content as follows:

- 1. Case Analysis Workshops**
 - a. Mapping Theory to Practice via Structured Worksheets.
 - b. Scheduled Sessions with Media Scholars and submission in Reflective Journals.
 - c. Practical training in identifying Misinformation, evaluating Online Sources and engaging critically with different forms of Media.
- 2. Mock Presentations**
 - a. Presentation of UNESCO-style Codes for Ethical AI in Media, Digital Literacy.
 - b. Live Demonstrations of Events via Skit, Mime, Drama or any other form of Performing Arts.
- 3. Trend Timeline Analysis**
 - a. Identification and Investigation of the Origin and Life Cycle of a Social Media Trend (Presentation of a 3000-word White Paper is mandatory).
 - b. Meme Deconstruction for Visual and Cultural Literacy.
 - c. Creation of a Parody/Remix/Subversion of a Corporate or Commercial Campaign.
- 4. Problem Based Learning**
 - a. Debates and Socratic Seminars on Contrasting Theories (e.g., Uses and Gratification Theory vs Cultivation Analysis).

Integration with Assessment

- a. Research Clinic (Unit 6) will enable Students to Qualitatively Analyse Cultural Artefacts.
- b. Formative Assessment: Class Participation, Case Study Analysis, Assignments and Presentations will track Applied Understanding.

MEDIA, SOCIETY & CULTURE

Top 6 Career Opportunities & Use of Subject

1 CULTURAL STUDIES AND ANTHROPOLOGY

Opportunities to research and teach about various aspects of society and culture, including media representation, identity politics, and cultural heritage.

2

COMMUNITY OUTREACH AND ADVOCACY

Nonprofit organizations and NGOs often hire individuals to engage with communities, raise awareness about social issues, and advocate for change through various media channels.

3 TREND ANALYSIS

Professionals in this field track consumer behavior, societal trends, and cultural shifts to help businesses make informed decisions about products, services, and marketing strategies.

4

NONPROFIT AND NGO WORK

Many organizations focus on social issues, cultural preservation, or media literacy.

5 ACADEMIC RESEARCH AND TEACHING

This involves conducting research, publishing findings, and teaching at colleges and universities.

6

CULTURAL POLICY

This involves influencing government policies related to arts, culture, and heritage.

Course Code	23B	COMMUNICATION FOR SOCIAL CHANGE	L	T	P	C
Core V			3	–	2	4
Pre-requisite		A Working Knowledge on the Development Scenario in India is prudent for Students to understand the Underlying Gaps as Lacunae for Social Change.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To help Students understand the Colonial Legacies embedded in Dominant Development Paradigms. • To help Students know the role of Communication in Social Change through Grassroots Intervention. • To acquaint Students with the integral role of Indian Media in Communication with the Marginalised. • To introduce Students to Alternative Theories for Strategising Participatory Communication. • To help Students develop a Term Paper on a Researchable Topic on Development Projects in India.						
TEACHING METHODOLOGY						
Participatory Learning for Students to prioritise Approaches that reflect the Power of Communication in Driving Social Change. Assessments integrate Simulation, Field Work and Reflective Journals with Case Study Analysis, ensuring Theory-Practice Integration.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	EMPLOY a Development Support Communication System in Practice.	K3
CO2	ARTICULATE the Participatory Strategies with Ethical Considerations.	K3
CO3	EVALUATE Developmental Approaches and Programmes against Economic and Theoretical Benchmarks.	K5
CO4	POINT OUT Indian Communication Experiments in Development.	K4
CO5	FOCUS on the Role of Government, NGOs and Media in Social Change Efforts.	K4

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	KEY CONCEPTS IN DEVELOPMENT COMMUNICATION	9 Hours
Concept and Definition – Stakeholders – Indicators of Development – Underdevelopment and its Historical Cause – Colonial Past: Issues and Approaches in Development – Paradigms: Dominant, Dependent and Alternative – Critique of Dominant Models – Role of Media and Journalism in Development – Models: Keeladi, Adam Smith, Marxian Perspective, Ricardo, Malthus, Rostow, Mahatma Gandhi.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Concept and Definition; Stakeholders; Indicators of Development
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Underdevelopment and its Historical Cause; Colonial Past: Issues and Approaches; Paradigms: Dominant, Dependent and Alternative; Role of Media and Journalism in Development; Models: Keeladi, Adam Smith, Marxian Perspective, Ricardo, Malthus, Rostow, Mahatma Gandhi
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Critique of Dominant Models

Unit 2	COMMUNICATION FOR DEVELOPMENT	9 Hours
Enter-Educate Approach, Positive Deviance Approach, Social Capital Approach, Corporate Social Responsibility Approach – Philanthropy and Effective Altruism – Communication and Community Media – Community Radio Initiatives – National Communication Policy – Sustainable Development: Overview of SDGs and the Role of Media.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Enter-Educate Approach; Positive Deviance Approach; Social Capital Approach; Philanthropy and Effective Altruism; Communication and Community Media; National Communication Policy
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Corporate Social Responsibility Approach; Community Radio Initiatives; Sustainable Development: Overview of SDGs and the Role of Media

Unit 3	APPROACHES TO SOCIAL CHANGE	9 Hours
Social Movements – Social Movement Theories – Political Opportunity Structure – Social Movement Media – Microfinance – Self-help Groups (SHG): Potentials and Risks – Evidence-based Policy Making – Poor Economics – Behavioural Economics Insights for Development Communication.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Social Movements; Social Movement Theories; Political Opportunity Structure; Social Movement Media; Microfinance; Behavioural Economics Insights for Development Communication
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Self-help Groups (SHG): Potentials and Risks; Evidence-based Policy Making
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Poor Economics

Unit 4	ICT4D APPROACH AND DIGITAL DIVIDENDS	7 Hours
Emerging Digital Divides – Forms of Inequalities in the Information Society – From Digital Divides to Digital Dividends – Development Informatics Approach – Data for Development: Data Science, Big Data, AI for Development using Open Datasets and Tools – Development of What and Whom? – Strategies for Participatory Communication; Ethical Perspective, Need for Alternative Communication – Digital Ecosystem and Cyber-Extension – Models: Online Citizens Services and Technical Support as Extension Work – Mobile for Development (M4D). Case Studies: Agriculture, Population, Environment, Empowerment, Communication Experiments in India and other Developing Countries on Development Projects and Communication Strategies; Development Support Organisations (Governmental and Non-Governmental); Different Experiments in India and Asia.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Emerging Digital Divides; Forms of Inequalities; From Digital Divides to Digital Dividends; Development Informatics Approach; Digital Ecosystem and Cyber-Extension
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Data for Development: Data Science, Big Data, AI using Open Datasets; Online Citizens Services; Technical Support as Extension Work; Mobile for Development (M4D); Strategies for Participatory Communication

K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Case Studies in Agriculture, Population, Environment, Empowerment; Communication Experiments in India and Developing Countries
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Need for Alternative Communication; Ethical Perspective; Development of What and Whom?

Unit 5	AI FOR DEVELOPMENT	9 Hours
Applications: Data-driven Insights, Personalisation of Messages, Automation and Efficiency, Leveraging for Cultural Adaptation – Ethical Considerations in AI Deployment – National Strategy for AI – Participatory AI Approaches in Development.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Applications: Data-driven Insights; Personalisation of Messages; Automation and Efficiency; National Strategy for AI
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Leveraging for Cultural Adaptation; Participatory AI Approaches in Development
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Ethical Considerations in AI Deployment

Unit 6	RESEARCH APPLICATION	2 Hours
Students will be required to develop a 15-Page Term Paper on a Researchable Topic by Selecting Appropriate Theories and Methodological Approaches. The Paper should include Bibliography. Suggested Areas: Developmental Projects and Welfare Schemes. Presentation on Government Schemes, the Role of Politics and Ideologies in Social Change and the Role of AI in bringing Social Change. Online Seminars, Webinars, Expert Lectures, Online Participatory Workshops.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K6 (Create)	<i>Construct, Formulate, Compose</i>	Development of 15-Page Term Paper on Development Projects with Bibliography
Total Lecture Hours: 45 hours		
Reference Books 1. Narula, Uma (2019). <i>Development Communication: Theory and Practice</i> (Revised Edition), HAR-ANAND Publications: New Delhi. 2. Sen, Amartya (2018). <i>Development as Freedom</i> (7th Edition), Oxford University Press: New Delhi. 3. Thomas, Pradip Ninan (2012). <i>Digital India</i>, Sage Publications: New Delhi. 4. Servaes, Jan (2008). <i>Communication for Development and Social Change</i>, Sage Publications: Paris. 5. Melkote, Srinivas R. & Steeves, H. Leslie (2008). <i>Communication for Development in the Third World: Theory and Practice for Empowerment</i> (2nd Edition), Sage Publications: New Delhi. Quick Link for Reference 1. https://secrad.lpz.ucb.edu.bo/wp-content/uploads/2024/03/Servaes_ed._2008_Sage_book.pdf		
Course Designed and Verified By: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore		

Search Keywords: Development Approaches, Indicators, Paradigms, Theories, Models, Social Change

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	S	S	M	S	S
CO2	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	L	S	S
CO4	S	S	S	S	S	M	M	M	S	S
CO5	S	S	M	S	S	M	M	M	S	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall the Concept and Definition of Development Communication; explain Paradigms and Development Models.	K1, K2
Unit 2	Describe Enter-Educate, Positive Deviance and Social Capital Approaches; explain Community Media and SDGs.	K2
Unit 3	Explain Social Movements, Social Movement Theories and Political Opportunity Structure.	K2
Unit 4	Describe Emerging Digital Divides, Development Informatics Approach and Digital Ecosystem.	K2
Unit 5	Explain AI Applications for Development: Data-driven Insights, Personalisation and Automation.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply Development Communication Models to analyse Real World Development Scenarios.	K3
Unit 2	Demonstrate CSR Approach and Community Radio Initiatives for Development Communication.	K3
Unit 3	Apply SHG Frameworks and Evidence-based Policy Making to Social Change Contexts.	K3
Unit 4	Demonstrate the use of Data Science, Big Data and AI Tools for Development using Open Datasets.	K3
Unit 5	Apply Participatory AI Approaches and Cultural Adaptation Strategies in Development.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate Developmental Approaches and formulate a 15-Page Term Paper integrating Theoretical and Methodological Approaches on Development Projects.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Evaluate Critique of Dominant Models to classify Development Paradigms.	K4, K5
Unit 2	Examine SDGs and the Role of Media to arrive at conclusions about Communication for Development.	K4
Unit 3	Analyse Poor Economics and Behavioural Economics Insights to classify Social Change Approaches.	K4
Unit 4	Evaluate ICT4D Case Studies to assess Communication Experiments in India and Developing Countries.	K4, K5
Unit 5	Evaluate Ethical Considerations in AI Deployment for Development.	K5

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Open Development-oriented Datasets, AI Tools and Digital Platforms to analyse, produce and present Development Communication Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Development Communication literature and reproduce Participatory Communication Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present findings through Academic Reports, Field Reports, Reflective Journals and Group Presentations.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Participatory Dialogues, Role Playing, NGO Collaboration and Media Literacy Camps.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in Development Communication, Participatory Strategies and AI Deployment.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Development Communication Frameworks to independently advocate for Social Change and Participatory Development.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a Development Communication Strategy applying Dominant, Dependent and Alternative Paradigms.	K6
Unit 2	Develop a Community Radio Proposal integrating SDGs and Media for Social Development.	K6
Unit 3	Formulate a Social Change Campaign applying SHG, Microfinance and Behavioural Economics Insights.	K6
Unit 4	Construct a Digital Development Project applying ICT4D, M4D and AI for Development Frameworks.	K6
Unit 5	Design a Participatory AI Strategy for Development addressing Ethical Considerations and Cultural Adaptation.	K6

TEACHING METHODOLOGY

Course Code	23B	COMMUNICATION FOR SOCIAL CHANGE	L	T	P	C
Core V			3	–	2	4

The Course uses Participatory Learning for Students to prioritise Approaches that reflect the Power of Communication in Driving Social Change as follows:

1. Internal Communication Audit

a. Conducting an Internal Communication Audit of the Department as a Micro-Community for its Internal Dynamics and present a Formal Report.

2. Participatory Dialogue

- a. Encourage Open Dialogue to share Perspectives, Experiences and Ideas related to Social Issues.
- b. Use Role-Playing to simulate Real-Life Situations and practice Communication Approaches (Advocacy, Persuasion, Negotiation).
- c. Organise Field Trips to relevant Organisations, Community Centres or Advocacy Groups.
- d. Collaborating with NGOs to improve their Communication Ventures and diagnosing Gaps in Current Campaigns.

3. Media Literacy Camps

a. Student-led One-Day Digital Camp for creating Awareness on various Facets of Technologies to navigate everyday struggles.

Integration with Assessment

- a. Simulation and Reflections will inform the Research Paper (Unit 6) where Students Qualitatively Analyse Theories.
- b. Group Presentations on Case Studies, Reflective Journals and Role Play Simulation will track Applied Understanding.

COMMUNICATION FOR SOCIAL CHANGE

Top 6 Career Opportunities & Use of Subject

1 INTERNATIONAL DEVELOPMENT AGENCIES

Organizations such as the United Nations, World Bank, USAID, and others often employ communication professionals to support their efforts in promoting sustainable development, poverty reduction, gender equality, and other social objectives around the world.

2 SOCIAL MARKETING AGENCIES

These agencies use marketing techniques to promote behaviors that benefit society, such as public health campaigns to reduce smoking, promote vaccination, encourage recycling, or discourage drunk driving.

3 GOVERNMENT AGENCIES

Many government departments and agencies require communication professionals to inform the public about policies, initiatives, and services, as well as to gather public feedback and support.

4 CONSULTING

Communication consulting firms may work with a range of clients, including nonprofits, government agencies, and corporations, to develop communication strategies for social change campaigns, crisis communication, stakeholder engagement, and more.

5 CORPORATE SOCIAL RESPONSIBILITY (CSR)

Companies increasingly recognize the importance of corporate social responsibility and may hire communication specialists to develop and promote CSR initiatives.

6 RESEARCH AND POLICY ORGANIZATIONS

Think tanks and research institutions often need communication experts to disseminate their findings, influence policy decisions, and engage with the public on various social issues.

Course Code	23C	FILM STUDIES	L	T	P	C
Core VI			5	–	–	4
Pre-requisite		The potential to Deconstruct Cinema is imperative for Students to Assess and get Acquainted with the Structural and Technical Aspects of Film Making as an Art.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To enable Students to have an Overview of Film and its Aesthetics. • To make Students interpret Film Forms through Critical Frameworks. • To demonstrate to Students about the Technical and AI-enabled Production Techniques. • To help Students critique Gender and Sexuality Representation in Films. • To help Students outline Core Film Making Principles to get acquainted with Industry Knowledge.						
TEACHING METHODOLOGY						
Learner-Centred Approach to cultivate Critical Visual Literacy by fostering Industry-Academia Interaction through Workshops, Invited Lectures to facilitate Learner Engagement with Diverse Film Texts such as Close Reading of Scenes from Script to Screenplays via Discussions, Group Projects and Creative Assignments.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	Connect Film Studies Concepts to Scene Analysis.	K3
CO2	Relate Film Perception in terms of its Forms, Reception, Aesthetics and Interpretation.	K3
CO3	Identify the AI Innovations and Technical Workflows in Film Production.	K2
CO4	Apply the Dimensions and Functions of Editing and Sound in Cinema.	K4
CO5	Criticise the underlying Ideologies presented in Cinema with respect to the Socio-Political Context.	K5

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM’S TAXONOMY MAPPING

Unit 1	EVOLUTION OF CINEMA	15 Hours
Origin, History – Actuality Films – Classical Hollywood vs Non-Linear Storytelling – Film Language: Mise-en-scène, Cinematography, Soundscape, Editing, Film Genres, Semiotics, Hermeneutics – National and Cultural Identity: Indian Cinema, Regional Film Industries, Tamil Cinema, Indigenous Language Cinema (e.g., Dhabari Quiruvi, Bonodal) – Impact of Globalisation on Film Production, Fandom and Hero-worship – Cross-Cultural Collaborations and Co-Production – Representation and Stereotyping.		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Origin; History; Actuality Films; Film Genres
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Classical Hollywood vs Non-Linear Storytelling; Film Language: Mise-en-scène, Cinematography, Soundscape, Editing; Semiotics; Hermeneutics; National and Cultural Identity: Indian Cinema, Regional Film Industries, Tamil Cinema, Indigenous Language Cinema
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Cross-Cultural Collaborations and Co-Production

K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Impact of Globalisation on Film Production, Fandom and Hero-worship; Representation and Stereotyping
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Unit 2	FILM THEORIES	15 Hours
Realism, Formalism, Psychoanalysis, Auteur Theory, Montage Theory, Genre Theory, Narrative Theory, Apparatus Theory, Representation Theory, Feminist Theory: Male Gaze, Queer Theory, Marxist Critique, Post-colonial Theory, Postmodernism, Cognitive Film Theory, Spectatorship Theory, Reception/Audience Studies, Ecocritical & Environmental Film Theory.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Realism; Formalism; Genre Theory; Narrative Theory; Apparatus Theory; Spectatorship Theory; Reception/Audience Studies; Cognitive Film Theory
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Montage Theory; Auteur Theory; Representation Theory
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Psychoanalysis; Feminist Theory: Male Gaze; Queer Theory; Marxist Critique; Post-colonial Theory
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Postmodernism; Ecocritical & Environmental Film Theory

Unit 3	FILM MOVEMENTS	15 Hours
Surrealist Cinema (<i>Un Chien Andalou; Meshes of the Afternoon</i>) – German Expressionism (<i>The Cabinet of Dr. Caligari; Nosferatu</i>) – Soviet Montage (<i>Strike; Battleship Potemkin</i>) – Italian Neo-realism (<i>Rome Open City; Bicycle Thieves</i>) – French New Wave (<i>The 400 Blows; Breathless</i>) – Cinéma-vérité (<i>Primary; Chronicle of a Summer</i>) – Third Cinema (<i>The Hour of the Furnaces; Memories of Underdevelopment</i>) – Cinema Novo (<i>Barren Lives; Black God White Devil</i>) – Dogme 95 (<i>The Celebration; The Idiots</i>) – Iranian New Wave (<i>Close-Up; Circle</i>) – Parallel Cinema of India (<i>Pathar Panchali; Bhuvan Shome</i>).		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Surrealist Cinema; German Expressionism; Soviet Montage; Italian Neo-realism; French New Wave; Cinéma-vérité
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Third Cinema; Cinema Novo; Dogme 95; Iranian New Wave; Parallel Cinema of India

Unit 4	FILM PRODUCTION	13 Hours
Stages: Visualisation, Script Writing, Log-Line, Characterisation – Storyboard Tools and Techniques – Composing Shots: Continuity Style – Camera Shots: Pan, Crane, Tracking and Transition – Staging and Blocking – Aspect Ratios in Storytelling – Sound Dimensions and Functions. AI in Cinema: Scriptwriting Tools: ScriptBook, Storyboard: Boords, Text-to-Video: Sora, AI-assisted VFX: Metaphysic, Adobe Sensei, Content Aware Fill – AI in Post-production: Editing, Dubbing, Accent Enhancement – Human vs AI Creativity Debate – Ethical Concerns: Labour and Legal Issues; WGA.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Camera Shots: Pan, Crane, Tracking, Transition; Aspect Ratios in Storytelling
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Stages: Visualisation, Script Writing, Log-Line, Characterisation; Storyboard Tools and Techniques; Composing Shots: Continuity Style; Staging and Blocking; Sound Dimensions and Functions

K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	AI in Cinema: ScriptBook, Boords, Sora, Metaphysic, Adobe Sensei, Content Aware Fill; AI in Post-production: Editing, Dubbing, Accent Enhancement
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Human vs AI Creativity Debate; Ethical Concerns: Labour and Legal Issues; WGA

Unit 5	FILM APPRECIATION	12 Hours
Need for Film Appreciation – Film Analysis: Formal, Historical, Cultural, Character, Auteur Studies – Narrative Structure – Film Genres – Authorship and Style – Actor Performance – Screenings of Selected Films by Influential and Master Filmmakers including Kurosawa, Bergman, Godard, Satyajit Ray, Shyam Benegal, Kim Ki Duk as well as Contemporary Filmmakers like Asghar Farhadi, Bong Joon-ho, Céline Sciamma, Lav Diaz, Sean Baker, Deepa Mehta, Aparna Sen, Chaitanya Tamhane, Pa Ranjith, M Manikandan and other significant Voices – Film Review: Analysis of Theme, Ideology, Character, Setting, Technical Choices.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Need for Film Appreciation; Narrative Structure; Film Genres; Authorship and Style; Actor Performance
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Film Analysis: Formal, Historical, Cultural, Character, Auteur Studies
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Film Review: Analysis of Theme, Ideology, Character, Setting, Technical Choices; Screenings of Selected Films by Master and Contemporary Filmmakers

Unit 6	RESEARCH APPLICATION	2 Hours
Write and publish an In-depth Film Review or Analytical Article in 6000 words to demonstrate a Critical Engagement with Cinematic Form, Narrative and Theory, incorporating original Insights, Contextual Understanding and well-supported Arguments.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K6 (Create)	<i>Construct, Formulate, Compose</i>	6000-word In-depth Film Review or Analytical Article
Total Lecture Hours: 72 hours		

Reference Books

1. Chandler, Daniel (2022). *The Basics: Semiotics* (4th Edition), Routledge: London.
2. Novak, Philip (2020). *Interpretation and Film Studies: Movie Made Meanings*, Springer: Switzerland.
3. Proferes, Nicholas T. (2017). *Film Directing Fundamentals: See Your Film Before Shooting* (4th Edition), Focal Press: UK.
4. Monaco, James (2009). *How to Read a Film? Movies, Media and Beyond* (4th Edition), Oxford University Press: New York.
5. Eleftheriots, Dimtris & Needha, Gary (2006). *Asian Cinema: A Reader and Guide*, Edinburgh University Press: Great Britain.
6. Vasudev, Aruna; Padgaonkar, Latika & Duraiswamy, Rashmi (2002). *Being and Becoming the Cinemas of Asia*, MacMillan India Ltd: New Delhi.

Quick Links for Reference

1. <http://repo.darmajaya.ac.id/4241/1/Film%20Studies%20For%20Dummies%20%28%20PDFDrive%20%29.pdf>
2. <https://paycommission.gov.ie/scholarship/024373/FilmAnalysisHandbook.pdf>

3. [https://www.craftfilmschool.com/userfiles/files/Leo%20Braudy%2C%20Marshall%20Cohen-Film%20Theory%20and%20Criticism-Oxford%20University%20Press%2C%20USA%20\(2009\).pdf](https://www.craftfilmschool.com/userfiles/files/Leo%20Braudy%2C%20Marshall%20Cohen-Film%20Theory%20and%20Criticism-Oxford%20University%20Press%2C%20USA%20(2009).pdf)

Course Designed By: Dr. Sandeep Kaur, Assistant Professor, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Course Verified by: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Search Keywords: Film Perception, Film Theory, Film Language, Hermeneutics, Film Forms, Production, Camera Shots, Sound, Dimensions, Film Appreciation, Film Audience

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	S	S	S	L	S
CO2	S	S	M	S	S	S	M	L	L	S
CO3	S	S	M	S	S	L	L	L	L	S
CO4	S	S	M	S	S	L	L	L	L	S
CO5	S	S	M	S	S	L	L	L	L	M

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall the Origin, History and Actuality Films; explain Film Language including Mise-en-scène, Cinematography, Semiotics and Hermeneutics.	K1, K2
Unit 2	Explain Realism, Formalism, Genre Theory, Narrative Theory, Apparatus Theory and Spectatorship Theory.	K2
Unit 3	Describe Surrealist Cinema, German Expressionism, Soviet Montage, Italian Neo-realism, French New Wave and Cinéma-vérité.	K2
Unit 4	Identify Camera Shots and Aspect Ratios; explain Script Writing, Storyboarding, Staging, Blocking and Sound Design.	K1, K2
Unit 5	Discuss the Need for Film Appreciation; explain Narrative Structure, Film Genres, Authorship and Actor Performance.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply Film Language Concepts to analyse Cross-Cultural Collaborations and Co-Productions.	K3
Unit 2	Demonstrate Montage Theory, Auteur Theory and Representation Theory in Scene Analysis.	K3
Unit 3	Apply knowledge of Film Movements to contextualise Contemporary Cinema.	K3
Unit 4	Demonstrate AI Tools (ScriptBook, Boords, Sora, Adobe Sensei) for Film Production Workflows.	K3

Unit 5	Apply Formal, Historical, Cultural, Character and Auteur Analysis Frameworks to Selected Films.	K3
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STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Critically engage with Cinematic Form, Narrative and Theory to write and publish a 6000-word Film Review or Analytical Article.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse the Impact of Globalisation on Film Production and examine Representation and Stereotyping.	K4
Unit 2	Examine Feminist Theory (Male Gaze), Queer Theory, Marxist Critique and Post-colonial Theory in Film Texts.	K4
Unit 3	Compare Third Cinema, Cinema Novo, Dogme 95, Iranian New Wave and Parallel Cinema to classify Political Film Movements.	K4
Unit 4	Evaluate the Human vs AI Creativity Debate and Ethical Concerns (Labour, Legal Issues, WGA).	K4, K5
Unit 5	Evaluate Film Reviews to assess Theme, Ideology, Character, Setting and Technical Choices.	K5

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise AI Film Production Tools and Digital Platforms to analyse, produce and present Film Studies Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Film Studies literature and reproduce Film Theory and Analysis Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present findings through Film Reviews, Post-Screening Discussions, Scene Analysis Presentations and Festival Forums.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Film Festival Organisation, Group Scene Analysis and Collaborative Film Projects.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in Film Critique including sensitivity to Gender, Sexuality, Cultural Representation and AI Ethics.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Film Theory and Appreciation Frameworks to independently critique Cinematic Ideologies and Representations.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a Comparative Study of Classical Hollywood and Non-Linear Storytelling in Indian Cinema.	K6
Unit 2	Develop a Theoretical Framework applying Feminist, Post-colonial and Ecocritical Theory to a Contemporary Film.	K6
Unit 3	Formulate a Film Movement Analysis comparing Third Cinema and Parallel Cinema of India.	K6
Unit 4	Construct a Short Film Pre-Production Package integrating AI Tools for Scriptwriting, Storyboarding and VFX.	K6
Unit 5	Compose and publish a 6000-word Analytical Film Review incorporating Auteur and Cultural Studies.	K6

TEACHING METHODOLOGY

Course Code	23C	FILM STUDIES	L	T	P	C
Core VI			5	–	–	4

The Course uses a Learner-Centred Approach to cultivate Critical Visual Literacy as follows:

- 1. Master Classes**
 - a. Conducting Workshops and ‘Meet the Filmmaker’ Sessions.
- 2. Curated Film Screenings**
 - a. Encouraging Post-Screening Discussions (Weekly Film Screenings mandatory).
- 3. Film Festivals**
 - a. Organising a Film Festival on Campus with Themes, Festival Book and Open Forums.
- 4. Scene Analysis**
 - a. Socratic Discussions on individual analysis of noteworthy Scenes for Staging, Composition, Blocking, Shot Selection, Dialogues, Characters, Costumes, Props, Soundscape, Editing and Visual Effects.

Integration with Assessment

- a. Reflections will inform the Research Paper (Unit 6) where Students qualitatively engage with Critical Narrative, Form and Theory.
- b. Post-Screening Discussions and Presentations will track Applied Understanding.

FILM STUDIES

Top 6 Career Opportunities & Use of Subject

FILMMAKER/PRODUCER

Directing and producing films or television shows based on your creative vision.

1

2

SCREENWRITER

Writing scripts for films, television shows, web series, or even video games.

3

FILM CRITIC/REVIEWER

Analyzing and critiquing films for newspapers, magazines, websites, or television programs.

4

FILM HISTORIAN/RESEARCHER

Studying the history of cinema and sharing insights through writing, teaching, or consulting.

5

FILM PROGRAMMER/CURATOR

Selecting films for festivals, theaters, or streaming platforms based on artistic merit or audience appeal.

6

ART DIRECTOR

Creating the visual look of a film or television show, including sets, props, and costumes.

