

ACADEMIC CURRICULA

POSTGRADUATE DEGREE PROGRAMME

MASTER OF ARTS in JOURNALISM AND MASS COMMUNICATION (M.A Journalism and Mass Communication)

Two Years(Full-Time)

Learning Outcome Based Education

Choice Based Flexible Credit System

Academic Year

2021 - 2022



SRM

INSTITUTE OF SCIENCE & TECHNOLOGY
(Deemed to be University u/s 3 of UGC Act, 1956)

SRM INSTITUTE OF SCIENCE AND TECHNOLOGY

(Deemed to be University u/s 3 of UGC Act, 1956)

Kattankulathur, Chengalpattu District 603203, Tamil Nadu, India

SRM INSTITUTE OF SCIENCE AND TECHNOLOGY
Kattankulathur, Kancheepuram District 603203, Tamil Nadu, India
Faculty of Science and Humanities

Department of Journalism and Mass Communication

1. Department Vision Statement	
Stmnt. - 1	Evolve into a world class facility that trains young and eager minds in the field of Journalism and Mass Communication
Stmnt. - 2	Nurture technical skills that are crucial in the ever expanding field with National and International collaboration
Stmnt. - 3	Advance learning by giving unique experience through practice and research
Stmnt. - 4	Instil a deep understanding and commitment to ethics in the field

2. Department Mission Statement	
Stmnt. - 1	Provide skills and knowledge to excel in professional career in the field of Journalism, Mass Communication and its related disciplines
Stmnt. - 2	Imbibing the culture of research, innovation, entrepreneurship and incubation.
Stmnt. - 3	Empowering the graduates to have high standards in knowledge consumption and research process
Stmnt. - 4	Preparing socially responsible media academics, researchers, professionals who will contribute to the growth of the nation and society by applying acquired knowledge in technical, computing and managerial skills
Stmnt. - 5	Guide the graduates to practice lifelong learning for continuing professional development

3. Program Education Objectives (PEO)	
PEO - 1	This Program is designed to acquire the ability to Analyse, Design, Develop, Implement, and Evaluate the forms of Journalism and Mass Communication
PEO - 2	Facilitate students' inskills required for professional jobs as per demands and requirements of the Industry.
PEO - 3	Encourage students in their formal education and also involve them in academic research
PEO - 4	Offers tools and knowledge to obtain the ability to analyze the local and global impact media has on individuals, organizations, and society.
PEO - 5	Imparts primary research skills so as to understand the importance of innovation, entrepreneurship.

4. Consistency of PEO's with Mission of the Department															
	Mission Stmt. - 1			Mission Stmt. - 2			Mission Stmt. - 3			Mission Stmt. - 4			Mission Stmt. - 5		
PEO - 1	H			M			H			H			H		
PEO - 2	H			M			H			M			H		
PEO - 3	L			H			H			H			H		
PEO - 4	H			H			H			H			H		
PEO - 5	H			H			L			L			H		
H – High Correlation, M – Medium Correlation, L – Low Correlation															
5. Consistency of PEO's with Program Learning Outcomes (PLO)															
	Program Learning Outcomes (PLO)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modelling	Analyse, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behaviour	Life Long Learning
PEO - 1	H	M	H	H	H	H	M	M	M	H	M	M	H	H	H
PEO - 2	H	H	M	H	H	H	H	H	M	L	H	M	H	H	H
PEO - 3	H	M	H	H	H	L	M	H	H	L	H	M	M	H	H
PEO - 4	H	H	H	M	H	H	H	H	H	H	H	H	M	M	M
PEO - 5	H	H	H	H	H	H	H	H	H	H	M	H	M	H	H
H – High Correlation, M – Medium Correlation, L – Low Correlation															

1. M.A Programme Structure (Total Credits:80)									
1. Professional Core Courses (C) (7 Courses)									
Course Code	Course Title	Hours/ Week							
		L	T	P	C				
PJM21101T	Theories of Mass Communication	4	0	0	4				
PJM21102J	Reporting and Editing for Print	3	0	2	4				
PJM21103J	Photography	2	0	3	3				
PJM21201J	Communication Research Methodology	3	0	2	4				
PJM21202T	Media Laws and Ethics	4	0	0	4				
PJM21203T	Data Journalism	4	0	0	4				
PJM21301T	Development Communication	4	0	0	4				
Total Learning Credits					27				
3. Generic Elective Courses (G) (1 Course)									
Course Code	Course Title	Hours/ Week							
		L	T	P	C				
PJM21G01T	International Law and Human Rights	3	0	0	3				
PJM21G02T	Political Communication								
PJM21G03T	Social Media and Citizen Journalism								
Total Learning Credits					3				
4. Skill Enhancement Courses(S) (4 Courses)									
Course Code	Course Title	Hours/ Week							
		L	T	P	C				
PJM21S01L	Graphic Designing	0	0	5	2				
PJM21S02L	News and Current Affairs	0	0	4	2				
PJM21S03L	Film Studies	0	0	5	2				
PJM21S04L	Radio Production	0	0	5	2				
Total Learning Credits					8				
2. Discipline Elective Courses(D) (3 Courses)									
Course Code	Course Title	Hours/ Week							
		L	T	P	C				
PJM21D01T	Indian Constitution: An Overview	4	0	0	4				
PJM21D02T	Polity and Governance in India								
PJM21D03T	Ideologies and World Political Systems								
PJM21D04T	Mobile Journalism	3	0	0	3				
PJM21D05T	Media and Culture Studies								
PJM21D06T	International Relations and Diplomatic Reporting								
PJM21D07J	Writing for the Media	3	0	2	4				
PJM21D08J	Content Writing								
PJM21D09J	Script Writing								
Total Learning Credits					11				
5. Project Work, Internship In Industry / Higher Technical Institutions(P) (4 Courses)									
Course Code	Course Title	Hours/ Week							
		L	T	P	C				
PJM21P01J	Event Management and Public Relations	2	0	3	4				
PJM21P02J	Television Production and Documentary Making	2	0	3	4				
PJM21P03L	Dissertation	0	0	8	4				
PJM21P04L	Internship	0	0	14	7				
Total Learning Credits					19				
6. Ability Enhancement Courses (AE) (7 Courses)									
Course Code	Course Title	Hours/ Week							
		L	T	P	C				
PCD21AE1T	Professional Skills and Problem Solving	1	0	0	1				
PJM21AE1T	Broadcast Journalism	2	0	0	2				
PCD21AE2T	General Aptitude for Competitive Examinations	1	0	0	1				
PJM21AE2L	Lab Journal	0	0	5	2				
PJM21AE3T	Digital Story telling	3	0	0	3				
PCD21AE3T	Employability Skills	1	0	0	1				
PJM21AE4T	Advertising Principles and Practices	2	0	0	2				
Total Learning Credits					12				

Structure of PG Courses in Journalism and Mass Communication
Distribution of different Courses in each semester with their credits for
M.A. Journalism and Mass Communication

Semester	Professional Core Courses (c) (Total no. of Papers 7)	Discipline Elective Courses (D) (Total no. of Papers 3)	Generic Elective Courses (G) (Total no. of Papers 1)	Skill Enhancement Courses (S) (Total no. of Papers 4)	Project Work, Internship in Industry / Higher Technical Institution (P) (Total no. of Papers 4)	Ability Enhancement Courses (AE) (Total no. of Papers 4)	Total Credits
Sem I	CC-1(4) CC-2(4) CC-3(3)	D-1(4)		S-1(2) S-2(2)		AE-1 (1) AE-2 (2)	22
Sem II	CC- 4(4) CC- 5(4) CC- 6(4)	D-2(3)		S-3(2)		AE-3 (1) AE-4 (2) AE-5 (3)	23
Sem III	CC -7(4)	D-3(4)	G – 1 (3)	S-4(2)	P-1(4) P-2(4)	AE-6(1) AE-7(2)	24
Sem IV				-	P-3(4) P-4(7)	-	11
Total Credits	27	11	3	8	19	12	80

2. Implementation Plan											
Semester - I					Semester - III						
Course Code	Course Title	Hours/ Week			C	Course Code	Course Title	Hours/ Week			C
		L	T	P				L	T	P	
PJM21101T	Theories of Mass Communication	4	0	0	4	PJM21301T	Development Communication	4	0	0	4
PJM21102J	Reporting and Editing for Print	3	0	2	4	PJM21D07J	Writing for the Media	3	0	2	4
PJM21103J	Photography	2	0	3	3	PJM21D08J	Content Writing				
PJM21D01T	Indian Constitution: An Overview	4	0	0	4	PJM21D09J	Script Writing				
PJM21D02T	Polity and Governance in India					PJM21P01J	Event Management and Public Relations	2	0	3	4
PJM21D03T	Ideologies and World Political Systems					PJM21P02J	Television Production and Documentary Making	2	0	3	4
PJM21S01L	Graphic Designing	0	0	5	2	PJM21G01T	International Law and Human Rights	3	0	0	3
PJM21S02L	News and Current Affairs	0	0	4	2	PJM21G02T	Political Communication				
PCD21AE1T	Professional Skills and Problem Solving	1	0	0	1	PJM21G03T	Social Media and Citizen Journalism				
PJM21AE1T	Broadcast Journalism	2	0	0	2	PCD21AE3T	Employability Skills	1	0	0	1
Total Learning Credits					22	PJM21AE4T	Advertising Principles and Practices	2	0	0	2
						PJM21S04L	Radio Production	0	0	5	2
						Total Learning Credits					24
Semester - II					Semester - IV						
Course Code	Course Title	Hours/ Week			C	Course Code	Course Title	Hours/ Week			C
		L	T	P				L	T	P	
PJM21201J	Communication Research Methodology	3	0	2	4	PJM21P03L	Dissertation	0	0	8	4
PJM21202T	Media Laws and Ethics	4	0	0	4	PJM21P04L	Internship	0	0	14	7
PJM21203T	Data Journalism	4	0	0	4	Total Learning Credits					11
PJM21D04T	Mobile Journalism	3	0	0	3	Total Learning Credits :80					
PJM21D05T	Media and Culture Studies										
PJM21D06T	International Relations and Diplomatic Reporting										
PJM21S03L	Film Studies	0	0	5	2						
PCD21AE2T	General Aptitude for Competitive Examinations	1	0	0	1						
PJM21AE2L	Lab Journal	0	0	5	2						
PJM21AE3T	Digital Story telling	3	0	0	3						
Total Learning Credits					23						

SEMESTER I

Course Code	PJM21101T	Course Name	Theories of Mass Communication	Course Category	C	Professional Core Courses	L	T	P	C
							4	0	0	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)																	
CLR-1:	Understand the various forms of Communication				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
CLR-2:	Understand the reason to study theories for communication purpose				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning			
CLR-3:	Explore the functions of mass media on society							H	M		H	H	H	H	M	M	M	H	M	M	H	H	H		
CLR-4:	Assess the role of Communication in society							H	H		M	H	H	H	H	H	M	H	H	L	H	M	M	H	H
CLR-5:	Gain knowledge on the different Communication Models							H	M		H	H	H	L	M	H	H	L	H	M	M	H	M	M	
CLR-6:	Synthesize an opinion over the different theories applicable for the function of Media							H	H		H	H	H	H	H	H	H	H	H	M	M	H	M	H	H
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			3	80	70	H	M	H	H	H	H	M	M	M	H	M	M	H	H	H			
CLO-1:	Describe the different barriers of communication				3	80	70	H	H	M	H	H	H	H	H	M	L	H	M	H	H	H			
CLO-2:	Discuss various theoretical and practical approaches to Media Communication				3	85	75	H	M	H	H	H	L	M	H	H	L	H	M	M	H	H			
CLO-3:	Relate the significance of Communication in Society				3	75	70	H	H	H	M	H	H	H	H	H	H	H	M	M	M	M			
CLO-4:	Understand the power of media in the development of people over time				3	85	80	H	H	H	M	H	H	H	H	H	H	H	M	M	M	M			
CLO-5:	Expand upon the reality construction by media				3	85	75	H	H	H	H	H	H	H	H	H	H	M	M	M	H	H			
CLO-6:	Explore the different areas of media theories for development of society				3	80	70	H	M	H	H	H	H	M	M	M	H	M	M	H	H	H			

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Introduction to Communication	The Linear Models: Aristotle's Model	Hypodermic Needle Theory or Magic Bullet Theory	Psychological or Individual Difference Theory: Selective Exposure Theory
	SLO-2	Introduction to Communication	Aristotle's Model	Hypodermic Needle Theory or Magic Bullet Theory	Selective Exposure Theory
S-2	SLO-1	Process of Communication	Aristotle's Model	Personal Influence Theory: Two Step Flow Theory,	Selective Perception Theory
	SLO-2	Process of Communication	Aristotle's Model	Two Step Flow Theory,	Selective Perception Theory
S-3	SLO-1	Functions of Communication	Lasswell's Model	Multi-Step Flow Theory	Selective Retention Theory
	SLO-2	Functions of Communication	Lasswell's Model	Multi-Step Flow Theory	Selective Retention Theory
S-4	SLO-1	Categories of Communication: Verbal Communication: Oral Communication	Lasswell's Model	Uses and Gratification Theory	Media Violence Theory
	SLO-2	Categories of Communication: Verbal Communication: Oral Communication	Lasswell's Model	Uses and Gratification Theory	Media Violence Theory
S-5	SLO-1	Categories of Communication: Verbal Communication: Written Communication	Shannon-Weaver Model	Uses and Gratification Theory	Media Violence Theory
	SLO-2	Categories of Communication: Verbal Communication: Written Communication	Shannon-Weaver Model	Uses and Gratification Theory	Media Violence Theory
S-6	SLO-1	Non-Verbal Communication	Shannon-Weaver Model	Cultivation theory	Media Dependency Theory

	SLO-2	Non-Verbal Communication	Shannon-Weaver Model	Cultivation theory	Media Dependency Theory	Democratic-Participant Media Theory
S-7	SLO-1	Types of Communication - Intra-Personal Communication	Berlo's S-M-C-R Model	Diffusion of Innovation Theory	Agenda Setting Theory	New Media Theory
	SLO-2	Types of Communication - Intra-Personal Communication	Berlo's S-M-C-R Model	Diffusion of Innovation Theory	Agenda Setting Theory	New Media Theory
S-8	SLO-1	Types of Communication - Interpersonal Communication	Berlo's S-M-C-R Model	Diffusion of Innovation Theory	Agenda Setting Theory	Semiotics
	SLO-2	Types of Communication - Interpersonal Communication	Berlo's S-M-C-R Model	Diffusion of Innovation Theory	Agenda Setting Theory	Semiotics
S-9	SLO-1	Types of Communication - Group Communication	The Interactive Models: Osgood-Schramm Model	Social Action Theory	Gate Keeping Theory	Semiotics
	SLO-2	Types of Communication - Group Communication	Osgood-Schramm Model	Social Action Theory	Gate Keeping Theory	Semiotics
S-10	SLO-1	Types of Communication - Mass Communication	The Westley and Maclean Model	Modeling Behaviour Theory	Spiral of Silence Theory	Meaning Theory of Media Portrayal
	SLO-2	Types of Communication - Mass Communication	The Westley and Maclean Model	Modeling Behaviour Theory	Spiral of Silence Theory	Meaning Theory of Media Portrayal
S-11	SLO-1	Barriers to Effective Communication.	The Transactional Models: Barnlund's Transactional Model	Play Theory	Media Logic Theory	Meaning Theory of Media Portrayal
	SLO-2	Barriers to Effective Communication.	Barnlund's Transactional Model	Play Theory	Media Logic Theory	Meaning Theory of Media Portrayal
S-12	SLO-1	Barriers to Effective Communication.	Dance's Helical Model	Social Learning Theory	Channel Expansion Theory	Domestication Theory
	SLO-2	Barriers to Effective Communication.	Dance's Helical Model	Social Learning Theory	Channel Expansion Theory	Domestication Theory

Learning Resources	1. Hasan, Seema, <i>Mass Communication: Principles and Concepts</i> , CBS Publisher, 2010. 2. Dennis McQuail, (sixth Edition) <i>Mass Communication Theory</i> , London, Sage South Asia, 2010	3. Nauria, Uma, <i>Dynamics of Mass Communication Theory and Practice</i> , Atlantic Publishers and distributors, 2006. 4. Stanley J. Baran- <i>Introduction to Mass Communication: Media Literacy and Culture</i> -Mayfield Pub., 2001
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	40%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	30%	-	30%	-	30%	-	30%	-
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21102J	Course Name	Reporting and Editing for Print	Course Category	C	Professional Core Courses	L 3	T 0	P 2	C 4
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Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	1	2	3	Program Learning Outcomes (PLO)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1:	Structure of a print media	Level of Thinking (Bloom)				Fundamental Knowledge	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
CLR-2:	Learn how to write articles for print	Expected Proficiency (%)				Application of Concepts	M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
CLR-3:	Understand the techniques used in editing	Expected Attainment (%)				Link with Related Disciplines	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLR-4:	Copy edit content					Procedural Knowledge	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLR-5:	Different fields within print media					Skills in Specialization	H	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLR-6:	Practice writing for online papers					Ability to Utilize Knowledge	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
						Skills in Modeling															
						Analyze, Interpret Data															
						Investigative Skills															
						Problem Solving Skills															
						Communication Skills															
						Analytical Skills															
						ICT Skills															
						Professional Behavior															
						Life Long Learning															

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
CLO-1:	Write news articles	3	80	70
CLO-2:	Edit content with skilled language	3	85	75
CLO-3:	Choose their field of interest within Print journalism	3	75	70
CLO-4:	Conduct interviews with appropriate questions	3	85	80
CLO-5:	Compare and choose between online and offline media	3	85	75
CLO-6:	Know the basics of media in the era of internet	3	80	70

Duration (hour)	15	15	15	15	15
S-1	SLO-1 Basics of news	Beat reporting	Interviewing	Editing	Magazine
	SLO-2 Newspaper Language	Political reporting	Principles of interviews	Definition	Difference between magazine and newspaper
S-2	SLO-1 Basics of news	Legislative reporting,	Techniques in interviewing	Purpose	Online reporting
	SLO-2 Duties of a reporter	Diplomatic reporting,	Ethics of interviews	Editing symbols	Techniques
S-3	SLO-1 Structure of newspaper	Court reporting	Types of interviews	Paragraphing	Difference between online and printed papers
	SLO-2 Sources	Foreign Correspondence	Telephone Interview	Spelling	Types of magazines
S-4	SLO-1 Lead	Investigative reporting	In-person interview	Spacing	News Agencies
	SLO-2 5 w's and H	Purpose	Written interview	Punctuation	Services of news agencies
S-5	SLO-1 Models	Sources	Interviewing headlines	Proof reading	Tariff
	SLO-2 Inverted pyramid style,	Technique	Definition and purpose	Grammar	Types of news subscription
S-6	SLO-1 Niche Newspapers	Exclusives	Dos and Don'ts in Interviewing	Editorial	Agency profile
	SLO-2 Interpretive Journalism	science	Writing technique	News desk	Associated Press
S-7	SLO-1 Literary Journalism	sport	Structure of news writing	Principles	United Press International
	SLO-2 Advocacy Journalism	economic	Examples	Functions	The Canadian Press
S-8	SLO-1 Precision Journalism	development	Journalistic ethics	Copy editing	Reuters
	SLO-2 The Underground Press	commerce	Professionalism	Definition	Agency France Press
S-9	SLO-1 Civic journalism	agriculture	Types of pressure	Style sheet	News Analysis
	SLO-2	Allied example cases	Sociological pressure	Dummy copy	MacBride report
S-10	SLO-1 Types of Editorials	Scoops	Political pressure	Editor's desk	Photo Department
	SLO-2 Purpose of Editorials	Yellow journalism	Economic pressure	Functions of the Editor	Role of photographs in newspaper

S-11	SLO-1	Language use in writing	Review writing:	Spin doctors	Qualification	Types of specializations in photography
	SLO-2	How to Write	book review,	Role of spin doctors in modern media	Copy selection	Reporter and photographer's relationship in Print
S-12	SLO-1	Re-Writing	food review,	How to gather news	copy testing	Preparing a Questionnaire
	SLO-2	Practice	television show review	Identifying news	Readability	Story research
S-13	SLO-1	Attribution	movie review	Diplomatic Reporting	Columns	Writing a research-based story
	SLO-2	Off the record	Review Practice	Duties of a diplomatic reporter	Columnists	Opinions
S-14	SLO-1	Embargo	Editorial writing	Structure and Functions of Newsroom Of A Daily	Agenda Setting	Op-Ed vs Articles
	SLO-2	Pool Reporting	Handout Journalism	Weekly Newspaper	Paid News	Article vs Feature
S-15	SLO-1	Problems in reporting	Press conference	Case study on Indian media	Neutrality and Bias in news	Layout and Design
	SLO-2	Follow up	Dos and don'ts while reporting Press conference	Case of current relevance	Sociology of news	Terminologies

Learning Resources	1. Michael Ryan and James W. Tankard: Basic News Reporting, Mayfield Publishing Co, U.S., 1977	2. Vincent F. Filak, Convergent Journalism: An Introduction: Writing and Producing Across Media, Routledge; 3rd edition, 2019
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (15%)		CLA – 3 (15%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
Level 3	Evaluate	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21103J	Course Name	Photography	Course Category	C	Professional Core Courses	L	T	P	C
							2	0	3	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):		Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1:	Understand the basics of photography	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-2:	Understand the concepts behind taking photographs				L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
CLR-3:	To get an understanding of the profession of photography				M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
CLR-4:	Explore the usage of photographic tools				M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLR-5:	Explore the usage of photographic software				M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLR-6:	Understand the different genres of photography				H	H	M	H	L	-	-	-	M	L	-	H	-	-	-
		L	H	-	H	L	-	-	-	-	-	-	L	L	-	H	-	-	-
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																	
CLO-1:	Improve their photographic skills	3	80	70															
CLO-2:	Acquire an enhanced understanding of photographic technique	3	85	75															
CLO-3:	Understanding different lighting techniques	3	75	70															
CLO-4:	Comprehend the ways to take a best picture with the given resources	3	85	80															
CLO-5:	Understand the profession of photography	3	85	75															
CLO-6:	Explore the different areas of photography	3	80	70															

