



SOPHIA COLLEGE, (AUTONOMOUS)

Affiliated to

UNIVERSITY OF MUMBAI

**Programme:** Strategic Communication and Journalism

**Programme Code:** SBMMED

S.Y.B.A. (SCJ)

2022-23

Bachelor of Arts (Strategic Communication and Journalism  
[Formerly known as Bachelor of Mass Media (B.M.M.)]

**Programme Outline : SYBA (SCJ) (SEMESTER III)**

Course Code	Unit No	Name of the Unit	Credits
SBMMED301		STRATEGIC COMMUNICATION - I	3
	1	Marketing	
	2	Understanding the Consumer	
	3	Strategic Planning	
	4	Advertising	
	5	Branding	
SBMMED302		JOURNALISM- I	3
	1	What is Journalism	
	2	History of Journalism	
	3	What is News, How It Is Gathered and Narrated	
	4	Structure of News Organisations	
	5	Skills needed for Journalism	
SBMMED303		WRITING- I	3
	1	Key Concepts in Writing	
	2	Academic Writing	
	3	Writing for Prose Fiction (Short Story)	
	4	Writing for the Screen	
SBMMED304		UNDERSTANDING CINEMA	3
	1	Introduction to Cinema as a Medium, Language of Cinema, Cinema Narratives	
	2	Introduction to films from Various Movements, Time Periods and Countries; Italian Neorealism, the French New Wave, Russian Cinema, Swedish and Polish Masters, Other European Cinema, Hollywood, Independent American Cinema and Indian Parallel Cinema	
	3	Introduction to the Cinema of Indian Masters, with Reference to the Development of	

		Their Own Film Language, or the Adaptation of an Existing Film Language to the Indian Context	
	4	Basic Introduction to the Technology Used in Cinema: The Movement of Cinema from Film to Digital and Its Impact on Film Production, Distribution and Viewing	
	5	Introduction to a Few Important Techniques Employed by Different Filmmakers	
	6	Introduction and Basic Discussion to Cover a Broad Range of Films: Documentaries, Short Films etc.	
	7	An Introduction to the Unique and Distinct Characteristics of Black & White Films and Films Made in Colour	
SBMMED305		RESEARCH METHODS- I	3
	1	Science and Social Research	
	2	Inquiry, Theory, and Paradigms	
	3	The Structuring of Inquiry: Quantitative and Qualitative	
	4	Modes of Observation: Quantitative and Qualitative	
SBMMED306		CONTEMPORARY ISSUES- I	3
	1	Themes in Indian Democracy	
	2	Gender	
	3	Religion	
	4	Caste	
	5	Tribe	
	6	Education	

**Programme Outline : SYBA (SCJ) (SEMESTER IV)**

Course Code	Unit No	Name of the Unit	Credits
SBMMED401		STRATEGIC COMMUNICATION- II	3
	1	Public Relations	
	2	Media Planning and Strategy	
	3	Data Driven Marketing	
	4	Digital Marketing	
	5	Media Advocacy: Cause Related Marketing	
SBMMED402		JOURNALISM- II	3
	1	Finding a Story: The Story Idea	
	2	Researching the Story	
	3	Interviewing	
	4	Writing the Story	
	5	Writing for Features	
	6	Editing the Story	
SBMMED403		WRITING- II	3
	1	Writing for Non-Fiction (Short and Long-Form Writing)	
	2	Persuasive Writing   Writing for Marketing Communication	
	3	Editing	
SBMMED404		DIGITAL MEDIA	3
	1	Key Concepts in Digital Media	
	2	Digital Marketing	
	3	Content Creation and Marketing in the Digital Age	
	4	Planning a Long-Term Content Strategy	
	5	Building Content Assets	
	6	Measuring Content Marketing Performance	
	7	Social Media Marketing in the Digital Age	
	8	Organic and Paid Strategies for Different Social Media Platforms	
	9	Social Media Management Tools	
SBMMED405		RESEARCH METHODS- II	3
	1	Asking Questions, Finding Answers	

	2	Research Project	
	3	Analysis of Data	
	4	Ethics and Politics of Research	
SBMMED406		CONTEMPORARY ISSUES	3
	1	Health	
	2	Environment	
	3	Security	
	4	Justice System	
	5	Economy	

### **Preamble:**

Strategic Communication and Journalism are essential disciplines that explore the dynamic realms of media, information dissemination, and societal narratives, emphasizing how communication shapes perceptions, influences decisions, and fosters societal cohesion. By studying these disciplines, individuals gain insights into the power of media, rhetoric, and storytelling, which are fundamental for navigating today's complex global landscape.

The B.A. in Strategic Communication and Journalism program aims to equip students with comprehensive knowledge and practical skills in media, journalism, and strategic communication. The curriculum covers diverse subjects, from journalistic ethics and media law to digital storytelling and public relations strategies, catering to students from diverse backgrounds. Through a hands-on learning approach that includes traditional lectures, experiential activities, guest lectures by experts, workshops, and internships, students develop critical thinking, effective communication, and media literacy skills essential for successful careers in journalism, public relations, digital media, and strategic communication. Graduates emerge as adaptable professionals prepared to contribute to the evolving field of media and communication.

### **PROGRAMME OBJECTIVES**

<b>PO 1</b>	To give learners in the programme a clear introduction to mass media as an all-encompassing ideological and communication experience globally
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<b>PO 2</b>	To enable learners in the programme to understand the political, economic, social, cultural and environmental implications of consuming media messages
<b>PO 3</b>	To provide learners of the programme the opportunities to acquire the necessary skills to produce forms of media messages and content from strategic communication (including advertising, branding, public relations, media planning, and digital marketing) to journalism across different platforms
<b>PO 4</b>	To train learners in the programme through contemporary theory and practical application, in their role as future creators of media messages in a constantly evolving and demanding industry
<b>PO 5</b>	To teach learners in the programme the need for the ethical application of the ideas taught in the programme to become responsible consumers and producers of media content

#### **PROGRAMME SPECIFIC OUTCOMES**

<b>PSO 1</b>	Examine mass media as an all-encompassing ideological and communication experience globally
<b>PSO 2</b>	Discuss and investigate the political, economic, social, cultural and environmental implications of consuming media messages
<b>PSO 3</b>	Design and create media messages and content, from strategic communication (including advertising, branding, public relations, media planning, and digital marketing) to journalism across different platforms
<b>PSO 4</b>	Evaluate, through contemporary theory and practical application, their role as future creators of media messages in a constantly evolving and demanding industry
<b>PSO 5</b>	Prioritize the need for the ethical application of the ideas taught in the programme to become responsible consumers and producers of media content.