Course Code	2EA	ADVERTISING	L	T	P	C
Elective IIA			5	–	–	4
Pre-requisite		A Strategic Thinking is essential for Students to Read into the Mind of Consumers and explore enormous Marketing Opportunities for Brand Building and Management.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To help Students trace the Evolution, Roles, Structures and Process of Advertising across various Media Platforms. • To facilitate Students’ evaluation of Consumer Behaviour and Persuasion Models for Audience Segmentation and Targeting. • To train Students for designing Integrated Campaigns – Crafting Creative and Client Briefs, Budgets and Media Plans. • To help Students create Compelling Copy and Ads that reflect Brand Identity and Ethical Standards. • To help Students critically evaluate Real World Case Studies to extract Best Practices and Emerging Trends.						
TEACHING METHODOLOGY						
Experiential and Project Based Learning to provide Hands-On Experience through Creative Project Development, Case Studies, Creative Exercises and Digital Tool Training for fostering deeper Knowledge aiding Professional Application.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	Illustrate the Evolution and Functions of Advertising Agencies detailing Key Terminology, Classifications and Modern Industry Trends.	K2
CO2	Apply Consumer Behaviour Models to construct Audience Profiles and justify Media Mix Decisions.	K3
CO3	Organise different Types of Advertising Copy for Branding Innovative Strategies.	K6
CO4	Construct a Data-Driven Media Plan using Industry Tools to optimise Reach and Frequency for a Target Product.	K6
CO5	Assess Campaign Performance through both Qualitative and Quantitative Measures.	K5
CO6	Compose a Professional White Paper and End-User Manual that integrate Ethical Considerations, UX-UI Design Principles and Strategic Insights for an Innovative Product Launch.	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	INTRODUCTION TO ADVERTISING	18 Hours
History, Definition, Terminologies, Classification, Roles, Functions – Creativity: USP, Ideation and Conceptualisation – Advertising Appeals and its Types – Product Life Cycle – Target Audience – Key Concepts: Segmentation, Targeting, Positioning – Structure and Functions of Advertising Agencies – Emerging Trends in Advertising: AI Innovations. Practical 1: Generating Idea, Concept and USP for an Innovative Product/Service – Identifying Target Audience using STP – Need and Want Assessment.		
Bloom's Level	Behavioural Verbs	Syllabus Components

K1 (Remember)	<i>Define, Identify, List, Recall</i>	History; Definition; Terminologies; Classification
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Roles; Functions; Creativity: USP, Ideation, Conceptualisation; Advertising Appeals and Types; Product Life Cycle; Target Audience; Structure and Functions of Advertising Agencies
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Key Concepts: Segmentation, Targeting, Positioning; Practical 1: Generating Idea, Concept, USP; Need and Want Assessment
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Emerging Trends in Advertising: AI Innovations

Unit 2	MODELS AND THEORIES OF CONSUMER BEHAVIOUR	16 Hours
Consumer Behaviour: Motivation, Personality, Perception, Consumer Learning – Consumer Attitude Formation and Change: Reference Groups, Family Influences, Social Class, Culture. Models: DAGMAR, AIDA, Ehrenberg, Nicosia, MECCA, VIPS, DMP, ELM, DRIP, Brand Identity Prism, Brand Equity. Theories: Hierarchy of Needs, Hierarchy of Effects, Stimulus Response, Classical Conditioning, Big Brand Theory, Mediation of Reality, Shifting Loyalties, Magic of Meaning, Hidden Message, Imitative Desire, Person-Individual Oriented Theories, Process Theories of Creative Idea Generation. Practical 2: Identifying Potential Consumer/Customer Behaviour – Drafting a Marketing Plan and Communication Plan.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Consumer Behaviour: Motivation, Personality, Perception, Learning; Attitude Formation; Reference Groups, Family, Social Class, Culture; Hierarchy of Needs; Stimulus Response; Classical Conditioning
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Models: DAGMAR, AIDA, Ehrenberg, Nicosia, MECCA, VIPS, DMP, ELM, DRIP, Brand Identity Prism, Brand Equity; Hierarchy of Effects
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Big Brand Theory; Mediation of Reality; Shifting Loyalties; Magic of Meaning; Hidden Message; Imitative Desire; Person-Individual Oriented Theories; Process Theories of Creative Idea Generation
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Practical 2: Drafting Marketing Plan and Communication Plan

Unit 3	BRAND ARCHETYPES	15 Hours
Branding: Concepts, Components, Positioning, Repositioning – Key Strategies: Message, Communication, Marketing, Media – Creative Strategy: Brief (Creative and Client) – Ad Copy: Print, Broadcast, Digital. Practical 3: Identifying Brand Attributes – Determining appropriate Brand Positioning Strategy – Writing Client and Creative Brief – Writing Ad Copies for Print, Broadcast and Digital.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Branding: Concepts, Components, Positioning, Repositioning
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Key Strategies: Message, Communication, Marketing, Media; Creative Strategy: Brief (Creative and Client)

K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Ad Copy: Print, Broadcast, Digital; Practical 3: Identifying Brand Attributes; Writing Client and Creative Brief; Writing Ad Copies
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Unit 4	MEDIA PLANNING AND BUYING	12 Hours
Functions and Planning – Media Mix – Sources: Audit Bureau of Circulation, Press Audits, National Readership Survey/IRS, Businessmen’s Readership Survey, Television Audience Measurement, TRP, National Television Study, ADMAR Satellite Cable Network Study, Reach and Coverage Study, CB Listenership Survey. Practical 4: Identifying/Planning the Appropriate Media Mix Strategies for Product/Service.		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Functions and Planning; Sources: ABC, Press Audits, NRS/IRS, BRS, TAM, TRP, NTS, ADMAR, Reach and Coverage Study, CB Listenership Survey
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Media Mix; Practical 4: Planning Appropriate Media Mix Strategies for Product/Service

Unit 5	ADVERTISING CAMPAIGNS AND CASE STUDIES	11 Hours
Phases of Campaign Creation: Planning and Execution, Budgeting, Media Scheduling: Perceptual Mapping, Target Plan, SWOT Analysis, Situation Analysis – AI Tools for Advertising – Measurement of Ad Effectiveness, Call to Action – Code of Conduct with Ethical Guidelines: Role of AAA and ASCI. Practical 5: Visualising the Perception of Product/Service – Designing a Print Advertisement – Producing a 30-sec Television Commercial – Producing a 15-sec Radio Spot – Choosing the Right Media Scheduling Pattern.		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Phases of Campaign Creation: Planning, Execution, Budgeting; Media Scheduling: Perceptual Mapping, Target Plan, SWOT Analysis, Situation Analysis; AI Tools for Advertising
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Measurement of Ad Effectiveness; Call to Action; Code of Conduct: Role of AAA and ASCI
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Practical 5: Designing Print Advertisement; Producing 30-sec Television Commercial; Producing 15-sec Radio Spot; Choosing Media Scheduling Pattern

Unit 6	RESEARCH APPLICATION	2 Hours
Analyse Five Contemporary Popular Campaigns reflecting Ethical Considerations in Advertising and produce a 6000-word Expert-to-Expert White Paper to provide In-depth Information, Analysis and Insights into the Ideated Product/Service. Additionally, Design an End-User Manual for the Innovative Product (Six Pages, Postcard Size) and Create a Website using UI-UX Elements of Design.		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Analyse Five Contemporary Popular Campaigns reflecting Ethical Considerations
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	6000-word White Paper; End-User Manual (Six Pages); Website using UI-UX Elements
Total Lecture Hours: 72 hours		
Reference Books		

1. White, Dan (2024). *The Smart Advertising Book: How to Deliver Advertising That Grows Your Brand*.
2. Warner, Charles (2020). *Media Selling* (5th Edition), Wiley Blackwell: UK.
3. Dixit, S.N. (2008). *Advertising and Media Research*, Pearl Books: New Delhi.
4. Ahuja, B.N. & Chhabra, S.S. (2006). *Advertising and Public Relations* (3rd Edition), Surjeet Publications: New Delhi.
5. Danesh, Marcel (2006). *Brands*, Routledge, Taylor & Francis Group: London.
6. Galician, Mary Lou (2006). *Handbook of Product Placement in Mass Media*, JAICO Publishing House: Mumbai.

Quick Links for Reference

1. <https://hostnezt.com/cssfiles/businessadmin/Advertising%20Handbook%20By%20Sean%20Brierley.pdf>
2. <https://www.worldradiohistory.com/BOOKSHELF-ARH/Business/The-Advertising-Handbook-Hall-1921.pdf>
3. https://api.pageplace.de/preview/DT0400.9781446265901_A24015933/preview-9781446265901_A24015933.pdf
4. https://upload.wikimedia.org/wikipedia/commons/4/4b/The_advertising_handbook%3B_a_reference_work_covering_the_principles_and_practices_of_advertising_%28IA_advertisinghandb00hallr ich%29.pdf
5. <https://niftem-t.ac.in/pmfme-sna/images/Handbook/M6.pdf>

Course Designed By: Dr. Sandeep Kaur, Assistant Professor, Department of Communication and Media Studies, Bharathiar University, Coimbatore
 Course Verified by: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Search Keywords: Types, Advertising Types, Classification, Agencies, Models, Theories, Consumer Behaviour, Brand Building, Ad Copy/Copy Platform, Ad Campaign, Perceptual Mapping, T-Plan

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	L	S	M	S	S	S
CO2	S	M	S	S	L	S	M	S	S	S
CO3	S	M	S	S	M	S	M	S	S	S
CO4	S	M	S	S	L	S	S	S	S	S
CO5	S	M	S	S	L	S	S	S	S	S
CO6	S	M	S	S	M	S	S	S	S	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall the History, Definition, Terminologies and Classification of Advertising; explain USP, Ideation and Agency Structure.	K1, K2
Unit 2	Describe Consumer Behaviour (Motivation, Personality, Perception); explain DAGMAR, AIDA and Hierarchy of Needs.	K2
Unit 3	Explain Branding Concepts, Components, Positioning and Repositioning.	K2

Unit 4	Discuss Media Planning Functions and describe Audience Measurement Sources (ABC, TRP, NRS).	K2
Unit 5	Explain the Phases of Campaign Creation, Budgeting and Media Scheduling.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply Segmentation, Targeting and Positioning to generate Idea, Concept and USP for an Innovative Product.	K3
Unit 2	Apply Consumer Behaviour Models (AIDA, ELM, DRIP) to construct Audience Profiles.	K3
Unit 3	Demonstrate Creative Strategy and Brief Writing for Client and Creative Teams.	K3
Unit 4	Apply Media Mix Strategies to plan appropriate Media for a Product/Service.	K3
Unit 5	Demonstrate Campaign Creation applying Perceptual Mapping, SWOT Analysis and AI Tools.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate Advertising Campaigns for Ethical Considerations and compose a 6000-word White Paper integrating Strategic Insights for an Innovative Product Launch.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse Emerging Trends and AI Innovations in Advertising to classify Industry Directions.	K4
Unit 2	Examine Big Brand Theory, Mediation of Reality and Imitative Desire to classify Persuasion Mechanisms.	K4
Unit 3	Analyse Brand Positioning Strategies to differentiate Competitive Brand Archetypes.	K4
Unit 4	Examine Audience Measurement Sources to compare Media Planning Approaches.	K4
Unit 5	Evaluate Ad Effectiveness Measurement and assess the Role of AAA and ASCI in Ethical Advertising.	K4, K5

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Google Ad Simulators, Media Planning Platforms, AI Advertising Tools and UI-UX Design Principles to produce and present Advertising Outputs digitally.	K3, K4

STEP 1F The Competency indicators for the Course:**NOTE:** Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Advertising and Consumer Behaviour literature and reproduce Brand Strategy Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present findings through Mock Pitch Presentations, Ad Copy Portfolios, Campaign Reports and White Paper Exhibitions.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Mock Pitch Presentations, Campaign Design Teams and Socratic Seminars.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in Advertising including AAA and ASCI Guidelines and responsible AI usage.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Advertising Strategy and Consumer Behaviour Frameworks to independently design Ethical, Data-Driven Campaigns.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design an Innovative Product Concept with USP, STP Analysis and Need-Want Assessment.	K6
Unit 2	Develop a Marketing and Communication Plan applying Consumer Behaviour Models and Persuasion Theories.	K6
Unit 3	Construct a Brand Identity Package with Creative Brief, Client Brief and Ad Copies across Print, Broadcast and Digital.	K6
Unit 4	Formulate a Data-Driven Media Plan optimising Reach and Frequency for the Target Product.	K6

ADVERTISING

Top 6 Career Opportunities & Use of Subject

MEDIA PLANNING AND BUYING

Media planners and buyers are responsible for determining the best media outlets (e.g., TV, radio, online, social media) to reach the target audience and negotiating ad placements to maximize the effectiveness of advertising campaigns.

1

2

CREATIVE SERVICES

Creative roles include copywriters, art directors, graphic designers, and creative directors.

3

BRAND MANAGEMENT

Brand managers oversee the development and implementation of branding strategies to build and maintain brand equity.

4

ADVERTISING SALES

Advertising sales representatives sell advertising space or airtime to clients on behalf of media companies (e.g., newspapers, magazines, TV networks, digital platforms).

5

MARKET RESEARCH AND STRATEGY

Market researchers gather and analyze data to understand consumer behavior, market trends, and competitor strategies.

6

ACCOUNT MANAGEMENT

Account managers act as liaisons between clients and the advertising agency. They ensure that client needs are met, projects are delivered on time and within budget, and overall client satisfaction is maintained.

Course Code	23P	PHOTOGRAPHY	L	T	P	C
Practical III			–	–	5	4
Pre-requisite		A flair for Photography with Essential Skills for Analysing and Interpreting the Magnitude and Depth of the Unspoken Story is of prime importance.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To help Students develop Essential Skills and Techniques for Professional Photography. • To enable Students to understand the Aesthetics and Principles of Lighting in Photography. • To acquaint Students with Digital Studio Equipment and Processing Techniques. • To train Students in Outdoor and Indoor Photography with Digital Editing and Personal Branding.						
TEACHING METHODOLOGY						
Hands-On Studio Practice combining Technical Camera Operation with Aesthetic Principles across Outdoor and Indoor Shoots. Students progress from Basic Camera Skills to Advanced Lighting, Composition and Digital Editing, culminating in a Portfolio Record (40 Pictures) and Instagram Personal Branding Project. Assessments link Practical Outputs with Multimedia Integration and Engaging Storytelling.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	DEVELOP basic to professional Photographic Skills.	K6
CO2	GENERALISE the significance of Environmental Photojournalism.	K2
CO3	PRODUCE a Creative Story without words.	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Module 1	BASICS OF PHOTOGRAPHY	24 Hours
Meaning and Definition of Photography – Basic Principle in Film and Digital Photography – History of Photography – Camera: Basic Camera, Different Parts and Functions, Camera Accessories – Types of Cameras: 35mm Compact, 35mm SLR, DSLR, T20 Film type, TLR and SLR, Instant Cameras, Large Format Cameras, Digital Cameras – Main Controls: Types of Lenses, Shutter, Diaphragm, Exposure, Film and Digital Image Sensor, Depth of Field, Lighting, Photography with Flash, Filters – Digital Camera: Process of Digital Imaging, Menu Operations, Introduction to Colours.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Meaning and Definition; History of Photography; Parts of Camera; Types of Cameras; Types of Lenses
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Basic Principle in Film and Digital Photography; Camera Accessories; Shutter; Diaphragm; Exposure; Film and Digital Image Sensor; Depth of Field; Lighting; Flash; Filters; Process of Digital Imaging; Menu Operations; Introduction to Colours

Module 2	AESTHETICS OF PHOTOGRAPHY	26 Hours
Definition of Lighting – Principles of Lighting – Reflection – Light Characteristics – Colour – Direct Light and Indirect Light – Light and Subject – Light as Subject – Shadow as Subject – Light Sources: Natural Light and Artificial Light – Principles of Visualisation – Composition Guidelines – Principles of Design – Types of Perspectives.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Definition of Lighting; Light Sources: Natural Light and Artificial Light
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Principles of Lighting; Reflection; Light Characteristics; Colour; Direct and Indirect Light; Light and Subject; Light as Subject; Shadow as Subject; Types of Perspectives
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Principles of Visualisation; Composition Guidelines; Principles of Design

Module 3	DIGITAL PROCESSING	20 Hours
Digital Studio: Camera, Lenses (Prime Lens, Zoom Lens), Studio Lights with Umbrella, Diffuser, Reflector, Tripod, Backdrops etc.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Digital Studio Equipment: Camera, Lenses (Prime, Zoom); Studio Lights; Umbrella; Diffuser; Reflector; Tripod; Backdrops
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Studio Setup and Equipment Operation for Professional Photography

Module 4	PRACTICAL SESSIONS	2 Hours
Practical Components - Learn basic camera operations: camera handling, exposure settings, focusing, framing, and composition. - Understand the effects of different exposure settings, shutter speeds, and apertures. - Practice landscape, candid, outdoor model, and macro photography using appropriate lighting techniques and reflectors. - Learn basic digital photography and studio lighting techniques, including the use of flash units and accessories such as umbrellas, softboxes, and snoots. - Demonstrate the use of natural and artificial lighting. - Practice outdoor colour photography: landscapes, streets/buildings, sculptures, insects/animals, industrial structures, and human figures. - Practice indoor colour photography: passport, portrait, strobe-light, slide-copying, and transparency photography. - Learn digital photo editing using Adobe Photoshop and Lightroom, including RAW processing, retouching, restoration, colour correction, and background editing. - Understand image file formats (RAW, TIFF, JPEG) and printing resolution. Compulsory Requirements a) Submit a portfolio comprising: 40 photographs in hard-copy format. - A digital portfolio integrating multimedia elements and visual storytelling. b) Personal Branding: - Create and maintain an Instagram photography page. - Promote the page using digital marketing techniques. - Design promotional materials using Adobe Express.		

Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Basic Camera Operation; Exposure Setting; Shutter Speeds and Apertures; Outdoor Photography (Landscape, Candid, Macro); Indoor Photography (Portrait, Strobe Light); Digital Photo Editing (Photoshop, Lightroom); File Formats; RAW Processing
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Photo Retouching and Restoration; Colour Correction; Composition and Framing Choices
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Portfolio Record (40 Pictures); Multimedia Storytelling with Pictures; Instagram Personal Branding Page; Promotional Materials using Adobe Express
Total Lecture Hours: 72 hours		
Reference Books 1. Busch, David D. (2003). <i>Digital Photography: All in One Desk Reference for Dummies</i> , Wiley Publishing: New York. 2. Davies, Adrian (2002). <i>A Beginner's Guide to Digital Photography</i> , AVA Publishing: Switzerland. 3. Galer, Mark (2005). <i>Creative Photography: Foundations for Art and Design</i> (3rd Edition), Elsevier Publications: London. 4. Kim, John (2004). <i>40 Digital Photography Techniques</i> , Youngjin: Korea. 5. Praker, David (2006). <i>Basic Photography Composition</i> , AVA Publishing: Switzerland. Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] 1. Be a Better Photographer in 45 minutes https://www.youtube.com/watch?v=WXdAX0No2hM 2. Photography to Another Level: Amazing Photo Effects https://www.youtube.com/watch?v=Gd0l2bzWGCs 3. Outdoor Photography for Beginners: Angles, Lighting and Posing https://www.youtube.com/watch?v=ykELkjZWYG4 4. 8 Important Composition Tips for Better Photos https://www.youtube.com/watch?v=VArlSvUuyr0 5. How to Shoot Manual in 10 Minutes: Beginner Photography Tutorial https://www.youtube.com/watch?v=uyXiWF3mI2s		
Course Designed By: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore Course Verified by: Dr. Sandeep Kaur, Assistant Professor, Department of Communication and Media Studies, Bharathiar University, Coimbatore		

Search Keywords: Photography Principles, Camera Operations, Outdoor Photography, Indoor Photography

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	S	M	S	S	S	S
CO2	S	M	S	S	M	M	M	S	S	S
CO3	S	M	S	S	S	M	S	S	S	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Module	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Module 1	Recall the Meaning, Definition, History and Types of Cameras; explain Exposure, Depth of Field and Digital Imaging.	K1, K2
Module 2	Explain Principles of Lighting, Reflection, Light Characteristics, Composition Guidelines and Perspectives.	K2
Module 3	Describe Digital Studio Equipment: Camera, Lenses, Studio Lights, Diffuser, Reflector and Backdrops.	K2
Module 4	Discuss File Formats (RAW, TIFF, JPEG), Printing Resolution and Digital Photo Editing Principles.	K2

STEP 1B The Competency indicators for the Course:

Module	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Module 1	Apply Camera Controls (Shutter, Diaphragm, Exposure) to capture Images in varied Lighting Conditions.	K3
Module 2	Demonstrate Composition Guidelines, Principles of Design and Visualisation Techniques.	K3
Module 3	Apply Studio Setup and Equipment Operation for Professional Indoor Photography.	K3
Module 4	Demonstrate Outdoor and Indoor Photography Techniques; apply Photoshop and Lightroom for Editing.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate Photographic Outputs for Composition, Lighting and Narrative Quality to create a Portfolio Record and Personal Branding Project.	K5, K6

STEP 1D The Competency indicators for the Course:

Module	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Module 1	Analyse the effects of different Exposure Settings and Shutter Speeds in the same Light Condition.	K4
Module 2	Examine the role of Direct vs Indirect Light and Shadow as Subject in Photographic Composition.	K4
Module 3	Compare Prime and Zoom Lenses to classify their suitability for different Photographic Contexts.	K4
Module 4	Evaluate Photo Retouching and Colour Correction Outputs for Quality and Authenticity.	K4, K5

STEP 1E The Competency indicators for the Course:**NOTE:** Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise DSLR Cameras, Photoshop, Lightroom, Adobe Express and Instagram to produce, edit and promote Photographic Outputs digitally.	K3, K4

STEP 1F The Competency indicators for the Course:**NOTE:** Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Photography literature and reproduce Composition and Lighting Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present Photographic Outputs through Portfolio Exhibitions, Instagram Branding and Multimedia Storytelling Presentations.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Collaborative Studio Sessions and Outdoor Photography Workshops.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in Photography including Subject Consent, Image Authenticity and Responsible Digital Editing.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Photography Principles and Digital Editing Techniques to independently produce Professional Photographic Content.	K5

STEP 1K The Competency indicators for the Course:

Module	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Module 1	Design a Technical Photography Guide demonstrating Camera Controls and Exposure Principles.	K6
Module 2	Develop a Lighting and Composition Portfolio applying Aesthetic Principles across diverse Subjects.	K6
Module 3	Construct a Digital Studio Photography Project integrating Professional Equipment and Techniques.	K6
Module 4	Compile a 40-Picture Portfolio with Multimedia Storytelling and an Instagram Personal Branding Campaign.	K6

TEACHING METHODOLOGY

Course Code	23P	PHOTOGRAPHY	L	T	P	C
Practical III			–	–	5	4

The Course uses Hands-On Studio Practice to ensure Students actively engage with Photography Principles as follows:

- 1. Camera Operation Workshops**
 - a. Basic to Advanced Camera Operation covering Exposure, Shutter Speed, Aperture and Depth of Field.
 - b. Lens Selection and Filter Application Exercises.
- 2. Lighting and Composition Sessions**
 - a. Natural and Artificial Lighting Setups for Outdoor and Indoor Photography.
 - b. Composition Guidelines and Design Principles through Structured Shooting Assignments.
- 3. Digital Editing Practice**
 - a. Photoshop and Lightroom Sessions for Retouching, Colour Correction and RAW Processing.
 - b. File Format Management and Printing Resolution Optimisation.
- 4. Personal Branding Project**
 - a. Instagram Page Creation and Digital Marketing Promotion using Adobe Express.

Integration with Assessment

- a. Portfolio Record (40 Pictures) and Digital Multimedia Storytelling compile the summative Assessment.
- b. Studio Sessions and Editing Outputs track Applied Understanding.

Course Code	23Q	RADIO PRODUCTION	L	T	P	C
Practical IV			–	–	5	4
Pre-requisite	An In-Depth Knowledge of the difference in News Structure and Writing Styles for the Broadcast Media is rudimentary for Students to have a fine distinction of Broadcasting Trends in News Production.		Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To enable Students to operate Radio Production Tools adhering to the Principles of Sound Production. • To help Students generate Radio Scripts aligned with AIR/FM Formats and Ethical Guidelines. • To help Students produce Radio Content using Digital Tools and AI Innovations. • To help Students evaluate Emerging Trends in Radio Journalism including Digital Streaming, Podcasting and Local Content Strategies. • To enable Students critique the Socio-Cultural Impact of Radio through Historical and Contemporary Case Studies.						
TEACHING METHODOLOGY						
Studio Based Learning combining Sound Production Theory with Hands-On Radio Production Practice across Audacity, Adobe Audition, Pro Tools and Adobe Podcast. Students progress from Radio Formats and Script Writing to Applied Content Production, culminating in Streamed Programmes on Spotify/Buzzsprout/Podbean. Assessments link Script-to-Production Outputs with Ethical Analysis.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	ANALYSE Radio Formats and their Technical/Editorial Requirements.	K4
CO2	OPERATE the Recording Equipment and Software for Sound Editing and Mixing.	K3
CO3	PRODUCE original Radio Content for Streaming Platforms.	K6
CO4	ASSESS the Ethical Dilemmas in Radio Coverage to propose Inclusive Solutions.	K5
CO5	DESIGN Radio Programmes/Content integrating Scripts, Jingles and Audience Engagement Strategies.	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Module 1	RADIO AS A BROADCAST MEDIUM		17 Hours
Nature and History – Microphones and its Types – AM and FM Transmitters – AIR’s Reach and Popularity – Developments with FM and Independent Radio Channels – Radio News Formats: Spot, Report, Feature, Documentary, Docudrama, Talk Show, Interview – Principles of Sound and Production Techniques – Emerging Trends in Radio Journalism.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K1 (Remember)	Define, Identify, List, Recall	Nature and History; Microphones and Types; AM and FM Transmitters	
K2 (Understand)	Explain, Describe, Discuss, Interpret	AIR’s Reach and Popularity; Developments with FM and Independent Radio Channels; Radio News Formats: Spot, Report, Feature, Documentary, Docudrama, Talk Show, Interview; Principles of Sound and Production Techniques	

K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Emerging Trends in Radio Journalism
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Module 2	WRITING FOR RADIO	12 Hours
Basics of Radio Script – News Scripts based on All India Radio (AIR) and Private FM (Vocal for Local) – Writing for Radio Spots – Jingles, PSA, Podcast.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Basics of Radio Script; News Scripts: AIR Format and Private FM (Vocal for Local)
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Writing for Radio Spots; Jingles; PSA
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Podcast Script Writing

Module 3	PRACTICAL SESSIONS	43 Hours
1. News: Main Characteristics of News as against News in other Media – Spot News, News Bulletins and News Analysis/News Magazines/Features, Announcements. 2. Features of Radio: Podcast, Interviews, Discussions, Commentaries – Mandatory to Stream the Programme in Spotify/Buzzsprout/Podbean. 3. Audio Storybook: Mandatory to do One Audio Storybook – Select any one of the International or Indian Language Authors and read the Story with Emotions. 4. Radio Spots, Jingles, PSA. 5. Software: Audacity, Adobe Audition, Pro Tools, Adobe Podcast.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	News Production: Spot News, News Bulletins, News Analysis; Software: Audacity, Adobe Audition, Pro Tools, Adobe Podcast; Radio Spots; Jingles; PSA
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Audio Storybook: Emotional Narration and Story Selection
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Podcast Production and Streaming (Spotify/Buzzsprout/Podbean); Features: Interviews, Discussions, Commentaries; Audio Storybook Production
Total Lecture Hours: 72 hours		

Reference Books

1. Quicke, Rob (2024). *Finding your Voice in Radio, Audio, and Podcast Production*, Routledge: New York.
2. Fleming, Carole (2020). *The Radio Handbook* (4th Edition), Routledge: Great Britain.
3. Kern, Jonathan (2012). *Sound Reporting: The NPR Guide to Audio Journalism and Production*, NPR: Washington.
4. Saxena, Ambrish (2011). *Radio in New Avatar: AM to FM*, Kanishka Publishers: New Delhi.
5. Chignell, Hugh (2009). *Key Concepts in Radio Studies*, Sage Publications: London.
6. Boyd, Andrew; Stewart, Peter & Alexander, Ray (2008). *Broadcast Journalism: Techniques of Radio and Television News* (6th Edition), Elsevier Ltd: UK.
7. Rumsey, Francis (2004). *Desktop Audio Technology: Digital Audio and MIDI Principles*, Focal Press: USA.