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Physics of light	Basic Parts of a camera	Shutter and aperture and introduction I	Lighting	Introduction to photoshop (PS)
	SLO-2 Basics of light	Basic Parts of a Lens	Effects of Shutter speed	Hard and soft light	Colour correction in PS
S-2	SLO-1 Property of light I	Types of lenses	Shutter and aperture and introduction II	One point light	Editing in PS
	SLO-2 Property of light II	Types of lenses	Effects of Shutter speed	Two point light	Using Pen tool in PS
S-3	SLO-1 Principles of Vision	Types of aperture	Shutter and aperture and introduction III	Three point light	Using Layers in PS
	SLO-2 Principles of Vision	Types of aperture	Effects of Aperture	Four point light	Working with RAW files
S-4	SLO-1 Principles of Vision I	Types of shutter	Effects of ISO	Types of portrait Lighting	Touching up portraits
	SLO-2 Principles of Vision II	Types of shutter	Effects of ISO	Use of reflectors	Airbrushing
S-5	SLO-1 Basics of Camera	ISO	Types of filters	Use of diffuser	Blending multiple photos
	SLO-2 Parts of Camera	Exposure Triangle	Types of filters	Use of light cutter	Blending multiple photos
S-6	SLO-1 Similarity between Camera and Eye	Pin hole camera working	Effects of filter	Principles and rules of Framing	Designing an Album
	SLO-2 Similarity between Camera and Eye	Camera Obscura	Effects of filter	Rule of third	Introduction
S-7	SLO-1 History of photography	Point and shoot camera	Portrait photography	Golden ratio	Lightroom (LR) basics
	SLO-2 Types of camera	Working of SLR	Landscape photography	Rules of composition	Colour correction in LR
S-8	SLO-1 Film photography	Working of DSLR	Night / low light photography	Perspective	Editing tones in LR
	SLO-2 Digital Photography	Working of Mirrorless camera	Photography as profession	Foreground, mid-ground, background	Using effects in LR
S-9	SLO-1 Genres in photos	Camera Angles	Product photography	Camera accessories	Outdoor photography
	SLO-2 Rules of Framing	Introduction	Introduction	Introduction	Outdoor photography
S-10	SLO-1 Space photography	Focal Length	Photoshop	Light box for product shoots	Kids photography
	SLO-2 Introduction	Introduction	Introduction	Introduction	Kids photography

S-11	SLO-1	Industrial photography	Camera Accessories	CamaRAW	Types of angle in photography	Sports photography
	SLO-2	Introduction	Camera Accessories	Introduction	Significance of angle in photography	Sports photography
S-12	SLO-1	Event photography	Camera Accessories	Lightroom	Top Angle	Printing photo portfolio
	SLO-2	Introduction	Camera Accessories	Introduction	Dutch Angle	Printing photo portfolio
S-13	SLO-1	Food Photography	Street photography	Gimp	Side Angle	Practising photoshop basics
	SLO-2	Introduction	Examples of street photography	Introduction	1/3 angle	Practising photoshop basics
S-14	SLO-1	Low light photography	Wild life photography	Practising CamaRAW	Framing Landscape photos	Practising photoshop basics
	SLO-2	Introduction	Examples of Wild life photography	Practising CamaRAW	Framing Landscape photos	Practising photoshop basics
S-15	SLO-1	UV photography	Travel photography	Practising Gimp	Making photography portfolio	Practising photoshop basics
	SLO-2	IR photography	Examples of Travel photography	Practising Gimp	Making photography portfolio	Practising photoshop basics

Learning Resources	1. Langford's Basic Photography: The guide for serious photographers – Michael Langford	2. Complete Digital Photography – Ben Lon
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Learning Assessment												
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)		
		CLA – 1 (10%)		CLA – 2 (15%)		CLA – 3 (15%)		CLA – 4 (10%)#				
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory
Level 1	Remember Understand	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
Level 2	Apply Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
Level 3	Evaluate Create	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
	Total	100 %		100 %		100 %		100 %		100%		

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21D01T	Course Name	Indian Constitution: An Overview	Course Category	D	Discipline Elective Courses	L	T	P	C
							4	0	0	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department		Journalism and Mass Communication		Data Book / Codes/Standards	Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1:	develop deep understanding of the Indian Constitution among the students	1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2:	impart a comprehensive outlook about the nature of the Indian constitution to its learners	Level of Thinking (Bloom)	Fundamental Knowledge
CLR-3:	Let the students know about the working of the constitution since independence in detail	Expected Proficiency (%)	Application of Concepts
CLR-4:	Familiarise the students with the Political Institutions of Central and State governments and its relationship with each other	Expected Attainment (%)	Link with Related Disciplines
CLR-5:	Make the students understand the importance of local governments and its functions		Procedural Knowledge
			Skills in Specialization
			Ability to Utilize Knowledge
			Skills in Modeling
			Analyze, Interpret Data
			Investigative Skills
			Problem Solving Skills
			Communication Skills
			Analytical Skills
			ICT Skills
			Professional Behavior
			Life Long Learning

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1:	Understand the historic significance behind the emergence of our Constitution	3	80	70	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
CLO-2:	Appreciate the making of the constitution that evolves when the country evolves	3	85	75	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
CLO-3:	Get clarity of the law making procedure in our country by the legislative branch of our government	3	75	70	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
CLO-4:	Recognize the important given to an independent judiciary in by the Constitution	3	85	80	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
CLO-5:	Better Treasure and apply the various freedoms provided by the Fundamental rights and Directive principles in the Constitution.	3	85	75	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Introduction to Indian Constitution	Part III: Fundamental Rights	Political System in India	The Parliament	The Supreme Court
	SLO-2 Brief History	Features of Fundamental Rights	Government of the Union and the States	Introduction	Introduction
S-2	SLO-1 Making of the Constitution	Right to Equality	Parliamentary System	The Parliament	The Supreme Court
	SLO-2 Cabinet Mission	Implementation of Right to equality	Features, Merits and Demerits	Organisation and Composition of the Parliament	Organisation and procedure of Supreme Court
S-3	SLO-1 Constituent Assembly	Right to Freedom	Parliamentary System	Lok Sabha	Independence of Supreme Court
	SLO-2 Composition, Working, Committees, Enactment, Enforcement and Criticism of Constituent Assembly	Derivatives and Implementation of Right to freedom	Distinction between Indian and British Models	Introduction	Jurisdiction and Powers of Supreme Court
S-4	SLO-1 Salient features of Indian Constitution	Article 21A	Federal System	Lok Sabha – Composition and Powers	The High Court
	SLO-2 Introduction	Right to Education	Federal and Unitary Features of the constitution	Membership, Duration and presiding officer	Introduction
S-5	SLO-1 Salient features of Indian Constitution	Right against Exploitation and Right to Religion	Union Executive	Rajya Sabha	The High Court
	SLO-2 Sources of Indian Constitution	Cultural and Educational Rights	President of India - Introduction	Introduction	Organisation and Procedure of High Court
S-6	SLO-1 Preamble	Right to Freedom of Religion	Union Executive	Rajya Sabha – Composition and Powers	Independence of High Court
	SLO-2 Text and Ingredients of Preamble	Profession, practice and propagation of religion	President of India - Election and Powers	Membership, Duration and presiding officer	Jurisdiction and Powers of High Court
S-7	SLO-1 Significance of Preamble	Right to Freedom of Religion	Vice President	Sessions of the parliament	Judicial Review
	SLO-2 Preamble as part of constitution Amendability of preamble	Case Study	Relationship between president and the prime minister.	Summoning, Adjournment, prorogation, Dissolutionm Quorum, Voting, Language and Lame duck session	Introduction

S-8	SLO-1	Basic structure of the Constitution	Right to Constitutional Remedies	Prime Minister	Devices of parliamentary proceedings	Judicial Review
	SLO-2	Kesavananda Bharati Case Golak Nath Case Inerva Mills Case	Writs – Types, Scope and Case Studies	Introduction	Question hour, Zero Hour, Motions, Point of Order, Special Mention, Resolutions	Landmark Cases
S-9	SLO-1	Amendment Procedure	Exceptions and Criticism of Fundamental Rights	Prime Minister : Position and Powers	Legislative procedure in Parliament	Local Government
	SLO-2	Types of Amendments and Important Amendments in history of the country	Armed Forces, Martial Law and Fundamental Rights	Council of Ministers, Cabinet and PMO	Ordinary Bills, Money Bills, Financial Bills and Budget Joint sitting of Two Houses	Panchayat Raj and Municipalities
S-10	SLO-1	Part I	Directive Principles of State Policy	State Executive	Parliamentary Privileges	Types of urban government
	SLO-2	Union and its territory	Features of Directive principles	Governor - Appointment and Powers	Parliamentary Committees	ARC report on local government
S-11	SLO-1	Part II - Citizenship	Classification of Directive principles	Chief Minister : Position and Powers	State Legislature	Issues of grassroot democracy
	SLO-2	Citizenship act and its amendments	Socialistic, Gandhian and Liberal Principles	Relationship between Chief Minister and Governor	Organisation and Composition of State legislature	Reach and role of media
S-12	SLO-1	Part II – Citizenship	Utility, Criticism and Implementation of Directive principles	Centre State Relations	Legislative Assembly and Legislative Council	Citizen oriented measures
	SLO-2	Case Study	Conflict between Fundamental Rights and Directive Principles	Emergency Provisions	Composition, Duration, Membership, Sessions and Legislative Procedure	RTI and PIL – Provisions and significance

Learning Resources	1. Durga Das Basu, <i>Introduction to the Constitution of India</i> , Gurgaon; LexisNexis, 2018 (23rd edn.)	4. Singh, KumudRanjan, (2013), <i>Indian Polity and Constitutional Issues</i> . Delhi, India: Arihant Publication.
	2. M.V.Pylee, <i>India's Constitution</i> , New Delhi; S. Chand Pub., 2017 (16th edn.)	5. Khosla, Madhav, (2011), <i>The Indian Constitution</i> . Oxford, United Kingdom: Oxford University Press.
	3. Laxmikanth M, <i>Indian Polity</i> , McGraw Hill Education, 4 th Edition, 2014	6. <i>Constitution of India</i> (Full Text), India.gov.in., National Portal of India, https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember Understand	40%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	30%	-	30%	-	30%	-	30%	-
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21D02T	Course Name	Polity and Governance in India	Course Category	D	Discipline Elective Courses	L	T	P	C
							4	0	0	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:
CLR-1:	Develop deep understanding of the indian constitution among the students
CLR-2:	Impart a comprehensive outlook about the nature of the indian constitution to its learners
CLR-3:	Let the students know about the working of the constitution since independence in detail
CLR-4:	Familiarise the students with the political institutions of central and state governments and its relationship with each other
CLR-5:	Make the students understand the importance of local governments and its functions

Learning	1	2	3
Level of Thinking (Bloom)			
Expected Proficiency (%)			
Expected Attainment (%)			

Program Learning Outcomes (PLO)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
Application of Concepts	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
Link with Related Disciplines	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
Procedural Knowledge	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
Skills in Specialization	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
Ability to Utilize Knowledge	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
Skills in Modeling	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
Analyze, Interpret Data	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
Investigative Skills	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
Problem Solving Skills	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
Communication Skills	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
Analytical Skills	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
ICT Skills	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
Professional Behavior	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H
Life Long Learning	H	H	H	M	M	H	M	-	-	-	-	-	-	M	H

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:
CLO-1:	Understand the historic significance behind the emergence of our Constitution
CLO-2:	Appreciate the making of the constitution that evolves when the country evolves
CLO-3:	Get clarity of the law making procedure in our country by the legislative branch of our government
CLO-4:	Recognize the important given to an independent judiciary in by the Constitution
CLO-5:	Better Treasure and apply the various freedoms provided by the Fundamental rights and Directive principles in the Constitution.

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Introduction to Indian Constitution	Political System in India	The Parliament	Indian Federalism	Independent Offices
	SLO-2 historical underpinnings	Principles of Indian Polity	Introduction	Centre-State Relations	Constitutional, Statutory and Non Statutory Bodies
S-2	SLO-1 Salient features of Indian Constitution	Structure of Indian Polity	The Parliament	Legislative Relations Administrative Relations Financial Relations	CAG
	SLO-2 Preamble and its significance	Presidential vs Parliamentary Centralised vs Decentralised	Organisation and Composition of the Parliament	Inter-governmental agencies National Development council Interstate council	Powers Jurisdiction Administrative Functions Audit Procedures and Functions
S-3	SLO-1 Basic structure of the Constitution	Structure of Indian Polity	Lok Sabha	Planning Commission Finance Commission NITI Aayog	Election Commission
	SLO-2 Amendment Procedure Types of Amendments and Important Amendments in history of the country	Three Organs of the State	Introduction	Emergency Provisions National Emergency President's Rule	Election Machinery Advisory Jurisdiction and Quasi-Judicial Functions Political Parties and EC Media Policy
S-4	SLO-1 Part III: Fundamental Rights	The Executive	Lok Sabha	Decentralisation and Local Government	Central Vigilance Commission
	SLO-2 Features of Fundamental Rights	Union Executive	Composition and Powers	Panchayat Raj Institutions	Powers and Functions Chief Vigilance Officers – Role and Functions
S-5	SLO-1 Right to Equality Right to Freedom Right against Exploitation Right to Religion Cultural and Educational Rights	President of India - Election and Powers	Rajya Sabha	73 rd and 74 th constitutional amendments Twelfth Schedule	UPSC
	SLO-2 Derivatives through case studies	Vice President	Composition and Powers	Role of Panchayat Raj Institutions in Rural Development Programmes	State Public Service Commissions
S-6	SLO-1 Right to Constitutional Remedies	Prime Minister PMO	Sessions of the parliament	Development processes and the development industry	National Human Rights Commission
	SLO-2 Implementation of Fundamental Rights	Council of Ministers The Cabinet	Devices of parliamentary	role of NGOs, SHGs, various groups and associations,	National Commission for Women

			Cabinet Secretariat	proceedings	donors, charities, institutional and other stakeholders.	
S-7	SLO-1	Exceptions and Criticism of Fundamental Rights	Portfolios of the union government	Legislative procedure in Parliament	Welfare schemes for vulnerable sections of the population by the Centre and States and the performance of these schemes	National commission for Backward Classes
	SLO-2	Armed Forces, Martial Law and Fundamental Rights	Ministries and Departments of the Government	Ordinary Bills, Money Bills, Financial Bills and Budget Joint sitting of Two Houses	mechanisms, laws, institutions and Bodies constituted for the protection and betterment of these vulnerable sections.	National Commission for Scheduled Castes & Scheduled Tribes
S-8	SLO-1	Directive Principles of State Policy	State Executive	State Legislature	Important aspects of governance	Issues in Indian Politics
	SLO-2	Features of Directive principles	Introduction	Organisation and Composition of State legislature	transparency and accountability	Issues relating to development and management of Social Sector/Services relating to Health, Education, Human Resources
S-9	SLO-1	Classification of Directive principles	State Executive	The Judiciary	e-governance	Issues relating to poverty and hunger
	SLO-2	Conflict between Fundamental Rights and Directive Principles	Office of Governor	Organisation and procedure of Supreme Court	applications, models	Poverty Alleviation Programmes
S-10	SLO-1	Part I	Chief Minister	Independence of Supreme Court	e-governance	Types of urban government
	SLO-2	Union and its territory	Introduction	Jurisdiction and Powers of Supreme Court	Successes, limitations, and potential;	ARC report on local government
S-11	SLO-1	Part II - Citizenship	Chief Minister : Position and Powers	The High Court	e-governance	Issues of grassroot democracy
	SLO-2	Citizenship act and its amendments	Relationship between Chief Minister and Governor	Organisation and Procedure of High Court Independence and Jurisdiction of High Courts	Transparency	Reach and role of media
S-12	SLO-1	Part II – Citizenship	State Secretariat and Directorates	Judicial Review	e-governance	Citizen oriented measures
	SLO-2	Case Study	Ministries and Departments of the State Government	Landmark Cases	Accountability and institutional and other measures	RTI and PIL – Provisions and significance

Learning Resources	1. Durga Das Basu, <i>Introduction to the Constitution of India</i> , Gurgaon; LexisNexis, 2018 (23rd edn.)	4. Singh, KumudRanjan, (2013), <i>Indian Polity and Constitutional Issues</i> . Delhi, India: Arihant Publication.
	2. M.V.Pylee, <i>India's Constitution</i> , New Delhi; S. Chand Pub., 2017 (16th edn.)	5. Khosla, Madhav, (2011), <i>The Indian Constitution</i> . Oxford, United Kingdom: Oxford University Press.
	3. Laxmikanth M, <i>Indian Polity</i> , McGraw Hill Education, 4 th Edition, 2014	6. <i>Constitution of India</i> (Full Text), India.gov.in., National Portal of India, https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21D03T	Course Name	Ideologies and World Political Systems	Course Category	D	Discipline Elective Courses			
						L	T	P	C
						4	0	0	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
CLR-1: Understanding of the basic features of ideologies		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3			
CLR-2: Introduce salient historical and political features of other states					H	H	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CLR-3: Draw an appropriate comparative analysis of different political systems					-	H	-	H	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CLR-4: Understand and analyse the organs of the state in the contemporary scenario					H	-	-	H	-	-	-	-	-	-	-	-	H	-	-	-	-	-
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			H	-	H	H	H	-	-	-	-	-	H	-	-	-	-			
CLO-1: Understanding of the basic features of ideologies		2	75	60																		
CLO-2: Understand the reason to study society		2	80	70																		
CLO-3: Introduce salient historical and political features of other states		2	70	65																		
CLO-4: Draw an appropriate comparative analysis		2	70	70																		

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Introduction to the concepts	National Revolutions	East Asia	Globalization
	SLO-2	State and Nation	Introduction to national revolutions	Introduction	What is it?
S-2	SLO-1	Defining Democracy	Social Revolutions	What is and What is Not East Asia	Globalization
	SLO-2	Significance of Democracy	National Vs Social Revolutions	The difference between them	What is its impact in the world
S-3	SLO-1	Cruciality of geopolitics	Impact of Revolutions in International relations	Historical significance of East Asia	Political Globalisation
	SLO-2	Role of geopolitics in modern era	Case Study	Rich history of East Asia	Significance of Political Globalisation
S-4	SLO-1	History of geopolitical themes	Brief Overview of Middle East	Collaboration between nations of East Asia	Economic Globalisation
	SLO-2	Brief introduction	What is Middle East and What is Not Middle East	Collaboration in current scenario	North and South Divide
S-5	SLO-1	The International system	Outline of Turmoil in Middle East	Economic power of East Asia	The Post World War II Structure
	SLO-2	Introduction	History of Turmoil in Middle East	EAS-EMM	Significance of First World nations
S-6	SLO-1	Idealism	Arab-Israeli Conflict	Nuclear crisis on the Korean Peninsula.	Third World nations
	SLO-2	Metaphysical views	Who are Arab League members	Impact of global scale	Dependency on the first world nations
S-7	SLO-1	Realism	1948 Arab-Israeli War	South Asia	The issue of Inequality
	SLO-2	Survival of state	League of Arab States	Introduction to South Asia	Counter measures on International scenario
S-8	SLO-1	Colonialism	Blockade of the Gulf of Aqaba	What is and What is Not East Asia	Poverty
	SLO-2	Significance and Problems Associated with colonialism	The Constantinople Convention of 1888	The difference between them	Introduction
S-9	SLO-1	Anti-colonialism	The three no's policy	India and Pakistan Kashmir Crisis	Types of poverty
	SLO-2	Introduction to national movements	War of Attrition	Significance of India and Pakistan	Inclusion and Exclusion
S-10	SLO-1	Marxist	Camp David Accords	Nuclear Deterrence in the Himalaya.	Middle Income Group
					Problems of the Indian Political System

	SLO-2	Marxism and Neomarxism	Egypt–Israel peace treaty	View of the West	Failures of Globalisation	Criminalisation
S-11	SLO-1	Liberal	Israel and Jordan signed a peace agreement	Latin America	International finance institutions	Pressure Groups
	SLO-2	Explosion of Liberal ideology	Fixing of the Israel-Jordan border	Introduction to Latin American States	Role of International finance institutions.	<i>What are they?</i>
S-12	SLO-1	Social Revolutions	Palestine Liberation Organization	Brief History of Latin America	World Trade Organization	Pressure Groups
	SLO-2	Historical Underpinnings	History of PLO	Significance in global scenario	Introduction and History of WTO	<i>Role and Purpose</i>

Learning Resources	1. Harari, Yuval Noah, <i>Sapiens: A Brief History of Humankind</i> , Randomhouse, 2015	2. Diamond, Jared, <i>Collapse: How Societies Choose to Fail or Succeed</i> , Penguin, 2011
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21S01L	Course Name	Graphic Designing	Course Category	S	Skill Enhancement Courses			
						L	T	P	C
						0	0	5	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication			Data Book / Codes/Standards	Nil

Course Learning Rationale (CLR):		Learning			Learning														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1:	Learn ways to apply aesthetic sensibilities into their works and explore ways to balance between formal theories with practical applications	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-2:	Gain skill to use the digital tools as a powerful means of communication for creation, modification & presentation																		
CLR-3:	Study the works of contemporary artists, designers as well as the masters in the field and discuss and enrich their vocabulary of design.																		
CLR-4:	Develop and demonstrate their understanding and skilful use of the elements and principles of visual design.																		