### SEMESTER 3

NAME OF THE COURSE	STRATEGIC COMMUNICATION – I	
CLASS	SYBASCJ	
COURSE CODE	SBMMED301	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50 20	20

### COURSE OBJECTIVES

CO 1.	To explore the components and facets of Strategic Communication and their role in Marketing
CO 2.	To understand Integrated Marketing Communications as a broad discipline
CO 3.	To lay the foundation to study Strategic Communication as a specialisation in the third and final year of the programme
CO 4.	To enable students to see Strategic Communication in application across different sectors: consumer goods and services, politics, health, education, technology etc.

**COURSE LEARNING OUTCOMES:**

**At the end of the semester, the students will:**

CLO 1.	The learner will define marketing and employ its key concepts in an assignment
CLO 2.	The learner will examine the role of the consumer in key marketing communications decisions
CLO 3.	The learner will plan communications objectives for a brand in keeping with its business objectives
CLO 4.	The learner will design a branding and advertising strategy for a hypothetical campaign



UNIT 1	Marketing
1.1	Definition, Characteristics, Key Concepts
1.2	The Marketing Mix: Product, Price, Place, Promotion
1.3	Integrated Marketing Communication
1.4	IMC: The Promotional Mix
UNIT 2	Understanding the Consumer
2.1	Factors Influencing Consumer Purchase Behaviour
2.2	Positioning and Targeting
2.3	Consumer Motivation, Perception, Learning, Personality
2.4	Target Group Segmentation
UNIT 3	Strategic Planning
3.1	Definition, Key Concepts
3.2	Business Plan, Marketing Plan, Communication Functions Plan
3.3	Key Strategic Decisions: Communication Objectives, Brand Identity Strategy, Brand Positioning
3.4	Marrying Business Objectives with Communication and Consumer Insights
UNIT 4	Advertising
4.1	Definition, Characteristics, Key Concepts
4.2	Types of Advertising
4.3	Advertising Agencies and Their Functioning
4.4	Creative Strategy in Advertising: Planning, Development, Implementation, Evaluation
4.5	Advertising across Platforms: Print, Outdoor, Broadcast, Digital

UNIT 5	Branding
5.1	Definition, Characteristics, Key Concepts
5.2	How Brand Communication Works
5.3	Facets of Brand Perception and Impact: Perception, Cognition, Persuasion, Behaviour, Association, Cognition

### REFERENCES:

- Belch, George E., et al. *Advertising and Promotion: An Integrated Marketing Communications Perspective*. 9th ed., McGraw-Hill Education India, 2013.
- Bernays, Edward L. *Public Relations*. Snowball Publishing, 2016.
- Danesi, Marcel. *Brands*. (Routledge Introductions to Media and Communications) Routledge, 2006.
- Jenkins, Joanna L. *The Convergence Crisis: An Impending Paradigm Shift in Advertising*. Peter Lang Inc., 2014.
- Kohli-Khandekar, Vanita. *The Indian Media Business*. 4<sup>th</sup> Ed. Sage, 2013.
- Kotler, Philip, et al. *Marketing Management: A South Asian Perspective*. Dorling Kindersley (India), 2013.
- Kotler, Philip, et al. *Marketing 4.0: Moving from Traditional to Digital*. Wiley, 2016.
- Kotler, Philip, et al. *Principles of Marketing: A South Asian Perspective*. 13th ed., Pearson Education India, 2010.
- Moriarty, Sandra, et al. *Advertising & IMC: Principles & Practice*. 11<sup>th</sup> ed., Pearson: New York, 2019.
- Ries, Al, and Laura Ries. *The Fall of Advertising and the Rise of PR*. Harper Business, 2004.
- Smith, Ron. *Public Relations: The Basics*. Routledge, 2013

**ASSESSMENT DETAILS:**

**Internal Assessment (50 marks)**

**Part 1: Project Work (40 Marks)**

**Part 2: Attendance – (10 marks)**

**Semester End Examination – External Assessment (50 marks)**

- The duration of the paper will be two hours.
- Every question will have an internal choice.

### SEMESTER 3

NAME OF THE COURSE	JOURNALISM- I	
CLASS	SYBASCJ	
COURSE CODE	SBMMED302	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50	20
	20	

### COURSE OBJECTIVES

CO 1.	To define Journalism, its elements, and role in society for the students
CO 2.	To examine the professional field of Journalism
CO 3.	To enable students to understand the structure of news organisations
CO 4.	To understand and compare Journalism in each medium: print, radio, TV and online
CO 5.	To explain the process of news gathering and news making
CO 6.	To introduce the students to the skills required for Journalism

### COURSE LEARNING OUTCOMES:

**At the end of the semester, the students will:**

CLO 1.	The learner will define the elements and purpose of Journalism as a discipline
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CLO 2.	The learner will assess the role and evolution of Journalism in society
CLO 3.	The learner will use newsgathering techniques to identify story ideas
CLO 4.	The learner will identify the roles and responsibilities within a news organisation
CLO 5.	The learner will read, write, take notes, conduct interviews, and produce news stories

UNIT 1	What is Journalism
1.1	Elements of Journalism: News, Reporting, Language, Narrative, Interpretive Method
1.2	Purposes of Journalism: Recording, Commenting, Judging, Speaking Truth to Power
1.3	Journalism as a Democratic Art
UNIT 2	History of Journalism
2.1	From Craft to Profession
2.2	Journalism and Technology
2.3	Journalism's Role in Society
UNIT 3	What is News, How It Is Gathered and Narrated
3.1	Conversations and Storytelling
3.2	Identifying, Researching, Writing Stories
3.3	Sources
3.4	Gathering Information
3.5	Conducting Interviews
3.6	Making News for Print, Radio, Television, Online
UNIT 4	Structure of News Organisations
4.1	Roles and Responsibilities
4.2	Print
4.3	Radio
4.4	Television
4.5	Online
UNIT 5	Skills needed for Journalism

5.1	Curiosity, Interest in People
5.2	Observation and Attention to Detail
5.3	Reading
5.4	Writing
5.5	Conversation
5.6	Note Taking
5.7	Software and Technical Skills – Editing (Text, Image, Audio, Video), Designing

#### REFERENCES:

- Adam, G. Stuart. *Notes Towards a Definition of Journalism*. Poynter Institute for Media Studies, 1993.
- Adam, G. Stuart; Clark, Roy Peter. *Journalism: The Democratic Craft*. Oxford University Press, 2006.
- Batabyal, Somnath. *Making News in India: Star News and Star Ananda*. First Edition. Routledge, 2012.
- Carlson, Matt. *On the condition of anonymity: unnamed sources and the battle for journalism*. Urbana: University of Illinois Press, 2011.
- Chapman, Jane and Marie Kinsey, editors. *Broadcast Journalism: A Critical Introduction*. First Edition. Routledge, 2009.
- Czarniawska, Barbara. *Cyberfactories: How News Agencies Produce News*. Edward Elgar Pub, 2012.

