

Mahatma Education Society's  
**Pillai College of Arts, Commerce & Science (Autonomous)**  
Affiliated to University of Mumbai

'NAAC Accredited 'A' grade (3 cycles)'  
'Best College Award' by University of Mumbai  
ISO 9001:2015 Certified



## **SYLLABUS**

**Program: Bachelor of Arts in Multimedia Mass  
Communication (B.A.M.M.C)**

**S.Y Bachelor of Arts in Multimedia Mass  
Communication (B.A.M.M.C)**

PCACS/BAMMC/SYL/2024-25/SY

**As per National Education Policy  
Choice Based Credit & Grading System**

**Academic Year 2024-25**










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**Board of Studies in Department of Media**

| Sr No | Name                                   | Composition Category   | Signature     |
|-------|--|--|---------------|
| 1     | Dr. Perna Sharma                       | Chairperson<br>(Head of the Department of Multimedia & Mass Communication) |               |
| 2     | Mrs. Juliet Esther                     | Faculty Specialization   |               |
| 3     | Mrs. Surekha Padmaraj                  | Faculty Specialization   |               |
| 4     | Mr. Yash Rane                          | Faculty Specialization   |               |
| 5     | Ms. Hanan Tisekar                      | Faculty Specialization   |               |
| 6     | Ms. Vishakha Ratnaparkhi               | Faculty Specialization   |               |
| 7     | Ms. Harsha Nair                        | Faculty Specialization   |               |
| 8     | Dr. Artee Aggarwal – Amity University  | Subject Expert 1<br>From Outside Parent University                         | <b>Absent</b> |
| 9     | Dr. Manjiree Vaidya – Amity University | Subject Expert 2<br>From Outside Parent University                         |               |

|    |   |   |   |
|----|---|---|---|
| 10 | Dr. Rajesh Yeole<br>Dept of Communication &<br>Journalism, CKT College              | Subject Expert 3<br>Vice Chancellor Nominee                   |    |
| 11 | Mr.Nishkarsh Sinha (Project<br>Manager at Dreambridge<br>emerging technologies Ltd) | Industry Representative<br>(Industry/Corporate/Allied Sector) |    |
| 12 | Mrs. Deepa Makkad ( Ex<br>Director -Team Rustic - Event<br>Management Company)      | Industry Representative<br>(Industry/Corporate/Allied Sector) |    |
| 13 | Ms. Roshan Gopalan<br>2019-2020   | Post Graduate Meritorious Alumnus                             |    |
| 14 | Ms. Gurpreet Kaur Khalsa  | Post Graduate Meritorious Alumnus                             |    |
| 15 | Dr. Gajanan Wader   | Principal   |   |
| 16 | Mrs. Deepika Sharma   | Vice-Principal  |  |

## **1. Introduction**

The Bachelor of Arts Multimedia and Mass Communication course is a three-year, full-time degree program. Learners can have access to this course after HSC. The main objective of this course is to train young, enthusiastic minds to understand the shades and develop the skills required in the industry. The subject matter of the B.A.M.M.C. Course is established in a variety of media-related subjects, bridging across Journalism and Advertising to Public Relations to Management and Marketing. Learners are provided with theoretical knowledge along with practical training. In today's scenario media stands as an attractive career option to the Indian youth and this degree provides ample job opportunities to the candidates in various fields. The course teaches the learners all technical skills required to be successful in the field of media. It imparts skills such as aptitude research and verbal as well as presentation skills. The course offers all round development of the learner by touching upon areas like effective communication strategies, industry exposure, public relations etc. thereby grooming them to become complete media professionals.

## 2. Programme Outcomes

| <b>Sr. No</b> | <b>PO title</b>                  | <b>PO in Brief</b>  |
|---------------|----------------------------------|---|
| <b>PO1</b>    | Media knowledge                  | Demonstrate knowledge of the basic concepts used in different media-related areas like advertising, marketing, content writing, designing, portfolio making, event management, etc                  |
| <b>PO2</b>    | Communication Skills             | Communicate effectively in the complex media situation by being able to comprehend, write effective articles, design ads, make effective presentations, and to give and receive clear instructions. |
| <b>PO3</b>    | Ethics and Legal Terminologies   | Apply ethical principles and legal terminologies in media.  |
| <b>PO4</b>    | Individual and team work         | Function effectively as an individual and as a member or leader in multi-disciplinary settings.   |
| <b>PO5</b>    | Innovation and Critical Thinking | Apply relevant primary and secondary information for critical thinking and decision making in various media and societal situations and applying innovative ways of thinking methods.               |
| <b>PO6</b>    | life- long learning              | Ability to arrange in independent and life -long learning in the broadest context of media change.  |
| <b>PO7</b>    | Usage of Recent Technology       | Develop skills through creative writing and information technology designing software and value-based courses to fulfill market requirement   |
| <b>PO8</b>    | Entrepreneurship Skills          | Implementing the knowledge and skill sets acquired from the subjects in order to execute the same by choosing to be an entrepreneur.  |

### 3. Programme Specific Outcomes

#### Advertising

|       |  |
|-------|--|
| PSO-1 | Learners will be able to conceptualize design and produce projects in media based on effective principles and practices of media aesthetics for specific audiences.  |
| PSO-2 | Learners will be able to create and design emerging media products, including Blogs, Digital Audio and Video, Social media, Digital Photography and Multimedia.  |
| PSO-3 | Learners will develop all round development by touching upon areas like effective communication strategies, industry exposure, public relations etc. thereby grooming them to become complete media professionals.   |
| PSO-4 | Learners will understand mass media as a system of inter related forces including technological advances, current affairs, latest trends, commercial aspects, regulatory constraints and ethical concerns and understand the terminologies relating to sales promotion and merchandise and develop knowledge, skills such as communication skills, listening skills, managing conflicts, etc around human communication that will facilitate their ability to work collectively with others. |

#### Event Management

|       |   |
|-------|---|
| PSO-1 | Learners will be able to conceptualize the live events and work on projects based on effective principles and practices for specific clients.   |
| PSO-2 | Learners will be able to create and design emerging media products, including Blogs, Digital Audio and Video, Social media, Digital Photography and Multimedia.   |
| PSO-3 | Learners will develop all round development by touching upon areas like effective communication strategies, industry exposure, public relations etc. thereby grooming them to become effective and successful event planners .  |
| PSO-4 | Learners will understand mass media as a system of inter related forces including technological advances, current affairs, latest trends, commercial aspects, regulatory constraints and ethical concerns and understand the terminologies relating to event management and develop knowledge, skills such as communication skills, listening skills, managing conflicts, etc around human communication that will facilitate their ability to work collectively with others. |

## Course Structure

| Semester III   |                 |  |                      |       |        |                    |
|--|-----------------|--|----------------------|-------|--------|--------------------|
| Course Code  | Course Type     | Course Title   | Theory/<br>Practical | Marks | Credit | Lectures<br>/ Week |
| PUAMC301   | <b>MAJ</b>      | Film Communication   | Theory               | 100   | 4      | 4                  |
| PUAMC302   | <b>MAJ</b>      | Photography & Multimedia   | Theory               | 100   | 4      | 4                  |
| PUAMC303   | <b>MAJ</b>      | Fake News & Fact Checking  | Theory               | 100   | 4      | 4                  |
| PUAMC304   | <b>DISC MIN</b> | PUAMC 304A Ad -Brand Building<br>PUAMC 30E Em :Entrepreneurship and Branding | Theory               | 100   | 3      | 4                  |
| PUAMC305   | <b>SEC</b>      | Mini Project   | Theory               | 100   | 2      | 2                  |
| PUAEC  | <b>AEC</b>      | To be taken from the Pool  | Theory               | 100   | 2      | 4                  |
| PUIDC30-   | <b>IDC</b>      | To be taken from the Pool  | Theory               | 100   | 3      | 3                  |
| Total  |                 |  |                      | 700   | 22     | 25                 |
| All Subjects having Field Project as part of Continuous Assessment-2 |                 |  |                      |       |        |                    |