Course Learning Outcomes (CLO):		Learning			Learning														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1:	Design in scalar, vector images and text are created using Adobe Photoshop, Adobe Illustrator and Corel Draw to compete the latest technology and designs in an industry standards	3	80	70	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
CLO-2:	What a layout is and how to create an effective one	3	85	75	M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
CLO-3:	The basics of two dimensional design including the elements and principles of art	3	75	70	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLO-4:	About Graphic Design as a career	3	85	80	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLO-5:	To improve their design skills and techniques using a variety of tools	3	85	75	H	H	M	H	L	-	-	-	M	L	-	H	-	-	-

Duration (hour)	18	18	18	18	18
S1-3	SLO-1	Design as a Visual Language	Expressive Typography	Computer Generated Images	Role of colour in design
	SLO-2	Critical study of visual elements and features	Expressive Typography II	Aesthetic principles	Spot and process colours of print media
S4-6	SLO-1	Principles of Layout and Design	Composition with type	Practical aspects for print Technological innovations	Basic Shapes & its types
	SLO-2	Rule of thirds, grids; proportion	Features of a Font	Practical aspects for video Technological innovations	Tracing From Raster Images
S7-10	SLO-1	The Golden Mean and the unity of layout elements	Calligraphic experiments in Indian language scripts	Ethical considerations	Corporate colours and dominant visual colours in design
	SLO-2	Color Theory	Contemporary trends in typography and layout	Evolution of Computer Generated Images I	Study of vector images- its advantage and application areas
S11-13	SLO-1	Basic Design application in Print II	Understanding difference between calligraphy & typography	Evolution of Computer Generated Images II	Difference between vector and raster image
	SLO-2	Basic Design application in Print II	Exploration of three dimensional features of letter forms II	Editing	Application of masks, editing Alpha channels
S13-15	SLO-1	Basic Design application in Electronic Media I	Importance of Typography	Photo manipulation I	Working with smart objects
	SLO-2	Basic Design application in Electronic Media II	Elements of Typography	Photo manipulation II	Exploring filters
S16-18	SLO-1	Layout setup	Alignment & White Space	Digital illustration I	Exercises on Visual Composition and Layout
	SLO-2	Resolution and size	Typography in different professional media	Digital illustration II	The Use of Grids in Graphics Composition

Learning Resources	1. <i>Adobe Photoshop Classroom In A Book: Adobe Creative Team, 2019</i> 2. <i>Adobe Illustrator Classroom In A Book: Adobe Creative Team, 2019</i> 3. <i>Beyond Photoshop: Derek Lea, 2018</i> 4. <i>CorelDRAW X8: The Official Guide by Gary David Bouton, 2017</i>
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	40%	-	40%	-	30%	-	30%
	Understand										
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze										
Level 3	Evaluate	-	20%	-	20%	-	20%	-	30%	-	30%
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21S02L	Course Name	News and Current Affairs	Course Category	S	Skill Enhancement Courses	L	T	P	C
							0	0	4	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):		<i>The purpose of learning this course is to:</i>			Learning			Program Learning Outcomes (PLO)														
CLR-1:	<i>To provide introduction to different themes involved in Journalism</i>				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:	<i>To explore areas of interest for the students</i>				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3:	<i>To make them understand the importance of people, events, and issues in the news</i>																					
CLR-4:	<i>To build language, vocabulary, reading comprehension, critical thinking, problem solving, oral expression, and listening skills.</i>																					
Course Learning Outcomes (CLO):		<i>At the end of this course, learners will be able to:</i>																				
CLO-1:	<i>Develop into informed citizens and lifelong news readers.</i>				3	80	70	H	H	-	H	L	H	H	M	L	L	M	H	M	H	H
CLO-2:	<i>Learn a broad range issues that are pertinent to Journalism</i>				3	85	75	H	H	L	M	L	H	H	M	M	L	M	H	M	H	H
CLO-3:	<i>Enhance their sense of responsibility as a journalist</i>				3	75	70	H	H	M	H	L	H	H	M	M	L	M	H	M	H	H

Duration (hour)	12	12	12	12	12
S1-S4	SLO-1	Introduction to ongoing issues I	Introduction to ongoing issues II	Introduction to ongoing issues III	Introduction to ongoing issues IV
	SLO-2	Review of News Sources	Review of News Sources	Review of News Sources	Review of News Sources
S5-7	SLO-1	Identification of Topic for Week 1	Identification of Topic for Unit II	Identification of Topic for Unit III	Identification of Topic for Unit IV
	SLO-2	Review	Review	Review	Review
S8-S10	SLO-1	Group Discussion on Topic Chosen	Group Discussion on Topic Chosen	Group Discussion on Topic Chosen	Group Discussion on Topic Chosen
	SLO-2	Deliberation	Deliberation	Deliberation	Deliberation
S11 - 12	SLO-1	Review of Current Affairs I	Review of Current Affairs II	Review of Current Affairs III	Review of Current Affairs IV
	SLO-2	Analysis	Analysis	Analysis	Analysis

Learning Resources	1. https://www.thehindu.com/ 2. https://caravanmagazine.in/ 3. https://frontline.thehindu.com/	4. https://www.newindianexpress.com/ 5. https://timesofindia.indiatimes.com/
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	-	40%	-	40%	-	40%	-	30%	-	30%
	Understand	-	40%	-	40%	-	40%	-	40%	-	40%
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate	-	20%	-	20%	-	20%	-	30%	-	30%
	Create	-	20%	-	20%	-	20%	-	30%	-	30%
	Total	100 %		100 %		100 %		100 %		100%	

Course Code	PCD21AE1T	Course Name	Professional Skills and Problem Solving	Course Category	AE	Ability Enhancement Course	L	T	P	C
							1	0	0	1

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Career Development Centre				Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1:	Utilise success habits to enhance professionalism	1	1
CLR-2:	Enable to solve problems and to crack competitive exams.	2	2
CLR-3:	Understand and master the mathematical concepts to solve types of problem	3	3
CLR-4:	Identify a logically sound and well-reasoned argument		4
CLR-5:	Expertise in communication and problem-solving skills		5
CLR-6:	Develop problem solving skills with appropriate strategies		6

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1:	Identify success habits and inculcate professional skills	2	80	75	H	H	H	H	H	H	H	H	H	H	M	H	H	H	H
CLO-2:	Grasp the approaches and strategies to solve problems with speed and accuracy	2	80	70	H	H	H	H	H	H	H	H	H	H	M	H	H	H	H
CLO-3:	Collectively solve problems in teams and groups	2	75	70	H	H	H	H	H	H	H	H	M	H	M	H	H	H	H
CLO-4:	Construe and solve an argument through critical thinking	2	80	75	H	H	H	H	H	H	H	H	H	H	M	H	H	H	H
CLO-5:	Acquire communication and problem- solving skills	2	80	70	H	H	H	H	H	H	H	H	H	H	M	H	H	H	H
CLO-6:	Apply problem solving techniques and skills	2	80	75	H	H	H	H	H	H	H	H	H	H	M	H	H	H	H

Duration (hour)	3	3	3	3	3
S-1	SLO-1	Personal profiling	Creative problem solving method	Case study analysis	Emotional Intelligence
	SLO-2	USP& Personal branding	Techniques	Case study analysis	Personal & social competence
S-2	SLO-1	Assumption and strengthening of an argument	Weakening and Inference of an argument	Conclusion and paradox of an argument	Main idea and structure of a passage
	SLO-2	Assumption and strengthening of an argument	Weakening and Inference of an argument	Conclusion and paradox of an argument	Main idea and structure of a passage
S-3	SLO-1	Arithmetic: Simple equations	Profit, Loss & Discount	Average	Percentage
	SLO-2	Equation 1 and equation 2	Interest calculation	Average	Percentage

Learning Resources	1. Arun Sharma-Quantitative aptitude for CAT, Tata McGraw Hill 2. Dinesh Khattar-The Pearson Guide to QUANTITATIVE APTITUDE for competitive examinations.	3. Manhattan Prep - GRE Reading Comprehension and Essays 4. Seven habits of highly effective people- Steven Covey 5. Manhattan Prep – Critical Reasoning Skills and Techniques
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30 %	-	30 %	-	30 %	-	30 %	-	30 %	-
	Understand										
Level 2	Apply	40 %	-	40 %	-	40 %	-	40 %	-	40 %	-
	Analyze										
Level 3	Evaluate	30 %	-	30 %	-	30 %	-	30 %	-	30 %	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Scientific Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications etc.,

Course Designers		
Experts from Industry		Internal Experts
1.Mr Ajay Zenne, Career Launcher, ajay.z@careerlauncher.com		Mr. P Priyanand, SRMIST
		Mrs. Kavitha Srisarann, SRMIST
2. Mr.Pratap Iyer, Study Abroad Mentors, Mumbai, pratap.iyer30@gmail.com		Mr. Harinarayana Rao, SRMIST
		Dr. A Clement, SRMIST

Course Code	PJM21AE1T	Course Name	Broadcast Journalism	Course Category	AE	Ability Enhancement Courses	L	T	P	C
							2	0	0	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1:	To train the students in the art and craft of TV Journalism and equip them with skills and practices to readily take up journalistic and production jobs in TV Channels				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:	Provide understanding of Radio journalism, program generation, station management of FM stations				Thinking (Bloom)	Proficiency (%)	Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	Professional Behavior	Life Long Learning	
CLR-3:	To provide extensive hands on training in the latest digital audio video technologies, social media and new media.																					
CLR-4:	To acquaint the students with the best traditions and practices of Journalism																					
CLR-5:	To provide in-depth understanding of the concept, role and significance of communication in social development																					
CLR-6:	Provide students with conceptual understanding of the broadcasting																					

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
CLO-1:	Understand the story structure and elements of Broadcasting Journalism	3	80	70
CLO-2:	Become proficient in attributing sources, getting information right, avoiding libelous speech, understanding the ethics behind news reporting	3	85	75
CLO-3:	Employ field-reporting techniques; Master on-camera interview, both in the field and inside the studio	3	75	70
CLO-4:	Use images to tell stories; Produce news shows that feature their news stories	3	85	80
CLO-5:	Develop flexibility in working in evolving mass communication media and environments using a variety of technologies and techniques.	3	85	75
CLO-6:	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.	3	80	70

Duration (hour)	6	6	6	6	6
S-1	SLO-1 Early History of television	Television Crew and an overview of direction	Principles of script writing	Commercial broadcasting policy	Knowledge about audio recording
S-1	SLO-2 History of colour television	News production basics	Scriptwriting basics	Community Radio policy	Different Types of Radio
S-2	SLO-1 Television and India	Blue print of news production	Different formats of script writing for television	FM Broadcasting5	5 / 10/ 15-minute bulletin
S-2	SLO-2 Characters of Television	P2C	Different formats of script writing for Radio	Planning and organizing the content	news-on-phone
S-3	SLO-1 Advantages of TV over other medium	News bytes I	Different formats of script writing for Radio	Editing procedure	Radio News Magazine
S-3	SLO-2 Disadvantages of TV	Indoor News production	Management structure of TV	assembling shots	Writing for voice dispatches:
S-4	SLO-1 NTSC PAL SECAM	Outdoor News Production	Management structure of radio	symbolic editing	Bytes copy/ Vox pop / OB ccopy
S-4	SLO-2 History of Satellite channels in India	Budgeting a news programme	Private Radio stations and introduction	editing errors	Production of different formats of news:
S-5	SLO-1 Television experiments in developed countries	Production management	Govt. Radio stations and introduction	The language of editing	2/ 10 /30 minute video headline
S-5	SLO-2 Television experiments in Third world	News segment	Television news : pre-production/ production/ post-production	sound in editing	Radio features/ Radio documentary
S-6	SLO-1 Live telecasting news	Different formats of news shows	Radio news : pre-production/ production / post production	voice-over/ narration / music / dubbing	Production of field based Radio features
S-6	SLO-2 Process of news production	Interviews & Daily shows	framing, shots & movements	Recording Live programmes	Tv & Radio journalism as a career

Learning Resources	1. Broadcast News Handbook by C.A. Tuggle	2. Broadcast News Writing, Reporting, and Producing by Ted White
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

SEMESTER II

Course Code	PJM21201J	Course Name	Communication Research Methodology	Course Category	C	Professional Core Course	L	T	P	C
							3	0	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1:	Understand the various research methods available to carry out Media Research				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:	Get in-depth knowledge about the media research methods				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3:	Explore the purpose of Review of Literature																					
CLR-4:	Exhibit the capacity to carrying out Research in the media field																					
CLR-5:	Compare and contrast the differences in research techniques																					
CLR-6:	Produce an original research in the communication aspect																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																				
CLO-1:	Apply proper research methods based on the topic identified				3	80	70	H	M	H	H	H	H	M	M	M	H	M	M	H	H	H
CLO-2:	Incorporate their knowledge on Research in Higher level of Education				3	85	75	H	H	M	H	H	H	H	H	M	L	H	M	H	H	H
CLO-3:	Carry out Research in the different areas of Media				3	75	70	H	M	H	H	H	L	M	H	H	L	H	M	M	H	H
CLO-4:	Distinguish an Original Research work and Plagiarized work				3	85	80	H	H	H	M	H	H	H	H	H	H	H	M	M	M	M
CLO-5:	Expand their professional skills in Research				3	85	75	H	H	H	H	H	H	H	H	H	M	H	M	M	H	H
CLO-6:	Explore their talents to get various research projects				3	80	70	H	M	H	H	H	H	M	M	M	H	M	M	H	H	H

Duration (hour)		15	15	15	15	15
S-1	SLO-1	Research: Definition, Forms of Research	Review of Literature: Definition, Importance of Review of Literature	Research Design: Definition, Elements of Research Design – Purpose Statement, Techniques	Types of Data: Primary Data and Secondary Data	Data Processing in Research : Introduction, Data Processing Steps – Questionnaire Checking
	SLO-2	Forms of Research – Academic, Private Research	Purpose of Review of Literature	Research Design: Elements of Research Design – Methodology, Objections	Types of Data: Primary Data and Secondary Data	Data Processing Steps – Editing, Coding,
S-2	SLO-1	Mass Media Research, Four Phases of Mass Media Research	Types of Review of Literature: Narrative literature review	Research Design: Elements of Research Design – Settings, Timeline	Qualitative Research Methods: Introduction	Data Processing Steps – Classification, Tabulation, Graphical Representation
	SLO-2	The Medium Itself, Users and Uses of the Medium, Effects of the Medium, Improvements of the Medium	Types of Review of Literature: Systematic literature review	Research Design: Elements of Research Design – Measurement, Analysis Method	Qualitative Research Method: Field Observation – Introduction – Participatory and Non-Participatory Observation	Data Processing Steps – Data Cleaning, Data Adjusting
S-3	SLO-1	Types of Research: Descriptive Research, Analytical Research, Applied Research	Types of Review of Literature: Argumentative literature review	Characteristics of research design: Neutrality, Reliability	Four Quadrants of Field Observation – Overt Observation, Overt Participation	Data Analysis
	SLO-2	Types of Research: Basic or Fundamental Research, Exploratory Research, Conclusive Research	Types of Review of Literature: Integrative literature review	Characteristics of research design: Validity, Generalization	Four Quadrants of Field Observation – Covert Observation, Covert Participation	Data Analysis
S-4	SLO-1	Research Process: Identification of Research Problem, Review of Literature,	Types of Review of Literature: Theoretical literature review	Types of Research Design: Descriptive research design	Field Observation Techniques: Choosing the Research Site, Gaining Access, Sampling	Data Interpretation
	SLO-2	Research Process: Hypothesis and	Types of Review of Literature:	Types of Research Design: Experimental	Field Observation Techniques: Collecting	Data Interpretation

		Theoretical Framework, Research Design	Methodological Review	research design	Data, Analyzing Data, Exiting	
S-5	SLO-1	Research Process: Data Collection, Analysis and Interpretation of Data	Review of Literature Procedure: Search for relevant literature	Types of Research Design: Correlational research design	Field Observation Online	Hypothesis Testing: Introduction
	SLO-2	Research Process: Presentation of Research Findings, Repetition of Study.	Review of Literature Procedure: Search for relevant literature	Types of Research Design: Diagnostic research design	Field Observation Online	Types of Statistical Tests: Chi-Square Tests, T - Tests
S-6	SLO-1	Research Objectives, Limitations of Research	Review of Literature Procedure: Evaluate sources	Types of Research Design: Explanatory research design	Focus Group: Introduction and Uses	Types of Statistical Tests: Z Test, ANOVA, MANOVA
	SLO-2	Need for Study, Scope of Study	Review of Literature Procedure: Evaluate sources	Types of Research Design: Explanatory research design	Focus Group: Introduction and Uses	Types of Statistical Tests: Correlation, Regression
S-7	SLO-1	Hypothesis: Understanding of Hypothesis, Formulation of Hypothesis	Review of Literature Procedure: Identify themes, debates and gaps	Qualitative and Quantitative Research Methods: Explanation and Differences	Methodology of Focus Groups – Define the Problem, Select a Sample,	Research Report Writing: Chapterisations
	SLO-2	Types of Hypothesis: Simple Hypothesis, Complex Hypothesis, Working Hypothesis	Review of Literature Procedure: Identify themes, debates and gaps	Qualitative and Quantitative Research Methods: Explanation and Differences	Methodology of Focus Groups – Determine the number of groups necessary, Prepare the study mechanics	Dissertation, Thesis
S-8	SLO-1	Types of Hypothesis: Null Hypothesis, Alternate Hypothesis, Associative Hypothesis	Review of Literature Procedure: Outline the structure	Quantitative Research Methods: Sources of Quantitative Data	Methodology of Focus Groups – Prepare the focus group materials, Conduct the Session	Synopsis of Research
	SLO-2	Types of Hypothesis: Directional Hypothesis, Non-Directional Hypothesis, Causal Hypothesis	Review of Literature Procedure: Outline the structure	Quantitative Research Methods: Analyzing Quantitative Data	Methodology of Focus Groups – Analyze the data, Prepare a summary report	Synopsis of Research
S-9	SLO-1	Elements of Research: Concept	Review of Literature Procedure: Write your literature review	Qualitative Research Methods: Sources of Qualitative Data	Intensive/In-depth/Expert Interview: Introduction	Synopsis of Research
	SLO-2	Elements of Research: Construct	Review of Literature Procedure: Write your literature review	Qualitative Research Methods: Analyzing Qualitative Data	Intensive/In-depth/Expert Interview: Procedure	Synopsis of Research
S-10	SLO-1	Elements of Research: Variables – Independent Variable	Different styles of Writing Literature Review: APA Format	Sampling: Population, Sample	Case Study: Introduction, Essential characteristics of Case Study research - Particularistic	Bibliography: Writing References
	SLO-2	Elements of Research: Variables – Dependent Variable	Different styles of Writing Literature Review: APA Format	Sample Size: Definition, Factors to determine Sample Size	Essential characteristics of Case Study research – Descriptive, Heuristic, Inductive	APA Style, MLA Style
S-11	SLO-1	Elements of Research: Variables – Discrete Variable	Different styles of Writing Literature Review: MLA Format	Types of Sampling: Probability Sampling	Conducting a Case Study: Design, Pilot Study, Data Collection	Ethics in Research: Introduction
	SLO-2	Elements of Research: Variables – Continuous Variable	Different styles of Writing Literature Review: MLA Format	Types of Sampling: Non - Probability Sampling	Conducting a Case Study: Data Analysis, Report Writing	Plagiarism
S-12	SLO-1	Elements of Research: Qualitative and Quantitative Research Methods	Different styles of Writing Literature Review: Chicago Style	Non-Probability Sampling Techniques: Convenience Sampling or Available Sampling,	Textual Analysis	Writing Research Proposal
	SLO-2	Elements of Research: Qualitative and Quantitative Research Methods	Different styles of Writing Literature Review: Harvard Style	Non-Probability Sampling Techniques: Purposive Sampling	Textual Analysis	Writing Research Proposal
S-13	SLO-1	Elements of Research: Levels of Measurement – Nominal Scale, Ordinal Scale	Theoretical Perspective in Research: Definition	Non-Probability Sampling Techniques: Quota Sampling, Snow Ball Sampling	Quantitative Research Method: Survey - Introduction	Writing Research Proposal
	SLO-2	Elements of Research: Levels of Measurement – Interval Scale, Ratio Scale	Theoretical Perspective in Research: Importance of Theory	Probability Sampling Techniques: Simple Random Sampling	Types of Survey: Online Survey, Telephonic Survey, Face to Face Survey	Writing Research Proposal
S-14	SLO-1	Elements of Research: Scales of Measurement - Simple Rating Scale,	Strategies for Developing the Theoretical Framework: Developing the Framework	Probability Sampling Techniques: Simple Random Sampling, Systematic Sampling	Content Analysis	Submission of Dissertation

		Specialized Rating Scales – Thurstone Scale				
	SLO-2	Elements of Research: Specialized Rating Scales – Guttman Scale, Likert Scale	Strategies for Developing the Theoretical Framework: Developing the Framework	Probability Sampling Techniques: Stratified Sampling, Cluster Sampling	Content Analysis	Submission of Dissertation
S-15	SLO-1	Elements of Research: Specialized Rating Scales – Semantic Differential Scale	Strategies for Developing the Theoretical Framework: Purpose	Research Error: Sampling Error	Tools of Data Collection: Questionnaire	Submission of Dissertation
	SLO-2	Elements of Research: Reliability and Validity	Strategies for Developing the Theoretical Framework: Purpose	Research Error: Non - Sampling Error	Tools of Data Collection: Schedule	Submission of Dissertation