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1. https://ayomenulisifisip.files.wordpress.com/2014/08/robert_mcleish_radio_production_fifth_edition_2005.pdf
2. <https://archive.org/details/handbookofradiop0000erik>
3. <https://media.adelaide.edu.au/radio/caamatraining/Resources/Glossary-%20RA%20Trng%20Manual.pdf>

Course Designed and Verified By: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Search Keywords: AM, FM Transmitters, AIR, Radio News Formats, Sound Principles, Sound Production Techniques, Sound Design, Basics of Visuals, Digital Image, Visual Culture, ENS, EFP, Visual Grammar, News Writing, Elements of Broadcast News Story, News Editing, Broadcast Regulations

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	L	M	S	S	S	S
CO2	S	S	S	S	L	M	M	M	S	L
CO3	S	S	M	S	L	S	M	S	S	S
CO4	S	S	S	S	M	S	M	M	S	L
CO5	S	S	M	S	M	L	M	M	L	M

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Module	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Module 1	Recall the Nature, History and Types of Microphones; explain AM/FM Transmitters, AIR's Reach and Radio News Formats.	K1, K2
Module 2	Describe the Basics of Radio Script Writing for AIR and Private FM Formats.	K2
Module 3	Discuss the Main Characteristics of Radio News and the Principles of Podcast, Interview and Commentary Production.	K2

STEP 1B The Competency indicators for the Course:

Module	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Module 1	Apply Principles of Sound and Production Techniques for Radio Content Creation.	K3
Module 2	Demonstrate Writing for Radio Spots, Jingles and PSA.	K3
Module 3	Apply Audacity, Adobe Audition, Pro Tools and Adobe Podcast for Sound Editing and Mixing.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate Ethical Dilemmas in Radio Coverage and design Radio Programmes integrating Scripts, Jingles and Audience Engagement Strategies.	K5, K6

STEP 1D The Competency indicators for the Course:

Module	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Module 1	Analyse Emerging Trends in Radio Journalism to classify Digital Streaming and Local Content Strategies.	K4
Module 2	Examine AIR vs Private FM Script Formats to differentiate Editorial and Commercial Approaches.	K4
Module 3	Evaluate Audio Storybook Outputs for Emotional Narration Quality and Story Selection.	K4, K5

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Audacity, Adobe Audition, Pro Tools, Adobe Podcast and Streaming Platforms (Spotify, Buzzsprout, Podbean) to produce and distribute Radio Content digitally.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Radio Production and Broadcast Journalism literature.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present Radio Outputs through Streamed Programmes, Audio Storybook Narrations and Podcast Presentations.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Collaborative Radio Production Sessions and Interview Exercises.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in Radio Coverage including Inclusivity, Accuracy and Fairness.	K3

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Radio Production and Sound Design Frameworks to independently produce and stream Professional Audio Content.	K5

Module	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Module 1	Design a Radio News Programme Plan integrating Multiple Formats (Spot, Feature, Documentary, Interview).	K6
Module 2	Develop a Radio Script Package for AIR and FM including Spots, Jingles and PSA.	K6
Module 3	Construct and Stream a Complete Podcast Series integrating Interviews, Commentaries and Audio Storybook.	K6

Course Code	23Q	RADIO PRODUCTION	L	T	P	C
Practical IV			–	–	5	4

The Course uses Studio Based Learning to ensure Students actively engage with Radio Production Principles as follows:

- 1. Sound Production Workshops**
 - a. Microphone Technique and Recording Equipment Operation.
 - b. Sound Editing and Mixing using Audacity, Adobe Audition and Pro Tools.
- 2. Script Writing Sessions**
 - a. AIR and FM Format Script Writing for News, Spots, Jingles and PSA.
 - b. Podcast Script Development and Narrative Structure Planning.
- 3. Content Production and Streaming**
 - a. News Bulletin, Feature and Commentary Production.
 - b. Mandatory Streaming on Spotify/Buzzsprout/Podbean.
 - c. Audio Storybook Production with Emotional Narration.

Integration with Assessment

- a. All Radio Outputs (News, Podcasts, Jingles, Audio Storybook) compile the Practical Assessment.
- b. Software Proficiency and Streaming Quality track Applied Understanding.

Course Code	2JA	FUNDAMENTALS OF UI-UX (Theory-Practical)	L	T	P	C
Job Oriented			2	–	–	4
Pre-requisite		Students will be able to design Intuitive, User-Focused Digital Interfaces using Industry Tools and Techniques to build Accessible, Industry-Ready Digital Experiences.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To help Students analyse the Core Principles of UI-UX Design and their role in User-Centred Digital Experiences. • To help Students design Wireframes, Prototypes and Design Systems using tools like Figma, Adobe XD and Photoshop. • To help Students evaluate User Needs through Research Methods and apply UX Laws. • To help Students develop Responsive Interfaces aligned with Platform Guidelines and Ethical Standards. • To make Students create a Professional Portfolio showcasing UI-UX Projects, including Prototypes, Usability Reports and Design Systems.						
TEACHING METHODOLOGY						
Project Based Learning combining UI-UX Theory with Hands-On Prototyping Practice across Figma, Adobe XD, Photoshop and Illustrator. Students make progress from Design Thinking Foundations to Applied Interface Design and Usability Testing, culminating in a Professional UI Portfolio. Assessments link Heuristic Evaluations with Responsive Design Projects.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	DIFFERENTIATE the UI-UX Principles and Ethical Design Considerations.	K4
CO2	DEVELOP Wireframes, High-Fidelity Prototypes and Design Systems using Figma, Adobe XD.	K6
CO3	APPLY UX Laws and Research Methods to optimise User Flows.	K3
CO4	ASSESS Usability through Heuristic Evaluation, A/B Testing and Platform-Specific Guidelines.	K5
CO5	CREATE a Responsive UI Portfolio including Mobile/Web Adaptability and Micro-Interactions.	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM’S TAXONOMY MAPPING

Unit 1	FOUNDATIONS OF UI-UX DESIGN	10 Hours
Concept and Differences between UI and UX – Role and Relevance in Digital Product Development – Design Thinking: Empathise, Define, Ideate, Prototype, Test – Design Basics (Typography, Grids, Layouts) – Introduction to Wireframes and Prototypes – Tools: Adobe XD, Figma, Photoshop, Illustrator – Ethics: Accessibility (WCAG Standards), Inclusivity, Privacy.		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Concept and Differences between UI and UX; Role and Relevance in Digital Product Development

K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Design Thinking: Empathise, Define, Ideate, Prototype, Test; Design Basics (Typography, Grids, Layouts); Introduction to Wireframes and Prototypes; Tools: Adobe XD, Figma, Photoshop, Illustrator
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Ethics: Accessibility (WCAG Standards), Inclusivity, Privacy

Unit 2	USER RESEARCH		5 Hours
Understanding Users: Components of an Experience and Emotion – Psychological Flow State – Research Methods: Surveys, Interviews, Personas, Empathy Mapping – Analysis Techniques: Affinity Mapping, User Journey Maps, Storyboarding – UX Laws: Hick’s Law, Fitts’s Law, Jakob’s Law – Usability Testing: Heuristic Evaluation, A/B Testing, Heatmaps – Creating User Personas and Scenarios, Task Flows and Mental Models, Real World User Research Projects.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K2 (Understand)	Explain, Describe, Discuss, Interpret	Understanding Users: Components of Experience and Emotion; Psychological Flow State; Research Methods: Surveys, Interviews, Personas, Empathy Mapping	
K3 (Apply)	Apply, Demonstrate, Illustrate, Use	Analysis Techniques: Affinity Mapping, User Journey Maps, Storyboarding; UX Laws: Hick’s Law, Fitts’s Law, Jakob’s Law; Creating User Personas, Task Flows and Mental Models	
K5 (Evaluate)	Evaluate, Assess, Justify, Critique	Usability Testing: Heuristic Evaluation, A/B Testing, Heatmaps; Real World User Research Projects	

Unit 3	DESIGN THINKING AND PROTOTYPING		5 Hours
Elements of Design, Visual Principles, Colour Psychology, Typography, Repetition and Patterns, Alignment and Proximity, Mood Boards, Brand Guidelines – Wireframing: Low-Fidelity vs High-Fidelity Mockups – Introduction to Human Factors: Role of Psychology, Physiology in Interactive Design – Tools: Adobe XD (Prototyping, Triggers, Animations, Auto-Animate), Figma (Components, Responsive Design, Collaborative Workflows), Photoshop/Illustrator (Image Editing, Vector Icons, UI Asset Creation) – Mobile App Mockups, Interactive Prototypes with Micro-Interactions.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Elements of Design; Visual Principles; Colour Psychology; Typography; Repetition and Patterns; Alignment and Proximity; Mood Boards; Brand Guidelines; Human Factors: Role of Psychology, Physiology	
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Wireframing: Low-Fidelity vs High-Fidelity Mockups; Adobe XD: Prototyping, Triggers, Animations, Auto-Animate; Figma: Components, Responsive Design, Collaborative Workflows; Photoshop/Illustrator: Image Editing, Vector Icons, UI Asset Creation	
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Mobile App Mockups; Interactive Prototypes with Micro-Interactions	

Unit 4	PLATFORM-SPECIFIC PRACTICES	8 Hours
Gamify Engagement: Art of Storytelling through Games – Interaction Design: Feedback Loops, Affordances, Signifiers – Platform Guidelines: Android Material Design vs iOS Human Interface Guidelines – Responsive Design: Web, Mobile and Desktop Adaptability – Design Systems: Component Libraries, Version Control, Handoff to Developers – Navigation Patterns (Hamburger Menus, Tab Bars) – Heuristic Evaluation of Existing Apps.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Interaction Design: Feedback Loops, Affordances, Signifiers; Platform Guidelines: Android Material Design vs iOS Human Interface Guidelines; Design Systems: Component Libraries, Version Control, Handoff
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Gamify Engagement: Art of Storytelling through Games; Responsive Design: Web, Mobile, Desktop Adaptability; Navigation Patterns (Hamburger Menus, Tab Bars)
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Heuristic Evaluation of Existing Apps

Unit 5	PROFESSIONAL READINESS	10 Hours
Resume Building for UI/UX Roles.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Resume Building and Professional Portfolio for UI/UX Roles

Unit 6	PRACTICAL APPLICATION	2 Hours
The Module focuses on the Creative Challenge of making interesting and effective User Interfaces, covering the Process and Creation of the User Experience. Students will take part in the Production of a User Interface that they Research, Pitch, Develop and Execute individually or in a small Production Team whilst being encouraged to assist each other in the Creation of their Websites to mimic Industry Working Practices.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Research and Pitch User Interface Concepts
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Develop and Execute a User Interface; Create Websites mimicking Industry Practices
Total Lecture Hours: 45 hours		

Reference Books

1. Weinschenk, Susan (2024). *100 Things Every Designer Needs to Know About People*, Pearson Education: US.
2. Yablonski, Jon (2020). *Laws of UX*, O'Reilly Media Inc: US.
3. Canziva, Elvis (2018). *Hands On UX Design for Developers*, Packt Publishing: UK.
4. Monteiro, Mike (2012). *Design is a Job*, A Book Apart: New York.
5. Spolsky, Joel (2008). *User Interface Design for Programmers*, Apress: New York.

Quick Links for Reference

1. <https://course.ccs.neu.edu/cs5500sp17/09-UX.pdf>
2. https://profagaskar.files.wordpress.com/2020/03/wiley_the_essential_guide_to_user_interf.pdf
3. <https://dl.icdst.org/pdfs/files4/276316f1cd40cb94fbce9bd7a058bd57.pdf>

Course Designed and Verified by: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Search Keywords: Prototype, Design Thinking, Usability Testing, Heuristic Evaluation, Feedback Loops

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	L	S	S	S	S	S
CO2	S	M	M	M	L	S	S	S	S	S
CO3	S	M	M	M	L	S	S	S	S	S
CO4	S	S	S	S	M	S	M	M	S	L
CO5	S	S	M	S	M	L	M	M	L	M

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall UI-UX Concepts and Differences; explain Design Thinking Stages and Design Basics.	K1, K2
Unit 2	Describe User Research Methods, Psychological Flow State and UX Laws.	K2
Unit 3	Explain Elements of Design, Visual Principles, Colour Psychology and Human Factors.	K2
Unit 4	Discuss Interaction Design, Platform Guidelines and Design Systems.	K2
Unit 5	Discuss the Principles of Resume Building and Professional Portfolio Standards for UI/UX Roles.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply Accessibility (WCAG), Inclusivity and Privacy Standards in UI-UX Design.	K3
Unit 2	Apply UX Laws and Analysis Techniques (Affinity Mapping, User Journey Maps, Storyboarding) to optimise User Flows.	K3
Unit 3	Demonstrate Wireframing and Prototyping using Adobe XD, Figma and Photoshop/Illustrator.	K3
Unit 4	Apply Responsive Design and Navigation Patterns for Web, Mobile and Desktop Interfaces.	K3
Unit 5	Apply Professional Standards to build a UI/UX Resume and Portfolio.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate Usability through Heuristic Evaluation and create a Responsive UI Portfolio with Micro-Interactions.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse the Role and Relevance of UI-UX in Digital Product Development.	K4
Unit 2	Evaluate Usability Testing Outputs (Heuristic Evaluation, A/B Testing, Heatmaps) to classify User Experience Quality.	K4, K5
Unit 3	Examine Low-Fidelity vs High-Fidelity Mockups to classify Prototyping Approaches.	K4
Unit 4	Evaluate Existing Apps through Heuristic Evaluation to assess Platform Compliance.	K5
Unit 5	Assess Portfolio Outputs for Professional Quality and Industry Readiness.	K5

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Figma, Adobe XD, Photoshop, Illustrator and Prototyping Platforms to design, test and present UI-UX Outputs digitally.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational UI-UX Design literature and reproduce UX Laws and Design Thinking Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present UI-UX Outputs through Portfolio Exhibitions, Prototype Demonstrations and Usability Report Presentations.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Collaborative Figma Workflows and Team-based Interface Production.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
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SEMESTER III						
Course Code	33A	CRITICAL STUDIES	L	T	P	C
Core VII			5	–	–	4
Pre-requisite		Students are required to have a Critical Thinking Approach towards efficiently blending the Philosophy of Media with the Aesthetics of the Self.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To help Students analyse Key Critical Theoretical Schools to gain a fair knowledge about various Philosophical Approaches. • To make Students evaluate Ideological Frameworks and their intersections with Power, Identity and Representation. • To facilitate Students to synthesise Philosophical Concepts to critique modern Socio-Economic Structures and Ethical Paradigms. • To help Students apply Critical Theories to Real World Scenarios including Media Narratives, Marginalised Voices and Global Justice Movements. • To help Students create Original Research or Media Projects that re-imagine Classical Philosophies in Contemporary Contexts.						
TEACHING METHODOLOGY						
Problem-based Learning to encourage Student Engagement in Thoughtful Discourse on Philosophical Perspectives through Case Study Analysis, Student Colloquiums, Dialogues with Philosophers and Role Play exercises.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	EVALUATE the role of Critical Theories in shaping Media, Ideology and Power Dynamics.	K5
CO2	ANALYSE intersections of Ideologies through Philosophical Lenses.	K4
CO3	SYNTHESISE Western and Indigenous Epistemologies to critique Socio-Aesthetic Regimes.	K6
CO4	APPLY Para-phenomenological Approaches to Consciousness and Selfhood in Literary/Philosophical Texts.	K3
CO5	CREATE a Research/Creative Project intersecting Critical Theories and Ethical Dilemmas.	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	INTRODUCTION TO CRITICAL THEORY	18 Hours
Frankfurt School: Max Horkheimer and Theodore Adorno (Dialectic of Enlightenment); Adorno and the Ends of Philosophy; Herbert Marcuse (Capitalism and Mass Culture) – Structuralism: Ferdinand de Saussure (Sign and Langue/Parole); Claude Lévi-Strauss (Myth and Structure); Siegfried Zielinski (Media Archaeology); Roman Jakobson (Structural Linguistics); Jean Piaget (Structuralism) – Psychoanalysis: Sigmund Freud (Id, Ego, Super Ego); Jacques Lacan (Symbolic/Real/Imaginary Psyche); Louis Althusser (Ideological State Apparatus) – Post-Structuralism: Roland Barthes (Five Narrative Codes); Michel Foucault (Power/Knowledge); Jacques Derrida (Deconstruction) – Hermeneutics: Wilhelm Dilthey, Hans-Georg Gadamer, Martin Heidegger, Edmund Husserl (Art and Science of Interpretation) – Genealogy: Friedrich Nietzsche (Morality, Nihilism, Beyond Good and Evil); Michel		

Foucault (History of the Present) – Pragmatism: Charles Sanders Peirce; William James; John Dewey – Pluralism: Harold Laski; Robert Dahl; David Truman; E.E. Schattschneider; Isaiah Berlin; Charles Lindblom – Friedrich Hegel: Social and Political Thoughts; Sarvepalli Radhakrishnan: Moral Pluralism and Religious Pluralism.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Frankfurt School: Key Thinkers; Structuralism: Key Thinkers; Pragmatism: Charles Sanders Peirce, William James, Dewey; Pluralism: Harold Laski, Robert Dahl, David Truman
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Ferdinand de Saussure (Sign and Langue/Parole); Jean Piaget (Structuralism); Siegfried Zielinski (Media Archaeology); Hermeneutics: Wilhelm Dilthey, Hans-Georg Gadamer, Martin Heidegger, Edmund Husserl; Friedrich Hegel: Social and Political Thoughts; Moral and Religious Pluralism (Sarvepalli Radhakrishnan)
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Psychoanalysis: Sigmund Freud, Lacan, Louis Althusser; Post-Structuralism: Roland Barthes, Michel Foucault, Jacques Derrida; Max Horkheimer and Theodore Adorno (Dialectic of Enlightenment); Herbert Marcuse (Capitalism and Mass Culture)
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Genealogy: Friedrich Nietzsche (Morality, Nihilism); Michel Foucault (History of the Present)

Unit 2	IDEOLOGY AND CULTURAL THEORY	16 Hours
Ideology (Slavoj Žižek) – Western Marxism: Walter Benjamin; György Lukács; Frankfurt School – Social Acceleration, Modernity Theory, Temporal Structure of Society (Hartmut Rosa) – Dialectical Materialism (Karl Marx) – Orientalism (Edward Said) – Socialism (Michael A. Lebowitz) – Politics and Post-Modernity (Antonio Negri) – Post-modernism and Late Capitalism (Fredric Jameson) – Indigenous Epistemologies: Nyaya, Mimamsa, Tarkashastra – Communication through Performative Media: Natyashastra – Vision of Liberated Individual (Subramania Bharathi) – Bhakti Literature: Appar, Alvars, Siddhars.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Western Marxism: Walter Benjamin, György Lukács; Dialectical Materialism (Karl Marx); Socialism (Michael A. Lebowitz); Indigenous Epistemologies: Nyaya, Mimamsa, Tarkashastra; Natyashastra; Bhakti Literature: Appar, Alvars, Siddhars
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Ideology (Slavoj Žižek); Orientalism (Edward Said); Post-modernism and Late Capitalism (Fredric Jameson); Politics and Post-Modernity (Antonio Negri)
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Social Acceleration and Modernity Theory (Rosa); Vision of Liberated Individual (Subramania Bharathi)

Unit 3	PERCEPTION, SELF AND SOCIAL STRUCTURES	12 Hours
Existentialism (Jean-Paul Sartre) – The Metamorphosis (Franz Kafka) – Gender and Sex: Political Economy, Commodity Production, Industrialisation (Judith Butler); Gendering Global Conflict: Gender Subordination, Gender Violence, Masculine Posturing, Gendered Understandings of Power (Laura Sjoberg) – Aisthesis: Perception and Interpretation (Jacques Rancière) – Consciousness (John Locke) – Queer Theory: Gender, Heterosexism – Realism (Fredric Jameson) – Consciousness and the Self (Advaita and Visishtadvaita) – Atman, Brahman, Maya (Upanishadic		

Concepts) – Consciousness, Body Liberation (Tamil Siddha Philosophy) – Intuition and the Varieties of Experience (Sarvepalli Radhakrishnan).		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Existentialism (Jean-Paul Sartre); Consciousness (John Locke); Consciousness and the Self (Advaita, Visishtadvaita); Atman, Brahman, Maya (Upanishadic Concepts); Tamil Siddha Philosophy
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Aisthesis: Perception and Interpretation (Jacques Rancière); Queer Theory: Gender, Heterosexism
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Gender and Sex (Judith Butler); Gendering Global Conflict (Laura Sjoberg); Realism (Fredric Jameson); The Metamorphosis (Franz Kafka)
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Intuition and the Varieties of Experience (S. Radhakrishnan)

Unit 4	SOCIAL THOUGHT		12 Hours
Development as Freedom, Justice, Capabilities Approach (Amartya Sen) – Empire, Multitudes, Post-modern (Antonio Negri) – 21st Century Socialism, Love Ethics (bell hooks) – Queer Futurity and Disidentification (José Esteban Muñoz) – Ethical Voices of the Marginalised (Kuyil Pattu and Folk Literature) – All Places in the Universe is our Place (Kaniyan Poongundran) – Social Conscience (Kabilar) – Leadership Nostrums (Thiruvalluvar).			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	21st Century Socialism, Love Ethics (bell hooks); Queer Futurity and Disidentification (José Esteban Muñoz)	
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Development as Freedom, Justice, Capabilities Approach (Amartya Sen); Empire, Multitudes (Antonio Negri)	
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Ethical Voices of the Marginalised (Kuyil Pattu); Kaniyan Poongundran; Social Conscience (Kabilar); Leadership Nostrums (Thiruvalluvar)	

Unit 5	PHILOSOPHY OF ETHICS AND SOCIAL JUSTICE		12 Hours
Unification of Mankind, Integral Humanism, Spiritual Nationalism (Sri Aurobindo) – Compassion, Detachment (Jain and Buddhist Ethics); Ethics of Relational Self, Ethics of Bhakti, Substantive Ethics (Ramanuja) – Education, Anti-caste Activism (Mahatma Jyotiba Phule and Savitribai Phule) – Annihilation of Caste (B.R. Ambedkar) – Rationalism, Anti-casteism, Feminism (Periyar EVR) – Tamil Sangam Literature: Five-fold Division of Lands: Kurinji, Mullai, Marutham, Neydal and Palai (Tholkappiyam) – Dhamma (Buddha) – Federalism, State Autonomy (C.N. Annadurai) – B.P. Mandal Commission Report.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Jain and Buddhist Ethics: Compassion, Detachment; Ethics of Bhakti, Substantive Ethics (Ramanuja); Dhamma (Buddha); Tamil Sangam Literature: Five-fold Division of Lands (Tholkappiyam)	
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Unification of Mankind, Integral Humanism (Aurobindo); Education, Anti-caste Activism (Phule and Savitribai Phule); Rationalism, Anti-casteism, Feminism (Periyar EVR)	

K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Annihilation of Caste (Dr. B.R. Ambedkar); Federalism, State Autonomy (C. N. Annadurai); B.P. Mandal Commission Report
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Unit 6	RESEARCH APPLICATION	2 Hours
Each Student will develop a Research Project in 6000 words or Creative Media Piece (Short Doc/Podcast/Visual Essay) analysing a Critical Theory or Thinker and its intersection with Indian or Tamil Socio-cultural Context. Focus on Contemporary Events, Marginalised Narratives or Reinterpretations of Classical Philosophies.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K6 (Create)	<i>Construct, Formulate, Compose</i>	6000-word Research Project or Creative Media Piece (Short Doc/Podcast/Visual Essay)
Total Lecture Hours: 72 hours		

Reference Books

- Howarth, Davie R (2018) Post Structuralism and After (Traditions in Social Theory). Palgrave Macmillan.
- Siegfried Zielinski (2018), Deep Time of the Media, MIT Press.
- Singer, Peter (2018) Marx: A Very Short Introduction. Oxford: Oxford University Press.
- Douglas Kellner. Nietzsche's Critique of Mass Culture (Illuminations: The Critical Theory Project). <https://pages.gseis.ucla.edu/faculty/kellner/Illumina%20Folder/kell22.htm>. Extracted June 2018.
- Turner, Catherine (2016) Jacques Derrida: Deconstruction. Counterpress.
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Course Designed By: Dr. Sandeep Kaur, Assistant Professor, Department of Communication and Media Studies, Bharathiar University, Coimbatore.

Course Verified by: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore.

Search Keywords: Frankfurt School, Pragmatism, Genealogy, Pluralism, Post Structuralism, Deconstruction, Social Acceleration, Existentialism, Commodity Production, Gender Subordination, Consciousness, Unification of Mankind, Epistemology, Substantive Ethics.

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	S	S	M	L	M
CO2	S	S	S	L	S	S	S	L	L	S
CO3	S	S	S	S	S	S	S	S	S	S
CO4	S	S	M	L	S	S	S	S	S	S
CO5	S	L	S	S	S	S	S	S	S	L

\S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall Key Thinkers of Frankfurt School, Structuralism, Pragmatism and Pluralism; explain Hermeneutics and Hegelian Thought.	K1, K2
Unit 2	Describe Western Marxism, Dialectical Materialism and Indigenous Epistemologies (Nyaya, Mimamsa, Nyayashastra).	K2
Unit 3	Explain Existentialism (Sartre), Consciousness (Locke) and Upanishadic/Siddha Concepts.	K2
Unit 4	Discuss Development as Freedom (Sen), Love Ethics (hooks) and Queer Futurity (Muñoz).	K2
Unit 5	Explain Jain and Buddhist Ethics, Bhakti Ethics (Ramanuja) and Sangam Literature.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply Hermeneutic and Post-Structuralist Frameworks to interpret Media Texts.	K3
Unit 2	Apply Indigenous Epistemologies and Performative Media Concepts to Contemporary Communication.	K3
Unit 3	Apply Aisthesis (Rancière) and Queer Theory to analyse Cultural Representations.	K3
Unit 4	Apply Capabilities Approach (Sen) and Love Ethics (hooks) to Social Change Scenarios.	K3

Unit 5	Apply Anti-caste and Feminist Frameworks (Periyar, Phule) to analyse Media Narratives.	K3
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STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Synthesise Western and Indigenous Epistemologies to create a 6000-word Research Project or Creative Media Piece.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse Psychoanalysis (Freud, Lacan, Althusser) and Post-Structuralism (Barthes, Foucault, Derrida).	K4
Unit 2	Examine Ideology (Žižek), Orientalism (Said) and Late Capitalism (Jameson).	K4
Unit 3	Analyse Gender and Sex (Butler), Gendering Global Conflict (Sjoberg) and Realism (Jameson).	K4
Unit 4	Evaluate Ethical Voices of the Marginalised and Tamil Thinkers (Kabilar, Thiruvalluvar).	K4, K5
Unit 5	Evaluate Annihilation of Caste (Ambedkar) and B.P. Mandal Commission Report.	K5

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Digital Platforms and Online Philosophical Archives to analyse, create and present Critical Studies Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Critical Theory and Indian Philosophy literature.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present findings through Colloquiums, Visual Essays, Podcasts and Academic Reports.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Philosopher's Stone Role Play and Collaborative Debates.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in Philosophical Analysis and anti-plagiarism norms.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Critical Theory Frameworks to independently critique Hegemonic Narratives and Marginalised Voices.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a Comparative Framework mapping Frankfurt School and Post-Structuralism to Contemporary Media Critique.	K6
Unit 2	Develop an Ideology Analysis integrating Žižek, Said and Indigenous Epistemologies.	K6
Unit 3	Formulate a Gender and Consciousness Study applying Butler, Sjoberg and Tamil Siddha Philosophy.	K6
Unit 4	Construct a Social Justice Project intersecting Sen, hooks and Tamil Ethical Literature.	K6
Unit 5	Compose a Research Paper on Ethics and Social Justice integrating Ambedkar, Periyar and Buddhist Ethics.	K6

TEACHING METHODOLOGY

Course Code	33A	CRITICAL STUDIES	L	T	P	C
Core VII			5	–	–	4

The Course uses Problem-based Learning as follows:

- 1. Student Colloquium**
 - a. Collaborative Discussions including debating role plays to defend Critical Studies on Philosophical and Empirical grounds.
 - b. Creating a Creative Media Piece (Short Doc/Podcast/Visual Essay) by analysing a Critical Theory or Thinker.
- 2. Case Study Analysis**
 - a. Discuss individual Theory and prepare a detailed Case Study Report.
- 3. Dialogues with Philosophers**
 - a. Watch, Discuss and Reflect any Thinker through available lectures paired with metacognitive analysis.
- 4. Philosopher's Stone**
 - a. Students' Role Play as Philosophers creating a dynamic classroom environment where multiple Philosophical Perspectives interact.

Integration with Assessment

- a. Simulation and Reflections will inform the Research Paper (Unit 6).
- b. Formative Assessment: Interactive Activities and Presentations will track Applied Understanding.

CRITICAL STUDIES

Top 6 Career Opportunities & Use of Subject

CONSULTING

Some consulting firms specialize in areas such as diversity and inclusion, corporate social responsibility, or cultural sensitivity training. Critical studies expertise can be valuable in providing insights and recommendations in these areas.

1

2

POLICY ANALYSIS

Critical thinking skills developed through studies in this field can be valuable in policy analysis roles, particularly in areas such as cultural policy, media regulation, or social justice advocacy.

3

RESEARCH

Working as a researcher in various fields such as sociology, anthropology, media, or cultural studies. Research positions can be found in universities, think tanks, non-profit organizations, and governmental agencies.

4

ACADEMIA

Teaching and research positions at universities and colleges are common career paths for those with backgrounds in critical studies. This might involve teaching courses in literature, media studies, cultural studies, or critical theory.

5

FREELANCE WRITING AND CONSULTING

Many critical studies graduates pursue freelance careers, writing articles, essays, or opinion pieces for various publications, or providing consulting services to organizations on issues related to culture, media, and society.

6

JOURNALISM

Critical studies can provide a solid foundation for a career in journalism, particularly in fields such as arts and culture journalism, where critical analysis is essential.

