



CHAIR IN CHRISTIANITY

CURRICULUM CONTENT

For

CERTIFICATE PROGRAMME

ARTIFICIAL INTELLIGENCE-INTEGRATED

SOCIAL COMMUNICATIONS

August 2024

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Introduction:

Human relationships are fostered through communication and interconnectedness through media. Various media platforms influence human thought patterns, ethical standards and faith life. Hence, there is a need to study and analyze media to enhance human life and activity. This programme provides a comprehensive idea of the theories, practices, and technologies that underpin effective communication in digital age. The integration of Artificial Intelligence (AI) with social communications presents a revolutionary approach to engaging with communities, fostering meaningful connections, and disseminating messages of faith and compassion. It will enable the learners to harness the power of digital tools to amplify the message of love, empathy, and inclusivity.

Mangalore has a long history of Christianity, and the Chair in Christianity at Mangalore University, established in 1985, has been at the forefront of this endeavor. Over the years, the Chair has conducted numerous symposiums, creating a robust platform for dialogue and learning. Building on this rich legacy, the Chair is now venturing into a new frontier with the introduction of a Certificate Programme. This program aims to equip individuals with the skills needed to address and influence the modern media landscape, thus enhancing both personal and community life and activity.

General Objectives of the Programme:

1. Provide practical training in utilizing Artificial Intelligence (AI) for social communications.
2. Enhance participants' ability to leverage AI tools for effective engagement.
3. Develop participants' proficiency in applying AI-driven strategies for community outreach.
4. Familiarize participants with cutting-edge AI tools and their potential applications in work in community.
5. Provide guidance on ethical considerations when using AI tools in social engagements.
6. Foster collaboration among participants in exploring AI-driven solutions for challenges.

Programme Specific Outcome:

Certificate in Artificial Intelligence-Integrated Social Communications

The programme in Artificial Intelligence-Integrated Social Communications is to prepare the candidate to equip the skills and to acquire comprehensive knowledge on Social Communications integrated with the skills in Artificial Intelligence. The curricula are prepared with programme specific outcomes:

- PSO 1 Relevance of Artificial Intelligence in Social Communications.
- PSO 2 Exposure to special and new streams in Social Communications.
- PSO 3 Equipped with skills to face the social reality confidently.
- PSO 4 Field work research through Project Work
- PSO 5 Job orientation in Community work: as social and community worker.
- PSO 6 Trained in utilizing Artificial Intelligence (AI) for social communication.
- PSO 7 Ability to leverage AI tools for effective social engagements.
- PSO 8 Proficiency in applying AI-driven strategies for community outreach.
- PSO 9 Ethical considerations when using AI tools in social engagements.
- PSO 10 Exploring AI-driven solutions for prevailing challenges.

ARTIFICIAL INTELLIGENCE-INTEGRATED SOCIAL COMMUNICATIONS

Programme Credit Scheme:

Course	Title	Teaching Hours/ Week	Examination Hours	IA	Theory	Total	Credits
I.	Foundations and Skills for Social Communications	4	3	30	70	100	4
II.	Media Literacy and Ethics in Social Communications	4	3	30	70	100	4
III	Project Work/ Dissertation	50	Viva-Voce		50	100	2
Total:						300	10

Course Scheme							
Course Code	Course	Hours Week/ Programme	Exam Hrs	Marks Final Exam	IA	Total Marks	Credits
I	Foundations and Skills for Social Communications	4/75	3	70	30	100	4
II	Media Literacy and Ethics in Social Communications	4/75	3	70	30	100	4
III	Project Work/Dissertation + Viva-Voce	2/40	--	50+50	--	100	2

Evaluation of the programme consists of

1. Theory exam for 3 hours duration for 70 marks
2. Internal Formative Continuous Assessment for 30 marks based on tests and assignments

Internal Assessment:

The internal assessment marks for a course shall be based on one test and two assignments/activity of 10 marks each. The test shall be of at least one hour duration. The total marks of the tests and activities shall be taken as the internal assessment marks. Any activities may be selected appropriate to the course and the local relevance.

Item	Test 1	Activity 1	Activity 2	Total
Score	10	10	10	30

Question Paper Pattern

Time: 3 Hrs

Max. Marks - 70

(Title of the Course)

Note: Answer all Sections

I. Answer any FIVE questions in 2-3 sentences each (3x5=15)

1. Q.
2. Q.
3. Q.
4. Q.
5. Q.
6. Q.

II. Answer any FIVE questions in 10-12 sentences each (5x5=25)

7. Q.
8. Q.
9. Q.
10. Q.
11. Q.
12. Q.

III. Answer any THREE in 20-25 sentences each (10x3=30)

13. Q.
14. Q.
15. Q.
16. Q.

Course I: Foundations and Skills for Social Communications

Objectives:

This course is designed to

1. To understand the historical and theological foundations of social communications.
2. To explore the role and impact of communication in community life and ministry.
3. To develop practical communication skills for effective outreach.
4. To integrate modern AI tools to enhance social messages and engagement.
5. To practice crafting, delivering, and role-playing messages and conversations.