Learning Resources	1. Rapley, Tim, (2008), Doing conversation, discourse and document analysis. California, United States: SAGE Publishing. 2. Kothari, C.R., (2004), Research Methodology: Methods and Techniques, Chennai, India: New age international publishers.	3. Priest, Susanna Horig, (1999), 'Doing Media Research: An Introduction. California, United States: SAGE Publishing. 4. Berger, Arthur, (1998), Media Research Techniques. California, United States: SAGE Publishing
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (15%)		CLA – 3 (15%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
Level 2	Apply Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
Level 3	Evaluate Create	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21202T	Course Name	Media Laws and Ethics	Course Category	C	Professional Core Courses	L	T	P	C
							4	0	0	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):		The purpose of learning this course is to:		
CLR-1:	Understand the laws and ethics related to media in India			
CLR-2:	Develop and obtain knowledge on the Press Commission, committees and codes			
CLR-3:	Learn the importance of government regulations of the broadcasting and multimedia industries			
CLR-4:	Help develop judicial reasoning			
CLR-5:	Familiarise future journalists with the laws of the country			

Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:		
CLO-1:	know the various sources of laws in India			
CLO-2:	learn the history of media related laws in India			
CLO-3:	Avoid claims of defamation and invasion of privacy			
CLO-4:	Be a ethically and lawfully responsible professional			
CLO-5:	Explain current legal issues impacting journalists			

Learning		
1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)

Program Learning Outcomes (PLO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
H	H	H	H	L	-	-	-	L	L	-	H	-	-	-
M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
H	H	M	H	L	-	-	-	M	L	-	H	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Defining laws	Law of Defamation	Commissions and Committees on Media	Major Media Laws In India
	SLO-2	Defining Ethics	Libel and Slander	Necessity on Expert Committees	The Press and Registration of books act 1867
S-2	SLO-1	History of Press laws in India	Case studies for libel	First and Second Press Commissions	Official Secrets Act, 1923
	SLO-2	Censorship of press 1799	Case studies for slander	Recommendations	Features of the Act
S-3	SLO-1	Adam's Regulations 1823	Parliamentary Privileges	Press Council	Significance of OSA
	SLO-2	Metcalfe Act 1835	Need for Reforms in Defamatory laws	Structure and Functions	2 nd ARC report on OSA
S-4	SLO-1	Licensing Act 1857	Sedition	Code of Conduct	Delivery Of Books And Newspapers (Public Libraries) Act, 1954
	SLO-2	Registration Act, 1867	Evolution of Sedition Law in India	Norms of Journalistic Conduct	Features of the act
S-5	SLO-1	Vernacular Press Act 1878	Landmark Cases	Chanda committee	Young Person's (Harmful Publications) Act, 1956
	SLO-2	Significance of the act	Sedition - Case studies	Varghese committee	Features of the act
S-6	SLO-1	The newspaper (Incitement to offences) Act	Contempt of Court	Joshi committee	Working Journalists Act 1955, 56, 58
	SLO-2	Indian Press Act 1910.	Case studies	Vardhan committee	Features of the act
S-7	SLO-1	Struggle by early nationalists to secure press freedom	Obscenity law	Sengupta committee	Newspaper Price and Page Act 1971
	SLO-2	Role of Media during freedom struggle	Case Studies	Recommendations	Features of the act
S-8	SLO-1	Great Indian Emergency	Restrictions on Media	Mac Bride Commission	Cable TV Network Act
	SLO-2	Press censorship during emergency period	Official Secrets Act vs. Citizen's right to know information	Recommendations	Features of the act
					other Web Platforms

S-9	SLO-1	Freedom of Speech and Expression	Section 5 of OSA	Regulatory Bodies for Advertising	Cinematography Act	SC Judgements and Amendments
	SLO-2	Press Freedom	RTI vs OSA	Advertising Standard Council of India	Significance of the act	Media ownership
S-10	SLO-1	Fundamental Rights	Portrayal of children in Media	ASCI code of ethics for advertising	Information technology Act 2000 Digitization and Conditional access system Act	Media ownership on media ethics
	SLO-2	Article 19 (a)	Case Studies	DAVP'S code of advertising	Significance of the act	Paid News
S-11	SLO-1	Reasonable restrictions	Portrayal of women in Media	IPRA code of ethics for PR practitioners	Intellectual Property Rights	Chequebook Journalism
	SLO-2	Landmark cases on freedom of speech and expression	Case Studies	PRSI code for PR practitioners	WTO Agreement And Intellectual Property Right Legislations	Ethics involved
S-12	SLO-1	Landmark cases on freedom of speech and expression	Legislation protecting women in India	Code of ethics by editor's guild of India.	IPR Regulations in India	Ethical concerns in investigative journalism
	SLO-2	Case study discussion	Child laws in india	Implementation	Copyright act Trademarks act Patents act	Spin Doctors

Learning Resources	1. Basu, Durga Das, (2013), Introduction to the Constitution of India (Twenty-First edition). Delhi, India: LexisNexis.	4. Basu, N. &Prabhakar. N., (2007) Media Ethics and Law, (First Edition).Commonwealth Publishers
	2. Neelamalar. M, (2009), Media Laws and Ethics.Delhi, India: PHI Learning Pvt. Ltd. 3. Hasan Seema., (2010), Mass Communication: Principles and Concepts. Chennai: CBS Publisher	5. Patterson Philip, (2013), Media Ethics: Issues and Cases. Chennai, India: McGraw-Hill Education. 6. https://mha.gov.in/about-us/commissions-committees

Learning Assessment

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21203T	Course Name	Data Journalism	Course Category	C	Professional Core Courses	L	T	P	C
							4	0	0	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:
CLR-1:	Understand the basics of data and data journalism, including the history of the practice
CLR-2:	Master the use of data in journalistic storytelling
CLR-3:	Learn basic data analysis for storytelling
CLR-4:	Learn the use of analysis libraries and the tools of transparency for data journalism
CLR-5:	familiarizing with basic strategies for doing data analysis and introducing some frameworks for critical thinking

Learning	1	2	3
Level of Thinking (Bloom)			
Expected Proficiency (%)			
Expected Attainment (%)			

Program Learning Outcomes (PLO)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
Application of Concepts	M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
Link with Related Disciplines	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
Procedural Knowledge	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
Skills in Specialization	H	H	M	H	L	-	-	-	M	L	-	H	-	-	-
Ability to Utilize Knowledge	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
Skills in Modeling															
Analyze, Interpret Data															
Investigative Skills															
Problem Solving Skills															
Communication Skills															
Analytical Skills															
ICT Skills															
Professional Behavior															
Life Long Learning															

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:
CLO-1:	Think critically and deeply about the limitations of datasets and evaluate the strengths and weaknesses of data
CLO-2:	Use and manipulate datasets with ease and comfort, being able to ask interesting questions and explore various angles
CLO-3:	Deploy basic software and applications of various kinds to analyze and visualize data in creative ways
CLO-4:	Demonstrate a solid grasp of data storytelling techniques that can help broad audiences understand data
CLO-5:	Assess how institutions may be collecting and using data and the implications of these processes for the public
CLO-6:	Prepare a student to become a data journalist

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Data	Data visualization	Challenges with Data	Info graphics and maps	Data-Driven Stories
	SLO-2 Definition	Introduction – Nature - Scope	Finding and cleaning	Introduction	Reaching your Audience
S-2	SLO-1 Data and Journalism in the past	Data visualization as a reporting tool	Data cleaning and analysis	When to use a map	Data Driven Interviews
	SLO-2 Examples	Sample story	Process	Situations and case studies	Data-Driven Writing
S-3	SLO-1 Need for data in Journalism	Using Data Visualization to find insights in data	Steps involved in data cleaning	Types of maps	Anatomy of a Data Story
	SLO-2 Examples	Sample stories	Techniques	Familiarizing with examples	Explained with case study
S-4	SLO-1 data by today's context	Tableau Public	Open Refine	map abuse	Interpreting Academic Research
	SLO-2 revolution in computing	Application	Uses	examples of map abuse	Scientific literature and data
S-5	SLO-1 Common Data Formats	Importance of Data Visualisation	Scraping Data	Mapping Programs	Health, Well-being and Medical Data
	SLO-2 Internet as data source	Producing Visualisations from Tableau	Scraping websites	Overview of mapping programs	Case study
S-6	SLO-1 Alternative Data Sources	Working on Spreadsheets	Extracting Data tables from PDFs	Database schemas	Crime and Public Safety Data
	SLO-2 Sample stories	Basic of spreadsheets	Reviewing Documents	record layouts	Case study
S-7	SLO-1 Planning a Data Story: Hypothesis and Questions	rows, columns, cells, importing, sorting, filtering	Introduction to GitHub	Google Fusion Tables	Economic and Business Data
	SLO-2 Enriching Stories With Data	Application in a sample story	Application	application	Case study
S-8	SLO-1 Numeracy and the importance of critical thinking	applied analysis	Using Statistics	Project Jupyter	future of data journalism
	SLO-2 review local demographic profiles	analysis basics	Basics of Inference, Correlation, Probability	Project basics, application	Story bots and ethical implications
S-9	SLO-1 Data journalism and Citizen Journalism	calculating the formula for percent change,	Spotting Visualisation lies	Working with Agate	data science, machine learning and

			mean, median, min, max, ranking			artificial intelligence
	SLO-2	Citizen Journalism	Application in a sample story	Working with sample stories	Group by and aggregates in Agate	New Trends and future implications
	SLO-1	Use of Public records	Use of charts and tables	Polling and surveys	GIS	Ethical issues in Data Journalism
S-10	SLO-2	Working a Sample	Application in a sample story	Fundamental concepts	Use of geographic information system in journalism	responsibilities of reporters and editors
	SLO-1	Data as your right	Finding and repairing mistakes with Excel	Joining Database	stories with maps	Challenges and pitfalls of Data Journalism
S-11	SLO-2	RTI Act	application	Exploring the database	Examples	Case studies
	SLO-1	RTI Act and its implication on Data journalism	SQL basics in Access	Digging through to find required data	When is a map not a map	Market for data journalists
S-12	SLO-2	Case Studies	Examples and application	Making connections – Forming story	Map as data	Available business models for Data Journalism

Learning Resources	1. Vallance-Jones, Fred & McKie, David, (2016), The Data Journalist: Getting the Story. Oxford, United Kingdom: Oxford University Press. 2. Herzog David, (2015), Data Literacy: A User's Guide. California, United States: SAGE Publishing 3. The Data Journalism Handbook, eds. Gray, Bonnegru, Chambers, 2012.	4. Philip Meyer, The New Precision Journalism, 1991. 5. Alberto Cairo, The Functional Art: An Introduction to Information Graphics and Visualization, 2013. 6. Jonathan Stray, The Curious Journalist's Guide to Data, 2016.
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Learning Assessment

	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21D04T	Course Name	Mobile Journalism	Course Category	D	Discipline Elective Courses	L	T	P	C
							3	0	0	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1:	Gain knowledge on the various mobile applications for Journalism	1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2:	Understand the different purpose of applications in Mobile	Level of Thinking (Bloom)	Fundamental Knowledge
CLR-3:	Explore the functions of Mobile Phone in the field of Journalism	Expected Proficiency (%)	Application of Concepts
CLR-4:	Trace the developments of Mobile Journalism	Expected Attainment (%)	Link with Related Disciplines
CLR-5:	Understand the efficacy of Mobile Phones in the field of Journalism		Procedural Knowledge
CLR-6:	Gather the skills required for a Mobile Journalist		Skills in Specialization
			Ability to Utilize Knowledge
			Skills in Modeling
			Analyze, Interpret Data
			Investigative Skills
			Problem Solving Skills
			Communication Skills
			Analytical Skills
			ICT Skills
			Professional Behavior
			Life Long Learning

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Learning	Program Learning Outcomes (PLO)
CLO-1:	Describe the key cognitive skills required for a Mobile Journalist	3 80 70	H M H H H H M M M H M M H H H
CLO-2:	Discuss various theoretical and practical implications of Mobile phone in Journalism	3 85 75	H H M H H H H H M L H M H H H
CLO-3:	Relate the significance of Mobile Phones in Reporting Stories	3 75 70	H M H H H L M H H L H M M H H
CLO-4:	Understand the importance of Mobile Journalists in the Digital Era	3 85 80	H H H M H H H H H H H H M M M
CLO-5:	Apply skills to produce stories using mobile phones	3 85 75	H H H H H H H H H H M H M H H
CLO-6:	Explore the different applications used for Mobile Journalism	3 80 70	H M H H H H M M M H M M H H H

Duration (hour)	9	9	9	9	9
S-1	SLO-1	What is Mobile Journalism?	Applications for Mobile Journalism: Introduction	Applications for Mobile Journalism: Audio Recording and Editing - Ferrite	Mobile Journalism Equipment: Mobile Journalist Kit
	SLO-2	What is Mobile Journalism?	Applications for Mobile Journalism: Introduction	Ferrite	Mobile Journalism Equipment: Mobile Journalist Kit
S-2	SLO-1	History of Mobile Journalism	Adobe Photoshop Express	Voice Recorder Pro	Check list for getting started
	SLO-2	History of Mobile Journalism	Introduction	Voice Recorder Pro	Check list for getting started
S-3	SLO-1	Advantages of Mobile Journalism	Snapseed	Live Streaming: Periscope	Check list for getting started
	SLO-2	Advantages of Mobile Journalism	Snapseed	Live Streaming: Periscope	Check list for getting started
S-4	SLO-1	Mastering Mobile Journalism	Video Recording: Introduction	Ustream	Tips for Photo and Video
	SLO-2	Mastering Mobile Journalism	Video Recording: Introduction	Ustream	Tips for Photo and Video
S-5	SLO-1	The Skills required	FiLMiC Pro	Bambuser	Tips to find alternative for Network Failure
	SLO-2	The Skills required	Camera FV-5	Bambuser	Tips to find alternative for Network Failure
S-6	SLO-1	The Workflow	Video Editing: Introduction	Other required applications: DropBox	Tips for Going Live and Before Going Live
	SLO-2	The Workflow	iMovie	DropBox	Tips for Going Live and Before Going Live
S-7	SLO-1	Al Jazeera: Introduction	Pinnacle Studio,	JamSnap	Tips for Going Live and Before Going Live
	SLO-2	Al Jazeera: Introduction	Pinnacle Studio,	JamSnap	Tips for Going Live and Before Going Live
S-8	SLO-1	Case study for Mobile Journalism.	KineMaster	VideoGrade	Going Live Preparation Check list
	SLO-2	Case study for Mobile Journalism.	KineMaster	VideoGrade	Going Live Preparation Check list
S-9	SLO-1	Case study for Mobile Journalism.	Luma Fusion	Hyperlapse	Going Live Preparation Check list
	SLO-2	Case study for Mobile Journalism.	Luma Fusion	Hyperlapse	Going Live Preparation Check list

Learning Resources	1. <i>Mobile Journalism by AlJazeera Media and Training Centre</i>	4. <i>Mobile and Social Media Journalism by Anthony Adomato</i> 5. <i>Mobile Storytelling by Björn Staschen & Wytse Vellinga</i>
	2. <i>MOJO: The Mobile Journalism Handbook by Ivo Burum and Stephen Quinn, Focal Press, 2016.</i>	
	3. <i>A Field Guide for Mobile Journalism by Robb Montgomery</i>	

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21D05T	Course Name	Media and Culture Studies	Course Category	D	Discipline Elective Courses	L	T	P	C
							3	0	0	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)																
CLR-1:	To understand yourself as a cultural being and enhance self and other awareness about culture and communication.				Level of Thinking (Bloom)	1	2	3	Fundamental Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:	Compare and contrast communication styles between cultures																							
CLR-3:	Recognize signs of stereotyping, and describe the effect it may have on communication competence																							
CLR-4:	understand how communication processes differ among cultures																							
CLR-5:	understand that socially constructed systems of exploitation and exclusion–racism, sexism, and classism																							
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																						
CLO-1:	Understand how culture and communication intersect in the context of Intercultural communication				3	80	70	L	H	M	H	L	H	H	H	L	L	M	L	H	H	H		
CLO-2:	Gain knowledge attitude and skills in intercultural communication				3	85	75	M	H	L	M	L	M	M	H	M	L	M	M	M	M	M		
CLO-3:	explain the basic terms, concepts, and theories of intercultural communication				3	75	70	M	H	M	H	L	H	H	H	M	L	M	M	H	H	H		
CLO-4:	Apply these terms, concepts, and theories to your interactions with others and critically analyze and evaluate the influence of your culture(s) on the ways you communicate.				3	85	80	M	H	M	H	L	H	H	H	M	L	M	M	H	H	H		
CLO-5:	To identify barriers and systems of privilege that arise locally and globally from histories of colonization, exploitation, and discrimination				3	85	75	H	H	M	H	L	H	H	H	M	L	M	M	H	H	H		

Duration (hour)	9	9	9	9	9
S-1	SLO-1	What is Culture	Critical Cultural Studies	Relation of Culture with Mass Media	Globalization
	SLO-2	Introduction to the idea of culture	Introduction	Introduction	Globalization and Communication
S-2	SLO-1	Cultural models	Production and political economy of culture	Diffusionism	Globalization and Communication
	SLO-2	Definition	Analysis	EM Rogers Diffusionism Theory in Media	Post world war era globalization
S-3	SLO-1	levels of culture levels of culture levels of culture Levels of Culture	Types of Audience	Cultural Materialism	Cultural Imperialism
	SLO-2	Hierarchy of Culture	perspective and subject position of the reader	Introduction to Raymond Williams	Cultural Imperialism and Globalization
S-4	SLO-1	Covert Culture and Overt Culture	Representation	Functionalism	Communication and Power
	SLO-2	Iceberg Model – Case Study	Formation of representation	Psychological functionalism (Bronislaw Malinowski)	Power distribution through cultures
S-5	SLO-1	Macroscopic, structural theories	Articulation	Structural functionalism	Language & Culture
	SLO-2	Political economy theories	Basics of Social formation.	Introduction to A.R. Radcliffe Brown	Effect language has on communication between cultures
S-6	SLO-1	Rise of Cultural Theories in Europe	Culture and Power	Symbolic Interactionism	Nonverbal Codes & Cultural Spaces
	SLO-2	Super and Substructure	Hegemony and Counter-Hegemony	G.H. Mead's "conditioned" approach	Case studies
S-7	SLO-1	The Frankfurt School	Popular culture	Encoding/decoding model of communication	Imperialism

	SLO-2	<i>Development of Neo-Marxist Theory in Britain</i>	<i>Coercion, as well as consent</i>	<i>Encoding and Decoding in the Television Discourse</i>	<i>Imperialism in the age of Media</i>	<i>Jean Baudrillard – Introduction</i>
S-8	SLO-1	<i>Mass media as a pluralistic public forum</i>	<i>Identity</i>	<i>Culture and Industry</i>	<i>How to Read Donald Duck</i>	<i>Cultural Recycling</i>
	SLO-2	<i>Stuart Hall's Influence on cultural theories</i>	<i>Introduction – Subaltern perspective</i>	<i>John Fiske "Madonna Phenomenon"</i>	<i>Introduction</i>	<i>Introduction</i>
S-9	SLO-1	<i>Need for Culture Studies in information age</i>	<i>Anti-essentialism</i>	<i>Media as Popular Culture</i>	<i>Imperialism, the Highest Stage of Capitalism</i>	<i>The Orchestration of Messages</i>
	SLO-2	<i>Nationalism in the age of internet</i>	<i>Anti-essentialism in globalized world</i>	<i>Commodification, standardization and massification</i>	<i>Introduction</i>	<i>Introduction of Advertising and Consumption</i>

Learning Resources	1. Baudillard, Jean.(1998) <i>The Consumer Society, : Myths and Structures</i> SAGE Publications Ltd; 2. Dorfman, Ariel and Mattelart Armand (2018) <i>How to Read Donald Duck: Imperialist Ideology in the Disney Comic</i> , OR Books. 3. Martin, J.N. & Nakayama, T.K., <i>Intercultural communication in contexts (Sixth Edition)</i> .Chennai, India: McGraw-Hill Education. 2012. 4. Adrian Holliday, <i>Intercultural Communication and Ideology</i> , Sage Publications (CA), 2010
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21D06T	Course Name	International Relations and Diplomatic Reporting	Course Category	D	Discipline Elective Courses	L	T	P	C
							3	0	0	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):		Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1:	Understand the various facets of international relations	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-2:	Study why countries choose war				L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
CLR-3:	To understand the theories of war				M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
CLR-4:	Learn skills required for diplomatic reporting				M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLR-5:	To compare and study foreign policy of countries around the world				M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLR-6:	Learn writing diplomatic stories				H	H	M	H	L	-	-	-	M	L	-	H	-	-	-
		L	H	-	H	L	-	-	-	-	-	-	L	L	-	H	-	-	-
Course Learning Outcomes (CLO):																			
		1	2	3															
CLO-1:	Understand the players of diplomacy	3	80	70															
CLO-2:	Identify the strategies in foreign policy making	3	85	75															
CLO-3:	Learn why nations behave the way they do	3	75	70															
CLO-4:	Cover International News	3	85	80															
CLO-5:	Compare political systems	3	85	75															
CLO-6:	Why regional cooperation exists	3	80	70															