### Abbreviations:

**SEC : Skill Enhancement Course**

**IDC : Interdisciplinary Course**

**AEC : Ability Enhancement Course**

| Semester IV  |                 |   |                      |       |         |                    |
|--|-----------------|---|----------------------|-------|---------|--------------------|
| Course Code  | Course Type     | Course Title  | Theory/<br>Practical | Marks | Credits | Lectures<br>/ Week |
| PUAMC401   | MAJ             | Mass Media Research   | Theory               | 100   | 4       | 4                  |
| PUAMC402   | MAJ             | Media Planning & Buying   | Theory               | 100   | 4       | 4                  |
| PUAMC403   | MAJ             | Copywriting   | Theory               | 100   | 4       | 4                  |
| PUAMC404   | DISC MIN        | PUAMC404A :Consumer Behavior<br>PUAMC404E: Principles of Event Management | Theory               | 100   | 3       | 4                  |
| PUAMC405   | SEC<br>(SWAYAM) | To be taken from the Pool   | Theory               | 100   | 2       | 2                  |
| PUAEC40-   | AEC             | To be taken from the Pool   | Theory               | 100   | 2       | 3                  |
| PUIDC40-   | IDC             | To be taken from the Pool   | Theory               | 100   | 3       | 4                  |
| Total  |                 |   |                      | 700   | 22      | 25                 |
| All Subjects having Field Project as part of Continuous Assessment-2 |                 |   |                      |       |         |                    |

**Abbreviations:**

**SEC : Skill Enhancement Course**

**IDC : Interdisciplinary Course**

**AEC : Ability Enhancement Course**



## EVALUATION PATTERN

| Marking Code | Marking Scheme  |
|--------------|---|
| A            | 60 Marks Final Exam,<br>20 Marks Continuous Assessment I, 15 Marks – Field Project/Continuous Assessment II - Review article/ Chapter writing, 05 Marks- Attendance |
| B            | 50 marks distributed within Quiz/Project/Case study-based assignment  |
| C            | 100 Marks Practical Examination.<br>Course1 Practical (50 Marks) + Course 2 Practical (50 Marks) =100   |
| D            | 50 Marks Practical Examination.<br>Course 6 Practical (50 Marks)  |
| E            | 100 marks within Internship of minimum 90 hours duration/ report/PowerPoint presentation and viva   |

## SEMESTER III

| Course Code | Course Type     | Course Title  | Evaluation type | Marks |
|-------------|-----------------|---|-----------------|-------|
| PUAMC301    | MAJ             | Film Communication  | A               | 100   |
| PUAMC302    | MAJ             | Photography & Multimedia  | C               | 100   |
| PUAMC303    | MAJ             | Fake News & Fact Checking   | A               | 100   |
| PUAMC304    | DISC MIN        | PUAMC304A : Brand Building<br>PUAMC304B : Entrepreneurship and Branding | A               | 100   |
| PUAMC305    | SEC<br>(SWAYAM) | Mini Project  | B               | 100   |
| PUAEC30     | AEC             | To be taken from the Pool   | B               | 100   |
| PUIDC30-    | IDC             | To be taken from the Pool   | B               | 100   |
| Total       |                 |   |                 | 800   |

## SEMESTER IV

| <b>Course Code</b> | <b>Course Type</b>  | <b>Course Title</b>   | <b>Evaluation type</b> | <b>Marks</b> |
|--------------------|---------------------|---|------------------------|--------------|
| PUAMC401           | MAJ                 | Mass Media Research   | A                      | 100          |
| PUAMC402           | MAJ                 | Media Planning & Buying   | A                      | 100          |
| PUAMC403           | MAJ                 | Copywriting   | A                      | 100          |
| PUAMC404           | <b>DISC MIN</b>     | <b>PUAMC404A</b> : Ad - Consumer Behavior<br><b>PUAMC404E</b> : Em – Principles of Event Management | A                      | 100          |
| PUAMC405           | <b>SEC (SWAYAM)</b> | To be taken from the Pool   | B                      | 100          |
| PUAEC40            | <b>AEC</b>          | To be taken from the Pool   | B                      | 100          |
| PUIDC40-           | <b>IDC</b>          | To be taken from the pool   | B                      | 100          |
| Total              |                     |   |                        | 700          |

# Semester III

**BOS**

**Department of Media**

|                                     |                            |
|-------------------------------------|----------------------------|
| <b>Class</b>                        | <b>S. Y. B.A.M.M.C.</b>    |
| <b>Semester</b>                     | <b>III</b>                 |
| <b>Course Name</b>                  | <b>Film Communications</b> |
| <b>Course Code</b>                  | <b>PUAMC301</b>            |
| <b>Level of Course</b>              | <b>Basic</b>               |
| <b>Type of the Course</b>           | <b>Major</b>               |
| <b>Total Credits for the Course</b> | <b>4</b>                   |

**Course Objectives:**

- 1) To inculcate liking and understanding of good cinema
- 2) To understand the power of visuals and sounds and the ability to make use of them in effective communication.

| <b>Unit No.</b> | <b>Name of Unit</b>                                    | <b>Topic No.</b> | <b>Name of Topic</b>   | <b>Hours</b> |
|-----------------|--|------------------|--|--------------|
| I               | History and Understanding aspects of film appreciation | 1.1              | History of cinema, transition from documentary to feature film   | 15           |
|                 |  | 1.2              | Aspects of Film-1: Visual Aspects and Editing<br>Film Sound - Three components of Film Sound, The relationship between Sound and Image |              |
|                 |  | 1.3              | Creating Meaning through editing, Mise-en-Scene (Art, Costume, Camera placement),  |              |
| II              | The Early Cinema: 1895 to 1950                         | 2.1              | Early Years (1895-1919) World and India, The Silent Era (1920-1931)  | 15           |
|                 |  | 2.2              | Early Sound Era (1930-1939)  |              |
|                 |  | 2.3              | The developmental stage (1940-1950)  |              |
| III             | Major film movements and its impact                    | 3.1              | Hollywood Cinema-Brief history of Hollywood, Star system, academy Awards, global audience of Hollywood cinema                          | 15           |

|                       |   |     |   |           |
|-----------------------|---|-----|---|-----------|
|                       |   | 3.2 | Italian neo-realism- Origin and impact on world cinema, work of Roberto Rossellini and Vittorio de sica   |           |
|                       |   | 3.3 | Japanese cinema- Work of Yasujiro ozu, Akira Kurosawa, Hayao Miyazaki etc.<br>Irani cinema- Contribution of Abbas Kiarostami, Majid Majidi etc.   |           |
| 4                     | Mainstream Indian Cinema and Parallel Indian cinema | 4.1 | Art v/s Commercial films, The Indian Diaspora and Bollywood, Contemporary Bollywood Cinema, Globalization and Indian Cinema, The multiplex Era, Golden era of Indian Cinema – Important work of Bimal Roy, Guru Datt, Raj Kapoor and V. Shantaram |           |
|                       |   | 4.2 | Indian New Wave cinema – Mrinal Sen, Mani Kaul, Girish Kasarvalli, MS Sathu   |           |
|                       |   | 4.3 | Parallel cinema: Contribution of Shyam Benegal, Govind Nihlani, Gulzar, Mani Kaul, Said Mirza, etc  |           |
| <b>TOTAL LECTURES</b> |   |     |   | <b>60</b> |

**Course outcomes:**

1. Recalling the term cinema.
2. Summarizing cinema over the years.
3. Making use of practical aspects from international cinema.
4. Analyzing the influence of international cinema.
5. Evaluation the contribution of early cinema ages.
6. Adapting prominent cinema practices.