- Fleming, Carole, et al. *An Introduction to Journalism*. Sage Publications, 2006.
- Franklin, Bob, and Matt Carlson, editors. *Journalists, Sources, and Credibility: New Perspectives*. Routledge, 2013.
- Frisken, Amanda. *Graphic News: How Sensational Images Transformed Nineteenth-Century Journalism*. Urbana, Chicago; Springfield: University of Illinois Press, 2020.
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- Hargeaves, Ian. *Journalism: A Very Short Introduction*. Oxford University Press, 2005.
- Hemmingway, Emma. *Into the Newsroom: Exploring the Digital Production of Regional Television News*. First Edition. Routledge, 2008.
- Horton, Brian. *Associated Press Guide to Photojournalism*. Second Edition. McGraw-Hill Education, 2010.
- Mehta, Nalin. *Behind a Billion Screens: What Television Tells Us about Modern India*. Harper Collins, 2015.
- Morel, Gaëlle, and Thierry Gervais. *The Making of Visual News: A History of Photography in the Press*. Bloomsbury, 2017.
- Rich, Carole. *Workbook for Writing and Reporting News: A Coaching Method*. Wadsworth Publishing, 2009.

#### **ASSESSMENT DETAILS:**

**Internal Assessment (50 marks)**

**Part 1: Project Work (40 Marks)**

**Part 2: Attendance – (10 marks)**

**Semester End Examination – External Assessment (50 marks)**



- The duration of the paper will be two hours.
- Every question will have an internal choice.

### SEMESTER 3

NAME OF THE COURSE	WRITING – I	
CLASS	SYBASCJ	
COURSE CODE	SBMMED303	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50 20	20

### COURSE OBJECTIVES

CO 1.	To introduce the students to the tools and techniques of writing with coherence and cohesion
CO 2.	To enable them to explore different registers and genres of writing
CO 3.	To improve the overall linguistic competence of the students as future practitioners of the media
CO 4.	To encourage them to implement the concepts discussed in class in practical application through exercises and assignments

### COURSE LEARNING OUTCOMES:

**At the end of the semester, the students will:**

CLO 1.	The learner will list and illustrate the basic components of writing with fluency
CLO 2.	The learner will outline the components of academic writing
CLO 3.	The learner will develop a hypothesis and argument for an academic

	piece
CLO 4.	The learner will evaluate the key components of writing short fiction
CLO 5.	The learner will develop plot, narrative, character for short fiction
CLO 6.	The learner will analyse plot, character and dialogue in the process of screenwriting

UNIT 1	Key Concepts in Writing- 15 LECTURES
1.1	Basic Grammar and Punctuation
1.2	Words and their Usage
1.3	The Lead and the Ending
1.4	Unity in Writing: Coherence & Cohesion
1.5	Writing Register: Tenor, Mode, Domain
1.6	Understanding the Reader
1.7	Simplicity and Economy
UNIT 2	Academic Writing- 15 LECTURES
2.1	Understanding the Objective of Writing
2.2	Creating an Overall Structure: Building and Developing an Argument, Introduction and Conclusion, Paragraphing
2.3	Incorporating Evidence: Interpreting Existing Data
2.4	Synthesising Others' Work into One's Own: Paraphrasing and Quoting; Source Attribution
2.5	Citing References   Bibliography
2.6	Plagiarism and Its Consequences
UNIT 3	Writing for Prose Fiction (Short Story)- 15 LECTURES
3.1	Story vs Plot

3.2	Character Arc and Journey
3.3	Fiction Genres: Comedy, Tragedy, Horror, Drama, Science Fiction, Romance, Fantasy, Thriller
3.4	Narrative Themes and Devices
3.5	Style
UNIT 4	Writing for the Screen
4.1	The Three-Act Structure
4.2	Developing a Plot: Situation, Conflict and Resolution
4.3	Building Character Arcs
4.4	Exposition vs Action
4.5	Building a Scene
4.6	Writing Dialogue

REFERENCES:

- Booth, Wayne C., et al. *The Craft of Research*. 4<sup>th</sup> Ed. (Chicago Guides to Writing, Editing, and Publishing). University of Chicago Press, 2016.
- Burroway, Janet. *Writing Fiction – A Guide to Narrative Craft*. 10<sup>th</sup> Ed. (Chicago Guides to Writing, Editing, and Publishing). University of Chicago Press, 2019.
- Clark, Roy Peter. *The Art of Creative Writing: The Classic Guide to Writing Fiction*. Little, Brown Spark, 2008.
- *Gotham Writers' Workshop Fiction Gallery: Exceptional Short Stories Selected by New York's Acclaimed Creative Writing School*. Bloomsbury, 2004.

- Egri, Lajos. *The Art of Creative Writing: The Classic Guide to Writing Fiction*. Citadel, 2020. Field, Syd. *Screenplay: The Foundations of Screenwriting*. RHUS, 2005.
- Forsyth, Mark. *The Elements of Eloquence: How to Turn the Perfect English Phrase*. Icon Books, 2016.
- Franklin, Jonathan. *Writing for Story: Craft Secrets of Dramatic Nonfiction*. Plume, 1994.
- Gutkind, Lee. *You Can't Make This Stuff up: The Complete Guide to Writing Creative Nonfiction--from Memoir to Literary Journalism and Everything in between*. Da Capo Lifelong Books, 2012.
- LaPlante, Alicia. *The Making of a Story: A Norton Guide to Creative Writing*. WW Norton, 2009.
- Leech, Geoffrey, et. al. *English Grammar for Today: A New Introduction*. Palgrave, 1982.
- McKee, Robert. *Story: Style, Structure, Substance, and the Principles of Screenwriting*. It Books, 1997.
- *MLA Handbook*. 8<sup>th</sup> Ed. Modern Language Association of America, 2016.
- Morely, David, and Philip Neilson. *The Cambridge Companion to Creative Writing*. Cambridge University Press, 2012.
- Pinker, Steven. *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. Penguin, 2015.
- Strunk Jr., William, and E. B. White. *The Elements of Style*. 4<sup>th</sup> Ed. Pearson, 1999.