Duration (hour)	9	9	9	9	9
S-1	SLO-1	Introduction to International Relations	Enemies and friends in International Relations	Cold war: USSR- US	Indian foreign policy
	SLO-2	Diplomatic relations	Why War: Origin	Cold War: Cuban missile Crisis	Ministry of External affairs
S-2	SLO-1	Theories of International Relations	State level causes	Cold war: The Korean war	Regional Cooperation
	SLO-2	Evolution of IR theories	Individual level causes	38 th parallel	Regional Cooperation: SAARC and India
S-3	SLO-1	Theories of International Relations: System	Collateral Damage in war	Cold war: Germany	Regional Cooperation: BIMSTEC and India
	SLO-2	Distribution of power	Prisoners of war	Cold war: Berlin siege	Regional Cooperation: APEC
S-4	SLO-1	Theories of International Relations: State	Theories of war: Civilizational	Cold war: The Vietnam war	Contemporary international politics
	SLO-2	National interest	War for territorial expansion	USSR and US in Vietnam	Recent events and conditions in the international political system
S-5	SLO-1	Actors of International Relations: non-state actors	Theories of war: Historical	War against Iraq	Global Governance
	SLO-2	Actors of International Relations: state actors	Battles and invasions	Timeline (2003 – 2011)	Structure and Institutions of Global Governance
S-6	SLO-1	Approaches to war:	Theories of war: Cultural	War against Iraq: US invasion	North- South relations
	SLO-2	How states look at war	Cultural and social groups	War against Iraq: Shock and Awe campaign	Inequality between the north and south blocks
S-7	SLO-1	Realist view on war	Theories of war: Economic	War against Iraq: Fall of Baghdad	China in international affairs
					Attributes of a diplomatic reporter:
					Prior education and knowledge.
					Handling foreign assignments
					Protocols around the world
					Diplomatic reporter
					Characteristics of a diplomatic reporter
					Requirement to be a diplomatic reporter
					Professionalism of a diplomatic reporter
					Work ethics of a diplomatic reporter
					Foreign correspondence
					Difference between a reporter and diplomatic reporter
					International relations and diplomatic reporter
					Role of news editor in Foreign news

	SLO-2	Hans Morgenthau	Trade war	War against Iraq: "Mission Accomplished" speech	China's changing role in international system	Where does diplomacy figure in a newspaper
	SLO-1	Marxist approach to war	Weapons of mass destruction	War against Iraq: Saddam Hussein's trial	Relations with the United States	Should newspaper cover foreign news
S-8	SLO-2	Introduction	Nuclear non-proliferation treaty	War against Iraq: Bombing of Al Aksari Mosque	Relations with key powers in Asia	Scope of diplomatic reporters
	SLO-1	Capitalism and war	Military- Industrial complex	War against Iraq: Abu Musab al-Zarqawi killed	Russian and Soviet foreign policy	Working with Diplomats
S-9	SLO-2	The just war	NATO	War against Iraq: Saddam Hussein Found guilty	Russian foreign policy in the 20 th century	Diplomat and diplomatic reporters

Learning Resources	1. Allan, S. Zelizer, B. (2004). <i>Reporting war: journalism in wartime</i> . Routledge	2. Tumber, H. Palmer, J. (2004). <i>Media at war: the Iraq crisis</i>
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21S03L	Course Name	Film Studies	Course Category	S	Skill Enhancement Courses	L	T	P	C
							0	0	5	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards	Nil		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	1	2	3	Program Learning Outcomes (PLO)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1 :	Recognize the mystery behind hero worship	Level of Thinking (Bloom)				Fundamental Knowledge	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
CLR-2 :	Understand the reason to study society and cinema	Expected Proficiency (%)				Application of Concepts	M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
CLR-3 :	Explore the functions of films and culture	Expected Attainment (%)				Link with Related Disciplines	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLR-4 :	Expand the role of screenplay					Procedural Knowledge	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLR-5 :	Compare and contrast the film movements					Skills in Specialization	H	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLR-6 :	Synthesize an opinion over trends in Indian film industry					Ability to Utilize Knowledge	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
						Skills in Modeling															
						Analyze, Interpret Data															
						Investigative Skills															
						Problem Solving Skills															
						Communication Skills															
						Analytical Skills															
						ICT Skills															
						Professional Behavior															
						Life Long Learning															

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Learning	1	2	3	Program Learning Outcomes (PLO)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1 :	Differentiate between the role supposed to be played by different film movements	Level of Thinking (Bloom)				Fundamental Knowledge	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
CLO-2 :	Create an understanding over the functions of films	Expected Proficiency (%)				Application of Concepts	M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
CLO-3 :	Relate the significance of feminism in cinema	Expected Attainment (%)				Link with Related Disciplines	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLO-4 :	Understand film as a commodity and the significance of box office					Procedural Knowledge	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLO-5 :	Expand upon the reality construction by films					Skills in Specialization	H	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLO-6 :	Explore the different impact of film on the audience					Ability to Utilize Knowledge	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
						Skills in Modeling															
						Analyze, Interpret Data															
						Investigative Skills															
						Problem Solving Skills															
						Communication Skills															
						Analytical Skills															
						ICT Skills															
						Professional Behavior															
						Life Long Learning															

Duration (hour)	15	15	15	15	15
S-1	SLO-1 Early history of cinema	Film and philosophy	FILM MOVEMENTS:	Films and ideology	WORLD CINEMA:
	SLO-2 Early history of cinema	Film and philosophy	Basics of film Movements	Films and ideology	Italian cinema
	SLO-1 Silent films	Film and Culture	Neo realism movement	Films and ideology	Chinese Films
S-2	SLO-2 Silent films	Film and Culture	Examples and characteristics	Films and ideology	Hong Kong cinema
	SLO-1 Talkies	Film and Society	German expressionism	Auteur Theory	Korean Films
S-3	SLO-2 Talkies	Film and Society	Examples and characteristics	Aura theory	Iranian cinema
	SLO-1 Colour Films	Film as a language	Dogme95	Cinema and stars	Japanese Films
S-4	SLO-2 Colour Films	Film language	Examples and characteristics	Cinema and stars	Latin America films
	SLO-1 Digital cinema	How to read films ?	French new wave	Cahier Du cinema	African Films
S-5	SLO-2 Digital cinema	How to read films ?	Examples and characteristics	Cahier Du cinema	Feminist cinema
	SLO-1 History of Indian cinema – pre 40s	Techniques of film analysis	French impressionism	Film Theories:	European cinema
S-6	SLO-2 History of Indian cinema– pre 40s	Techniques of film analysis	Examples and characteristics	Feminist theory	Asian Films
	SLO-1 History of Indian cinema– 40-60s	Techniques of film analysis	Genre cinema	Capitalist theory	Australian films
S-7	SLO-2 History of Indian cinema– 60's-80s	Techniques of film analysis	Different types of genres:	Marxist theory	Arab films
	SLO-1 History of Indian cinema– 80-2000s	Movies and Audio elements	Romance	Male gaze	Russian films
S-8	SLO-2 History of Indian cinema– 80-2000s	Movies and Audio elements	Thriller	Hegemony and films	Film and censorship
	SLO-1 History of Indian Cinema 2000 - present	Movies and Video Elements	Action	Heroes Journey	Film and censorship - ideas
S-9	SLO-2 History of Indian Cinema 2000 - present	Movies and Video Elements	Drama	Heroes Journey	Film and censorship – world cinema
	SLO-1 Regional cinema – North India	Camera movements	Biopics	Archetypes	Film and censorship - India
S-10	SLO-2 Regional cinema – North India	Camera movements	Western	Character Archetypes	Film and censorship certificates & CBFC

S-11	SLO-1	Regional cinema – South India	Cinema and Colour	Romcom & Comedy	Character Arcs	Films and minority
	SLO-2	Regional cinema – South India	Cinema and mood	War & Historical	Types of character arcs	LGBTQ+ Films
S-12	SLO-1	Regional cinema – East India	Cinema and tone	Period Drama & Melodramatic films	Most common character arcs	Film and women
	SLO-2	Regional cinema – East India	Film as a visual medium	Slowburn & Psychological thrillers	Examples of character arcs	Minority films in India
S-13	SLO-1	Regional cinema – West India	Film editing styles	Important Film Works: Birth of a nation	Mise en scene	Semiotics
	SLO-2	Regional cinema – West India	Linear cinema	Important Film Works: Triumph of Will	Mise en scene	Narratology
S-14	SLO-1	Indian Film Waves	Non linear cinema	Important Film Works: Battleship Potemkin & Montage theory	Stereotypes	Discourse analysis
	SLO-2	Monumental Film works in India	Film editing	Important Film Works: Raja Harish Chandra	Femme fetal	Cinema Research methods
S-15	SLO-1	Monumental Film works in India	Digital Editing	Important Film Works: Hitchcock	Angry young man	Tools of film analysis
	SLO-2	Monumental Film works in India	Kuleshov effect	Important Film Works: Sathyajith Ray	White saviour films	Test for female films: Bechdals test, sexy lamp test etc.

Learning Resources	1. Film Studies: Basics by Amy Villarejo	2. Doing Film Studies by Sarah Casey Benyahia

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	40%	-	40%	-	30%	-	30%
	Understand	-	40%	-	40%	-	40%	-	40%	-	40%
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate	-	20%	-	20%	-	20%	-	30%	-	30%
	Create	-	20%	-	20%	-	20%	-	30%	-	30%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PCD21AE2T	Course Name	General Aptitude for Competitive Examinations	Course Category	AE	ABILITY ENHANCEMENT COURSE	L	T	P	C
							1	0	0	1

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Career Development Centre	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR): The purpose of learning this course is to:

CLR-1:	Recapitulate fundamental mathematical concepts and skills
CLR-2:	Provide context - based vocabulary enhancement
CLR-3:	Sharpen logical reasoning through skilful conceptualization
CLR-4:	Familiarize with basic grammatical and syntactical rules
CLR-5:	Enable to solve problems and to crack competitive exams
CLR-6:	Develop new strategies to enhance reading comprehension

Course Learning Outcomes (CLO): At the end of this course, learners will be able to:

CLO-1:	Build a strong base in the fundamental mathematical concepts
CLO-2:	Acquire strategies to build vocabulary
CLO-3:	Apply the learn conditions towards solving problems analytically
CLO-4:	Learn grammatical and syntactical rules
CLO-5:	Grasp the approaches and strategies to solve problems with speed and accuracy
CLO-6:	Improve reading comprehension strategies

Duration (hour)	3	3	3	3	3
S-1	SLO-1 Logical Reasoning I	Vocabulary from inference to meaning	Numbers - I	Error Identification - I	Data Sufficiency
	SLO-2 Solving Problems	Vocabulary from inference to meaning	Numbers - I	Error Identification - I	Data sufficiency
S-2	SLO-1 Logical Reasoning - I	Cloze passage	Numbers - II	Error Identification - II	Data Interpretation
	SLO-2 Solving Problems	Cloze passage	Numbers - II	Error Identification - II	Data Interpretation
S-3	SLO-1 Logical Reasoning - I	Sentence Completion	Numbers - III	Sentence Correction - I	Sentence Correction - II
	SLO-2 Solving problems	Sentence Completion	Numbers - III	Sentence Correction - I	Sentence Correction - II

Learning Resources	1. Quantitative aptitude – r s agarwal 2. Quantitative aptitude – ARUN SARMA	3. ManhattanPrepGMAT Sentence Correction Guide–Avi Gutman 4. GRE Contextual.Vocabulary–Ken Springer
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Learning

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
2	80	75
2	80	70
2	75	70
2	80	75
2	80	70
2	80	75

Program Learning Outcomes (PLO)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Disciplinary Knowledge	Critical Thinking	Problem Solving	Analytical Reasoning	Research Skills	Team Work	Scientific Reasoning	Reflective Thinking	Self-Directed Learning	Multicultural Competence	ICT Skills	Life Long Learning	PSO - 1	PSO - 2	PSO - 3
H	H	H	H	H	H	H	H	H	H	M	H	H	H	H
H	H	H	H	H	H	H	H	H	H	M	H	H	H	H
H	H	H	H	H	H	H	H	M	H	M	H	H	H	H
H	H	H	H	H	H	H	H	H	H	M	H	H	H	H
H	H	H	H	H	H	H	H	H	H	M	H	H	H	H
H	H	H	H	H	H	H	H	H	H	M	H	H	H	H

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30 %	-	30 %	-	30 %	-	30 %	-	30 %	-
	Understand										
Level 2	Apply	40 %	-	40 %	-	40 %	-	40 %	-	40 %	-
	Analyze										
Level 3	Evaluate	30 %	-	30 %	-	30 %	-	30 %	-	30 %	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Scientific Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications etc.,

Course Designers		
Experts from Industry		Internal Experts
1. Mr Nishith Sinha, dueNorth India Academics LLP, Dehradun, nsinha.alexander@gmail.com		1. Dr.P.Madhusoodhanan SRMIST
2. Mr Ajay Zenner, Career Launcher, ajay.z@careerlauncher.com		2. Dr.M.Snehalatha SRMIST
		3. Dr. A Clement, SRMIST
		4. Dr. J Jayapragash, SRMIST

Course Code	PJM21AE2L	Course Name	Lab Journal	Course Category	AE	Ability Enhancement Courses	L	T	P	C
							0	0	5	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR): *The purpose of learning this course is to:*

CLR-1:	Recognize the rules of handling sources
CLR-2:	Understand the structure of newspaper
CLR-3:	Explore the functions of fonts
CLR-4:	Expand the role of Indesign

Learning

1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
3	80	70
3	85	75
3	75	70
3	85	80
3	85	75

Course Learning Outcomes (CLO): *At the end of this course, learners will be able to:*

CLO-1:	Differentiate between the role of a designer and audience perception
CLO-2:	Create an understanding over the functions of graphic design
CLO-3:	Understand newspaper medium
CLO-4:	Face challenges and correct themselves in the process
CLO-5:	Explore the different requirement of newspaper design

Program Learning Outcomes (PLO)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
H	H	M	H	L	-	-	-	M	L	-	H	-	-	-

Duration (hour)	15	15	15	15	15
S1-3	SLO-1 Handling Sources - Campus Story	Introduction to Newspaper photography	Introduction for In-design	Page Layout Workspace basics	Importing text - Threading text
	SLO-2 Interviewing & its type	Introduction to Magazine photography	Panels, Tools	Customizing menus	Text frame properties
S4-5	SLO-1 Developing Story Idea	Editing process by using Adobe photoshop I	Structure, Automations	Tool box overview	Formatting text, Styles - Paragraph and character styles
	SLO-2 News Writing	Editing process by using Adobe photoshop II	Layers, Import and Export process	Selection tools	Droptags and nested styles
S6-9	SLO-1 Inverted Pyramid	Typography	File collection, External data management and file sharing I	Layout – Creating documents	Object styles - Working with styles
	SLO-2 Leads & Captions	Typeface, Typeface Family	File collection, External data management and file sharing II	Creating custom page sizes , Rulers and measurement units	Combining text and objects
S10-12	SLO-1 Design principles	Font, Anatomy of Type	Page design I	Grids - Ruler guides	creating type on a path
	SLO-2 Title writing, cutline	Typographic Measurement	Page design II	Page and spreads – Masters	Tables - Creating tables
S13-14	SLO-1 Structure of Newspaper and magazine printing process I	Design Based on Raster based Graphic I	Page design III	- Layers - Laying out frames and pages - Numbering pages, chapters and sections	Selecting and editing tables
	SLO-2 Structure of Newspaper and magazine printing process II	Design Based on Raster based Graphic II	Double-page spreads	Text variables, Working with files and templates	Formatting tables - Table strokes and fills
S15	SLO-1 CMYK and LAB color process I	Design Based on vector based Graphic II	Photo selection and covers I	Saving documents - Exporting	Table and cell style
	SLO-2 CMYK and LAB color process II	Design Based on vector based Graphic II	Photo selection and covers I	Creating text and text frames - Adding text to frames.	Long document features - Creating book files

Learning Resources	1. <i>Contemporary Newspaper Design</i> by John Berry (Editor), Roger Black 2004	3. <i>Newspaper Design: Editorial Design from the World's Best Newsrooms Hardcover – Illustrated, 30 June 2018</i> by Gestalten (Editor), Javier Errea
	2. <i>The Newspaper Designer's Handbook</i> by Tim Harrower 2012	4. <i>Designing for Newspapers and Magazines</i> by Chris Frost 2017

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	40%	-	40%	-	30%	-	30%
	Understand										
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze										
Level 3	Evaluate	-	20%	-	20%	-	20%	-	30%	-	30%
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21AE3T	Course Name	Digital Story telling	Course Category	AE	Ability Enhancement Courses	L	T	P	C
							3	0	0	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR): *The purpose of learning this course is to:*

CLR-1:	Develop critical skills to explore digital media
CLR-2:	learn to formulate an effective strategy for design and creation of digital stories
CLR-3:	Integrate different media into a seamless online environment

Learning

	1	2	3
Level of Thinking (Bloom)	3	80	70
Expected Proficiency (%)	3	85	75
Expected Attainment (%)	3	75	70

Course Learning Outcomes (CLO): *At the end of this course, learners will be able to:*

CLO-1:	Develop critical skills to explore digital media
CLO-2:	learn to formulate an effective strategy for design and creation of digital stories
CLO-3:	Integrate different media into a seamless online environment

Program Learning Outcomes (PLO)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
M	H	M	H	L	-	-	-	M	L	-	H	-	-	-

Duration (hour)	9	9	9	9	9
S-1	SLO-1 Storytelling	How stories are created	Digital comics	Infographics	Optimizing photographic images
	SLO-2 Introduction	Introduction to idea of creating a story	Introduction	Significance in News reporting	Contrast and hue
S-2	SLO-1 Storytelling	The basic elements of a story	Natural Worlds/Digital World	Interactives	Optimizing photographic images
	SLO-2 Evolution	Analysis	Analysis	Difference between infographics and Interactives	saturation and other qualities
S-3	SLO-1 Storytelling via Print	Protagonist of a story	Virtuality and Eco criticism	Animation	Word Press for online journal
	SLO-2 History	Introduction to Joseph Campbell	Usage of Comics	Other types of visual means.	Introduction
S-4	SLO-1 Mythology of comics and storytelling	Story telling as an educational vehicle	Virtuality and Eco criticism	Understanding digital images	Tools to create digital repository
	SLO-2 Introduction	Introduction	Usage of Comics	bitmap, Colour depth, colour mode etc..	Analysis
S-5	SLO-1 Mythology of comics and storytelling	Story telling as an educational vehicle	Characteristics of digital media	Understanding digital images	Domain and hosting purchase
	SLO-2 Case Study	Case Study	Interactive, participatory, non-linear	bitmap, Colour depth, colour mode etc..	Advantages and Disadvantages
S-6	SLO-1 Introduction of comic books in India	Sequence of events and storytelling	Communication with text	The process of balancing	Domain and hosting purchase
	SLO-2 Tracing the origins	Introduction to Structure and Narration	Introduction	Introduction	Advantages and Disadvantages
S-7	SLO-1 Tinkle, Chandhamama and other Indian comics	Sequence of events and storytelling	Communication with text	The process of balancing	Case Studies on Interactive Journalism
	SLO-2 Introduction	Introduction to Structure and Narration	Analysis	conception	Rebuilding Haiti
S-8	SLO-1 Tinkle, Chandhamama and other Indian comics	Death of comics?	Communication with sound, images, moving images	The process of balancing	Case Studies on Interactive Journalism
	SLO-2 Current status	Analysis of Comic in Digital India	Sample Study 1	Sample Study	Voices from Middle East
S-9	SLO-1 Significance of comics in pop culture	Death of comics?	Communication with sound, images, moving images	The process of balancing	Case Studies on Interactive Journalism
	SLO-2 Introduction	Analysis of Comic in Digital India	Sample Study 2	Sample Study	Student's choice

Learning Resources	1. Zeman,Nicholas, (2017),Storytelling for Interactive Digital Media and Video Games. Florida, United States: CRC Press	2. TuanYi-fu, (1977), Space and Place: The Perspective of Experience. Minnesota, United States: University of Minnesota Pres
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (10%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

SEMESTER III

Course Code	PJM21301T	Course Name	Development Communication	Course Category	C	Professional Core Courses	L	T	P	C
							4	0	0	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1:	Understand the significance of Development in present context	Thinking (Bloom)	Proficiency (%)	Attainment (%)	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:	Teach the different paradigms of development				Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning			
CLR-3:	Make aware of the blockades of development																					
CLR-4:	Analyse the role of media in bridging the inequality																					
CLR-5:	Prepare the students to study the rural side of the India																					
CLR-6:	Get students thinking about social justice																					

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1:	Understand the significance of rural development	3	80	70	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
CLO-2:	Have a clearer notion on the issues of development	3	85	75	M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
CLO-3:	Understand the problem of inequality	3	75	70	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLO-4:	Role that media ought to play in the process of development	3	85	80	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLO-5:	Understand the significance of communication in bridging the development	3	85	75	H	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLO-6:	Understand the concept of privilege, equality and equity.	3	80	70	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-