**References :**

1. Classical Hollywood
2. Cinema, Film Style and Mode of Production to 1960 - D. Bordwell, J. Staiger and K. Thompson
3. Hollywood Cinema: An Introduction – R. Maltby and I. Craven
4. Our Films Their Films – S. Ray 8. Fingerprinting Popular Culture: The Mythic and the Iconic in Indian Cinema - VinayLal and AshisNandy (Ed.)
5. Narration in Fiction Film – D. Bordwell
6. Narrative Comprehension in Film – E. Brannigan

## CASE STUDY

1

### **Social Media Campaign for Independent Film**

Background: An independent film production company is releasing a low-budget indie film with limited distribution. They decide to leverage social media platforms to promote the film and generate buzz within the target audience.

2

### **International Film Festival Promotion**

Background: A renowned international film festival is gearing up for its annual event. The festival aims to attract a diverse audience from around the globe and showcase a wide range of films, including those from emerging filmmakers and established directors.

|                                     |                                     |
|-------------------------------------|-------------------------------------|
| <b>BOS</b>                          | <b>Department of Media</b>          |
| <b>Class</b>                        | <b>S.Y.B.A.M.M.C.</b>               |
| <b>Semester</b>                     | <b>III</b>                          |
| <b>Course Name</b>                  | <b>Photography &amp; Multimedia</b> |
| <b>Course Code</b>                  | <b>PUAMC302</b>                     |
| <b>Level of Course</b>              | <b>Basic</b>                        |
| <b>Type of the Course</b>           | <b>Major</b>                        |
| <b>Total Credits for the Course</b> | <b>4</b>                            |

### Course Objectives:

1. Understand the core principles of digital photography technology.
2. Master camera functions and settings for optimal image capture.

| <b>Unit No.</b> | <b>Name of Unit</b>                     | <b>Topic No.</b> | <b>Name of Topic</b>  | <b>Hours</b> |
|-----------------|---|------------------|---|--------------|
| I               | Introduction to Digital Photography     | 1.1              | Camera technology: sensors, lenses, types of cameras (DSLR, mirrorless, compact)                                  | 15           |
|                 |   | 1.2              | Basic camera controls: aperture, shutter speed, ISO, exposure modes<br>File formats (RAW, JPEG) and image quality |              |
|                 |   | 1.3              | Introduction to photographic lighting and equipment   |              |
| II              | Visual Composition for Multimedia       | 2.1              | Elements of visual design: lines, shapes, texture, color, space   | 15           |
|                 |   | 2.2              | Compositional techniques: rule of thirds, leading lines, framing, negative space                                  |              |
|                 |   | 2.3              | Using light and shadow for visual impact<br><br>Storytelling through images: creating a narrative sequence        |              |
| III             | Lighting and Photography for Multimedia | 3.1              | Natural light and artificial lighting techniques  | 15           |
|                 |   | 3.2              | Studio lighting setups for portraiture and product photography  |              |
|                 |   | 3.3              | Basic lighting modifiers: softboxes, reflectors, diffusers<br>Advanced lighting techniques for creative effects   |              |

|                       |  |     |   |           |
|-----------------------|--|-----|---|-----------|
| IV                    | Photography in<br>Multimedia<br>Projects | 4.1 | Photo editing software: Introduction to Adobe Photoshop or similar software   | 15        |
|                       |  | 4.2 | Basic photo editing techniques: cropping, exposure adjustments, color correction  |           |
|                       |  | 4.3 | Integrating photography with other media: video, audio, text<br>Creating multimedia presentations and stories using photographs |           |
| <b>TOTAL LECTURES</b> |  |     |   | <b>60</b> |

### Course outcomes:

1. Demonstrate a working knowledge of camera functions and operation.
2. Apply various photographic techniques (exposure, aperture, shutter speed, etc.) to achieve desired visual effects.
3. Employ principles of composition (rule of thirds, leading lines, etc.) to create visually engaging photographs.
4. Utilize basic lighting setups for effective photography in different environments.
5. Edit and enhance photographs using industry-standard software (e.g., Adobe Photoshop).
6. Integrate photographs into multimedia projects for storytelling purposes.

### References:

1. "Clicience & Magic" by Ashok Sinha
2. "Digitck: Photography Basics" by Ashok Sawant
3. "The Indian Photographer's Handbook" by Ashok Mehra
4. "Light: Sal Photography: Exposure & Lighting Techniques" by Bikash Banerjee
5. "Mastering Photo Editing in Photoshop" by Vikas Gupta
6. "Visual Storytelling for Dummies" by Colin Stokes

| <b>CASE STUDY</b> |  |
|-------------------|--|
| 1                 | <p>Name: John, an amateur photographer</p> <p>Scenario: John recently purchased his first DSLR camera and wants to improve his understanding of basic camera controls.</p>   |
| 2                 | <p>Case Study 2:</p> <p>Name: Sarah, a multimedia student</p> <p>Scenario: Sarah is working on a visual storytelling project for her multimedia course and wants to enhance her understanding of compositional techniques.</p> |



|                                     |                                    |
|-------------------------------------|------------------------------------|
| <b>BOS</b>                          | <b>Department of Media</b>         |
| <b>Class</b>                        | <b>S. Y. B.A.M.M.C.</b>            |
| <b>Semester</b>                     | <b>III</b>                         |
| <b>Course Name</b>                  | <b>Fake News and Fact Checking</b> |
| <b>Course Code</b>                  | <b>PUAMC303</b>                    |
| <b>Level of Course</b>              | <b>Basic</b>                       |
| <b>Type of the Course</b>           | <b>Major</b>                       |
| <b>Total Credits for the Course</b> | <b>4</b>                           |

**Course Objectives:**

1. To understand the differentiation between real news and fake news.
2. To make media learners aware of information disorder.

| <b>Unit No.</b> | <b>Name of Unit</b>                  | <b>Topic No.</b> | <b>Name of Topic</b>   | <b>Hours</b> |
|-----------------|--------------------------------------|------------------|--|--------------|
| I               | Introduction                         | 1.1              | Definition: News and Fake News, Journalistic Integrity and News Production.  | 15           |
|                 |                                      | 1.2              | Propaganda, how to counter Propaganda, Ways adopted by Media to avoid Propaganda   |              |
|                 |                                      | 1.3              | News Industry's Transformation with reference to Gatekeeping Theory and Agenda Setting Theory  |              |
| II              | Information Disorder                 | 2.1              | Digital convergence transforming content commissioning, production, publication and distribution   | 15           |
|                 |                                      | 2.2              | Different Social Media Platforms Covering 'fake news' and countering 'information disorder.  |              |
|                 |                                      | 2.3              | Strategies for identifying real news and source credibility in line with the ethical principles guiding journalistic use of User Generated Content |              |
| III             | Media and Information Literacy (MIL) | 3.1              | Importance of acquiring the requisite literacy   | 15           |
|                 |                                      | 3.2              | Detection of both flawed journalism and fraudulent news in various media   |              |

|                       |   |     |   |           |
|-----------------------|---|-----|---|-----------|
|                       |   | 3.3 | Development of healthy skepticism towards veracity of reports, posts, feeds, photos, videos, audio content, info-graphics, and statistics within appropriate contexts                                     |           |
| IV                    | Fact Checking & Social Media Verification | 4.1 | Brazil, Europe, Japan, South Korea, Latin America, America, Philippines, Britain and Indian Scenario<br>Common types of false imagery and basic verification steps  | 15        |
|                       |   | 4.2 | Approaches for content analysis, including metadata analysis and Geolocation of News Reverse Image Search using most reliable websites such as Google Reverse Image Search, TinEye, RevEye                |           |
|                       |   | 4.3 | YouTube Data Viewer using most reliable websites such as Amnesty’s YouTube Data Viewer, InVID, News Check<br>Facebook and Twitter account analysis : <u>fake news generated on social media platforms</u> |           |
| <b>TOTAL LECTURES</b> |   |     |   | <b>60</b> |