Course Code	33B	NEW MEDIA STUDIES	L	T	P	C
Core VIII			5	–	–	4
Pre-requisite		Students need to have Clarity in Differentiating the Conventional and the Modern Media to Critically Appraise Plethora of Issues linked with the Evolving Nature of Media.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To help Students familiarise with Socio-Technical Frameworks shaping New Media Technologies. • To help Students evaluate the Cultural, Ethical and Regulatory Implications of Digital Practices. • To enable Students assess New Media’s Impact on Identity, Power and Global Connectivity. • To help Students innovate Ethical Frameworks for Emerging Technologies to foster Inclusivity and Equity in Media. • To enable Students to design Solutions or Creative Projects addressing Challenges like Digital Divides or Participatory Culture.						
TEACHING METHODOLOGY						
Active and Experiential Learning to enable Students to leverage Technology via Gamification, Quizzes, Simulations and Interactive Scenarios to enhance Practical Skills.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	ANALYSE Socio-Technical Paradigms and their role in Post-Modern Media Landscapes.	K4
CO2	EVALUATE Ethical Dilemmas in AI-driven Content Personalisation, Algorithmic Bias and Digital Commodification.	K5
CO3	IMPLEMENT Theories of Mediation and Cultural Effects to critique Gender Representation, Fan Culture or E-Governance.	K3
CO4	DESIGN a Research Project or Creative Proposal addressing issues like the Digital Divide or Participatory Inequality.	K6
CO5	CRITIQUE the Socio-Cultural Impact of Immersive Technologies and its implications for Knowledge Production.	K5

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	LANGUAGE OF NEW MEDIA		15 Hours
Concepts, Role, Relevance, Characteristics, Specificities, Ownership, Access, Use, Control and Transformation.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K1 (Remember)	Define, Identify, List, Recall	Concepts; Characteristics; Specificities	
K2 (Understand)	Explain, Describe, Discuss, Interpret	Role; Relevance; Ownership; Access; Use; Control and Transformation	

Unit 2	TENETS OF NEW MEDIA	15 Hours
Socio-Technical Paradigm – Interface, Immediacy, Hypermediacy, Mediation, Remediation, Shattered Presence – Post-industrial Society – Postmodernism – Information Society – Knowledge Society – Information Commodification, New Consumption Norms – Audience and Theories.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Socio-Technical Paradigm; Interface; Immediacy; Hypermediacy; Post-industrial Society; Information Society; Knowledge Society; Audience and Theories
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Mediation; Remediation; Shattered Presence; Postmodernism; Information Commodification; New Consumption Norms

Unit 3	EFFECTS OF NEW MEDIA	15 Hours
Social Effects: Empowerment, Interactivity, Gender Representation, Social Shaping of Technology, Social Networking, Information Overload, Information Rich and Information Poor. Cultural Effects: Knowledge Gap and Cultural Alienation, Participatory Culture, Culture Jamming, Fan Culture. Technological Effects: Gaming, Digital Divide, E-Governance, AR and VR.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Social Effects: Empowerment, Interactivity, Social Networking, Information Overload, Information Rich and Poor
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Gender Representation; Social Shaping of Technology; E-Governance; Gaming; AR and VR
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Knowledge Gap and Cultural Alienation; Participatory Culture; Culture Jamming; Fan Culture; Digital Divide

Unit 4	NEW MEDIA PRACTICES	15 Hours
Curatorial and Artistic Practices: Tele-presence, Tele-embodiment, Tele-robotics, Tele-epistemology, Intermedia Stages of Virtual Reality, User Experience.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Tele-presence; Tele-embodiment; Tele-robotics; Tele-epistemology; Intermedia Stages of Virtual Reality
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	User Experience; Curatorial and Artistic Practices

Unit 5	AESTHETICS OF TRANSITION	13 Hours
Virtual Space as Knowledge Production – Intelligent Image: Concept of Ekphrasis, Intersection of Art and Science – New Media Formats: AI for Personalisation, Streamlining, Innovation in Content Creation and Distribution, Algorithm Analysis, Editing and Transcription.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	AI for Personalisation; Streamlining; Innovation in Content Creation and Distribution; Algorithm Analysis; Editing and Transcription

K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Virtual Space as Knowledge Production; Intelligent Image: Concept of Ekphrasis; Intersection of Art and Science
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Unit 6	RESEARCH APPLICATION	2 Hours
Using Theoretical and Methodological Approaches present a 6000-word Research Paper from any area of interest to investigate Innovative Applications of New Media.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K6 (Create)	<i>Construct, Formulate, Compose</i>	6000-word Research Paper on Innovative Applications of New Media
Total Lecture Hours: 72 hours		

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3. https://www.researchgate.net/publication/277058217_The_Handbook_of_New_Media_Social_Shaping_and_Social_Consequences_of ICTs

Course Designed By: Dr. Sandeep Kaur, Assistant Professor, Department of Communication and Media Studies, Bharathiar University, Coimbatore
Course Verified by: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Search Keywords: New Media, Convergence, Information Society, Knowledge Society, New Media Audience, Socio-Cultural Effects, Information Overload, Information Rich-Poor, Knowledge Gap, Cultural Alienation, Gender Representation, Digital Divide, E-Governance, Media Morphosis, Hyper-Personal Communication, Information Commodification, Cyber Crime, IT Policies, Information Bill

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	M	L	S	S	S
CO2	S	M	S	M	L	M	L	S	M	M
CO3	S	M	S	M	L	M	L	S	L	M
CO4	S	M	S	M	L	L	M	S	L	M
CO5	S	M	S	M	L	S	M	S	L	M

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall Concepts, Characteristics and Specificities of New Media; explain Role, Relevance and Transformation.	K1, K2
Unit 2	Explain Socio-Technical Paradigm, Interface, Immediacy, Information Society and Knowledge Society.	K2
Unit 3	Describe Social Effects (Empowerment, Interactivity); explain Information Overload and Information Rich/Poor.	K2
Unit 4	Discuss Tele-presence, Tele-embodiment, Tele-robotics and Intermedia Stages of VR.	K2
Unit 5	Explain Concept of Ekphrasis and AI for Personalisation in New Media Formats.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply New Media Concepts to analyse Ownership, Access and Control Dynamics.	K3
Unit 2	Demonstrate understanding of Remediation and Information Commodification in Digital Contexts.	K3
Unit 3	Apply Gender Representation and Social Shaping Theories to critique New Media Effects.	K3
Unit 4	Demonstrate User Experience and Curatorial Practices in Digital Art Contexts.	K3
Unit 5	Apply Algorithm Analysis and AI Content Tools to New Media Production.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate Ethical Dilemmas in AI-driven Media and design a 6000-word Research Paper on New Media Applications.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse New Media Transformation and its impact on Ownership and Control.	K4
Unit 2	Examine Postmodernism and Information Commodification to classify New Media Paradigms.	K4
Unit 3	Evaluate Digital Divide, Participatory Culture and Knowledge Gap for Socio-Cultural Impact.	K4, K5
Unit 4	Analyse Tele-epistemology and VR Stages to classify New Media Practices.	K4
Unit 5	Evaluate Virtual Space as Knowledge Production and Ekphrasis for Aesthetic Impact.	K5

STEP 1E The Competency indicators for the Course:**NOTE:** Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise AI Tools, Algorithm Analysis Platforms and Digital Media to produce and present New Media Studies Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:**NOTE:** Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational New Media Studies literature and reproduce Socio-Technical Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present findings through Multimedia Portfolios, Ekphrasis Writing and Algorithm Analysis Reports.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Gamification, Simulations and Collaborative Digital Projects.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in AI-driven Content, Algorithmic Bias and Digital Commodification.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply New Media Frameworks to independently critique Immersive Technologies and Knowledge Production.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
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Unit 1	Design a New Media Transformation Analysis mapping Ownership, Access and Control.	K6
Unit 2	Develop a Socio-Technical Framework Study comparing Information Society and Knowledge Society.	K6
Unit 3	Formulate a Digital Divide and Participatory Culture Research Proposal.	K6
Unit 4	Construct a Virtual Reality User Experience Project integrating Curatorial Practices.	K6
Unit 5	Compose an AI-driven Content Innovation Project addressing Ethical and Aesthetic Challenges.	K6

TEACHING METHODOLOGY

Course Code	33B	NEW MEDIA STUDIES	L	T	P	C
Core VIII			5	–	–	4

The Course uses Active and Experiential Learning as follows:

- 1. Multimedia Portfolios**
 - a. Compilation of Students’ Blogs/Vlogs on analysing weekly topics.
- 2. Ekphrasis Writing**
 - a. Students write a short description on any work of Art and create an AI-driven Intelligent Image using the same as a prompt.
 - b. Comparative Discussions on Different Models (e.g., Linear vs Transactional).
- 3. Algorithm Analysis Workshop**
 - a. Hands-on exercise: feed different prompts into a content generation model and chart output shifts.
- 4. Problem Based Learning**
 - a. Debates and Socratic Seminars on New Media Technologies.

Integration with Assessment

- a. Discussions will inform the Research Paper (Unit 6).
- b. Formative Assessment: Interactive Activities and Presentations will track Applied Understanding.

The Course uses Active and Experiential Learning as follows:

1. Multimedia Portfolios

- a. Compilation of Students' Blogs/Vlogs on analysing weekly topics.

2. Ekphrasis Writing

- Students write a short description on any work of Art and create an AI-driven Intelligent Image using the same as a prompt.
- Comparative Discussions on Different Models (e.g., Linear vs Transactional).

3. Algorithm Analysis Workshop

- a. Hands-on exercise: feed different prompts into a content generation model and chart output shifts.

4. Problem Based Learning

- a. Debates and Socratic Seminars on New Media Technologies.

Integration with Assessment

- Discussions will inform the Research Paper (Unit 6).
- Formative Assessment: Interactive Activities and Presentations will track Applied Understanding.

NEW MEDIA STUDIES

Top 6 Career Opportunities & Use of Subject

E-COMMERCE SPECIALIST

Work with businesses to optimize their online sales channels, including websites, mobile apps, and online marketplaces.

1

2

MULTIMEDIA JOURNALIST

Combine traditional journalism skills with new media expertise to create multimedia stories for online platforms.

3

SOCIAL MEDIA MANAGER

Manage and grow a company's presence on social media platforms by creating engaging content, interacting with followers, and analyzing performance metrics.

4

DIGITAL MARKETING SPECIALIST

With expertise in new media, you can help businesses create and implement digital marketing strategies across various platforms such as social media, email, and content

5

DIGITAL STRATEGIST

Develop comprehensive digital strategies for organizations, integrating various online channels to achieve business objectives such as brand awareness, customer engagement, or sales.

6

DIGITAL PROJECT MANAGER

Coordinate and oversee digital projects from inception to completion, ensuring that they are delivered on time, within budget, and meet the client's objectives.

Course Code	33C	DIGITAL MARKETING COMMUNICATION	L	T	P	C
Core IX			5	–	–	4
Pre-requisite		Digital Marketing Communication is directed to Profiled Targets, which are active in the Communication Process. Every Communication Flow can ask for an Informative Answer from the Market.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To introduce Students to Content Marketing and its Significance today. • To help Students illustrate the Nuances and Methodology of Content Curation. • To help Students understand the Dynamics of Social Media Marketing. • To equip Students with Skills in Social Media Marketing Analytics. • To facilitate Students to outline Nuances in Mobile Media Marketing on Social Networks.						
TEACHING METHODOLOGY						
Blended Learning combining Digital Marketing Theory with Hands-On Tool Practice across SEO, Social Media Platforms and Analytics. Assessments link Certification Courses with Campaign Analysis and Strategic Planning.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	ACQUIRE Knowledge of Content Marketing and its Development.	K2
CO2	LEARN the Nuances of Content Curation.	K2
CO3	UNDERSTAND the Functions of Social Media Marketing.	K2
CO4	OBTAIN Skills in Social Media Marketing Analytics.	K2
CO5	DEEPEN Knowledge of Mobile Media Marketing through Social Networks.	K4

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM’S TAXONOMY MAPPING

Unit 1	THE DIGITAL ENVIRONMENT	
Marketing in the Digital World – Digital Transformation – Digital Media and Alternatives – Non-Marketing Digital Marketers – Ps of Marketing – Porter’s Five Forces – Brand or Perceptual Positioning Map – Customer Lifetime Value – Segmentation – Boston Consulting Group Matrix – Digital Marketing: Definition, History, Varieties – Social Media Marketing – Programmatic Marketing and Advertising – Artificial Intelligence: Virtual and Augmented Reality – Gaming as a Digital Marketing Tool – Digital Customers: Online Buying Behaviour – Legal Considerations, Regulation, Privacy – Barriers: Technology, Skills, Budget and Resources, Business Priorities.		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	Define, Identify, List, Recall	Definition; History; Varieties of Digital Marketing; Ps of Marketing; Boston Consulting Group Matrix
K2 (Understand)	Explain, Describe, Discuss, Interpret	Digital Transformation; Segmentation; Customer Lifetime Value; Porter’s Five Forces; Brand Positioning Map; Social Media Marketing; Programmatic Marketing; Online Buying Behaviour; Legal Considerations; Barriers
K4 (Analyse)	Analyse, Compare, Differentiate, Examine	AI: Virtual and Augmented Reality; Gaming as a Digital Marketing Tool; Non-Marketing Digital Marketers

Unit 2	DIGITAL MARKETING AND BUSINESS STRATEGY	
Client Communication – Techniques of Creating Minimalistic and Effective Content – Content Curation – Aligning with Business Strategy – Customer Centricity – Business Model – Global Strategy – Brand, Vision, Culture – Research and Insight – KPIs. Personalisation: True, User-defined, Behavioural, Tactical – Single Customer View – Viral Marketing: Paid, Earned, Owned – Influencers – Affiliate Marketing – Attribution – PR and Reputation Management – Integrated Marketing Communications Planning Process: Phased Approach, Goals, Objectives, Strategies, Action Plans, Controls, People, Budgeting and Forecasting – Operational Digital Marketing.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Client Communication; Content Curation; Business Strategy; Customer Centricity; Brand, Vision, Culture; KPIs; Personalisation Types; Single Customer View; Viral Marketing; Influencers; Affiliate Marketing; PR and Reputation Management
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Integrated Marketing Communications Planning Process; Budgeting and Forecasting; Operational Digital Marketing; Attribution

Unit 3	SEARCH ENGINE OPTIMIZATION	
Defining SEO – History of SEO – Keyword Selection: On-site Optimization, Off-site Optimization – Strategic SEO – Third-party Search Engine Ranking – Technical SEO: Site Structure, Content, Mobile, Location, Penalties – Organisational Structure and SEO – Website Development: Web Presence Ownership, Management and Development – Usability – Content Development – B2B Website – Global Web Presence – Web Design for SEO (SEM=SEO+SEA) – Search Engine Results Page – Indexation – Guidelines for SEO – Off-Page, On-Site, On-Page, Off-Site and UX SEO Improvements – AdWords.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Defining SEO; History; Keyword Selection; Strategic SEO; Technical SEO; Site Structure; Indexation; Guidelines for SEO
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	On-site and Off-site Optimization; Website Development; Content Development; Web Design for SEO; AdWords
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Search Engine Results Page; Off-Page, On-Page, On-Site, Off-Site and UX SEO Improvements; Third-party Ranking

Unit 4	DIGITAL MARKETING AND E-COMMERCE	
Multi-channel Retailing – Fulfilment – Comparison Shopping Engines – E-Marketplaces and Third-Party Shopping Websites – E-commerce Website – Paid Search: Setting up a Campaign, Measurement and Optimisation – Managing Paid Search Campaigns: Humans versus Robots – Customer Service Principles – Service Channels – Social Customer Service – Defining CRM – Retention – Contact Strategy – Cross-selling and Up-selling – CRM Systems – Social CRM (SCRM) – Brand Loyalty.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Multi-channel Retailing; E-Marketplaces; E-commerce Website; Customer Service Principles; CRM; Brand Loyalty
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Paid Search: Setting up Campaign, Measurement, Optimisation; Contact Strategy; Cross-selling and Up-selling; Social CRM

K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Managing Paid Search: Humans versus Robots; Comparison Shopping Engines; Retention Strategies
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Unit 5	SOCIAL MEDIA MARKETING	
Social Media Marketing Goals and Strategies – Identifying Target Audiences – Rules of Engagement for SMM – Social Media Marketing Plan – Social Media Management Tools for Scheduling and Publishing – Influencer Marketing. Content Marketing: Strategy, Types, Distribution, Measuring Value, International Content, Audit Checklist – Email Marketing – Mobile Marketing Strategy: Mobile Buyer Personas, Goals, KPI, Local SEO, Geo-Fencing, Vertical Video Content, Geo-Location Marketing. Social Media Monitoring vs Social Listening – Tools: Twitter Analytics, Meta Business Suite – Reach vs Impressions – Audience Growth Rate – Engagement Rate – Amplification Rate – Virality – Mobile Metrics – APIs – AI Tools for Optimisation.		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	SMM Goals and Strategies; Target Audiences; Rules of Engagement; Content Marketing Strategy; Email Marketing; Social Media Monitoring vs Listening
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Social Media Marketing Plan; Management Tools; Influencer Marketing; Mobile Marketing Strategy; Local SEO; Geo-Fencing; Geo-Location Marketing
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Twitter Analytics; Meta Business Suite; Reach vs Impressions; Engagement Rate; Amplification Rate; Virality; Mobile Metrics; APIs; AI Tools for Optimisation

Unit 6	CONTEMPORARY ISSUES		
Students should complete a Free Certification Course on Digital Marketing similar to Google Certification Course. Attend Expert Lectures, Seminars-Webinars to gauge the contemporary trends including AI alternatives.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K3 (Apply)	Apply, Demonstrate, Illustrate, Use	Free Certification Course on Digital Marketing; Expert Lectures; Seminars-Webinars	

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Course Designed and Verified By: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Search Keywords: SEO Optimization, Algorithmic Content Planning, Social Media Analytics, Digital Branding

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	L	M	S	S	S	S
CO2	S	S	S	S	L	M	M	M	S	L
CO3	S	S	M	S	L	S	M	S	S	S
CO4	S	S	S	S	M	S	M	M	S	L
CO5	S	S	M	S	M	L	M	M	L	M

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall the Definition, History and Varieties of Digital Marketing; explain Porter's Five Forces and BCG Matrix.	K1, K2
Unit 2	Describe Content Curation, Personalisation Types and Viral Marketing Strategies.	K2
Unit 3	Explain SEO History, Keyword Selection, Technical SEO and Indexation.	K2
Unit 4	Discuss E-commerce, Multi-channel Retailing, CRM and Customer Service Principles.	K2
Unit 5	Explain SMM Goals, Target Audiences, Content Marketing Strategy and Email Marketing.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply Segmentation, Customer Lifetime Value and Brand Positioning to Digital Marketing Scenarios.	K3
Unit 2	Demonstrate IMC Planning Process, Budgeting and Operational Digital Marketing.	K3
Unit 3	Apply On-site/Off-site SEO Optimisation, AdWords and Web Design for SEO.	K3
Unit 4	Demonstrate Paid Search Campaign Setup, CRM Systems and Social CRM.	K3
Unit 5	Apply Social Media Management Tools, Influencer Marketing and Mobile Marketing Strategy.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate Digital Marketing Campaigns and Analytics to design Strategic Marketing Plans.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse AI, VR/AR and Gaming as Digital Marketing Tools.	K4
Unit 2	Examine Attribution Models and IMC effectiveness.	K4

Unit 3	Evaluate SERP Rankings and compare SEO Improvement Strategies.	K4
Unit 4	Analyse Humans vs Robots in Paid Search Management; compare Retention Strategies.	K4
Unit 5	Evaluate Social Media Analytics (Engagement Rate, Virality) using AI Tools for Optimisation.	K4

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise SEO Tools, Social Media Analytics Platforms, Google Ads and AI Tools to produce Digital Marketing Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Digital Marketing literature and reproduce SEO and SMM Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present findings through Campaign Reports, Analytics Dashboards and Marketing Plan Presentations.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Collaborative Campaign Design and Social Media Strategy Teams.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in Digital Advertising, Privacy Regulation and AI-driven Marketing.	K3

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Digital Marketing Frameworks to independently design and execute Ethical, Data-Driven Campaigns.	K5

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a Digital Marketing Strategy applying Porter's Five Forces, BCG Matrix and Segmentation.	K6
Unit 2	Develop an Integrated Marketing Communications Plan with Budgeting and Forecasting.	K6
Unit 3	Construct a Complete SEO Strategy for a Website including On-page, Off-page and Technical SEO.	K6
Unit 4	Formulate an E-commerce CRM Strategy integrating Paid Search and Social CRM.	K6
Unit 5	Design a Social Media Marketing Campaign with Analytics, Content Strategy and Mobile Marketing.	K6

Course Code	33C	DIGITAL MARKETING COMMUNICATION	L	T	P	C
Core IX			5	–	–	4

The Course uses Blended Learning combining Theory with Hands-On Tool Practice as follows:

- 1. SEO and Analytics Labs**
 - a. Hands-on SEO Optimisation, Google Ads and Social Media Analytics Exercises.
- 2. Campaign Design Projects**
 - a. End-to-End Digital Marketing Campaign from Strategy to Execution and Measurement.
- 3. Certification Integration**
 - a. Mandatory Free Digital Marketing Certification (e.g., Google Certification).
- 4. Expert Sessions**
 - a. Industry Expert Lectures and Webinars on Contemporary Trends and AI Alternatives.

Integration with Assessment

- a. Certification Completion, Campaign Reports and Analytics Outputs compile the Assessment.

DIGITAL MARKETING COMMUNICATION

Top 6 Career Opportunities & Use of Subject

DIGITAL MARKETING MANAGER

Oversee digital marketing strategies, manage campaigns across various digital channels, analyze performance metrics, and optimize campaigns for better results.

1

2

CONTENT STRATEGIST

Develop content strategies aligned with business goals, create and curate content, manage editorial calendars, and ensure content quality and consistency.

3

SOCIAL MEDIA MANAGER

Manage social media platforms, create engaging content, interact with followers, monitor social media trends, and analyze performance metrics.

4

SEO SPECIALIST

Optimize website content for search engines, conduct keyword research, implement on-page and off-page SEO strategies, and track website performance.

5

MARKETING AUTOMATION SPECIALIST

Implement and manage marketing automation tools, create workflows, segment audiences, and optimize automated campaigns.

6

DIGITAL ANALYTICS SPECIALIST

Analyze digital marketing data, generate insights, create reports, and recommend optimizations to improve performance.

Course Code	3EA	COMMUNICATIONS MANAGEMENT	L	T	P	C
Elective IIIA			5	–	–	4
Pre-requisite		This Course introduces the field of Communications Management, including Public Relations and Corporate Communications. What are the various possibilities for Organisations, Communities, NGOs, Charities, Celebrated Personalities, Political Bodies, Nations etc. to manage their Communications and be Leaders in their fields, will be explored through this Course.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To enable Students gain insight into the Evolution of Corporate Communication and its expanded role in Organisational and Marketing Communication. • To help Students gain a fair knowledge about various PR Activities as a Corporate Communicator, Concepts and Principles with basic Skills to understand its need in various Media Contexts and Crisis Management.						
TEACHING METHODOLOGY						
Blended Learning to Foster Effective Communication Skills by Emphasising Communication Planning, Relationship Building and Conflict Resolution implemented through Presentations, Discussions, Role Playing and Real-World Scenarios.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	EXAMINE Theoretical Underpinnings in Public Relations.	K2
CO2	EMPLOY the Cases specific to Public Relations in Crisis Management.	K3
CO3	MEASURE Public Relation Activity.	K5
CO4	DEVISE the Corporate Communication Plan.	K3
CO5	ARTICULATE the Corporate Communication Strategies and Tools.	K3

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	INTRODUCTION TO PUBLIC RELATIONS	18 Hours
Evolution, Definition and Concepts – Historical Link between PR and CC – PR Process: Problem Definition, Strategy, Media Selection, Feedback and Evaluation – PR Environment – Defining Publics/Stakeholders – Models of PR: Grunig's Symmetrical Model, Burney's Two-Way Asymmetrical Model, Barnum's Press Agency, Lee's Public Information – Theoretical Underpinnings: Organisational Theory (System, Situational, Conflict Resolution), Excellence Theory.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Evolution; Definition; Concepts; PR Environment; Defining Publics/Stakeholders
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Historical Link between PR and CC; PR Process; Models of PR: Grunig, Burney, Barnum, Lee; Organisational Theory; Excellence Theory

Unit 2	COMPONENTS OF COMMUNICATIONS MANAGEMENT	18 Hours
Role of PR in Branding and Brand Communications – Role of PR as an effective means of Organisational and Social Communication in Marketing and Communications Strategy – PR and Corporate Identity – Corporate Social Responsibility – Corporate Community Involvement and Cause-related Marketing – Corporate Communication in Crisis Management – Henry Fayol’s 14 Principles of Management.		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Role of PR in Branding; PR as Organisational Communication; PR and Corporate Identity; CSR; Corporate Community Involvement; Fayol’s 14 Principles
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Corporate Communication in Crisis Management; Cause-related Marketing

Unit 3	TOOLS AND TECHNIQUES	14 Hours
Public Affairs: Issue Identification and Analysis – Corporate Social Responsibility: Tri-Strategic Approach (Stakeholder Information, Response and Involvement) – Strategic Planning and Campaign Management: Strategic Intent, Objectives, Target Audience, Themed Messages, Message Style, Media Strategy and Budget – Measuring Effectiveness of Corporate Campaigns: Audit, Objectives, Planning and Execution, Evaluation and Results.		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Issue Identification and Analysis; CSR: Tri-Strategic Approach; Strategic Planning: Intent, Objectives, Target Audience, Messages, Media Strategy, Budget
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Measuring Effectiveness: Audit, Objectives, Planning, Execution, Evaluation and Results

Unit 4	COMMUNICATING ORGANISATIONAL IDENTITY – CASE STUDIES	10 Hours
Building and Communicating Organisational Identity – Communicating with Internal and External Stakeholders – Media and Business-to-Business Relationships – Governance and Ethics – Academic Institutions and Nonprofit PR – Social Responsibility – Crisis Communication. Communication Activities: Composing and Transmitting 7C’s of Message – Organising Press Conference, Press Meet, Press Releases, Selection of Media and Public Outreach. Change Communication Strategies – Crisis Type Matrix for Crisis Communication: Popular Case Studies (Coca-Cola, Cadbury’s Dairy Milk, Domino Pizza, Maggi Noodles etc.).		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	7C’s of Message; Organising Press Conference, Press Meet, Press Releases; Media Selection; Public Outreach; Change Communication Strategies
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Building Organisational Identity; Internal vs External Stakeholder Communication; Governance and Ethics
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Crisis Type Matrix; Popular Case Studies (Coca-Cola, Cadbury, Domino, Maggi); Crisis Communication Strategies

Unit 5	PRACTICAL SESSION	10 Hours
Writing: Press Release, E-Mail, Minutes of Meeting (Physical and Digital) – Producing In-House Journals – Holding Mock PR Conference, Press Meets and In-House Meetings.		

Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Writing Press Release, E-Mail, Minutes of Meeting
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Producing In-House Journals; Holding Mock PR Conference, Press Meets and In-House Meetings

Unit 6	ACTION RESEARCH	2 Hours
Compulsory: Branding: Should organise a One-Day Market using Campaign Planning Techniques, Promotional Designing, Advertising Strategies and also Report a 5000-word White Paper on the Event.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K6 (Create)	<i>Construct, Formulate, Compose</i>	One-Day Market Organisation; 5000-word White Paper on the Event
Total Lecture Hours: 72 hours		

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Course Designed By: Dr. Sandeep Kaur, Assistant Professor, Department of Communication and Media Studies, Bharathiar University, Coimbatore
Course Verified by: Dr. M. Srihari, Associate Professor & Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Search Keywords: PR Process, Environment, Models, Theories, Forms of Corporate Communication, Stakeholders, Corporate Branding, Tools, Techniques, Strategic Planning, Campaign Management, Measurement of Effectiveness, Evaluation, Media Relation Management, Crisis Communication

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	L	M	S	S	S	S
CO2	S	S	S	S	L	M	M	M	S	L
CO3	S	S	M	S	L	S	M	S	S	S
CO4	S	S	S	S	M	S	M	M	S	L
CO5	S	S	M	S	M	L	M	M	L	M

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall the Evolution, Definition and Concepts of PR; explain PR Models and Theoretical Underpinnings.	K1, K2
Unit 2	Describe the Role of PR in Branding, CSR, Crisis Management and Fayol's Principles.	K2
Unit 3	Explain Issue Identification, CSR Tri-Strategic Approach and Strategic Campaign Planning.	K2
Unit 4	Discuss Organisational Identity, Stakeholder Communication and the 7C's of Message.	K2
Unit 5	Describe the Principles of Writing Press Releases, E-Mails and Minutes of Meeting.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply PR Process (Problem Definition, Strategy, Media Selection, Feedback) to Communication Scenarios.	K3
Unit 2	Demonstrate Corporate Communication in Crisis Management and Cause-related Marketing.	K3
Unit 3	Apply Strategic Planning, Budgeting and Campaign Management to Corporate Communication.	K3
Unit 4	Demonstrate Press Conference Organisation, Press Release Writing and Public Outreach Activities.	K3
Unit 5	Apply Writing Skills for Press Releases, In-House Journals and Mock PR Conferences.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate Campaign Effectiveness and organise a One-Day Market with a 5000-word White Paper.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse PR Models to classify Symmetrical vs Asymmetrical Approaches.	K4
Unit 2	Examine the Role of PR in Organisational vs Social Communication to differentiate Strategies.	K4
Unit 3	Evaluate Campaign Effectiveness through Audit, Planning, Execution and Results.	K4, K5
Unit 4	Evaluate Crisis Communication Case Studies (Coca-Cola, Cadbury, Maggi) to classify Crisis Types.	K4, K5
Unit 5	Assess Mock PR Conference Outputs for Professional Communication Quality.	K5

STEP 1E The Competency indicators for the Course:**NOTE:** Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Digital Communication Tools, E-Governance Platforms and Social Media to produce and present Corporate Communication Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:**NOTE:** Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Corporate Communication and PR literature.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present findings through Mock Pitch Presentations, Campaign Reports, In-House Journals and White Paper Exhibitions.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Mock PR Conferences, Campaign Design Teams and Socratic Seminars.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in Corporate Communication, PR Practice and Crisis Management.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Corporate Communication and PR Frameworks to independently manage Organisational Communication.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a PR Strategy integrating Grunig's Model and Excellence Theory.	K6
Unit 2	Develop a Crisis Communication Plan for a given Corporate Scenario.	K6
Unit 3	Construct a Strategic Campaign with Budget, Media Strategy and Effectiveness Measurement.	K6
Unit 4	Formulate a Crisis Communication Case Study Analysis using the Crisis Type Matrix.	K6
Unit 5	Compile and Execute a One-Day Market Event with Campaign Planning, Promotion and White Paper.	K6

TEACHING METHODOLOGY

Course Code	3EA	COMMUNICATIONS MANAGEMENT	L	T	P	C
Elective IIIA			5	–	–	4

The Course uses Blended Learning as follows:

1. Mock Pitch Presentations

a. Creation of Crisis Communication Strategy for a hypothetical scenario with formal group presentation to a mock Client Panel.