Duration (hour)	12	12	12	12	12	12
S-1	SLO-1	Development: definition	Populist world view	Theories of Development Communication	Case studies in agriculture	Development communication:
S-1	SLO-2	Development: definition	Populist world view	Dominant theory	Case studies in agriculture	Concept
S-2	SLO-1	Concept of development	Neo-Marxist world view	Self reliance theory	Case studies in agriculture	Definition
S-2	SLO-2	Concept of development	Neo-Marxist world view	Self reliance theory	Case studies in agriculture	Example
S-3	SLO-1	Evolution of the different concepts of development	Liberation theology	Diffusion theory	Case studies in population and social issues	Key terms
S-3	SLO-2	Evolution of the different concepts of development	Social Development	Diffusion theory	Case studies in population and social issues	Key terms
S-4	SLO-1	Development and ideology	Human Potential	Dependent and inter-dependence theory	Case studies in population and environment	development communication policies and practices in India
S-4	SLO-2	Development and ideology	Participatory development	Dependent and inter-dependence theory	Case studies in population and environment	development communication policies and practices in India
S-5	SLO-1	Development in social sciences	Participatory development	Approaches to development	empowerment of the impoverished	ROLE OF MEDIA IN DEVELOPMENT:
S-5	SLO-2	Development in social sciences	Basics needs approach	Approaches to development	empowerment of the impoverished	ROLE OF MEDIA IN DEVELOPMENT:
S-6	SLO-1	Social Development	Basics needs approach	Gandhian meta model	communication experiments in India	emerging perspectives
S-6	SLO-2	Social Development	Basics needs approach	Gandhian meta model	communication experiments in India	Community Radio
S-7	SLO-1	Societal Development	Political development	Mahatma Phule and empowerment	communication experiments in other developing countries	requirements of broadcast news presentation

	SLO-2	<i>Societal Development</i>	<i>Political development</i>	<i>Mahatma Phule and empowerment</i>	<i>communication experiments in other developing countries</i>	<i>requirements of broadcast news presentation</i>
	SLO-1	<i>linear world views of development</i>	<i>Economic development</i>	<i>emancipation</i>	<i>communication experiments in other developing countries</i>	<i>Development communication agencies</i>
S-8	SLO-2	<i>linear world views of development</i>	<i>Economic development</i>	<i>emancipation</i>	<i>communication experiments in other developing countries</i>	<i>Development communication agencies</i>
	SLO-1	<i>the mainstream paradigm</i>	<i>Cultural development</i>	<i>Ernest Friedrich Schumacher</i>	<i>Development projects</i>	<i>Development communication websites</i>
S-9	SLO-2	<i>the mainstream paradigm</i>	<i>Cultural development</i>	<i>Ernest Friedrich Schumacher</i>	<i>Development projects</i>	<i>Development communication websites</i>
	SLO-1	<i>the mainstream paradigm</i>	<i>Cultural development Its meaning</i>	<i>appropriate development</i>	<i>Development projects in India</i>	<i>DEVELOPMENT ORGANIZATIONS:</i>
S-10	SLO-2	<i>the mainstream paradigm</i>	<i>Cultural development Its nature</i>	<i>appropriate development</i>	<i>Development projects in Asia</i>	<i>UN organisations</i>
	SLO-1	<i>Counter Revolution paradigm</i>	<i>Cultural development Its direction and process</i>	INGREDIENTS OF DEVELOPMENT:	<i>Development projects & communication strategies</i>	<i>UN organisations</i>
	SLO-2	<i>Counter Revolution paradigm</i>	<i>Cultural development Its direction and process</i>	<i>a) Education</i>	<i>Development projects & communication strategies</i>	<i>MDGs</i>
	SLO-1	<i>Counter Revolution paradigm</i>	<i>Theories of social change</i>	<i>b) Health</i>	<i>Development projects in third world countries</i>	<i>MDGs</i>
S-12	SLO-2	<i>Structuralist paradigm</i>	<i>Theories of social change</i>	<i>c) Population Planning</i>	<i>Development projects in third world countries</i>	<i>Digital Divide</i>

Learning Resources	1. Community Development by Margaret Ledwith	2. Development Communication by Thomas L. Ed. McPhail
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21D07J	Course Name	Writing for the Media	Course Category	D	Discipline Elective Courses	L	T	P	C
							3	0	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:
CLR-1:	To provide students with the knowledge and skills needed to report on news using a variety of platforms
CLR-2:	Research and write publishable work for news organizations with multiple distribution platforms
CLR-3:	Learn to think, report and write like professional journalists
CLR-4:	Learn about the new audiences' journalists are interacting with and the challenges they are facing
CLR-5:	Understand and respect the value of multiculturalism and diversity in media writing

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:
CLO-1:	Report and write media stories appropriate for publication in print, broadcast, online
CLO-2:	Write effectively in any professional environment.
CLO-3:	Identify appropriate and credible sources for news stories
CLO-4:	Write articles for newspapers, provide updates from the field on breaking news for websites, to blog, tweet and also take pictures and edit videos.
CLO-5:	Understand evolving news media technology and its effects on contemporary messages

Learning	1	2	3
Level of Thinking (Bloom)			
Expected Proficiency (%)			
Expected Attainment (%)			

Program Learning Outcomes (PLO)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	H	H	H	H	H	H	-	M	L	-	H	-	M	H	-
Application of Concepts	H	H	H	H	H	H	-	M	L	-	H	-	M	H	-
Link with Related Disciplines	H	H	H	H	H	H	-	M	L	-	H	-	M	H	-
Procedural Knowledge	H	H	H	H	H	H	-	M	L	-	H	-	M	H	-
Skills in Specialization	H	H	H	H	H	H	-	M	L	-	H	-	M	H	-
Ability to Utilize Knowledge	H	H	H	H	H	H	-	M	L	-	H	-	M	H	-
Skills in Modeling	H	H	H	H	H	H	-	M	L	-	H	-	M	H	-
Analyze, Interpret Data	H	H	H	H	H	H	-	M	L	-	H	-	M	H	-
Investigative Skills	H	H	H	H	H	H	-	M	L	-	H	-	M	H	-
Problem Solving Skills	H	H	H	H	H	H	-	M	L	-	H	-	M	H	-
Communication Skills	H	H	H	H	H	H	-	M	L	-	H	-	M	H	-
Analytical Skills	H	H	H	H	H	H	-	M	L	-	H	-	M	H	-
ICT Skills	H	H	H	H	H	H	-	M	L	-	H	-	M	H	-
Professional Behavior	H	H	H	H	H	H	-	M	L	-	H	-	M	H	-
Life Long Learning	H	H	H	H	H	H	-	M	L	-	H	-	M	H	-

Duration (hour)	15	15	15	15	15
S-1	SLO-1 Print Journalism	Spoken language writing	Visual Culture	What is Web	Digital Divide
	SLO-2 Significance of Print Journalism	Introduction	Introduction	Introduction	What is it?
S-2	SLO-1 Elements of writing	Alterations between written and spoken language	Radio and television	writing for Web	Digital Divide
	SLO-2 Types of Writing	Significance of Spoken language	Comparative review	Structure	India on Digital Divide
S-3	SLO-1 Different news writing styles for Print media	Characteristics of Radio	Difference between writing for radio and television	Digital Journalism	Writing for the screen
	SLO-2 Inverted Pyramid, FOLK, etc.,	How it differs from Print	Significance of Visual Culture	Overview	Practice session
	SLO-1 The Lead	Writing program	Visual Writing	News stories for Web	writing for Print
S-4	SLO-2 Tips for Writing Leads	Types of program	Elements of video scrip	Difference between Web writing and other media	Practice session
S-5	SLO-1 The Lead	Radio Advertisements	Characteristics of visual writing	What is a good web article	Linear vs. nonlinear form Styles of web writing
	SLO-2 Types of Lead	Types of Radio advertisements	Introduction	Case study	Analysis
S-6	SLO-1 Narrative	Good radio advertisements	Dialogues and Visual Medium	Characteristics of good web article	Features and Articles on the Web
	SLO-2 Types of Narrative	Characteristics of good radio advertisements	Can dialogue be visual?	Characteristics of bad web article	How are they influencing other mediums
S-7	SLO-1 Style book	Writing radio advertisements	The 3 C's of news writing	Embedding links for news article	Interviewing for the Web,
	SLO-2 Reuters, AP	Assignments	Clear, Concise and Correct	Significance of Weblinks	Do's and Don'ts
S-8	SLO-1 Attribution	Illustrating copy with sound effects	Television News Story Format	Using Multimedia in stories	Comparative Analysis of E editions v/s print editions

	SLO-2	Types of Attribution	Significance of sound effects	Different formats of television programmes	Significance of Multimedia in news stories	Case Study 1
	SLO-1	Columns	News Writing for Radio	Television News Story Format	Graphics in storytelling	Comparative Analysis of E editions v/s print editions
S-9	SLO-2	Types of Columns	Difference in writing the news	Guidelines while writing the news story for Television	What to do when creating graphics for news stories	Case Study 2
	SLO-1	Critique and Review	Guidelines while writing the news story for Radio	Script Vs Screenplay	Graphics in storytelling	Analysis of News websites
S-10	SLO-2	Significance	Practice session	Production Script	What not to do when creating graphics for news stories	Metric Analysis
	SLO-1	Critique and Review	Radio News Story Format	Three Column Shooting Script	Video Blog	Analysis of News websites,
S-11	SLO-2	Assignment	How it differs from writing for print	Practice session	Introduction to Vlog culture	Content Analysis
	SLO-1	Feature Writing	Reading Radio News Stories	Theories on writing a screenplay	Video Blog	Create a weblog
S-12	SLO-2	Types of Feature Writing	Articulation and grammar		How To get started	Introduction to Wordpress and blogger
	SLO-1	Feature Writing	Different radio news formats	Theories on writing a screenplay	Flash Journalism	Creating a Weblog
S-13	SLO-2	Tips to writing a good feature	Practice session	Three Act Structure	Introduction	Practice session
	SLO-1	Editorial	Radio program formats	Theories on writing a screenplay	Social media and Reporting	Create a weblog
S-14	SLO-2	Types of Editorial	Interview, discussions, drama etc.,	Monomyth	Social Media as reporting tools	Practice session
	SLO-1	Editorial	Writing headlines	Sequence approach	SEO and Online writing	Create a weblog
S-15	SLO-2	Things to remember when writing an editorial	Promo and Teasers	Non-Linear writing	Using correct key words	Practice session

Learning Resources	1. Fred Fedler, John .R.Bender, (2010), <i>Reporting for the Media</i> . Oxford, United Kingdom: Oxford University Press. 2. Raman Usha, (2009), <i>Writing For Media</i> . Chennai, Tamil Nadu: Oxford Publications	3. Thomas Sunny, (2008), <i>Writing for the Media, Career Information & Guidance</i> . 4. Inside Reporting: A Practical Guide to the Craft of Journalism (3rd Edition) by Tim Harrower
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Learning Assessment												
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)		
		CLA – 1 (10%)		CLA – 2 (15%)		CLA – 3 (15%)		CLA – 4 (10%)#				
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory
Level 1	Remember Understand	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
Level 2	Apply Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
Level 3	Evaluate Create	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
	Total	100 %		100 %		100 %		100 %		100%		

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21D08J	Course Name	Content Writing	Course Category	D	Discipline Elective Courses	L	T	P	C
							3	0	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR): *The purpose of learning this course is to:*

CLR-1 :	Encourage learners to explore the various styles of writing
CLR-2 :	Explore the wide spectrum of creative streaks
CLR-3 :	Develop writing and editing skills for various official purposes
CLR-4 :	To learn how to apply a strategic message across multiple types of media
CLR-5 :	To gain experience generating creative ideas individually and as part of a team
CLR-6 :	To develop creative presentation skills

Course Learning Outcomes (CLO): *At the end of this course, learners will be able to:*

		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
CLO-1 :	Learn various styles and techniques of content writing	3	80	70
CLO-2 :	Develop a sustainable practice in the field	3	85	75
CLO-3 :	Write with ease on any given prompt	3	75	70
CLO-4 :	Critically and stylistically analyze any given literary text	3	85	80
CLO-5 :	Be a creative writer and enjoy the process of writing	3	85	75

Program Learning Outcomes (PLO)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
H	H	M	H	L	-	-	-	M	L	-	H	-	-	-

Duration (hour)	15	15	15	15	15
S-1	SLO-1 <i>The art of writing</i>	<i>Understanding the reader</i>	<i>Writing for the digital medium</i>	<i>Different types of writing</i>	<i>SEO content</i>
	SLO-2 <i>Essentials of writing I</i>	<i>The psychology of writing</i>	<i>How to write for digital</i>	<i>Writing for websites I</i>	<i>Keyword Research</i>
	SLO-1 <i>Essentials of writing II</i>	<i>The psychology of writing</i>	<i>Digital Media versus Analog Media</i>	<i>Writing for websites II</i>	<i>SEO fundamentals</i>
S-2	SLO-2 <i>Essentials of storytelling I</i>	<i>Basic concepts of psychology (with regards to writing) I</i>	<i>Screen Writing: Online Style and Techniques</i>	<i>Writing for blogs I</i>	<i>Key terminology & technology</i>
	SLO-1 <i>Essentials of storytelling II</i>	<i>Basic concepts of psychology (with regards to writing) II</i>	<i>Headlines and Hypertext</i>	<i>Writing for blogs II</i>	<i>Article submission</i>
S-3	SLO-2 <i>what is storytelling</i>	<i>Understanding how the mind reacts to writing Applying psychology to writing I</i>	<i>Designing Places and Spaces</i>	<i>Writing for social media I</i>	<i>Blog commenting</i>
	SLO-1 <i>Importance of storytelling</i>	<i>Understanding how the mind reacts to writing Applying psychology to writing II</i>	<i>Editing for Digital Media: Strategies</i>	<i>Writing for social media II</i>	<i>Social bookmarking</i>
S-4	SLO-2 <i>what makes a good story and a bad one</i>	<i>How to use this knowledge to influence the reader I</i>	<i>Writing for Digital Media II: Tools and Techniques</i>	<i>Writing for social media III</i>	<i>Keyword Optimization</i>
	SLO-1 <i>Basic rules of grammar</i>	<i>How to use this knowledge to influence the reader II</i>	<i>Writing for Digital Media II: Tools and Techniques</i>	<i>Writing for search engines I</i>	<i>Content Organization</i>
S-5	SLO-2 <i>Basic rules of grammar and language</i>	<i>What readers like to read</i>	<i>What makes writing for digital different</i>	<i>Writing for search engines II</i>	<i>Content Promotion</i>
	SLO-1 <i>Understanding 'tone of voice'</i>	<i>What readers like to read (or see/hear).</i>	<i>Copywriting</i>	<i>Writing for Advertising & Sales Copy I</i>	<i>Types of SEO Content</i>
S-6	SLO-2 <i>Tone & Its Types</i>	<i>White boarding: Generating Ideas and Publishing the Story I</i>	<i>Copywriting for the digital medium</i>	<i>Writing for Advertising & Sales Copy II</i>	<i>SEO to the web content</i>
S-7	SLO-1 <i>Style and Its Types</i>	<i>White boarding: Generating Ideas and Publishing the Story II</i>	<i>Technical Writing</i>	<i>Journalism & PR Writing I</i>	<i>SEO content strategy</i>

	SLO-2	Sentence Structures	Multi-Modal Storytelling	Creative Writing	Journalism & PR Writing II	Elements of SEO
	SLO-1	Common Grammatical Errors	Elements of Multi-Modal Storytelling	Content Writing Essentials	Technical Writing/Long Form	Proof Reading
S-8	SLO-2	Punctuation Rules in Digital Content Writing (Comma, Full Stop, Hyphen	Multimodal Literacy	Letter Writing	Product Content and Guides I	The proofreading process
	SLO-1	Punctuation Rules in Digital Content Writing (Comma, Full Stop, Hyphen	Content Creation Process	Resume' Writing	Product Content and Guides II	Importance of Proofreading
S-9	SLO-2	Punctuation Rules in Digital Content Writing (Apostrophe, Parentheses, Questions Mark, Exclamation Mark, etc.) Content Flow & Presentation	Content Management	Essay Writing	Product Content and Guides III	Proofreading vs editing
	SLO-1	Punctuation Rules in Digital Content Writing (Apostrophe, Parentheses, Questions Mark, Exclamation Mark, etc.) Content Flow & Presentation	Content Management Phases	Story Writing	Editorial Writing	Editing
S-10	SLO-2	Text Designing: Use of Comma, Spacing, Capital, Italics	Content Distribution	Article Writing for Magazines	Marketing and Communication Writing	Importance of Content Editing
	SLO-1	Text Designing: Use of Margins, Indentation	Content Promotion	Article Writing for Newspapers	Report Writing	Editing Tools
S-11	SLO-2	Text Designing: Use of Bullets, Fonts, Font Size	Foundation of Creative Writing	Office Correspondences	Feature Writing	Content editing vs. copy editing
	SLO-1	Creative Vs Technical Writing I	Dialogue Writing	Memos, Circulars	Web Copy	Rewriting
S-12	SLO-2	Creative Vs Technical Writing II	Script Writing	Office orders, Notices	Web Content	Content writing as career option
	SLO-1	Readability vs searchability	Fiction Writing	Agenda and Minutes	Web Copy writing	Web Content Writers
S-13	SLO-2	Content Formats: Online	Article Writing	Research Articles	Steps to Structure Website Copy	Freelancers
	SLO-1	Content Formats: Offline	Book Reviews	Research Articles	Choosing channels of traction	Creative Content Writers and Editors
S-14	SLO-2	Content Formats: Print	Product Reviews & Descriptions	Term papers	Importance of Web Copy writing	Content Writers for Marketing
	SLO-1	Content Formats: Digital I	Writing cover letter	Dissertations/ Thesis	Various examples for Web Copy writing I	Blogger
S-15	SLO-2	Content Formats: Digital II	E-Book Writing	Dissertations/ Thesis	Various examples for Web Copy writing II	Script writer

Learning Resources	1. Writing and Editing for Digital Media By Brian Carroll 2020	2. CONTENT WRITING HANDBOOK: A Practical Crash Course to Write 30+ Content Types & Earn by Kounal Gupta 2021
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
Level 2	Apply Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
Level 3	Evaluate Create	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21D09J	Course Name	Script Writing	Course Category	D	Discipline Elective Courses	L	T	P	C
							3	0	2	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1:	Understand the importance of Script in film, television programme production	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning			
CLR-2:	Gain knowledge on the different types of Script				H	M	H	H	H	H	M	M	M	H	M	M	H	H	H			
CLR-3:	Trace the different genres of Film				H	H	M	H	H	H	H	H	M	L	H	M	H	H	H			
CLR-4:	Explore the creative skills required for Screen Writing				H	M	H	H	H	L	M	H	H	L	H	M	M	H	H			
CLR-5:	Understand the structure of Film				H	H	H	M	H	H	H	H	H	H	H	H	M	M	M			
CLR-6:	Know the requirements of Script Writing				H	H	H	H	H	H	M	M	M	H	M	M	H	H	H			
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																				
		1	2	3																		
CLO-1:	Understand the structure of a Film	3	80	70																		
CLO-2:	Identify the significance of Script in Film and Television Programme production	3	85	75																		
CLO-3:	Become creative script writers	3	75	70																		
CLO-4:	Impart knowledge in the field of Script Writing	3	85	80																		
CLO-5:	Assess the role of script in any programme or film making process	3	85	75																		
CLO-6:	Explore the differences in Script in Western Film and Indian Film industry	3	80	70																		

Duration (hour)	15	15	15	15	15
S-1	SLO-1	The visual nature of movies	Types of script format used in Television	The three-act structure	Characterization-Character arc
	SLO-2	The visual nature of movies	Types of script format used in Television	The three-act structure	Character arc
S-2	SLO-1	Screenplays as blueprint	Types of script format used in Television	The three-act structure	creating character profiles
	SLO-2	Screenplays as blueprint	Types of script format used in Television	The three-act structure	creating character profiles
S-3	SLO-1	Where stories come from	Genres – Romance	creating an effective opening section	making characters dimension through desire and contrasts
	SLO-2	Where stories come from	Genres – Action	creating an effective opening section	making characters dimension through desire and contrasts
S-4	SLO-1	using personal experiences	Genres - adventure	The difference between classic plots and subtle plots	making characters dimension through desire and contrasts
	SLO-2	using personal experiences	Genres – comedy, drama	The difference between classic plots and subtle plots	making characters dimension through desire and contrasts
S-5	SLO-1	ideas from news stories	Genres - fantasy, crime	Importance of Conflict	showing characters through their actions
	SLO-2	ideas from news stories	Genres - Sci-Fi,	Importance of Conflict	showing characters through their actions
S-6	SLO-1	Fiction and Nonfiction	Non-fiction scripts - documentary	The value of subplots	showing characters through their actions

	SLO-2	Fiction and Nonfiction	Non-fiction scripts - newsreels	The value of subplots	showing characters through their actions	Contract and ownership of scripts
S-7	SLO-1	Generating ideas	Non-fiction scripts - PSA	Romantic subplots	Dialogue's illusion of reality	Contract and ownership of scripts
	SLO-2	Generating ideas	Non-fiction scripts - corporate video	Romantic subplots	Dialogue's illusion of reality	Contract and ownership of scripts
S-8	SLO-1	The Elements of Scriptwriting	Types of screenplay - character based	Other kinds of subplots for the protagonist	Dialogue's illusion of reality	Revision and corrections
	SLO-2	The Elements of Scriptwriting	Types of screenplay - plot based	Other kinds of subplots for the protagonist	Dialogue's illusion of reality	Revision and corrections
S-9	SLO-1	Screen grammar	Types of screenplay - event based	Non-protagonist subplots	Characterization through dialogue	Revision and corrections
	SLO-2	Screen grammar	Types of screenplay - idea based	Non-protagonist subplots	Characterization through dialogue	Revision and corrections
S-10	SLO-1	Classical screenplay structure	How to format a screenplay	Subplot structure	Voice over	relationship of writer and director
	SLO-2	Classical screenplay structure	How to format a screenplay	Subplot structure	Voice over	relationship of writer and director
S-11	SLO-1	From text to screen	Writing effective screenplay description	Finding subplots in your story	Drafting and errors	relationship of writer and director
	SLO-2	From text to screen	Writing effective screenplay description	Finding subplots in your story	Drafting and errors	relationship of writer and director
S-12	SLO-1	Adaptation from novels and stories	Scene defined	The Techniques for sustaining Act II	Drafting and errors	Software for scripting – Final Draft
	SLO-2	Adaptation from novels and stories	Length of scene	The Techniques for sustaining Act II	Drafting and errors	Software for scripting – Final Draft
S-13	SLO-1	Script reading - Indian	Tenets of a good scenes—importance	The Techniques for sustaining Act II	revision and rewriting	Software for scripting – Final Draft
	SLO-2	Script reading - Indian	desire/conflict	The Techniques for sustaining Act II	revision and rewriting	Software for scripting – Final Draft
S-14	SLO-1	Script reading - European	structure	Creating an effective climax	revision and rewriting	Software for scripting - Movie magic
	SLO-2	Script reading - European	compression	Creating an effective climax	final draft	Software for scripting - Movie magic
S-15	SLO-1	Hollywood Scripts	visual storytelling Sequences	Creating an effective climax	final draft	Software for scripting – Cell Tex
	SLO-2	Auteur scripts	visual storytelling Sequences	Creating an effective climax	final draft	Software for scripting – Cell Tex