**Course outcomes:**

1. Recall what is news and fake news.
2. Differentiate between media theories and terms.
3. Make use of MIL.
4. Analyse real news and source credibility.
5. Evaluate detection of both flawed journalism and fraudulent news.
6. Combine various fact checking tools.

**Reference Books:**

1. Philip N. Howard, Unless The Government Acts Soon, Fake News Will Produce Deep Information Inequality
2. Peter Pomerantsev and Michael Weiss, "The Menace of Unreality: How the Kremlin Weaponizes Information, Culture and Money"
3. Edward Lucas and Peter Pomerantsev: “Winning the Information War” 4. Hannah Arendt: “Totalitarian Propaganda” Hannah Arendt: “Totalitarian Propaganda”
4. Pennycook, G. (2018). The Misinformation Age: How False Beliefs Spread. Yale University Press.
5. Wardle, C., & Derakhshan, H. (2017). The Misinformation Age: How False Beliefs Spread. Yale University Press.

| <b>CASE STUDY</b> |  |
|-------------------|--|
| 1                 | Case Study 1: Social Media Disinformation Campaign |

|   |   |
|---|---|
|   | <p>Background: A political interest group launches a disinformation campaign on social media to sway public opinion on a contentious issue. The campaign spreads false information and misleading content across various platforms, targeting vulnerable demographics.</p>                                      |
| 2 | <p>Case Study 2: Fact-Checking in Journalism</p> <p>Background: A news outlet publishes an article containing inaccurate information about a public figure, leading to widespread misinformation and public outrage. The outlet faces scrutiny over its fact-checking processes and journalistic integrity.</p> |

|                                     |                                       |
|-------------------------------------|---------------------------------------|
| <b>BOS</b>                          | <b>Department of Media</b>            |
| <b>Class</b>                        | <b>S. Y. B.A.M.M.C. (Advertising)</b> |
| <b>Semester</b>                     | <b>III</b>                            |
| <b>Course Name</b>                  | <b>Brand Building</b>                 |
| <b>Course Code</b>                  | <b>PUAMC304A</b>                      |
| <b>Level of Course</b>              | <b>Medium</b>                         |
| <b>Type of the Course</b>           | <b>Discipline Minor</b>               |
| <b>Total Credits for the Course</b> | <b>3</b>                              |

**Course Objectives:**

1. To understand the awareness and growing importance of Brand Building.
2. To know how to build, sustain and grow brands and various new way of building brand

| <b>Unit No.</b> | <b>Name of Unit</b> | <b>Topic No.</b> | <b>Name of Topic</b>   | <b>Hours</b> |
|-----------------|---------------------|------------------|--|--------------|
| I               | Brand Overview      | 1.1              | Meaning, Product v/s Brand. Why brand matters , Process of Branding, Types of brand - National, Retail, Flanker, Distributor, Luxury , Global brands) Brand building blocks, Guidelines for effective branding, Brand Elements – types of brand elements | 15           |
|                 |                     | 1.2              | Consumer, Industrial, Retail, Classified, Corporate, Public service, , Generic, National, Global, International, Social ( CSR) and Advocacy  |              |
|                 |                     | 1.3              | Product class, Consumer segmentation, Perceptual mapping, Brand benefits and attributes, Cornerstones of positioning strategy Basis  |              |

|                       |                                       |     |   |    |
|-----------------------|---------------------------------------|-----|---|----|
| II                    | Brand Leveraging, Strategies , Equity | 2.1 | Brand Leveraging - Line, Brand extension, Types of Brand Extensions, their advantages and disadvantages, Moving up/ Down, Co-branding   | 15 |
|                       |                                       | 2.2 | Multi- branding, Mix branding, Hierarchy Building<br>Equity at Different Hierarchy Levels, Brand Product Matrix, Brand Architecture- Breadth of Branding<br>Strategy, Depth of a Branding Strategy. |    |
|                       |                                       | 2.3 | Elements/ Sources. Measurement. (Brand awareness, Brand loyalty) Models: Yand R – Graveyard model<br>Brand Asset Valuator, Brand Equity Ten, Inter brand Equity brand                               |    |
| III                   | Brand Building through Imperatives    | 3.1 | Coordination across organization,.<br>Coordination across geography, Re-branding, revitalizing, Rural Advertising and brands.   | 15 |
|                       |                                       | 3.2 | Emergence of global brands, Advantages and Disadvantages, Global leadership brands and position , Globalization   |    |
|                       |                                       | 3.3 | Corporate Image in Contemporary Management , Advertising and Corporate Image  |    |
| IV                    | Brand Building through CSR            | 4.1 | CSR as part of business environment management, How CSR activities can be used for Brand Building , Social activities other than CSR to enhance the Brand   | 15 |
|                       |                                       | 4.2 | Important factors in conception and various stages of growth and maturity of brands with various case Studies   |    |
|                       |                                       | 4.3 | Customer, Industrial, Retail and Service Brands   |    |
| <b>TOTAL LECTURES</b> |                                       |     |   | 60 |

**Course outcomes:**

1. Recall different types of brands.
2. Understand the concept of branding.
3. Applying branding strategies.
4. Differentiating between product and brand.
5. Evaluating CSR in building the brand.
6. Creating corporate image in contemporary management

**References :**

1. David, A Aker, Building strong brands, the free press, 1996
2. Al Ries and Laura Ries, the 11 Immutable Laws of internet branding, Harper Collins, 2001
3. Brand management – the Indian context – Y L R Moorthi
4. Strategic Brand Management by Kevin keller, M.G Parameshwaran, Issac Jacob
5. Brand positioning – Strategies for competitive advantage – SubrotoSenguptaKumar, Ramesh S, Marketing and branding-Indian scenario, , 2007

| <b>CASE STUDY</b> |  |
|-------------------|--|
| 1                 | <b>Case Study 1: Brand Building for a Tech Startup</b><br>Background: A tech startup has developed a new app that aims to revolutionize the way people manage their personal finances. The company is seeking to establish itself as a trusted brand in the competitive fintech industry.  |
| 2                 | <b>Case Study 2: Brand Building for a Luxury Fashion Label</b><br>Background: A luxury fashion label known for its high-end clothing and accessories is expanding into new international markets. The company aims to maintain its reputation for exclusivity and sophistication while appealing to diverse cultural preferences and tastes. |

|                                     |  |
|-------------------------------------|--|
| <b>BOS</b>                          | <b>Department of Media</b>                                 |
| <b>Class</b>                        | <b>S. Y. B.A.M.M.C. (Event Management)</b>                 |
| <b>Semester</b>                     | <b>III</b>   |
| <b>Course Name</b>                  | <b>Entrepreneurship &amp; Branding in Event Management</b> |
| <b>Course Code</b>                  | <b>PUAMC304E</b>   |
| <b>Level of Course</b>              | <b>Medium</b>  |
| <b>Type of the Course</b>           | <b>Discipline Minor</b>                                    |
| <b>Total Credits for the Course</b> | <b>3</b>   |