2. Case Study Analysis

a. Examination of Real World Successful and Failed Communication Campaigns.

3. Campaign Creation

a. Students create a successful Social Media Presence for the Department through proper channels.

4. Socratic Seminars/Circles

a. Student Presentations on successful Campaigns.

Integration with Assessment

a. Simulation and Reflections will inform the White Paper (Unit 6).

b. Formative Assessment: Interactive Activities and Presentations will track Applied Understanding.

COMMUNICATIONS MANAGEMENT

Top 6 Career Opportunities & Use of Subject

PUBLIC RELATIONS SPECIALIST

Manage and enhance the public image of clients or organizations through media releases, social media, and event coordination.

1

2

EVENT PLANNER/COORDINATOR

Plan and execute events such as conferences, product launches, and corporate meetings.

SPEECHWRITER

Write speeches for executives, politicians, and other public figures.

3

4

INVESTOR RELATIONS SPECIALIST

Communicate with shareholders, investors, and financial analysts about the company's financial performance and strategies.

PUBLIC AFFAIRS SPECIALIST

Manage communications between an organization and government agencies, and influence public policy.

5

6

MEDIA RELATIONS SPECIALIST

Build and maintain relationships with journalists and media outlets to secure coverage for clients or employers.

Course Code	33P	DOCUMENTARY PRODUCTION	L	T	P	C
Practical V			–	–	5	4
Pre-requisite		A Comprehensive Conception of various Audio-Visual Formats for Documentary Film Production is vital for Students to Integrate the Intricacies of Production Techniques with the Medium.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To cultivate among Students a Critical Awareness of Documentary Film History, Genres and Aesthetics to Deconstruct Seminal Works. • To foster Empathetic Engagement with Subjects, emphasising Ethical Representation and Emotional Authenticity among Students. • To equip Students with Advanced Technical and Narrative Skills to produce Ethically Grounded Documentaries. • To develop Professional Workflows among Students in Pre-production, Production and Post-production. • To empower Students to leverage Documentary Film Making as a Tool for Social Advocacy.						
TEACHING METHODOLOGY						
Studio Based Learning combining Documentary Theory and History with Hands-On Production Practice. Students progress from Script Research and Critical Film Survey to Applied Production Exercises, culminating in a 10-minute Documentary Short. Assessments link Written Critical Essays with Production Outputs.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	DEVELOP a Documentary/Drama Treatment integrating Research, Narrative Structure and Visual Storytelling.	K6
CO2	OPERATE Professional Grade Equipment to capture compelling and technically proficient Footage.	K3
CO3	CRITIQUE Historical and Contemporary Documentaries analysing their Aesthetic Choices, Ethical Frameworks and Socio-Political Impact.	K4
CO4	SYNTHESISE Interview Transcripts, Archival Materials and Original Footage into a cohesive 10-minute Documentary Short.	K6
CO5	EVALUATE Ethical Dilemmas in Documentary Practice through Case Studies.	K5

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Module I	SCRIPTING PROCESS AND TECHNIQUES		12 Hours
Script Research – Resource for Documentary Writing: Personal Experience, Other People’s Experience, Books, Novels, History, Epics – Production Research – Technical Research.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K1 (Remember)	Define, Identify, List, Recall	Sources for Documentary Writing: Personal Experience, Books, Novels, History, Epics	
K2 (Understand)	Explain, Describe, Discuss, Interpret	Script Research; Production Research; Technical Research	
K3 (Apply)	Apply, Demonstrate, Illustrate, Use	Resource Identification and Script Development Process	

Module II	PRACTICALS	20 Hours
Introduction to the Study and Practice of Documentary Film – Critical Survey of Key Historical and Contemporary Documentary Films – Practical Application of Documentary Concepts through Individual Production Exercises.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Practical Application of Documentary Concepts through Individual Production Exercises
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Critical Survey of Key Historical and Contemporary Documentary Films
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Individual Documentary Production Exercises

Module III	WRITTEN ASSIGNMENTS	20 Hours
Readings covering History and Theory of Documentary Film including Celluloid, Video and Digital Formats; particular Filmmakers and Genres; Important Techniques and Aesthetics. 1. Conduct a 20–40 minute Interview with a Documentary Subject; Transcribe and Re-arrange Subject Responses into a 5-minute Documentary “Paper Edit”. Provide New Project Materials on a Weekly basis: Synopsis and Logline, Treatment, Interview Questions, Interview Transcriptions, Paper Edit and Interview Media (Audio or Video). 2. Presentation of Documentary Filmmaker: Research a Documentary Filmmaker; submit Critical Biographical Written Essay (5 pages) and Oral Presentation. 3. Final Project: Write, Shoot, Direct and Edit a Video Documentary accompanied by a Written, Researched Justification and Oral Critique of an Aesthetic/Thematic Issue.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	History and Theory of Documentary Film; Celluloid, Video and Digital Formats; Filmmakers, Genres, Techniques and Aesthetics
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Critical Biographical Essay on Documentary Filmmaker; Oral Critique of Aesthetic/Thematic Issue
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Synopsis, Logline, Treatment; Interview Transcription and Paper Edit; Final Video Documentary with Written Justification

Module IV	DOCUMENTARIES	20 Hours
Screening and Critical Analysis of Seminal Documentaries: F for Fake (1973, Welles); Grey Gardens (1975, Maysles/Hovde); Man with a Movie Camera (1929, Vertov); Harlan County USA (1976, Kopple); How to Survive a Plague (2012, France); Silverlake Life: The View from Here (1993, Friedlin/Joslin); The Look of Silence (2014, Oppenheimer); The Act of Killing (2012, Oppenheimer); Night and Fog (1955, Resnais); Grizzly Man (2005, Herzog); The Thin Blue Line (1988, Morris). Contemporary Documentaries: Amy (2015); OJ: Made in America (2016); 13th (2016); Icarus (2017); Free Solo (2018); American Factory (2019); Crip Camp (2020); The Social Dilemma (2020); My Octopus Teacher (2021); Writing with Fire (2021); Elephant Whisperers (2022); All That Breathes (2022); While We Watched (2022); Still (2023); 20 Days in Mariupol (2023); Einstein and the Bomb (2024); The Greatest Love Story Never Told (2024); No Other Land (2024).		
Bloom's Level	Behavioural Verbs	Syllabus Components

K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Historical Context and Genres: Cinéma-vérité, Observational, Participatory, Essayistic Documentary Forms
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Aesthetic Choices, Ethical Frameworks and Socio-Political Impact of Seminal Documentaries
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Contemporary Documentaries: Ethical Representation, Social Advocacy and Narrative Innovation
Total Lecture Hours: 72 hours		
Reference Books 1. Reid, Darren R. & Sanders, Brett (2021). <i>Documentary Making for Digital Humanists</i>, Open Book Publishers: Cambridge. 2. Malitsky, Joshua (2021). <i>A Companion to Documentary Film History</i>, Wiley-Blackwell: New Jersey. 3. Winston, Brian (2019). <i>The Documentary Film Book</i>, Bloomsbury Publishing: London. 4. Donald, Ralph & Spann, Thomas (2007). <i>Fundamentals of Television Production</i> (2nd Edition), Surjeet Publications: New Delhi. 5. Fossard, Esta De & Riber, John (2005). <i>Writing & Producing for Television and Film Communication for Behaviour Change</i> (Volume II), Sage Publications: New Delhi.		
Course Designed and Verified By: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore		

Search Keywords: Genres, Scripting, Realism, Production Research, Ethical Writing

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	M	S	S	L	S
CO2	S	M	M	M	S	M	M	M	L	S
CO3	S	M	M	M	M	M	M	S	M	S
CO4	S	M	M	M	M	M	M	M	L	S
CO5	S	M	M	M	M	M	M	S	L	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Module	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Module I	Recall Sources for Documentary Writing; explain Script Research, Production Research and Technical Research.	K1, K2
Module II	Discuss the Study and Practice of Documentary Film and key Historical Documentaries.	K2
Module III	Describe History and Theory of Documentary Film including Celluloid, Video and Digital Formats.	K2
Module IV	Explain Historical Context and Genre Classifications of Seminal and Contemporary Documentaries.	K2

STEP 1B The Competency indicators for the Course:

Module	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Module I	Apply Script Research Techniques to develop Documentary Writing Resources.	K3
Module II	Demonstrate Documentary Production Concepts through Individual Exercises.	K3
Module III	Apply Interview, Transcription and Paper Edit Techniques to Documentary Pre-production.	K3
Module IV	Apply Critical Analysis Frameworks to evaluate Documentary Aesthetics and Ethics.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Synthesise Interview Transcripts, Archival Materials and Original Footage to produce a 10-minute Documentary Short.	K5, K6

STEP 1D The Competency indicators for the Course:

Module	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Module I	Analyse Script Research Resources to classify Documentary Writing Approaches.	K4
Module II	Critique Historical and Contemporary Documentaries for Aesthetic and Ethical Frameworks.	K4
Module III	Examine Documentary Filmmakers to assess their Aesthetic and Political Contributions.	K4, K5
Module IV	Evaluate Contemporary Documentaries for Ethical Representation and Social Advocacy Impact.	K5

STEP 1E The Competency indicators for the Course:**NOTE:** Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Professional Camera Equipment, Editing Software and Digital Tools to produce Documentary Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:**NOTE:** Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
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Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Documentary Film History and Theory literature.	K2
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STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present findings through Oral Presentations, Critical Essays, Paper Edits and Documentary Screenings.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Collaborative Documentary Production and Post-Screening Discussions.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in Documentary Practice including Subject Consent, Representation and Emotional Authenticity.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Documentary Theory and Ethics Frameworks to independently critique and produce Documentary Content.	K5

STEP 1K The Competency indicators for the Course:

Module	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Module I	Design a Documentary Script Research Package integrating Personal, Literary and Historical Sources.	K6
Module II	Develop a Production Exercise demonstrating Critical Engagement with Documentary Concepts.	K6
Module III	Construct a Complete Documentary Project: Synopsis, Treatment, Paper Edit and Final Video with Written Justification.	K6
Module IV	Compose a Critical Biographical Essay on a Documentary Filmmaker with Oral Presentation.	K6

TEACHING METHODOLOGY

Course Code	33P	DOCUMENTARY PRODUCTION	L	T	P	C
Practical V			–	–	5	4

The Course uses Studio Based Learning as follows:

- 1. Script Research Workshops**
 - a. Resource Identification from Personal Experience, Literature, History and Epics.
 - b. Production and Technical Research Methodology for Documentary Writing.
- 2. Critical Film Survey**
 - a. Weekly Screenings of Seminal and Contemporary Documentaries with Post-Screening Discussion.
 - b. Critical Biographical Research on Documentary Filmmakers.
- 3. Production Exercises**
 - a. Interview Technique: 20–40 minute Subject Interviews with Transcription and Paper Edit.
 - b. Weekly Material Submission: Synopsis, Logline, Treatment, Interview Questions.
- 4. Final Documentary Project**
 - a. Write, Shoot, Direct and Edit a 10-minute Video Documentary.
 - b. Written Researched Justification and Oral Critique of the Documentary.

Integration with Assessment

- a. Written Essays, Paper Edits and Oral Presentations compile the Formative Assessment.
- b. Final Video Documentary with Justification compiles the Summative Assessment.

Course Code	33Q	TELEVISION PRODUCTION	L	T	P	C
Practical VI			–	–	5	4
Pre-requisite		Students will be enabled with Proficiency in Broadcast News Writing and Production Fundamentals including Understanding News Structure, Television Scripting and E-Content Development with Basic Technical Competency.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To equip Students with Advanced Technical Skills in Television Production and E-Content Creation Tools. • To cultivate among Students the Critical Awareness of Television Journalism’s Historical Evolution, Ethical Responsibilities and Global Trends. • To develop expertise among Students in Electronic News Gathering and Script Writing for Explainer Segments, Interviews and Live News. • To help Students innovate E-Content Creation for Educational and Broadcast Contexts integrating Visual Storytelling, Sound Design and Audience Engagement. • To help Students analyse Socio-Political Impacts of Television Media through Case Studies of Contemporary Issues.						
TEACHING METHODOLOGY						
Studio Based Learning combining Broadcast Theory with Hands-On Television Production Practice across Adobe Premiere Pro, Final Cut Pro, DaVinci Resolve and ATEM Software. Students progress from Sound and Visual Fundamentals to Applied News Production and E-Content Creation.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	OPERATE Professional Equipment to produce Refined News Bulletins and Live Programmes.	K3
CO2	DESIGN Explainer Scripts and E-Content Modules tailored for Educational or Social Advocacy.	K6
CO3	CRITIQUE Ethical Challenges in Television Journalism using Case Study Frameworks.	K5
CO4	SYNTHESISE Visual and Auditory Elements to enhance Narrative Impact in Profile News Segments.	K6
CO5	COMPARE Transnational News Coverage to Assess Editorial Biases.	K4

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Module 1	TELEVISION AS A BROADCAST MEDIUM	17 Hours
Basics of Sound: Concepts of Soundscape, Sound Culture – Types of Sound: Sync, Non-Sync, Natural Sound, Ambience Sound, Sound Design with Examples from different Forms. Basics of Visual: Image, Electronic Image, Television Image, Digital Image, Edited Image (Politics of an Image), Visual (Still to Moving), Visual Culture, Changing Ecology of Images today. Basics of a Camera (Lens and Accessories) – Electronic News Gathering and Electronic Field Production – Visual Grammar: Camera Movement, Types of Shots, Focusing, Visual Perspective.		
Bloom's Level	Behavioural Verbs	Syllabus Components

K1 (Remember)	<i>Define, Identify, List, Recall</i>	Types of Sound: Sync, Non-Sync, Natural, Ambience; Types of Shots; Camera Movement
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Concepts of Soundscape and Sound Culture; Sound Design; Basics of Visual: Image Types, Visual Culture, Changing Ecology of Images; Camera Basics (Lens and Accessories); ENG and EFP; Visual Grammar; Focusing; Visual Perspective

Module 2	SCRIPT WRITING FOR TELEVISION PRODUCTION	12 Hours
What is News? – Analysis of News – Explainer Scripts about Social Issues.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	What is News?; Analysis of News
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Explainer Scripts about Social Issues

Module 3	EMERGING TRENDS	25 Hours
Extended Reality (XR): AR, VR, MR Adoption in Television Studios – AI in Newsroom.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Extended Reality (XR): AR, VR, MR Adoption in Television Studios
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	AI in Newsroom: Applications, Opportunities and Challenges

Module 4	PRACTICAL SESSIONS	16 Hours
News Bulletin – Explainer News Video about any Contemporary Issue – Interview Session (using Multiple Camera Set-Up and On-Air Editing) – Live News Programme using On-Air Editing Techniques – Detailed Profile News Content about any Political Leader/Famous Celebrity – Create an E-Content Video for School/Higher Education Students. Software: Adobe Premiere Pro (Rough Cut), Final Cut Pro (Final Output), DaVinci Resolve (Colour Grading), ATEM Software (On-Air Editing).		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Adobe Premiere Pro; Final Cut Pro; DaVinci Resolve; ATEM Software; Multiple Camera Set-Up; On-Air Editing Techniques
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	News Bulletin; Explainer News Video; Interview Session; Live News Programme; Profile News Content; E-Content Video for Education

Module 5	CONTEMPORARY ISSUES	2 Hours
Online Seminars, Webinars, Expert Lectures, Presentations, Panel Discussions, Talk Shows. Comparative Case Studies: Coverage of Pahalgam Attack by National and International Media; Analysis of Channels TV and CNN's Coverage of World News; Television Coverage of the Contemporary Middle East Crisis; News Content of Public News Channel vs Private News Channel; Mainstream Media's Irresponsible Reporting during Pandemic; Cross-consumption of Regional Contents during Pandemic.		

Case Studies: 1. BBC: Evolution, Organisation, Policies, Programming, News Service, Catering to Transnational Audiences, Social Responsibility. 2. CNN: Evolution, Organisation, 24×7 News Concept, Transnational Audiences. 3. National Channels.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Comparative Case Studies: National vs International Coverage; Public vs Private News Channels; Pandemic Reporting
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	BBC and CNN Case Studies: Organisation, Policies, Social Responsibility; Mainstream Media's Reporting Ethics
Total Lecture Hours: 72 hours		
Reference Books - Patil, Dnyaneshwari D. et al. (2023). <i>Open Source Tools for E-Content Development, Teaching, Learning and Evaluation</i>, Shroff Publishers: New Delhi. - Doyle, Gillian; Patterson, Richard & Barr, Kenny (2022). <i>Television Production in Transition</i>, Springer: New York. - Boyd, Andrew; Stewart, Peter & Alexander, Ray (2012). <i>Broadcast Journalism: Techniques of Radio and Television News</i> (7th Edition), Elsevier Ltd: UK. - Gandhi, Ved Prakash (2008). <i>Broadcasting and Development Communication: Law, Policy and Action Plan</i>, Kanishka Publishers: New Delhi. - Mehta, Nalin (2008). <i>India on Television: How Satellite News Channels have changed the way we think and act</i>, Harper Collins Publishers India. - Gormly, Eric K. (2005). <i>Writing and Producing Television News</i> (2nd Edition), Surjeet Publications: New Delhi. Quick Links for Reference https://www.worldradiohistory.com/BOOKSHELF-ARH/Education/Television-Production-Handbook-Zettl-3rd-1976.pdf https://videophoto101.files.wordpress.com/2016/09/zettl-chapter-1-personnel-terms.pdf https://www.wesleyanargus.com/HomePages/u20KPO/2351945/televisionproductionhandbookpdfbyherbertzettlbook.pdf		
Course Designed and Verified By: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore		

Search Keywords: Electronic News Gathering, Visual Grammar, Broadcast Technology, Explainers, On-Air Editing, E-content

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	M	S	S	L	S
CO2	S	M	M	M	S	M	M	M	L	S
CO3	S	M	M	M	M	M	M	S	M	S
CO4	S	M	M	M	M	M	M	M	L	S
CO5	S	M	M	M	M	M	M	S	L	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Module	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Module 1	Recall Types of Sound and Camera Shots; explain Soundscape, Visual Grammar, ENG and EFP.	K1, K2
Module 2	Describe News Analysis and Explainer Script Writing Principles.	K2
Module 3	Explain Extended Reality (XR) and AI Adoption in Television Studios.	K2
Module 4	Discuss Professional Software: Adobe Premiere Pro, Final Cut Pro, DaVinci Resolve and ATEM.	K2
Module 5	Discuss BBC and CNN's Evolution, Organisation and News Policies.	K2

STEP 1B The Competency indicators for the Course:

Module	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Module 1	Apply Visual Grammar, Camera Movement and Sound Design to Television Production.	K3
Module 2	Demonstrate Explainer Script Writing for Social Issues.	K3
Module 3	Apply XR and AI Tools in Television Studio Contexts.	K3
Module 4	Demonstrate use of Professional Software for Rough Cut, Final Output, Colour Grading and On-Air Editing.	K3
Module 5	Apply Case Study Frameworks to analyse Comparative News Coverage.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Synthesise Visual and Auditory Elements to design Explainer Scripts, E-Content Modules and produce a Live News Programme.	K5, K6

STEP 1D The Competency indicators for the Course:

Module	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Module 1	Analyse the Politics of an Image and the Changing Ecology of Images in Visual Culture.	K4
Module 2	Examine News Analysis Frameworks to classify News Structures.	K4
Module 3	Analyse AI's role in Newsroom to assess Opportunities and Challenges.	K4
Module 4	Evaluate News Bulletin and Profile Content Outputs for Technical and Narrative Quality.	K4, K5
Module 5	Evaluate Transnational News Coverage (BBC, CNN, National Channels) to assess Editorial Biases.	K4, K5

STEP 1E The Competency indicators for the Course:**NOTE:** Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Adobe Premiere Pro, Final Cut Pro, DaVinci Resolve, ATEM Software and XR Tools to produce Television and E-Content Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:**NOTE:** Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Television Production and Broadcast Journalism literature.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present findings through News Bulletins, Explainer Videos, Profile Content and Panel Discussions.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Multi-Camera Set-Ups, Live News Production Teams and Talk Show Panels.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in Television Journalism including Responsible Reporting, Editorial Balance and Social Responsibility.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Television Production and Broadcast Journalism Frameworks to independently produce Professional Broadcast Content.	K5

STEP 1K The Competency indicators for the Course:

Module	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Module 1	Design a Sound and Visual Design Guide demonstrating Soundscape, Visual Grammar and Camera Techniques.	K6
Module 2	Develop an Explainer Script Package addressing Contemporary Social Issues.	K6
Module 3	Formulate an XR Integration Proposal for Television Studio Production.	K6
Module 4	Construct a Complete Television News Package: Bulletin, Explainer, Interview, Live Programme and E-Content Video.	K6
Module 5	Compose a Comparative Analysis Report on Transnational News Coverage with Editorial Bias Assessment.	K6

TEACHING METHODOLOGY

Course Code	33Q	TELEVISION PRODUCTION	L	T	P	C
Practical VI			–	–	5	4

The Course uses Studio Based Learning as follows:

1. Sound and Visual Workshops

- a. Soundscape, Sound Design and Visual Grammar exercises with Camera Operation.
- b. ENG and EFP practical sessions.

2. Script Writing Labs

- a. News Analysis and Explainer Script Writing for Social Issues.

3. Production Sessions

- a. News Bulletin, Explainer Video, Interview (Multi-Camera), Live Programme and Profile Content Production.
- b. E-Content Video Creation for School/Higher Education Students.
- c. Software Training: Adobe Premiere Pro (Rough Cut), Final Cut Pro (Final Output), DaVinci Resolve (Colour Grading), ATEM (On-Air Editing).

4. Contemporary Issues Analysis

- a. Comparative Case Studies: Pahalgam Attack Coverage, Middle East Crisis, Pandemic Reporting, BBC vs CNN.
b. Panel Discussions and Talk Shows on Ethical Television Journalism.

Integration with Assessment

- a. All Production Outputs (Bulletin, Explainer, Interview, Live Programme, E-Content) compile the Practical Assessment.
- b. Case Study Reports and Panel Discussions track Applied Understanding.

Course Code	3VA	HEALTH AND WELLNESS	L	T	P	C
Value-Added			2	–	–	2
Pre-requisite		Students will be able to Identify, Represent, Compare and Evaluate different aspects of Life, including Physical, Emotional, Intellectual, Spiritual, Social, Environmental, Financial and Occupational, to help develop Strategies for their overall Development.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To understand different Dimensions of Wellness. • To demonstrate proficiency in Sports Training and Physical Fitness Practices. • To improve Students’ Mental and Emotional Well-Being. • To foster a Positive Outlook on Health and Life among Students. • To develop Students’ Competence and Commitment to Wellness.						
TEACHING METHODOLOGY						
Experiential and Activity Based Learning combining Wellness Theory with Hands-On Practice through Worksheets, Guided Meditation, Expert Talks, Awareness Programmes, Group Activities and Creative Expressions. Assessments link Reflective Journaling with Practical Demonstrations and Community Engagement.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	EXPLORE the Principles of Wellness to make Healthy Choices in Life.	K2
CO2	UNDERSTAND the Causes, Prevention and Management of different Diseases.	K2
CO3	ASSESS Personal Health Parameters to Track Progress.	K2
CO4	PROMOTE Healthy Behaviours to Advocate for Positive Health Changes in the Community.	K3
CO5	MEASURE Student Receptivity through Theoretical Relevance to Health and Well-Being.	K4

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	FOUNDATIONS OF HEALTH AND WELLNESS		— Hours
Health: Meaning, Spectrum, Callisthenics, Dimensions and its Interrelationships – Wellness: Definitions, Components, Importance – Diseases: Concept, Sedentary Lifestyle, Prevention – Contemporary Health Issues: Alcohol, Drugs, Use of Tobacco – Substance Abuse Management – Stress Management – Wellness Wheel Analysis. Activity: Worksheet to Check Students’ Level of Understanding about Substance Addiction and its Impacts – Share/Play Awareness Videos/Expert Talks on Addiction/De-addiction – Conduct and Document Awareness Programmes on Drugs and its Ill-Effects.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K1 (Remember)	Define, Identify, List, Recall	Health: Meaning, Spectrum; Wellness: Definitions, Components; Diseases: Concept	
K2 (Understand)	Explain, Describe, Discuss, Interpret	Callisthenics; Dimensions and Interrelationships; Importance of Wellness; Sedentary Lifestyle; Prevention; Contemporary Health Issues: Alcohol, Drugs, Tobacco;	

		Substance Abuse Management; Stress Management; Wellness Wheel Analysis
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Unit 2	PHYSICAL, EMOTIONAL AND MENTAL WELL-BEING	— Hours
Physical: Fitness and Activity: Basic Exercises – Nutrition: Healthy Eating Habits, Essential Nutrients – Yoga and Meditation: Benefits, Harmony of the Body – Brain Health: Sleep Hygiene, Screen Time – Risks, Consequences of Substance Abuse, Prevention Strategies – Modern Lifestyle and Hypo-Kinetic Diseases: Prevention and Management through Exercise. Emotional and Mental: Science of Happiness – Stress Management Techniques – Self-Reflection, Mindfulness, Deep Breathing, Progressive Muscle Relaxation, Guided Imagery – Body Positivity and Self-Acceptance – Moral Compass – Role of Journaling – Finding Joy in Giving – Creative Expressions: Writing Poems, Stories, Music Making/Listening, Visual Art – Situational Awareness: Developing Life Skills, Being Street Smart – Digital Awareness: Cyber Security, Information Literacy, Digital Privacy, Fraud Detection. Activity: Worksheets to Explore Factors Preventing Students from saying NO; Guided Meditation (10 Minutes daily); Quiz on Emergency Numbers; CPR Demonstration for Being Street Smart.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Basic Exercises; Essential Nutrients; Emergency Numbers
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Healthy Eating Habits; Yoga and Meditation: Benefits; Brain Health: Sleep Hygiene, Screen Time; Hypo-Kinetic Diseases; Science of Happiness; Body Positivity; Role of Journaling; Cyber Security; Information Literacy; Digital Privacy; Fraud Detection
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Stress Management Techniques: Self-Reflection, Mindfulness, Deep Breathing, Progressive Muscle Relaxation, Guided Imagery; Prevention Strategies for Substance Abuse; Life Skills; CPR Procedure

Unit 3	SOCIAL AND INTELLECTUAL WELL-BEING	— Hours
Social Support and Healthy Relationships – Self-Compassion as the Foundation – Gratitude for Ripple Effect – Kindness, Compassion towards Others – Forgiveness: Concept, Benefits – Celebrate Individual Differences – Digital Detox: Concept, Benefits. Being a Lifelong Learner – Digital Literacy: Aspects, Importance, Four Components (Critical Thinking, Communication, Problem Solving, Digital Citizenship) – Transfer of Learning: Connection between Different Subjects for Knowledge Transfer. Activity: Worksheet to Express Gratitude; Celebration of Gratitude Day; Worksheet to Identify a Long-standing Problem and find a Solution; Organising “Idea Expo”.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Self-Compassion; Gratitude; Kindness; Forgiveness: Concept, Benefits; Digital Detox: Concept, Benefits; Digital Literacy: Four Components; Transfer of Learning
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Healthy Relationships; Celebrating Individual Differences; Problem Solving; Digital Citizenship

Unit 4	ENVIRONMENTAL AND SPIRITUAL WELL-BEING	— Hours
Environment: Definition (Physical, Chemical, Biological, Social and Psychosocial Factors), Importance – Peoples' Behaviour – Different Ways to Initiate Changes: Responsibility, Awareness, Volunteering. Finding Life's Meaning, Purpose and Connection to Something larger than Oneself: Personal Values, Beliefs – Finding Inner Peace: Prayer, Mindfulness.		