Learning Resources	1. <i>Screenplay: The Foundations of Screenwriting</i> , Syed Field, Bantam Dell, Newyork 2005 2. <i>Save the Cat: The Last Book on Screenwriting You'll Ever Need</i> , Blake Synder 2005. 3. <i>Story: Style, Structure, Substance, and the Principles of Screenwriting</i> , Robert Mckee, 1997. 4. <i>The Anatomy of Story: 22 Steps to Becoming a Master Storyteller</i> , John Truby, 2008.	5. <i>Creating Character Arcs: The Masterful Author's Guide to Uniting Story Structure: Volume 7</i> K.M. weiland, 2016. 6. <i>Dialogue: The Art of Verbal Action for Page, Stage, and Screen</i> , Robert Mckee, 2016. 7. <i>How to Write Movie in 21 Days</i> , Viki King, 2001
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (15%)		CLA – 3 (15%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
Level 2	Apply Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
Level 3	Evaluate Create	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21P01J	Course Name	Event Management and Public Relations	Course Category	P	Project Work, Internship in Industry / Higher Technical Institutions	L	T	P	C
							2	0	3	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):		The purpose of learning this course is to:		
CLR-1:	Understand the Concept of Event Management			
CLR-2:	Know the Structure and Working of an Event Management Company			
CLR-3:	Differentiate Different Types of Events			
CLR-4:	Tailor Events According to the Audience			
CLR-5:	Give A Hands – On Experience In Running An Event			

Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:		
CLO-1:	Plan and organize an event on their own			
CLO-2:	Utilize the skills required of an events manager successfully			
CLO-3:	Actively interchange roles in the three stages of an event (Pre, During & Post)			
CLO-4:	Document the event in various media outlets			
CLO-5:	Use event as a marketing tool			

Learning		
1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
3	80	70
3	85	75
3	75	70
3	85	80
3	85	75

Program Learning Outcomes (PLO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
H	H	H	H	L	H	H	H	L	M	H	H	M	H	H
H	H	L	M	L	H	H	H	M	M	H	H	L	H	H
H	H	M	H	L	H	H	H	M	M	H	H	L	H	H
H	H	M	H	L	H	H	H	M	M	H	H	L	H	H
M	H	M	H	L	H	H	H	M	H	H	H	L	H	H

Duration (hour)	15	15	15	15	15
S1 - S3	SLO-1 Events - Introduction	Pre – Planning - 1	Time management	Post Event	Documentation
	SLO-2 What is an event and its types	Conceptualization of an event	Scheduling	Feedback Session	Media Coverage
S4-S6	SLO-1 Public Relations – Introduction	Planning the Necessary Market research	Celebrity/ Artist/ Guest management	Appreciation and Learning from errors	Media Coverage
	SLO-2 History of PR and its evolution	Finalizing the event topic	Hospitality and Logistics	Crisis management	Traditional coverage
S7- S9	SLO-1 Functions of Public Relations	Budgeting for the proposed event	On-Stage / Off – Stage management	Thank you, notes / mails, sent to guests and audience	Traditional Media Coverage
	SLO-2 Case study	Budgeting Mistakes and common misconceptions	Audience Strategies	Financial control system – submitting bills	Social media coverage
S10-S12	SLO-1 Market Research,	Preparing Budget	Venue	Auditing checklist	Invites
	SLO-2 Types of analysis and their significance	Human Resource Management	Infra Structure Management	Risk Management	Press Release
S13 -S14	SLO-1 Structure of an event management company	Sponsorship in event management	Drafting Checklist	The Risk Treatment Schedule	Photographs and Video graphs
	SLO-2 Roles and Responsibility	Different types of sponsorship	Event approvals & Legal requirements	Methods of Break-even Analysis	Internal and External Documentation
S15	SLO-1 Events as a marketing tool	Target market	Designing	Algebraic Method, Graphic Method	Project Report
	SLO-2 Case Studies / Pilot Study	Defining the target market for the event	Flyers, Posters, Invites		Submission

Learning Resources	1. Swarup K. Goyal, Event Management -Adhyayan Publisher -2009 2. Feame, Banks, Kathleen, Crisis Communications, Evbaum Associates, 2007.
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (15%)		CLA – 3 (15%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
Level 2	Apply Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
Level 3	Evaluate Create	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
	Total	100 %		100 %		100 %		100 %		100%	

Course Code	PJM21P02J	Course Name	Television Production and Documentary Making	Course Category	P	Project Work, Internship in Industry/Higher Technical Institutions	L	T	P	C
							2	0	3	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1:	Understand the stages of Television Programme production and Documentary making	1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2:	Gain knowledge on the different types on Documentary	Level of Thinking (Bloom)	Fundamental Knowledge
CLR-3:	Know the role of crew members in production	Expected Proficiency (%)	Application of Concepts
CLR-4:	Impart creative thinking in producing different programmes	Expected Attainment (%)	Link with Related Disciplines
CLR-5:	Asses the importance of Documentaries in revealing social issues		Procedural Knowledge
CLR-6:	Synthesize a combined knowledge in Television and Documentary Making		Skills in Specialization
			Ability to Utilize Knowledge
			Skills in Modeling
			Analyze, Interpret Data
			Investigative Skills
			Problem Solving Skills
			Communication Skills
			Analytical Skills
			ICT Skills
			Professional Behavior
			Life Long Learning

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Program Learning Outcomes (PLO)
CLO-1:	Describe the key skills required for Programme Producer	3	80	70	H M H H H M M M H M M H H H
CLO-2:	Exhibit the cognitive skills required for a Documentary Maker	3	85	75	H H M H H H H H M L H M H H H
CLO-3:	Produce Creative Programmes for Television	3	75	70	H M H H H L M H H L H M M H H
CLO-4:	Acquire skills required for the professional Documentary Maker	3	85	80	H H H M H H H H H H H M M M
CLO-5:	Understand the importance of Documentary Maker in exhibiting the tyrannies of the Society	3	85	75	H H H H H H H H H H M H M H H
CLO-6:	Explore the different genres of Programme production	3	80	70	H M H H H H M M M H M M H H H

Duration (hour)	15	15	15	15	15
S1 - S3	SLO-1 Developing the Idea and Doing the Research	Preparing for Collaboration	Individual Proposal	Preproduction presentation by groups	Documentary production
	SLO-2 Developing the Idea and Doing the Research	Preparing for Collaboration	Individual Proposal	Preproduction presentation by groups	Documentary production
S4 - S6	SLO-1 Critical Needs: Characters and a Visual Story, Proposals	Classic documentary styles and production	Planning for Effective Interviews	Preproduction presentation by groups	Documentary production
	SLO-2 Critical Needs: Characters and a Visual Story, Proposals	Classic documentary styles and production	Planning for Effective Interviews	Preproduction presentation by groups	Documentary production
S7 - S9	SLO-1 Budgets, and Fund-raising	Classic documentary styles and production	Planning for Effective Interviews	Preparing Crew List	Documentary production
	SLO-2 Budgets, and Fund-raising	Classic documentary styles and production	Planning for Effective Interviews	Preparing Crew List	Documentary production
S10 - S12	SLO-1 Documentary samples shown to demonstrate styles	Discussion of proposals and selection criteria	Sound Considerations	managing data sheets	Post –Production
	SLO-2 Documentary samples shown to demonstrate styles	Discussion of proposals and selection criteria	Sound Considerations	managing data sheets	Post –Production
S13 - S15	SLO-1 Equipment orientation and proposal previews	Trailer projects (individual projects)	Sound Considerations	managing data sheets	Post –Production
	SLO-2 Equipment orientation and proposal previews	Trailer projects (individual projects)	Sound Considerations	managing data sheets	Post –Production

Learning Resources	1. Jim Owens, Television Production. Routledge; 17th edition. 2019	2. Herbert Zettl, Television Production Handbook. Wadsworth Publishing Co Inc; 9th edition. 2005
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (15%)		CLA – 3 (15%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
Level 2	Apply Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
Level 3	Evaluate Create	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21G01T	Course Name	International Law and Human Rights	Course Category	G	Generic Elective Courses	L	T	P	C
							3	0	0	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	<i>The purpose of learning this course is to:</i>
CLR-2:	<i>Know the governing bodies of international law and human rights</i>
CLR-3:	<i>Identifying the field of violations</i>
CLR-4:	<i>Better understanding on Social Issues</i>
CLR-5:	<i>To understand the Features of Human Rights</i>
CLR-6:	<i>Analyze the status of HR violations around the Globe</i>

Course Learning Outcomes (CLO):	<i>At the end of this course, learners will be able to:</i>
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		1	2	3
		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
CLO-1:	<i>Understand the evolution of International Law</i>	3	80	70
CLO-2:	<i>Efficiently work on the field of Human Rights</i>	3	85	75
CLO-3:	<i>Compare historical cases with ongoing issues</i>	3	75	70
CLO-4:	<i>Know the Social violation around them</i>	3	85	80
CLO-5:	<i>Evaluate the diaspora in the current scenario</i>	3	85	75
CLO-6:	<i>Identify what are rights</i>	3	80	70

Program Learning Outcomes (PLO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
H	H	M	H	L	-	-	-	M	L	-	H	-	-	-
L	H	-	H	L	-	-	-	L	L	-	H	-	-	-

Duration (hour)	9	9	9	9	9
S-1	SLO-1 Explaining International Relations	International Law	what are human rights?	United Nations and Universal Declaration of Human Rights	Human rights publications
	SLO-2 Evolution	Different facets of International Law	Evolution of human rights law	Protocols of Human Rights	Amnesty international, Human rights watch and Reporters without borders
S-2	SLO-1 Modern International Law	International Law: Principles	Are human rights a global phenomenon	Vienna convention	Disparity in Health sector
	SLO-2 Customary international law vs modern international law	International Law: Justice	Western Individual Rights Tradition	Perpetrators of human rights violation	Gender discrimination
S-3	SLO-1 International Organisations	Customary international law	Human rights vs national sovereignty	Geneva convention	Children of War
	SLO-2 League of Nations and United Nations	General principles of law recognised by civilised nations	Independent states and their leaders	Prisoners	AmerAsians
S-4	SLO-1 International Criminal Court and International Court of Justice	Types of International law	National security	Treatment of prisoner	Ethnic cleansing
	SLO-2 Access to Justice	Subjects of International law	Public safety and Abuse of power	Human rights violations in prison	Case study
S-5	SLO-1 The European Human Rights System	Erga Omnes	Terrorism	Problem of jurisdiction in international relations	Rwandan Genocide
	SLO-2 Protection of rights in domestic courts	Public international law	Armed conflicts on civilians	War Criminals	100 days of slaughter
S-6	SLO-1 Minorities rights	Law of Nations	United States	Women and children in conflict	Massacre at Sabra and Shatila
	SLO-2 Promotion of Human Rights and Humanitarian Law	Private international law	United States: Refugee cap and nationals	Displacement of people	Human rights violations by Lebanese extremists
S-7	SLO-1 Societal Problems of Human Rights in India	Super national law	China	Human Rights violation under Cultural context	Khmer Rouge
	SLO-2 Regional human rights system	Regional Cooperation	Communism on Human Rights	Human Rights violation under Cultural context: case	Cambodia's years of brutality

					study	
S-8	SLO-1	Children and human rights	Diplomatic immunity	Russia	Human Trafficking	Rohingya crisis: Myanmar
	SLO-2	Protection and Enforcement of Human Rights	<i>Role of a diplomat</i>	Post-Soviet period	UNODC	Rohingya's in India
S-9	SLO-1	Constitutional provisions	Laws of war	India	Worker rights	Syrian civil war
	SLO-2	Indian Constitution on Human Rights	Ethics of warfare	Communal violence in India	Labor Law	Plight of refugees and Human Rights

Learning Resources	1. Oette, L. Bantekas, I. (2013). <i>International human rights law and practice</i>	2. Dixon, M. (1990). Text book on international law

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21G02T	Course Name	Political Communication	Course Category	G	Generic Elective Courses	L	T	P	C
							3	0	0	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1:	introduce the student to the various forms of political communication used by policy makers in the realm of domestic politics			Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2:	Introduce the student to the various forms of political communication used by policy makers in the realm of Foreign policy.						Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning	
CLR-3:	Provide a deeper knowledge on the various tools used in political campaigns																					
CLR-4:	Give an insight into the disruption made by the internet in the process of political communication																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																				
CLO-1:	Have a clearer notion on how political communication takes place in modern era			3	80	70	H	H	-	H	L	H	H	M	L	L	M	H	M	H	H	
CLO-2:	Compare the new model of political communication and the older model of political communication			3	85	75	H	H	L	M	L	H	H	M	M	L	M	H	M	H	H	
CLO-3:	Have a deeper knowledge on the evolution of strategies used in political communication			3	75	70	H	H	M	H	L	H	H	M	M	L	M	H	M	H	H	
CLO-4:	Read into the effect of technologies in mediated political communication			3	85	80	H	H	M	H	L	H	H	M	M	L	M	H	M	H	H	

Duration (hour)	9	9	9	9	9
S-1	SLO-1	Politics	The strategies of political communication.	New Media and Political Communication	The context of the evolving change in political communication
	SLO-2	An Introduction	Political organisations	Evolution of New Media in the realm of political communication	The role of the state
S-2	SLO-1	Politics as science	Introduction	Strategies of political communication	The context of the evolving change in political communication
	SLO-2	The study of Politics	Public organisations	In the Internet era	Role of political parties
S-3	SLO-1	Definitions Nature and Scope of political science	Introduction	Globalisation	Campaign Crafting
	SLO-2	Politics as the study of the state	Pressure groups	Impact on Political Communication	Introduction
S-4	SLO-1	Definitions Nature and Scope of political science	Introduction	Paradigm shift in political communication	The Rise of Consultants
	SLO-2	Politics as the study of the Government	The medium of communication of messages	Domestic politics	Case Study
S-5	SLO-1	Definitions Nature and Scope of political science	Common Mediums involved in political communication	Paradigm shift in political communication	Mass Customization
	SLO-2	Political Science as a Study of Power	Case Study	International Politics	Evolution of Internet
S-6	SLO-1	Introduction to Political Communication	Cinema as a form of political communication in India	Local Political Communication	Party Centered Campaigns
	SLO-2	Nature and Scope of Political Communication	Introduction	Media and Local Publics in the Age of Globalization	Evolution of Political communication

S-7	SLO-1	Political communication in a democracy	Cinema as a form of political communication in India - Particularly Southern Indian states	Americanization, Globalization, and Secularization	Candidate Centered Campaigns,	Representation and Mediated Politics
	SLO-2	Freedom experienced in democratic states	Case Study	Understanding the Convergence of Media Systems and Political Communication	Evolution of Political communication	Representation in an Age of Internet
S-8	SLO-1	Political communication in non-democratic political systems.	The evolving strategies of traditional communication	Changes in Political News Coverage	Consultant Centered Campaigns	Political Consumerism
	SLO-2	Case study	Case Study	Personalization, Conflict and Negativity	Evolution of Political communication	Political Consumerism as Political Participation
S-9	SLO-1	The actors in political communication	Ideologies of political communication messages.	Political News Journalists	Challenges of Planning	New Frontiers of Journalism
	SLO-2	Who are the actors?	Shaping of political communication messages	Partisanship and Professionalism	Case Study Arab Spring protests of 2011.	Citizen Participation

Learning Resources	1. Davis, Aeronm (2019) <i>Political Communication</i> , John Wiley & Sons, Inc	3. Salgado, Susano, (2018) <i>Mediated campaigns and Populism in Europe</i> , Springer,
	2. Wahl-Jorgenson, Karin, (2019), <i>Emotions, Media and Politics</i> , John Wiley & Sons, Inc	

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21G03T	Course Name	Social Media and Citizen Journalism	Course Category	G	Generic Elective Courses	L	T	P	C
							3	0	0	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
		1	2	3	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1:	To introduce the impact that new media has on the production of Media content				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-2:	To explore various aspects and interactive features of smartphones such as camera, audio recorder, images, etc.to create audio-visual stories;							H	H	-	H	L	H	H	M	L	L	M	H	M	H	H
CLR-3:	To introduces the world of participatory journalism							H	H	L	M	L	H	H	M	M	L	M	H	M	H	H
CLR-4:	To provide an insight into various aspects involved in production of media messages							H	H	M	H	L	H	H	M	M	L	M	H	M	H	H
CLR-5:	To increase student's ability to produce original programming and custom-branded content							H	H	M	H	L	H	H	M	M	L	M	H	M	H	H
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																				
CLO-1:	Able to understand various concepts around citizen journalism				3	80	70															
CLO-2:	Learn a broad range issues that are pertinent to understanding the need for civic media				3	85	75															
CLO-3:	To develop the understanding of media's basic needs for a citizen journalist				3	75	70															
CLO-4:	To understand ethics and responsibility of a citizen journalist				3	85	80															
CLO-5:	To understand how actions are influenced by the mass media				3	85	75															

Duration (hour)	9	9	9	9	9
S-1	SLO-1	Defining Society	Modern Citizens	Media Ecology: Tribal age and Literacy age	Digital Revolution
S-1	SLO-2	Introduction to society in academic sense	Definition of citizen in global world	Effects with a case study	Introduction
S-2	SLO-1	Social Structure - Historical Vs Modern Context	Part IV A, Article 51 –A	Media Ecology: Print age	Media literacy
S-2	SLO-2	Case study	India and its interpretation	Effects with a case study	What is Media Literacy
S-2	SLO-1	Solidarity in Society	Patriotism V Citizen: Contradictions	Media Ecology: Electronic age	Media literacy
S-3	SLO-2	Significance of Solidarity	Case study	Effects with a case study	Effect of digital revolution on Media Literacy
S-4	SLO-1	Evolution of solidarity in society	size, ownership, and profit orientation of the mass media	Media Ecology: New Media age	Content analysis in modern context
S-4	SLO-2	Emile Durkheim's perspective (Mechanical to organic)	Chomsky's Propaganda model	Effects with a case study	Case Study
S-5	SLO-1	Organic Solidarity and implications on modern society	Size, ownership, and profit orientation of the mass media	Technological convergence	Democracy in Virtual World
S-5	SLO-2	Case Study	Case Study - Discussion	Introduction on Convergence	Interpretation of Activism
S-6	SLO-1	Relevance of community in modern society	Inequalities of design	Effect on technological convergence on mediated communication	Civil Disobedience
S-6	SLO-2	Role of Citizen	Structure of Media	Case study	Introduction and Interpretation
S-7	SLO-1	Community in reference to development of society	Effect on Public Sphere	Age of participatory culture	Case Study - Discussion
					Crowd sourcing.