**Course Objectives:**

1. To understand the concepts of Branding & Entrepreneurship
2. To learn the ways of building the brand

| <b>Unit No.</b> | <b>Name of Unit</b>            | <b>Topic No.</b> | <b>Name of Topic</b>  | <b>Hours</b> |
|-----------------|--------------------------------|------------------|---|--------------|
| I               | Branding - and Overview        | 1.1              | Branding - Meaning, Features, Need, Importance, Product v/s Brand, Brand Positioning                                      | 15           |
|                 |                                | 1.2              | Brand Equity , Brand Equity Ten, Perceptual Mapping, Brand Building Blocks  |              |
|                 |                                | 1.3              | Brand Hierarchy, Brand Leveraging   |              |
| II              | Entrepreneurship - an overview | 2.1              | Entrepreneurship - Meaning, Importance, Types of Entrepreneurs, Features, Qualities of an Entrepreneur                    | 15           |
|                 |                                | 2.2              | Myths about entrepreneurs, Future, Role of entrepreneurs  |              |
|                 |                                | 2.3              | Meaning and concept of E-cells, advantages to join E-cell, significance of E-cell, various activities conducted by E-cell |              |

|                |  |     |   |    |
|----------------|--|-----|---|----|
| III            | Entrepreneurship & Branding                            | 3.1 | Entrepreneurial Branding - Meaning, Growth & its implications , Tips for brand success            |    |
|                |  | 3.2 | Steps to build personal brand as an entrepreneur, Critical branding strategies for entrepreneurs. |    |
|                |  | 3.3 | Ways to brand your business. Building Brands through social media, Entrepreneurship & Innovation  |    |
| IV             | Essentials and Challenges of Entrepreneurship Branding | 4.1 | Essentials for entrepreneurs to build a successful brand.   | 15 |
|                |  | 4.2 | Entrepreneurship & Development of global brands, How to do Branding for startups.                 |    |
|                |  | 4.3 | Challenges in Entrepreneurial Brand Building. Concept of Social Entrepreneurship, Case study      |    |
| TOTAL LECTURES |  |     |   | 60 |

**Course outcomes:**

1. Recall the concept of branding
2. Understanding the importance of personal branding
3. Applying the concepts of branding to get success
4. Analyzing the concept of social entrepreneurship
5. Evaluating the ways to create a successful brand
6. Creating a startup and building a brand identity.

**References :**

1. Entrepreneurship by Micheal Leverti
2. Innovation & Entrepreneurship by Peter Drucker
3. What great brands do Building Principles that Separate the ..Denise Lee yohn .
4. John Philip Jones, what's in a brand-building brand equity through advertising, Tata McGraw Hill
5. Brand Equity: An Indian Perspective by SangeetaTrott (Author), Vinod V. Sople (Author)



## CASE STUDY

1

### Case Study 1: Launching a Boutique Event Planning Firm

Background: Two entrepreneurs with backgrounds in event management decide to start their own boutique event planning firm specializing in upscale weddings and corporate events. They aim to differentiate their brand by offering personalized service and unique, memorable experiences for their clients.

2

### Case Study 2: Rebranding a Corporate Event Management Company

Background: An established corporate event management company seeks to rebrand itself to appeal to a younger demographic and expand its client base beyond traditional corporate events to include music festivals, experiential marketing activations, and brand launches.

# **Semester IV**

|                           |                            |
|---------------------------|----------------------------|
| <b>BOS</b>                | <b>Department of Media</b> |
| <b>Class</b>              | <b>S. Y. B.A.M.M.C.</b>    |
| <b>Semester</b>           | <b>IV</b>                  |
| <b>Course Name</b>        | <b>Mass Media Research</b> |
| <b>Course Code</b>        | <b>PUAMC401</b>            |
| <b>Level of Course</b>    | <b>Medium</b>              |
| <b>Type of the Course</b> | <b>Major</b>               |
| <b>Total Credits</b>      | <b>4</b>                   |

**Course Objectives:**

1. To introduce students to debates in Research approaches.
2. To equip the learners with tools to carry on research.

| <b>Unit No.</b> | <b>Name of Unit</b>                                    | <b>Topic No.</b> | <b>Name of Topic</b>  | <b>Hours</b> |
|-----------------|--|------------------|---|--------------|
| I               | Introduction to Mass Media Research & Research Designs | 1.1              | Relevance, Scope of Mass Media Research and<br>Role of research in the media<br><ul style="list-style-type: none"> <li>• Steps involved in the Research Process</li> <li>• Qualitative and Quantitative Research</li> <li>• Discovery of research problem,</li> </ul> | 10           |
|                 |  | 1.2              | Identifying dependent and independent variables, developing hypothesis. Concept, types and uses   |              |
|                 |  | 1.3              | Research Designs:<br>a) Exploratory<br>b) Descriptive and<br>c) Causal.   |              |
| II              | Data Collection - Methodology                          | 2.1              | Primary Data – Collection Methods<br>I. Depth interviews<br>II. Focus group<br>III. Surveys<br>IV. Observations<br>V. Experimentations<br>Secondary Data Collection Methods<br>Literature review  | 20           |

|                       |                                       |     |  |           |
|-----------------------|---------------------------------------|-----|--|-----------|
|                       |                                       | 2.2 | Designing Questionnaire and measurement techniques<br>a. Types and basics of questionnaire<br>b. Projective techniques<br>c. Attitude measurement scales<br>Sampling process<br>Data Tabulation and Research report Format |           |
|                       |                                       | 2.3 | Content Analysis : Definition and uses<br>Quantitative and Qualitative approach<br>Steps in content analysis<br>Devising means of a quantification System<br>Limitations of content analysis                               |           |
| III                   | Application of research in mass media | 3.1 | Readership and Circulation survey<br>TRP   | 15        |
|                       |                                       | 3.2 | RRP<br>Audience Research   |           |
|                       |                                       | 3.3 | Exit Polls<br>Advertising Consumer Research  |           |
| IV                    | The Semiotics of the Mass Media.      | 4.1 | What is semiotics in media?  | 15        |
|                       |                                       | 4.2 | Why is semiotics important?<br>What are codes in semiotics?  |           |
|                       |                                       | 4.3 | Semiotics and media  |           |
| <b>TOTAL LECTURES</b> |                                       |     |  | <b>60</b> |

**Course outcomes:**

1. Recalling the concept of research.
2. Understanding the essentials of research.
3. Applying the methods of research for solving problems.
4. Illustrating the fundamentals of mass media research.
5. Evaluating the data collected through various techniques of research.
6. Designing the research process using various techniques learnt.