Activity: Worksheet for Self-Reflection on Environment's Impact; Bulletin Board for Sharing Ideas; Creation of "Volunteer Club" for Cleaning, Awareness Campaigns, Anti-Social Behaviour Monitoring; Worksheets for Self-Reflection, Pursuit of Higher Purpose, Resilience, Sense of Right and Wrong.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Environment: Definition, Importance; Peoples' Behaviour; Responsibility, Awareness, Volunteering; Personal Values, Beliefs; Inner Peace: Prayer, Mindfulness
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Initiating Environmental Changes; Volunteer Club Activities; Self-Reflection and Resilience Practices
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Finding Life's Meaning, Purpose and Connection; Pursuit of Higher Purpose

Unit 5	FINANCIAL AND OCCUPATIONAL WELL-BEING		— Hours
Financial: Importance, Satisfaction with Current and Future Financial Situations – Budgeting Practices: Keeping Expenses in Check, Understanding Debt and its Management, Restoration of Credits – Opening and Maintaining a Healthy Savings Account. Occupational: Job/Study Satisfaction and Enrichment – Work/Study-Life Balance – Career/Academic Development – Professional Fulfilment – Work/Study Environment: Connection, Collaboration – Psychological Safety: Improved Employee/Student Engagement and Productivity, Reduced Stress and Burnout, Employee/Student Health. Activity: Worksheets on building an Investment Portfolio with Contingency Reserve; Creating and Sticking to a Budget Plan; Script-based Group Activity: Drama/Skit/Mime reflecting a conducive Workplace/Classroom Environment.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Financial Importance; Budgeting Practices; Debt Management; Savings; Job/Study Satisfaction; Work-Life Balance; Career Development; Psychological Safety	
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Investment Portfolio Building; Budget Planning; Workplace/Classroom Environment Simulation (Drama/Skit/Mime)	
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Current vs Future Financial Situations; Employee/Student Engagement and Productivity Factors	

Unit 6	PRACTICES		— Hours
Online Seminars, Webinars, Expert Lectures, Hands-on Practice.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K3 (Apply)	Apply, Demonstrate, Illustrate, Use	Online Seminars; Webinars; Expert Lectures; Hands-on Practice	
Reference Books			
1. Karas, Veronica (2022). <i>Financial Wellness: How to Create a Healthy Relationship with Money</i> , Wiley-Blackwell: New Jersey.			
2. Travis, John & Ryan, Regina (2021). <i>Wellness: A Holistic Approach to Health</i> (3rd Edition), John Hopkins University Press: US.			
3. Frumkin, Howard (2021). <i>Environmental Health: From Global to Local</i> (4th Edition), Jossey-Bass Publisher: US.			
4. McGonigal, Kelly (2020). <i>The Joy of Movement: How Exercise Helps Us Find Happiness, Hope, Connection and Courage</i> , Avery: New York.			

- Newport, Cal (2019). *Digital Minimalism: Choosing a Focused Life in a Noisy World*, Penguin Publisher: New York.

Quick Links for Reference

- <https://portal.ct.gov/-/media/DMHAS/SkillBuilding/Dana/Health-and-Wellness-FULL-Revised.pdf>
- <https://nludelhi.ac.in/wp-content/uploads/2024/05/PDF-2-NLUD-Student-Wellbeing-Handbook.pdf>
- <https://www.maine.gov/future/sites/maine.gov.bhr.oeh/files/inline-files/WSM%20Glossary%20of%20Health%20and%20Wellness%20Terms.pdf>

Course Designed By: Dr. Sandeep Kaur, Assistant Professor, Department of Communication and Media Studies , Bharathiar University, Coimbatore

Course Verified by: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Search Keywords: Well-being, Health Etiquette, Digital Detox

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	S	S	S	S	S
CO2	S	M	S	S	M	S	M	S	S	S
CO3	S	M	S	S	L	M	M	S	S	M
CO4	S	S	S	S	M	S	S	S	S	S
CO5	S	M	S	S	M	M	M	S	S	M

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall the Meaning, Spectrum and Dimensions of Health; explain Wellness Components and Disease Prevention.	K1, K2
Unit 2	Describe Healthy Eating Habits, Yoga Benefits, Sleep Hygiene and the Science of Happiness.	K2
Unit 3	Explain Self-Compassion, Gratitude, Forgiveness, Digital Detox and Digital Literacy Components.	K2
Unit 4	Discuss Environmental Factors, Volunteering and Finding Life's Meaning and Inner Peace.	K2
Unit 5	Describe Financial Wellness, Budgeting Practices, Work-Life Balance and Psychological Safety.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply Stress Management Techniques and Substance Abuse Awareness in Community Programmes.	K3
Unit 2	Demonstrate Mindfulness, Deep Breathing, Progressive Muscle Relaxation and CPR Procedure.	K3
Unit 3	Apply Digital Citizenship and Problem Solving Skills; organise Idea Expo.	K3

Unit 4	Apply Environmental Change Strategies through Volunteer Club and Awareness Campaigns.	K3
Unit 5	Demonstrate Budget Planning, Investment Portfolio Building and Workplace Simulation.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate Personal Wellness across all Dimensions and design Strategies for holistic Well-Being.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse the Wellness Wheel to classify Personal Health Dimensions and Interrelationships.	K4
Unit 2	Examine the relationship between Modern Lifestyle and Hypo-Kinetic Diseases.	K4
Unit 3	Analyse Transfer of Learning to classify connections between different Subjects for Knowledge Transfer.	K4
Unit 4	Evaluate the impact of Environmental Factors on Human Life to classify Behavioural Changes.	K4, K5
Unit 5	Analyse Current vs Future Financial Situations and Engagement/Productivity Factors.	K4

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Digital Awareness Tools (Cyber Security, Information Literacy, Digital Privacy) and Online Platforms for Wellness Education.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Health and Wellness literature across Physical, Mental, Social, Environmental and Financial Dimensions.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present Wellness Insights through Awareness Programmes, Creative Expressions, Gratitude Day Celebrations and Idea Expos.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Volunteer Clubs, Group Drama/Skit/Mime Activities and Guided Meditation Sessions.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards including Body Positivity, Self-Acceptance, Moral Compass and Psychological Safety.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Wellness Frameworks to independently maintain Physical, Emotional, Social and Financial Well-Being.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a Substance Abuse Awareness Programme with Documentation and Community Outreach.	K6
Unit 2	Develop a Personal Wellness Plan integrating Nutrition, Exercise, Mindfulness and Digital Awareness.	K6
Unit 3	Formulate an Idea Expo Project addressing a Long-standing Social Problem through Digital Literacy.	K6
Unit 4	Construct a Volunteer Club Action Plan for Campus/Locality Environmental and Social Initiatives.	K6
Unit 5	Compile a Financial Wellness Portfolio with Budget Plan, Investment Strategy and Workplace Simulation.	K6

SEMESTER IV						
Course Code	43A	RESEARCH METHODS IN COMMUNICATION	L	T	P	C
Core X			4	–	2	4
Pre-requisite		Students must be able to decipher the distinction between various types of Research to connect with the existing Societal Framework.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To make Students understand the Qualitative and Quantitative Paradigms including its Theoretical and Ethical Foundations. • To aid Students to design Robust Research Frameworks for Communication Studies. • To help Students apply Statistical Tools and Software for Data Processing, Interpretation and Visualisation. • To enable Students to evaluate the Role of Research in Media Contexts including Ethical Challenges and Reporting Practices. • To make Students create a Research Paper integrating Methodology, Scaling Techniques and Analytical Strategies.						
TEACHING METHODOLOGY						
Project Based and Inquiry Based Learning to equip Students with the Skills and Knowledge by Questioning, Exploration and Analysis of the Subject of Investigation using Statistical Software.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	DIFFERENTIATE Research Paradigms and Methodologies.	K4
CO2	FORMULATE Hypothesis, Sampling Strategies and Research Designs aligned with Communication Problems.	K6
CO3	CONSTRUCT Validated Attitude Measurement Scales for Empirical Studies.	K6
CO4	PROCESS Data using Statistical Tools and Software for Research in different Media Scenarios.	K4
CO5	CRITIQUE Ethical Dilemmas in Mass Media Research and its Societal Implications by synthesising a Research Paper.	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	FUNDAMENTALS OF RESEARCH	12 Hours
Meaning, Objectives, Motivation, Utility – Concept of Theory, Empiricism, Deductive and Inductive Theory – Characteristics of Scientific Method – Understanding the Language of Research: Concept, Construct, Variable – Types of Research.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Meaning; Objectives; Motivation; Utility; Types of Research
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Concept of Theory; Empiricism; Deductive and Inductive Theory; Characteristics of Scientific Method; Language of Research: Concept, Construct, Variable

Unit 2	PROCESS OF RESEARCH	12 Hours
Research Paradigm – Research Approaches – Formulation of Research Problem – Literature Review and its Types – Hypothesis and Variables – Research Design and its Types – Sampling: Techniques, Sample Size Calculation, Sampling Errors – Sources of Data: Primary and Secondary – Collection of Data: Questionnaire, Schedules; Observation: Participatory and Non-participatory; Interviews; Case Study; Content Analysis.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Research Paradigm; Research Approaches; Literature Review and its Types; Sources of Data: Primary and Secondary
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Formulation of Research Problem; Hypothesis and Variables; Research Design and its Types; Sampling: Techniques, Sample Size Calculation, Sampling Errors; Collection of Data: Questionnaire, Schedules, Observation, Interviews, Case Study, Content Analysis

Unit 3	MEASUREMENT AND SCALING TECHNIQUES	12 Hours
Measurement: Concept, Levels, Problems, Validity, Reliability – Attitude: Concept, Types of Scales; Criterion for good Scale; General Procedure in Attitude Scaling; Selected Attitude Scales; Limitations.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Measurement: Concept, Levels, Problems; Attitude: Concept; Types of Scales; Criterion for good Scale; Limitations
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	General Procedure in Attitude Scaling; Selected Attitude Scales
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Validity; Reliability

Unit 4	APPLICATION OF STATISTICS	11 Hours
Data: Tabulation, Classification, Analysis using Software, Interpretation – Statistics: Descriptive and Inferential – Graphic and Diagrammatic Representation of Data – Research Report Writing: Format, Styles, Chapterisation.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Statistics: Descriptive and Inferential
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Data Tabulation, Classification, Analysis using Software, Interpretation; Graphic and Diagrammatic Representation of Data; Research Report Writing: Format, Styles, Chapterisation

Unit 5	APPLICATION OF RESEARCH IN MEDIA	11 Hours
Application of Research in Media Domains – Ethical Issues in Media Research – Media Research as a Tool of Reporting.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Application of Research in Media Domains

K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Media Research as a Tool of Reporting
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Ethical Issues in Media Research

Unit 6	RESEARCH APPLICATION	2 Hours
Identification of Research Methodology types and its elements known during the Course Work.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Identification and Classification of Research Methodology Types and their Elements
Total Lecture Hours: 60 hours		

Reference Books

1. Kothari, C.R. (2023). *Research Methodology* (5th Edition), New Age Publishers: Kolkata.
2. Creswell, John S. (2022). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (6th Edition), Sage Publications: London.
3. Jansen, Bruhn Klaus (2021). *A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies* (3rd Edition), Routledge, Taylor & Francis Group: London.
4. Miller, Tyler (2019). *Mass Communication: Research and Analysis*, Ed-Tec Press: UK.
5. Gaur, Ajai S. & Gaur, Sanjaya S. (2009). *Statistical Methods for Practice and Research: A Guide to Data Analysis using SPSS* (2nd Edition), Response Books, Sage Publications: New Delhi.
6. Hayes, Andrew F; Slater, Michael D. & Snyder, Leslie B. (2008). *The SAGE Sourcebook of Advanced Data Analysis Methods for Communication Research*, Sage Publications Inc: California.
7. Buddenbaum, Judith M. & Novak, Katherine B. (2005). *Applied Communication Research*, Surjeet Publications: New Delhi.

Quick Links for Reference

1. http://soniapsebastiao.weebly.com/uploads/2/0/3/9/20393123/ebook_handbook-of-media-and-communication-research.pdf
2. https://rufismada.files.wordpress.com/2012/02/a_handbook_of_qualitative_methodology_for_mass_communication_research.pdf
3. <https://learninglink.oup.com/protected/files/content/file/1539877364174-Quantitative-Research-Methods-for-Communication-Student-Workbook---4th-Edition.pdf>
4. <https://arunodayauniversity.ac.in/wp-content/uploads/2025/01/The-SAGE-Handbook-of-Social-Research-Methods-Sage.pdf>

Course Designed By: Dr. Sandeep Kaur, Assistant Professor, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Course Verified by: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Search Keywords: Objectivity, Concepts, Methods, Techniques, Data Types, Data Sources, Sampling, Scaling Techniques, Sampling Design, Tools, Ethics, Statistical Application, Data Analysis, Indexing, Citation, Bibliography

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	L	M	L	S	S	S	S
CO2	S	S	S	S	M	L	S	S	S	L
CO3	S	S	S	S	M	L	S	S	S	S
CO4	S	S	S	S	M	L	S	S	S	S
CO5	S	S	S	S	M	L	S	S	S	L

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall the Meaning, Objectives, Motivation and Utility of Research; explain Theory, Empiricism and Scientific Method.	K1, K2
Unit 2	Describe Research Paradigm, Approaches, Literature Review Types and Sources of Data.	K2
Unit 3	Explain Measurement Concept, Levels, Problems and Types of Attitude Scales.	K2
Unit 4	Discuss Descriptive and Inferential Statistics and Research Report Writing Formats.	K2
Unit 5	Explain the Application of Research in Media Domains.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply the Language of Research (Concept, Construct, Variable) to classify Types of Research.	K3
Unit 2	Demonstrate Research Problem Formulation, Hypothesis Formation, Sampling and Data Collection Techniques.	K3
Unit 3	Apply Attitude Scaling Procedures to construct Measurement Instruments.	K3
Unit 4	Demonstrate Data Tabulation, Analysis using Software and Graphic Representation.	K3
Unit 5	Apply Media Research as a Tool of Reporting in Communication Contexts.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Critique Ethical Dilemmas in Mass Media Research and synthesise a Research Paper integrating Methodology, Scaling and Analytical Strategies.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse Deductive vs Inductive Theory to classify Research Approaches.	K4
Unit 2	Examine Sampling Techniques and Research Designs to differentiate Quantitative and Qualitative Frameworks.	K4
Unit 3	Evaluate Validity and Reliability to assess Measurement Quality.	K4, K5
Unit 4	Analyse Data Interpretation Outputs to classify Statistical Findings.	K4
Unit 5	Evaluate Ethical Issues in Media Research and assess their Societal Implications.	K5

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
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Course Content and beyond	LO10: Digital Literacy Utilise SPSS, JASP and Data Visualisation Software to process, analyse and present Research Data digitally.	K3, K4
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STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Research Methods literature and reproduce Quantitative and Qualitative Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present findings through Research Reports, Statistical Workshop Outputs and Dissertation Analysis Presentations.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Statistical Workshops, Peer Feedback and Philosophical Chair Sessions.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in Research including Informed Consent, Data Integrity and anti-plagiarism norms.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Research Methods Frameworks to independently design and execute Communication Research Projects.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a Research Typology Guide mapping Deductive and Inductive Approaches to Communication Problems.	K6
Unit 2	Develop a Complete Research Design integrating Problem Formulation, Hypothesis, Sampling and Data Collection.	K6

RESEARCH METHODS IN COMMUNICATION

Top 6 Career Opportunities & Use of Subject

1 ACADEMIC RESEARCHER

Conduct studies, publish findings, and teach communication courses at universities or colleges.

2

MEDIA RESEARCHER

Investigate media trends, audience behaviors, and the effectiveness of various communication strategies.

3 COMMUNICATION CONSULTANT

Advise organizations on their communication strategies and improve internal and external communication practices.

4

NON-PROFIT RESEARCH COORDINATOR

Conduct research to support the mission of non-profit organizations, including impact assessments and program evaluations.

5 POLICY ANALYST

Research and analyze policies to provide recommendations based on communication strategies and their impacts.

6

JOURNALIST OR EDITOR

Use research skills to investigate stories, analyze information, and produce in-depth articles or reports.

Course Code	46A	INTERNSHIP I AND II	L	T	P	C
Core XI			–	–	–	4
Pre-requisite	Before undertaking the Formalised Internship in Media Organisations, each Student is required to initiate a background of the respective Organisation to be utilised for the Training purpose. Besides, each Student should be able to record Events of the Day to enable an understanding of various Media Procedures and Practices after resuming the Training. Structure • Internship I: Each Student is required to undertake an Internship of 35 days at the end of the Second Semester in Journalism/Advertising/Public Relations. • Internship II: Each Student is required to undertake an Internship of 35 days at the end of the Third Semester in Journalism/Advertising/Public Relations. • Both Internships are to be Evaluated Internally and Marks Awarded at the end of the Fourth Semester. The Internships routed from the Department focus on an Appropriate Discipline-related Work Experience with the Intentional Work Outcome to Work in Collaboration with the Media Industry. Students must submit a Report on each Internship.		Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To enhance Students to cultivate Professional Adaptability by navigating Diverse Media Workflows. • To help Students innovate Solutions for Community-Centric Challenges using Multimedia Tools. • To help Students develop a Reflective Practice through Critical Self-Assessment and Mentorship, aligning Personal Growth with Industry Demands. • To help Students apply Theoretical Learning for Industry Collaboration. • To help Students gain Practical Exposure in Media Workings.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	SYNTHESISE Industry Insights into a Professional Portfolio demonstrating Techno-Narrative Competence.	K6
CO2	EVALUATE the Societal Impact of Projects using Audience Feedback and Analytics.	K5
CO3	ADAPT Communication Strategies across Media Platforms to address Localised or Global Audiences.	K3
CO4	CRITIQUE Ethical Dilemmas encountered during the Process using Case Study Frameworks.	K4
CO5	DEMONSTRATE Collaborative Proficiency by contributing to Efficient Teamwork with Measurable Outcomes.	K3

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

Course Code	4EV	PROJECT STUDY	L	T	P	C
Elective IV			–	–	5	4
Pre-requisite		The Problem-Solving Skills are mandatory for Students to Connect with Reality through a Researchable Topic. Students must Choose a Researchable Area in the domain of Media that will add to his or her Credentials in terms of Problem Solving and In-Depth Understanding of the Subject concerned with required Bibliographical Backgrounding during Viva Voce.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To enable Students to Formulate a Suitable Research Problem to Execute an Original Research Project. • To help Students synthesise Scholarly Literature into a Coherent Theoretical Framework that Contextualises the Research Problem. • To enable Students to critically Evaluate Methodologies and justify its Application in addressing Complex Phenomena. • To help Students disseminate Findings through Professional Academic Writing. • To enable Students to persuasively Defend their Research Findings.						
TEACHING METHODOLOGY						
Project Based Learning to equip Students with Independent Research Skills through Problem Formulation, Literature Synthesis, Methodological Design, Data Analysis and Thesis Defence.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	FORMULATE a Research Problem in Gaps Identified through Critical Literature Review.	K6
CO2	APPRAISE Methodologies to Select an Optimal Design for the Research Context.	K5
CO3	ANALYSE Data using Descriptive and/or Inferential Statistics or Qualitative Coding for Interpreting Results.	K4
CO4	CRITIQUE the Findings in Final Thesis and Viva Voce.	K5
CO5	PROPOSE Actionable Solutions or Policy Recommendations based on Research Insights.	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	INTRODUCTION	13 Hours
Formulation of Research Problem.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K6 (Create)	<i>Construct, Formulate, Compose</i>	Formulation of Research Problem
Unit 2	REVIEW OF RELATED LITERATURE	15 Hours
Primary and Secondary Sources of Data.		

Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Primary and Secondary Sources of Data
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Critical Literature Review and Gap Identification

Unit 3	RESEARCH METHODOLOGY	15 Hours
Selection of Research Design and Sampling Design with Conceptual Framework.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Selection of Research Design and Sampling Design
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Appraise Methodologies; Justify Application with Conceptual Framework

Unit 4	ANALYSIS AND INTERPRETATION	15 Hours
Descriptive and Inferential Statistical Tools for Data Interpretation.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Application of Statistical Tools and Software
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Data Interpretation using Descriptive and Inferential Statistics

Unit 5	DISCUSSION AND CONCLUSION	12 Hours
Implications for New Knowledge Generation in the Chosen Domain.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Critique Findings; Defend Research in Viva Voce
K6 (Create)	<i>Construct, Formulate, Compose</i>	Propose Actionable Solutions or Policy Recommendations

Unit 6	CONTEMPORARY ISSUES	2 Hours
Online Seminars, Webinars, Expert Lectures, Research Gap Analysis.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Online Seminars; Webinars; Expert Lectures; Research Gap Analysis
Total Lecture Hours: 72 hours		
Course Designed By: Dr. Sandeep Kaur, Assistant Professor, Department of Communication and Media Studies, Bharathiar University, Coimbatore Course Verified by: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore		

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	L	L	L	L	S	S	S	S	S
CO2	S	L	M	L	L	S	S	S	S	S
CO3	S	L	L	L	L	S	S	L	L	L
CO4	S	L	M	L	L	S	S	S	S	S
CO5	S	L	L	M	L	S	S	L	L	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall Research Problem Formulation Principles.	K1
Unit 2	Describe Primary and Secondary Sources of Data for Literature Review.	K2
Unit 3	Explain Research Design, Sampling Design and Conceptual Framework.	K2
Unit 4	Discuss Descriptive and Inferential Statistical Tools.	K2
Unit 5	Explain Implications for New Knowledge Generation.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply Problem Identification Techniques to Formulate a Research Problem.	K3
Unit 2	Demonstrate Literature Search and Source Identification Skills.	K3
Unit 3	Apply Research Design and Sampling Selection to the Research Context.	K3
Unit 4	Demonstrate Data Analysis using Statistical Software.	K3
Unit 5	Apply Research Insights to propose Actionable Solutions.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Critique Research Findings and propose Policy Recommendations through Final Thesis and Viva Voce Defence.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse Research Gaps to justify Problem Formulation.	K4
Unit 2	Examine Literature to classify Theoretical Frameworks.	K4
Unit 3	Evaluate Methodologies to select Optimal Research Design.	K4, K5
Unit 4	Analyse Data Outputs to interpret Statistical Findings.	K4
Unit 5	Evaluate Findings to assess Implications and Knowledge Contribution.	K5

STEP 1E The Competency indicators for the Course:**NOTE:** Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise SPSS, JASP, NVivo and Reference Management Tools to process and present Research Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:**NOTE:** Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Synthesise Scholarly Literature into a Coherent Theoretical Framework.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present Research through Professional Academic Writing, Thesis Defence and Viva Voce.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Peer Review, Research Colloquiums and Expert Sessions.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Research Ethics including Informed Consent, Data Integrity and anti-plagiarism norms.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Research Methods to independently execute Original Research Projects.	K5

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Formulate an Original Research Problem from Critical Gap Analysis.	K6
Unit 2	Develop a Coherent Literature Review with Theoretical Framework.	K6
Unit 3	Construct a Robust Research Design with Sampling Strategy and Conceptual Framework.	K6
Unit 4	Compile a Complete Data Analysis Chapter with Statistical Interpretation.	K6
Unit 5	Compose Discussion, Conclusion and Policy Recommendations Chapter.	K6

Course Code	4EV	PROJECT STUDY	L	T	P	C
Elective IV			–	–	5	4

- 1. Research Problem Workshop**
 - a. Gap Identification and Problem Formulation through Critical Literature Review.
- 2. Methodology Clinics**
 - a. Guided Sessions on Research Design, Sampling and Conceptual Framework Development.
- 3. Statistical Software Training**
 - a. Hands-on Sessions on SPSS, JASP or NVivo for Data Analysis and Interpretation.
- 4. Thesis Writing and Defence**
 - a. Chapter-wise Thesis Development with Supervisor Guidance.
 - b. Mock Viva Voce and Final Defence Preparation.
- Integration with Assessment**
 - a. Thesis Chapters, Data Analysis Outputs and Viva Voce Defence compile the Assessment.

a. Gap Identification and Problem Formulation through Critical Literature Review.

2. Methodology Clinics

a. Guided Sessions on Research Design, Sampling and Conceptual Framework Development.

3. Statistical Software Training

a. Hands-on Sessions on SPSS, JASP or NVivo for Data Analysis and Interpretation.

4. Thesis Writing and Defence

a. Chapter-wise Thesis Development with Supervisor Guidance.

b. Mock Viva Voce and Final Defence Preparation.

Integration with Assessment

a. Thesis Chapters, Data Analysis Outputs and Viva Voce Defence compile the Assessment.

Course Code	43P	TECHNICAL WRITING AND E-CONTENT	L	T	P	C
Practical VII			2	–	3	4
Pre-requisite		A flair for Writing is essential for Students to explore its Practical Applications on the generated Content using existing Software. The Page Make-up, use of Illustrations, Graphic Detailing etc. should be used to enhance Presentation for Technical Writing and 15 minutes of PowerPoint/2D Presentations by using relevant Images, Video, Animation, Print, Infographics and Voice-over for E-Content.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To enable Students to write in a Clear and Concise manner conveying Information for a variety of Audiences. • To develop E-Learning Materials in a Creative way without IT Expertise. • To enable exploration of more usable Presentation in the context of E-Learning Content Creation through Models and Practicals.						
TEACHING METHODOLOGY						
Project Based Learning combining Technical Writing Principles with Hands-On E-Content Production. Assessments link Project Proposals with Final Deliverables across Technical Documents and Multimedia E-Content.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	Learn to identify Information Sources for Technical Writing.	K2
CO2	Acquire Skills to gather Information relevant to the Subject for Technical Writing Projects.	K2
CO3	Imbibe Skills to present a Technical Project using suitable Software for Page Make-up.	K3
CO4	Understand and implement ways of preparing E-Content/E-Learning Projects.	K2
CO5	Obtain Skills to combine Multimedia Outputs to present the E-Content/E-Learning Project effectively.	K3

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Project 1	TECHNICAL WRITING	22 Hours
Essentials: Students should submit a Project Proposal under the following heads: Technical Writing Project Title, Overview, Rationale, Audience, Format, Scope, Personnel, Design, Evaluation, Related Skills, Resource Needs. Technical Writing Projects (desirable): New or Revised Employee Handbooks; New Websites for Departments, Clubs or Organisations; Reorganised, Redesigned and Rewritten Websites; Company or Organisation Manuals; Ergonomic or Safety Process Procedures; Manuals for all types of Products and Procedures; Research Project Reports; Accident Prevention Programmes; Chapters for larger Technical Manuals; Product Manuals and Guidebooks; Company Profile Guidebooks; Medical Writing; Quick Start Guide.		
Bloom's Level	Behavioural Verbs	Syllabus Components

K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Information Sources for Technical Writing; Project Proposal Structure: Title, Overview, Rationale, Audience, Format, Scope
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Page Make-up; Illustrations; Graphic Detailing; Software for Presentation
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Technical Writing Projects: Employee Handbooks, Websites, Organisation Manuals, Product Manuals, Medical Writing, Quick Start Guide

Project 2	E-CONTENT WRITING	23 Hours
Content Writing for Organisation/Product/Service – Copy Writing – Caption Writing for Digital Media Platforms.		
Essentials: To prepare a Topic in accordance with the prevailing Curriculum in School or Higher Education (UG and PG) as Textual Documents, PDF/E-Books, Illustration, Video Demonstrations, Documents and Interactive Simulation wherever required, Case Studies, Anecdotal Information, Historical Development of the Subjects.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	E-Content Formats: Textual Documents, PDF/E-Books, Case Studies, Anecdotal Information, Historical Development
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Content Writing; Copy Writing; Caption Writing for Digital Media Platforms
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	E-Content/E-Learning Projects: Illustration, Video Demonstrations, Interactive Simulation, Multimedia Integration
Total Lecture Hours: 45 hours		
Course Designed By: Dr. M. Srihari, Associate Professor, Department of Communication and Media Studies, Bharathiar University, Coimbatore Course Verified by: Dr. Sandeep Kaur, Assistant Professor, Department of Communication and Media Studies, Bharathiar University, Coimbatore		

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	L	S	S	S	M	S	S	S
CO2	S	M	L	M	S	S	M	S	S	S
CO3	S	M	L	M	S	S	M	S	S	S
CO4	S	M	L	S	S	S	M	S	S	S
CO5	S	M	L	S	S	S	M	S	S	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Project	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Project 1	Identify Information Sources and explain Project Proposal Structure for Technical Writing.	K2
Project 2	Describe E-Content Formats and explain Content, Copy and Caption Writing Principles.	K2

STEP 1B The Competency indicators for the Course:

Project	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Project 1	Demonstrate Page Make-up, Illustration and Software Skills for Technical Document Presentation.	K3
Project 2	Apply Multimedia Integration for E-Content/E-Learning Project Delivery.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate Technical Writing and E-Content Outputs for Clarity, Audience Appropriateness and Multimedia Effectiveness.	K5, K6

STEP 1D The Competency indicators for the Course:

Project	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Project 1	Analyse Audience Requirements to classify appropriate Technical Writing Formats.	K4
Project 2	Examine E-Content Delivery Methods to differentiate Textual, Visual and Interactive Approaches.	K4

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Page Make-up Software, Multimedia Tools and E-Content Platforms to produce Technical and E-Learning Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Technical Writing and E-Content Development Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present Technical Writing Projects and E-Content through PowerPoint/2D Presentations with Multimedia.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Collaborative Technical Document and E-Content Production.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in Technical Writing including Accuracy, Citation and Copyright Compliance.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Technical Writing and E-Content Frameworks to independently produce Professional Documents and Learning Materials.	K5

STEP 1K The Competency indicators for the Course:

Project	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Project 1	Design a Complete Technical Writing Project from Proposal to Final Deliverable.	K6
Project 2	Construct an E-Content/E-Learning Module with Multimedia Integration for Educational Audiences.	K6

TEACHING METHODOLOGY

Course Code	43P	TECHNICAL WRITING AND E-CONTENT	L	T	P	C
Practical VII			2	–	3	4

The Course uses Project Based Learning as follows:

1. Technical Writing Labs

- Project Proposal Development: Title, Overview, Rationale, Audience, Format, Scope.
- Page Make-up, Illustration and Graphic Detailing using Industry Software.