#### **ASSESSMENT DETAILS:**

**Internal Assessment (50 marks)**

**Part 1: Project Work (40 Marks)**

**Part 2: Attendance – (10 marks)**

**Semester End Examination – External Assessment (50 marks)**

- The duration of the paper will be two hours.
- Every question will have an internal choice.

### SEMESTER 3

NAME OF THE COURSE	UNDERSTANDING CINEMA	
CLASS	SYBASCJ	
COURSE CODE	SBMMED304	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50 20	20

### COURSE OBJECTIVES

CO 1.	To sensitize the students towards Cinema as a medium of mass communication and to help them to become critical viewers of movies today
CO 2.	To enable students to study the similarities and differences between various Cinema cultures
CO 3.	To encourage students to study Indian Cinema through its similarities and differences with both Indian and Western traditions of art and culture

### COURSE LEARNING OUTCOMES:

**At the end of the semester, the students will:**

CLO 1.	The learner will assess and evaluate the role and function of cinematic narratives across fiction and non-fiction
CLO 2.	The learner will analyse the language and grammar of cinema

CLO 3.	The learner will inspect the impact of technology in modern cinematic texts
CLO 4.	The learner will identify the difference in use of cinematic techniques by different filmmakers from around the world



UNIT 1	Introduction to Cinema as a Medium, Language of Cinema, Cinema Narratives
UNIT 2	Introduction to films from Various Movements, Time Periods and Countries; Italian Neorealism, the French New Wave, Russian Cinema, Swedish and Polish Masters, Other European Cinema, Hollywood, Independent American Cinema and Indian Parallel Cinema
UNIT 3	Introduction to the Cinema of Indian Masters, with Reference to the Development of Their Own Film Language, or the Adaptation of an Existing Film Language to the Indian Context
UNIT 4	Basic Introduction to the Technology Used in Cinema: The Movement of Cinema from Film to Digital and Its Impact on Film Production, Distribution and Viewing
UNIT 5	Introduction to a Few Important Techniques Employed by Different Filmmakers
UNIT 6	Introduction and Basic Discussion to Cover a Broad Range of Films: Documentaries, Short Films etc.
UNIT 7	An Introduction to the Unique and Distinct Characteristics of Black & White Films and Films Made in Colour

#### REFERENCES:

- Alexander-Garrett, Layla. *Andrei Tarkovsky: The Collector of Dreams*. Glagoslav: 2012.
- Bailey, Jason. *Pulp Fiction: The Complete Story of Quentin Tarantino's Masterpiece*. Voyageur Press, 2013.
- Berger, John. *Ways of Seeing*. Penguin UK, 2008.
- Bergman, Ingmar. *Images: My Life in Film*. Arcade Publishing, 2016.
- Bergman, Ingmar. *The Magic Lantern – An Autobiography*. University of Chicago Press, 2008. Bird, Robert. *Andrei Tarkovsky: Elements of Cinema*. Reaktion Books: 2017.

- Bresson, Robert et al. *Bresson on Bresson: Interviews, 1943-1983*. New York: New York Review Books, 2016.
- Brody, Richard. *Everything Is Cinema: The Working Life of Jean-Luc Godard*. Metropolitan Books; Reprint Edition: 2008.
- Chatterjee, Shoma A. *Ritwik Ghatak*. Rupa Publications: 2004. Ghatak, Ritwik. *Rows and Rows of Fences*. Seagull Books, 2000.
- Joo, Woojeong. *The Cinema of Ozu Yasujiro: Histories of the Everyday*. Edinburgh University Press, 2017.
- Kalin, Jesse. *The Films of Ingmar Bergman*. Cambridge: Cambridge University Press, 2003 Kurosawa, Akira. *Something like an Autobiography*. RHUS, 1983.
- Levy, Shawn. *Dolce Vita Confidential: Fellini, Loren, Pucci, Paparazzi and the Swinging High Life of 1950s Rome*. Weidenfeld & Nicolson: 2016
- Mandelbaum, Jacques. *Masters of Cinema: Ingmar Bergman*. Phaidon Press, 2011.
- Monaco, James. *How to Read a Film: Movies, Media and Beyond*. Oxford: Oxford University Press, 2009

#### **ASSESSMENT DETAILS:**

**Internal Assessment (50 marks)**

**Part 1: Project Work (40 Marks)**

**Part 2: Attendance – (10 marks)**

**Semester End Examination – External Assessment (50 marks)**

- The duration of the paper will be two hours.
- Every question will have an internal choice.

### SEMESTER 3

NAME OF THE COURSE	RESEARCH METHODS – I	
CLASS	SYBASCJ	
COURSE CODE	SBMMED305	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50 20	20

### COURSE OBJECTIVES

CO 1.	To introduce the students to the foundations of Social Science research and its implications in Media research
CO 2.	To explain the process of conducting research in the Social Sciences
CO 3.	To help students formulate questions for research
CO 4.	To study various methods of conducting research

### COURSE LEARNING OUTCOMES:

**At the end of the semester, the students will:**

CLO 1.	The learner will identify the process and problems in social science research
CLO 2.	The learner will explain the process of conducting research in the Social Sciences
CLO 3.	The learner will analyse the qualitative and quantitative components of

	data collection
CLO 4.	The learner will outline a research proposal on a given topic

UNIT 1	Science and Social Research- 15 lectures
1.1	Science, Society, and Social Research
1.2	The Process and Problems of Social Research
1.3	Foundations of Social Science: Theory, Social Regularities, Concepts and Variables
1.4	Purposes of Social Research
1.5	Qualitative and Quantitative Data
1.6	The Research Proposal
UNIT 2	Inquiry, Theory, and Paradigms- 15 lectures
2.1	Paradigms in Social Sciences: Macrotheory and Microtheory, Introduction to Paradigms (Symbolic Interactionism, Structural Functionalism, Feminist Paradigm)
2.2	Elements of Social Theory: Theory (Axioms, Propositions, Hypothesis), Operationalisation, Observation
2.3	Deductive and Inductive Reasoning
2.4	Constructing Theory
UNIT 3	The Structuring of Inquiry: Quantitative and Qualitative
3.1	Purposes of Research
3.2	Units of Analysis: Individuals, Groups, Organisations, Social Interactions, Social Artifacts
3.3	Elements of a Research Proposal: Problem Statement or Objective, Literature Review, Subjects for Study, Measurement, Data Collection, Analysis
UNIT 4	Modes of Observation: Quantitative and Qualitative
4.1	Guidelines for Asking Questions