Course Outcomes:

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

1. Explain the historical evolution and theological basis of communication.
2. Analyse the role of communication in different aspects of community care.
3. Demonstrate effective verbal and non-verbal communication skills.
4. Craft and deliver impactful messages and publications.
5. Utilize digital communication tools and AI-driven chatbots for enhancing outreach and support.
6. Engage in practical exercises to improve communication through role-playing and online content creation.

Course Content:

Unit 1: Foundations of Social Communications 15 Hrs

- a. Introduction to Communication
- b. Historical Overview of Communication in the Church
- c. Papal Documents and Messages on Communications
- d. Theological Basis of Communication in Ministry
- e. Understanding the Role of Communication in social Care

Unit 2: Communication Skills 15 Hrs

- a. Effective Verbal and Non-Verbal Communication
- b. Listening and Empathy in Conversations with people and groups
- c. Writing Messages and Publications
- d. Utilizing Digital Communication Tools for Outreach activities

Unit 3: Cultural Sensitivity and Community Building 15 Hrs

- a. Cultural Sensitivity and Understanding diverse cultural backgrounds and communication styles
- b. Adapting messages for cultural relevance
- c. Inclusivity and diversity in communication; inter-community relations
- d. The Role of Community and Building and nurturing community through communication media
- e. Fostering a supportive environment through meaningful communication

Unit 4: Applications and AI Integration**15 Hrs**

- a. Crafting and Delivering a Message
- b. Role-playing Conversations and Creating Online Content
- c. Exploring AI tools for enhancing messages and engagement
- d. Introduction to AI-driven chatbots for community support

Unit 5: Written and Digital Communication**15 Hrs**

- a. Writing Skills: Crafting clear and engaging messages
- b. Writing for newsletters, social media, blogs, and publications
- c. Importance of grammar, structure, and style
- d. Digital Literacy - Understanding digital tools and platforms
- e. Creating and managing social media content and Online security and privacy basics

Reference Books

- Ahmed, S. (2012). *On Being Included: Racism and Diversity in Institutional Life*. Duke University Press.
- Block, P. (2008). *Community: The Structure of Belonging*. Berrett-Koehler Publishers.
- Brown, B. (2018). *Dare to Lead: Brave Work. Tough Conversations*. Whole Hearts. Random House.
- Burgoon, J., Guerrero, L., & Floyd, K. (2016). *Nonverbal Communication*. Routledge.
- Campbell, H. (2020). *Digital Religion: Understanding Religious Practice in Digital Media*. Routledge.
- Floridi, L. (2014). *The Fourth Revolution: How the Infosphere is Reshaping Human Reality*. Oxford University Press.
- Handley, A., & Chapman, C. C. (2012). *Content Rules: How to Create Killer Blogs, Podcasts, Videos, Ebooks, Webinars (and More) That Engage Customers and Ignite Your Business*. Wiley.
- Kelsey, T. (2017). *Social Media Strategy: Marketing and Advertising in the Consumer Revolution*. Palgrave Macmillan.
- McChesney, B. (2013). *Communication: Strategies for Parish and Community Engagement*. Liturgical Press.
- McLaren, B. (2016). *The Great Spiritual Migration: How the World's Largest Religion Is Seeking a Better Way to Be Christian*. Convergent Books.
- Meyers, J. (2009). *A History of Pastoral Care in the Middle Ages*. Oxford University Press.
- Nichols, M. (2009). *The Lost Art of Listening: How Learning to Listen Can Improve Relationships*. Guilford Press.
- Nouwen, H. (1998). *The Wounded Healer: Ministry in Contemporary Society*. Image Books.

- Pacini, D. (2009). *Theology of Communication*. Paulist Press.
- Patton, J. (2015). *Pastoral Care in Context: An Introduction to Pastoral Care*. Westminster John Knox Press.
- Rheingold, H. (2012). *Net Smart: How to Thrive Online*. MIT Press.
- Russell, S., & Norvig, P. (2016). *Artificial Intelligence: A Modern Approach*. Pearson.
- Scollon, R., Scollon, S. W., & Jones, R. H. (2012). *Intercultural Communication: A Discourse Approach*. Wiley-Blackwell.
- Smith, G. (2012). *Writing to Change the World: A Practical Guide*. Penguin.
- Strunk, W., & White, E. B. (2000). *The Elements of Style*. Longman.
- Ting-Toomey, S., & Chung, L. (2012). *Understanding Intercultural Communication*. Oxford University Press.
- Woods, R. (Ed.). (2016). *Vatican Media and Communications Documents*. Pauline Books & Media.
- Zinsser, W. (2006). *On Writing Well: The Classic Guide to Writing Nonfiction*. Harper Perennial.