2. E-Content Production

- Content, Copy and Caption Writing for Digital Media Platforms.
- Multimedia Integration: Video Demonstrations, Interactive Simulations, E-Books.

3. Presentation Sessions

- 15-minute PowerPoint/2D Presentations with Images, Video, Animation, Infographics and Voice-over.

Integration with Assessment

- Technical Writing Project Proposal and Final Deliverable compile the Assessment.
- E-Content Module with Multimedia Presentation tracks Applied Understanding.

Course Code	4NS	ONLINE COURSE (I)	L	T	P	C	
Professional Certificate Course			–	–	–	2	
Pre-requisite			A passion for learning is mandatory in exploring various educational opportunities by Students in the domains of their interest. Students should mandatorily take up an Online Course of his/her choice of subject from any discipline within the course period from a certified portal such as Swayam, Coursera, edX, MOOC and IIMBx and on submission of the relevant certificate the Student will be accorded with the allotted Credits in the Semester.				Syllabus Version
COURSE OBJECTIVES							
• To help Students synthesise knowledge from Online Courses into actionable strategies for Personal, Professional or Societal Impact.							

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	CURATE a Personalised Learning Pathway by selecting Courses aligned with Career Growth and Disciplinary Relevance.	K6
CO2	ANALYSE the Societal, Cultural and Ethical Implications of knowledge gained from the Course.	K4
CO3	APPLY Course Concepts to address Real World Challenges in their field.	K3
CO4	EVALUATE the Credibility and Bias of Digital Learning Resources.	K5
CO5	DESIGN a Digital Artifact to communicate Course Insights.	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

Course Code	4JA	FILM PRODUCTION TECHNIQUES AND TECHNOLOGIES	L	T	P	C
Job Oriented Cert. Course			2	–	2	4
Pre-requisite		Students must possess an Attitude to Orient their Perspectives towards the Technical Aspects of the Filmic Story than the Commercial.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To aid Students to master the End-to-End Film Production Workflow from Screenplay Development and Pre-Visualisation to Cinematography. • To help Students apply Advanced Technologies in crafting Cohesive Visual Narratives. • To help Students critically Analyse the Interplay of Sound, Lighting and Camera Techniques in enhancing Storytelling. • To help Students cultivate Collaborative Problem Solving Skills under Time and Resource Constraints. • To make Students evaluate Ethical and Sustainable Practices in Film Production.						
TEACHING METHODOLOGY						
Studio Based Learning combining Film Production Theory with Hands-On Practice across Screenplay Development, Cinematography, Editing and Post-Production. Assessments link Pre-Production Planning with Final Short Film Output.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	DESIGN a Screenplay using Industry Tools incorporating Pre-Visualisation.	K6
CO2	OPERATE Professional Camera, Lighting Set Ups and Sound Equipment to achieve Narrative Intent.	K3
CO3	CRITIQUE Editing Choices for Pacing and Emotional Impact.	K5
CO4	SYNTHESISE VFX, Colour Grading and Sound Design to Produce a Refined Final Cut.	K6
CO5	CREATE a 5-minute Short Film demonstrating Technical Proficiency and Narrative Coherence.	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	PRE-PRODUCTION	10 Hours
Understanding the aspect of Filmic Story – Screenplay Fine-tuning Techniques – Group Discussion – Final Draft or Celtx Software-based Screenwriting – Scene Breakdown and the Role of the Production Designer – Pre-Visualisation (Storyboard) – Schedule Break-up.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Filmic Story; Screenplay Fine-tuning Techniques; Role of the Production Designer; Schedule Break-up
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Final Draft or Celtx Software-based Screenwriting; Scene Breakdown
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Pre-Visualisation (Storyboard)

Unit 2	PRODUCTION	8 Hours
Techniques of Cinematography – Role and Responsibilities of the Cinematographer – Adapting to the Location and the Scene – Understanding the Technologies of the Camera, the Rigs and the Gears Choices.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Techniques of Cinematography; Role and Responsibilities of the Cinematographer
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Adapting to the Location and Scene; Understanding Camera Technologies, Rigs and Gears Choices

Unit 3	POST-PRODUCTION	8 Hours
Editing Screenplay – Proxy Editing (Online Editing) – Rough Cut – Dubbing – Final Trimming – Final Runtime Setting.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Editing Screenplay; Proxy Editing (Online Editing); Rough Cut; Dubbing
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Final Trimming; Final Runtime Setting; Critique Editing Choices for Pacing and Emotional Impact

Unit 4	WORKING WITH TECHNOLOGY	6 Hours
Working with Sound Post-Production (RR) – VFX (Visual Effects) – Colour Grading: Conformist, Primary Grading and Secondary Grading – Final Output.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Sound Post-Production (RR); VFX (Visual Effects); Colour Grading: Conformist, Primary and Secondary Grading
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Final Output

Unit 5	PROJECT	6 Hours
5-minute Short Film with Minimum 5 Characters and 3 Locations should contain all aspects covered in the Syllabus.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	5-minute Short Film with Minimum 5 Characters and 3 Locations

Unit 6	CONTEMPORARY ISSUES	2 Hours
Online Seminars, Webinars, Expert Lectures, Attitude Formation, Perspective Orientation.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Online Seminars; Webinars; Expert Lectures; Attitude Formation; Perspective Orientation
Total Lecture Hours: 40 hours		
Reference Books - Bernard, Sheila Curran (2023). <i>Documentary Storytelling for Video and Film Makers</i> (5th Edition), Routledge: UK. - Bernard, Sheila Curran & Rabin, Kenn (2020). <i>Archival Storytelling</i> (2nd Edition), Routledge: UK.		

3. Proferes, Nicolas T. (2018). *Film Directing Fundamentals: See Your Film Before Shooting* (4th Edition), Elsevier Inc: UK.
4. Macleod, Steve (2008). *Post Production Colour*, AVA Publishing: Switzerland.
5. Svanberg, Lasse (2004). *The EDCF Guide to Digital Cinema Production*, Focal Press, Elsevier Inc: UK.

Quick Links for References

1. <http://ommolketab.ir/aaf-lib/536cv4dpysxwd1cq6lkvjb1hsxssp.pdf>
2. <https://www.film-foundation.org/Making-Movies-Manual.pdf>
3. https://www.brooklyn.cuny.edu/web/aca_visualmedia_film/2012_Production_Handbook_.pdf

Course Designed By: Mr. Saravanan G.N, Creative Director, TO2B Media Corp, Bangalore.

Course Verified by: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Search Keywords: Screenplay, Celtx Software, Storyboard, Camera, Rigs, Gears, Cinematography, Proxy Editing, Sound Post Production, VFX, Colour Grading.

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	L	S	S	S	S	S	S	S
CO2	S	S	L	S	S	S	S	M	S	S
CO3	S	M	L	S	M	S	S	S	S	S
CO4	L	L	L	S	L	M	S	S	S	S
CO5	S	S	S	S	M	S	S	S	S	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Explain Filmic Story, Screenplay Techniques, Scene Breakdown and Production Designer's Role.	K2
Unit 2	Describe Cinematography Techniques, Cinematographer's Responsibilities and Camera Technologies.	K2
Unit 3	Discuss Proxy Editing, Rough Cut, Dubbing, Final Trimming and Runtime Setting.	K2
Unit 4	Explain Sound Post-Production (RR), VFX and Colour Grading Principles.	K2
Unit 5	Discuss Short Film Requirements: Characters, Locations and Syllabus Coverage.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Demonstrate Celtx/Final Draft Screenwriting and Scene Breakdown.	K3
Unit 2	Apply Camera, Rigs and Gears to adapt to Location and Scene Requirements.	K3
Unit 3	Demonstrate Proxy Editing, Rough Cut and Dubbing Workflows.	K3
Unit 4	Apply Sound Post-Production, VFX and Colour Grading Tools.	K3
Unit 5	Integrate all Production Skills into a 5-minute Short Film.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Critique Editing Choices and synthesise VFX, Colour Grading and Sound Design to produce a Refined Final Cut.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse Screenplay Fine-tuning Techniques to classify Narrative Approaches.	K4
Unit 2	Examine Camera and Lighting Choices to assess their impact on Visual Narrative.	K4
Unit 3	Evaluate Editing Choices for Pacing and Emotional Impact.	K4, K5
Unit 4	Analyse VFX and Colour Grading Outputs to classify their Narrative Contribution.	K4
Unit 5	Evaluate the Short Film for Technical Proficiency and Narrative Coherence.	K5

STEP 1E The Competency indicators for the Course:**NOTE:** Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Celtx/Final Draft, Editing Software, VFX and Colour Grading Tools to produce Film Production Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:**NOTE:** Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Film Production and Cinematography literature.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present Film Production Outputs through Screenings, Critique Sessions and Festival Submissions.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Collaborative Film Crew Roles and Production Team Dynamics.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical and Sustainable Practices in Film Production.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Film Production Techniques to independently produce Professional Short Films.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a Complete Pre-Production Package: Screenplay, Storyboard and Schedule.	K6
Unit 2	Develop a Cinematography Plan with Camera, Lighting and Location Strategy.	K6
Unit 3	Construct a Post-Production Workflow: Editing, Dubbing and Final Trimming.	K6
Unit 4	Formulate a Technology Integration Plan: Sound Post, VFX and Colour Grading Pipeline.	K6
Unit 5	Produce and Screen a 5-minute Short Film with all Syllabus Aspects.	K6

TEACHING METHODOLOGY

Course Code	4JA	FILM PRODUCTION TECHNIQUES AND TECHNOLOGIES	L	T	P	C
Job Oriented Cert. Course			2	–	2	4

The Course uses Studio Based Learning as follows:

1. Screenplay Development

- Celtx/Final Draft Software Training for Professional Screenwriting.
- Scene Breakdown, Storyboarding and Schedule Planning.

2. Production Sessions

- Camera, Rigs and Gears Operation with Location Adaptation.
- Lighting Setup and Cinematography Technique Demonstrations.

3. Post-Production Labs

- Proxy Editing, Rough Cut, Dubbing, Final Trimming and Runtime Setting.
- Sound Post-Production (RR), VFX and Colour Grading (Conformist, Primary, Secondary).

4. Short Film Project

- 5-minute Short Film Production integrating all Syllabus Components.

Integration with Assessment

- Pre-Production Package, Production Outputs and Final Short Film compile the Assessment.
- Expert Lectures and Attitude Formation Sessions track Perspective Orientation.

ELECTIVE CHOICES

Course Code	1EB	VISUAL EFFECTS (THEORY-PRACTICAL)	L	T	P	C
Elective 1B			2	–	2	4
Pre-requisite		Students will be enabled with the Key Principles and Tools of Modern Visual Effects for evolving Inventive Techniques.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To help Students create an Animation in After Effect. • To aid Students to create Compositions through the use of Transparency. • To help Students analyse Complex Visual Effects in Movies. • To help Students create Workflows for the Creation of Basic Visual Effects. • To prepare Students to Collaboratively Adapt to Industrial Workforce.						
TEACHING METHODOLOGY						
Studio Based Learning combining VFX Theory with Hands-On Practice across Autodesk Maya, Blender, After Effects and AI Platforms. Assessments link Production Exercises with Short Film Output.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	Identify Key Elements and Principles of Visual Effects.	K3
CO2	Evaluate the Rationale and Decision-Making Process for selecting VFX for specific Communication Goals.	K4
CO3	Contrast a Strategic Plan for creating Visual Effects for 3D Modelling and Animation.	K6
CO4	Design and Develop 3D Graphics using diverse Editing Techniques.	K5
CO5	Integrate Multimedia Tools and Platforms to Produce and Present a Cohesive Visual Narrative.	K3

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM’S TAXONOMY MAPPING

Unit 1	INTRODUCTION TO VFX		10 Hours
A broad Introductory Experience across several different Disciplines that contribute to Visual Effects and combines Theory and Practice in the Creation and Evaluation of Students’ first Projects and prepare them for the Development of Academic Writing and Presentation for Documentation at a Level suitable for Higher Education.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K1 (Remember)	<i>Define, Identify, List, Recall</i>	VFX Disciplines; Key Elements and Principles of Visual Effects	
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Theory and Practice in VFX; Academic Writing and Presentation for Documentation	

Unit 2	3D MODELLING AND ANIMATION		5 Hours
Examine the Basics of 3D Workflow to Introduce Students to Platforms (such as Autodesk Maya, Adobe Dimensions, Adobe FireFly, Blender, After Effects and Midjourney AI), a range of 3D Modelling and Animation Techniques, the Principles of 3D and the 3D Technology used in the VFX Industry for creating Artifacts for Film, Television, Video			

Production and Computer Games. Students will also study Topics including: the Creation of 3D Graphics using different Editing Techniques, the Use of Materials, Shaders, Bump Maps and Textures; Lighting and Illuminating Scenes; Renderers and Rendering; and Basic Principles of Animation.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Basics of 3D Workflow; Principles of 3D; Materials, Shaders, Bump Maps, Textures; Lighting and Illuminating Scenes; Renderers and Rendering; Basic Principles of Animation
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Platforms: Autodesk Maya, Adobe Dimensions, Adobe FireFly, Blender, After Effects, Midjourney AI; 3D Modelling and Animation Techniques; Creation of 3D Graphics using Editing Techniques

Unit 3	COMMERCIAL CONTENT PRODUCTION	5 Hours
Introduce the Practices of the Media Industry by presenting Students with a Practical Creative Brief to which they must respond with a Commercial Content Idea. By looking at Processes such as Industry Research, Consumer Insight and the Work of Media Agencies, Students will gain an understanding of Industry Practice and see how Ideas are taken from Initial Responses through to Campaign Design, Content Production and/or Creative Execution.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Responding to Creative Brief; Industry Research; Consumer Insight; Campaign Design
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Industry Practice; Content Production Pipeline; Creative Execution Strategies

Unit 4	CHARACTER ANIMATION AND MOCAP	8 Hours
Develop the Skills, Knowledge and Understanding acquired during the 3D Modelling and Animation Module and advances the Application of these areas through the Introduction of Character Development, Rigging, Animation and Motion Capture. Animation Methods will include Key-Frame Animation, Walk Cycle Development, Motion Capture and Animation Editing that will be supported through Advancement in Camera, Lighting, Rendering and Sound for Animation and VFX.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Character Development; Rigging; Key-Frame Animation; Walk Cycle Development; Motion Capture; Animation Editing
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Advancement in Camera, Lighting, Rendering and Sound for Animation and VFX
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Character Animation and Motion Capture Outputs

Unit 5	COMPOSITING AND MATTE PAINTING	10 Hours
Exploration of the use of Studio Environments and Cameras to produce Content for use during Post Production. Students will Script, Plan, Shoot and Post Produce Visual Effects Sequences and Breakdowns. A range of Key Post Production and Compositing Theories and Practices will be introduced and Techniques such as the Use of Mattes, Colour Channels, Rotoscopes, Keying and Software used in the Industry will be explored.		
Bloom's Level	Behavioural Verbs	Syllabus Components

K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Studio Environments and Cameras; Mattes; Colour Channels; Rotoscopes; Keying; Industry Software
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Script, Plan, Shoot and Post Produce Visual Effects Sequences and Breakdowns

Unit 6	SHORT FILM PRODUCTION		2 Hours
Students will take part in the Production of a Short Film Project that they Research, Pitch, Develop and Execute individually or in a small Production Team whilst being encouraged to assist each other in the Creation of their Short Film to mimic Industry Working Practices. They will contemplate Theories, Concepts and Working Practices exploring Emerging Trends like Virtual Production with 3D Applications, Prompted Generative Videos and so on.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K5 (Evaluate)	Evaluate, Assess, Justify, Critique	Research and Pitch Short Film Concepts; Evaluate Emerging Trends: Virtual Production, Generative Videos	
K6 (Create)	Construct, Formulate, Compose, Design	Develop and Execute Short Film Project	
Total Lecture Hours: 40 hours			
Reference Books			
1. Blair, Preston (2020). <i>Cartoon Animation</i> (Revised Edition), Apple Press, Limited.			
2. Murdock, Kelly L. (2015). <i>Autodesk 3ds Max</i> (Complete Reference Guide), SDC Publications.			
3. Murdock, Kelly L. (2014). <i>Autodesk Maya Basics Guide 2015</i> , SDC Publications.			
4. Mullen, Tony & Andaur, Claudio (2010). <i>Blender Studio Projects: Digital Movie Making</i> , Wiley Publishing, Inc.			
5. Kerlow, Isaac Victor (2004). <i>The Art of 3D Computer Animation and Effects</i> , John Wiley: Hoboken.			
6. Avgerakis, George (2004). <i>Digital Animation Bible</i> , McGraw-Hill: US.			
7. Bredson, Philips Cardiff (1972). <i>History of Animation: Facts and Figures</i> , Pearson Publications.			
Quick Links for Reference			
1. https://digilib.stiestekom.ac.id/assets/dokumen/ebook/feb_ee64d41e37f29335a79b6574913b3a91892e8aff_1654182269.pdf			
2. https://api.pageplace.de/preview/DT0400.9781351009393_A39126758/preview-9781351009393_A39126758.pdf			
3. https://www.rsp.com.au/wp-content/uploads/2021/08/core_skills_VFX.pdf			
Course Designed and Verified by: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore			

Search Keywords: Visual Effects, Post Production, 3D Modelling, Animation, Compositing, Matte Printing,

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	L	S	S	S	S	S	S	S	S
CO2	S	L	M	M	M	M	M	S	S	M
CO3	S	L	S	L	M	M	M	S	S	M
CO4	S	L	S	S	S	S	S	S	S	M
CO5	S	L	S	S	S	M	S	S	S	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall VFX Disciplines; explain Theory and Practice in Visual Effects.	K1, K2
Unit 2	Describe 3D Workflow Basics, Principles of 3D, Materials, Shaders and Rendering.	K2
Unit 3	Discuss Industry Research, Consumer Insight and Creative Brief Response.	K2
Unit 4	Explain Character Development, Rigging and Animation Methods.	K2
Unit 5	Describe Compositing Theories, Mattes, Colour Channels and Rotoscopes.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply VFX Principles to evaluate first Production Projects.	K3
Unit 2	Demonstrate 3D Modelling and Animation using Maya, Blender and After Effects.	K3
Unit 3	Apply Creative Brief Response to design Commercial Content.	K3
Unit 4	Demonstrate Key-Frame Animation, Walk Cycle and Motion Capture Techniques.	K3
Unit 5	Apply Compositing: Mattes, Keying and Rotoscoping in Post Production.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate VFX Techniques and produce a Short Film integrating 3D, Compositing and Emerging Trends.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse VFX Disciplines to classify their contribution to Visual Storytelling.	K4
Unit 2	Examine 3D Platforms to compare Modelling and Animation Workflows.	K4
Unit 3	Analyse Industry Practice to differentiate Content Production Pipelines.	K4
Unit 4	Evaluate Camera, Lighting and Sound Advancement for Animation and VFX.	K4, K5
Unit 5	Evaluate VFX Sequences and Breakdowns for Technical and Narrative Quality.	K5

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Autodesk Maya, Blender, After Effects, Midjourney AI and Compositing Software to produce VFX Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:**NOTE:** Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational VFX and 3D Animation literature.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present VFX Outputs through Short Film Screenings, Pitch Presentations and Production Showcases.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Collaborative Short Film Production Teams.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in VFX Production and AI-assisted Content Creation.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply VFX and Compositing Frameworks to independently produce Professional Visual Effects.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a VFX Fundamentals Guide demonstrating Key Principles and Evaluation Criteria.	K6
Unit 2	Develop a 3D Modelling and Animation Project using Maya/Blender with Texturing and Rendering.	K6
Unit 3	Construct a Commercial Content Piece from Creative Brief to Final Execution.	K6
Unit 4	Formulate a Character Animation Package integrating Rigging, Motion Capture and Sound Design.	K6

Course Code	2EB	SOCIAL MEDIA DATA ANALYTICS USING ‘R’	L	T	P	C
Elective IIB			2	–	3	4
Pre-requisite		Students must have Elementary Skills on Computer Programming and Statistical Procedures to explore the vast amount of Data.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To develop Students’ Proficiency in ‘R’ Programming for Data Management, Visualisation and Statistical Analysis. • To help Students design Effective Data Visualisations to Interpret and Communicate Social Media Trends. • To help Students apply Descriptive and Inferential Statistics to Summarise and Analyse Datasets. • To help Students implement Classification, Clustering and Sentiment Analysis Techniques on Social Media Data. • To help Students create Integrated Data Projects to derive Actionable Insights.						
TEACHING METHODOLOGY						
Lab Based Learning combining R Programming with Hands-On Statistical Analysis and Social Media Data Processing. Assessments link Practical Exercises with Integrated Data Projects.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	CREATE dynamic Visualisations to represent Social Media Trends.	K6
CO2	COMPUTE Descriptive Statistics and construct Frequency Tables to summarise Datasets.	K3
CO3	BUILD a Classification/Clustering Model for Social Media Data Analysis.	K2
CO4	ASSESS the effectiveness of Sentiment Analysis Models and Clustering Techniques.	K5
CO5	SYNTHESISE a Project integrating ‘R’ Programming, Visualisation and Statistical Analysis.	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM’S TAXONOMY MAPPING

Unit 1	ESSENTIALS OF ‘R’	— Hours
Introduction to R – Download and Installation Procedure – Data Types: Vectors, List, Matrix, Array, Data Frame, List – Data Management – Functions: Built-in, User Defined – Control Structures: Looping, Conditional – R Packages.		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Introduction to R; Data Types: Vectors, List, Matrix, Array, Data Frame
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Download and Installation; Data Management; Functions: Built-in, User Defined; Control Structures: Looping, Conditional; R Packages

Unit 2	VISUALIZATION OF DATA	— Hours
Methods of Collection of Various Data – Visualisation of Data: Bar Plot, Line Plot, Pie Plot, Multiple Bar Diagram, Histogram, Boxplot, Stem-Leaf Plot, Strip Chart, Scatter Plot.		
Bloom’s Level	Behavioural Verbs	Syllabus Components

K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Methods of Collection of Various Data
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Bar Plot; Line Plot; Pie Plot; Multiple Bar Diagram; Histogram; Boxplot; Stem-Leaf Plot; Strip Chart; Scatter Plot
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Dynamic Visualisations to represent Social Media Trends

Unit 3	DESCRIPTIVE STATISTICS	— Hours
Descriptive Statistics: Construction of Frequency Tables – Measure of Location and Scale: Mean, Median, Mode, Percentiles, Range, Inter Quartile Range, Standard Deviation, Quartile Deviation, Mean Deviation – Summary Statistics.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Measures of Location: Mean, Median, Mode, Percentiles; Measures of Scale: Range, IQR, Standard Deviation, Quartile Deviation, Mean Deviation
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Construction of Frequency Tables; Summary Statistics

Unit 4	CLASSIFICATION AND CLUSTERING TECHNIQUES	— Hours
Correlation – Regression – Classification – Clustering Procedures – Applications into Social Media Data Analysis.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Correlation; Regression; Classification; Clustering Procedures
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Assess effectiveness of Classification and Clustering Models; Applications into Social Media Data Analysis

Unit 5	SOCIAL MEDIA DATA ANALYSIS	— Hours
Text Mining – Text Data: Collection, Build Corpus, Data Cleaning – Construction of Term Document Matrix – Analysis – Formation of Word Cloud – Social Media Data (Twitter, YouTube, LinkedIn, Instagram etc.): Collection, Processing, Analysis – Sentiment Analysis.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Text Mining; Text Data Collection; Build Corpus; Data Cleaning; Term Document Matrix; Word Cloud Formation; Social Media Data Collection and Processing
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Sentiment Analysis; Social Media Data Analysis and Interpretation
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Integrated Data Project synthesising R Programming, Visualisation and Statistical Analysis

Unit 6	CONTEMPORARY ISSUES	— Hours
Online Seminars, Webinars, Expert Lectures, Hands-on Practice.		
Bloom's Level	Behavioural Verbs	Syllabus Components

K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Online Seminars; Webinars; Expert Lectures; Hands-on Practice
Reference Books 1. Gupta, S.P. (2023). <i>Statistical Methods</i> (46th Edition), Sultan Chand: New Delhi. 2. Crawley, M.J. (2020). <i>The R Book</i> (3rd Edition), John Wiley and Sons Limited. 3. Sharan, M. (2019). <i>Practical R for Mass Communication and Journalism</i>, CRC Press: New York. 4. Bali, R; Sarkar, D. & Sharma, T. (2017). <i>Learning Social Media Analytics with R</i>, Packt Publishing: UK. 5. Purohit, Gore & Deshmukh (2009). <i>Statistics Using R</i> (2nd Edition), Narosa Publishing House: New Delhi. Quick Links for Reference 1. https://digitallibrary.tsu.ge/book/2019/september/books/A-Handbook-of-Statistical-Analyses.pdf 2. https://web.itu.edu.tr/~tokerem/The_Book_of_R.pdf 3. https://www.cs.upc.edu/~robert/teaching/estadistica/TheRBook.pdf 4. https://jennyjiangke.github.io/book/ 5. https://nibmehub.com/opac-service/pdf/read/social%20media%20analytics%20strategy.pdf 6. http://repo.darmajaya.ac.id/4385/1/Social%20Media%20Data%20Mining%20and%20Analytics.pdf		
Course Designed and Verified By: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore		

Search Keywords: Algorithmic Analysis, Visualization, Sentiment Analysis, Data Management, Matrix

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	M	S	S	S	S
CO2	S	S	M	S	S	M	S	S	S	S
CO3	S	S	M	S	S	M	S	S	S	S
CO4	S	S	M	S	S	M	S	S	S	S
CO5	S	S	M	S	S	M	S	S	S	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall R Data Types and explain Data Management, Functions and Control Structures.	K1, K2
Unit 2	Describe Methods of Data Collection and explain Visualisation Plot Types.	K2
Unit 3	Explain Measures of Location and Scale; discuss Frequency Table Construction.	K2
Unit 4	Discuss Correlation, Regression, Classification and Clustering Procedures.	K2
Unit 5	Describe Text Mining, Corpus Building, Data Cleaning and Term Document Matrix.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply R Programming for Data Management using Built-in and User Defined Functions.	K3

Unit 2	Demonstrate Data Visualisation using Bar Plot, Histogram, Boxplot and Scatter Plot in R.	K3
Unit 3	Apply Descriptive Statistics to construct Frequency Tables and compute Summary Statistics.	K3
Unit 4	Demonstrate Classification and Clustering Techniques on Social Media Datasets.	K3
Unit 5	Apply Text Mining, Corpus Building and Word Cloud Formation on Social Media Data.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Assess Sentiment Analysis Models and synthesise an Integrated Data Project.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse R Data Types and Control Structures to classify Programming Approaches.	K4
Unit 2	Examine Visualisation Outputs to compare Data Representation Methods.	K4
Unit 3	Analyse Descriptive Statistics Outputs to classify Data Distribution Patterns.	K4
Unit 4	Evaluate Classification and Clustering Model Effectiveness on Social Media Data.	K4, K5
Unit 5	Evaluate Sentiment Analysis Outputs to assess Social Media Trends.	K5

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise R Studio, R Packages and Social Media APIs to produce Data Analytics Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational R Programming and Statistical Analysis literature.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
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Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present Data Analytics Outputs through Visualisation Dashboards and Integrated Project Reports.	K3, K6
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STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Collaborative Data Analysis Labs.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Data Ethics, Privacy and Responsible Data Analysis Practices.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply R Programming and Statistical Frameworks to independently analyse Social Media Data.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design an R Programming Toolkit Guide demonstrating Data Types, Functions and Packages.	K6
Unit 2	Develop a Data Visualisation Dashboard representing Social Media Trends.	K6
Unit 3	Construct a Descriptive Statistics Report with Frequency Tables and Summary Statistics.	K6
Unit 4	Formulate a Classification/Clustering Model for Social Media Data Analysis.	K6
Unit 5	Compose an Integrated Sentiment Analysis Project on Social Media Data.	K6

TEACHING METHODOLOGY

Course Code	IVA	SOCIAL MEDIA DATA ANALYTICS USING ‘R’	L	T	P	C
Value-Added			2	–	3	4

The Course uses Lab Based Learning as follows:

- 1. R Programming Labs**
 - a. Installation, Data Types, Functions, Control Structures and Package Management.
- 2. Visualisation Workshops**
 - a. Hands-on creation of Bar Plots, Histograms, Boxplots, Scatter Plots and Word Clouds in R.
- 3. Statistical Analysis Sessions**
 - a. Descriptive Statistics, Frequency Tables and Summary Statistics computation.
 - b. Correlation, Regression, Classification and Clustering on Social Media Datasets.
- 4. Social Media Data Projects**
 - a. Text Mining, Corpus Building and Sentiment Analysis on Twitter, YouTube, Instagram Data.
 - b. Integrated Data Project synthesising Programming, Visualisation and Analysis.

Integration with Assessment

- a. Lab Exercises and Integrated Data Project compile the Assessment.
- b. Visualisation Dashboards and Sentiment Analysis Outputs track Applied Understanding.