4.2	Questionnaire Construction
4.3	Interviews
4.4	Survey

#### REFERENCES:

- Abbott, Andrew Delano. *Methods of Discovery: Heuristics for the Social Sciences*. Norton, 2004.
- Babbie, Earl R. *The Practice of Social Research*. Cengage Learning Asia Pvt Ltd, 2021.
- Barzun, Jacques, and Henry F. Graff. *The Modern Researcher*. Wadsworth Cengage Learning, 2012.
- Bayly, S. *Caste, Society and Politics in India from the 18th Century to the Modern Age*. Cambridge: Cambridge University Press, 1999.
- Booth, Wayne C., et al. *The Craft of Research*. The University of Chicago Press, 2017.
- Bunker, Barbara Benedict, et al. *A Student's Guide to Conducting Social Science Research*. Human Sciences Press, 1975.
- Dawson, Catherine. *Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. How To Books, 2009.
- Gupta, D. *Interrogating Caste: Understanding Hierarchy and Difference in Indian Society*. New Delhi: Penguin Books India, 2000.
- Hesse-Biber, Sharlene Nagy, and Michelle L. Yaiser. *Feminist Perspectives on Social Research*. Oxford University Press, 2004.
- Mertens, Donna M., and Pauline E. Ginsberg. *The Handbook of Social Research Ethics*. Sage Publications, 2009.
- Miller, Robert L., and John D. Brewer. *The A-Z of Social Research: A Dictionary of Key Social Science Research Concepts*. SAGE, 2003.
- Mishra, R. K., et al. *Social Science Research in India and the World*. Routledge India, 2017.

**ASSESSMENT DETAILS:**

**Internal Assessment (50 marks)**

**Part 1: Project Work (40 Marks)**

**Part 2: Attendance – (10 marks)**

**Semester End Examination – External Assessment (50 marks)**

- The duration of the paper will be two hours.
- Every question will have an internal choice.

### SEMESTER 3

NAME OF THE COURSE	CONTEMPORARY ISSUES – I	
CLASS	SYBASCJ	
COURSE CODE	SBMMED306	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50 20	20

### COURSE OBJECTIVES

CO 1.	Using the news media and their content to discuss the issues that are seen and unseen across different news media platforms
CO 2.	To introduce students to key social, political and economic issues both within India and the rest of the world
CO 3.	To enable them to use the learnings from India since Independence and Political, Social and Economic Thought, to understand vital concepts and ideas that will help them in their journey as media students
CO 4.	To help students explore aspects of gender, religion, caste, tribe, and education through examples and case studies that are relevant to these areas, and understand media coverage of these

### COURSE LEARNING OUTCOMES:

**At the end of the semester, the students will:**

CLO 1.	The learner will explain the key themes in the Indian democracy
CLO 2.	The learner will inspect the impact of patriarchy on the lives of women
CLO 3.	The learner will evaluate the role of religious and secular thought in India
CLO 4.	The learner will discuss caste and tribe as key markers of identity in the Indian context
CLO 5.	The learner will illustrate the importance of education as a basic right of all individuals
CLO 6.	The learner will formulate and present arguments on various issues that pervade our social, economic and cultural fabric



UNIT 1	Themes in Indian Democracy
1.1	Discrimination and Representation
1.2	Inequality
1.3	Oppression
1.4	Violence
1.5	Administration of Justice
1.6	Democracy, Citizenship and Rights
UNIT 2	Gender
2.1	What is Patriarchy?
2.2	Women's Movements in India
2.3	Women and Caste
2.4	Women and Religion
2.5	Women and Environment
2.6	The Other Genders: Discrimination, Rights, Law and Society
UNIT 3	<b>Religion</b>
3.1	Secularism and its Forms
3.2	Nationalism: Ethnic and Civic
3.3	Personal Laws in India and Uniform Civil Code
3.4	Religious Conflict
3.5	Religion and Caste
UNIT 4	Caste
4.1	Caste and Violence: Inter-Caste Marriage, Honour Killing, Anti-Jihad

4.2	Caste and Reservation
4.3	Caste and Politics
UNIT 5	Tribe
5.1	Tribal Religion and Culture
5.2	Tribes and Development
5.3	Tribes and the Struggle for Autonomy
UNIT 6	Education
6.1	Nationalism and Mass Education
6.2	Public Education and Privatisation of Education
6.3	Education and Language: English Language, Home Language
6.4	Education for the Marginalized
6.5	Education as a Right
6.6	Education Policies and Implementation

#### REFERENCES:

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- Ambedkar, B. R. *Castes in India: Their Mechanism, Genesis and Development*. Notion Press, 2019.
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**ASSESSMENT DETAILS:**

**Internal Assessment (50 marks)**

**Part 1: Project Work (40 Marks)**

**Part 2: Attendance – (10 marks)**

**Semester End Examination – External Assessment (50 marks)**

- The duration of the paper will be two hours.
- Every question will have an internal choice.

#### SEMESTER 4

NAME OF THE COURSE	STRATEGIC COMMUNICATION – II	
CLASS	SYBASCJ	
COURSE CODE	SBMMED401	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50 20	20

#### COURSE OBJECTIVES

CO 1.	To continue the exploration of the components and facets of Strategic Communication and their role in Marketing
CO 2.	To understand Integrated Marketing Communications as a broad discipline
CO 3.	To lay the foundation to study Strategic Communication as a specialisation in the third and final year of the programme
CO 4.	To enable students to see Strategic Communication in application across different sectors: consumer goods and services, politics, health, education, technology etc.