**References :**

1. Research Methodology; Kothari: Wiley Eastern Ltd.
2. A Handbook Of Social Science Research: Dixon, Bouma, Atkinson OUP
3. Analysing Media Message: Reffe, Daniel; Lacy, Stephen And Fico, Frederick (1998); Lawrence Erlbaum associates.
4. Media Research Methods: Gunter, Brrie; (2000); Sage
5. Mass Media Research: Wimmer And Dominick
6. Milestones In Mass Communication: Research De Fleur

## CASE STUDY

|   |   |
|---|---|
| 1 | <p><b>Case Study 1: Evaluating the Impact of Political Advertising on Voter Behavior</b></p> <p>Background: A research institute conducts a comprehensive study to assess the influence of political advertising on voter behavior during a national election campaign. The study aims to understand how different types of political ads, such as television commercials, digital ads, and campaign mailers, impact voters' attitudes, preferences, and voting decisions.</p> <p>Methodology: The research institute employs a mixed-method approach, combining quantitative surveys with qualitative focus groups and interviews. They survey a large sample of voters across diverse demographic groups to gather quantitative data on their exposure to political ads, perceptions of candidate messaging, and voting intentions. Additionally, they conduct in-depth interviews and focus groups with selected participants to explore the underlying motivations and emotions driving their responses to political advertising.</p> <p>Findings: The study finds that while political advertising plays a significant role in shaping voters' awareness of candidates and issues, its impact on actual voting behavior is more nuanced. While some voters report being swayed by campaign ads, others express skepticism and distrust towards political messaging, preferring to rely on independent sources of information such as news coverage and peer recommendations. The study also identifies differences in advertising effectiveness across demographic segments, with younger voters more likely to be influenced by digital ads and social media campaigns compared to older voters who place greater trust in traditional media sources.</p> |
| 2 | <p><b>Case Study 2: Understanding Media Consumption Patterns in a Digital Age</b></p> <p>Background: A media research firm conducts a longitudinal study to track changes in media consumption patterns and behaviors among the general population over time. The study aims to provide insights into the evolving landscape of media consumption in a digital age, including shifts in platform preferences, content consumption habits, and attitudes towards advertising.</p> <p>Methodology: The research firm employs a combination of survey research, audience measurement, and media monitoring techniques to collect data on media usage across various platforms, including television, radio, print, online, and mobile. They survey a representative sample of participants at regular intervals to capture changes in media consumption behaviors and preferences over time. Additionally, they analyze audience measurement data from third-party sources and conduct content analysis of media content to identify emerging trends and patterns.</p> <p>Findings: The study reveals a significant increase in digital media consumption, with more people accessing news, entertainment, and social media content online and through mobile devices. Traditional media platforms such as television and print continue to attract sizable audiences, particularly among older demographics, but are experiencing gradual declines in viewership and readership. The study also highlights the growing importance of personalized content recommendations and social sharing in shaping media consumption habits, as well as the challenges and opportunities for advertisers in reaching fragmented and mobile-centric audiences.</p>            |

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|-------------------------------------|----------------------------------|
| <b>BOS</b>                          | <b>Department of Media</b>       |
| <b>Class</b>                        | <b>S. Y. B.A.M.M.C.</b>          |
| <b>Semester</b>                     | <b>IV</b>                        |
| <b>Course Name</b>                  | <b>Media Planning and Buying</b> |
| <b>Course Code</b>                  | <b>PUAMC402</b>                  |
| <b>Level of Course</b>              | <b>Advanced</b>                  |
| <b>Type of the Course</b>           | <b>Major</b>                     |
| <b>Total Credits for the Course</b> | <b>4</b>                         |

**Course Objectives:**

1. To develop knowledge of major media characteristics
2. To understand procedures, requirements, and techniques of media planning and buying.

| <b>Unit No.</b> | <b>Name of Unit</b>            | <b>Topic No.</b> | <b>Name of Topic</b>  | <b>Hours</b> |
|-----------------|--------------------------------|------------------|---|--------------|
| I               | Introduction to Media Planning | 1.1              | a. Basic Terms and Concepts<br>b. The function of Media planning in advertising<br>c. Objectives of MP.<br>d. Role of Media planner<br>e. Challenges in Media planning<br>f. BARC and NCCS Grid<br>g. Factors influencing media strategy decisions<br>h. Criterion for selecting media vehicles | 15           |
|                 |                                | 1.2              | a. Negotiation Strategies<br>b. Laws of Persuasion  |              |
|                 |                                | 1.3              | a. Situation analysis and Marketing strategy plan<br>b. Media Briefing<br>c. Media objectives and target audience analysis<br>d. Media selection and strategy<br>e. Media budgeting<br>f. Media Buying<br>g. Evaluation   |              |

|     |                         |     |  |    |
|-----|-------------------------|-----|--|----|
| II  | Media Mix & Measurement | 2.1 | Factors Affecting Media Mix Decision   | 15 |
|     |                         | 2.2 | <ul style="list-style-type: none"> <li>a. Reach</li> <li>b. Frequency</li> <li>c. GRPS/GVT Ratings</li> <li>d. TRP/TVT Ratings</li> <li>e. Impressions</li> </ul>  |    |
|     |                         | 2.3 | <ul style="list-style-type: none"> <li>f. Cost efficiency</li> <li>g. Cost per thousand</li> <li>h. Cost per rating</li> <li>i. Circulation / Readership /AIR j. Selectivity Index</li> <li>k. Share of Voice</li> </ul>                             |    |
| III | Types of Media          | 3.1 | <ul style="list-style-type: none"> <li>a. Nielson Clear Decision (NCD for Print)</li> <li>b. Broadcast Audience Research Council</li> <li>c. Audit Bureau of Circulation</li> <li>d. RAM</li> <li>e. Comscore – Digital</li> <li>f. Alexa</li> </ul> | 15 |
|     |                         | 3.2 | <ul style="list-style-type: none"> <li>a. Newspaper</li> <li>b. Magazine</li> <li>c. Television ( National, Regional and Local)</li> <li>d. Radio</li> <li>e. Outdoor and out of home</li> <li>f. Transit</li> <li>g. Cinema Advertising</li> </ul>  |    |
|     |                         | 3.3 | <ul style="list-style-type: none"> <li>a. Newspapers</li> <li>b. Magazine</li> <li>c. Television</li> <li>d. Radio</li> </ul>  |    |
| IV  | Media Plan Components   | 4.1 | Communication mix  | 15 |
|     |                         | 4.2 | <ul style="list-style-type: none"> <li>1. Buying Digital Advertising: An Overview Paid media, Owned media and Earned media).</li> <li>2. Digital Sales Funnel</li> </ul>   |    |

|                |  |     |  |    |
|----------------|--|-----|--|----|
|                |  |     | <p>3. Direct buys from the websites / Impact Buys</p> <p>4. Programmatic Buying: [DSP (Demand side platform) or RTB (Real time bidding)]</p> <p>5. Advertising via Premium Publishers</p> <p>6. Advertising via Networks and Exchanges</p> <p>7. Affiliate Network ( Click bank, Commission junction, adfuncky, 7search.com)</p>   |    |
|                |  | 4.3 | <p>The Local Publishing Market</p> <p>9. OTT Platforms</p> <p>10. Influencers Marketing or social media influencers</p> <p>11. Content advertising</p> <p>12. Native advertising</p> <p>13. App installed campaign</p> <p>14. Push notification</p> <p>15. Google ads</p> <p>16. Bing ads</p> <p>17. Lead Progression</p> <p>a. Cost per impression</p> <p>b. Cost per click(CPC)</p> <p>c. Cost per lead (CPL)</p> <p>Cost per action (CPA) or pay per action ( PPA)</p> <p>d. cost per conversion or Revenue sharing or cost per sale.</p> |    |
| TOTAL LECTURES |  |     |  | 60 |

**Course outcomes:**

1. Defining the concepts of media.
2. Understanding the challenges in media planning.
3. Applying media mix terminologies.
4. Analyzing writing for various media platforms.
5. Evaluating the different types of media.
6. Creating a media plan.