Course Code	3EB	MEDIA ENTREPRENEURSHIP AND INNOVATION	L	T	P	C
Elective IIIB			4	–	–	4
Pre-requisite		Students will be introduced to the world of Entrepreneurship within the Media Industry. It explores how Media Ventures are conceived, launched and sustained by intersection of Creativity, Business Acumen, Ethics and Technology.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To equip Students with Knowledge and Skills necessary to Identify and Capitalise on Contemporary Opportunities. • To provide Students with a Comprehensive Understanding of Business Planning, Revenue Models and Innovations. • To enable Students to create a Viable Media Business Model and Pitch for Funding.						
TEACHING METHODOLOGY						
Experiential and Project Based Learning combining Entrepreneurship Theory with Practical Venture Development. Assessments link Business Model Canvas with Capstone Pitch Presentation and Report.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	IDENTIFY Opportunities and Gaps in the Media Market.	K1
CO2	ANALYSE successful Media Ventures and Entrepreneurial Case Studies.	K3
CO3	DEVELOP a Media Business Model with appropriate Monetisation Strategies.	K2
CO4	DESIGN a Media Start Up Plan including Marketing, Operational Strategy and Risk Management.	K2
CO5	FORMULATE a Media Business Idea effectively to Stakeholders using Digital Tools.	K5

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	FOUNDATIONS OF MEDIA ENTREPRENEURSHIP	18 Hours
Definition and Scope – Entrepreneurial Thinking – Characteristics of Media Entrepreneurs – Media Markets and Industry Trends – Role of Technology and Innovation – Ethical Challenges – Social Responsibility and Inclusive Media Practices.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Definition; Scope; Characteristics of Media Entrepreneurs
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Entrepreneurial Thinking; Media Markets and Industry Trends; Role of Technology and Innovation; Ethical Challenges; Social Responsibility and Inclusive Media Practices

Unit 2	IDEATION AND OPPORTUNITY RECOGNITION	13 Hours
Idea Generation Techniques (Design Thinking and Lean Startup) – Identifying Market Needs – Customer Persona Development – Gap Analysis – Trend Spotting in Digital Media (AI, AR and VR) – Feasibility Assessment.		
Bloom's Level	Behavioural Verbs	Syllabus Components

K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Idea Generation Techniques: Design Thinking, Lean Startup; Customer Persona Development; Gap Analysis; Feasibility Assessment
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Identifying Market Needs; Trend Spotting in Digital Media: AI, AR, VR

Unit 3	BUSINESS MODELS AND REVENUE STRATEGIES		12 Hours
Types of Media Business Models (Subscription, Premium, Ad-based, Platform Ecosystems, Affiliate Marketing) – Value Proposition – Cost Structures – Revenue Streams – Sustainability and Social Entrepreneurship Models with Case Studies.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K2 (Understand)	Explain, Describe, Discuss, Interpret	Types of Media Business Models; Value Proposition; Cost Structures; Revenue Streams	
K4 (Analyse)	Analyse, Compare, Differentiate, Examine	Sustainability and Social Entrepreneurship Models; Case Studies	

Unit 4	FUNDING AND LEGAL FRAMEWORK		15 Hours
Types of Funding: Bootstrapping, Angel Investors, Venture Capital, Crowdfunding, Grants (Cultural/Innovation Funds) – Business Pitches and Proposals – Legal Considerations: IP Rights, Media Law, Licensing, Contracts, Equity Structures, Exit Strategies.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K2 (Understand)	Explain, Describe, Discuss, Interpret	Types of Funding: Bootstrapping, Angel Investors, VC, Crowdfunding, Grants; Legal Considerations: IP Rights, Media Law, Licensing, Contracts, Equity, Exit Strategies	
K3 (Apply)	Apply, Demonstrate, Illustrate, Use	Business Pitches and Proposals	
K5 (Evaluate)	Evaluate, Assess, Justify, Critique	Evaluate Funding Options and Legal Frameworks for Media Ventures	

Unit 5	BRANDING FOR MEDIA VENTURES		12 Hours
Building a Media Brand – Target Audience and Positioning – Digital Campaign Strategy (Influencer Marketing, Viral Content) – Content Marketing – SEO – Social Media Advertising – Performative Metrics and Data Analytics Tools (Google Analytics, SEMrush) – Crisis Communication Management.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K3 (Apply)	Apply, Demonstrate, Illustrate, Use	Digital Campaign Strategy; Content Marketing; SEO; Social Media Advertising; Google Analytics; SEMrush	
K4 (Analyse)	Analyse, Compare, Differentiate, Examine	Target Audience and Positioning; Performative Metrics and Data Analytics	
K5 (Evaluate)	Evaluate, Assess, Justify, Critique	Building a Media Brand; Crisis Communication Management	

Unit 6	PRACTICAL PROJECT		2 Hours
Capstone Project: Students will form Teams to develop a Media Startup Idea, prepare a Business Model Canvas and present a Final Pitch with a 3000-word Report to be enclosed.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	

K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Media Startup Idea; Business Model Canvas; Final Pitch; 3000-word Report
Total Lecture Hours: 72 hours		
Reference Books 1. Dahiya, Surbhi (2023). <i>Digital First: Entrepreneurial Journalism in India</i>, Oxford University Press: London. 2. Kohli, Vanita (2021). <i>1000 Oaks</i> (5th Edition), Sage Publications: India. 3. Ferrier, Michelle & Mays, Elizabeth (2020). <i>Media Innovation and Entrepreneurship</i>, Rebus Community: Montreal. 4. Abernathy, Penelope & Sciarrino, Joan (2018). <i>The Strategic Digital Media Entrepreneur</i>, Wiley-Blackwell: US. 5. Allen, Jonathan (2019). <i>Digital Entrepreneurship</i>, Routledge: UK. Quick Links for Reference 1. https://ccimcambodia.org/wp-content/uploads/2020/11/dw-akademie-media-viability-handbook-september-2020.pdf 2. https://vbn.aau.dk/files/252874783/E12_Media_entrepreneurship_definition.pdf 3. https://dl.icdst.org/pdfs/files/65ecc870f8e2dd89d0430aaccfe45c907.pdf		
Course Designed and Verified By: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore		

Search Keywords: Entrepreneurial Thinking, Market Needs, Media Business Models, Integrated Marketing Communication, Search Engine Optimization

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	S	S	M	L	S
CO2	S	M	S	M	L	M	S	M	L	S
CO3	S	M	S	M	L	M	S	M	L	S
CO4	S	M	S	M	L	M	S	M	L	S
CO5	S	M	S	M	L	M	S	M	L	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall Definition and Scope; explain Entrepreneurial Thinking, Market Trends and Ethical Challenges.	K1, K2
Unit 2	Describe Idea Generation Techniques, Customer Persona Development and Feasibility Assessment.	K2
Unit 3	Explain Types of Media Business Models, Value Proposition and Revenue Streams.	K2
Unit 4	Discuss Types of Funding, Legal Considerations and IP Rights.	K2
Unit 5	Explain Digital Campaign Strategy, Content Marketing, SEO and Analytics Tools.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply Entrepreneurial Thinking to identify Media Market Opportunities.	K3
Unit 2	Demonstrate Design Thinking and Lean Startup for Idea Generation and Gap Analysis.	K3
Unit 3	Apply Business Model Canvas to develop Monetisation Strategies.	K3
Unit 4	Demonstrate Business Pitch and Proposal Preparation for Funding Applications.	K3
Unit 5	Apply SEO, Social Media Advertising and Google Analytics for Brand Building.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Formulate a Media Business Idea and present a Final Pitch with Business Model Canvas and 3000-word Report.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse Media Markets and Industry Trends to identify Entrepreneurial Opportunities.	K4
Unit 2	Examine Trend Spotting in AI, AR and VR to classify Digital Media Opportunities.	K4
Unit 3	Analyse Sustainability and Social Entrepreneurship Models through Case Studies.	K4
Unit 4	Evaluate Funding Options and Legal Frameworks to justify Venture Decisions.	K4, K5
Unit 5	Evaluate Performative Metrics and Crisis Communication to assess Brand Effectiveness.	K5

STEP 1E The Competency indicators for the Course:**NOTE:** Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Google Analytics, SEMrush, Social Media Platforms and Digital Marketing Tools for Venture Planning.	K3, K4

STEP 1F The Competency indicators for the Course:**NOTE:** Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Media Entrepreneurship and Innovation literature.	K2

STEP 1G The Competency indicators for the Course

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present Media Venture Plans through Pitch Presentations, Business Model Canvas and Capstone Reports.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Startup Team Formation and Collaborative Pitch Development.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in Media Entrepreneurship including Social Responsibility and Inclusive Practices.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Entrepreneurship Frameworks to independently design and launch Media Ventures.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a Media Market Analysis mapping Opportunities, Trends and Ethical Considerations.	K6
Unit 2	Develop a Customer Persona and Feasibility Assessment for a Media Startup Idea.	K6
Unit 3	Construct a Business Model Canvas with Revenue Streams and Sustainability Strategy.	K6
Unit 4	Formulate a Funding Proposal with Legal Framework and Equity Structure.	K6
Unit 5	Compose a Digital Branding Campaign with SEO, Analytics and Crisis Communication Plan.	K6

TEACHING METHODOLOGY

Course Code	3EA	MEDIA ENTREPRENEURSHIP AND INNOVATION	L	T	P	C
Elective IIIB			4	–	–	4

The Course uses Experiential and Project Based Learning as follows:

- 1. Entrepreneurial Thinking Workshops**
 - a. Design Thinking and Lean Startup Methodology for Idea Generation.
 - b. Customer Persona Development and Gap Analysis Exercises.
- 2. Business Model Labs**
 - a. Business Model Canvas Development with Revenue Stream and Cost Structure Analysis.
 - b. Case Study Analysis of successful Media Ventures and Social Entrepreneurship Models.
- 3. Pitch Preparation**
 - a. Business Pitch and Proposal Writing for Funding Applications.
 - b. Legal Framework Sessions: IP Rights, Media Law, Licensing and Contracts.
- 4. Branding and Analytics**
 - a. Digital Campaign Strategy, SEO, Social Media Advertising and Google Analytics/SEMrush Training.
 - b. Crisis Communication Management Exercises.
- 5. Capstone Project**
 - a. Teams develop a Media Startup Idea, Business Model Canvas and Final Pitch with 3000-word Report.

Integration with Assessment

- a. Business Model Canvas and Final Pitch Presentation compile the Summative Assessment.
- b. Case Studies, Persona Development and Campaign Strategy track Applied Understanding.

SUPPORTIVE COURSES
Offered by the Department of Communication and Media Studies,
Bharathiar University, Coimbatore

Course Code	GS76	FUNDAMENTALS OF ADVERTISING	L	T	P	C
Supportive I			2	–	–	2
Pre-requisite		Students who voluntarily undertake this Course must have a Curiosity to Comprehend the Creative Aspects in the Advertising Arena.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To enable Students to understand the Scope, Functions and Models of Advertising as a Persuasive Tool. • To help Students examine Audience Behaviour through Segmentation, Targeting and Positioning to inform Strategy. • To enable Students to apply Creative Principles to craft Compelling Advertising Content. • To make Students analyse Media Planning, Budgeting and Ethical Considerations to Optimise Campaign Reach and Integrity. • To help Students create End-to-End Advertising Campaigns for Real or Simulated Clients.						
TEACHING METHODOLOGY						
Experiential Learning combining Advertising Theory with Practical Campaign Development through Case Studies, Creative Exercises and Mock Client Presentations. Assessments link Campaign Strategy with Creative Output and Ethical Analysis.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	DESCRIBE Advertising Agency Structure and Functions and the Advertising Models in Practice.	K2
CO2	ANALYSE Consumer Segments and Target Audience to develop precise Positioning and Messaging Strategies.	K4
CO3	DEMONSTRATE Proficiency in Creative Production by developing Sample Copy and Multimedia Mock Ups.	K3
CO4	EVALUATE Media Selection Tactics, Budget Allocations and Ethical Issues to justify Strategic Recommendations.	K5
CO5	PRODUCE a Comprehensive Campaign Plan ready for Client Presentation or Assessment.	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM’S TAXONOMY MAPPING

Unit 1	INTRODUCTION TO ADVERTISING	6 Hours
Advertising: Definition, Need, Scope, Roles, Functions, Types – AIDA Process – Advertiser and Agency Partnership – Structure and Functioning of Ad Agency.		
Bloom’s Level	Behavioural Verbs	Syllabus Components
K1 (Remember)	<i>Define, Identify, List, Recall</i>	Definition; Need; Scope; Types of Advertising

K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Roles; Functions; AIDA Process; Advertiser and Agency Partnership; Structure and Functioning of Ad Agency
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Unit 2	SEGMENTATION, TARGETING AND POSITIONING	5 Hours
The Lifecycle of Product – Audience Analysis – Buyer Behaviour – Segmentation, Targeting and Positioning – Advertising Research: Objectives, Strategy and Plans – Branding Process – Types of Ad Appeals.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Lifecycle of Product; Audience Analysis; Buyer Behaviour; Branding Process; Types of Ad Appeals
K4 (Analyse)	<i>Analyse, Compare, Differentiate, Examine</i>	Segmentation, Targeting and Positioning; Advertising Research: Objectives, Strategy and Plans

Unit 3	CREATIVE PERSPECTIVE	6 Hours
Creativity – Creative Strategy – Copy Writing – Art Direction – Print Production – Electronic Production.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Creativity; Creative Strategy; Art Direction
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Copy Writing; Print Production; Electronic Production

Unit 4	STRATEGY	6 Hours
Marketing, Advertising and Media Strategy – Media Selection: Objectives, Strategies and Planning – Client Servicing – Print Media, Electronic Media, Direct Marketing and Out of Home Advertising – Advertising Ethics.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Media Selection: Objectives, Strategies and Planning; Client Servicing; Print Media, Electronic Media, Direct Marketing, Out of Home
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Marketing, Advertising and Media Strategy Integration; Advertising Ethics

Unit 5	ADVERTISING CAMPAIGN PLANNING	5 Hours
Dynamics of Creating and Executing the Complete Campaign Strategy – Sales Promotion – Public Relations – Local Advertising – Campaign Budgeting – Campaign: Execution, Testing and Evaluation.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Sales Promotion; Public Relations; Local Advertising; Campaign Budgeting
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Creating and Executing Complete Campaign Strategy; Campaign Execution, Testing and Evaluation

Unit 6	CONTEMPORARY ISSUES	2 Hours
Online Seminars, Webinars, Expert Lectures, Assignments.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Online Seminars; Webinars; Expert Lectures; Assignments

Reference Books

1. Danesh, Marcel (2006). *Brands*, Routledge, Taylor & Francis Group: London.
2. Galician, Mary Lou (2006). *Handbook of Product Placement in Mass Media*, JAICO Publishing House: Mumbai.
3. Russell, Thomas; Lane, J. Ronald & Kleppner, W. (2002). *Advertising Procedure*, Prentice Hall International, Inc: New Jersey.
4. Chauhan, Meenakshi R. (1995). *Advertising – The Social and Challenge*, Anmol Publications Pvt. Ltd: New Delhi.
5. Jefkins, Link (1992). *Advertising Made Simple*, Rupa & Co: New Delhi.

Quick Links for Reference

1. <https://hostnezt.com/cssfiles/businessadmin/Advertising%20Handbook%20By%20Sean%20Brierley.pdf>
2. <https://www.worldradiohistory.com/BOOKSHELF-ARH/Business/The-Advertising-Handbook-Hall-1921.pdf>
3. https://api.pageplace.de/preview/DT0400.9781446265901_A24015933/preview-9781446265901_A24015933.pdf
4. https://upload.wikimedia.org/wikipedia/commons/4/4b/The_advertising_handbook.pdf
5. <https://niftem-t.ac.in/pmfm-sna/images/Handbook/M6.pdf>

Course Designed By: Dr. Sandeep Kaur, Assistant Professor, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Course Verified by: Dr. M. Srihari, Associate Professor and Head i/c, Department of Communication and Media Studies, Bharathiar University, Coimbatore

Search Keywords: AIDA, Ad Agencies, Product lifecycle, Audience Appeals, Buying Behaviour, STP, Creative Strategy, Copy- Writing, Production, Media Strategy, Ethics, Campaign Strategy, Testing, Evaluation

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	L	S	L	L	L	L	S
CO2	S	S	S	M	L	L	L	M	S	S
CO3	S	S	S	S	S	L	L	M	S	S
CO4	S	S	S	S	S	L	L	S	S	S
CO5	S	S	S	S	L	L	L	S	S	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall the Definition, Need, Scope and Types of Advertising; explain AIDA Process and Agency Structure.	K1, K2
Unit 2	Describe Product Lifecycle, Buyer Behaviour, Branding Process and Types of Ad Appeals.	K2
Unit 3	Explain Creativity, Creative Strategy and Art Direction Principles.	K2
Unit 4	Discuss Media Selection Objectives and Client Servicing Approaches.	K2
Unit 5	Explain Campaign Dynamics, Sales Promotion and Public Relations.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply AIDA Process to analyse Advertising Effectiveness.	K3
Unit 2	Apply STP to develop Positioning and Messaging Strategies.	K3
Unit 3	Demonstrate Copy Writing and Print/Electronic Production Skills.	K3
Unit 4	Apply Media Planning and Selection across Print, Electronic and OOH Channels.	K3
Unit 5	Demonstrate Campaign Budgeting, Execution, Testing and Evaluation.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate Media Tactics and Ethical Issues to produce a Comprehensive Campaign Plan.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse Advertiser-Agency Partnership to classify Agency Functions.	K4
Unit 2	Examine Consumer Segments using STP to differentiate Positioning Strategies.	K4
Unit 3	Analyse Creative Strategy to classify Approaches for different Media.	K4
Unit 4	Evaluate Advertising Ethics to assess Campaign Integrity.	K4, K5
Unit 5	Evaluate Campaign Testing and Evaluation Outcomes.	K5

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Digital Media Platforms and Design Tools to produce Advertising Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Advertising literature and reproduce Campaign Planning Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
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Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present Campaign Plans through Mock Client Presentations and Creative Portfolio Exhibitions.	K3, K6
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STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Campaign Design Teams and Mock Pitch Sessions.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Advertising Ethics and responsible Creative Practices.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Advertising Strategy Frameworks to independently design Ethical Campaigns.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design an Agency Structure Overview mapping Roles, Functions and Client Partnership.	K6
Unit 2	Develop a Consumer Profile using STP Analysis for a Target Product.	K6
Unit 3	Construct a Creative Portfolio with Copy, Art Direction and Production Outputs.	K6
Unit 4	Formulate a Media Strategy with Selection, Planning and Ethical Justification.	K6
Unit 5	Produce a Complete Campaign Plan with Budgeting, Execution and Evaluation.	K6

Course Code	GS94	BASICS OF PHOTOGRAPHY	L	T	P	C
Supportive II			2	–	–	2
Pre-requisite		Students who undertake this Course must have the Ability to Narrate a Story in a Visual Form.	Syllabus Version			2026–2027
COURSE OBJECTIVES						
• To make Students understand Fundamental Photography Concepts. • To acquaint Students with various Camera, Lens Characteristics and Filter Uses. • To help Students apply Lighting Techniques for both Indoor and Outdoor Environments. • To enable Students to analyse Visual Aesthetics and Craft effective Photo Essays with Captions. • To make Students create and manage Digital Workflows.						
TEACHING METHODOLOGY						
Hands-On Studio Practice combining Photography Theory with Practical Shooting Assignments across Indoor and Outdoor Environments. Assessments link Technical Proficiency with Visual Storytelling and Digital Editing Outputs.						

COURSE OUTCOMES

Expected Course Outcomes: On the successful completion of the course, Students will be able to:

CO	Course Outcome Statement	K-Level
CO1	IDENTIFY various Beats in Photography for its Visual Storytelling Enhancement.	K1
CO2	DISTINGUISH among Portrait, Landscape and Documentary Photography Styles.	K1
CO3	DEMONSTRATE Technical Proficiency to Control Exposure and Depth of Field.	K3
CO4	PRODUCE Cohesive Visual Stories by Integrating Compositional Frameworks with Post-Capture Digital Editing Techniques.	K6
CO5	EVALUATE the Use of Natural and Artificial Lighting Set Ups and Filter Techniques to enhance Image Quality.	K5

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 – Create

SYLLABUS WITH BLOOM'S TAXONOMY MAPPING

Unit 1	INTRODUCTION TO PHOTOGRAPHY		6 Hours
Characteristics of Light – Camera: Structure and Function – Exposure: Focusing, Aperture, Shutter Speed, Depth of Field – Basic Shots, Angle and View – Different Styles of Photography: Portrait, Landscape and Documentary.			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K1 (Remember)	Define, Identify, List, Recall	Camera Structure and Function; Basic Shots, Angle and View; Photography Styles: Portrait, Landscape, Documentary	
K2 (Understand)	Explain, Describe, Discuss, Interpret	Characteristics of Light; Exposure: Focusing, Aperture, Shutter Speed, Depth of Field	

Unit 2	KNOWING THE CAMERA		6 Hours
Types of Camera – Types of Lenses, its Functions, Use, Characteristics (Lens Speed, Filters, Converters).			
Bloom’s Level	Behavioural Verbs	Syllabus Components	
K1 (Remember)	Define, Identify, List, Recall	Types of Camera; Types of Lenses	

K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Lens Functions, Use, Characteristics: Lens Speed, Filters, Converters
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Unit 3	LIGHTING EFFECTS	6 Hours
Sources of Light: Natural, Artificial and Available – Lighting Techniques: Three-Point Lighting – Kinds of Light: Indoor and Outdoor – Electronic Flash and Artificial Lights – Light Meters – Different Kinds of Filters for B&W and Colour Photography.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Sources of Light: Natural, Artificial, Available; Lighting Techniques: Three-Point Lighting; Kinds of Light: Indoor, Outdoor; Light Meters
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Electronic Flash and Artificial Lights; Filters for B&W and Colour Photography
K5 (Evaluate)	<i>Evaluate, Assess, Justify, Critique</i>	Evaluating Lighting Set Ups and Filter Techniques for Image Quality Enhancement

Unit 4	VISUAL AESTHETICS	5 Hours
Basic Aesthetics – Visual Perception – Basics of Photojournalism – Photo Features – Photo Essays – Writing Captions – Visual Storytelling – Photography for Advertising: Consumer and Industrial – Planning a Shoot: Studio, Location, Set Props and Casting.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Basic Aesthetics; Visual Perception; Basics of Photojournalism; Photography for Advertising: Consumer, Industrial
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Photo Features; Writing Captions; Planning a Shoot: Studio, Location, Set Props, Casting
K6 (Create)	<i>Construct, Formulate, Compose, Design</i>	Photo Essays; Visual Storytelling

Unit 5	DIGITAL PHOTOGRAPHY	5 Hours
Digital Photography – Optical System – Power System – Memory Storage – Resolution – Understanding Exposure and Controls – Flash and Lighting – Transferring Image to PC – File Formats – Managing Digital Pictures.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K2 (Understand)	<i>Explain, Describe, Discuss, Interpret</i>	Digital Photography; Optical System; Power System; Memory Storage; Resolution; File Formats
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Understanding Exposure and Controls; Flash and Lighting; Transferring Image to PC; Managing Digital Pictures

Unit 6	CONTEMPORARY ISSUES	2 Hours
Online Seminars, Webinars, Expert Lectures, Assignments.		
Bloom's Level	Behavioural Verbs	Syllabus Components
K3 (Apply)	<i>Apply, Demonstrate, Illustrate, Use</i>	Online Seminars; Webinars; Expert Lectures; Assignments
Total Lecture Hours: 30 hours		

Reference Books

1. Busch, David D. (2003). *Digital Photography: All in One Desk Reference for Dummies*, Wiley Publishing: New York.
2. Kim, John (2004). *40 Digital Photography Techniques*, Youngjin: Korea.
3. Johnson, Dave (2001). *How to do everything with your Digital Camera*, Tata McGraw-Hill: New Delhi.
4. Calder, Julian & Garrett, John (1999). *The 35mm Photographer's Handbook*, Marshall Editions Limited: London.
5. Solomon, Alain (1987). *Advertising Photography*, American Photographic Publishing: New York.

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1. <https://rockynook.com/wp-content/uploads/2023/06/Photography-101-Pocket-Guide.pdf>
2. <https://katyaazzopardi.files.wordpress.com/2016/12/langfords-basic-photography-the-guide-for-serious-photographers-2010kaiser.pdf>

Search Keywords: Lens Types, Lighting, Camera Techniques, Exposure, Depth of Field, Styles, Filters, Sources of Light, Kinds of Light, Light Meters, B&W/Colour Photography, Visual Perception, Photo Journalism, Visual Storytelling, Digital Photography, Controls, Flash, File Formats, Digital Image Management.

CO – PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	L	S	L	S	S	L	M	S	S
CO2	S	L	S	L	M	S	L	M	S	S
CO3	S	L	S	S	S	L	L	S	S	S
CO4	S	M	S	S	S	M	L	S	S	S
CO5	S	M	S	S	S	S	L	S	S	S

S – Strong; M – Medium; L – Low

STEP 1A The Competency indicators for the Course:

Unit	LO1: Disciplinary Knowledge (Remember/ Understand)	Bloom's Level (K)
Unit 1	Recall Camera Structure, Basic Shots and Photography Styles; explain Exposure and Depth of Field.	K1, K2
Unit 2	Identify Types of Camera and Lenses; explain Lens Characteristics and Filter Uses.	K1, K2
Unit 3	Describe Sources and Kinds of Light; explain Three-Point Lighting and Light Meters.	K2
Unit 4	Explain Visual Perception, Photojournalism Basics and Photography for Advertising.	K2
Unit 5	Describe Digital Photography Systems, Resolution and File Formats.	K2

STEP 1B The Competency indicators for the Course:

Unit	LO4: Problem Solving (Apply Knowledge)	Bloom's Level (K)
Unit 1	Apply Exposure Settings (Aperture, Shutter Speed) to control Depth of Field.	K3
Unit 2	Demonstrate Lens and Filter Selection for different Photographic Contexts.	K3
Unit 3	Apply Lighting Techniques including Flash and Filters for Indoor and Outdoor Photography.	K3
Unit 4	Demonstrate Photo Feature Creation, Caption Writing and Shoot Planning.	K3
Unit 5	Apply Digital Exposure Controls, Flash and Image Transfer Workflows.	K3

STEP 1C The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO3: Critical thinking, LO8: Scientific Reasoning, LO9: Reflective Thinking Evaluate Lighting and Filter Techniques to produce Cohesive Visual Stories with Digital Editing.	K5, K6

STEP 1D The Competency indicators for the Course:

Unit	LO5: Analytical Reasoning (Analyse and arrive at conclusion/ classification)	Bloom's Level (K)
Unit 1	Analyse the effects of Aperture and Shutter Speed on Depth of Field and Motion.	K4
Unit 2	Compare Lens Types to classify their suitability for different Photography Styles.	K4
Unit 3	Evaluate Lighting Set Ups and Filter Techniques for Image Quality Enhancement.	K4, K5
Unit 4	Analyse Compositional Frameworks to classify Visual Storytelling Approaches.	K4
Unit 5	Examine Digital Workflow to compare File Formats and Resolution Standards.	K4

STEP 1E The Competency indicators for the Course:

NOTE: Cannot be assessed in written Examination

Scope	Learning Outcomes	Bloom's Level (K)
Course Content and beyond	LO10: Digital Literacy Utilise Digital Cameras, Editing Software and File Management Tools to produce Photographic Outputs.	K3, K4

STEP 1F The Competency indicators for the Course:

NOTE: Can map to K1/K2/K3/K4/K5/K6

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO6: Research-related Skills, LO15: Lifelong Learning Summarise foundational Photography literature and reproduce Composition and Lighting Frameworks.	K2

STEP 1G The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO2: Communication Skills, LO15: Lifelong Learning Present Photographic Outputs through Photo Essays, Visual Storytelling Exhibitions and Digital Portfolios.	K3, K6

STEP 1H The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO7: Cooperation/ Team Work, LO12: Multicultural Competence, LO14: Leadership qualities Perform in diverse group settings utilising Collaborative Outdoor Shooting and Studio Sessions.	K3

STEP 1I The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO13: Moral and Ethical awareness/ reasoning Demonstrate adherence to Ethical Standards in Photography including Subject Consent and Image Authenticity.	K3

STEP 1J The Competency indicators for the Course:

Scope	Learning Outcomes	Bloom's Level (K)
Beyond Course Content	LO11: Self-directed Learning, LO15: Life-long Learning Apply Photography Principles to independently produce Professional Visual Content.	K5

STEP 1K The Competency indicators for the Course:

Unit	LO11: Self-directed Learning, manage project through completion (Design/ Develop solutions/ project/ SDGs/other)	Bloom's Level (K)
Unit 1	Design a Photography Fundamentals Guide demonstrating Exposure, Shots and Styles.	K6
Unit 2	Develop a Lens and Filter Selection Guide for diverse Photography Contexts.	K6
Unit 3	Construct a Lighting Portfolio applying Three-Point Lighting and Filter Techniques.	K6
Unit 4	Formulate a Photo Essay with Captions integrating Visual Storytelling and Advertising Photography.	K6
Unit 5	Compile a Digital Photography Workflow Guide with File Management and Editing Outputs.	K6