#### COURSE LEARNING OUTCOMES:

**At the end of the semester, the students will:**

CLO 1.	The learner will develop a public relations strategy for a brand
CLO 2.	The learner will examine the importance of creating the right media strategy for a brand
CLO 3.	The learner will create a strategy for a digital and data driven communication campaign
CLO 4.	The learner will evaluate the impact of marketing communications and their use on society

UNIT 1	Public Relations
1.1	Definition, Characteristics, Key Concepts
1.2	Public Opinion, Reputation: Goodwill, Trust and Integrity
1.3	How does PR Work?
1.4	Tools of Public Relations
1.5	How Public Relations Contributes to Brand Perception
UNIT 2	Media Planning and Strategy
2.1	Establishing Media Objectives and Developing a Media Plan
2.2	The Media Mix
2.3	Scheduling, Reach, Frequency, Budget, Evaluation
2.4	Scheduling, Reach, Frequency, Budget, Evaluation
2.5	Evaluation of Different Media: Print, Broadcast, Digital, OOH
UNIT 3	Data Driven Marketing
3.1	Definition, Key Concepts
3.2	The Role of Data Driven Marketing in the IMC Programme
3.3	Data Driven Marketing Objectives
3.4	Developing a Database
3.5	Data Driven Marketing Strategies and Media
UNIT 4	Digital Marketing
4.1	Definition, Characteristics, Key Concepts
4.2	Types of Digital Marketing: Search Engine Optimisation, Pay-per-Click Advertising, Blogging, Content Marketing, Display Advertising, Mobile, Video, Social Media Marketing

4.3	Building and Maintaining a Website i. Types of Websites ii. Need for Websites in the Digital Age iii. Leveraging a Website for Strategic Communication
UNIT 5	Media Advocacy: Cause Related Marketing
5.1	The Societal Marketing Concept: Using Marketing Communication to Modify Social, Political, Environmental, Cultural Behaviour
5.2	An Introduction to Social Marketing

REFERENCES:

- Belch, George E., et al. *Advertising and Promotion: An Integrated Marketing Communications Perspective*. 9th ed., McGraw-Hill Education India, 2013.
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- Moriarty, Sandra, et al. *Advertising & IMC: Principles & Practice*. 11<sup>th</sup> ed., Pearson: New York, 2019.
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**ASSESSMENT DETAILS:**

**Internal Assessment (50 marks)**

**Part 1: Project Work (40 Marks)**

**Part 2: Attendance – (10 marks)**

**Semester End Examination – External Assessment (50 marks)**

- The duration of the paper will be two hours.
- Every question will have an internal choice.

### SEMESTER 4

NAME OF THE COURSE	JOURNALISM- II	
CLASS	SYBASCJ	
COURSE CODE	SBMMED402	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50	20
	20	

### COURSE OBJECTIVES

CO 1.	To enable the students to develop news sense
CO 2.	To examine the process of news gathering and news making
CO 3.	To introduce the students to basic reporting and editing skills required for different news media
CO 4.	To encourage the students to write and edit simple news stories that directly affect them

### COURSE LEARNING OUTCOMES:

**At the end of the semester, the students will:**

CLO 1.	The learner will define a news peg and a story idea
CLO 2.	The learner will examine the components of a news story
CLO 3.	The learner will conduct interviews with people to build knowledge of how to interact with subjects
CLO 4.	The learner will write news stories across different news media

CLO 5.	The learner will identify the components of long format writing
CLO 6.	The learner will edit news stories for facts, grammar and style

UNIT 1	Finding a Story: The Story Idea
1.1	Difference between Idea and a Story Idea
1.2	Understanding the News Peg
1.3	Pitching the Story
UNIT 2	Researching the Story
2.1	Observation
2.2	Asking the Right Questions
2.3	Persons
2.4	Sources and Documents
2.5	Gathering and Verifying Information
2.6	Handling Quotations and Attributions
UNIT 3	Interviewing
3.1	Slippers: Speaking to Ordinary People – Shopkeepers, Police Constable, Security Guard, Bus Drivers, Panwala, Clerks and so on
3.2	Suits: Speaking to Those in Authority, Positions of Power, Celebrities
3.3	Conversations
3.4	Note-Taking: Recording Observations, Interviews
UNIT 4	Writing the Story
4.1	Writing the Lead
4.2	The 5Ws and H

4.3	Checking Facts
4.4	Sources
4.5	Visuals
4.6	Balance
4.7	Writing for different media
UNIT 5	Writing for Features
5.1	News Story vs. Feature Story: a. Content b. Structure c. Lead d. Sources and Angle
UNIT 6	Editing the story
6.1	Checking for Facts, Grammar, Style
6.2	Writing to be Read
6.3	Writing the Lead, Headlines, Captions
6.4	Style Guides

#### REFERENCES:

- Adam, G. Stuart. *Notes Towards a Definition of Journalism*. Poynter Institute for Media Studies, 1993.
- Adam, G. Stuart; Clark, Roy Peter. *Journalism: The Democratic Craft*. Oxford University Press, 2006.
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**ASSESSMENT DETAILS:**

**Internal Assessment (50 marks)**

**Part 1: Project Work (40 Marks)**

**Part 2: Attendance – (10 marks)**

**Semester End Examination – External Assessment (50 marks)**

- The duration of the paper will be two hours.

Every question will have an internal choice.

### SEMESTER 4

NAME OF THE COURSE	WRITING – II	
CLASS	SYBASCJ	
COURSE CODE	SBMMED403	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50	20
	20	

### COURSE OBJECTIVES

CO 1.	To introduce the students to the tools and techniques of writing with coherence and cohesion
CO 2.	To enable them to explore different registers and genres of writing
CO 3.	To improve the overall linguistic competence of the students as future practitioners of the media
CO 4.	To encourage them to implement the concepts discussed in class in practical application through exercises and assignments

### COURSE LEARNING OUTCOMES:

CLO 1.	At the end of the semester, the students will: The learner will list and compare the basic components of writing for
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	non-fiction
CLO 2.	The learner will compose non-fiction stories
CLO 3.	The learner will examine the various facets of persuasive writing
CLO 4.	The learner will develop structures and strategies for marketing communication
CLO 5.	The learner will edit stories for grammar, accuracy and style



UNIT 1	Writing for Non-Fiction (Short and Long-Form Writing)
1.1	Travel Writing
1.2	Memoir
1.3	Interview
1.4	Profile
1.5	Sports Writing
1.6	Political Writing
1.7	Lifestyle Writing
1.8	Review Writing
1.9	News Report Writing
UNIT 2	Persuasive Writing   Writing for Marketing Communication
2.1	Content Writing
2.2	Copywriting
2.3	Blogging
2.4	Social Media Communication
2.5	Email Writing (Direct marketing)
UNIT 3	Editing
3.1	Editing for Accuracy and Fairness
3.2	Editing for Language and Grammar
3.3	Editing for Style

## REFERENCES:

- Booth, Wayne C., et al. *The Craft of Research*. 4<sup>th</sup> Ed. (Chicago Guides to Writing, Editing, and Publishing). University of Chicago Press, 2016.
- Burroway, Janet. *Writing Fiction – A Guide to Narrative Craft*. 10<sup>th</sup> Ed. (Chicago Guides to Writing, Editing, and Publishing). University of Chicago Press, 2019.
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- Forsyth, Mark. *The Elements of Eloquence: How to Turn the Perfect English Phrase*. Icon Books, 2016.
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- LaPlante, Alicia. *The Making of a Story: A Norton Guide to Creative Writing*. WW Norton, 2009.
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- Morely, David, and Philip Neilson. *The Cambridge Companion to Creative Writing*. Cambridge University Press, 2012.
- Pinker, Steven. *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. Penguin, 2015.
- Strunk Jr., William, and E. B. White. *The Elements of Style*. 4<sup>th</sup> Ed. Pearson, 1999.