	SLO-2	Role of Citizen	Case study on campaigns	Case Study- Discussion	Activism and civil disobedience without media literacy	Non-fiction documentaries
	SLO-1	Mediated communication in modern context	Control of public space – laws and regulation	Rhetorical communication	Social Justice	Advocacy journalism
S-8	SLO-2	Introduction to digital era	Mechanisms and institutions involved in designing public sphere	Introduction to Rhetoric	Introduction to social justice	Alternative journalists and their agenda
	SLO-1	Mediated communication in political sphere and public Sphere	Media ecology in today's context	Rhetoric to digital rhetoric	Social Justice	Parody news shows
S-9	SLO-2	Case Study - Discussion	Historical interpretations of Media ecology	Transformation analysis	Interpretation of social justice using digital technologies	Significance and context

Learning Resources	1. Hoffmann David, (2014), Citizens Rising: Independent Journalism and the Spread of Democracy. Delhi, India: Prakash Books India Pvt. Ltd. 2. Mohamed Ali Sayed, (2013), Citizen Journalism and Democratic Transformation in Egypt. Saarbrücken, Germany: OmniScriptum. 3. Paramjeet Singh Dhawal, (2001), International Encyclopaedia of New Media: Citizen Journalism. Bengaluru, India: Anmol Publications
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	20%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PCD21AE3T	Course Name	Employability Skills	Course Category	AE	Ability Enhancement Course	L	T	P	C
							1	0	0	1

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Career Development Centre				Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1:	Develop contextual approach to acquire new vocabulary	1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2:	Establish clear relationship between words	Level of Thinking (Bloom)	Disciplinary Knowledge
CLR-3:	Identify problems	Expected Proficiency (%)	Critical Thinking
CLR-4:	Learn the fundamental skills to solve problems	Expected Attainment (%)	Problem Solving
CLR-5:	Acquire experience of attending group discussion and personal interview		Analytical Reasoning
CLR-6:	Equipping students with necessary employability skills		Research Skills
			Team Work
			Scientific Reasoning
			Reflective Thinking
			Self-Directed Learning
			Multicultural Competence
			ICT Skills
			Life Long Learning
			PSO - 1
			PSO - 2
			PSO - 3

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Learning	Program Learning Outcomes (PLO)
CLO-1:	Determine the accurate meanings of words	2 80 75	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLO-2:	Recognise parallel relationship between words	2 80 70	Disciplinary Knowledge
CLO-3:	Learn to solve problems	2 75 70	Critical Thinking
CLO-4:	Understand and applies problem solving skills learned.	2 80 75	Problem Solving
CLO-5:	Inculcate professional communication through Interviews & Group Discussions	2 80 70	Analytical Reasoning
CLO-6:	Acquire necessary skills for successful career	2 80 75	Research Skills
			Team Work
			Scientific Reasoning
			Reflective Thinking
			Self-Directed Learning
			Multicultural Competence
			ICT Skills
			Life Long Learning
			PSO - 1
			PSO - 2
			PSO - 3

Duration (hour)	3	3	3	3	3
S-1	SLO-1 Time & work	Time, speed, distance	Permutation and combination	Probability	Geometry and Mensuration
	SLO-2 Solving problems	Solving problems	Solving problems	Solving problems	Solving problems
S-2	SLO-1 Perspective on Issues	Critical Reasoning	Synonyms	Antonyms	Word Analogy
	SLO-2 Perspective on Issues	Critical Reasoning	Synonyms	Antonyms	Word Analogy
S-3	SLO-1 Resume preparation	Group Discussion	Mock GD	Interview Techniques	Mock PI
	SLO-2 Resume preparation	Group Discussion	Mock GD	Interview Techniques	Mock PI

Learning Resources	1. Quantitative aptitude by Dinesh Khattar 2. Ramachandran and Karthik, From Campus to Corporate, India, PEARSON Publication, 2016.	3. Verbal Advantage – Ten Easy Steps to a Powerful Vocabulary – Charles Harrington Elster 4. Barron's GRE
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30 %	-	30 %	-	30 %	-	30 %	-	30 %	-
	Understand										
Level 2	Apply	40 %	-	40 %	-	40 %	-	40 %	-	40 %	-
	Analyze										
Level 3	Evaluate	30 %	-	30 %	-	30 %	-	30 %	-	30 %	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

CLA – 4 can be from any combination of these: Assignments, Seminars, Scientific Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications etc.,

Course Designers		
Experts from Industry		Internal Experts
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		3. Dr.M.Snehalatha, SRMIST
2.Mr.Pratap Iyer, Study Abroad Mentors, Mumbai, pratap.iyer30@gmail.com		5. Mr. Harinarayana Rao, SRMIST
		7. Mrs. Kavitha Srisarann, SRMIST
		2. Dr. A Clement, SRMIST
		4. Dr.Jayapragash J, SRMIST
		6. Mr. P Priyanand, SRMIST

Course Code	PJM21AE4T	Course Name	Advertising Principles and Practices	Course Category	AE	Ability Enhancement Courses	L	T	P	C
							2	0	0	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)														
CLR-1:		To introduce the concept and process of advertising and its role in marketing.			Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:		To gain knowledge about the nature, purpose and complex construction in the planning and execution of an effective Advertising program.						Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLR-3:		To prepare professionals interested in careers in advertising, marketing, promotions, public relations or sales managerial jobs, or for individuals in the field.						L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
CLR-4:		Expand the importance of Advertising.						M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
CLR-5:		Compare and contrast the different Advertising mediums available.						M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			H	H	M	H	L	-	-	-	M	L	-	H	-	-	-			
CLO-1:		Effectively use various tools of Advertising and know the importance of coordinating them.			3	80	70															
CLO-2:		Gain knowledge about the nature, purpose and complex construction in the planning and execution of an effective Advertising program.			3	85	75															
CLO-3:		Gain an appreciation of how different media and platforms orient and impact the communication process			3	75	70															
CLO-4:		Ability to analyze the Scope and role of sale promotion and Objectives of sales promotion.			3	85	80															
CLO-5:		Demonstrate their understanding of how the communication component plays a vital role in the conceptualization, development and ultimate success of a marketing campaign by describing and critically evaluating previous campaigns and applying theories to concrete cases			3	85	75															

Duration (hour)	6	6	6	6	6
S-1	SLO-1 Advertising: Concept, Definitions	Advertising Agency Structure	Media Strategy	Branding and Image Building	Creative: Copy
	SLO-2 History and evolution of Advertising I	Types of Advertising	Competitor and Target audience analysis	Advertising campaigns	Visualisation
S-2	SLO-1 Role & Objectives of Advertising	Advertising Appeals	Media strategy and Ad spends	Developing an advertising campaign	Writing to persuade
	SLO-2 Functions, and relevance of advertising	Types of Advertising Appeals	Target market, and Budget	Introduction to branding	Writing: Copy
S-3	SLO-1 Marketing mix	Criteria of selecting ad agencies	Media Campaign: Scheduling;	Brand Positioning	Slogan, identification mark and illustrations
	SLO-2 Role of Marketing mix	Types of advertising agencies	Continuity and Pulsing	Importance of Brand Positioning	Ad Lay-out
S-4	SLO-1 Classification of Advertisements	Advertising and marketing communications services departments I	Market Segmentation	Consumer perceptions	Ad Lay-out in Print Advertisement
	SLO-2 Various media for advertising	Advertising and marketing communications services departments II	Consumer behaviour	Identifying and building brand values	Television Advertisement
S-5	SLO-1 Socio-economic effects of advertising	Advertising agency structure and processes	Consumer Decision Process	USP of a product	Advantages & Disadvantages of Broadcast media
	SLO-2 Process of Communication in Marketing	Commission system in Advertising	Market Analysis	Brand Positioning and the role of advertising	Client brief
S-6	SLO-1 Golden Rules of Marketing Communications I and II	Agency client relationships	Models of Advertising Communication	Positioning strategies	Creative brief
	SLO-2 4P's and 4C's of Marketing	Advertising agencies in India	AIDA model	Analyzing brands	Script and story board.
Learning	1. Advertising and Promotion: An Integrated Marketing Communications Perspective by Belch, 2018			3. Gupta, Ruichi, (2012), Advertising Principles and Practice. Chennai, India: S. Chand Publishing	

Resources	2. Wells, Burnett, (2010), <i>Advertising: Principles and Practice (Seventh Edition)</i> . London, United Kingdom: Pearson Education.	
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember Understand	40%	-	30%	-	30%	-	30%	-	30%	-
Level 2	Apply Analyze	40%	-	40%	-	40%	-	40%	-	40%	-
Level 3	Evaluate Create	20%	-	30%	-	30%	-	30%	-	30%	-
	Total	100 %		100 %		100 %		100 %		100%	

CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Code	PJM21S04L	Course Name	Radio Production	Course Category	S	Skill Enhancement Courses			
						L	T	P	C
						0	0	5	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:
CLR-1:	To provide introduction to different themes involved Radio Production
CLR-2:	To explore varied areas involved in production of audio program
CLR-3:	To make them understand the important role Radio in mass communication
CLR-4:	To build language, vocabulary, reading comprehension, critical thinking, problem solving, oral expression, and listening skills.

Learning		
1	2	3
Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)
3	80	70
3	85	75
3	75	70

Program Learning Outcomes (PLO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
H	H	-	H	L	H	H	M	L	L	M	H	M	H	H
H	H	L	M	L	H	H	M	M	L	M	H	M	H	H
H	H	M	H	L	H	H	M	M	L	M	H	M	H	H

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:
CLO-1:	Develop a script for Radio shows.
CLO-2:	Produce their own podcast
CLO-3:	Edit audio files

Duration (hour)	15	15	15	15	15
S1-S4	SLO-1 Writing for the Ear	Radio Production	Writing for Radio	Radio Interview	Introduction to Editing Software
	SLO-2 Principles and Introduction	Introduction	Who are you talking to?	Introduction	Audacity and Audio Cutter
S5-S7	SLO-1 Listening to Radio formats	Elements of radio productions	Writing for Radio	Radio Interview	Working on software
	SLO-2 Analyzing the formats	Instruments involved	What do you want to say?	Types of Interview	Editing Exercise
S8-S10	SLO-1 Examining the broadcast landscape in India	Studio layout	Writing for Radio	Pre-interview discussion	Hosting a Podcast
	SLO-2 What place does Radio have in India	The studio desk, mixer, control panel, console or board	What words to be used?	Group Exercise	Production Exercise
S11-S12	SLO-1 Understand the characteristics of spoken word	Studio layout	Analysing a Radio Script	Question technique	Postmortem of the episode produced
	SLO-2 Review of Programing formats	Digital audio workstation	Understanding parts of Radio Script	Writing Exercise	Review and Analysis
S13-S15	SLO-1 Writing Review on Radio formats	Trial Run on Audio recording	Writing a Radio Script	Question technique	Uploading a podcast
	SLO-2 Writing Exercise	Recording Exercise	Writing Exercise	Do's and Don'ts	Spotify, Anchor etc.,

Learning Resources	1. Kristen Meinzer, So You Want to Start a Podcast: HarperCollins. 2019	2. Gabriel Bachheimer, Podcast Planner: Podcast Book for Beginners Keep Track, Plan, Learn and Review your Podcasts. Gabriel Baheimer. 2021
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	-	40%	-	40%	-	40%	-	30%	-	30%
	Understand	-	40%	-	40%	-	40%	-	30%	-	30%
Level 2	Apply	-	40%	-	40%	-	40%	-	40%	-	40%
	Analyze	-	40%	-	40%	-	40%	-	40%	-	40%
Level 3	Evaluate	-	20%	-	20%	-	20%	-	30%	-	30%
	Create	-	20%	-	20%	-	20%	-	30%	-	30%
	Total	100 %		100 %		100 %		100 %		100%	

SEMESTER IV

Course Code	PJM21P03L	Course Name	Dissertation	Course Category	P	Project Work, Internship in Industry/ Higher Technical Institutions	L	T	P	C
							0	0	8	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:
CLR-1:	To understand the scope of research
CLR-2:	To learn the theoretical frame work
CLR-3:	To know the elements of research
CLR-4:	To explore different forms of research

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:
CLO-1:	Various theories of research
CLO-2:	Theoretical framework of research
CLO-3:	Understand various research elements
CLO-4:	Different studies in research

Learning	1	2	3
Level of Thinking (Bloom)	3	80	70
Expected Proficiency (%)	3	85	75
Expected Attainment (%)	3	75	70
	3	85	80

Program Learning Outcomes (PLO)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fundamental Knowledge	H	H	H	H	H	H	H	H	M	H	H	H	M	H	H
Application of Concepts	H	H	H	M	H	H	H	H	M	H	H	H	M	M	M
Link with Related Disciplines	H	H	H	H	H	H	M	H	M	H	H	H	M	M	H
Procedural Knowledge	H	H	H	H	H	H	M	H	M	H	H	H	M	H	H
Skills in Specialization	H	H	H	H	H	H	M	H	M	H	H	H	M	M	H
Ability to Utilize Knowledge	H	H	H	H	H	H	M	H	M	H	H	H	M	M	H
Skills in Modeling	H	H	H	H	H	H	M	H	M	H	H	H	M	M	H
Analyze, Interpret Data	H	H	H	H	H	H	M	H	M	H	H	H	M	M	H
Investigative Skills	H	H	H	H	H	H	M	H	M	H	H	H	M	M	H
Problem Solving Skills	H	H	H	H	H	H	M	H	M	H	H	H	M	M	H
Communication Skills	H	H	H	H	H	H	M	H	M	H	H	H	M	M	H
Analytical Skills	H	H	H	H	H	H	M	H	M	H	H	H	M	M	H
ICT Skills	H	H	H	H	H	H	M	H	M	H	H	H	M	M	H
Professional Behavior	H	H	H	H	H	H	M	H	M	H	H	H	M	M	H
Life Long Learning	H	H	H	H	H	H	M	H	M	H	H	H	M	M	H

PROCESS	Identifying area of interest
Stage I	Review I
Stage II	Review II
Stage III	Review III
Stage IV	Final Submission of the Project Report (Thirty pages minimum)
Stage V	

	Continuous Learning Assessment (50% weightage)	Final Evaluation (50% weightage)
	Review – 1 20%	Review – 2 30 %
Project Work / Internship		Project Report 30 %
		Viva-Voce 20 %

Course Code	PJM21P04L	Course Name	Internship	Course Category	P	Project Work, Internship in Industry/ Higher Technical Institutions	L	T	P	C
							0	0	14	7

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Journalism and Mass Communication	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):		The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)																
CLR-1:	Gain practical experience within the business environment.		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
CLR-2:	Acquire knowledge of the industry in which the internship is done.		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning		
CLR-3:	Apply knowledge and skills learned in the classroom in a work setting					H	H	H	H	H	H	H	M	H	H	M	H	H	H	M	H	H
CLR-4:	Develop a greater understanding about career options while more clearly defining personal career goals					H	H	H	H	H	H	M	H	M	H	M	H	H	H	M	M	H
CLR-5:	Experience the activities and functions of business professionals.					M	H	H	H	H	M	H	M	H	M	H	H	H	H	M	H	H
Course Learning Outcomes (CLO):			At the end of this course, learners will be able to:																			
CLO-1:	Identify areas for future knowledge and skill development		3			80	70	H <td>H<td>H<td>H<td>H<td>H<td>H<td>H<td>M<td>H<td>H<td>H<td>M<td>H<td>H</td></td></td></td></td></td></td></td></td></td></td></td></td></td>	H <td>H<td>H<td>H<td>H<td>H<td>H<td>M<td>H<td>H<td>H<td>M<td>H<td>H</td></td></td></td></td></td></td></td></td></td></td></td></td>	H <td>H<td>H<td>H<td>H<td>H<td>M<td>H<td>H<td>H<td>M<td>H<td>H</td></td></td></td></td></td></td></td></td></td></td></td>	H <td>H<td>H<td>H<td>H<td>M<td>H<td>H<td>H<td>M<td>H<td>H</td></td></td></td></td></td></td></td></td></td></td>	H <td>H<td>H<td>H<td>M<td>H<td>H<td>H<td>M<td>H<td>H</td></td></td></td></td></td></td></td></td></td>	H <td>H<td>H<td>M<td>H<td>H<td>H<td>M<td>H<td>H</td></td></td></td></td></td></td></td></td>	H <td>H<td>M<td>H<td>H<td>H<td>M<td>H<td>H</td></td></td></td></td></td></td></td>	H <td>M<td>H<td>H<td>H<td>M<td>H<td>H</td></td></td></td></td></td></td>	M <td>H<td>H<td>H<td>M<td>H<td>H</td></td></td></td></td></td>	H <td>H<td>H<td>M<td>H<td>H</td></td></td></td></td>	H <td>H<td>M<td>H<td>H</td></td></td></td>	H <td>M<td>H<td>H</td></td></td>	M <td>H<td>H</td></td>	H <td>H</td>	H
CLO-2:	understanding of what is expected in the job market and what their standard of performance should be		3	85	75	H <td>H<td>H<td>M<td>H<td>H<td>H<td>H<td>M<td>H<td>H<td>H<td>M<td>M</td><td>M</td></td></td></td></td></td></td></td></td></td></td></td></td>	H <td>H<td>M<td>H<td>H<td>H<td>H<td>M<td>H<td>H<td>H<td>M<td>M</td><td>M</td></td></td></td></td></td></td></td></td></td></td></td>	H <td>M<td>H<td>H<td>H<td>H<td>M<td>H<td>H<td>H<td>M<td>M</td><td>M</td></td></td></td></td></td></td></td></td></td></td>	M <td>H<td>H<td>H<td>H<td>M<td>H<td>H<td>H<td>M<td>M</td><td>M</td></td></td></td></td></td></td></td></td></td>	H <td>H<td>H<td>H<td>M<td>H<td>H<td>H<td>M<td>M</td><td>M</td></td></td></td></td></td></td></td></td>	H <td>H<td>H<td>M<td>H<td>H<td>H<td>M<td>M</td><td>M</td></td></td></td></td></td></td></td>	H <td>H<td>M<td>H<td>H<td>H<td>M<td>M</td><td>M</td></td></td></td></td></td></td>	H <td>M<td>H<td>H<td>H<td>M<td>M</td><td>M</td></td></td></td></td></td>	M <td>H<td>H<td>H<td>M<td>M</td><td>M</td></td></td></td></td>	H <td>H<td>H<td>M<td>M</td><td>M</td></td></td></td>	H <td>H<td>M<td>M</td><td>M</td></td></td>	H <td>M<td>M</td><td>M</td></td>	M <td>M</td> <td>M</td>	M	M		
CLO-3:	Build professional, as well as academic, contacts and begin the process of networking and support for your future careers.		3	75	70	H <td>H<td>H<td>H<td>H<td>H<td>M<td>H<td>M<td>H<td>H<td>H<td>M</td><td>M</td><td>H</td></td></td></td></td></td></td></td></td></td></td></td>	H <td>H<td>H<td>H<td>H<td>M<td>H<td>M<td>H<td>H<td>H<td>M</td><td>M</td><td>H</td></td></td></td></td></td></td></td></td></td></td>	H <td>H<td>H<td>H<td>M<td>H<td>M<td>H<td>H<td>H<td>M</td><td>M</td><td>H</td></td></td></td></td></td></td></td></td></td>	H <td>H<td>H<td>M<td>H<td>M<td>H<td>H<td>H<td>M</td><td>M</td><td>H</td></td></td></td></td></td></td></td></td>	H <td>H<td>M<td>H<td>M<td>H<td>H<td>H<td>M</td><td>M</td><td>H</td></td></td></td></td></td></td></td>	H <td>M<td>H<td>M<td>H<td>H<td>H<td>M</td><td>M</td><td>H</td></td></td></td></td></td></td>	M <td>H<td>M<td>H<td>H<td>H<td>M</td><td>M</td><td>H</td></td></td></td></td></td>	H <td>M<td>H<td>H<td>H<td>M</td><td>M</td><td>H</td></td></td></td></td>	M <td>H<td>H<td>H<td>M</td><td>M</td><td>H</td></td></td></td>	H <td>H<td>H<td>M</td><td>M</td><td>H</td></td></td>	H <td>H<td>M</td><td>M</td><td>H</td></td>	H <td>M</td> <td>M</td> <td>H</td>	M	M	H		
CLO-4:	Acquire knowledge of the industry in which the internship is done.		3	85	80	M <td>H<td>H<td>H<td>H<td>M<td>H<td>M<td>H<td>H<td>H<td>H<td>M</td><td>H</td><td>H</td></td></td></td></td></td></td></td></td></td></td></td>	H <td>H<td>H<td>H<td>M<td>H<td>M<td>H<td>H<td>H<td>H<td>M</td><td>H</td><td>H</td></td></td></td></td></td></td></td></td></td></td>	H <td>H<td>H<td>M<td>H<td>M<td>H<td>H<td>H<td>H<td>M</td><td>H</td><td>H</td></td></td></td></td></td></td></td></td></td>	H <td>H<td>M<td>H<td>M<td>H<td>H<td>H<td>H<td>M</td><td>H</td><td>H</td></td></td></td></td></td></td></td></td>	H <td>M<td>H<td>M<td>H<td>H<td>H<td>H<td>M</td><td>H</td><td>H</td></td></td></td></td></td></td></td>	M <td>H<td>M<td>H<td>H<td>H<td>H<td>M</td><td>H</td><td>H</td></td></td></td></td></td></td>	H <td>M<td>H<td>H<td>H<td>H<td>M</td><td>H</td><td>H</td></td></td></td></td></td>	M <td>H<td>H<td>H<td>H<td>M</td><td>H</td><td>H</td></td></td></td></td>	H <td>H<td>H<td>H<td>M</td><td>H</td><td>H</td></td></td></td>	H <td>H<td>H<td>M</td><td>H</td><td>H</td></td></td>	H <td>H<td>M</td><td>H</td><td>H</td></td>	H <td>M</td> <td>H</td> <td>H</td>	M	H	H		
CLO-5:	practical experience within the business environment		3	85	75	H <td>H</td> <td>M<td>H<td>H<td>H<td>H<td>H</td><td>M<td>H<td>H<td>H</td><td>M</td><td>L</td><td>M</td></td></td></td></td></td></td></td></td>	H	M <td>H<td>H<td>H<td>H<td>H</td><td>M<td>H<td>H<td>H</td><td>M</td><td>L</td><td>M</td></td></td></td></td></td></td></td>	H <td>H<td>H<td>H<td>H</td><td>M<td>H<td>H<td>H</td><td>M</td><td>L</td><td>M</td></td></td></td></td></td></td>	H <td>H<td>H<td>H</td><td>M<td>H<td>H<td>H</td><td>M</td><td>L</td><td>M</td></td></td></td></td></td>	H <td>H<td>H</td><td>M<td>H<td>H<td>H</td><td>M</td><td>L</td><td>M</td></td></td></td></td>	H <td>H</td> <td>M<td>H<td>H<td>H</td><td>M</td><td>L</td><td>M</td></td></td></td>	H	M <td>H<td>H<td>H</td><td>M</td><td>L</td><td>M</td></td></td>	H <td>H<td>H</td><td>M</td><td>L</td><td>M</td></td>	H <td>H</td> <td>M</td> <td>L</td> <td>M</td>	H	M	L	M		

PROCESS	
Stage I	Identifying area of interest
Stage II	Review I
Stage III	Review II
Stage IV	Review III
Stage V	Final Submission of the Project Report (Thirty pages minimum)

	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)	
	Review – 1	Review – 2	Project Report	Viva-Voce
Project Work / Internship	20%	30 %	30 %	20 %