Course II: Media Literacy and Ethics in Social Communications

Objectives:

The objectives of this course are to

1. Understand the contemporary media landscape and its impact on communications.
2. Analyse ethical considerations in social communications.
3. Identify challenges and pitfalls associated with media usage in the social context.
4. Develop skills in media analysis and case studies addressing ethical dilemmas.
5. Utilize AI algorithms for media sentiment analysis in social contexts.

Course Outcomes:

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

1. Comprehend the contemporary media landscape and its influence on communications.
2. Evaluate ethical considerations in social communications.
3. Recognize challenges and pitfalls in media usage within social contexts.
4. Apply skills in media analysis and address ethical dilemmas through case studies.
5. Employ AI algorithms for media sentiment analysis in social contexts.

Course Content:

Unit 1: Ethical Considerations in Social Communications **15 Hrs**

- a. Overview of contemporary media and its impact on society.
- b. Influence of media on communications.
- c. Media consumption trends and behaviours.
- d. Principles of ethical communication in social contexts.
- e. Case studies of ethical dilemmas in media usage.
- f. Developing an ethical framework for communications.

Unit 2: Challenges and Pitfalls in Media Usage **15 Hrs**

- a. Identifying common challenges in media usage for communicative purposes.
- b. Recognizing pitfalls and avoiding misinformation.
- c. Strategies for maintaining credibility and trust.
- d. Skills Development in Media Analysis
- e. Techniques for analysing media content and messages.
- f. Practical exercises in media analysis.

Unit 3: AI and Media Sentiment Analysis in Contexts **15 Hrs**

- a. Introduction to AI algorithms for media sentiment analysis.
- b. Applications of sentiment analysis in social communications.
- c. Gender Sensitive Communication
- d. Practical exercises utilizing AI tools for media analysis.

Unit 4: Communicating Across Cultures and Diverse Communities **15 Hrs**

- a. Principles of cross-cultural communication.
- b. Techniques for effective communication in diverse communities.
- c. Understanding interfaith dialogue principles.
- d. Strategies for effective communication in interfaith contexts.
- e. Role of communication in social justice.
- f. Strategies for advocating social justice issues.

Unit 5: Crisis Communication Strategies **15 Hrs**

- a. Principles of crisis communication in ministry.
- b. Developing and implementing crisis communication plans.
- c. Simulated crisis communication exercises.
- d. Introduction to AI solutions for outreach and Applications of AI in personalized communication.
- e. Conflict Resolution and Mediation: Techniques for handling conflicts, Mediation strategies.
- f. Encouraging open dialogue.

Reference Books

- Alpaydin, E. (2020). *Introduction to Machine Learning*. MIT Press.
- Berger, A. A. (2018). *Media Analysis Techniques*. SAGE Publications.
- Campbell, H. A. (2010). *When Religion Meets New Media*. Routledge.
- Coombs, W. T. (2014). *Ongoing Crisis Communication: Planning, Managing, and Responding*. SAGE Publications.
- Cooper, T. W. (1998). *Television and Ethics: A Bibliography, 1987-1997*. Hampton Press.
- Fearn-Banks, K. (2016). *Crisis Communications: A Casebook Approach*. Routledge.
- Freire, P. (2000). *Pedagogy of the Oppressed*. Bloomsbury Publishing.
- Griffin, E. (2012). *A First Look at Communication Theory*. McGraw-Hill.
- Hargittai, E., & Hsieh, Y. P. (2013). *Digital Inequality: Different Access to Internet and Use*. SAGE Publications.
- Jenkins, H. (2006). *Convergence Culture: Where Old and New Media Collide*. New York University Press.
- Jensen, R. (2004). *The Ethics of Human Communication*. Wadsworth Publishing.
- Liu, B. (2012). *Sentiment Analysis and Opinion Mining*. Morgan & Claypool Publishers.