**ASSESSMENT DETAILS:**

**Internal Assessment (50 marks)**

**Part 1: Project Work (40 Marks)**

**Part 2: Attendance – (10 marks)**

**Semester End Examination – External Assessment (50 marks)**

- The duration of the paper will be two hours.
- Every question will have an internal choice.

#### SEMESTER 4

NAME OF THE COURSE	DIGITAL MEDIA	
CLASS	SYBASCJ	
COURSE CODE	SBMMED404	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50 20	20

#### COURSE OBJECTIVES

CO 1.	To introduce the students to the difference between traditional and digital media, and its impact on consumer purchase behaviour
CO 2.	To underscore the exponential growth in the use of technology in the building and sustaining of brands in today's day and age
CO 3.	To explore the importance of content and social media marketing in communicating with consumers in new and innovative ways in the online marketplace
CO 4.	To lay the groundwork for the students to understand search engine marketing, display, video, mobile marketing and user experience design to be explored in Semester VI

#### COURSE LEARNING OUTCOMES:

**At the end of the semester, the students will:**

CLO 1.	The learner will identify the basic principles of new media and technology
CLO 2.	The learner will examine the differences between inbound and outbound marketing
CLO 3.	The learner will evaluate the role of content marketing in meeting the business needs of an organisation
CLO 4.	The learner will plan a long-term content strategy for a hypothetical brand
CLO 5	The learner will develop a digital promotional strategy with specific content assets
CLO 6.	The learner will use tools to measure the performance of their content marketing campaign
CLO 7.	The learner will build and evaluate a social media strategy for a hypothetical brand

UNIT 1	<p>Key Concepts in Digital Media</p> <ul style="list-style-type: none"> <li>a. Principles of New Media: Lev Manovich</li> <li>b. Traditional vs. Digital Media</li> <li>c. The Evolution of the Internet</li> <li>d. Web 2.0 and Consumer 2.0</li> </ul>
UNIT 2	<p>Digital Marketing</p> <ul style="list-style-type: none"> <li>a. Inbound and Outbound Marketing</li> <li>b. The Digital Marketing Promotional Mix</li> <li>c. The Digital Marketing Plan</li> </ul>
UNIT 3	<p>Content Creation and Marketing in the Digital Age</p> <ul style="list-style-type: none"> <li>a. The Importance of Content-Based Communication Today</li> <li>b. Using Content Marketing to Improve Business Goals</li> <li>c. The role of Content Marketing in Long-Term Branding</li> <li>d. The Need to Tell Brand Stories: Exploring Storytelling Techniques</li> <li>e. Generating Brand Content: Researching and Unpacking High-Quality Ideas</li> </ul>
UNIT 4	<p>Planning a Long-Term Content Strategy</p> <ul style="list-style-type: none"> <li>a. Identifying and Organising Initiatives and Campaigns that Demand Content Creation</li> <li>b. Creating Realistic Goals for the Target Audience: Building Buyer Personae</li> <li>c. Performing Audits to Identify Content Needs and Gaps to Build a Relevant Content Journey for the Personae</li> <li>d. Generating a Content Creation Roadmap</li> <li>e. Steps to Create a Content Marketing Strategy</li> </ul>
UNIT 5	<p>Building Content Assets</p> <ul style="list-style-type: none"> <li>a. Blogs/ Vlogs</li> <li>b. E-newsletters</li> <li>c. Videos</li> <li>d. Illustrations/Photos</li> <li>e. Infographics</li> <li>f. Online Presentations</li> <li>g. Content Hubs</li> <li>h. Mobile Apps</li> </ul>

	<ul style="list-style-type: none"> <li>i. Books</li> <li>j. Podcasts</li> <li>k. Social Media Content</li> </ul>
UNIT 6	<p>Measuring Content Marketing Performance</p> <ul style="list-style-type: none"> <li>a. Understanding ROI on the Basis of Key Performance Indicators</li> <li>b. Platforms used to Measure Content Marketing Performance</li> </ul>
UNIT 7	<p>Social Media Marketing in the Digital Age</p> <ul style="list-style-type: none"> <li>a. How to Build a Successful Social Media Strategy</li> <li>b. Social Listening</li> <li>c. Strategy Implementation</li> <li>d. Measurement and Improvement</li> <li>e. Social Entertainment</li> </ul>
UNIT 8	<p>Organic and Paid Strategies for Different Social Media Platforms</p> <ul style="list-style-type: none"> <li>a. Facebook</li> <li>b. LinkedIn</li> <li>c. Twitter</li> <li>d. Snapchat</li> <li>e. Instagram</li> <li>f. YouTube</li> </ul>
UNIT 9	<p>Social Media Management Tools</p> <ul style="list-style-type: none"> <li>a. Scheduling and Monitoring</li> <li>b. Analytics</li> </ul>

REFERENCES:

- Connolly, Barry. *Digital Trust: Social Media Strategies to Increase Trust and Engage Customers*. Bloomsbury, 2020.
- Godin, Seth. *All Marketers Tell Stories: The Underground Classic That Explains How Marketing Really Works - and Why Authenticity Is the Best Marketing of All*. Penguin, USA, 2012.

- Gupta, Seema. *Digital Marketing*. 2<sup>nd</sup> Ed. McGraw Hill (India), 2020.
- Heinz, Alexej, et al. (Ed). *Digital and Social Media Marketing: A Results-Driven Approach*. Routledge, 2016.
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- Rodriguez, Mimi. *Brand Storytelling: Put Customers at the Heart of Your Brand Story*. Kogan Page, 2020.

#### **ASSESSMENT DETAILS:**

**Internal Assessment (50 marks)**

**Part 1: Project Work (40 Marks)**

**Part 2: Attendance – (10 marks)**

**Semester End Examination – External Assessment (50 marks)**

- The duration of the paper will be two hours.
- Every question will have an internal choice.