**References:**

1. Research for Marketing Decisions Paul E. Green, Donald S. Tull
2. Business Research Methods – Donald Cooper and Pamela Schindler, TMGH, 9th



edition

3. [http://www.millwardbrown.com/docs/default-source/insight-documents/points-of-view/MillwardBrown\\_POV\\_NeurosciencePerspective.pdf](http://www.millwardbrown.com/docs/default-source/insight-documents/points-of-view/MillwardBrown_POV_NeurosciencePerspective.pdf)
4. Moriarty, S., Jones, D. G., & Wells, W. D. (2014). Advertising & IMC: Principles and Practice. Pearson.
5. Ambler, T., & Vakratsas, D. (1999). The effects of brand local and nonlocal origin on product evaluations: A three country study. Journal of International Business Studies, 30(3), 507-521.

### CASE STUDY

|   |   |
|---|---|
| 1 | <p><b>Case Study 1: Media Planning and Buying for a Global Consumer Brand</b></p> <p>Background: A multinational consumer goods company is launching a new product line targeting young adults aged 18-30. The company aims to create a comprehensive media plan to reach its target audience effectively across multiple channels and geographic regions.</p>  |
| 2 | <p><b>Case Study 2: Media Planning and Buying for a Political Campaign</b></p> <p>Background: A political candidate running for office in a highly contested election is looking to develop a strategic media plan to reach voters and build support for their campaign. The candidate's team needs to effectively allocate their advertising budget across traditional media channels, digital platforms, and grassroots outreach efforts.</p> |

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|-------------------------------------|----------------------------|
| <b>BOS</b>                          | <b>Department of Media</b> |
| <b>Class</b>                        | <b>S. Y. B.A.M.M.C.</b>    |
| <b>Semester</b>                     | <b>IV</b>                  |
| <b>Course Name</b>                  | <b>Copywriting</b>         |
| <b>Course Code</b>                  | <b>PUAMC403</b>            |
| <b>Level of Course</b>              | <b>Advanced</b>            |
| <b>Type of the Course</b>           | <b>Major</b>               |
| <b>Total Credits for the Course</b> | <b>4</b>                   |

**Course Objectives:**

1. To provide students with tools that would help mass communicate effectively.
2. To understand crisp writing as part of Mass communication.

| <b>Unit No.</b>       | <b>Name of Unit</b>                   | <b>Topic No.</b> | <b>Name of Topic</b>  | <b>Hours</b> |
|-----------------------|---------------------------------------|------------------|---|--------------|
| I                     | Introduction                          | 1.1              | Basics of copywriting; responsibilities of a copywriter   | 15           |
|                       |                                       | 1.2              | Creative thinking attitude<br>Role of heuristics<br>5 steps of creative process                             |              |
|                       |                                       | 1.3              | Theories of ideation  |              |
| II                    | Idea generation techniques            | 2.1              | Idea generation techniques: Brainstorming, picture prompts, scamper, interaction, dreams, creative aerobics | 15           |
|                       |                                       | 2.2              | Marketing brief, creative brief; CAN elements   |              |
|                       |                                       | 2.3              | Getting messages to “Stick”<br>Types of appeal: Humour, Sex, Fear   |              |
| III                   | Writing disciplines                   | 3.1              | Writing for various media– Print, OOH, government(Press Releases), Infomercial                              | 15           |
|                       |                                       | 3.2              | Writing for various audience– Teenagers, , Women, Children, Corporate, Rurals                               |              |
|                       |                                       | 3.3              | Writing for Digital media– Mails, Blogs, Tweets, Reels, Subtitling  |              |
| IV                    | Ad campaigns and significance of copy | 4.1              | Types of appeals- Humour, Fear, Sexual  | 15           |
|                       |                                       | 4.2              | Plagiarism & Intellectual Property Rights   |              |
|                       |                                       | 4.3              | Case Studies  |              |
| <b>TOTAL LECTURES</b> |                                       |                  |   | <b>60</b>    |

**Course outcomes:**

1. Understand the writing techniques for various media tools.
2. Communicate verbal means in a lucid and creative manner.
3. Applying various skills of communication into practice.
4. Analysing types of appeals.
5. Identifying the impact of plagiarism
6. Creating Tweets, Blogs

**References :**

1. Ily, R. W. (2019). The Copywriter's Handbook: A Step-by-Step Guide to Writing Copy That Sells. Holt Paperbacks.
2. Sugarman, J. (1999). The Adweek Copywriting Handbook: The Ultimate Guide to Writing Powerful Advertising and Marketing Copy from One of America's Top Copywriters. John Wiley & Sons.
3. Ogilvy, D. (1985). Ogilvy on Advertising. Vintage.
4. Caples, J. (1998). Tested Advertising Methods. Prentice Hall Press.
5. Sutherland, S. C. (2016). Advertising Headlines That Make You Rich: Create Winning Ads, Web Pages, Sales Letters and More. Morgan James Publishing.

| <b>CASE STUDY</b> |   |
|-------------------|---|
| 1                 | <p><b>Case Study 1: Copywriting for E-commerce Product Descriptions</b></p> <p>Background: An online retailer specializing in home decor is looking to improve the conversion rate of its product pages by optimizing the copywriting for its product descriptions. The retailer sells a wide range of items, including furniture, lighting fixtures, and decorative accessories.</p>                       |
| 2                 | <p><b>Case Study 2: Copywriting for a Digital Marketing Campaign</b></p> <p>Background: A software company is launching a new mobile app designed to help users improve their productivity and time management skills. The company is developing a digital marketing campaign to generate buzz around the app's launch and drive downloads from its target audience of busy professionals and students.</p> |

|                                     |                                       |
|-------------------------------------|---------------------------------------|
| <b>BOS</b>                          | <b>Department of Media</b>            |
| <b>Class</b>                        | <b>S. Y. B.A.M.M.C. (Advertising)</b> |
| <b>Semester</b>                     | <b>IV</b>                             |
| <b>Course Name</b>                  | <b>Consumer Behaviour</b>             |
| <b>Course Code</b>                  | <b>PUAMC404A</b>                      |
| <b>Level of Course</b>              | <b>Medium</b>                         |
| <b>Type of the Course</b>           | <b>Discipline Minor</b>               |
| <b>Total Credits for the Course</b> | <b>3</b>                              |

**Course Objectives:**

1. To understand the sociological & psychological perspective of consumer behavior.
2. To introduce students to the complexities of consumer behavior, its importance in marketing & advertising.