- Martin, J. N., & Nakayama, T. K. (2017). *Intercultural Communication in Contexts*. McGraw-Hill Education.
- McIntosh, P. (2013). *Ethical Communication: Moral Stances in Human Dialogue*. Peter Lang Publishing.
- Patel, E. (2016). *Interfaith Leadership: A Primer*. Beacon Press.
- Pavlik, J. V., & McIntosh, S. (2017). *Converging Media: A New Introduction to Mass Communication*. Oxford University Press.
- Potter, W. J. (2012). *Media Literacy*. SAGE Publications.
- Quinn, S. (2010). *Trust and Verification: How to Build and Sustain Trust in News*. International Center for Journalists.
- Russell, S., & Norvig, P. (2016). *Artificial Intelligence: A Modern Approach*. Pearson.
- Seeger, M. W., Sellnow, T. L., & Ulmer, R. R. (2003). *Communication and Organizational Crisis*. Praeger.
- Silverstone, R. (2007). *Media and Morality: On the Rise of the Mediapolis*. Polity Press.
- Swidler, L. (2014). *The Age of Global Dialogue*. Wipf and Stock Publishers.
- Ting-Toomey, S., & Chung, L. C. (2012). *Understanding Intercultural Communication*. Oxford University Press.
- Wardle, C., & Derakhshan, H. (2017). *Information Disorder: Toward an Interdisciplinary Framework for Research and Policy Making*. Council of Europe.

Course III: Project Work/Dissertation

Objectives:

This course aims to

1. Empower participants with the knowledge, skills, and ethical considerations necessary for effective communication.
2. Incorporate cutting-edge AI technologies to enhance the overall ministry.

Course Outcomes:

1. Develop comprehensive communication strategies.
2. Design and execute campaigns and initiatives.
3. Gain hands-on experience in social media management.
4. Present capstone projects, encouraging peer evaluation and feedback.
5. Engage in collaborative projects, field visits, and real-world communication campaigns.
6. Implement AI-powered tools in project development and analysis.

General Guidelines:

1. Student shall select the research topic in consultation with the faculty member assigned as in-charge or guide for Research Project Course and report the same to the Head of the Department in writing.
2. The topic of such research project shall be relevant to programme on the whole.
3. The topic of such research project shall be finalized only after the Department approves the same.
4. The tools of data collection should be finalized and data collection shall be completed within the time specified by the Department.
5. The student has to submit two bound copies of Research Dissertation to the Head of the Department on or before the last working day of the programme in a prescribed format.
6. Each student shall be compulsorily supervised in the Research Project by a faculty member, preferably who has PhD research degree and is a teaching faculty in the Department. The supervisor will guide the student in methodology and the course of the study.
7. The allotment of the students to a faculty for supervision shall be done by the Department Council.
8. Periodic individual conference, related to Research Project of each student, shall be conducted by the supervisor.
9. Each student shall be required to take part in Class Room Presentations in the context of Research Project. Such presentations (colloquium) shall be related to the research methodology and tools of research being developed by the student.
10. The student's performance in such Presentations is considered in assigning the marks allocated for Research Project.
11. The sample size for quantitative research shall not be less than 50 respondents; and minimum of 10 cases if it is qualitative.
12. Not less than 2 class hours per week shall be spent by the student for Research Project.
13. A total of 2 Credits shall be allocated to the Research Project Course.

14. The project course will be evaluated on the basis of the dissertation and the Viva-voce. (Dissertation 50 + Viva-voce 50; Total 100).
15. The endorsement certificate from the Institution/ Industry/ agency should be enclosed with the report if the project fieldwork is done in such institution.
16. Plagiarism should be avoided and the Department should check the project report for plagiarism.
17. On time submission of the dissertation is mandatory.

Research Project Report/Dissertation shall consist of the following sections.

Section A	:	Preliminaries
Section B	:	Body of the Report
Section C	:	Annexure / Appendix

Section A is a formal general section and shall include:

1. Title page - having details as the title of the study, name of the researcher, register number, name of the guide, department through which the study has been undertaken under University, and the year of the research project work.
2. Forward/Acknowledgement.
3. Table of contents with Page Numbers.
4. List of Tables, Charts, Graphs.
5. Certificate from the candidate stating the originality of the research report content.
6. Certification from the guide/supervisor.
7. Certification from the agency if the study has been carried out in a particular institution (if any).

Section B is formal technical section and shall include the chapterisation

1. Introduction
2. Objectives
3. Review of literature.
4. Methodology
5. Data presentation and analysis
6. Major Findings and conclusions
7. Suggestions and recommendations.

Section C shall include such information that is not included in the body of the report, but is relevant to the study.

1. Reference
2. A copy of the tool of data collection.
3. Additional statistical tables.
4. Photographs, figures, maps, etc.

Technical specifications of the report:

1. Printed and bound a minimum of 30 pages to a maximum of not more than 100 pages, excluding the preliminary content pages and the annexure/appendix.
2. Use A4 size paper, 1-inch margins on all 4 sides; font Times New Roman 12 size, double spaced.
3. Referencing in APA style, with author-date system.