#### SEMESTER 4

NAME OF THE COURSE	RESEARCH METHODS – II	
CLASS	SYBASCJ	
COURSE CODE	SBMMED405	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50 20	20

#### COURSE OBJECTIVES

CO 1.	1. To enable students to articulate problems for research
CO 2.	2. To design a research project and conduct research
CO 3.	3. To introduce students to methods of data analysis
CO 4.	4. To discuss the ethics of social research

#### COURSE LEARNING OUTCOMES:

**At the end of the semester, the students will:**

CLO 1.	The learner will identify research problems
CLO 2.	The learner will use the research proposal from the previous semester to design a comprehensive research project
CLO 3.	The learner will analyse qualitative and quantitative data
CLO 4.	The learner will examine and analyse the ethics and politics of conducting research

UNIT 1	Asking Questions, Finding Answers
1.1	From Interest to Topics to Questions
1.2	From Questions to a Problem: Understanding Research Problems, Common Structure of Problems; Finding a Good Research Problem
1.3	Problems to Sources: Types of Sources, Locating and Evaluating Sources, Using People for research
UNIT 2	Research Project
2.1	Designing Research Projects: <ul style="list-style-type: none"> <li>i. Conceptualisation</li> <li>ii. Choice of Research Method</li> <li>iii. Operationalisation</li> <li>iv. Literature Review</li> <li>v. Population and Sampling</li> <li>vi. Observations</li> <li>vii. Data Processing</li> <li>viii. Analysis</li> <li>ix. Application</li> </ul>
2.2	Making Good Arguments
2.3	Assembling Reasons and Evidence
2.4	Incorporating Sources
2.5	Communicating Evidence Visually
2.6	Introduction and Conclusion
UNIT 3	Analysis of Data
3.1	Analysing Qualitative Data

3.2	Analysing Quantitative Data
3.3	Methods of Analysis
UNIT 4	Ethics and Politics of Research
4.1	Ethics of Using People as Sources of Data
4.2	Ethics of Data Analysis
4.3	Ethics of Reading and Writing Social Research

#### REFERENCES:

- Abbott, Andrew Delano. *Methods of Discovery: Heuristics for the Social Sciences*. Norton, 2004.
- Babbie, Earl R. *The Practice of Social Research*. Cengage Learning Asia Pvt Ltd, 2021.
- Barzun, Jacques, and Henry F. Graff. *The Modern Researcher*. Wadsworth Cengage Learning, 2012.
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- Booth, Wayne C., et al. *The Craft of Research*. The University of Chicago Press, 2017.
- Bunker, Barbara Benedict, et al. *A Student's Guide to Conducting Social Science Research*. Human Sciences Press, 1975.
- Dawson, Catherine. *Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. How To Books, 2009.
- Gupta, D. *Interrogating Caste: Understanding Hierarchy and Difference in Indian Society*. New Delhi: Penguin Books India, 2000.
- Hesse-Biber, Sharlene Nagy, and Michelle L. Yaiser. *Feminist Perspectives on Social Research*. Oxford University Press, 2004.
- Mertens, Donna M., and Pauline E. Ginsberg. *The Handbook of Social Research Ethics*. Sage Publications, 2009.

- Miller, Robert L., and John D. Brewer. *The A-Z of Social Research: A Dictionary of Key Social Science Research Concepts*. SAGE, 2003.
- Mishra, R. K., et al. *Social Science Research in India and the World*. Routledge India, 2017.

**ASSESSMENT DETAILS:**

**Internal Assessment (50 marks)**

**Part 1: Project Work (40 Marks)**

**Part 2: Attendance – (10 marks)**

**Semester End Examination – External Assessment (50 marks)**

- The duration of the paper will be two hours.
- Every question will have an internal choice.

#### SEMESTER 4

NAME OF THE COURSE	CONTEMPORARY ISSUES – II	
CLASS	SYBASCJ	
COURSE CODE	SBMMED406	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS		50
PASSING MARKS	50 20	20

#### COURSE OBJECTIVES

CO 1.	Using the news media and their content to discuss the issues that are seen and unseen across different news media platforms
CO 2.	To introduce students to key social, political and economic issues both within India and the rest of the world
CO 3.	To enable them to use the learnings from India since Independence and Political, Social and Economic Thought, to understand vital concepts and ideas that will help them in their journey as media students
CO 4.	To help students explore aspects of health, environment, security, the justice system and the economy through examples and case studies that are relevant to these areas, and understand media coverage of these

#### COURSE LEARNING OUTCOMES:

**At the end of the semester, the students will:**

CLO 1.	The learner will illustrate the impact of healthcare in society
CLO 2.	The learner will analyse the role of human life and consumption on the environment
CLO 3.	The learner will assess the strategies for mitigating violence in conflict-ridden states
CLO 4.	The learner will examine the role of the justice system in a society
CLO 5.	The learner will map out small socioeconomic, political and cultural strategies to reduce the gap between the haves and the have nots in our society

UNIT 1	Health
1.1	Access to Healthcare
1.2	Government Healthcare vs Private Healthcare
1.3	Public Health Infrastructure
1.4	Preventable Diseases and Lifestyle Diseases: Rural and Urban Healthcare
1.5	Health and Sanitation
1.6	Crisis Management (Pandemics)
UNIT 2	Environment
2.1	Air, Water, Soil
2.2	Energy
2.3	Climate Change and Sustainable Development
2.4	Indigenous Movements
2.5	Governance, Environment Policies and Protection
UNIT 3	Security
3.1	Policing and Violence
3.2	Terrorism in India
3.3	Insurgency and Extremism: Right-Wing Extremism, Naxalism, Fight for Autonomy and Statehood
3.4	Conflict Zones and Anti-Terror Laws
3.5	Terrorism and Security Forces
UNIT 4	Justice System
4.1	Colonial Legacy and Law
4.2	Pendency of Cases and Problem of Undertrials

4.3	Appointment of Judges
4.4	Investigating Agencies
UNIT 5	Economy
5.1	Commanding Heights to Liberalisation
5.2	Problems of Agriculture
5.3	Manufacturing
5.4	Growth of Services
5.5	Trade Imbalances
5.6	Consumerism

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#### **ASSESSMENT DETAILS:**

**Internal Assessment (50 marks)**

**Part 1: Project Work (40 Marks)**

**Part 2: Attendance – (10 marks)**

**Semester End Examination – External Assessment (50 marks)**

- The duration of the paper will be two hours.
- Every question will have an internal choice.