| <b>Unit No.</b> | <b>Name of Unit</b>         | <b>Topic No.</b> | <b>Name of Topic</b>  | <b>Hours</b> |
|-----------------|-----------------------------|------------------|---|--------------|
| I               | Consumer Behaviour Overview | 1.1              | Meaning , Features, Need to study Consumer Behaviour.Importance   | 15           |
|                 |                             | 1.2              | Consumer Behaviour in a dynamic & digital world   |              |
|                 |                             | 1.3              | Psychological & Sociological dynamics of consumption.   |              |
| II              | Psychological Determinants  | 2.1              | Motivation Types & Theories Maslow. Attitude Characteristics Theories Tricomponent. Multiattitude Model.                  | 15           |
|                 |                             | 2.2              | Cognitive dissonance. Personality - Facets of personality. Theories Freud & Jung. Personality traits & consumer behavior. |              |
|                 |                             | 2.3              | Self-Concept.   |              |
| III             | Learning                    | 3.1              | Perception - Elements in perception. a. Subliminal perception. b. Perceptual Interpretation Stereotyping in advertising.  | 15           |
|                 |                             | 3.2              | Learning Elements in Consumer Learning. Behavioral & Classical Theory. Cognitive Learning.                                |              |

|                       |                 |     |   |    |
|-----------------------|-----------------|-----|---|----|
|                       |                 | 3.3 | Family - Role of family in Socialization & Consumption FLC.   |    |
| IV                    | Decision Making | 4.1 | Social group- primary and secondary and the role of Reference group & Consumer Behaviour. Economic social class as the economic , determinants of consumer behavior | 15 |
|                       |                 | 4.2 | Process of decision making, Models of decision making. Opinion Leadership.  |    |
|                       |                 | 4.3 | Diffusion & Adoption Process. Process of decision making. Models of decision making, Opinion Leadership. Diffusion & Adoption Process.                              |    |
| <b>TOTAL LECTURES</b> |                 |     |   | 60 |

**Course outcomes:**

1. Recall the concept of consumer behavior
2. Understanding the family life cycle
3. Applying the motivational techniques
4. Analyzing the need of adoption process
5. Identifying the learning theories
6. Designing a FLC Stages

**References:**

1. Solomon, M. R., White, K., Dahl, D. W., & Zaichkowsky, J. L. (2018). Consumer Behavior: Buying, Having, and Being. Pearson.
2. Schiffman, L. G., & Kanuk, L. L. (2010). Consumer Behavior. Pearson.
3. Blackwell, R. D., Miniard, P. W., & Engel, J. F. (2006). Consumer Behavior. Thomson South-Western.
4. Foxall, G. R. (2014). Understanding Consumer Choice. Palgrave Macmillan.
5. Hoyer, W. D., M

| <b>CASE STUDY</b> |   |
|-------------------|---|
| 1                 | <p>McDonald's is the leading global food service retailer, with more than 32,000 local restaurants serving more than 60 million people in 117 countries each day. More than 75% of McDonald's restaurants worldwide are owned and operated by independent local men and women. In the UK McDonald's faced the challenge of revitalising the brand and the business. It needed to reconnect with its customers, bolstering their trust in the brand and engaging with them on a new level in communications. It recognised that key to achieving this would be a renewed commitment to listening to and understanding its customers, and being open and transparent as a business. It was a big challenge. In 2005 McDonald's business performance and brand perceptions had reached a plateau. A combination of factors in the brand's recent history had undermined consumer trust. It seemed that the nation's love affair with McDonald's might be over. In response, it re-focused around a clear vision and ambitiously overhauled just about every aspect of the business and the way it presented itself</p> |

Darsh and Viraj are two enterprising youths. They have passed out from IIM, Bangalore. They thought instead of doing a job, they would launch fresh vegetables in Indian markets. Having learnt of the future conventional foods, they decided to venture into cultivation of mushrooms. Mushrooms are known to be the best alternative food for vegetarians. For Darsh and Viraj, fundraising was a serious handicap for mass production. However, the first trial batch of mushrooms that they produced was bought by Star Hotel in Bangalore. Further, the hotel placed orders for a supply of 20 kgs every day. Now the mushroom industry is run by small entrepreneurs, like Darsh and Viraj. Another big player M/s Ashtavinayak Mushrooms, equipped with a cold storage facility, was more interested in the export market. Darsh and Viraj have set their sights high. They aim to sell mushrooms in a very big way all over India. Mushrooms have a great market potential and are a perishable food.

|                                     |                                       |
|-------------------------------------|---------------------------------------|
| <b>BOS</b>                          | <b>Department of Media</b>            |
| <b>Class</b>                        | <b>SYBAMMC (Event Management)</b>     |
| <b>Semester</b>                     | <b>IV EM</b>                          |
| <b>Course Name</b>                  | <b>Principles of Event Management</b> |
| <b>Course Code</b>                  | <b>PUAMC404E</b>                      |
| <b>Level of Course</b>              | <b>BASIC</b>                          |
| <b>Type of the Course</b>           | <b>Discipline Minor</b>               |
| <b>Total Credits for the Course</b> | <b>3</b>                              |

**Course Objectives:**

1. To Understand the fundamental concepts, theories, and principles of event management.
2. To Develop an understanding of the event planning process, from conceptualization to execution and evaluation.

| <b>Unit No.</b> | <b>Name of Unit</b>                            | <b>Topic No.</b> | <b>Name of Topic</b>   | <b>Hours</b> |
|-----------------|--|------------------|--|--------------|
| I               | Introduction to Event Management               | 1.1              | Meaning of Em, Types, importance, role   | 15           |
|                 |  | 1.2              | Understanding event objectives and goals<br>Event feasibility analysis, Creating event concepts and themes, Developing event timelines and schedules |              |
|                 |  | 1.3              | Budgeting and financial management for events ,<br>Risk management and contingency planning  |              |
| II              | Event Marketing and Promotion                  | 2.1              | Identifying target audiences, Marketing strategies for different types of events   | 15           |
|                 |  | 2.2              | Promotion through traditional and digital channels , public relations and media relations  |              |
|                 |  | 2.3              | Sponsorship and partnership strategies , Case Studies  |              |
| III             | Event Program, Content Development & CRM       | 3.1              | Program design and scheduling, Speaker and talent management, Entertainment and programming elements   | 15           |
|                 |  | 3.2              | Client and customer service, Stakeholder identification and analysis   |              |
|                 |  | 3.3              | Community and government relations   |              |
| IV              | Event Stakeholder Management & emerging Trends | 4.1              | Client and customer service , Stakeholder identification and analysis , Community and government relations   | 15           |

|                       |  |     |   |           |
|-----------------------|--|-----|---|-----------|
|                       |  | 4.2 | Environmental impact of events<br>Sustainable event planning and execution<br>Waste management and recycling<br>Green procurement practices |           |
|                       |  | 4.3 | Technological advancements in event management, Sustainable and green event practices, Virtual and hybrid event management                  |           |
| <b>TOTAL LECTURES</b> |  |     |   | <b>60</b> |

**Course outcomes:**

1. Identify the types of events
2. Describe the various marketing strategies for event promotion
3. Apply the techniques of promotion
4. Analyze the risk involved.
5. Evaluate the customer feedback.
6. Design event plan.

**References :**

1. Goldblatt, J. J., & Goldblatt, S. (2021). Event management: The art of meaningful celebration and cross-cultural perspectives. Wiley.
2. Fenich, G. G. (2021). Meetings, expositions, events, and conventions: An introduction to the industry (5th ed.). Pearson.
3. Getz, D., & Page, S. J. (2020). Event studies: Theory, research, and policy for planned events (4th ed.). Routledge.
4. Van der Wagen, L., & White, L. (2018). Event management: For tourism, cultural, business, and sporting events (6th ed.). Cengage Learning.
5. Shone, A., & Parry, B. (2010). Successful Event Management: A Practical Handbook. Cengage Learning.

| <b>CASE STUDY</b> |   |
|-------------------|---|
| 1.                | Background: A large international conference is being organized, and the event planners are committed to implementing sustainable practices throughout the planning and execution process. They aim to minimize environmental impact, reduce waste, and promote social responsibility.                                    |
| 2                 | <b>Risk Management in Outdoor Music Festivals</b><br>Background: A music festival organizer is planning a large outdoor event featuring multiple stages, food vendors, and camping areas. With thousands of attendees expected to attend, the organizers are keen to ensure the safety and security of everyone involved. |